

COVID  
Back to School Plan: September 2020

PUBLIC HEALTH CONDITIONS allowing the implementation of the plan:

- Optimal access to tests
- R0 less than or equal to 1
- Limiting the exposure of vulnerable people to the virus
- Number of new cases stable or decreasing
- Number of hospitalizations stable or decreasing

GUIDING PRINCIPLES

- Benevolence and prudence
- Clear ministerial directions
- Flexibility in the choice of means and subsidiarity in local implementation
- Equality
- Consultation in decisions
- Planning of all eventualities

1. PRESCHOOL EDUCATION, PRIMARY AND SECONDARY EDUCATION

Theme	Preschool, Elementary, Secondary I, II & III	Secondary IV & V
<b>General Description</b>	<p><b>-100% of students in school in-person full time</b></p> <ul style="list-style-type: none"> <li>-School organization that provides in-class stability for students</li> <li>-Groups divided into sub-groups (islands) of a maximum of 6 students</li> <li>-Distance of 1 meter between islands and 2 meters between students and adults</li> <li>-Staff move between groups to teach subjects.</li> <li>-Adjusted access to common areas respecting disinfection and distancing measures (gymnasium, music rooms, cafeteria, etc.)</li> <li>-Reorganization of schedules and specific projects to respect the principle of closed groups, each student remaining with his group regardless of the courses taken</li> </ul>	<p>Choice of two options, depending on the environment - option 1 to be preferred as much as possible:</p> <p><u>Option 1: 100% of students in school in-person full time</u></p> <ul style="list-style-type: none"> <li>-Groups divided into sub-groups (islands) of a maximum of 6 students</li> <li>-Distance of 1 meter between islands and 2 meters between students and adults</li> <li>-Staff will move between groups to teach subjects</li> <li>-Adjusted access to common areas respecting disinfection and distancing measures (gymnasium, music rooms, cafeteria, etc.)</li> <li>-Reorganization of schedules and specific projects to respect the principle of closed groups, each student remaining with his group regardless of the courses taken</li> </ul>

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		<p><u>Option 2: Possibility of adjusting the hours &amp; reducing the time at school to maintain optional courses</u></p> <ul style="list-style-type: none"><li>-If it is necessary to attend one or more groups other than their class group;</li><li>-For students attending these optional courses or in groups of specific projects targeted;</li><li>-In-school presence of students as often as possible, with a baseline of 50% of the time usually prescribed, according to methods to be defined locally and according to local specificities</li><li>- Work at home to be planned</li><li>- E-learning resources and educational activities outside the usual school premises to be preferred</li></ul> <p>The coexistence of options 1 and 2 is possible in the same school.</p>
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1. PRESCHOOL EDUCATION, PRIMARY AND SECONDARY EDUCATION

Theme	Preschool, Elementary, Secondary I, II & III	Secondary IV & V
<b>Calendar, schedule, breaks and recess</b>	<ul style="list-style-type: none"> <li>-Usual school calendar</li> <li>-Usual number of hours of educational services</li> <li>-Schedule to be determined locally to take into account the specificities of the schools and the needs of the students</li> <li>-Flexibility regarding adjustments of schedules (several time slots, alternating groups) and permitted activities</li> <li>-The schedule of breaks, recess and trips for each group to its classroom is adjusted to limit contact with other groups.</li> </ul>	<p><b>Option 1:</b></p> <p><b>Same as in Secondary I, II &amp; III</b></p> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>-Adapted schedule or calendar with attendance baseline of 50% of the time usually prescribed</li> <li>-Alternate calendar: day1/ day1; day 2/day 2, etc.; the day when the pupil continues his learning at home must be considered as a day of distance school attendance.</li> </ul>
<b>Educational services and assessment of learning</b>	<p><b>Compliance with all the usual provisions:</b></p> <ul style="list-style-type: none"> <li>-Teaching of all subjects according to the official curricula, the usual single report card, administration of local and ministerial tests, application of rules governing the certification of studies</li> <li>- For music lessons, physical education and other “specialized” activities, maintaining the same rules concerning groups and sub-groups with possibility of using the premises devoted to these activities (music room, gymnasium, laboratory, etc. etc.), provided that the equipment is disinfected between groups. Access to sports facilities is permitted.</li> </ul>	
<b>Catch-up measures (upgrading and school support)</b>	<ul style="list-style-type: none"> <li>-Consolidation of learning timeframe to be planned at the start of the year. Plan a major upgrade before starting new learning materials (reducing potential gaps), according to locally determined methods (homework help, tutoring, mentoring, etc.)</li> <li>- Measures to consolidate and update learning will have to be put in place for students who were in an intensive English program and who were not able to cover the content provided for the subjects included in the Basic school regulation.</li> <li>- Important to provide follow-up and support for students in transition (6th grade)</li> <li>- Focus on essential knowledge for remedial measures</li> </ul>	

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<p><b>Clients with special needs (vulnerable students)</b></p>	<ul style="list-style-type: none"> <li>-Provide for the deployment of a reception protocol for vulnerable students and their families to ensure a personalized link with these families</li> <li>-Pay particular attention to the negative effects of the break due to the pandemic (accumulated delay, anxiety, loneliness, etc.), in particular on remedial education, with the return of 100% of the students</li> <li>-Provide for cases of students (or teachers) who will not be able to attend school (medical conditions or other) and ensure their learning is monitored</li> </ul> <p><b>Complementary educational services to be deployed for students with special needs, in particular:</b></p> <ul style="list-style-type: none"> <li>-Catch-up</li> <li>-Orthopedagogical services and prioritization of needs, with the use of student interns or others, if possible</li> <li>-Psychology and psychoeducation services to support, screen and evaluate students who need it</li> <li>-For students with disabilities, social maladjustments or learning difficulties (EHDAA), an update of their intervention plans will be required to adjust them to the new reality</li> <li>-Social services and the necessary collaboration of the two networks through the Ministry of Education–Ministry of Health &amp; Social Services (MEES-MSSS) agreement</li> </ul>
<p><b>Special educational programs and extracurricular activities</b></p>	<ul style="list-style-type: none"> <li>-Possible, depending on the nature of the social distancing measures to be implemented</li> <li>-Consult the partners involved (e.g. sports associations)</li> <li>-Access to sports facilities is permitted</li> <li>-Semester training (eg: for intensive English) should be avoided so as not to penalize students if another confinement should occur</li> <li>-Application in schools of the same instructions for the practice of sport as those intended for sports associations</li> </ul>
<p><b>Organization of meals</b></p>	<ul style="list-style-type: none"> <li>-Local organization, in compliance with public health rules</li> <li>-Opening of cafeterias, in compliance with sanitary measures</li> </ul>

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Theme	<b>Preschool, Elementary, Sec. I, II, III, IV &amp; V</b>
Common areas and places of relaxation	-Distancing directives are applied to all common areas and places of relaxation (cafeteria, auditorium, library, changing rooms, entrance hall, etc.), whether indoor or outdoor
Childcare services	-Resumption of the usual activities of school daycare services with pricing and application of public health rules <b>-Prioritize as much as possible the grouping of students according to groupings in classes</b>
Staff management	- Assignment of teaching staff for the next school year based on the age criteria of Public Health (70 years) and teacher-student ratios usually expected in normal times - According to Public Health Directives concerning the teacher-student ratios, use of the banks of substitutes as a first step - Respect for the teacher's task - Flexibility of the teacher's schedule (additional tasks, tasks of a personal nature, pedagogical days) - The teacher maintains a distance of 2 meters between himself and his students.
Concierge and sanitary measures	-Set up a hygiene routine for students and employees according to the recommendations of the CNESST -Wearing a mask not required <sup>1</sup> , except for: ` Preschool teachers; ` Vocational training teachers (depending on nature of the task); ` Teachers with severely disabled students; ` If the adult must temporarily approach a student.
Management of school facilities	-Do not allow the use of school facilities for purposes other than educational services (e.g. rental of gymnasiums) -Redesign the available premises to increase space and thus promote distancing -Rethink the organization of lockers: ` Sharing possible for students in the same sub-group; ` Individual lockers for secondary IV & V students (Option 2).
School transportation	-Distance rule revised to 1 m between pupils for increased capacity
Information technology	-Accelerated pursuit of current developments concerning the availability of content, infrastructure and equipment
Emergency protocol	-Each school service center, school board and private educational institution must prepare an Emergency Protocol respecting the checklist established for this purpose by the Ministry of Education (MEES) and specifying what must be planned for in the event of total closure or partial of establishments. -Even in the event of a school closure, the staff will continue their

<sup>1</sup> In general, personal protective equipment (including masks) and other physical barriers (including Plexiglas) are not preferred in the Quebec school context.

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	<p>work and the students must continue to receive all the support they need to continue their classes.</p> <p>-Awareness activities for pupils and parents to be planned</p>
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2. VOCATIONAL TRAINING AND GENERAL TRAINING FOR ADULTS

Theme	PROFESSIONAL TRAINING	GENERAL TRAINING FOR ADULTS
<b>General considerations</b>	<ul style="list-style-type: none"> <li>-In-person teaching to be preferred for theoretical content depending on the context (number of students, hot or cold areas)</li> <li>-Presence of students for practical learning and exams</li> <li>-In classrooms: distance of 1.5 meters between students</li> <li>-In laboratories, travel areas and common areas (libraries, cafeterias, etc.): distance of 2 meters</li> <li>-Wearing of equipment for certain programs where distancing is impossible</li> <li>-Implementation of different health measures in certain programs</li> </ul>	<ul style="list-style-type: none"> <li>-In-person teaching to be preferred for theoretical lessons depending on the context (number of students, hot or cold areas)</li> <li>-Presence of students for exams and science laboratories</li> <li>-In-person educational services for special categories of students (eg: social integration, francization)</li> <li>-Distance education for certain courses for upper secondary school students, and educational services for vocational training and preparation for higher education</li> <li>-In classrooms: distance of 1.5 meters between students</li> <li>- In laboratories, travel areas and common areas (cafeterias, libraries, etc.): distance of 2 meters</li> <li>-Wearing of equipment for certain programs where distancing is impossible</li> <li>-Implementation of different health measures in certain programs</li> </ul>