



GUIDE TO THE APPLICATION OF THE NEW PROVISIONS CONCERNING THE TEACHER'S WORKLOAD AND ITS ORGANIZATION

Youth General Education

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1. PREAMBLE AND AIMS

When the 2015-2020 Provincial Agreement was renewed, the provisions governing the teacher's workload and its organization were amended substantially. Accordingly, and to ensure that those provisions are implemented smoothly, the parties decided to defer their introduction until the 2022-2023 school year and to produce a joint guide to their application (hereinafter the "Guide").

The changes made to the provisions governing the teacher's workload and its organization were the result of a shared intention to professionalize the workload and recognize the professional autonomy of teachers when performing their duties. As mentioned in Appendix XLI of the 2020-2023 Agreement (hereinafter the "Agreement"), the parties acknowledge the importance of:

- › Not increasing or creating a heavy workload for teachers
- › Distinguishing a teacher's workload from his or her work schedule
- › Avoiding certain disputes associated with the workload

This Guide was designed for use as a tool to help local parties with the application of these new provisions. It is intended mainly for the staff of schools, school boards and local unions. In addition, it describes and explains the main changes made to the workload, including the annual nature of the workload, the notion of average weekly working hours, the reshaping of the workload and the work schedule and new rules governing its application.

Lastly, although this Guide provides the information needed to understand and apply the clauses governing the workload, it is by no means exhaustive and its content is not subject to arbitration. The tables and examples used in the Guide must be read and interpreted in compliance with provincial and local provisions, where applicable. If the information in this Guide contradicts the information in the Agreement, the text of the Agreement takes precedence.

We hope the Guide will be useful to you!

2. TEACHER'S WORK YEAR AND ANNUAL WORKLOAD

2.1 Work year

The teacher's work year has not changed, and continues to include 200 days of work (clause 8-5.01 a)).

2.2 Annual workload

During the negotiation, the parties introduced the notion of annual workload. As a result, on an annual basis of 1,280 hours, a teacher carries out all the characteristic responsibilities prescribed in the general duties performed as part of the assigned professional activities (clause 8-5.01 b)).

This annual workload includes the professional activities to be performed during the work year and the time prescribed to carry them out within, the following two elements:

- › The workload
- › Other professional duties

The following table sets out the annual breakdown of hours for each element of the workload, by level of education for a full-time regular teacher:

Element	Professional activities	Preschool	Elementary	Secondary
Workload	Developmental and cognitive learning activities	Maximum of 810 hours (22 h 30 x 36 weeks)	-	-
	Courses and lessons	-	738 hours ¹⁻² (20 h 30 x 36 weeks)	615 hours ¹⁻² (17 h 05 x 36 weeks)
	Other teaching duties	Minimum of 18 hours (0 h 30 x 36 weeks)	90 hours ¹ (2 h 30 x 36 weeks)	105 hours ¹ (2 h 55 x 36 weeks)
	Subtotal (hours), workload	828 hours (23 h x 36 weeks)		720 hours (20 h x 36 weeks)
Other professional duties	Other professional activities	144 hours ³ (4 h x 36 weeks)		252 hours ³ (7 h x 36 weeks)
	Pedagogical days	108 hours ³ (5h 24 x 20 pedagogical days)		
	Work decided by the teacher from the tasks forming part of the general duties (clause 8-2.01)	200 hours ⁴ (5 h x 40 weeks)		
	Subtotal (hours), other professional duties	452 hours		560 hours
Total number of hours		1,280 hours annually⁴		

¹ The number of hours may vary from one teacher to the next.

² The average time for all full-time teachers (clause 8-7.03 b).

³ These hours may vary according to the duration and number of pedagogical days provided for locally, as the case may be.

⁴ In all, 200 hours are recognized, 80 of which shall be carried out at the location determined by the teacher and may be carried out by the teacher outside of the 35-hour span or the 8-hour span. In addition, the time required for the ten group meetings and for the first three meetings with parents is included in this total of 200 hours.

The following table presents some of the professional activities that form part of the workload:

The professional activities included in the workload			
	Preschool	Elementary	Secondary
Workload	› Developmental and cognitive learning activities	› Courses and lessons	
	› Support › Remediation › Supervision other than arrivals and movement of students ¹ › Homeroom		
Other professional duties	› Supervision of arrivals and movement of students › Responsibilities entrusted by the school administration (mandates, projects, etc.) › Meetings (collaborative, group, level, cycle, subject, with parents, etc.) › Discussions, follow-up, reports and communications with other staff members, school administration, parents or partners (individualized education plan, follow-up with students, etc.) › Attendance at agreement or non-agreement committee meetings › Planning › Preparation › Marking › Other activities covered by the characteristic responsibilities of the general duties mentioned in clause 8-2.01		

2.3 Determination of the teacher's annual workload

Procedure for determining the annual workload

The school administration must carry out two consultations before determining the teacher's annual workload: a group consultation and an individual consultation.

These two steps are carried out every year, in compliance with local provisions and/or local practices,² as applicable.

¹ For the preschool and elementary levels, the school administration, wherever possible, entrusts certain supervisory duties to people other than teachers, in accordance with Appendix XXXIV of the Agreement.

² Depending on the individual school, the consultation may take place towards the end of the school year preceding the school year concerned, at the beginning of the school year concerned, or in two parts, but in all cases it must take place before the individual consultation (end of the preceding school year and beginning of the school year concerned).

➤ Step 1: Group consultation (clause 8-5.01 b) 2nd paragraph)

The school-level participating body of teachers is consulted for the annual distribution of duties and responsibilities among teachers. The consultation covers:

- › the activities making up the workload, other than developmental and cognitive learning activities or the presentation of courses and lessons and the time prescribed in which to perform them annually;
- › the other professional duties inherent to the teaching function (excluding the work determined by the teacher) and the time prescribed in which to perform them annually.

This step allows the teaching team to play a role in establishing the time prescribed for performing these activities, and in the decision to add or remove certain activities.

➤ Step 2: Individual consultation (clause 8-5.01 b) 3rd paragraph)

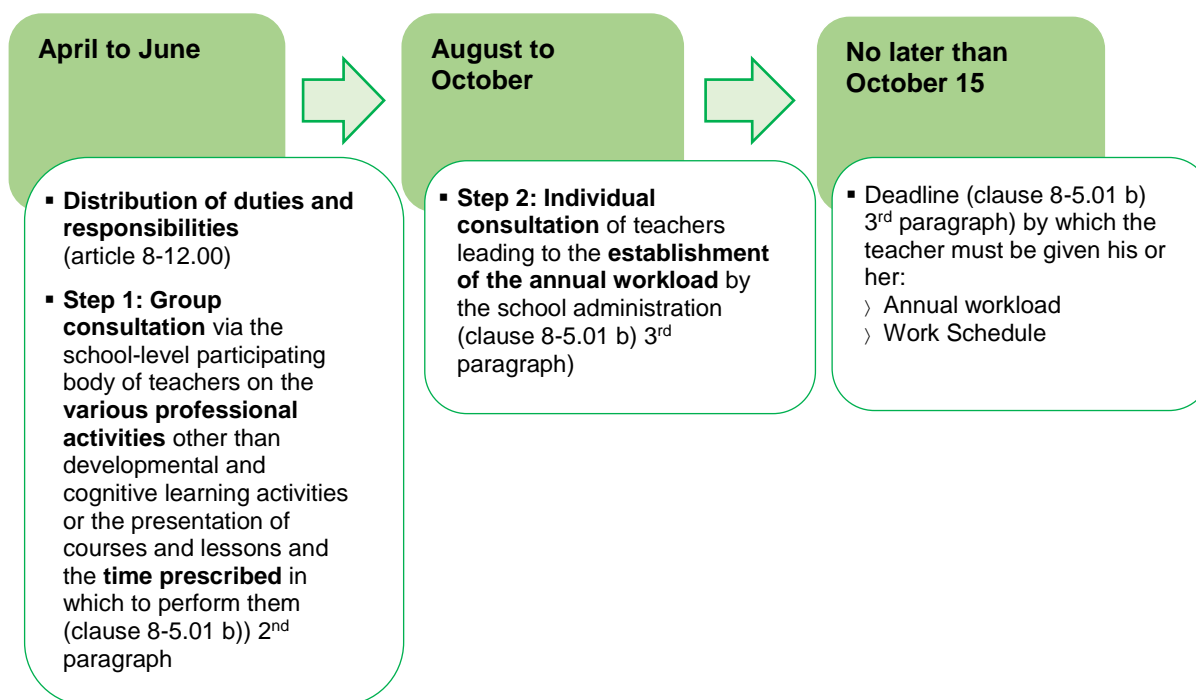
Before preparing the annual workload, the school administration must consult each teacher on:

- › the activities making up the workload (other than developmental and cognitive learning activities and presentation of courses and lessons);
- › the other professional duties inherent to the teaching function.

When these two steps have been completed, and in all cases not later than October 15, the teacher is assigned an annual workload¹ by the school administration.

¹ Examples of annual workloads illustrated in Appendices A, B and C.

Consultation timeline¹



3. REGULAR WORKWEEK

The regular workweek is five days from Monday to Friday and comprises an average of 32 hours of work at school or its equivalent on an annual basis of 1,280 hours (clause 8-6.01). The school board or school administration may assign the teacher to a workplace other than the school.

Notwithstanding the foregoing, the teacher must be present at school for an average of 30 hours per week (or its equivalent on an annual basis of 1,200 hours) (clause 8-6.01). The teacher carries out two hours per week, or its equivalent on an annual basis of 80 hours, at the location he or she determines (clause 8-6.02 a) ii) 2)). These same two hours may be carried out outside the weekly or the daily span (clause 8-6.02 d) 4th paragraph).

3.1 Breakdown of hours in the regular workweek

Teaching workload

The teaching workload is 23 hours per week at the preschool and elementary levels and 20 hours per week at the secondary level (clause 8-6.02 a) i)). These hours, excluding the time devoted to developmental and cognitive learning activities or courses and lessons, may vary from one week to the next to take into account fluctuating pedagogical or organizational needs (clause 8-6.02 b)).

¹ The dates shown in the timeline may need to be adjusted, depending on the provisions of local agreements or local practices, if any.

At the preschool level, the time devoted to the workload includes a maximum of 22 hours and 30 minutes of developmental and cognitive learning activities and a minimum of 30 minutes of other educational duties, for a total workload of 23 hours per week (clause 8-7.02 a)).

At the elementary and secondary levels, the time devoted to the presentation of courses and lessons and to student activities on the students' timetable may vary from one teacher to another.

At the school-board level, the average teaching time devoted to the presentation of courses and lessons and to student activities on the students' timetable must not exceed:

- › 20 hours and 30 minutes per week for all full-time elementary school teachers;
- › 17 hours and 5 minutes per week, or the equivalent, for all full-time secondary school teachers (clause 8-7.03 a)).

Other professional duties

Other professional duties account for an average of 9 hours per week at the preschool and elementary levels and an average of 12 hours per week at the secondary level. They include:

- › an average of 4 hours at the preschool and elementary levels or an average of 7 hours at the secondary level for professional activities inherent to the teaching function;
- › the hours comprised in pedagogical days;
- › an average of 5 hours of work determined by the teacher, including the ten group meetings and the first three meetings with parents (clause 8-6.02 a) ii)).

3.2 Illustration of hours in the regular workweek, by teaching level

The following tables set out the hours in the regular workweek by teaching level:

Preschool				
Workload		Other professional duties		
Developmental and cognitive learning activities No more than 22 hours 30 minutes ¹ 810 hours per year	+	4 hours on average 252 hours ² per year	=	32 hours on average per week, including 30 hours on average per week at school 1,280 hours per year
+		+		
Other teaching duties No less than 30 minutes on average ¹ 18 hours per year		5 hours on average 200 hours ³ per year of work determined by the teacher		
=		=		
23 hours on average 828 hours per year		9 hours on average 452 hours per year		

Elementary				
Workload		Other professional duties		
Courses and lessons 20 hours 30 minutes ¹ 738 hours per year	+	4 hours on average 252 hours ² per year	=	32 hours on average per week including 30 hours on average per week at school 1,280 hours per year
+		+		
Other teaching duties 2 hours 30 minutes ¹ on average 90 hours per year		5 hours on average 200 hours ³ per year of work determined by the teacher		
=		=		
23 hours on average 828 hours per year		9 hours on average 452 hours per year		

¹ The number of hours may vary from one teacher to another.

² Including pedagogical days.

³ A teacher is assigned 200 hours during which he or she determines the work to be done from the characteristic responsibilities that make up the general duties (clause 8-2.01). These hours may be carried out during any portion of the period for meals stipulated in clause 8-8.03 exceeding 50 minutes. In addition, 80 of these 200 hours may be carried out at the place determined by the teacher. The time required for the ten group meetings and the first three meetings with parents is included in the 200-hour total.

Secondary				
Workload		Other professional duties		
Courses and lessons 17 hours 5 minutes¹ 615 hours per year		7 hours on average 360 hours ² per year		32 hours on average per week including 30 hours on average per week at school 1,280 hours per year
+		+		
Other teaching duties 2 hours 55 minutes¹ on average 105 hours per year	+	5 hours on average 200 hours ³ per year of work determined by the teacher	=	
=		=		
20 hours on average 720 hours per year		12 hours on average 560 hours per year		

3.3 Weekly variations in working hours

Working hours, other than those devoted to developmental and cognitive learning activities or the presentation of courses and lessons, may vary from one week to another, among other things due to fluctuations in pedagogical or organizational needs. For example, remediation, support, individualized education plan meetings, exam periods and collaborative meetings, among others, are all circumstances that could entail a variation from the 32 hours. The same applies to the ten group meetings and the first three meetings with parents (clause 8-6.02 b) 1st paragraph). This variation gives teachers the flexibility needed during the year to carry out professional activities at the times deemed appropriate. It is up to teachers to adjust their working hours at school as needed, with due regard for the annual workload.

However, the time devoted to developmental and cognitive learning activities or the presentation of courses and lessons may vary in order to better meet students' needs, and to take into account the educational project and the characteristics of the school or class (clause 8-6.02 b) 2nd paragraph). For example, in the case of local sport-study or art-study programs, variations may be needed to carry out specific projects.

¹ The number of hours may vary from one teacher to another.

² Including pedagogical days.

³ A teacher is assigned 200 hours during which he or she determines the work to be done from the characteristic responsibilities that make up the general duties (clause 8-2.01). These hours may be carried out during any portion of the period for meals stipulated in clause 8-8.03 exceeding 50 minutes. In addition, 80 of these 200 hours may be carried out at the place determined by the teacher. The time required for the ten group meetings and the first three meetings with parents is included in the 200-hour total.

3.4 Additional workload

If, for special reasons, should the school board or school administration assign a workload to a teacher in addition to the annual prescribed workload, the teacher, in accordance with paragraph e) of clause 8-7.02, is entitled to:

- › compensation in time within the workload during the school year (see example a) below);
- › monetary compensation equal to 1/1000th of the annual salary, paid with the last salary instalment of the school year concerned if it was not possible to grant compensation in time within the workload (see example b) below).

Notwithstanding the foregoing, if the additional workload cannot be assigned within the teacher's annual workload, he or she is entitled to:

- › monetary compensation equal to 1/1000th of the annual salary, paid with the next salary instalment permitting it (see example c) below)

Example

Mathematics remediation at the secondary level

The workload of a Secondary IV math teacher provides for 30 hours of remediation in the timetable, at a rate of two 45-minute periods per nine-day cycle.

As an exam drew near, the teacher realized that one of her groups needed additional support. After discussing the matter with the school administration, it was agreed to add a third remediation period to the teacher's timetable, until the exam took place. The school administration and the teacher agreed that after the exam period, if the students' results were satisfactory, only one remediation period per cycle would be placed on the timetable for an equivalent period of time, to compensate for the additional remediation period before the exam period.

Depending on how things go, there are three possibilities for compensation in this situation:

- a) *Everything reverts to normal after the exam and the additional time is compensated in time within the workload, as agreed with the school administration. No monetary compensation is paid.*
- b) *The students continue to experience problems after the exam. The school administration and the teacher agree to maintain the three remediation periods per nine-day cycle for an additional period of several weeks, believing it will be possible to compensate in time within the workload during the school year. However, the students' problems persist and the anticipated adjustment becomes impossible.*

The school administration pays monetary compensation equivalent to 1/1000th of the teacher's annual salary for the time worked in addition to the 30 hours originally provided for in her workload. The compensation is paid with the last salary payment for the school year.

- c) *The students continue to experience problems. The school administration and the teacher agree to maintain the three remediation periods per nine-day cycle until the end of the school year.*

The school administration pays the teacher monetary compensation equivalent to 1/1000th of her annual salary, beginning with the next available salary payment.

3.5 Daily and weekly span¹

The span is the period of time between the start and end of a working day or between the start and end of the workweek during which the teacher performs his or her duties at school. The span is established by the school administration when preparing the work schedule.

The hours of the regular workweek fall within a daily span of no more than eight hours and within a weekly span of 35 hours, which is determined for each teacher by the school board or school administration (clause 8-6.02 d)).

The span does not include the period prescribed for the teacher's meals or the time prescribed for the first ten group meetings or the first three meetings with parents. In addition, an average of two hours per week, out of the 32 hours in the regular workweek, may be worked outside the span, at the place determined by the teacher (clauses 8-6.02 d) 3rd paragraph and 8-6.02 a) ii) 2)).

The span is illustrated in the examples in Appendices D, E and F.

4. WORK SCHEDULE

The school administration establishes a work schedule for each teacher (clause 8-6.04), which falls within the daily and weekly span (clause 8-6.02 d)). The weekly or cycle-based² schedule includes the recurrent professional activities provided for in the workload which require the teacher's presence at a specific time. For example, these activities may be developmental and cognitive learning activities, courses and lessons, supervisory duties, remediation periods, meetings or supervision of student arrivals and movements of students.

The other professional activities for the year that are included in the workload and do not require the teacher's recurrent presence at a specific time are not specified in the work schedule. These activities include remediation, support, committees, meetings and so on. It is up to the teacher to decide when he or she will perform the activities not assigned by the school administration (clause 8-6.04).

While respecting the number of hours on an annual basis the school administration may, as needed, require the teacher to be present at certain times of the week to meet an occasional or permanent need, within the daily and weekly span.

- › For an occasional need: prior notice must be sufficient for the teacher to be present at the required time.
- › For a permanent need: the teacher must have been consulted and, if there is no agreement on the time of the change, prior notice of at least five days must be given (clause 8-6.02 c)).

¹ The parties may agree on a local arrangement (clause 8-6.02 d) 1st paragraph).

² If the teaching cycle is not a five-day cycle, the number of hours mentioned here are adjusted proportionally (clause 8-6.05).

In addition, the school administration may schedule certain non-weekly or non-cyclical meetings within the 200 days of the working year. For example, it may announce the times of the ten group meetings at the beginning of the school year.

Considering that the teacher is not obliged to enter all the times prescribed to perform his or her professional activities in the schedule, the times without a scheduled assignment, even during student breaks or recess time, can in no way be qualified as breaks for the teacher or times when the teacher is waiting for work to be assigned as prescribed in section 57 of the *Act respecting labour standards* (CQLR, chapter N-1.1) (clause 8-6.04).

The work schedule¹ must be given to the teacher no later than October 15 (clause 8-5.01 b)).

5. PROBLEM SOLVING MECHANISM

As mentioned in Appendix XLI and clause 8-14.00 of the Agreement, the parties have undertaken to ensure that clause 8-5.01 (work year and annual workload) and articles 8-6.00 (regular workweek) and 8-7.00 (teacher's workload) are applied harmoniously, in order to prevent and, where applicable, solve implementation problems.

To do this, the school board and the union must agree on internal and external problem solving mechanisms. These mechanisms must reflect the situation in the schools and must be applied throughout the school year, starting at the time of the consultation on the annual workload. They also apply in cases where the problem involves more than one teacher.

¹ Examples in Appendices D, E and F.

APPENDICES

APPENDIX A

Example – Annual Workload - Preschool

Teacher’s workload		Number of hours per year	Recurrent time in the schedule, if any
Development and cognitive learning activities ¹			
Support			
Group supervision			
Remediation			
Homeroom			
Total (23 hours x 36 weeks)²		828 hours	
Other professional duties³		Number of hours per year	Recurrent time in the schedule, if any
Arrivals and movement of students			
Meetings (level, coordination, etc.)			
Discussion, communication, individualized education plans, unanticipated events, etc.			
Committees			
Teacher induction – Appendix XXII			
Other professional activities (mandates, projects, etc.)			
Subtotal			
Pedagogical days (No. hours x No. days)			
Work determined by the teacher (5 hours x 40 weeks) ⁴		200 h	
Total		452 hours	

¹ In some cases, time may be recognized for teacher induction (Appendix XXII).

² This number of days/weeks may vary according to the number of classroom days on the school calendar.

³ In compliance with local provisions, where applicable, this time must be converted to an annual basis.

⁴ The work to be performed is work included in the general duties (clause 8-2.01). Among the 200 hours, 80 of which shall be carried out at the location determined by the teacher and may be carried out by the teacher outside of the 35-hour span or the 8- hour span. The time needed for the ten group meetings and the first three meetings with parents is included in these 200 hours.

APPENDIX B

Example – Annual Workload - Elementary

Teaching workload	Number of hours per year	Recurrent time in the schedule, if any
Courses and lessons ¹		
Support		
Group supervision		
Remediation		
Homeroom		
Total (23 hours x 36 weeks)²	828 hours	
Other professional duties³	Number of hours per year	Recurrent time in the schedule, if any
Arrivals and movement of students		
Meetings (level, cycle, coordination, etc.)		
Discussion, communication, individualized education plans, unanticipated events, etc.		
Committees		
Teacher induction – Appendix XXII		
Travel time between buildings (itinerant teacher)		
Other professional activities (mandates, projects, etc.)		
Subtotal		
Pedagogical days (No. hours x No. days)		
Work determined by the teacher (5 hours x 40 weeks) ⁴	200 h	
Total	452 hours	

¹ In some cases, time may be recognized for teacher induction (Appendix XXII).

² This number of days/weeks may vary according to the number of classroom days on the school calendar.

³ In compliance with local provisions, where applicable, this time must be converted to an annual basis.

⁴ The work to be performed is work included in the general duties (clause 8-2.01 Among the 200 hours, 80 of which shall be carried out at the location determined by the teacher and may be carried out by the teacher outside of the 35-hour span or the 8- hour span. The time needed for the ten group meetings and the first three meetings with parents is included in these 200 hours.

APPENDIX C

Example – Annual Workload - Secondary

Teaching workload		Number of hours per year	Recurrent time in the schedule, if any
Courses and lessons ¹			
Support			
Group supervision			
Remediation			
Homeroom			
Total (20 hours x 36 weeks)²		720 hours	

Other professional duties ³		Number of hours per year	Recurrent time in the schedule, if any
Arrivals and transitions			
Meetings (level, cycle, subject, coordination, etc.)			
Discussion, communication, individualized education plans, unanticipated events, etc.			
Committees			
Teacher induction – Appendix XXII			
Other professional activities (mandates, projects, etc.)			
Subtotal			
Pedagogical days (No. hours x No. days)			
Work determined by the teacher (5 hours x 40 weeks) ⁴		200 h	
Total		560 hours	

¹ In some cases, time may be recognized for teacher induction (Appendix XXII).

² This number of days/weeks may vary according to the number of classroom days on the school calendar.

³ In compliance with local provisions, where applicable, this time must be converted to an annual basis.

⁴ The work to be performed is work included in the general duties (clause 8-2.01). Among the 200 hours, 80 of which shall be carried out at the location determined by the teacher and may be carried out by the teacher outside of the 35-hour span or the 8-hour span. The time needed for the ten group meetings and the first three meetings with parents is included in these 200 hours.

APPENDIX D Example – Schedule - Preschool

Times	Day 1	Day 2	Day 3	Day 4	Day 5	
Daily span: not exceeding 8 hours <small>(excluding meals, ten group meetings and first three meetings with parents)</small>	7.30 am					
	Start of daily span					
	Start of teacher's span	7.30 am	7.30 am	7.30 am	7.30 am	7.30 am
		AD	AD	AD	AD	AD
	Development and cognitive learning activity (182 minutes)	Development and cognitive learning activity	Development and cognitive learning activity	Development and cognitive learning activity	Development and cognitive learning activity	Development and cognitive learning activity (122 minutes)
		AD	AD	AD	AD	
	Lunch – 50 minutes	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
		AD	AD	AD	AD	AD
	Development and cognitive learning activity (100 minutes)	Development and cognitive learning activity	Development and cognitive learning activity	Development and cognitive learning activity	Development and cognitive learning activity	Development and cognitive learning activity
		AD	AD	AD	AD	AD
			Weekly coordination meeting (60 min)			
	End of teacher's span	3:20 p.m.	15:35 pm	3:05 pm	3:20 p.m.	3:20 p.m.
	4:20 pm					
	End of daily span					
	7 h 00 = A	7 h 15 = B	6 h 45 = C	7 h 00 = D	7 h 00 = E	
Total 35-hour weekly span = A + B + C + D + E						

Signature of school administration: _____

Date: _____

Signature of teacher: _____ Date: _____

APPENDIX E Example – Schedule - Elementary

	Times	Day 1	Day 2	Day 3	Day 4	Day 5	
Daily span: not exceeding 8 hours (excluding meals, ten group meetings and first three meetings with parents)	7:30 am	Start of daily span					
	Start of teacher's span	7:30 am	7:30 am	8:00 am	7:40 am	7:30 am	
		AD Homeroom	AD Homeroom		AD Homeroom	AD Homeroom	
	Period 1 – 60 minutes	Course	Course		Course	Course	
	Period 2 – 60 minutes		Course	AD Course (30 min)	Course	Course	
			AD	AD	AD	AD	
	Recess – 20 minutes	Supervision AD		Supervision AD		AD	
	Period 3 – 60 minutes	Course AD	Course AD	Course AD	Course AD	Course AD	
	Lunch – 60 minutes	Lunch (60 min)	Lunch (60 min)	Lunch (60 min)	Remediation (10 min) Lunch (50 min)	Lunch (60 min)	
		AD	AD	AD			
	Period 4 – 60 minutes	Course AD	Course AD	Course AD			
	Recess – 20 minutes				Supervision	Supervision	
	Period 5 – 60 minutes	Course AD	Course AD	Course AD	Course AD	Course AD	
			Weekly coordination meeting				
	End of teacher's span	3:30 pm	4:00 pm	3:30 pm	3:30 pm	3:30 pm	
		4:30 pm	End of daily span				
	Total daily span		7 h 00 = A	7 h 30 = B	6 h 30 = C	7 h 00 = D	7 h 00 = E
	Total 35-hour weekly span = A + B + C + D + E						

Signature of school administration: _____

Date: _____

Signature of teacher: _____ Date: _____

APPENDIX F Example – Schedule - Secondary

Times	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
8 am	Start of daily span								
Start of teacher's span	8 am	8:30 am	8 am	8:30 am	8 am	8 am	8 am	8:30 am	8 am
Period 1 – 75 minutes			AD		AD	AD	AD	AD	AD
			Course		Course	Course	Course	Course	Course
Recess – 15 minutes			AD		AD	AD	AD	AD	AD
	AD	AD					AD		AD
Period 2 – 75 minutes	Course	Course					Course		Course
	AD	AD	Lunch (50 min)	Lunch (50 min)		Lunch (50 min)	AD	Lunch (50 min)	AD
Lunch – 50 minutes	Lunch (50 min)	Lunch (50 min)	Remediation (30 min)	Remediation (30 min)	Lunch (50 min)	Remediation (30 min)		Remediation (30 min)	Lunch (50 min)
		AD	AD	AD	AD	AD		AD	AD
Period 3 – 75 minutes		Course	Course	Course	Course	Course		Course	Cours
		AD	AD	AD	AD	AD		AD	AD
Recess – 15 minutes									
	AD	AD	AD	AD	AD	AD		AD	AD
Period 4 – 75 minutes	Course	Course	Course	Course	Course	Course		Course	Course
	AD	AD	AD	AD	AD	AD		AD	AD
								Coordination meeting (60 min)	
End of daily span	4 :30 pm	4 :30 pm	4 :30 pm	4 :30 pm	4 :30 pm	4 :30 pm	12 pm	4 :30 pm	4 pm
16 h 50	End of daily span								
Total amplitude quotidienne	7 h 40 = A	7 h 10 = B	7 h 40 = C	7 h 10 = D	7 h 40 = E	7 h 40 = F	4 h 00 = G	7 h 10 = H	7 h 10 = I
Total 63-hour weekly span = A + B + C + D + E + F + G + H + I									

Daily span: not exceeding 8 hours
(excluding meals, ten group meetings and first three meetings with parents)

Signature of school administration: _____

Date: _____

Signature of teacher: _____ Date: _____