DIRECTIVES FOR EDUCATIONAL INSTITUTIONS IN THE CONTEXT OF THE COVID-19 PANDEMIC

ADDITIONAL INFORMATION FOR THE SCHOOL NETWORK

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Message from the Deputy Minister

Since the emergency measures were announced in March 2020, the school network has demonstrated its ability to adapt with creativity and commitment to the restrictions imposed by the pandemic. Over time, and with your help and the help of our partners in the Direction générale de la santé publique, we have learned much about the best strategies to implement to allow students and staff to continue developing in learning environments that offer an appropriate balance between safety, well-being and the pursuit of the three-fold mission of our Québec schools, which is to educate, to socialize and to provide qualifications.

The guidelines presented in this guide reflect this balance. In combination with the measures proposed by the public health authorities, they make it possible to minimize and control the risk of spreading the virus, thereby reducing the need to rely on distance education resulting from an outbreak.

Progress in the vaccination campaign, along with monitoring and implementation of the proposed guidelines, enables us to anticipate a year in which students can attend school in person for the majority of the time.

We are certain that this plan will allow all the flexibility required to offer educational services in the best possible conditions. My colleagues, the Assistant Deputy Ministers, and I will continue to listen to your needs and suggestions regarding modifications to these measures. We also encourage you to consult this guide regularly, as it will be adjusted based on changes to the epidemiological situation.

Sincerely,

Alain Sans Cartier
Deputy Minister of Education
Introduction

Introduction to the three areas guiding school organization in 2021-2022

As was explained by the Minister of Education on August 11, 2021, three areas will guide school organization in 2021-2022.

Organization of a back-to-school period that is as close to normal as possible: There will be no requirement for students in Québec to maintain stable class groups, whether they attend elementary school, secondary school, adult general education or vocational training. In order to continue to protect themselves and each other, students in elementary and secondary school, adult general education and vocational training must wear procedural masks in common areas (cafeteria, library, auditorium, etc.), when circulating indoors (hallways), as well as while in their assigned place on school transportation.

Maintenance of health measures and remain vigilant about air quality: Ongoing vigilance regarding the appearance of symptoms, hand hygiene routines for staff as well as students, and cleaning and disinfection measures continue to apply.

Implementation of contingency measures by the public health authorities in case of an outbreak or if the health situation worsens in a given region. For some regions, this will already be the case when school resumes.
Note to readers

This document is intended as a guide for stakeholders in the school network. It provides necessary details on the application of the guidelines and measures originally introduced in the Back-to-School Plan presented by the Minister on August 11, 2021. The contingency health measures that may also be put into place if the epidemiological situation worsens are also discussed in each section.

The methods and requirements apply in the same manner, without exceptions to public and private educational institutions.

Indigenous educational organizations are asked to take into account the realities of their communities when applying the guidelines and measures.

This guide is regularly updated and improved based on the most recent government guidelines, especially those issued by ministerial orders and orders-in-council, as well as questions and case studies that are brought to the attention of the Ministère.

Note that the measures listed in the “Contingency measures” sections are to be applied only when ordered by the public health authorities.
Health and well-being of students and staff

Wearing of masks

Guidelines

- In preschool, wearing a mask is permitted but not required.

- Wearing a procedural mask is required for students in Elementary 1 and in all higher grades, including secondary school students, in common areas, when circulating indoors and while using school transportation.

- In adult general education and vocational training, wearing a procedural mask is required in common areas, when circulating indoors, while using school transportation and while in class. Masks are not required to be worn outdoors.

- **Exceptions to this requirement:** Individuals who meet the conditions listed below are not required to wear a mask or face covering and are not required to provide a doctor’s note:
  
  - people who are receiving treatment, receiving a service that requires removal of the mask. In these cases, they may remove their mask or face covering for the duration of the treatment or service only. Masks can also be removed for some activities. For more information, see the “Arts Education,” “Special pedagogical projects” and “Physical Education and Health” sections.
  
  - people who are unable to put on or take off a procedural mask by themselves due to a physical disability
  
  - people with facial deformities
  
  - people who, due to cognitive impairment, an intellectual disability, an autism spectrum disorder or a mental health problem, are unable to understand the requirement or for whom wearing a mask or face covering causes significant disorganization or distress
  
  - people with any other medical condition that makes wearing a procedural mask difficult or dangerous, and for which a doctor’s note from a professional qualified to make a diagnosis may be required
As well as:

- people who are eating or drinking, or for identification purposes
- people with specific needs related to speech, language and communication or who are receiving welcoming services and help with learning French as part of educational and teaching services
- people who are interacting with one of the people listed in the previous paragraph
- people in class, when the outdoor temperature, as determined by Environment Canada, is 25 degrees Celsius or higher, unless the room is air-conditioned

The Ministère will provide procedural masks with windows to school service centres, school boards, the Montreal Oral School for the Deaf and the École Oraliste de Québec in order to meet specific needs, such as those of staff working with students with hearing difficulties.

Staff members are required to wear high-quality masks, in compliance with the CNESST guidelines (available in French only). N95-type masks will be provided to staff working with:

- students with disabilities, social maladjustments or learning difficulties who attend classes providing regional or supraregional schooling services
- students at specialized private schools

Measures that apply to bus, minibus and sedan drivers can be consulted in the Guide for the School System published by the CNESST.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Preschool

Students must wear procedural masks while using school transportation that is shared by multiple levels only, meaning buses or sedans carrying students from different grade levels.
Elementary (see Note*)

Wearing a procedural mask is required inside the school: in class, including physical education and health classes, at daycare, in common areas, when circulating, during extracurricular activities, and when using school transportation. Additionally, it must be worn during special pedagogical projects.

However, since March 7, 2022, elementary students can remove their masks when seated in class. Masks can also be removed by children in daycare centres when they are seated.

Secondary (see Note*)

Wearing a procedural mask is required inside the school: in class, including physical education and health classes, in common areas, when circulating, during extracurricular activities, and when using school transportation. Additionally, it must be worn during special pedagogical projects.

However, since March 7, 2022, secondary students can remove their masks when seated in class.

Adult general education and vocational training (see Note*)

Wearing a procedural mask is required inside the school: in class, including physical education and health classes, in common areas, when circulating, during extracurricular activities, and when using school transportation.

*Note: It is strongly recommended to wear a mask at all times while in the playing area, including the players’ bench. Masks can be removed only when they are causing problems with participation in an activity. These problems can be breathing issues, or related to safety, such as if the mask makes it more difficult to see or if a piece of equipment such as a helmet makes it difficult to put on or take off the mask. Masks can also be removed if they are not providing any significant protection, such as if there is a large distance between players, as is the case for various racket sports. Since March 7, 2022, elementary and secondary students can remove their masks when seated in class. Masks can also be removed by children in daycare centres when they are seated.

See the infographic: Guidelines regarding the wearing of masks
Distancing measures

**Guidelines**

- In class and at daycare: standard school organization applies, without restrictions for class groups or physical distancing.

Contingency measures

No additional measures are planned.

Vaccination passport

**Guidelines**

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required, except for practicums in the health sector.

**Students completing practicums in the health network**

All students visiting, volunteering or completing a practicum in a health care setting have been required to be appropriately protected against COVID-19, as stated in Ministerial Order 2021-070. If they must be supervised by staff other than school staff or staff from the health care setting, such as a food services subcontractor, these staff members must also be appropriately protected.

Students are required to provide their educational institution with proof of their vaccination status. The educational institution is responsible for ensuring that students being sent to the health care setting are appropriately protected against COVID-19.

For school staff members, see the section on “Vaccination of school staff.”
Hygiene and disinfection

Guidelines

- Cleaning and disinfection measures applied in schools are maintained, particularly with regard to frequently touched surfaces.
- Hand hygiene routines are maintained for students and staff, in accordance with the CNESST guidelines (available in French only).
- The use of reusable and unshared bottles is recommended for student and staff.
- Using water fountains to refill reusable water bottles is permitted if the health measures are applied during this use and the fountains are regularly cleaned and disinfected as a frequently used surface. For drinking from the same fountain, using a clean container is recommended. For example, small single-use paper cups may be made available near the fountain.

For more information, see the Guide for the School System.

Contingency measures

No additional measures are planned.

Circulating within the school

Guidelines

For everyone

- With the exception of preschool: while circulating indoors, all students and school staff are required to wear a mask.

Contingency measures

No additional measures are planned.
Visitor access

Guidelines

For everyone

Visitor access is permitted. At all times, as stated in the Order regarding the wearing of masks or face coverings by the general public, a parent or visitor must wear a procedural mask or face covering when present in an educational institution or the administrative building of a school service centre or school board. Showing the vaccination passport and keeping a register of visitors are not required.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

For everyone

Matches, tournaments and competitions are permitted as part of extracurricular activities or special pedagogical projects in general education in the youth sector, in adult general education and in vocational training. Spectators are permitted in the stands or other seating areas of both indoor and outdoor facilities.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.

For schools with preschool students

The public health authorities have approved continuing vision screening activities for children in preschool as part of the À l’école de la vue project. Therefore, staff associated with this project are permitted to enter schools.
Student residences

Guidelines

For everyone

Educational institutions are responsible for managing student residences and must comply with the guidelines issued by the public health authorities. Additionally, health measures (e.g. disinfection and ventilation of spaces, installation of hygiene stations and contactless garbage bins) and a procedure for managing residents with symptoms related to COVID-19 and residents with COVID-19 must be implemented in student residences.

International students and students returning from international travel

Guidelines

Screening test

The government of Canada has announced that starting April 1, 2022, fully vaccinated travellers will not be required to provide a pre-entry test result before entering Canada by land, air or water.

Fully vaccinated travellers arriving in Canada from another country may be required to complete a molecular test for COVID-19 on arrival, if they are selected for mandatory random testing. Travellers selected for random testing are not required to quarantine when waiting for their test result.

For more information, see the page Travel to Canada: Requirements for COVID-19 vaccinated travellers.

Quarantine

International students or students returning from international travel may be required to complete a quarantine period before returning to school.

Since February 28, 2022, children under the age of 12 who are travelling with fully vaccinated parents or guardians, will be exempt from the quarantine requirements, with no other conditions. For example, they will not be required to wait 14 days before being permitted to attend school.

Students who are returning from international travel and who are required to quarantine are not covered by the minimum number of hours of educational services and cannot benefit from distance learning services during this period.
Since August 9, 2021, travellers who are fully vaccinated are no longer required to book a three-night hotel stay when entering Canada.

See the federal rules that apply to international students.

However, all international students, including those who are fully vaccinated, must make a quarantine plan that includes a location where they can stay for at least 14 days, in case they are not granted a quarantine exemption. The decision on whether or not each student is required to quarantine is made by the immigration agent who welcomes them.

See the list of requirements for obtaining an exemption.

All international students must hold a valid study permit or a letter of introduction that indicates that their application for a study permit has been approved, and they must attend a designated learning institution (DLI) with a COVID-19 readiness plan. All elementary and secondary schools in Canada are DLIs.

Vaccination

As of November 30, 2021, Canada has expanded the list of acceptable COVID-19 vaccines that a traveller can have received in order to be considered fully vaccinated for the purposes of travel to Canada.

The government of Canada announced that starting on January 15, 2022, international students aged 18 and over who are currently exempt from some requirements related to entering Canada are not permitted to enter the country unless they are fully vaccinated with one of the vaccines approved for travel to Canada.

Since February 28, 2022, unvaccinated travellers are still required to take a test on arrival and on the 8th day following their arrival, as well as quarantine for 14 days. Foreign travellers who are not vaccinated will not be permitted to enter Canada unless they meet one of the few exemptions.

Please note that foreign nationals who are not fully vaccinated and are not permanent residents of Canada are still permitted to leave Canada until August 31, 2022.

(Source: IRCC)
Air quality

Guidelines

Ventilation of rooms

As stated by the INSPQ experts, appropriate ventilation in schools helps reduce the risks of COVID-19 transmission. In order to maintain appropriate ventilation, educational institutions must apply the following guidelines:

For all buildings

- Involve all stakeholders to encourage proper airflow in rooms.
- Leave the classroom doors open whenever possible.
- Apply the required corrective measures in response to the CO₂ measurements taken in 2020-2021.
- Apply corrective measures in rooms with insufficient ventilation.
- Avoid using equipment that generates significant movement of air (through-the-wall air conditioners, fans, portable air purifiers, vacuums).
- Maintain ongoing air extraction in bathrooms, showers and locker rooms, in order to maintain negative pressure at all times in these rooms.

For naturally ventilated buildings

- Consistently apply the policies regarding opening windows, and open the windows as often as possible.
- Open the vent sashes (small windows above the classroom doors) as wide as possible, if the room has them.
- Increase the amount of fresh air (increase the intake in the system and open the windows regularly to bring in some fresh air).

For mechanically ventilated buildings

- Ensure the ventilation system is running two hours before the building is in use and two hours after the end of the building’s use, and deactivate energy-saving measures during this period.
- Increase the filtration level to MERV 13 (or higher), if possible, for heating, ventilation and air conditioning (HVAC) systems that recirculate air; ensure that the fan motors are able to support the increased static pressure due to the installation of higher-rated filters.
If necessary, the following measures can be taken in buildings that are ventilated either mechanically or naturally:
- Ensure that windows are being opened, as per the protocol.
- Install air exchangers in rooms with insufficient ventilation.

**Summer maintenance program for ventilation equipment and windows**

Appropriate ventilation also requires adequate maintenance of air intake systems, which must take place based on the recommendations of the manufacturer. Before the fall and winter, educational institutions must prepare their buildings by completing the following work, when required:
- Clean the ducts of HVAC systems
- Change filters in ventilation systems
- Add small HVAC systems or air exchangers
- Improve the building’s automated systems or the setback setting on control systems
- Check window screens and replace or repair them as needed, repair mechanisms for windows that open and vent sashes

**Installation of sensors for comfort parameters**

A call for offers for the acquisition of 90,000 sensors for comfort parameters was launched on July 16, 2021. The goal of the Ministère is to install all of the sensors in all classrooms and learning spaces across Québec. This equipment allows for:
- Ongoing monitoring of the CO₂ concentration, the relative humidity and the temperature in classrooms
- Identifying problematic classrooms and buildings
- Implementing corrections that are targeted and adapted to each situation

**Contingency measures**

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

- Educational institutions are encouraged to install the sensors for comfort parameters they received as soon as possible.
- Educational institutions can use the distance education period to maintain and upgrade ventilation systems as required before students return to class.
School organization

Presence in class

Guidelines

For everyone

It is planned to provide all educational services in person, including special pedagogical projects as well as field trips and extracurricular activities. There will be no requirements related to stable class groups or physical distancing for students.

Meetings as part of the Parent component for full-time kindergarten for 4-year-olds and the Passe-Partout educational program will also take place in person at school. See the “Visitor access” section for more information.

For students in secondary school

Students enrolled in Prework Training or Training for a Semiskilled Trade are permitted to complete practical training in the workplace, if the workplace allows it and the health measures in force are respected.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

For everyone

The measures listed in the “Wearing of masks” section apply in all regions of Québec until further notice.
Distance education

Guidelines

For everyone

- It is planned to provide full educational services in person, to everyone.

- However, some exceptions are planned for students whose particular circumstances make them, or a relative living at the same address, more vulnerable to COVID-19. Distance education services must be organized for these students by their school service centre, school board or private school. These services must meet the established minimum number of hours of educational services.

- Medical exemptions for the 2020-2021 school year cannot be carried over. The student must be reevaluated by a physician as their condition may have changed, and the rules that apply to exemptions are different. The public health authorities will inform physicians of the rules that apply, and physicians will be responsible for determining whether an exemption should be awarded based on the condition of their patient, be they a student or a relative living in the same household as the student. Please ensure that this information is communicated clearly, especially to allophone families.

- School service centres, school boards and private schools providing distance education for the 2021-2022 school year to students whose particular circumstances make them, or a relative living at the same address, more vulnerable to COVID-19 are required to declare these students using the usual methods. Therefore, for budget purposes, students must be enrolled at the school they would normally attend if they had not been exempted, and the declaration of enrolment on September 30 must declare their enrolment at that school.

- Distance education services provided for these students may be organized and provided using a centralized services model, or another model, without affecting the declaration of enrolment.
Minimum number of hours of educational services

Guidelines

The minimum number of hours for educational services in preschool and in elementary and secondary school were determined to ensure that students can receive the educational services that are part of their right to education, even in the context of a pandemic. The minimum number of hours of educational services determined by the Ministère for preschool refers directly to the teaching task hours required of teachers.

- Students with long-term medical conditions
- Students living with someone with a long-term medical condition

To benefit from these services, students must provide a recent doctor’s note. Doctor’s notes provided during the last school year are not automatically carried over; the student must undergo a new medical evaluation. The epidemiological situation, the affected person’s vaccination status and the characteristics of their immediate environment are all factors that entitle a student to this exemption and that may have evolved since last year.

See the Summary table of the minimum number of hours of distance education services in the Appendix for more details. For more information about planning for teachers in preschool education, see the document Preschool Education – Weekly Minimum Number of Hours of Distance Education.

Contingency measures

No additional measures are planned.
Support resources for distance education

Guidelines

EDUCATIONAL INSTITUTIONS IN THE PUBLIC SYSTEM

For everyone

Digital equipment

- Teachers who choose to do so may use the audiovisual equipment available to them to allow students who are absent due to COVID-19 to simultaneously follow the activities taking place in class with their normal group.

- Digital equipment may be distributed immediately to students who do not have dedicated devices at home, provided that the equipment remaining at the school is sufficient for regular activities to continue.

- If the distribution of digital equipment is scheduled to take place only as part of a transition to distance learning, the equipment must be distributed within 48 hours, in order to avoid any interruption to educational services.

- School service centres and school boards are responsible for lending equipment to students who do not have access at home to an appropriate digital device and Internet connection (based on the availability of a network) to continue with distance education.

- As a result of the $150 million in funding made available last year and the equipment distributed from the reserve supply of digital equipment created by the Ministère, school service centres and school boards have all of the necessary materials (appropriate digital devices and Internet connection equipment) to respond to the needs of students who do not have dedicated equipment at home.

Support and guidance

- Support and guidance for distance teaching will remain available. It may be provided by RÉCIT or as part of ongoing training provided by CADRE21 or the “J’enseigne à distance” training program from TÉLUQ. The Open School platform (https://www.ecoleouverte.ca/) will also continue to provide resources for school staff, students and parents.

- To facilitate the use of audiovisual equipment, a community of practice for information technology has been created to allow expertise and best practices to be shared.
• As part of the 2021-2022 Revitalization Plan for Educational Success: Education Beyond the Pandemic, another $15 million in funding will be added to the resources already available for developing digital competency.

PRIVATE EDUCATIONAL INSTITUTIONS

• Institutions must have the technological equipment required to provide educational services. All private educational institutions are required to provide distance education services based on the health guidelines in force. Measures have been planned in the budget rules for subsidized private schools to support their digital transition.

Organization of groups

Guidelines

For everyone

There will be no restrictions related to stable class groups.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Preschool and elementary

In case of a worsening of the epidemiological situation, keeping students in class groups, if possible, may be required during meals, during recess and at daycare.

Secondary

No changes are planned, as optional courses are being offered in the 2021-2022 school year, meaning that stable class groups are not applicable.

Adult general education and vocational training

Not applicable
Special pedagogical projects

Guidelines

Preschool and elementary

All special pedagogical projects continue (concentrations and other projects of this type). Interscholastic activities planned as part of these projects are permitted to take place.

Secondary

All special pedagogical projects continue (concentrations, Sport-études and Art-études programs and other projects of this type), including those involving team sports or frequent or prolonged contact. Matches, tournaments and competitions are permitted as part of special pedagogical projects in general education in the youth sector. This includes activities such as interscholastic hockey and soccer games as well as improvisation leagues.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.

Adult general educational and vocational training

Not applicable

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Regarding other activities that take place as part of special pedagogical projects, in both elementary and secondary school, the standard facilities used for these activities, according to the agreements signed at the start of the school year, should be open. The guidelines for education apply even in these facilities. Spectators will be permitted in the stands or other seating areas of both indoor and outdoor facilities.
Note: It is strongly recommended to wear a mask at all times while in the playing area, including the players’ bench. Masks can be removed only when they are causing problems with participation in an activity. These problems can be breathing issues, or related to safety, such as if the mask makes it more difficult to see or if a piece of equipment such as a helmet makes it difficult to put on or take off the mask. Masks can also be removed if they are not providing any significant protection, such as if there is a large distance between players, as is the case for various racket sports. Since March 7, 2022, elementary and secondary students can remove their masks when seated in class. Masks can also be removed by children in daycare centres when they are seated.
Arts Education

Guidelines

- There are no restrictions related to teaching Arts Education programs for elementary and secondary school students, nor to the methods teachers use for these courses. If necessary, see the “Wearing of masks” section for more information.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Preschool

No additional measures are planned.

Elementary

The following contingency measures are in force:

- Procedural masks may be removed to play wind instruments.
- Since March 7, 2022, elementary students can remove their masks when seated in class.

This directive from the public health authorities is also applicable to special pedagogical projects.

Note that as part of the educational services provided, visitors are permitted to access educational institutions. See the “Visitor access” section for more information.

Secondary

The following contingency measures are in force:

- Procedural masks may be removed to play wind instruments.
- Since March 7, 2022, secondary students can remove their masks when seated in class.

This directive from the public health authorities is also applicable to special pedagogical projects.

Note that as part of the educational services provided, visitors are permitted to access educational institutions. See the “Visitor access” section for more information.

Adult general education and vocational training

No contingency measures are planned.
Physical Education and Health

Guidelines

There are no restrictions that apply to Physical Education and Health programs for elementary and secondary school students, as well as in the adult education sector. If necessary, see the “Wearing of masks” section for more information.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Preschool

No additional measures are planned.

Elementary

The following contingency measures are currently in force:

- The public health authorities recommend that, for now, Physical Education and Health classes take place outdoors.
- Wearing a procedural mask is required. (see Note*)

This directive from the public health authorities also applies to special pedagogical projects.

Secondary

The following contingency measures are currently in force:

- The public health authorities recommend that, for now, Physical Education and Health classes take place outdoors.
- Wearing a procedural mask is required. (see Note*)

This directive from the public health authorities also applies to special pedagogical projects.

Adult general education (see Note*)

See the “Wearing of masks – Contingency measures” section.
**Note:** It is strongly recommended to wear a mask at all times while in the playing area, including the players’ bench. Masks can be removed only when they are causing problems with participation in an activity. These problems can be breathing issues, or related to safety, such as if the mask makes it more difficult to see or if a piece of equipment such as a helmet makes it difficult to put on or take off the mask. Masks can also be removed if they are not providing any significant protection, such as if there is a large distance between players, as is the case for various racket sports.

## Laboratories and workshops

### Guidelines

There are currently no restrictions related to the use of laboratories and workshops as part of the programs of study for general education in the youth sector (elementary and secondary), adult general education or vocational training. See the “Wearing of masks” and “Hygiene and disinfection” sections for more information.

### Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

**Preschool**

No additional measures are planned.

**Elementary and secondary**

Since March 7, 2022, elementary and secondary students can remove their masks when seated in class.

See the “Wearing of masks” section for more details.

**Adult general education and vocational training**

Wearing a procedural mask is required at all times. See the “Wearing of masks” section for more details.
Extracurricular activities

Guidelines

Educational activities may be organized in educational institutions based on the following guidelines:

Preschool and elementary

Extracurricular activities may be organized without restrictions.

Secondary

Extracurricular activities may be organized without restrictions.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.

Adult general education and vocational training

Extracurricular activities may be organized without restrictions.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Preschool, elementary and secondary

Matches, tournaments and competitions are permitted as part of extracurricular activities. This includes activities such as interscholastic hockey and soccer games as well as improvisation leagues. Spectators are permitted in the stands or other seating areas of both indoor and outdoor facilities.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.

For more information see the list of sports and physical activities where the vaccination passport is required, and the “Wearing of masks” and “Special pedagogical projects” sections.
Note: It is strongly recommended to wear a mask at all times while in the playing area, including the players’ bench. Masks can be removed only when they are causing problems with participation in an activity. These problems can be breathing issues, or related to safety, such as if the mask makes it more difficult to see or if a piece of equipment such as a helmet makes it difficult to put on or take off the mask. Masks can also be removed if they are not providing any significant protection, such as if there is a large distance between players, as is the case for various racket sports. Since March 7, 2022, elementary and secondary students can remove their masks when seated in class. Masks can also be removed by children in daycare centres when they are seated.
Field trips

Guidelines

For everyone
Field trips are permitted, provided the requirements related to the wearing of masks in educational institutions and public spaces are respected.

See the infographic: Guidelines regarding the wearing of masks

For field trips that require an overnight stay:
- Elementary and secondary schools
  Field trips with overnight stays are permitted provided they follow the health protocol in effect.

Field trips outside of Québec
- The same logic as above applies to field trips outside of Québec, but rather than taking into account the contingency measures applied in other schools, it is important to take into account the local spread of COVID-19 to evaluate the risks. In case of doubt, it is recommended that the school, school service centre or school board contact the local public health authorities to make the decision.

Contingency measures
No additional measures are planned.

Complementary educational services

Guidelines
Complementary educational services will be provided in person to everyone.

Contingency measures
No additional measures are planned.

1 “Field trip” means any group outing of students that was organized by the school administration. Students are accompanied by teachers or other staff members, who are responsible for the students. These activities are included in the students’ schedules and the school calendar. A year-end activity at an amusement park, a snow class and a trip to the theatre are all examples of field trips.
Pedagogical support

Guidelines

- Additional measures to support students who are vulnerable or who are experiencing pedagogical delays
- Implementation of a strategy to support students returning to school after dropping out: an investment of $13 million
- Implementation of the *Strategy to provide academic assistance and support well-being at school* to provide the school network with tools to implement measures and actions to provide pedagogical support, including *tutoring*, and the well-being of students and school staff
- Support for external resources provided by partners, such as *Alloprof* and *Tel-jeunes*

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

**Preschool and elementary**

Directives have been issued by the Ministère to ensure that students can receive the educational services to which they are entitled as part of their right to education, should they be absent for reasons related to the pandemic or in case of an outbreak (see the “Minimum number of hours of education services” section).

**Secondary**

Directives have been issued by the Ministère to ensure that students can receive the educational services to which they are entitled as part of their right to education, should they be absent for reasons related to the pandemic outbreak (see the “Minimum number of hours of education services” section).

**Adult general education and vocational training**

Not applicable
**Recess**

**Guidelines**

- Preschool and elementary: No restrictions are planned related to recess, whether it takes place outdoors or indoors. Everyone except preschool students is required to wear a **procedural mask** when circulating and when in common areas.
- Secondary: Not applicable
- Adult general education and vocational training: Not applicable

**Contingency measures**

No additional measures are planned.

**Cafeterias**

**Guidelines**

- It is planned for cafeterias and eating areas to be organized as usual. Individuals must wear masks while circulating, but they may remove their masks when seated to eat.

**Contingency measures**

No additional measures are planned.
Food assistance

Guidelines

Food assistance will continue to be provided to students.

It is recommended that handling of food be kept to a minimum and that items be thoroughly washed before they are distributed to students. Baskets can be made up using fresh, ready-to-eat food items. For example, choose fruits that are an appropriate size for a single serving and ensure that they have been properly washed and handled following strict hand hygiene rules.

If necessary, consult the standards that apply to the cafeterias and catering services working with your school:

- [https://publications.msss.gouv.qc.ca/msss/document-002618](https://publications.msss.gouv.qc.ca/msss/document-002618) (available in French only)

If the situation requires a class to be closed as a preventive measure, and regardless of the length of the closure, schools are to provide food assistance to students who were receiving it prior to the closure as well as to those who express a need for help. These actions are consistent with the elements set out in the emergency protocols created by educational institutions.

Contingency measures

No additional measures are planned.
School libraries

Guidelines

- As the library is open, resources and services can be provided to students and teaching staff as usual. Libraries can provide book borrowing services, workshops and training.
- Wearing a mask is required, except for preschool students.

Contingency measures

No additional measures are planned.

Auditoriums and amphitheatres

Guidelines

For everyone

Auditoriums and amphitheatres can be used like any other room for providing educational services. When they are used by more than one group at a time, the health measures that apply to circulating in common areas must be respected.

When these spaces are rented, loaned or used for activities other than educational services, the rules that apply to public auditoriums or theatres must be respected.

Using these facilities to hold general assemblies, graduation ceremonies, open house events or meetings with parents is also permitted. See the “Visitor access” section.

Contingency measures

No contingency measures are currently planned.

Graduation celebrations

Graduation celebrations can take place, without conditions, with the exception of the wearing of masks indoors, if this measure is still in force on the day they are held.

Contingency measures

No additional measures are currently planned.
**Sports facilities**

**Guidelines**

**Indoor facilities**
Indoor sports facilities may be used, provided the measures described in the previous sections are respected. If necessary, see the “Extracurricular activities,” “Wearing of masks,” “Distancing measures,” “Organization of groups,” “Physical Education and Health,” “School daycare services (elementary),” “Visitor access” and “Hygiene and disinfection” sections for more information.

**Outdoor facilities**
Outdoor sports facilities may be used, provided the measures described in the previous sections are respected. If necessary, see the “Extracurricular activities,” “Wearing of masks,” “Distancing measures,” “Organization of groups,” “Physical Education and Health,” “School daycare services (elementary),” “Visitor access” and “Hygiene and disinfection” sections for more information.

When facilities belonging to external partners are used, such as a municipal arena, the health guidelines for schools must be applied.

**Community access**
School facilities can be used outside of school hours for all sports and recreational activities, such as those organized by municipalities or other organizations. The use of school facilities outside of school hours is possible provided the guidelines that apply to recreation and sports are respected as well as the agreements that have already been signed between school service centers or school boards, schools and partners.

**Guidelines specific to recreation and sports**

**Contingency measures**
The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

**Indoor facilities**
Currently, no additional measures are planned.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.
**Outdoor facilities**

Currently, no additional measures are planned.

The vaccination passport has no longer been required since March 12, 2022, for participating in any activities for which it was previously required.

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**School transportation**

**Guidelines**

**For everyone**

- Wearing a procedural mask is required for all individuals using school transportation.
- No assigned seating on school transportation.
- Cleaning and disinfection measures are maintained.

**Contingency measures**

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

**Preschool and elementary**

Since October 4, 2021, preschool students must wear procedural masks while using school transportation that is shared by multiple levels only, meaning buses or sedans carrying students from different grade levels.
School daycare services

Guidelines

Preschool and elementary

Daycare services are organized as usual, without any restrictions related to stable class groups.

Wearing a mask is required for elementary students in common areas, when circulating within the school and while using school transportation, such as during field trips.

Contingency measures

The following contingency measures are in addition to and/or provide more details regarding the guidelines provided above.

Since March 7, 2022, masks can also be removed by children in daycare centres when they are seated.
Modifications made to the directives that apply in 2021-2022

Learning to be prioritized

- In June 2021, the Ministère de l’Éducation published documents presenting the learning to be prioritized for the 2021-2022 school year in elementary and secondary school. These documents are a planning aid for teachers in an exceptional context stemming from the one experienced during the 2020-2021 school year. The subjects covered by these documents are language of instruction, second language, Mathematics, Science and Technology and Social Sciences.

- However, note that the other subjects listed in the Basic school regulation for preschool, elementary and secondary education (CQLR, c. I-13.3) must be taught to students even if they are not deemed by the Ministère to be learning to be prioritized. Teachers are responsible for prioritizing certain content, if necessary. The Québec Education Program is rich and diverse, and it ensures the development of overall essential competences for student’s educational paths as well as their social life, through the pedagogical interventions of school teams. The required content must also be integrated into the educational services provided to elementary and secondary school students.

Report cards and communication with parents

- Two written communications other than the report card will be provided to parents no later than November 19, 2021 and April 22, 2022. Educational institutions are responsible for determining the format of this communication.

- Two report cards will be sent to parents during the 2021-2022 school year. The first will be sent no later than February 11, 2022, rather than January 28, 2022, given that some end-of-term examinations were cancelled in December and considering that the return to in-person classes has been postponed. The second report card will be sent no later than July 10, 2022.

- In elementary and secondary school, each report card will show results for each subject and for each of the competencies in the language of instruction, the second language and Mathematics and, at the secondary level, science subjects.

- The final result will be calculated using the following weighting: 40% for the first term and 60% for the second term.
The report card for each of these two terms will include comments on at least one of the four other competencies (Exercises critical judgment, Organizes his/her work, Communicates effectively, Works in a team).

Management of absences, including COVID-related absences, is the responsibility of educational organizations. A space is provided in the report card form to indicate the number of absences.

Ministerial examinations

The compulsory examinations and the uniform examinations have been reintroduced this year. However, the weighting of these examinations will be reduced to 10% for compulsory examinations in elementary and Secondary II, and to 20% for the uniform examinations in Secondary IV and V.

The information documents on the 2021-2022 examinations will provide details regarding the form and content of ministerial examinations.

All ministerial examinations must take place in person. The educational institution must ensure that all students in a level requiring a ministerial examination are able to be present in person at school on the scheduled date, so that the examination conditions are standardized across the province.
Governance

Assemblies and meetings of various groups (parents’ committee, governing board, board of directors, Council of Commissioners, annual general assemblies may be held in person provided the health measures in force are respected (distancing, physical barriers or wearing a high-quality mask).

These directives will be updated should the health situation worsen.

Memory aid – Emergency protocol / reconfinement plan

The Ministère will update the memory aid related to emergency protocols.

Management of cases and outbreaks

As the public health authorities are no longer carrying out epidemiological studies, they will not order the closure of classes or schools.

Preschool, elementary and secondary

However, a school service centre, a school board or a private educational institution can transition a class to distance education if at least 60% of the students in the class are required to follow the isolation protocol set out by the public health authorities, due to COVID-19, starting on the second day in the school calendar following the date on which this percentage is reached. In this case, written notice must be sent to parents at least 24 hours in advance to inform them of the transition to distance education. Additionally, if there is a lack of staff, once the educational institution has implemented all the measures in its contingency plan and can no longer ensure that an education stakeholder will be present in class, a class may transition to distance education.

Schools may contact parents, if necessary, to inform them of cases in their child’s class, as has always been the case for other respiratory infections, or cases of parasitic disease, gastroenteritis, etc.

Adult general education and vocational training

Not applicable.
Rapid testing and PCR testing

The deployment of rapid antigen tests for detecting COVID-19 for students in preschool and elementary school showing symptoms during the day has been complete in all regions as of October 11. Administering rapid tests will continue in the event that students develop symptoms during the day. The parents’ consent is still required. From now on, these tests will be available for students in secondary school, adult general education and vocational training.

School staff in preschools, elementary and secondary schools, and adult education and vocational training centres, as well as drivers of school transportation may use these rapid tests under the same circumstances as students. Note that school staff members are not required to complete a test at a testing centre for confirmation following a positive result on a rapid test. Therefore, anyone who obtains a positive result on a rapid test completed in an educational setting must immediately self-isolate.

Starting January 15, 2022, school staff are on the priority list for access to molecular screening tests (PCR). This includes staff working in general education in the youth sector, adult general education and vocational training who are experiencing symptoms. Staff working in administrative buildings are not included.

For more information, see:

- the Rapid testing page on Québec.ca.
- the Get a COVID-19 test page

Any questions related to rapid testing may be sent by email to soutientestrapide@msss.gouv.qc.ca.

Self-testing

In December and January, preschools and elementary schools distributed self-tests to students. Parents can use these tests at home. More tests were distributed during the month of February, in the same manner.

The distribution of self-tests was planned for secondary schools, vocational training centres and adult education centres, starting the week of January 31 and in the following days.

For more information, see the “Distribution of rapid tests in schools for at-home use” section of the Rapid screening tests for COVID-19 in schools web page.
**Isolation period**

Students and members of school staff who are experiencing symptoms associated with COVID-19 must self-isolate immediately. For more information, see the Québec.ca website.

**Vaccination of students**

**Preschool and elementary**

The vaccination of children aged 5 to 11 years (first and second doses) will continue in vaccination centres. Parents are encouraged to book an appointment as soon as possible.

**Secondary**

Currently, third doses are not planned for students aged 12 to 17 years.
Various guides have been created with the goal of supporting stakeholders in the network as they apply the various mechanisms and measures related to the COVID-19 public health emergency. The following list includes the guides that are most relevant to the network:

**Québec.ca / Guides from the MSSS / public health authorities**
- Self-care guides
- Symptoms of COVID-19
- When to self-isolate (COVID-19)
- Infographic: Duration of isolation

**Guides from the CNESST**
- Questions and answers – COVID-19
- Réseau scolaire | Commission des normes de l'équité de la santé et de la sécurité du travail – CNESST (gouv.qc.ca) (available in French only)
- Modifications of measures in the workplace (available in French only)
- Isolation period (available in French only)

**Guides from the INSPQ**
- Hiérarchie des mesures de contrôle en milieu de travail (available in French only)
- COVID-19 (SRAS-CoV-2) : tiré à part de l’avis scientifique intérimaire pour la protection des travailleurs avec des maladies chroniques (available in French only)
- Recommandations intérimaires pour la protection des travailleurs immunosupprimés (available in French only)
- COVID-19: Pregnant and Breastfeeding Workers – Preventive Measures in the Workplace
COVID-19 (SRAS-CoV-2) : Recommandations intérimaires sur les mesures de prévention en milieux de travail pour les travailleuses enceintes ou qui allaitent (available in French only)

Vaccination of school staff

School staff are not required to be vaccinated against COVID-19. However, staff members are aware of the importance of vaccination to protect themselves, their students and their colleagues.

This situation also applies to school staff working in an institution in the health and social services network, such as teachers supervising practicums in the health network, teachers working in a youth centre, staff working in a rehabilitation centre for young people with adjustment problems. These staff members are not required to be vaccinated, even if they have direct physical contact with people who receive health and social services (patients) or have direct physical contact with the people who provide these services (people completing practicums, students), because they share common spaces, for example. These staff are also not subject to the requirement for mandatory testing.

Applicable health measures

School staff must follow the measures implemented by the CNESST at all times.

Since March 7, 2022, the required physical distancing is now 1 metre (instead of 2 metres).

Additionally, school staff are no longer required to wear high-quality masks at all times, either indoors or outdoors, provided that the following conditions are met:

- Physical distancing (1 metre)
  OR
- Presence of physical barriers
N95-type masks are provided to staff working with students with disabilities, social maladjustments or learning difficulties who attend classes providing regional or supraregional schooling services, as well as staff working with students at specialized private schools, due to the close contact required when providing services to these students and the difficulty of respecting the health guidelines in force.

When N95-type masks are provided, the employer must consider that a fit test is required to ensure that the full potential for respiratory protection is reached. Workers wearing these masks should have access to the appropriate training and adjustment tests required. As the wearing of N95-type masks is not required by the CNESST for the school network, the CNESST is not requiring fit tests, but they are recommended as part of the interventions implemented.

Basic training on how to put on N95-type masks has been developed by the McGill University Health Centre. More personalized training, including fit testing, could also be provided to schools by private companies offering these services. For more information, see the Répertoire des consultants en santé au travail, available in French only.

Measures for school bus, minibus and sedan drivers, as well as the other measures that apply to staff, can be found in the Guide for the School System published by the CNESST.

It is also important to recall that employees have the obligation, under section 49 of the Act respecting occupational health and safety, to take the necessary measures to protect the health, safety and physical well-being of other people who are in or near the workplace.

As during the previous waves of the COVID-19 pandemic, the rules that apply in classes within rehabilitation centres for young people with adjustment problems are the same as those that apply in other school environments. Considering that these rules may be different based on region, educational institutions must respect the guidelines issued for their region. The rules that apply regarding the wearing of personal protective equipment when circulating within the establishment are the same as those that already apply in the institution.

**Orders-in-council and ministerial orders**

To fight against COVID-19, since March 2020, the government has issued various orders-in-council and the Minister of Health and Social Services has issued various ministerial orders, in order to allow the school network additional flexibility during this public health emergency.

These apply until the government decides otherwise, or for as long as the public health emergency is in force.
Ministerial Order 2020-008

Ministerial Order 2020-008 allows the collective agreements to be amended regarding the movement of staff, work schedules and remuneration or additional compensation. These measures allow school staff to be assigned, reassigned or moved if, where and when they are needed. For example, a secondary school teacher may be reassigned to elementary or to a daycare. Staff may also be assigned tasks normally associated with a different job title, in a different bargaining unit. This order requires that the relevant unions and professional associations be consulted by the school service centre or school board before this measure is used, unless the urgency of the situation makes this impossible. In that case, the unions must be advised as soon as possible.

Ministerial Order 2022-004 and contingency plan

On January 15, 2022, the Minister of Health and Social Services issued a new Ministerial Order 2022-004, with the main goal of providing more flexibility to the school network during this public health emergency. On January 12, 2022, the MEQ issued guidelines to the network for school service centres, school boards and private educational institutions to develop a contingency plan. It is preferred that school service centres, school boards and private educational institutions ensure that each of the preliminary measures have been carried out before resorting to the measures provided in Ministerial Order 2022-004.
Rules for forming groups of students

In addition to paragraph C) of section 8-8.01 of the provincial collective agreements, which allows some thresholds to be exceeded when there is a shortage of available qualified staff, Ministerial Order 2022-004 makes it possible to include measures in the contingency plan, such as:

- Assigning a group of students or part of a group of students normally assigned to a teacher who is unable to work to a different teacher who is already providing distance education (in self-isolation but able to work), provided the groups of students in question are supervised by another adult.

- Assigning a group of students or part of a group of students normally assigned to a teacher who is unable to work to a different teacher who is present at the school and already in charge for a group, provided the groups of students in question are supervised by another adult.

As planned in Ministerial Order 2022-004, the rules concerning compensation for exceeding the maximum number of students per group stated in the provincial collective agreements continues to apply. The relevant unions and professional associations must be consulted by the school board or school service centre before this measure is used, unless the urgency of the situation makes this impossible.

The role of teachers

As previously mentioned, Ministerial Order 2020-008 allows school staff to be reassigned where and when they are need. Ministerial Order 2022-004 allows for modification of some key aspects of the teacher’s role to be included in the contingency plan based on the needs and reality of the school.

The main goal is to permit the necessary flexibility for schools that would like to implement an organization of services adapted to the current context in order to avoid interruptions of services as much as possible. The relevant unions and professional associations must be consulted by the school board or school service centre before this measure is used, unless the urgency of the situation makes this impossible.

Reminder – remuneration

First, note the remuneration of teachers continues to be that which they are entitled to within their school service centre or school board, based on the relevant provisions in the provincial collective agreements and the work completed by the teacher. Among other things, this includes the 1/1000 compensation provided when a teacher’s workload is exceeded.
Therefore, an elementary school teacher who works more than the workload of 23 hours per week and a secondary school teacher who works more than the workload of 20 hours per week is remunerated equal to 1/1000 of their salary, under the applicable regulations. A secondary school teacher who is reassigned to elementary school and works more than their workload of 20 hours a week is compensated equal to 1/1000 of their salary.

**Distance education – teacher in self-isolation and able to work**

Ministerial Order 2022-004 states that when a teacher of preschool children or students at the elementary level or secondary level in general education in the youth sector in a school service centre, school board or private educational institution cannot be present at school because the teacher is in isolation owing to COVID-19 but is able to work, at the request of the employer the teacher must provide distance education services from their place of isolation to the students present in the classroom who are supervised by an adult who also provides technical support for the students.

However, Ministerial Order 2022-004 does not permit an employer to ask a teacher who is in self-isolation but able to work to teach both students who are present at school and students who must isolate at home. It is suggested that a minimum level of services must be provided to support the educational success of any student who is absent for more than two days, based on the following two elements:

- Be in daily and direct contact with students in order to provide pedagogical support
- Ensure that students have access to pedagogical and instructional materials at home and to the technological tools that will enable them to carry out learning activities

**Hiring staff to lend a hand to the network**

All persons, including parents, who are willing to lend a hand in the school network can contact the school boards and school service centres in their region in order to indicate their interest. It is the responsibility of school boards and school service centres, as employers, to select, hire and assign staff based on their needs, while considering the relevant skills, experience and remuneration. For parents who have offered to lend a hand, they must be remunerated based on the tasks they complete. Parents will not be asked to volunteer to help due to a lack of staff.
Ministerial Order 2022-011

On January 29, 2022, the Minister of Health and Social Services issued Ministerial Order 2022-011, which modifies the first article of Order-in-council 964-2020, issued on September 21, 2020. Order 964-2020 allows any person holding a teaching licence who has retired from the education network since July 1, 2015, and who returns to work to provide preschool education or teach at the elementary or secondary level be remunerated in accordance with the rate called for in the single salary scale starting on the first day they return to teaching, at the level corresponding to their experience and education.

Ministerial Order 2022-011 increases the number of people who are eligible under this provision: the moment at which the person retired is no longer a criterion. Therefore, a person who is retired from the education network and hold a teaching license (regardless of the date of retirement) who returns to work to provide preschool education or teach at the elementary or secondary level be remunerated in accordance with the rate called for in the single salary scale starting on the first day they return to teaching or January 29, 2022 if applicable, at the level corresponding to their experience and education.

Remote work

In light of the evolving epidemiological situation, remote work is no longer mandatory (available in French only). Each situation must be analyzed on a case-by-case basis by the employer.

Remote work policy

Following the publication, in June 2021, of the Politique-cadre en matière de télétravail pour le personnel de la fonction publique, as found on the Québec.ca website (available in French only), various administrators in the school network have shared their desire for a comparable tool to provide guidance on selected remote working practices for their staff. In this context, the Ministère would like to specify that the policy mentioned above was created in the context of public service employees, which is very different from the realities of educational institutions, due to both the nature of employment in the school system and the types of services provided.

The Ministère has formulated the following recommendations for organizations that would like to create a remote work policy for school staff:

Draw inspiration from the Politique-cadre en matière de télétravail pour le personnel de la fonction publique while making the necessary changes to ensure the policy responds to the realities of the school network.
Coordinate the educational institutions that would apply this type of policy in order to avoid disparities in application.

Be prudent when making decisions affecting teachers, as major work is ongoing to revise the teaching tasks.

In general, the organization of work could be reviewed to encourage the use of the available digital devices when the job tasks permit it.

For teaching staff, teaching must take place in person. However, some remote learning methods will be put into place to ensure that students who must learn remotely are provided with those services.

**Strategy to provide academic assistance and support well-being at school (Tutoring)**

For more information, see the Appendix.
**Distance education**

Teaching takes place in person for general education in the youth sector, adult general education and vocational training. However, certain specific measures may be implemented by the public health authorities in case of outbreaks during the school year or a worsening epidemiological situation in a given region. These measures are based on the epidemiological situation of the region and the extent of the outbreak. In this case, it may be possible to implement the measures planned in the emergency protocol for situations involving individual groups transitioning to distance education services.

Vulnerable students and students who do not have access to the Internet or an Internet service that is appropriate for distance education may be permitted to access educational institutions in order to use the Internet for distance education, under the supervision of education staff. In these exceptional situations, distancing measures and health rules must be respected. Case by case evaluation is required.

In this context, the provisions set out in the provincial collective agreements apply (especially those regarding the creation of groups of students), taking into account the physical distancing measures recommended by the public health authorities. The articles of the provincial collective agreements that relate to averages determined at the school service centre or school board level also apply.

**Secure digital environment**

Educational institutions are required to use a secure digital learning environment that respects the principles of personal information protection.

Note that when the public health emergency has ended, it will no longer be possible to continue with distance education, except as part of an authorized pilot project under section 459.3 of the *Education Act*. 
Vulnerable individuals, specific situations and applicable working conditions

Chronic illnesses

To learn which groups have an increased risk of complications from COVID-19 and the chronic illnesses identified as risk factors for COVID-19, refer to pages 2 and 3 of the document COVID-19 (SRAS-CoV-2): tiré à part de l’avis scientifique intérimaire pour la protection des travailleurs avec maladies chroniques (available in French only).

Recommendations for immunocompromised people, including those with cancer, have been published in a separate document (available in French only).

Pregnant women

As pregnant women are considered a vulnerable group, it is necessary to implement specific preventive measures in their workplaces. See the following documents:

- COVID-19: Pregnant and Breastfeeding Workers – Preventive Measures in the Workplace
- COVID-19: Interim Recommendations on Preventive Workplace Measures for Pregnant and Nursing Workers

In the context of the Omicron variant, based on the principle of caution, and considering the current data and the risk of complications for pregnant women who contract COVID-19, the INSPQ recommends considering all pregnant workers who have received two or three doses of the vaccine or who have already contracted COVID-19 prior to December 2021 as being partially protected until new data is obtained.

Request for an exemption

It is possible for individuals who are part of a group with a higher risk of COVID-19 complications as recognized by the INSPQ to request an exemption from the requirement to report to the workplace, for as long as the health emergency is ongoing. Each situation must be assessed on a case by case basis by the employer, based on advice from the attending physician, who will make a clinical judgment on the risks to the health of the worker, which will be provided to the employer to assist in their assessment.
Right of refusal

The right of refusal and the associated conditions are defined in sections 12 to 30 of the *Act respecting occupational health and safety*.

Section 12 states that “A worker has a right to refuse to perform particular work if he has reasonable grounds to believe that the performance of that work would expose him to danger to his health, safety or physical well-being, or would expose another person to a similar danger.” To exercise this right, the worker must call the general number of the CNESST at 1-844-838-0808 and ask to speak to the inspector on duty.

The danger must be real and objective and not founded on apprehension. A worry or fear is not sufficient to constitute a danger.

Although all the necessary measures to protect the health and ensure the safety and bodily integrity of workers may have been implemented under section 51 of the Act, a worker has the right to refuse work if the following conditions are met:

- The worker has reasonable grounds to believe that the performance of that work would expose them to danger to their health, safety or physical well-being, or would expose another person to similar danger.

- The worker’s refusal to perform the work does not put the life, health, safety or physical well-being of another person in immediate danger.

It is important to note, however, that the assessment of the right of refusal requires that the circumstances specific to each case be analyzed. The following elements are taken into account by the CNESST when analyzing the right of refusal:

- The refusal cannot be founded on conditions foreign to the workplace. For example, the worker’s personal condition cannot singlehandedly justify a right of refusal.

- The danger must come from the conditions in which the work is performed. Conditions related to work include the premises, the organization of the space, the equipment, the work methods, etc.

- The existence of a personal condition does not eliminate the possibility of exercising a right of refusal.

- The conditions in which the work is performed combined with a personal condition can justify a refusal to work.
For more details, see the following website: https://www.cnesst.gouv.qc.ca/en/working-conditions/work-schedule-and-termination-employment/work-schedule/right-refuse-work/right-refuse-perform-task

As soon as the immediate supervisor, employer or employer’s representative is informed of the situation, they must contact the safety representative to have them examine the situation and determine the corrective measures to be taken. If the employer and the union do not agree on the measures to be taken and the worker continues to refuse the work, a CNESST inspector is required to be present on the premises. The inspector will determine, as soon as possible, if there is a danger or not, ensuring that the process described in the Act is followed.


**Relevant working conditions**

The information is available in the Appendix.

**Private educational institutions**

Private educational institutions are the employers of their staff and are therefore able to make their own employment-related decisions, providing they are in compliance with collective and local agreements.

**Support measures for school staff**

Educational institutions are responsible for implementing an employee assistance program (EAP) in order to support the members of their staff who are experiencing difficult situations.

Additionally, the CNESST has prepared a memory aid discussing the work-related psychosocial risks in order to help employers in all fields ensure that mental health issues are taken into account in the current context.

Furthermore, the government of Québec has released the Getting Better My Way digital tool to allow individuals to manage their own emotional health, as well as providing a variety of other advice for well-being in the context of the COVID-19 pandemic.
Costs related to COVID-19

Currently, the applicable directives come from the Comptroller of Finance.

The Comptroller of Finance has provided instructions that all educational institutions must continue to record additional expenses related to the pandemic, lost revenue and savings, as was the case in the 2020-2021 school year, in order to report them at the appropriate time.

Educational institutions can record additional costs as part of the monthly accounting of additional costs related to COVID-19.

Under the current circumstances, the Ministère will pay close attention to the situation throughout the school year and will analyze the financial impact on the network. Based on this monitoring, it will inform educational institutions of the measures that will be implemented in response to the additional costs related to COVID-19.

Accredited subsidized private schools are asked to record the fees related to the health situation that might be reimbursed in the future. Each private school is responsible for determining, with parents, the methods used to respond to the current exceptional circumstances. Private schools may sign new service agreements with parents to cover the additional fees associated with these new methods, for example. However, the measures chosen must respect the public health regulations.
Appendix

Examples of potential organization for alternating attendance for students in Secondary III, IV and V

A school may decide that attendance will alternate for different grade levels on more than one day, which does not necessarily mean that students belong to stable class groups. The following is an example of what this organization method may look for a school using a 9-day cycle.

First 9-day cycle:

<table>
<thead>
<tr>
<th>Grade levels at school</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. IV</td>
<td>Sec. IV</td>
<td>Sec. III</td>
<td>Sec. III</td>
<td>Sec. IV</td>
<td>Sec. V</td>
<td>Sec. III</td>
<td>Sec. IV</td>
<td>Sec. V</td>
<td>Sec. III</td>
</tr>
<tr>
<td>Sec. V</td>
<td>Sec. V</td>
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<td>Sec. V</td>
<td>Sec. V</td>
<td>Sec. V</td>
<td>Sec. V</td>
</tr>
</tbody>
</table>

Grade levels learning remotely:

<table>
<thead>
<tr>
<th>Grade levels learning remotely</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. III</td>
<td>Sec. III</td>
<td>Sec. IV</td>
<td>Sec. IV</td>
<td>Sec. III</td>
<td>Sec. IV</td>
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<tr>
<td>Sec. V</td>
<td>Sec. V</td>
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<td>Sec. IV</td>
<td>Sec. III</td>
<td>Sec. IV</td>
<td>Sec. III</td>
<td>Sec. IV</td>
<td>Sec. V</td>
<td>Sec. V</td>
</tr>
</tbody>
</table>

During the first 9-day cycle, students in Secondary III and IV spend 4 days at school and 5 days at home, while Secondary V students spend 5 days at school and 4 at home.

Second 9-day cycle:

<table>
<thead>
<tr>
<th>Grade levels at school</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. III</td>
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<td>Sec. IV</td>
<td>Sec. IV</td>
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<tr>
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<td>Sec. V</td>
<td>Sec. V</td>
</tr>
</tbody>
</table>

Grade levels learning remotely:

<table>
<thead>
<tr>
<th>Grade levels learning remotely</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<th>Day 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. IV</td>
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</tr>
</tbody>
</table>

During the second 9-day cycle, students in Secondary III and IV spend 5 days at school and 4 days at home, while Secondary V students spend 4 days at school and 5 days at home.
Another school with only Secondary IV and V students might decide that on even-numbered days of the cycle, Secondary IV students attend school in person, and on odd-numbered days, Secondary V students attend in person. Attendance can also be organized based on alternating weeks, as some schools did last year.

Students who are retaking courses from a lower grade level and are therefore in different grades at the same time must remain at the school for distance education on the days when some of their classes require them to be present in person.
**Summary table of the minimum number of hours of distance education services**

These minimums are set for services provided to students with a medical exemption or when a group or school is placed in isolation.

<table>
<thead>
<tr>
<th></th>
<th><strong>Weekly</strong> hours of teaching or learning and preparation activities</th>
<th><strong>Weekly</strong> hours of independent work provided by the teacher for each student</th>
<th><strong>Weekly or daily</strong> hours of teacher availability to respond to students’ needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschool</strong></td>
<td>11.5 hours of group, small-group or individualized learning and preparation activities</td>
<td>2 hours of activities or independent work</td>
<td>2.3 hours per day</td>
</tr>
<tr>
<td><strong>Elementary Cycle One (Elementary 1 and 2)</strong></td>
<td>10.5 hours of teaching</td>
<td>3 hours</td>
<td>2.5 hours per day</td>
</tr>
<tr>
<td><strong>Elementary Cycle Two (Elementary 3 and 4)</strong></td>
<td>13 hours of teaching</td>
<td>5 hours</td>
<td>2 hours per day</td>
</tr>
<tr>
<td><strong>Elementary Cycle Three (Elementary 5 and 6)</strong></td>
<td>13 hours of teaching</td>
<td>7.5 hours</td>
<td>2 hours per day</td>
</tr>
<tr>
<td><strong>Secondary Cycle One</strong></td>
<td>15 hours of teaching</td>
<td>7.5 hours</td>
<td>5 hours per week</td>
</tr>
<tr>
<td><strong>Secondary Cycle Two</strong></td>
<td>15 hours of teaching</td>
<td>7.5 hours</td>
<td>5 hours per week</td>
</tr>
</tbody>
</table>

*The minimum number of hours of educational services for preschool refers directly to the teaching task hours required of teachers.

**The minimum number of hours for secondary school applies only for students whose particular circumstances make them, or a relative living at the same address, more vulnerable to COVID-19.

**General information**

The minimum number of hours of educational services, which apply in preschool, elementary and secondary, are determined according to the different educational cycles and plans for:

- Time for distance education
- Time for students to work independently
- Time in which teachers are available to respond to the needs of students
Note that one of the benefits of interrelated competencies and a cross-curricular approach is that they allow teachers to optimize their teaching time.

The independent work that students must complete each week must be provided by their teachers. The daily time dedicated to responding to student questions may, among other things, allow teachers to provide feedback related to completed work.

Educational services, including welcoming services and support in learning French, can be provided remotely to allow learning to continue.

**Preschool**

The activities provided during the planned teaching time for preschools must involve the five areas of development (physical and motor, emotional, social, language, cognitive). Specialized classes that are normally part of the student’s schedule can continue as part of the distance education services.

However, it is important to respect the goals of preschool education, the development of 4- and 5-year-olds, and to consider their learning pace and interests. Play remains the best way to learn; it promotes development in different areas and helps build skills.

These activities can be divided into 20-minute segments to allow children to alternate between passive screen time and activities that require movement.

Time for learning through play can be interspersed with the periods of screen time to allow time for children to play instead of looking at the computer.

**Elementary**

According to the subject-time allocation for the elementary level, all the subjects in each cycle must be taught. The time devoted to each subject is at the teacher’s discretion, based on the needs of the students and in collaboration with subject specialists.

**Secondary**

According to the subject-time allocation for the secondary level, all the subjects in each cycle and level must be taught. The time devoted to the different subjects is determined through cooperative planning within the school team and should ideally be in line with the existing schedule.

**Additional information:**

If an entire group is removed or a school is closed, the emergency protocol will be used. Within 48 hours, distance education must be provided to students in preschool and elementary, meeting the minimum number of hours of instruction, and distance education must be provided to students from Secondary I to V based on their standard schedules.
If some students are removed from class and the rest remain: Instructions will be provided by the public health authorities regarding the measures that apply to students who have come into contact with a person with COVID-19 or students showing symptoms that may be related to COVID-19 and are waiting for test results. In these cases, some students will remain in class and some will be removed for a period of time. Although the minimum number of hours of distance education services does not apply to these students, it is essential that a minimum level of services be provided to support their educational success. Therefore, each student who is absent for longer than two days must be provided with services on a daily basis, allowing them to continue their learning despite their absence from school.

Each school service centre, school board or private school is responsible for ensuring that a minimum level of services is provided based on the following two requirements:

1- First, they must be in daily and direct contact with the students in order to provide pedagogical support.

2- Second, they must ensure that students have access to pedagogical and instructional materials at home and to the technological tools that will enable them to carry out learning activities. If not, the school must send the parents the materials or technological tools that the students need to carry out these activities.

There are no requirements related to the method chosen by teachers and the school team to provide distance education to students. The goal is to provide this service, and various options are available to school teams so that they can do so. As a reminder, see the following examples of practices for providing distance education:

- Teachers can send work to the students who require it, using email, a digital platform or any other method.
- Teachers can plan phone or videoconference meetings, or suggest times to be available to answer questions, provide guidance and follow up with students who require it.
- Teachers who are willing to do so can use the available audiovisual equipment to allow students who are absent for reasons related to COVID-19 to follow along simultaneously with the activities taking place in class with their usual group.
- Teachers can record a short video in which they explain a new concept and potential applications, and present a project or assignments to be carried out, then make this video available to the students who need it.
- The teaching team for a grade can assemble an emergency pedagogical kit for these students.
Teachers can plan regular telephone calls with the parents of students who are unable to participate in teacher-student communication on their own. Teachers can also prepare short videos presenting learning activities that the students can do at home with parental supervision and send these videos to the parents.

Professionals at the school could organize an online meeting with some students who have been taken out of school in order to give them the opportunity to discuss their situation. If necessary, these tasks could be assigned to supplementary staff (e.g. teachers who do not have a full workload or retired teachers).

These services must be implemented for all students concerned within 48 hours, and the parents of these students must be duly informed.
Strategy to provide academic assistance and support well-being at school (Tutoring)

The tutoring program put into place last spring has been extended for the 2021-2022 school year, thanks to the funding announced by the government last May.

The goal of the tutoring program is to encourage the success of students who are experiencing difficulties in some school subjects, as identified by the school team.

If parents are interested in having tutoring services for their child, they can speak to the school. However, the school team is responsible for identifying the appropriate services to meet a student’s needs.

Each educational institution is an employer and is responsible for hiring the necessary staff to provide tutoring based on the needs established by the school.

The compensation provided to tutors varies based on the conditions:

- School staff who are volunteering:
  
  - Each employee of a school board or school service centre who agrees to provide services (full-time and part-time teaching staff, professional or support staff) will be remunerated based on their usual working conditions.
  
- Some examples:
  
  - A substitute teacher is entitled to the wages of a teacher hired by the lesson when providing tutoring services.
  
  - A part-time teacher is entitled to the wages of a teacher hired by the lesson.
  
  - Support staff will be remunerated for the increased workload, as a cumulative amount of independent assignments for the tutoring services they provide (beyond their work contract).

- College students in education: $20 per hour

- University students in education: $23 per hour

- Retired teaching staff:
  
  - For as long as Order-in-Council 964-2020 is renewed, retired teachers who return to work to teach preschool, elementary school or secondary school will be fully compensated for their working day and, should they volunteer outside of that day to provide tutoring services, will be entitled to the wages of a teacher hired by the lesson for that additional period.
If the retired person is returning to provide tutoring services only, the wages will be in line with the working conditions that apply to teaching staff.

The judicial records of tutors need to be verified. Whether support is provided remotely or in person, schools must fulfill their legal requirements as employers. These obligations are listed in the Education Act (see, for example, sections 261.0.1 and 261.0.2).

Priority must be given to offering tutoring services remotely, but schools may make exceptions, provided that the appropriate health measures are applied. Therefore, as employers, the school boards and school service centres are responsible for determining the best timing for offering tutoring services to their students, based on student needs and circumstances. For example, the administration may decide to provide tutoring during a period where one or more students are at the school and available, but not in class (e.g. during recess or lunch).

Tutoring services must be mainly provided remotely, or if necessary, at the school, in accordance with the health measures in force. Therefore, tutors are required to have the tools necessary for remote work at home (a dedicated space, a phone, a computer with appropriate performance and an Internet connection).

When tutoring takes place remotely and the student does not have an appropriate digital device at home, the school service centre, school board or private educational institution must provide the required equipment.

Educational institutions are responsible for ensuring that the staff they hire are properly trained and to take into consideration the nature and extent of student needs, as well as the expertise and availability of tutors.

Each school service centre, school board or accredited private school will be allocated funds to apply this measure.

Management of the tutoring program within a school is the responsibility of the school administration. As needed, tutors can occasionally communicate with the school team using the procedures established in each school.
Secure digital environment

If remote learning becomes necessary, a secure digital learning environment is recommended, one that applies the principles of personal information protection (e.g. Teams, Moodle, Google Classroom). These environments offer various communication and information features and make it possible to provide feedback, encourage collaborative work and promote discussion between students and their teachers.

In order to guide the school system in making this choice, a fact sheet was sent to the individuals responsible for information security at educational institutions on October 15, which contains the following guidelines:

- The platform chosen for distance education must respect the best practices for information security and the protection of personal information. Specifically, the platform:
  
  o must include reasonable security methods, taking into account the sensitive nature of personal information
  
  o must not collect the personal information of students or their parents without a notification (if the selected platform allows the personal information of a minor student to be collected, teachers must ensure that they receive consent from a parent or guardian before using the platform)
  
  o must not allow personal information to be transferred to or stored in a country that does not offer the same level of protection as the province of Québec

- Prefer solutions that are available without additional fees.

- Teaching staff at the same institution should limit the number of different platforms used for the same purpose in order to make it easier for students to master the platform and for parents to support their children.

In order to help teachers and students master the platforms and help parents support their children, school service centres and school boards are advised to avoid using multiple platforms for the same purpose.

Additionally, since distance education calls for a certain amount of adaptation, partners in the network are offering training for teaching staff. This training increases teachers’ knowledge of digital learning environments, among other things. For more information, see the page on training related to the Digital Action Plan for Education and Higher Education:
### Applicable working conditions

#### Possible circumstances related to COVID-19 and applicable conditions for remuneration

<table>
<thead>
<tr>
<th>Situation</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of a group recognized by the INSPQ as having a high risk of complications related to COVID-19</td>
<td>Each situation must be analyzed on a case-by-case basis by the employer. The salary of an employee who provides recent supporting documentation stating that they are part of a group recognized by the INSPQ as having a high risk of complications related to COVID-19 is maintained in accordance with the known and agreed-upon schedule in the work contract. Analyze the possibility of the employee working remotely.</td>
</tr>
<tr>
<td>Able to work and residing with a child or loved one who has one or more health conditions that make them vulnerable to COVID-19</td>
<td>The health of a loved one residing under the same roof does not constitute an exemption criterion recognized by the public health authorities.</td>
</tr>
<tr>
<td>Is able to work, is <strong>not appropriately vaccinated</strong> against COVID-19 (one or no dose of the vaccine) and is <strong>self-isolating</strong></td>
<td>The employee must work remotely, unless the tasks required by their position do not allow them to do so and no other tasks that can be completed remotely can be assigned to them. If it is not possible for the employee to work remotely, for any time spent not working, the employee must use the leaves permitted under their work conditions (e.g. vacations, unpaid leaves). If self-isolation is required because the employee’s child or family member has contracted COVID-19 (household contact), the employee must first use their leaves for parental and family responsibilities, and then other leaves permitted under their work conditions (e.g. vacations, unpaid leaves).* The employee’s salary is maintained for the time worked, if applicable.<em>Note that employees taking leave without pay may apply for the Canada Recovery Sickness Benefit (CRSB) if they meet the eligibility criteria.</em></td>
</tr>
<tr>
<td>Situation</td>
<td>Remuneration</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| Is able to work, is **appropriately vaccinated against COVID-19** (at least two doses of the vaccine), is waiting for test results or has tested positive | The employee must work remotely, unless the tasks required by their position do not allow them to do so and no other tasks that can be completed remotely can be assigned to them.  
The employee’s salary is maintained based on the schedule known and agreed on in the work contract for the period recommended by the public health authorities. |
| Is unable to work due to symptoms or having contracted COVID-19 outside of the workplace, regardless of vaccination status | The employee may be compensated through the wage loss insurance provided for under their working conditions.  
The waiting period (use of accumulated sick days for the waiting period for up to five consecutive days) begins as soon as the employee is no longer able to work, including time spent waiting for test results and in isolation, if applicable. |
| Is unable to work due to having contracted COVID-19 in the workplace, regardless of vaccination status | Provided that the eligibility criteria are met, the employee may be entitled to benefits provided under the *Act respecting industrial accidents and occupational diseases*. |
| In isolation after taking a personal trip, regardless of whether they are vaccinated | The employee must work remotely, unless the tasks required by their position do not allow them to do so and no other tasks that can be completed remotely can be assigned to them.  
If the employee is unable to work full-time, for the time not worked, the employee must first use their leaves for parental and family responsibilities and then the other leaves permitted under their work conditions (e.g. vacations, unpaid leaves). However, if the employee is able to work, sick days may not be used for this purpose and must be reserved for illness.  
Their salary is maintained for the time worked, if applicable. |
| Refuses to work without any valid reason | Each situation must be analyzed on a case-by-case basis by the employer.  
Administrative or disciplinary measures may apply. |
**Situation related to assignment of staff in the context of COVID-19 and applicable conditions for remuneration**

**[IMPORTANT]** Starting on January 3, 2022, in the context of the public health emergency related to COVID-19, the applicable remuneration when an employee is reassigned must be that which is most beneficial to the employee.

*The remuneration conditions provided below must not lead staff to be remunerated twice.*

<table>
<thead>
<tr>
<th>Situation</th>
<th>Remuneration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In case of teacher absence</strong></td>
<td>Employers can reassign staff if, when and where they are needed. The relevant unions and professional associations must be consulted, unless the urgency of the situation makes this impossible (<a href="#">Ministerial Order 2020-008</a>).</td>
</tr>
<tr>
<td></td>
<td>Starting on January 3, 2022, when the employer requests the employee work as a:</td>
</tr>
<tr>
<td></td>
<td>o <strong>Substitute</strong>, the applicable remuneration is the rate for occasional substitute teaching, unless the rate in the employee’s usual contract is higher. In this case, the applicable remuneration is the rate in the usual contract.</td>
</tr>
<tr>
<td></td>
<td>o <strong>Student supervisor</strong> (<a href="#">Ministerial Order 2022-004</a>). The applicable remuneration is the rate in the employee’s usual contract.</td>
</tr>
<tr>
<td><strong>Lack of daycare staff</strong></td>
<td>Employers can reassign staff if, when and where they are needed. The relevant unions and professional associations must be consulted, unless the urgency of the situation makes this impossible (<a href="#">Ministerial Order 2020-008</a>).</td>
</tr>
<tr>
<td></td>
<td>Starting on January 3, 2022, the applicable remuneration for employees assigned to work in daycare services is the rate in the employee’s usual contract.</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>o A teacher who is assigned to work in daycare services will be remunerated at the teacher’s rate (and will be entitled to the 1/1000 payment when the teaching task is exceeded).</td>
</tr>
<tr>
<td></td>
<td>o A special education technician who is assigned to work in daycare services will be remunerated at the special education technician rate.</td>
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<tr>
<td></td>
<td>o An employee who is employed for 15 hours as an attendant for disabled students and for 12 hours as a special education technician, and who is assigned to work in daycare services, will be remunerated at the special education technician rate.</td>
</tr>
<tr>
<td></td>
<td>o A psychoeducator who is employed for 20 hours on a part-time contract and is assigned to work in daycare services will be remunerated at the psychoeducator’s rate.</td>
</tr>
<tr>
<td><strong>All other lack of staff</strong></td>
<td>Employers can reassign staff if, when and where they are needed. The relevant unions and professional associations must be consulted, unless the urgency of the situation makes this impossible (<a href="#">Ministerial Order 2020-008</a>).</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>o An educator from a daycare service who is assigned to work as a special education technician is remunerated at the special education technician rate.</td>
</tr>
</tbody>
</table>