Emergency protocol/ reconfinement plan

MEMORY AID

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Emergency protocol

In response to the possibility of a second wave of COVID-19 that would require certain educational institutions, certain regions or all educational institutions to be closed again, a contingency plan must be drawn up to deal with these situations, should they arise.

This plan is intended to provide all education stakeholders with a list of elements to take into account in order to be able to react quickly to changes that may result from a new state of emergency. It allows for the planning of additional actions beyond the measures already implemented in accordance with guidelines from the public health authorities. Note that in some cases, a listed element may apply to only one level of education, or you may find that additional elements are necessary based on the reality of your situation, for example, if your educational institution only offers adult general education. Do not hesitate to add these elements: the critical point is that each educational institution must have a protocol that covers the main dimensions and responds to its specific needs.

This document is intended as a memory aid to guide you in drawing up or improving the emergency protocol for your school service centre, school board or educational institution. In addition to the health and safety measures required by the public health authorities, your emergency protocol must cover all the key actions to be implemented and elements to be taken into account to ensure continuity of learning for all students.

More information about the role of teachers in the public school network can be found in the appendix.

School service centres, school boards and educational institutions — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Management	• Create a crisis unit (administrator, transportation, human, computer and material resources, etc.) • Determine a procedure for retrieving school supplies and personal items belonging to students and staff. If necessarily, plan to have students collect them • Plan the division of tasks within the units of the school service centre or school board • Plan the division of tasks among school staff members • Establish a point of contact and a process for communicating with the regional public health authorities • Plan contact tracing operations for individuals who have potentially been infected, for example, by keeping a list of students and staff members who have been in the building, so that the necessary data can be provided to the regional public health authorities in case of an outbreak • Develop tools to collect data about students and teaching staff (attendance, absences due to illness, etc.) • Plan a specific protocol for student residences, if necessary • Determine accountability procedures that benefit everyone • Plan to offer emergency childcare services for staff in the health and education networks, as was done in the spring • Plan to maintain governance activities within the school service centre (governing board, board of directors)	• Ensure that students and staff take all their school supplies and personal items when leaving the premises • Apply the procedure for retrieving school supplies and personal items belonging to students and staff • Apply the health and safety measures intended for activities that take place in educational institutions • Keep track of staff and students who are slated to travel abroad for educational purposes • Keep a list of staff members and students who can enter the premises to continue with activities that must take place in person • Implement the protocol intended for student residences in secondary schools, where applicable • Quickly provide emergency childcare services and follow the guidelines issued by the public health authorities for childcare facilities, if necessary

School service centres, school boards and educational institutions — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Communication	• Create lists of people to contact with their phone numbers (office, cellphone, home phone) and their email addresses (Ministère, network) • Draw up a plan for regular communication with the Ministère, network, staff, parents/students • Draw up a telephone tree for communication purposes • Ensure that there is a continuous point of contact where questions and information about problematic situations can be sent • Draw up a communication plan for crisis situations	• Quickly inform parents and students • Ensure that accessible documents and communication tools have been produced or are available (visual and in multiple languages other than French for non-Francophone families or students[1]) • Keep track of the situation using data from stakeholders • Follow up on communication and collaboration between schools and families • Centralize communications from the educational institution in one channel • Create a webpage and an FAQ for your school community • Create a help/resource line for parents

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1 Comité de gestion de la taxe scolaire de l'île de Montréal, *Portrait socioculturel des élèves inscrits dans les écoles publiques de l'île de Montréal*, 2018, available in French only.

School service centres, school boards and educational institutions — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Material and information resources	• Plan to have a sufficient amount of personal protective equipment and the necessary health and safety materials • Determine the Internet connectivity, technological equipment, digital platform and educational service needs to ensure that students and staff can continue to learn and teach • Ensure that methods are available to acquire technological equipment and digital learning resources • Continue to acquire and deploy information technology and accelerate the digital transition process to ensure that technological equipment and Internet connections are available to students • Ensure that students and staff have access to educational materials at all times, in printed or digital format • Ensure that the bandwidth capacity is appropriate • Identify students and staff who may have Internet access problems • Ensure that the implementation process for electronic resources complies with the cybersecurity and protection of personal information policies • Ensure that all students can access the digital tools required for distance learning	• Provide personal protective equipment for students and staff members who must enter the premises • Launch the distance learning platform • Provide technical support for students, staff and parents during the transition to distance learning • Clean the areas frequented by people who may be infected

School service centres, school boards and educational institutions — Actions to be taken

THEMES	PROTOCOL PREPARATION		PROTOCOL IMPLEMENTATION
Educational services			
	Weekly hours of teaching or learning and preparation activities	**Weekly hours of independent work provided by the teacher for each student**	**Weekly or daily hours of teacher availability to respond to students' needs**
Preschool	11.5 hours of group learning and preparation activities 11.5 hours of personalized learning and preparation activities	2 hours	N/A
Elementary Cycle One (Grades 1 and 2)	10.5 hours of teaching	3 hours	2.5 hours per day
Elementary Cycle Two (Grades 3 and 4)	13 hours of teaching	5 hours	2 hours per day
Elementary Cycle Three (Grades 5 and 6)	13 hours of teaching	7.5 hours	2 hours per day
Secondary Cycle One (Secondary I, II and III)	15 hours of teaching	7.5 hours	5 hours per week
Secondary Cycle Two (Secondary IV and V)	15 hours of teaching	7.5 hours	5 hours per week

- Determine which learning activities must be adapted for distance learning
- Make plans with regard to training, activities and materials according to the minimum number of hours of distance learning prescribed by the Ministère for students based on their grade level
- Determine the conditions governing remote work for staff and plan alternate methods for distance learning (television, paper, etc.)

School service centres, school boards and educational institutions — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Educational services (cont.)	• Plan alternate methods for the evaluation of learning if the methods that were to be used are no longer applicable • Follow up with vocational training and adult education students to discuss how training and evaluation activities will take place and determine, if applicable, the activities that can be carried out in person with strict adherence to health and safety rules • Assign a teacher to each student • Help the teaching staff, the students and their parents develop digital skills, especially with regard to distance learning and cybersecurity tools • Launch professional development activities related to distance teaching and evaluation • Ensure that the teaching staff and the administration of educational institutions know how to use the distance learning platform • Ensure that students and their parents know how to use the distance learning platform(s) and educational tools • Draw up a schedule for producing and distributing educational materials	• Upload educational materials to the distance learning platforms • Provide training, activities and materials in accordance with the minimum number of hours scheduled for distance educational services • Provide students and parents with technical and techno-pedagogical support • Hold frequent virtual meetings with students to provide educational support • Encourage collaboration among teachers (sharing strategies and resources, brainstorming) • Assess potential loss of learning in some students and take steps to make up for this • Evaluate, on a case-by-case basis according to the situation in each internship environment, which internship activities can continue and what adjustments must be made

School service centres, school boards and educational institutions — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Support for students with disabilities, social maladjustments or learning difficulties and for students with specific needs	• Draw up a list of vulnerable students to ensure that they are closely followed up at a distance and maintain access to complementary services • Determine service guidelines for students with disabilities, social maladjustments or learning difficulties and for students with specific needs • Determine the support services that cannot continue to be provided at a distance and plan alternatives with regard to students' IEPs • Assign a key resource person (troubleshooter) to students with specific needs • Draw up a list of people in each school service centre or school board who are responsible for contacting the Direction de la protection de la jeunesse to continue the evaluation processes that are ongoing • Ensure immediate access to food assistance for students in their communities by working together with the Breakfast Club of Canada, food banks, community organizations acting as intermediaries, etc.	• Inform students and their parents about the changes that will be made to their support services • Apply the support measures outlined in the IEPs of each vulnerable student or student with learning difficulties or health problems • Apply guidelines for students with disabilities, social maladjustments or learning difficulties and for students with specific needs • Create an appointment system to ensure that people follow social distancing rules when they enter the facilities to receive certain services • With the help of partners, distribute food aid in locations other than the school
Support with regard to mental health and well-being	• Plan services and support with regard to the mental health and well-being of students and staff • Create a protocol for collaborating with the health network (providing support resources, etc.)	• Provide mental health services and support for students and staff members • Pay close attention to the well-being and mental health of parents and direct them towards relevant resources, if necessary

Ministère de l'Éducation — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Management	• Analyze the measures implemented during the first wave and make any necessary adjustments • Provide clear guidelines to educational institutions and allow them flexibility with regard to their implementation • Coordinate the implementation of emergency childcare services and draw up a list of those to be granted priority access to these services • Draw up a budget to respond to the crisis • Propose standardized accountability procedures for the consideration of educational institutions • Draw up a new job description for teachers • Draw up a plan for teachers (educational services and follow up to be provided, etc.)	• Launch the previous operations based on the community needs, while allowing for flexibility and subsidiarity in local implementation • Support educational institutions in implementing their emergency protocols and quickly respond to the issues that the institutions may face (financial issues, equipment purchases, etc.)
Communication	• Determine the point of contact in each school service centre, school board and private educational institution • Create communication channels with partners in the networks and group them into committees to ensure that they are quickly and frequently informed of the measures to be implemented and discuss the subsequent steps to be taken throughout the school year • Determine the hierarchy for sharing information within the network • Draw up a telephone tree for communication purposes • Ensure that there is a continuous point of contact where questions and information about problematic situations can be sent and followed up • Create a web page and an FAQ on the Ministère's website • Determine ways to communicate reminders regarding health and safety measures (washing hands, coughing into the elbow, etc.) for all levels of education (visual and linguistic accessibility)	• Communicate with each point of contact • Use communication channels • Follow up on ministerial guidelines • Launch a web page with updated information • Distribute communication materials

Ministère de l'Éducation — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Material and information resources	• Ensure that the supply chain is solid • Provide partners with group purchasing services for health and safety products and personal protective equipment • Promote the measures in the Digital Action Plan • Launch a platform for sharing teaching practices • Supervise the evaluation of Internet connectivity, technological equipment, digital platform and educational services needs to ensure educational continuity throughout the education network	• Continue to purchase and distribute health and safety materials • Implement the relevant measures in the Digital Action Plan • Ensure that information technology needs are met

Ministère de l'Éducation — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Educational services	• Define guidelines for the services offered to students (follow-up, online courses, weekly work plans) • Specify, if necessary, the responsibilities of the institutions and the Ministère with regard to educational services • Assess the possibility of creating special working groups, made up of teachers in subjects considered to be a priority, in order to create supporting content or determine essential content, should the need arise • Determine any necessary adjustments to be made to the curriculum or various programs to ensure that students can develop the competencies deemed essential • Review the requirements of the basic school regulations and re-evaluate the time devoted to the various subjects • Redefine the learning and evaluation methods in vocational training based on the programs of study, if necessary • Prepare educational materials to be uploaded to distance learning platforms, if necessary • Create an environment that promotes social and techno-pedagogical innovation • Integrate the Digital Competency Framework in all school environments • Devise methods for the certification of studies at a distance	• Ensure follow-up on the educational services offered • Implement working committees, if necessary • Ensure that the adjustments to the curriculum or the various programs are made • Define new requirements in the basic school regulations • Work with partners to redefine the learning and evaluation methods in vocational training based on the programs of study • Upload educational materials onto learning platforms • Support and share innovations • Support the distribution of the Digital Competency Framework
Support for students with disabilities, social maladjustments or learning difficulties and for students with specific needs	• Define guidelines for the services to be provided, if necessary • Determine the actions to be taken by school service centres, school boards and educational institutions with social services • Ensure that food assistance programs in schools are maintained	• Follow-up on the services offered • Coordinate the actions of the school service centres, school boards and educational institutions with social services • Support food assistance programs in schools

Ministère de l'Éducation — Actions to be taken

THEMES	PROTOCOL PREPARATION	PROTOCOL IMPLEMENTATION
Support with regard to mental health and well-being	• Ensure the support of community organizations who are willing to contribute to this effort (e.g. Alloprof, Tel-Jeune, etc.) • Ensure that food assistance programs in schools are maintained • Create resources for students, parents and teachers to support success, resilience and well-being	• Contact community organizations • Raise awareness about the important role that parents play, the ability of students to contribute to their own progress, etc.

Appendix — Responsibilities of teachers while schools are closed

Introduction

The collective agreements of school staff expired on March 31 and are currently being renegotiated. Consequently, some clauses (obligations and responsibilities) are subject to change.

Responsibilities stemming from provincial agreements

A teacher can be assigned to work at a location other than a school in order to carry out other tasks that can normally be assigned to teaching staff in order to allow teachers to work remotely and complete remote training.

It is recommended that all teachers complete the training on distance teaching offered by TÉLUQ, or an equivalent training course, to develop their digital competency, especially with regard to distance learning tools and cybersecurity.

In this respect, the administration can require a teacher to complete this training or another relevant training course.

A teacher is afforded a certain amount of flexibility to create different initiatives for their students (homework, tasks to complete, etc.).

Responsibilities stemming from ministerial guidelines

Full-time remote work will be expected from all school staff, without exception.

Teaching staff can conduct their classes as videoconferences by using a webcam to offer live courses for their students. In this regard, families must be informed of the schedule through the educational kits and work plans sent each week.

As was the case in spring 2020, teaching staff must ensure that they are in frequent contact and that they complete a weekly personalized remote follow-up with all their students. These follow-up tasks must be personalized and can be divided up among members of the school team by taking into account the existing student-teacher relationship. Direct contact with students must be prioritized.

Teaching staff must collaborate with the school team to adapt the educational kits based on student needs, and a schedule will be determined.

Teaching staff must prepare a work plan to be sent weekly to students to allow them to maximize their learning. It is preferable that teaching staff provide a schedule indicating their availability if students or parents would like to contact them.

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