

## COVID-19 Living Evidence Profile #3

(Version 2: 18 June 2021)

### Question

What is known about how schools (K-12) and post-secondary institutions (colleges and universities) adjust COVID-19 transmission-mitigation measures as infection rates change and vaccination rates increase?

### What we found

This living evidence profile is designed to complement two existing living evidence syntheses that address COVID-19 transmission [in schools](#) (kindergarten to Grade 12) and [in post-secondary institutions](#) (colleges and universities), which provide comprehensive syntheses of empirical evidence. We complement these syntheses by profiling guidelines, which are not included in these existing syntheses, and describing experiences from seven other countries and from all Canadian provinces and territories. The experiences of greatest interest are those related to how governments approach matching the type and intensity of transmission-mitigation measures to local infection and vaccination rates. The rationale for the selection of the countries, as well as additional details about our approach, are provided in Box 1. We organized our findings using the framework below.

### **Organizing framework**

- When should adjustment be made (i.e., triggers for change)?
  - Case rates and other epidemiological indicators
  - Vaccination-related factors (e.g., proportion of school- or college/university-age population vaccinated, proportion of population vaccinated, and proportion of high-risk population vaccinated)
  - Community capacity (e.g., public-health capacity for contact tracing)
- Where should measures be changed?
  - Grade schools
    - Kindergarten and elementary schools

### **Box 1: Our approach**

We identified new research evidence addressing the question by searching the COVID-END [inventory of best evidence syntheses](#) and resources prioritized in the COVID-END [guide to key COVID-19 evidence sources](#) on 4-9 June 2021. We identified jurisdictional experiences by searching jurisdiction-specific sources of evidence listed in the same COVID-END guide to key COVID-19 evidence sources, and by hand searching government and stakeholder websites, in the 4-14 June 2021 period. We selected seven countries that are likely to have developed and/or implemented plans to adjust transmission-mitigation measures in schools or post-secondary institutions either because they have high vaccination rates (Chile, Israel, United Kingdom and United States) or because of having consistently low transmission rates for several months (Australia, China and New Zealand).

Given that two living evidence syntheses already exist about transmission in schools and in post-secondary schools, we focused only on identifying guidelines in our search, which are not included in the living evidence syntheses.

We appraised the quality of the guidelines we identified as being highly relevant using three domains in the AGREE II tool (stakeholder involvement, rigour of development, and editorial independence), and classified guidelines as high quality if they were scored as 60% or higher across all three domains.

This living evidence profile was prepared in the equivalent of three days of a ‘full-court press’ by all involved staff, and will be updated in six weeks and then two months after that to provide evidence updates that can support returns to schools and post-secondary institutions.

- High schools
  - Post-secondary institutions
- What measures should be changed?
  - Operation of schools
    - Online instruction (whole or partial)
    - Student supports
    - Instructor supports
    - Staffing ratios
    - Classroom changes (e.g., limiting number of students; increasing distance between students)
    - Facility changes (e.g., expanding classroom size by using additional facilities; providing class outside)
    - Skill redevelopment programs
  - Operation of residences in post-secondary schools
    - Building occupancy
    - Room occupancy (e.g., single, double or more)
    - Access to and rules for common spaces for gatherings
    - Enforcement of rules
  - Engagement in extracurricular activities (e.g., athletics, music or other school-based or post-secondary clubs)
    - Intramural
    - Inter-collegiate
  - Accompanying public-health measures
    - Infection prevention
      - Washing hands
      - Wearing masks
      - Disinfecting surfaces and facilities
      - Physical distancing (e.g., within and between cohorts, limits to class size, desk spacing)
      - Temporal distancing (e.g., holiday staggering, time-of-day staggering)
      - Ventilation maximization
      - Public-focused behaviour-change supports
    - Infection control
      - Screening (e.g., active, passive, symptom awareness, different tests and in different settings)
      - Quarantining of exposed or potentially exposed individuals
      - Testing
      - Isolation of suspected or confirmed cases
      - Contact tracing
- Reported challenges implementing any of the measures above

### **What we found**

We identified four new relevant guidelines that met our minimum requirements for a guideline (i.e., includes explicit recommendations and an explicit process for developing them). We deemed two to be highly relevant because they had direct relevance to one or more categories in the organizing framework. The two highly relevant guidelines were from the U.S. Centers for Disease Control and Prevention (U.S. CDC). One of these guidelines was focused on grade schools and was identified in the previous version, but has since been updated (last updated 15 May 2021), and the other guideline

focused on post-secondary schools (last updated 4 June 2021). The two guidelines were assessed as low quality using AGREE II.

This LEP also includes guidelines from the previous version that we deemed to still be highly relevant (found in Appendix 2b), for a total of six highly relevant guidelines.

We outline insights from the highly relevant guidelines and from the jurisdictional scans in narrative form below. This is accompanied by Table 1 (key findings from each of the highly relevant guidelines), Table 2 (experiences from other countries), and Table 3 (experiences from Canadian provinces and territories). In addition, key findings from guidelines identified in previous versions are provided in Table 4, and Table 5 provides experiences from other countries and from Canadian provinces and territories that were identified in previous versions. For those who want to know more about our approach, we provide a detailed summary of our methods in Appendix 1. In addition, we provide all newly identified guidelines from our searches in Appendix 2a, highly relevant guidelines identified from previous LEP versions in Appendix 2b, and documents excluded at the final stages in Appendix 3.

### **Key findings from highly relevant guidelines**

Related to grade schools, [an updated U.S. CDC guideline](#) recommended that existing COVID-19 prevention strategies should continue for the rest of the 2020-2021 school year. In addition, the guidance from the U.S. CDC for the 2021-22 school continues [to be that schools use current COVID-19 prevention strategies](#).

Related to post-secondary schools, [the U.S. CDC released guidance](#) on vaccination, operation of schools and residences, engagement in extracurricular activities, and infection-prevention measures. Key highlights from the guideline included:

- strategies to increase vaccination rates among students, faculty and staff (e.g., provide on-site vaccinations with multiple vaccination locations and times, strengthen access to off-site vaccination locations, and promote vaccination through education campaigns and trusted campus organizations);
- guidance when everyone on campus is fully vaccinated (e.g., ability to return to full capacity in-person learning and participate in sports without requiring or recommending masking or physical distancing);
- guidance when everyone on campus may not be fully vaccinated (e.g., offer and promote vaccinations, continue public-health measures such as wearing masks, physical distancing, contact tracing, and testing and quarantine protocols); and
- general implementation considerations of prevention strategies (e.g., monitor community transmission and vaccination coverage, improve cleaning, maintenance and ventilation protocols, focus on health equity, support mental health services, continue hand hygiene and respiratory etiquette, and develop robust screening and testing programs).

### **Key findings from the jurisdictional scan**

We identified several new insights based on the experiences with adjusting COVID-19 transmission-mitigation measures in schools and post-secondary institutions in seven countries (Australia, China, Chile, Israel, New Zealand, the United Kingdom (U.K.), and the United States (U.S)), as well as in all provinces and territories in Canada. The insights are focused on the domains of the organizing

framework about when and what measures should be changed. We summarize these insights according to each of these two domains of the framework below.

*When should adjustments be made (i.e., triggers for change)?*

Given the increasing levels of vaccination in the U.S. population, guidance has been provided by the U.S. CDC for institutions of higher education (IHEs) in preparation for the upcoming 2021-22 school year. The guidance indicates that:

- where all students, faculty and staff are fully vaccinated prior to the start of the semester, IHEs can return to full capacity in-person learning without requiring or recommending masking or physical distancing, in accordance with the CDC's Interim Public Health Recommendations for Fully Vaccinated People;
- in IHEs where the entire campus is not fully vaccinated, the institution should consider the level of community transmission of COVID-19, COVID-19 vaccination coverage among students, faculty and staff, and frequent COVID-19 screening and testing programs;
- efforts should be made to increase access to COVID-19 vaccines by hosting vaccinations at IHEs or at local vaccination sites through partnerships, offering multiple locations and vaccination times to accommodate student work and academic schedules, and facilitating access to off-site vaccination services in the community;
- vaccination should be encouraged and promoted at IHEs using trusted messengers, such as current and former students and faculty, and educational messaging for vaccination campaigns to build vaccine confidence; and
- flexible sick leave and absence options should be offered for students and employees with side-effects after vaccination.

In Canada, COVID-19 case rates have decreased while vaccination rates have risen significantly in recent weeks. With more educators and students in Canadian provinces receiving the COVID-19 vaccine, reopening plans have been launched in most Canadian provinces, leading to some public-health restrictions being lifted, including some schools and post-secondary institutions resuming in-person learning and outdoor extracurricular activities for the end of the 2020-21 academic year. For example:

- efforts have been made in Newfoundland and Labrador and Yukon to prioritize COVID-19 vaccination for youth aged 12 to 17;
- on 25 May 2021, all students in Alberta in grades K-12 returned to in-person learning after two weeks of school closure in early May due to spiking COVID-19 cases (although Alberta entered Stage 2 of its reopening plan on 10 June 2021, allowing for in-person learning, some Alberta universities have advised students to continue working from home until advised otherwise);
- Memorial University of Newfoundland and Labrador adjusted its COVID alert level scale to low in light of the improvement in the COVID-19 situation in the province;
- as part of Prince Edward Island's five-step reopening plan, step one includes measures to open full-time classroom learning in kindergarten to Grade 12 and to have online and/or classroom (with physical distancing) in post-secondary institutions; and
- starting 18 June 2021, children under 12 returning from outside Yukon will not have to self-isolate for 14 days if they are with a fully vaccinated parent or caregiver.

### *What measures should be changed?*

From our scan of other countries, we found that:

- in-person learning is now allowed for all schools and post-secondary institutions in New Zealand, the Australian state of Victoria, and the U.K.;
- face coverings are no longer required for students and staff in schools in New Zealand and the U.K.;
- community contact tracing in New South Wales, Australia is being assisted by the use of the country's COVID Safe Check-in Tool in all schools in the state;
- Education New Zealand is increasing its investment for the remainder of 2021 and 2022 in the Enroller digital platform that enabled New Zealand schools to make the transition to digital for international student marketing, recruitment and application processing; and
- the U.S. CDC guidelines for school reopenings for the 2021-22 year have recommended that health equity should be considered to mitigate those disproportionately affected by COVID-19 and support coping and resilience among employees and students;

In Canada, planning for the 2021-22 academic year has begun in some educational institutions. For example:

- on 30 April 2021, B.C. Post-Secondary Institutions released guidance for post-secondary school reopening in Fall 2021 based on the assumption that all adults in B.C. will have received at least one dose of the vaccine before 1 July 2021, and that many will receive two doses by the end of August (under these guidelines, there will be no limits on the number of participants for in-class activities, no physical-distancing requirements, and no requirements for cohorting students, assigning seats, or taking attendance);
- for the Fall 2021 semester, post-secondary schools in B.C. are being advised that on-campus student housing can operate at full or close-to-full occupancy, and that 1-2% of total student housing be set aside for student isolation or quarantine in the case of an outbreak;
- the Fall 2021 Safety Plan for Dalhousie University (Nova Scotia) lists health and safety requirements for the campus, faculty, staff and students that includes physical distancing (at a reduced level), continued mask wearing in indoor common spaces, a COVID-19 self-assessment app in which students check in each day before arriving on campus, asymptomatic rapid COVID-19 testing for students, faculty and staff, regularly scheduled cleaning and disinfection, and ventilation reviews of student and learning spaces;
- to enhance screening measures, Dalhousie University collaborated with Nova Scotia Public Health to launch an on-campus COVID-19 rapid screening program for faculty, staff and students;
- Yukon will consider relaxing physical distancing, masking, and other requirements for approved plans of some or all education and childcare facilities when supported by high vaccination rates and improved understanding of variants; and
- Northwest Territories has a Daily Symptom Screening Tool for JK-12 students and staff and a fact sheet describing what parents should do if their child has symptoms of COVID-19.

**Table 1: Key findings from highly relevant guidelines about adjusting transmission-mitigation measures as vaccination rates increase and infection rates decrease**

Organizing framework domains		Key findings focused on grade schools	Key findings focused on post-secondary schools
When should adjustments be made (i.e., triggers for change)?	Case rates	<i>None identified</i>	<i>None identified</i>
	Vaccination-related factors	<i>None identified</i>	<ul style="list-style-type: none"> <li>• A <a href="#">U.S. CDC guideline for higher-education institutions</a> emphasized increasing vaccination rates among students, faculty and staff by providing on-site vaccinations with multiple vaccination locations and times, strengthening access to off-site vaccination locations, and providing flexibility surrounding student and staff absences (low-quality AGREE II rating; last updated 4 June 2021) <ul style="list-style-type: none"> <li>○ Promoting vaccinations through education campaigns, word-of-mouth and partnerships with trusted campus organizations was additionally suggested</li> </ul> </li> <li>• The same U.S. CDC guideline indicates that higher-education institutions where all students, faculty and staff who are fully vaccinated prior to the start of the term can return to full capacity in-person learning, without requiring or recommending masking or physical distancing</li> <li>• The same U.S. CDC guideline indicated that where everyone may not be fully vaccinated, higher-education institutions should offer and promote vaccinations, promote consistent and correct mask use, and continue physical distancing, contact tracing, testing, quarantine protocols and following specific housing protocols</li> </ul>
	Community capacity (e.g., public-health capacity for contact tracing)	<i>None identified</i>	<i>None identified</i>

What measures should be changed?	Operation of schools	<i>None identified</i>	<ul style="list-style-type: none"> <li>The <a href="#">U.S. CDC recommended</a> improving cleaning and maintenance protocols, improving ventilation, focusing on health equity, as well as supporting staff, student and employee mental health (low-quality AGREE II rating; last updated 4 June 2021)</li> </ul>
	Operation of residences in post-secondary schools	Not applicable	<ul style="list-style-type: none"> <li>The <a href="#">U.S. CDC recommended</a> that people in shared housing should continue to follow CDC’s public-health recommendations for fully vaccinated people (low-quality AGREE II rating; last updated 4 June 2021)</li> </ul>
	Engagement in extracurricular activities	<i>None identified</i>	<ul style="list-style-type: none"> <li>A <a href="#">U.S. CDC guideline for higher-education institutions</a> indicated that in-person instruction should be prioritized over extracurricular activities (including sports and school events) to minimize transmission on campuses with mixed population of fully, partially, and not vaccinated people <ul style="list-style-type: none"> <li>Limitations to the size of gatherings may be an additional measure</li> <li>People who are fully vaccinated do not need to wear a mask or physically distance while participating in sports</li> <li>People who are not fully vaccinated should continue to wear masks, maintain physical distancing, and practise proper hand hygiene</li> </ul> </li> </ul>
	Accompanying infection-prevention measures	<i>None identified</i>	<ul style="list-style-type: none"> <li>A <a href="#">U.S. CDC guideline for higher-education institutions</a> recommended that higher-education institutions with a fully vaccinated population should: <ul style="list-style-type: none"> <li>Continue masking and physical distancing for people with weaker immune systems</li> <li>Continue hand hygiene, respiratory etiquette, contact tracing, cleaning, disinfecting and ventilation practices</li> <li>Daily health screens for students, faculty and staff</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>The same U.S. CDC guideline outlined key considerations for implementation of prevention strategies such as level of community transmission, vaccination coverage, robust screening and testing program, and local outbreaks or increasing trends (low-quality AGREE II rating; last updated 4 June 2021)</li> </ul>
	Accompanying infection-control measures	<ul style="list-style-type: none"> <li>As of <a href="#">15 May 2021</a>, the CDC suggests continued use of existing COVID-19 prevention strategies for the 2020-21 school year</li> </ul>	<i>None identified</i>
Reported challenges implementing any of the measures above		<i>None identified</i>	<i>None identified</i>



**Table 2: Experiences in other countries with adjusting transmission-mitigation measures as vaccination rates increase and infection rates decrease**

Organizing framework domains		Key findings focused on grade schools	Key findings focused on post-secondary schools
When should adjustments be made (i.e., triggers for change)?	Case rates	<b>New Zealand</b> <ul style="list-style-type: none"> <li>As of 10 June 2021, all of New Zealand is in Alert Level 1, meaning that <a href="#">COVID-19 cases in New Zealand are contained, all grade schools are open and there are no restrictions on personal movement</a></li> </ul>	<b>New Zealand</b> <ul style="list-style-type: none"> <li>As of 10 June 2021, all of New Zealand is in Alert Level 1, meaning that <a href="#">COVID-19 cases in New Zealand are contained, all post-secondary schools are open, and there are no restrictions on personal movement</a></li> </ul>
	Vaccination-related factors	<b>Australia</b> <ul style="list-style-type: none"> <li>As of <a href="#">14 June 2021</a>, 5,931,245 total vaccine doses have been administered countrywide</li> </ul>	<b>Australia</b> <ul style="list-style-type: none"> <li>As of <a href="#">14 June 2021</a>, 5,931,245 total vaccine doses have been administered countrywide</li> </ul>
			<b>China</b> <ul style="list-style-type: none"> <li>As of <a href="#">12 April 2021</a>, 854,000 teachers and students in 93 colleges and universities in Beijing have been vaccinated</li> </ul>
		<b>U.K.</b> <ul style="list-style-type: none"> <li>As of <a href="#">14 June 2021</a>, 72,040,763 vaccine doses have been administered, with 79.4% of the population over 18 years having received a first vaccine dose, and 57.4% having received a second dose</li> </ul>	<b>U.K.</b> <ul style="list-style-type: none"> <li>As of <a href="#">14 June 2021</a>, 72,040,763 vaccine doses have been administered, with 79.4% of the population over 18 years having received a first vaccine dose, and 57.4% having received a second dose</li> </ul>
			<b>U.S.</b> <ul style="list-style-type: none"> <li>On 4 June 2021, the CDC updated its <a href="#">Considerations for Institutions of Higher Education</a> to include more guidance on offering and promoting COVID-19 vaccination, as well as guidance on prevention strategies in institutions of higher education (IHEs) where everyone is fully vaccinated and those where not everyone is fully vaccinated                             <ul style="list-style-type: none"> <li>To increase access to COVID-19 vaccines, IHEs should 1) provide on-site vaccination or local vaccination sites through partnerships, 2) consider hosting mass vaccination clinics or smaller vaccine venues on campus, 3) connect</li> </ul> </li> </ul>

			<p>with local or state health department or health system to coordinate promotion and implementation of vaccinations, 4) use trusted messengers such as current and former students to promote vaccination, 5) consider offering multiple locations and vaccination times to accommodate student work and academic schedules, 6) facilitate access to off-site vaccination services in the community, 7) offer flexible sick leave options for employees with side-effects after vaccination, and 8) offer flexible excused-absence options for students receiving vaccination and those with side-effects following vaccination</p> <ul style="list-style-type: none"> <li>○ To promote vaccination IHEs can 1) develop educational messaging for vaccination campaigns to build vaccine confidence and consider utilizing student leaders and athletes as spokespersons, 2) ask student and other organizations who are respected to help build confidence in COVID-19 vaccines, and 3) ask staff, faculty and students to promote vaccination efforts in their social groups and communities</li> <li>○ IHEs where all students, faculty and staff are fully vaccinated prior to the start of the semester can return to full capacity in-person learning, without requiring or recommending masking or physical distancing in accordance with <a href="#">CDC's Interim Public Health Recommendations for Fully Vaccinated People</a></li> <li>○ IHEs where not everyone is fully vaccinated will have a mixed population of those who are fully vaccinated and those who are not on campus, and therefore will have to make decisions about how to protect the people who are not fully vaccinated and consider: 1) the level of community transmission of COVID-</li> </ul>
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			19, 2) COVID-19 vaccination coverage among students, faculty and staff, 3) implementing robust, frequent COVID-19 screening and testing programs, and 4) any local COVID-19 outbreaks or increasing trends
	Community capacity (e.g., public-health capacity for contact tracing)		
What measures should be changed?	Operation of schools	<b>Australia</b> <ul style="list-style-type: none"> <li>Based on advice from the Victorian Chief Health Officer, the <a href="#">Australian state of Victoria has allowed return to face-to-face learning for all students as of 4 June 2021</a></li> </ul>	<b>Australia</b> <ul style="list-style-type: none"> <li>Based on the advice of the Victorian Chief Health Officer, <a href="#">technical and further education, universities, and other training providers in regional state of Victoria can reopen</a>, however those residing in metropolitan Melbourne will continue remote learning until 10 June 2021</li> </ul>
		<b>New Zealand</b> <ul style="list-style-type: none"> <li>New Zealand is currently under <a href="#">Alert Level 1</a>, which means that in-person attendance at school and early learning facilities is allowed for all children/students</li> <li>Education New Zealand is strengthening its partnership with the <a href="#">Enroller digital platform</a> for schools in New Zealand by <a href="#">subsidizing its cost for the remainder of 2021 and 2022</a>, starting with secondary schools <ul style="list-style-type: none"> <li>During the pandemic, this platform has enabled New Zealand schools to make the transition to digital for international student marketing, recruitment and application processing</li> </ul> </li> </ul>	<b>New Zealand</b> <ul style="list-style-type: none"> <li>New Zealand is currently under Alert Level 1, which means that <a href="#">all teaching, research and learning activities can operate as normal</a> with no COVID-19 restrictions</li> <li>Education New Zealand <a href="#">provides mental health supports, like counselling, for international students</a> in need of it during the pandemic</li> </ul>
		<b>U.K.</b> <ul style="list-style-type: none"> <li><a href="#">Operational guidance for schools in England has been updated on 24 May 2021</a> and specific changes have been made to some sections such as face coverings, student support and well-being, and advice on students who are abroad</li> </ul>	<b>U.K.</b> <ul style="list-style-type: none"> <li>As of 17 May 2021, <a href="#">all university students in England can return to in-person learning</a></li> <li>As of <a href="#">17 May 2021</a>, most of Scotland has moved from Level 3 to Level 2, with some of the country moving to Level 1, and <a href="#">universities and colleges</a></li> </ul>

	<ul style="list-style-type: none"> <li>As of <a href="#">17 May 2021</a>, schools and local authorities in Scotland will operate in Level 1, 2 or 3 according to local circumstances</li> <li>The Scottish government’s <a href="#">strategic framework</a>, last updated 23 March 2021, outlines protective measures for each level</li> </ul>	<p><a href="#">will operate within protection-level guidance of their local authority area</a></p> <ul style="list-style-type: none"> <li>Those in levels 0-2 will operate a blended learning model</li> <li>Those in levels 3-4 will operate a restricted blended learning model</li> </ul> <ul style="list-style-type: none"> <li>As of <a href="#">7 June 2021</a>, higher-education institutions in Wales can operate with a combination of in-person and blended learning</li> </ul>
	<p><b>United States</b></p> <ul style="list-style-type: none"> <li>On 15 May 2021, <a href="#">The Centers for Disease Control and Prevention (CDC) in the U.S. recommended that schools use current COVID-19 prevention strategies</a> for the upcoming 2021-2022 year (see Table 4)</li> </ul>	<p><b>United States</b></p> <ul style="list-style-type: none"> <li>The CDC’s update on 4 June 2021 also adds <a href="#">general considerations for all IHEs</a> about cleaning, improving ventilation, and maintaining healthy facilities</li> <li>These considerations include health-equity considerations to mitigate those disproportionately affected by COVID-19, supporting coping and resilience among employees and students, and considerations for students, faculty and staff with disabilities</li> </ul>
Operation of residences in post-secondary schools		<p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>Student accommodations in New Zealand <a href="#">may currently operate with no COVID-19 restrictions</a> and students may travel domestically as normal</li> </ul>
		<p><b>U.S.</b></p> <ul style="list-style-type: none"> <li>The guidance for <a href="#">IHEs where not everyone is fully vaccinated</a> in the CDC’s update on 4 June 2021 includes guidance on housing and communal spaces</li> </ul>
Engagement in extracurricular activities		<p><b>U.S.</b></p> <ul style="list-style-type: none"> <li>The <a href="#">general considerations for all IHEs</a> in the CDC’s update on 4 June 2021 includes guidance on sports</li> </ul>
Accompanying infection-prevention measures	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>From term 1 2021 (February 2021), all New South Wales (NSW) public schools use the</li> </ul>	

		<a href="#">COVID Safe Check-In</a> tool to assist with community contact tracing by NSW Health	
		<b>New Zealand</b> <ul style="list-style-type: none"> <li>• <a href="#">Students and staff in New Zealand schools are currently not required to wear face coverings</a> when in school or when on school transport buses</li> </ul>	
		<b>U.K.</b> <ul style="list-style-type: none"> <li>• As of 17 May 2021, in line with Step 3 of the U.K. government’s <a href="#">roadmap out of lockdown</a>, <a href="#">face coverings will no longer be recommended for students in classrooms or communal areas in all schools</a>, and <a href="#">face coverings will also no longer be recommended for staff in classrooms</a></li> </ul>	
			<b>United States</b> <ul style="list-style-type: none"> <li>• The <a href="#">general considerations for all IHEs</a> in the CDC’s update on 4 June 2021 includes guidance on gatherings, events and visitors, studying abroad and travel, and international students</li> </ul>
	Accompanying infection-control measures	<b>New Zealand</b> <ul style="list-style-type: none"> <li>• Under Alert Level 1, <a href="#">schools will close for cleaning and contact tracing</a> if there is a confirmed case at school</li> </ul>	<b>New Zealand</b> <ul style="list-style-type: none"> <li>• Under Alert Level 1, if an education facility has a link to a confirmed or probable case of COVID-19, the facility <a href="#">must close for 72 hours</a> to allow for cleaning and contact tracing</li> </ul>
Reported challenges implementing any of the measures above			

**Table 3: Experiences in Canada with adjusting transmission-mitigation measures as vaccination rates increase and infection rates decrease**

Organizing framework domains		Key findings focused on grade schools	Key findings focused on post-secondary schools
When should adjustments be made (i.e., triggers for change)?	Case rates and other epidemiological indicators	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>As of 9 June 2021, <a href="#">Canada has recorded</a> a total of 1,243,242 cases of COVID-19, and the risk to Canadians is considered high</li> <li><a href="#">COVID-19 cases in Canada have decreased significantly over the last month</a>, with a 35% decrease in case counts reported during the week of 23 May 2021 compared to the week before</li> <li>Grade school closures and openings continue to vary by province or territory</li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>Post-secondary school closures and openings have continued to vary by province or territory</li> </ul>
		<p><b>Alberta</b></p> <ul style="list-style-type: none"> <li><a href="#">Alberta’s COVID-19 test positivity rate has decreased significantly</a> in recent weeks, from 13.4% on 2 May 2021 to 3.8% as of 8 June 2021</li> <li>On 25 May 2021, <a href="#">all students in Alberta in grades K-12 returned to in-person learning after two weeks of school closure</a> in early May due to spiking COVID-19 cases                             <ul style="list-style-type: none"> <li>All schools in the municipality of Wood Buffalo continued online learning for an additional week due to a slower decline in cases when compared to other regions in the province</li> <li>The two-week closure allowed schools to address operational challenges caused by the rise in cases</li> </ul> </li> </ul>	<p><b>Alberta</b></p> <ul style="list-style-type: none"> <li><a href="#">Alberta’s COVID-19 test positivity rate has decreased significantly</a> in recent weeks, from 13.4% on 2 May 2021 to 3.8% as of 8 June 2021</li> <li>Although Alberta entered <a href="#">Stage 2 of its reopening plan</a> on 10 June 2021 allowing for in-person learning, some universities, including the <a href="#">University of Alberta</a> and the <a href="#">University of Calgary</a>, have advised students to continue working from home until advised otherwise</li> </ul>
		<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>Newfoundland and Labrador will begin taking a phased-in approach to reopening the province to the rest of Canada as early as July 1 <a href="#">if vaccination rates and epidemiology allow</a></li> </ul>	<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>Memorial University of Newfoundland and Labrador uses <a href="#">five stages of risk levels for pandemic risk mitigation</a>, which assist with the scale-up and scale-back plan for university functions</li> </ul>

			<ul style="list-style-type: none"> <li>○ As of 25 May 2021, Memorial University has adjusted its <a href="#">COVID alert level scale to low</a> in light of the improvement in the COVID-19 situation in Newfoundland and Labrador and the changing provincial level, which took effect on 29 May 2021</li> </ul>
Vaccination-related factors	<b>Canada</b>	<ul style="list-style-type: none"> <li>● As of <a href="#">10 June 2021</a>, 72.1% of Canada’s population 12 years and older has been vaccinated with at least one dose of COVID-19 vaccine <ul style="list-style-type: none"> <li>○ As of <a href="#">29 May 2021</a>, over 90% of adults over 70 years old and over 70% of adults aged 18 and older in the territories have been vaccinated with at least one dose of vaccine</li> </ul> </li> </ul>	
	<b>Alberta</b>	<ul style="list-style-type: none"> <li>● As of <a href="#">5 May 2021</a>, all Albertans 12 years and older became eligible to book a COVID-19 vaccination</li> </ul>	<p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>● As of <a href="#">5 May 2021</a>, all Albertans 12 years and older became eligible to book a COVID-19 vaccination</li> <li>● The President of the University of Calgary announced on 7 June 2021 that <a href="#">the university’s community will be returning to in-person activities on campus this September</a> given the increase in vaccination rates in Alberta <ul style="list-style-type: none"> <li>○ The university will take a gradual approach to the return to campus starting in the summer and building throughout the fall</li> </ul> </li> </ul>
	<b>New Brunswick</b>	<ul style="list-style-type: none"> <li>● As of 10 June 2021, <a href="#">72.2% of the population aged 12 years and older have received their first vaccine dose</a> <ul style="list-style-type: none"> <li>○ Another <a href="#">19,511 people need to receive their first vaccine dose to reach the province’s 75% mark</a>, which is necessary to begin loosening pandemic restrictions under the province’s <a href="#">phase one of reopening</a></li> </ul> </li> </ul>	<p><b>New Brunswick</b></p> <ul style="list-style-type: none"> <li>● As of 10 June 2021, <a href="#">72.2% of the population aged 12 years and older have received their first vaccine dose</a> <ul style="list-style-type: none"> <li>○ Another <a href="#">19,511 people need to receive their first vaccine dose to reach the province’s 75% mark</a>, which is necessary to begin loosening pandemic restrictions under the province’s <a href="#">phase one of reopening</a></li> </ul> </li> </ul>
	<b>Nova Scotia</b>	<ul style="list-style-type: none"> <li>● As of 10 June 2021, <a href="#">663,840 vaccine doses have been administered in Nova Scotia</a>, with 58.7% of</li> </ul>	<p><b>Nova Scotia</b></p> <ul style="list-style-type: none"> <li>● As of 10 June 2021, <a href="#">663,840 vaccine doses have been administered in Nova Scotia</a>, with 58.7%</li> </ul>

		<p>the population having received their first vaccine dose and 4.8% having received their second dose and are fully vaccinated</p> <ul style="list-style-type: none"> <li>• Nova Scotia’s <a href="#">reopening plan consists of a five-phased approach</a> based on ongoing progress of provincewide vaccination coverage and improvements in public health and healthcare indicators, such as COVID-19-related hospitalizations <ul style="list-style-type: none"> <li>○ Phase one of the plan begun on 2 June 2021 and will continue until expected date of 16 June 2021 for phase two</li> </ul> </li> </ul>	<p>of the population having received their first vaccine dose and 4.8% having received their second dose and are fully vaccinated</p>
		<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>• As of 6 May 2021, Newfoundland and Labrador is tweaking its vaccination roll-out, and <a href="#">is now promising to get first COVID shots to children age 12 and up</a> before the end of the school year</li> </ul>	
		<p><b>Prince Edward Island</b></p> <ul style="list-style-type: none"> <li>• As of 9 June 2021, <a href="#">111,616 vaccine doses have been administered provincewide</a>, with 94,715 (67.4%) of the population having received a first vaccine dose and 16,901 (12.0%) having received their second dose and are fully vaccinated</li> <li>• Prince Edward Island released a <a href="#">five-step provincial reopening plan for summer and fall 2021</a> and decisions to move forward in the plan will be guided by monitoring and surveillance criteria, including achieving vaccine targets and a low level of COVID-19 transmission <ul style="list-style-type: none"> <li>○ As of 6 June 2021, step one of the reopening plan will come into effect</li> </ul> </li> </ul>	
		<p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>• Beginning 31 May 2021, the Government of Yukon has <a href="#">scheduled clinics for Yukon youth aged 12 to 17 to be vaccinated with the Pfizer COVID-19 vaccine</a></li> <li>• Starting 18 June 2021, children under 12 returning from outside Yukon <a href="#">will not have to self-isolate</a></li> </ul>	



		<p><a href="#">for 14 days if they are with a fully vaccinated parent or caregiver</a></p> <ul style="list-style-type: none"> <li>As of 25 May 2021, the next phase in Yukon will consider relaxing physical-distancing and masking requirements in schools, and requirements for approved plans for some or all education and childcare facilities <a href="#">when supported by high vaccination rates and improved understanding of variants</a></li> </ul>	
	Community capacity (e.g., public-health capacity for contact tracing)	<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>On 24 May 2021, several schools in the Central Region area were closed to in-class instruction for two days (25-26 May 2021) <a href="#">in response to an identified cluster of COVID-19 in the area (Alert Level 4 Communities)</a></li> </ul>	
What measures should be changed?	Operation of schools		<p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>On 30 April 2021, the <a href="#">COVID-19 Return-to-Campus Primer</a> was released by B.C. Post-Secondary Institutions with the support of the Ministry of Advanced Education and Skills Training, which included guidance on planning for post-secondary school reopening in Fall 2021 based on the assumption that all adults in B.C. will have received at least one dose of the vaccine before 1 July 2021, and that many will receive two doses by the end of August <ul style="list-style-type: none"> <li>There will be no limits on the number of participants for in-class activities</li> <li>No physical-distancing requirements will be implemented for classrooms regardless of size</li> <li>There will be no requirements for cohorting students, assigning seats, or taking attendance</li> </ul> </li> </ul>
		<p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>On 25 May 2021, <a href="#">all students in Alberta in grades K-12 returned to in-person learning after two weeks of school closure</a> in early May due to spiking COVID-19 cases</li> </ul>	

		<ul style="list-style-type: none"> <li>• <a href="#">Graduation ceremonies</a> are allowed for students in grade school during regular school hours, but only staff and graduating students are allowed to attend <ul style="list-style-type: none"> <li>○ Virtual graduation should be considered when possible</li> </ul> </li> </ul>	
		<p><b>Manitoba</b></p> <ul style="list-style-type: none"> <li>• The government released <a href="#">guidance</a> for the operation of Manitoba schools during the Critical (Red) Response Level in the Restart Manitoba Pandemic Response System, characterized by uncontained community spread of COVID-19 and/or significant strains on the healthcare system <ul style="list-style-type: none"> <li>○ Schools will be closed except for children of critical service workers in kindergarten to Grade six, who can continue to participate in in-person learning</li> </ul> </li> <li>• On 14 June 2021, Manitoba schools in remote learning will be able to provide in-person <a href="#">small group teaching</a> to five to six students per group <ul style="list-style-type: none"> <li>○ Physical distancing of two metres must be maintained</li> <li>○ Masks must be worn except while seated</li> <li>○ Capacity limits within schools should be enforced to ensure physical distancing can be maintained</li> <li>○ Cohorts should be utilized</li> </ul> </li> </ul>	
		<p><b>Nova Scotia</b></p> <ul style="list-style-type: none"> <li>• Put into effect as of 2 June 2021, <a href="#">phase one of the provincewide reopening plan consists of reopening public, pre-primary and private schools</a> and to follow the current <a href="#">2020 back to school plan</a> that has been updated for the 2021-2022 school year</li> </ul>	<p><b>Nova Scotia</b></p> <ul style="list-style-type: none"> <li>• Nova Scotia’s Dalhousie University released its multi-level <a href="#">Fall 2021 safety plan</a> aligned with provincial public-health requirements and Dalhousie’s health and safety protocols</li> </ul>
		<p><b>Prince Edward Island</b></p> <ul style="list-style-type: none"> <li>• As part of Prince Edward Island’s five-step reopening plan, <a href="#">step one includes measures to open full-time classroom learning in kindergarten to Grade 12</a></li> </ul>	<p><b>Prince Edward Island</b></p> <ul style="list-style-type: none"> <li>• As part of Prince Edward Island’s five-step reopening plan, <a href="#">step one includes measures to have online and/or classroom (with physical distancing) learning in post-secondary institutions</a></li> </ul>

		<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>As of 30 May 2021, <a href="#">most schools in the Western Region would be open for in-class instruction on 31 May 2021</a></li> <li>As of 26 May 2021, <a href="#">all schools in the Central Region would return to in-class instruction on 27 May 2021</a></li> </ul>	<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>Memorial University of Newfoundland and Labrador provides <a href="#">clear protocols for locations, activities and personnel</a> in different levels on the COVID-19 impact scale</li> <li>As of 1 June 2021, all Memorial employees are expected to return to work on campus by 13 July 2021 to support the return to primarily in-person teaching and learning for fall semester 2021</li> </ul>
		<p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>The <a href="#">guidance for Yukon licensed childcare centres, school-age programs and family day homes during the COVID-19 pandemic</a> was developed based on the best evidence and will be updated as new evidence arises or the COVID-19 epidemiology in Yukon significantly changes</li> </ul>	<p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>Yukon University is working with the Government of Yukon to <a href="#">prepare a return to in-class learning for the Fall 2021 semester</a></li> </ul>
		<p><b>Northwest Territories</b></p> <ul style="list-style-type: none"> <li>The Government of Northwest Territories updated its <a href="#">JK-12 School Information</a> on 7 June 2021 that covers information for students and parents, information for school staff, and learning resources related to school operation during COVID-19</li> </ul>	
	Operation of residences in post-secondary schools	Not applicable	<p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>For the Fall 2021 semester, post-secondary schools in B.C. are being advised that <a href="#">on-campus student housing</a> can operate at full or close-to-full occupancy, with the recommendation that 1-2% of total student housing be set aside for student isolation or quarantine in the case of an outbreak</li> </ul>
	Engagement in extracurricular activities	<p><b>Saskatchewan</b></p> <ul style="list-style-type: none"> <li>As of <a href="#">May 30, 2021</a> Saskatchewan is operating under Step One of the Saskatchewan Re-Opening Roadmap, which permits outdoor sports and activities</li> </ul>	

		<p><b>Manitoba</b></p> <ul style="list-style-type: none"> <li>• Under the Critical (Red) Response Level in the Restart Manitoba Pandemic Response System, all <a href="#">extracurricular activities</a>, organized sports, and off-site activities are to be suspended, and no indoor singing or use of wind instruments may be permitted</li> </ul>	
	Accompanying infection-prevention measures		<p><b>Nova Scotia</b></p> <ul style="list-style-type: none"> <li>• Updated as of 8 June 2021, Dalhousie University’s <a href="#">Fall 2021 safety plan</a> lists health and safety requirements for the campus, faculty, staff and students, such as: <ul style="list-style-type: none"> <li>○ Physical distancing (at a reduced level)</li> <li>○ Recommended continued mask-wearing in indoor common spaces</li> <li>○ A COVID-19 self-assessment app in which students check in each day before arriving on campus</li> <li>○ Regularly scheduled cleaning and disinfection</li> <li>○ Ventilation reviews of student and learning spaces</li> <li>○ Available asymptomatic rapid COVID-19 testing for students, faculty and staff</li> </ul> </li> <li>• Dalhousie University collaborated with Nova Scotia Public Health to launch <a href="#">on-campus COVID-19 rapid-screening program</a> for faculty, staff and students</li> </ul>
			<p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Memorial employees should follow public-health guidelines for public locations and take necessary precautions while on campus</a> <ul style="list-style-type: none"> <li>○ Completing the daily self-assessment before coming to campus</li> <li>○ Wearing a mask in all public spaces and common areas, or any time two metres of physical distance cannot be maintained</li> <li>○ Reviewing and following all posted signage</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Maintaining physical distancing</li> <li>○ Washing or sanitizing hands on a regular basis</li> <li>○ Staying home when sick</li> </ul>
		<p><b>Northwest Territories</b></p> <ul style="list-style-type: none"> <li>• The updated JK-12 School Information provided by the Government of Northwest Territories includes a <a href="#">Daily Symptom Screening Tool for Students and Staff</a> (published 21 May 2021) and fact sheet about <a href="#">what parents should do if their child has symptoms of COVID-19</a></li> </ul>	
		<p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>• As of 25 May 2021, the next phase in Yukon will consider relaxing physical distancing, masking and other requirements for approved plans for some or all education and childcare facilities <a href="#">when supported by high vaccination rates and improved understanding of variants</a></li> </ul>	
	Accompanying infection-control measures		
Reported challenges implementing any of the measures above			

**Table 4: Key findings from guidelines identified in previous versions related to adjusting transmission-mitigation measures as vaccination rates increase and infection rates decrease**

Organizing framework domains		Guidelines focused on grade and post-secondary schools
When should adjustments be made (i.e., triggers for change)?	Case rates	<ul style="list-style-type: none"> <li>• The U.S. Centers for Disease Control and Prevention (U.S. CDC) released comprehensive guidance that <a href="#">describes prevention strategies for elementary, middle and high schools specific to the level of community transmission</a> (low, medium, substantial, and high transmission thresholds) (low-quality AGREE II rating; last updated 19 March 2021)</li> <li>• The American Academy of Pediatrics released COVID-19 guidance for safe schools and stated <a href="#">that schools could remain open in communities with low and high community transmission, but is primarily based on safety prevention measures and guidance from local health authorities</a> (high-quality AGREE II rating; last updated 25 March 2021)</li> <li>• The Public Health Agency of Canada (PHAC) described <a href="#">10 epidemiological indicators to guide either the increase of restrictions or to lift restrictions for grade-school settings</a> (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>
	Vaccination-related factors	<ul style="list-style-type: none"> <li>• The U.S. CDC stated that vaccinating teachers and staff is <a href="#">one layer of prevention and protection, which resulted in Health and Human Services issuing a Secretarial Directive</a> on 2 March 2021 that allowed teachers and staff working in kindergarten to Grade 12 schools to be eligible for a vaccine across the U.S. (<a href="#">specific U.S. CDC guidance is available for teachers and school staff</a>) (low-quality AGREE II rating; last updated 19 March 2021)</li> <li>• PHAC recommended that <a href="#">existing school immunization requirements should be maintained and highly encourages influenza vaccination</a> for all children, staff and volunteers (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>
	Community capacity (e.g., public-health capacity for contact tracing)	<ul style="list-style-type: none"> <li>• The American Academy of Pediatrics stated that students or staff members who have had a known exposure to COVID-19 should self-quarantine for 14 days and school districts <a href="#">should partner with their local health officials to facilitate contact tracing in their schools</a> (high-quality AGREE II rating; last updated 25 March 2021)</li> <li>• The CDC recommended that schools should collaborate with local health authorities when a positive case is reported, and provided guidance on <a href="#">staying at home, isolation, case investigation and contact tracing</a> <ul style="list-style-type: none"> <li>○ For schools to remain open, local health authorities need to have enough contact tracers such that contacts are notified within 48 hours of a positive test result</li> <li>○ Close contacts must quarantine unless they are fully vaccinated or have tested positive in the last three months and do not have symptoms</li> <li>○ Schools should be last to close and first to reopen for in-person instruction (over non-essential businesses and activities such as indoor dining, bars, social gatherings, close-contact sports) (low-quality AGREE II rating; last updated 19 March 2021)</li> </ul> </li> <li>• The American Academy of Pediatrics recommended that <a href="#">school districts should partner with local health authorities to facilitate contact tracing</a> (high-quality AGREE II rating; last updated 25 March 2021)</li> <li>• PHAC recommended that schools and local public-health authorities <a href="#">should establish processes for case management and contact tracing</a> (e.g., attendance records) (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>

		<ul style="list-style-type: none"> <li>• PHAC recommended that post-secondary institutions <a href="#">could facilitate contact tracing with existing technologies</a> (e.g., on-campus video cameras, electronic-lock records, contact-tracing mobile applications) to complement traditional contact tracing</li> </ul>
What measures should be changed?	Operation of schools	<ul style="list-style-type: none"> <li>• The French Pediatric Society indicated that <a href="#">class closure is justified if at least three students are infected from the same class</a> (low-quality AGREE II rating; last updated 27 October 2020)</li> <li>• The U.S. CDC recommended that <a href="#">staff should limit non-essential interactions between adults</a> (and adults and students) (low-quality AGREE II rating; last updated 19 March 2021)</li> <li>• The U.S. CDC guideline also stated that <a href="#">younger children in elementary schools are likely to have less risk of in-school transmission than older students in middle or high schools due to low susceptibility and transmission rates</a> (low-quality AGREE II rating; last updated 19 March 2021)</li> <li>• PHAC <a href="#">provides detailed considerations for jurisdictions in relation to COVID-19 prevention measures</a> for grade schools: <ul style="list-style-type: none"> <li>○ Consider a layered approach when physical distancing is not possible</li> <li>○ Consider in-person school attendance, virtual or at-home learning, or a hybrid of the two (with progressive introduction of in-person attendance based on grade level, with primary schools preceding secondary schools) (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul> </li> <li>• PHAC provided examples of mitigation strategies such as <a href="#">seating students at least two metres apart, offering virtual lectures, online exams, and offering activities outdoors</a> (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>
	Operation of residences in post-secondary schools	<ul style="list-style-type: none"> <li>• PHAC provides additional guidance related <a href="#">to residences, quarantine and isolation policies</a> (e.g., allowing students living in residence to self-isolate in their dorm room or designated on-campus rooms/residences, off-campus accommodations, cohorting students positive with COVID-19, and appropriate care and support such as meals) (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>
	Engagement in extracurricular activities	<ul style="list-style-type: none"> <li>• The U.S. CDC recommends that <a href="#">in-person instruction should be prioritized over extracurricular activities</a> (including sports and school events), and that extracurricular activities such as singing, band, sports and exercise should be moved outside (low-quality AGREE II rating; last updated 19 March 2021)</li> <li>• Additional risk-mitigation decision-making tools are available, including the following: <ul style="list-style-type: none"> <li>○ <a href="#">K-12 Schools COVID-19 Mitigation Toolkit</a> (U.S. CDC)</li> </ul> </li> <li>• PHAC recommended that <a href="#">assemblies, team sports, field trips, or extracurricular activities where physical distancing cannot be maintained should be postponed</a> (low-quality AGREE II rating; last updated 21 February 2021)</li> <li>• PHAC provides guidance for <a href="#">specific educational activities, which all depend on risk-mitigation approaches</a>: <ul style="list-style-type: none"> <li>○ Schools should choose physical education and recreational activities where physical distancing can be maintained</li> <li>○ Schools should consider outdoor music and band practices with appropriate physical distancing, no sharing of instruments or mouthpieces, and to clean instruments at a distance or with a disposable cloth</li> <li>○ Schools should consider outdoor singing activities with appropriate physical distancing (or with fewer performers) (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul> </li> <li>• Additional risk-mitigation decision-making tools are available, including the following: <ul style="list-style-type: none"> <li>○ <a href="#">Risk-mitigation tool for child and youth settings operating during the COVID-19 pandemic</a> (PHAC)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <a href="#">Risk-mitigation tool for gatherings and events operating during the COVID-19 pandemic</a>, (PHAC)</li> <li>○ <a href="#">Risk-mitigation tool for outdoor recreation spaces and activities operating during the COVID-19 pandemic</a> (PHAC)</li> <li>○ <a href="#">COVID-19 Return to High Performance Sport Framework</a> (PHAC)</li> <li>● In terms of extracurricular activities, the PHAC guidance document encouraged institutions to use risk-mitigation approaches when considering if and how these types of activities could proceed on- and off-campus (e.g., postponing sports events/activities and limiting/prohibiting spectators), with further guidance available related to <a href="#">COVID-19 Return to High Performance Sport Framework</a> (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>
	Accompanying infection-prevention measures	<ul style="list-style-type: none"> <li>● Regardless of the level of transmission, the U.S. CDC <a href="#">recommended that all schools should implement five key prevention strategies</a>: <ul style="list-style-type: none"> <li>○ Universal and correct use of masks and physical distancing should be prioritized</li> <li>○ Masks should be worn within the school and on school buses</li> <li>○ Elementary students and middle- and high-school students with low community transmission should be at least three feet apart, but students with high community transmission should be at least six feet apart (if cohorting is not possible)</li> <li>○ Use cohorting where possible (especially when case rates are substantial or high)</li> <li>○ Schools should only offer referrals for diagnostic testing if they are exhibiting symptoms at school, but screening tests may be useful especially in communities with moderate to high transmission (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul> </li> <li>● The American Academy of Pediatrics provided <a href="#">specific guidance on infection-prevention measures based on age group</a> and staff (pre-kindergarten, elementary schools, secondary schools) <ul style="list-style-type: none"> <li>○ Pre-kindergarten risk mitigation measures include mask wearing for adults and children aged two years or older, cohort classes, use of outdoors, air ventilation (open windows) and hand hygiene</li> <li>○ Elementary schools are recommended to mandate universal masks for both students and adults, cohort classes, physical distancing, use of outdoor spaces, air ventilation, and hand hygiene</li> <li>○ Secondary schools are recommended to mandate universal masks for both students and adults, cohort classes, physical distancing, air ventilation, and public education to students and parents</li> <li>○ School health staff should have access to PPE</li> <li>○ Schools should have policies regarding symptom screening for teachers and staff upon reopening, and a rapid-response plan for students, teachers or staff members (high-quality AGREE II rating; last updated 25 March 2021)</li> </ul> </li> <li>● The <a href="#">French Pediatric Society released guidance for school re-entry</a> in October 2021: <ul style="list-style-type: none"> <li>○ Soap or hand sanitizer distribution stations at the entrances of schools and classrooms along with education about regular use</li> <li>○ Mandatory masks for all adult staff at all times</li> <li>○ Masks for middle- and high-school students, unless physical distancing is possible in the classrooms</li> <li>○ A child exposed to a COVID-19 positive individual at home must be tested before returning to school</li> <li>○ A symptomatic child (of at least six years old) must be screened unless another diagnosis is made</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Screening of an entire class only warranted if one teacher or at least two students are symptomatic and COVID-19 positive</li> <li>● Students positive with COVID-19 must remain home for at least seven days (low-quality AGREE II rating; last updated 27 October 2020)</li> <li>● The Public Health Agency of Canada <a href="#">released considerations for risk-mitigation measures</a> <ul style="list-style-type: none"> <li>○ Schools could use the risk-mitigation tool to determine which measures are applicable and relevant to grade level (e.g., hygiene protocols for younger and older children)</li> <li>○ Prohibit students who have symptoms and/or exposure to COVID-19 from entering the school</li> <li>○ Promote infection control (e.g., hand hygiene, avoid face touching, signage, how to wash hands, implement schedule for frequent hand hygiene)</li> <li>○ Promote physical distancing (e.g., two-metre distance, restrict or manage flow of people in common areas, visual cues to encourage physical distancing, limit visitors, play stations with limited number of children, recommend one parent do drop-offs/pick-ups)</li> <li>○ Increase ventilation (e.g., move activities outdoors, ensure ventilation system operates properly, increase air exchanges by adjusting HVAC systems, open windows)</li> <li>○ Reduce exposure to high-touch surfaces</li> <li>○ Modify how long students are in contact with each other (e.g., modify delivery of program, divide or cohort classes, stagger break times and schedules, staff travel between classes instead of children (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul> </li> <li>● The Public Health Agency of Canada <a href="#">released detailed guidance and considerations for post-secondary institutions</a> during the COVID-19 pandemic, including personal prevention measures, domestic and international travel, on-campus assessments and mitigation strategies, academic institutions, experiential learning and research activities, on-campus housing, supporting community gatherings and student life, and off-campus activities</li> <li>● In terms of screening, they encourage institutions to provide basic information on how to recognize and monitor symptoms, and provide appropriate instructions on seeking medical care (low-quality AGREE II rating; last updated 21 February 2021)</li> </ul>
	Accompanying infection-control measures	<ul style="list-style-type: none"> <li>● None identified</li> </ul>
Reported challenges implementing any of the measures above		<ul style="list-style-type: none"> <li>● None identified</li> </ul>

**Table 5: Experiences from other countries and from Canada identified in previous versions related to adjusting transmission-mitigation measures as vaccination rates increase and infection rates decrease**

Organizing framework domains		Experiences from other countries focused on grade and post-secondary schools	Experiences from Canada focused on grade and post-secondary schools
When should adjustments be made (i.e., triggers for change)?	Case rates	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>• Australia has a <a href="#">three-step plan</a> to guide the easing of public-health restrictions, including those that have an impact on the opening of primary and secondary schools, and tertiary-education facilities</li> <li>• Each state or territory can implement the plan at their own discretion based on exposure risk and transmission rates</li> <li>• COVID-19 cases in Australia <a href="#">declined</a> in April 2020 and currently the country is reporting an average of 21 new cases per day over the past week</li> </ul> <p><b>Chile</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Face-to-face classes were suspended in Chile for one year</a>, from March 2020 to March 2021, due to the COVID-19 pandemic</li> <li>• Schools were not opened even when COVID-19 case counts significantly decreased after August 2020 (the school year in Chile runs from March to December)</li> <li>• When <a href="#">schools reopened in March 2021</a>, they only remained open for a few weeks after a new surge in COVID-19 cases caused health officials to close schools again and move students to online learning</li> </ul> <p><b>Israel</b></p> <ul style="list-style-type: none"> <li>• COVID-19 cases in Israel have significantly declined since the start of the vaccination campaign in December 2020, <a href="#">with about 100 to 150 new cases daily</a> (with continued decline)</li> <li>• On 18 April 2021, <a href="#">Israel’s schools (Grades 1 to 12) resumed full in-person learning</a> six days a week, a decision that was made based on low COVID-19 transmission rates in the country</li> </ul> <p><b>China</b></p>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>• As of 3 May 2021, <a href="#">Canada has recorded</a> a total of 1,243,242 cases of COVID-19, and the risk to Canadians is considered high</li> <li>• <a href="#">Canada is currently in its third wave</a> of COVID-19 infections and many provinces are either managing outbreaks in multiple child/youth settings or have suspended in-person learning altogether, except for those providing childcare for essential workers</li> <li>• According to <a href="#">Health Canada</a>, measures put in place to mitigate COVID-19 risks in child/youth settings should be proportionate to the risk of COVID-19 transmission in the community</li> <li>• In its <a href="#">guidance for post-secondary institutions</a> during the COVID-19 pandemic, Health Canada includes significant decreases in COVID-19 transmission on-campus and in the surrounding community as indicators to guide the lifting of restrictions</li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>• Alberta is currently the province with the highest rate of COVID-19 infection per 100,000 people in Canada, with the <a href="#">highest infection rates</a> being reported in adults aged 30-59</li> <li>• On 3 May 2021, Grades 7 to 12 of schools in <a href="#">hotspot regions</a> shifted to online learning in response to rising cases</li> <li>• On <a href="#">4 May 2021</a>, the Premier of Alberta announced that in response to the spike in COVID-19 cases in the province, all schools in Alberta (K-12) will be closed for two weeks and moved to online learning starting 7 May 2021</li> </ul>

	<ul style="list-style-type: none"> <li>• On 26 February 2021, <a href="#">prevention and control guidelines</a> for daycare/preschool, elementary schools and high schools operating during the spring semester were updated by China’s National Health Commission (NHC) and Ministry of Education based on the current pandemic situation and characteristics of schools, and <a href="#">prevention and control guidelines for post-secondary institutions</a> operating during the spring semester <ul style="list-style-type: none"> <li>○ <a href="#">Once new cases appear in local areas</a>, it is necessary to strictly implement prevention and control measures such as temperature screening of employees and students</li> <li>○ <a href="#">Once new cases occur on campus</a>, class suspension, closed management, and nucleic acid testing for all employees and students will be conducted as appropriate</li> </ul> </li> <li>• Schools in Ruili City, in southwest China's Yunnan Province, have been suspended since 31 March 2021 <a href="#">following reports of new COVID-19 cases</a> <ul style="list-style-type: none"> <li>○ Students and teachers are required to quarantine at home and attend <a href="#">online classes</a></li> </ul> </li> </ul> <p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>• New Zealand has a <a href="#">four-level alert system</a> in place that guides how and when public-health restrictions in primary, secondary and tertiary schools should be eased based on COVID-19 transmission rates in the country or in a specific region</li> <li>• Restrictions for in-person learning are triggered in Alert Levels 3 and 4 <ul style="list-style-type: none"> <li>○ In Alert Level 3, multiple active COVID-19 clusters are in multiple regions, and there are restrictions on attendance and gatherings for in-person school</li> <li>○ In Alert Level 4, widespread outbreaks and sustained community transmission is occurring and schools are closed</li> <li>○ In-person school can occur in Alert Levels 1 and 2 with public-health measures</li> </ul> </li> </ul> <p><b>United Kingdom (U.K.)</b></p>	<ul style="list-style-type: none"> <li>○ The Premier also mentioned that the province currently has approximately 80,000 students and staff in self-isolation due to COVID-19 exposure</li> <li>• The Alberta government tracks the <a href="#">status of COVID-19 in kindergarten to Grade 12 schools</a> in the province, and classifies schools as “Open”, “Alert” (one to four cases), and “Outbreak” (five or more cases)</li> <li>• On <a href="#">4 May 2021</a>, the Premier of Alberta announced that all post-secondary institutions in the province will be moved to online learning effective immediately for three weeks</li> </ul> <p><b>Ontario</b></p> <ul style="list-style-type: none"> <li>• The Government of Ontario uses five colour-coded levels of public-health measures that are assigned to zones throughout the province (“green – prevent”; “yellow – protect”; “orange – restrict”; “red – control”; “grey – lockdown”) and which are based on <a href="#">key quantitative thresholds and indicators based on case rate, health-system capacity, and public-health capacity</a></li> <li>• The Government of Ontario maintains <a href="#">a dashboard of COVID-19 cases in schools and childcare centres</a> (but is currently paused given that in-person learning is suspended in the province)</li> </ul> <p><b>Québec</b></p> <ul style="list-style-type: none"> <li>• The Government of Québec maintains a <a href="#">detailed dashboard with case rate information found within the school systems</a> (public and private schools)</li> <li>• The Government of Québec uses <a href="#">four alert levels</a> (“level one – vigilance”; “level two – early warning”; “level three – alert”; “level four – maximum alert”) and implements these levels according to case rate, transmission control, and healthcare-system capacity (quantitative thresholds are unavailable) throughout the province</li> </ul> <p><b>New Brunswick</b></p> <ul style="list-style-type: none"> <li>• Currently most of New Brunswick is in <a href="#">Yellow COVID-19 alert level</a>, and one region is in the <a href="#">Orange alert level</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• The number of daily new COVID-19 cases in the U.K. has begun to drop as the vaccination program is well underway <ul style="list-style-type: none"> <li>○ About <a href="#">2,350 new cases</a> have been reported daily in the country</li> </ul> </li> <li>• The U.K. government has a <a href="#">five-level alert system</a> in place to guide decisions of its public-health response measures</li> <li>• The U.K. also has a <a href="#">COVID-19 recovery strategy</a> that outlines three steps to guide the order of the lifting of public-health measures <ul style="list-style-type: none"> <li>○ In step 1, infection rates are high and schools should remain closed, with the exception of vulnerable children or the children of critical workers who would benefit from attending in-person</li> <li>○ In step 2, a phased return for childcare and schools can be implemented based on reduced infection rates</li> </ul> </li> </ul> <p><b>United States (U.S.)</b></p> <ul style="list-style-type: none"> <li>• The U.S. CDC provides guidance for reopening and operational procedures during the COVID-19 pandemic across several sectors and services, including <a href="#">childcare</a> and <a href="#">K-12 schools</a></li> <li>• However, states and territories can decide whether and how they will apply this guidance at their own discretion</li> <li>• The U.S. CDC <a href="#">recommends a phased prevention approach in K-12 schools</a> based on two indicators <ul style="list-style-type: none"> <li>○ Indicator 1: the total new cases per 100,000 persons in the past seven days</li> <li>○ Indicator 2: the percentage of nucleic acid amplification tests (NAATs), including RT-PCR tests, that are positive during the last seven days</li> </ul> </li> <li>• For Indicator 1, 0 to 9 cases per 100,000 is considered low, 10 to 49 cases is considered moderate, 50 to 99 cases is considered substantial, and more than 100 cases per 100,000 is considered high</li> </ul>	<ul style="list-style-type: none"> <li>• Although cases are decreasing, the Office of the Chief Medical Officer of Health has indicated <a href="#">no plans to reassess the existing levels</a></li> </ul> <p><b>Nova Scotia</b></p> <ul style="list-style-type: none"> <li>• Premier and Chief Medical Officer of Health of Nova Scotia announced on <a href="#">22 April 2021</a> that restrictions are back in place for Halifax Regional Municipality (HRM) and surrounding areas due to increasing rates of COVID-19</li> <li>• As of <a href="#">28 April 2021</a>, Nova Scotia entered a provincewide lockdown for two weeks as a circuit-breaker measure to slow the spread of COVID-19</li> </ul> <p><b>Prince Edward Island (P.E.I.)</b></p> <ul style="list-style-type: none"> <li>• The Council of Atlantic Premiers agreed to <a href="#">delay the reopening of the Atlantic Bubble to 3 May 2021</a>, and will determine if further delay to 10 May 2021 is required</li> <li>• Beginning on 13 March 2021 until May 2021, post circuit-breaker measures are in place in the province to slow the spread of COVID-19</li> </ul> <p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Three separate scenarios for the 2020-21 school year</a> were developed based on the risk of COVID-19 transmission in the community: <ul style="list-style-type: none"> <li>○ Scenario 1: In-school classes resume (near normal with health measures) when the risk of COVID-19 transmission is very low</li> <li>○ Scenario 2: In-school classes partially resume (with additional health measures) when the risk of COVID-19 transmission is low to moderate</li> <li>○ Scenario 3: At-home learning continues (in-school classes are suspended/cancelled) when there is moderate to widespread transmission of COVID-19</li> </ul> </li> <li>• Several indicators related to <a href="#">COVID-19 surveillance conditions and considerations</a> were applied for <a href="#">school scenario changes</a>, including: <ul style="list-style-type: none"> <li>○ The effective reproductive number (Rt)</li> <li>○ Number of positive cases</li> <li>○ Non-epi-linked cases</li> </ul> </li> </ul>
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	Vaccination-related factors	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>• As of <a href="#">25 April 2021</a>, a total of 1,937,300 vaccine doses have been administered to Australian residents</li> <li>• According to Australia’s current <a href="#">vaccine roll-out strategy</a>, staff and students of primary and secondary schools will not be prioritized for early vaccination</li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>• The National Advisory Committee on Immunization (NACI) in Canada recommended <a href="#">sequencing of populations for COVID-19 vaccinations</a> in Canadian provinces and territories that prioritizes: <ul style="list-style-type: none"> <li>○ Those at high risk of severe illness and death</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Australia is vaccinating the population based on age and risk of severe illness</li> </ul> <p><b>Chile</b></p> <ul style="list-style-type: none"> <li>• As of 20 April 2021, <a href="#">40.89% of the total population</a> in Chile has received at least one dose of the vaccine</li> <li>• Teachers and other <a href="#">educational workers</a> were considered a prioritized group to get vaccinated <ul style="list-style-type: none"> <li>○ No information was found on how many teachers have been vaccinated to date</li> </ul> </li> <li>• Students are not yet eligible to be vaccinated</li> </ul> <p><b>Israel</b></p> <ul style="list-style-type: none"> <li>• As of 20 April 2021, 60% of the population has received at least one dose and 56% of the population is fully vaccinated</li> <li>• Earlier in the year on 23 January 2021, some health plans <a href="#">prioritized the vaccination of students aged 17 and 18 to allow them to return to school and write their matriculation exams</a> at the end of the lockdown</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• China's <a href="#">prevention and control guidelines</a> recommend COVID-19 vaccination <a href="#">for eligible education staff</a> on a voluntary, informed basis</li> <li>• The guideline developed by China's National Health Commission on 2 April 2021 does <a href="#">not recommend that people under 18 should be vaccinated</a> since no clinical trial data has been obtained for people in this age group</li> <li>• On 3 April 2021, China's Ministry of Education has issued a <a href="#">notice</a> to ask local education departments and universities to proactively cooperate with local vaccination work by: <ul style="list-style-type: none"> <li>○ Making reasonable plans for on-campus inoculations</li> <li>○ Providing school infirmaries, stadiums, and other facilities to act as temporary vaccination sites</li> <li>○ Calling for <a href="#">greater publicity and mobilization on campus</a> with scientific information on vaccination</li> </ul> </li> </ul> <p><b>New Zealand</b></p>	<ul style="list-style-type: none"> <li>○ Those most likely to transmit COVID-19 to those at high risk of severe illness and death</li> <li>○ Individuals contributing to the maintenance of essential services</li> <li>○ Those whose living or working conditions put them at high risk of infection</li> </ul> <ul style="list-style-type: none"> <li>• NACI highlights that essential workers and those living and working in conditions that put them at high risk of infection should be defined, prioritized, and informed by federal/provincial/territorial discussions</li> <li>• As of <a href="#">3 May 2021</a>, 33.6% of Canada's population has been vaccinated with at least one dose of COVID-19 vaccine</li> <li>• As Canadian provinces and territories progress through their vaccine roll-outs, <a href="#">education staff have started to join the priority groups</a> becoming eligible for vaccination <ul style="list-style-type: none"> <li>○ Approaches for determining when education staff have or will become eligible for vaccination varies by province/territory</li> </ul> </li> <li>• On 5 May 2021, <a href="#">Health Canada approved the use of the Pfizer-BioNTech COVID-19 vaccine</a> in children 12 years and older</li> <li>• <a href="#">NACI recommends</a> that if a risk assessment deems that the benefits of vaccination outweigh the potential risks, and if informed consent is obtained, adolescents 12 to 15 years of age may be offered the Pfizer-BioNTech vaccine</li> <li>• Although <a href="#">adults attending post-secondary institutions have not been prioritized</a> for COVID-19 vaccination in Canada, many students may get early access to vaccines if they fall into a prioritized vaccine group within a province, such as living in a designated hotspot in Ontario</li> <li>• The Government of Canada has yet to offer guidance or recommendations for fully vaccinated individuals in Canada</li> </ul> <p><b>Alberta</b></p>
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	Community capacity (e.g., public-health capacity for contact tracing)	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>All schools must keep a record of staff and visitor contact details for <a href="#">contact tracing</a> purposes</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>The <a href="#">local pandemic prevention and control policies and requirements</a> will be considered for the preparations for the spring semester in 2021</li> </ul> <p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>All education facilities in New Zealand are required to display a <a href="#">QR Code poster</a> that can be scanned by staff, students and visitors to keep track of where they have been by using the New Zealand COVID Tracer App <ul style="list-style-type: none"> <li>This assists with contact tracing at all alert levels by creating a “digital diary” of the places people have been that enables the Ministry of Health to quickly contact people who have been in close contact with a COVID-19-positive person</li> </ul> </li> <li>Close contacts of people who have tested positive for COVID-19 are <a href="#">contacted by the Ministry of Health</a> or Public Health Unit (PHU)</li> <li>The Ministry of Health has developed a technology system called the <a href="#">National Contact Tracing Solution (NCTS)</a> to manage contact tracing in New Zealand</li> <li>It enables accurate and timely information about contacts to be recorded, and also enables PHUs to delegate contact tracing tasks to other PHUs if required</li> </ul> <p><b>U.K.</b></p> <ul style="list-style-type: none"> <li>The U.K. moved to a <a href="#">home-based asymptomatic testing model</a> for students and staff in secondary schools where rapid testing using Lateral Flow Devices (LFDs) are provided for students and staff to test themselves twice a week at home</li> </ul>	<ul style="list-style-type: none"> <li>People must continue to follow <a href="#">the Safe 6 plus 1</a>, get tested when necessary, and follow all self-isolation requirements <a href="#">even if they have received immunization in Yukon or outside the territory</a></li> </ul> <p><b>Canada</b></p> <ul style="list-style-type: none"> <li>The Canadian government has <a href="#">pledged to support provinces and territories</a> in building capacity throughout the pandemic; however, they respect provincial jurisdiction to determine how community capacity will be enhanced</li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>All COVID-19 positive cases <a href="#">should be reported to Alberta Health Services</a> for follow-up</li> <li>Alberta has launched the <a href="#">ABTraceTogether mobile contact-tracing app</a> that helps residents know if they have been exposed to COVID-19 <ul style="list-style-type: none"> <li>AHS uses data from the ABTraceTogether app to facilitate contact tracing</li> <li>The government has <a href="#">recommended</a> that post-secondary institutions encourage their staff, students and volunteers to download and use the ABTraceTogether app to facilitate contact tracing</li> </ul> </li> <li>In late January 2021, <a href="#">AHS added more than 2,000 contact tracers</a> to increase their contact-tracing capacity and investigate all COVID-19 positive cases confirmed everyday, after the contact-tracing system in the province collapsed at the end of 2020</li> <li>Given the recent spike in COVID-19 cases in the province, it is unknown if AHS currently has sufficient contact-tracing capacity</li> <li>According to the province’s <a href="#">Guidance for Post-Secondary Institutions</a>, post-secondary institutions should consider collecting the contact information for all staff and students and are encouraged to collect daily attendance lists for in-person classes</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Testing is voluntary but strongly encouraged</li> <li>● As of 8 March 2021, secondary schools were asked to offer students COVID-19 testing onsite for those who are unable or unwilling to test themselves at home</li> <li>● Staff of primary schools are also asked to test themselves twice a week using the LFDs</li> <li>● Test results must be reported to <a href="#">NHS Test and Trace</a>, and students and staff should share their result with the school to assist contact-tracing efforts</li> </ul> <p><b>U.S.</b></p> <ul style="list-style-type: none"> <li>● Parents should be asked to <a href="#">report positive cases to schools</a> to help facilitate contact tracing</li> </ul> <p>Similarly, school administrators should notify staff, teachers, families, and emergency contacts or legal guardians immediately of any case of COVID-19</p>	<ul style="list-style-type: none"> <li>● The University of Alberta has a <a href="#">Contact Tracing and Rapid Response Plan</a> that provides guidance to staff, faculty and students on responding to a COVID-19 case: <ul style="list-style-type: none"> <li>○ A web-based tool launched by the school should be used to record the buildings and rooms a staff, faculty or student visits in order to improve contact-tracing efforts</li> <li>○ All faculties, departments and groups are required to have a rapid-response plan should a COVID-19 case be identified in their work area</li> <li>○ Individuals directed by AHS to self-isolate must contact their supervisor or instructor immediately</li> </ul> </li> </ul> <p><b>Ontario</b></p> <ul style="list-style-type: none"> <li>● The Government of Ontario is <a href="#">currently strengthening the guidance and capacity for public-health units</a> where individuals would be contacted within 24 hours if they were in close contact with a positive case <ul style="list-style-type: none"> <li>○ Public-health units work together with schools and post-secondary institutions to provide contact-tracing guidance (e.g., proper attendance and records)</li> </ul> </li> <li>● Ontario has access to 1,700 staff from the federal government and the Ontario Public Service</li> </ul>
What measures should be changed?	Operation of schools	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>● Schools <a href="#">reopened</a> for in-person learning in late April/early May 2020</li> <li>● With low transmission of COVID-19 in Australia, Monash University has supported the return of all staff back to on-site work effective <a href="#">23 April 2021</a></li> <li>● <a href="#">On-site teaching and instruction</a> will continue for students that are currently residing within the country</li> </ul> <p><b>Chile</b></p> <ul style="list-style-type: none"> <li>● In March 2021, the Ministry of Education announced a <a href="#">plan to safely reopen schools</a> during the year called “Chile recovers and learns” (Chile recupera y aprende) that includes: <ul style="list-style-type: none"> <li>○ An initial exam to diagnose the current state of learning among schools</li> </ul> </li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>● In relation to school operations, <a href="#">Health Canada makes several recommendations</a> to support the opening of child/youth settings during the pandemic: <ul style="list-style-type: none"> <li>○ Where possible, establish a two-metre distance between children/youth, staff and volunteers and use visual cues to encourage physical distancing</li> <li>○ Assess what infrastructure can be enhanced to provide more space for physical distancing</li> <li>○ Stagger break times</li> <li>○ Increase desk distance between children/youth</li> <li>○ Consider the option of virtual learning, especially for older youth or those at risk of severe illness</li> <li>○ Increase the frequency of cleaning and disinfection, especially on high-touch surfaces, and avoid sharing communal equipment and supplies</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ A set of tools for teachers to manage students' emotions while returning to in-person classes</li> <li>● A system will be created to detect children who are not part of the educational system, and to detect early students at risk of leaving the educational system</li> <li>● In-person classes are not allowed under lockdown phases in the <a href="#">Government of Chile's four-step plan for reopening</a>, which are the steps that most of the country is currently in</li> </ul> <p><b>Israel</b></p> <ul style="list-style-type: none"> <li>● As of 18 April 2021, <a href="#">all students from daycare to Grade 12 will return to in-person classes</a>, which ends the requirement to teach children in smaller class sizes</li> <li>● Some universities <a href="#">resumed in-person classes</a> after the Passover holiday</li> <li>● Entry to campus will only be allowed to students who have been <a href="#">vaccinated, recovered from COVID-19, or have a negative PCR test</a></li> <li>● Some universities planned to do <a href="#">hybrid classes for students who have not been vaccinated</a></li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">updated guidelines require kindergarten, elementary, high schools and higher-education institutions</a> to: <ul style="list-style-type: none"> <li>○ Establish the "point-to-point" coordination, monitoring and response mechanism among health institutions, schools and families</li> <li>○ Provide training for all staff and employees</li> <li>○ Stockpile anti-epidemic supplies, such as hand sanitizers, disinfectants, masks, thermometers</li> <li>○ Strengthen preventive disinfection of campus, facilities and equipment (including air conditioning and ventilation systems)</li> <li>○ Ensure good ventilation</li> </ul> </li> </ul> <p><b>New Zealand</b></p>	<ul style="list-style-type: none"> <li>● Examples of <a href="#">mitigation strategies provided by Health Canada</a> for the operation of post-secondary institutions during the pandemic include: <ul style="list-style-type: none"> <li>○ Offering virtual lectures simultaneously to in-person lectures to limit the number of individuals in classrooms</li> <li>○ Offering online exams when possible</li> <li>○ Adjusting HVAC systems or opening windows to increase ventilation</li> <li>○ Scheduling access to campus facilities, such as labs and gymnasiums</li> <li>○ Cohorting students in small groups to minimize individuals' number of contacts</li> <li>○ Keeping a safe and secure attendance record system for contact tracing purposes</li> </ul> </li> <li>● The Government of Canada has provided financial supports for students and recent graduates as part of its <a href="#">COVID-19 Economic Recovery Plan</a></li> </ul> <p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">Provincial COVID-19 Health and Safety Guidelines for K-12 Settings</a> were updated on 16 April 2021, and include guidance on classroom changes, online instruction, and student support <ul style="list-style-type: none"> <li>○ The Five-Stage Framework for K-12 Education includes guidelines on learning-group size, density targets, in-class instruction, and remote learning where transitions between stages are dependent on the community risk of COVID-19 in British Columbia</li> <li>○ Learning groups (cohorts) and physical distancing are to be implemented, with guidelines provided for the maximum learning-group size in elementary, middle and secondary schools at each stage of the Five-Stage Framework</li> <li>○ Key considerations for supporting students with disabilities/diverse abilities are outlined, including prioritizing their attendance in in-person learning, their participation in learning groups, and alternate teaching methods to facilitate learning while</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>• As of <a href="#">27 April 2021</a>, all public schools in the Halifax Regional Municipality (HRM) and surrounding areas closed, and as of 29 April 2021 were moved to at-home learning <ul style="list-style-type: none"> <li>○ This includes all <a href="#">pre-primary children and primary to Grade 12 for public and private schools</a></li> </ul> </li> <li>• The Government of Nova Scotia released an <a href="#">updated back to school plan</a> that outlines operations when students return to school in September 2021: <ul style="list-style-type: none"> <li>○ Preparation of schools for staff and students</li> <li>○ Plans for school activities and protocols</li> <li>○ Plans for maintaining respiratory, hand hygiene, and environmental cleaning</li> </ul> </li> <li>• The back-to-school plan outlines <a href="#">three separate scenarios for the 2021-2022 school year</a>: <ul style="list-style-type: none"> <li>○ September 2021 full opening with additional measures in place</li> <li>○ Partial or blended opening in which many measures within this plan align with the full opening plan, with additional protocols. This plan includes that pre-primary to Grade 8 students will receive in-class instruction in smaller class sizes, and Grades 9 to 12 will be supported to learn from home</li> <li>○ At-home learning in which schools will close and at-home learning will be applied provincially</li> </ul> </li> <li>• Due to the return of public-health restrictions after an increase in COVID-19 cases in Nova Scotia, <a href="#">local universities have adapted their plans</a> for their summer offerings, operations and work</li> </ul> <p><b>Prince Edward Island</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Post circuit-breaker measures</a> indicate that full-time classroom learning for kindergarten to Grade 12 will resume with public-health measures in place and schools to develop contingency plans for remote learning</li> <li>• <a href="#">Post circuit-breaker measures</a> indicate that post-secondary education and training will resume either online or in-person with public-health measures in place</li> <li>• <a href="#">Guidelines for return to school in September 2020</a> include:</li> </ul>
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			<ul style="list-style-type: none"> <li>○ Planning for school operations: planning for school activities and protocols</li> <li>○ Planning for hygiene and cleaning procedures for schools and work sites</li> <li>● <a href="#">Three separate scenarios for the 2020-21 school year</a> were identified: <ul style="list-style-type: none"> <li>○ Scenario 1: in-school classes resume (near normal with health measures) when the risk of COVID-19 transmission is very low</li> <li>○ Scenario 2: in-school classes partially resume (with additional health measures) when the risk of COVID-19 transmission is low to moderate</li> <li>○ Scenario 3: at-home learning continues (in-school classes are suspended/cancelled) when there is moderate to widespread transmission of COVID-19</li> </ul> </li> <li>● <a href="#">Guidance about online learning</a> was developed</li> <li>● <a href="#">Resources are available for parents and students</a> to prepare for the new school year</li> <li>● <a href="#">All College of the North Atlantic (CNA) campuses remain closed to the public</a> and only employees and students directly involved in the delivery of practical training components are permitted on campus until further notice</li> </ul> <p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>● Each school is following its own <a href="#">school-specific operational plans</a> in the 2020–21 school year, which are approved by public-health officials and school superintendents <ul style="list-style-type: none"> <li>○ <a href="#">In Whitehorse</a>, Grades 10 to 12 students at F.H. Collins, Porter Creek and Vanier Catholic secondary schools returned to full-time, in-class learning on 19 April 2021; kindergarten to Grade 9 students should be in school for full-day in-class instruction (five days per week)</li> <li>○ <a href="#">In rural communities</a>, kindergarten to Grade 12 students should be in school for full-day in-class instruction (five days per week)</li> </ul> </li> <li>● School operations during the pandemic are as follows:</li> </ul>
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			<ul style="list-style-type: none"> <li>○ <a href="#">When the pandemic risk is low and the school capacity is 100%</a>, kindergarten to Grade 12 students should be in classes in schools full-time for the maximum instructional time possible (five days per week) and be provided with flexible learning programs</li> <li>○ <a href="#">When the pandemic risk is low and the school capacity is 50%</a>, school full-time should be provided for essential groups and part-time rotating schedules for other students (flexible learning programs for all students)</li> <li>○ <a href="#">When the pandemic risk is low and the school capacity is 20%</a>, only essential groups (e.g., students with disabilities or diverse learning needs, students in need of additional support) could be in school; and the majority of students should be arranged for distance learning</li> <li>○ <a href="#">When the pandemic risk is high and the school capacity is 0%</a>, face-to-face learning should be suspended; and distance learning should be arranged for all students</li> <li>● <a href="#">Temporary school programming relocation</a> was arranged to support safe spacing at school during the 2020–21 school year</li> <li>● Guidance was developed about <a href="#">continuing learning at home for students and families</a>, including short- and long-term plans</li> <li>● Guidance was developed about <a href="#">student learning in the 2020–21 school year during the COVID-19 pandemic</a>, which includes: <ul style="list-style-type: none"> <li>○ Guiding the delivery of blended learning in Yukon schools</li> <li>○ Meeting all students where they are at in their learning</li> <li>○ Adapting school programming and instruction</li> </ul> </li> <li>● Guidance was developed for <a href="#">post-secondary studies and apprenticeships during COVID-19</a> <ul style="list-style-type: none"> <li>○ Students can continue to apply online for student funding and grant programs</li> </ul> </li> </ul>
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	<p>Operation of residences in post-secondary schools</p>	<p><b>China</b></p> <ul style="list-style-type: none"> <li>● The updated guideline recommends <a href="#">elementary and high schools should strengthen boarding management</a>, including implementing strict leave procedures, conducting temperature screening at the entrance, strengthening room disinfection and ventilation</li> </ul> <p><b>New Zealand</b></p>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>● Post-secondary institutions should ensure that workers providing support to individuals living in residences are aware of the government’s <a href="#">guidance for infection prevention and control for homecare workers</a></li> <li>● <a href="#">Health Canada recommends</a> that in cases where there is more than one individual sharing housing, institutions</li> </ul>

		<ul style="list-style-type: none"> <li>• Under <a href="#">Alert Level 1</a>, student accommodations may operate with no COVID-19 restrictions and students may travel domestically as normal</li> <li>• Under <a href="#">Alert Level 2</a>, student accommodations can be open to all students and no documentation is required for domestic travel within Alert Level 2 areas <ul style="list-style-type: none"> <li>○ Social events with external visitors should not be held in student residences, but visits of close family and friends may occur when managed by TEOs</li> </ul> </li> <li>• Under Alert Level 3, strict physical-distancing ‘bubbles’ should be maintained at all times and on-campus food retail venues should be open only to residents of student accommodations <ul style="list-style-type: none"> <li>○ Students may move into new accommodations if relocating on a permanent or long-term basis and if they need to travel into, out of, or through an Alert Level 3 area</li> </ul> </li> <li>• Under Alert Level 4, student accommodations may remain open to allow residents to self-isolate, and strict physical distancing, infection-prevention measures, and ‘bubbles’ should be maintained at all times</li> </ul> <p>On-campus food retail venues should be open only to residents of student accommodations</p>	<p>may consider treating them as a family unit with corresponding terms for scheduling activities and physical-distancing expectations</p> <ul style="list-style-type: none"> <li>• Student supports and services should be offered online or by telephone when possible</li> </ul> <p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>• The <a href="#">COVID-19 Go Forward Guidelines for B.C.’s Post-Secondary Sector</a> outlines protocols for housing and student residence operations <ul style="list-style-type: none"> <li>○ Students in shared accommodations should be separated if one student becomes ill</li> <li>○ Stagger move-in dates</li> <li>○ Reduce furniture in common-room areas</li> <li>○ Residence-life programming should be provided virtually or outdoors in line with public-health guidelines</li> </ul> </li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>• Staff, students, visitors and volunteers who access residences should <a href="#">screen for symptoms before they enter</a> the residence using the Alberta Health Daily Checklist</li> <li>• <a href="#">Guidance from the province</a> advises that residences should consider having rooms dedicated for symptomatic residents and residents with COVID-19, develop plans for reopening that support physical distancing, keep current contact information for contact tracing, and adopt enhanced cleaning and disinfection schedules for residences</li> </ul> <p><b>Ontario</b></p> <ul style="list-style-type: none"> <li>• To guide local partners and post-secondary institutions in the community, Toronto <a href="#">Public Health developed COVID-19 guidance</a> with related <a href="#">checklists</a> and <a href="#">decision tools</a> <ul style="list-style-type: none"> <li>○ Students who fall ill may be isolated in specified rooms (e.g., rooms at one end of the hall, designated wing, or floor) <ul style="list-style-type: none"> <li>▪ Staff and students must wear appropriate PPE</li> </ul> </li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>▪ Students should have access to food, water and medications, and washrooms and common areas that are cleaned regularly</li> <li>▪ Policies and procedures should be in place for continued delivery of services and supports such as mental health</li> <li>○ Universities and colleges may decide to keep campus residences open for out-of-province students</li> <li>○ Residences should impose restrictions that allow for physical distancing in common living areas and washrooms</li> <li>○ Students should limit their mobility into and/or between rooms and residences</li> <li>○ Only residents, essential staff, and visitors should be permitted into residences</li> <li>○ Visible signage should be posted throughout the residences</li> </ul>
	<p>Engagement in extracurricular activities</p>	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>• With low infection rates of COVID-19 in <a href="#">New South Wales</a> (NSW), restrictions to singing-based activities have been removed, social events which include dancing can proceed in a COVID-safe way, and sporting activities can resume in accordance with community sporting guidelines</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• The updated guidelines recommend the <a href="#">population intensity should be controlled</a> and gathering activities are not encouraged</li> </ul> <p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>• Under <a href="#">Alert Level 1</a>, there are no limits on gatherings, playgrounds are open, and all extracurricular activities are allowed</li> <li>• Under <a href="#">Alert Levels 2 and 3</a>, gatherings without physical distancing for school-related activities are allowed, but once the activity involves bringing people onsite who are not there for education purposes, distancing is required (e.g., sporting event)</li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>• Health Canada’s <a href="#">recommendations</a> for engagement in extracurricular activities in child/youth settings include: <ul style="list-style-type: none"> <li>○ Postponing assemblies, team sports or extracurricular activities where physical separation cannot be maintained or touching common equipment cannot be avoided</li> <li>○ Limiting or cancelling activities that bring children together from multiple groups or classrooms</li> </ul> </li> <li>• When considering if and how extracurricular activities will occur on- and off-campus, post-secondary institutions are encouraged to use a <a href="#">risk-based approach</a></li> <li>• A <a href="#">risk-mitigation tool for gatherings and events</a> during the pandemic has been provided by Health Canada</li> </ul> <p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>• The province is following recommendations released by the <a href="#">British Columbia Music Educators’ Association and the Coalition for Music Education in British Columbia</a>, which provide guidance for implementing music classes during COVID-19 aligned with each stage of the 5 Stage Framework for K-12 Education</li> </ul>

		<ul style="list-style-type: none"> <li>○ Hygiene practices should be observed before and after playing with equipment, and there should be extra emphasis on hand hygiene and cleaning equipment for extracurricular activities where physical distancing is not possible</li> <li>● Under <a href="#">Alert Level 3</a>, extracurricular activities that cannot maintain a two-metre distance or where the same equipment must be touched by different students are not allowed <ul style="list-style-type: none"> <li>○ Playgrounds are closed</li> </ul> </li> <li>● Under <a href="#">Alert Level 4</a>, all educational facilities are closed, and gatherings for extracurricular activities are not allowed</li> </ul> <p><b>U.S.</b></p> <ul style="list-style-type: none"> <li>● To minimize the risk of transmission in schools and protect in-person learning, <a href="#">in-person instruction should be prioritized over extracurricular activities</a></li> <li>● For low and moderate transmission levels, sports and extracurricular activities should occur with at least six feet of physical distance</li> <li>● It is suggested that schools limit spectators and attendees for sports and extracurricular activities to ensure six feet of physical distance and require the use of masks</li> <li>● Schools should also consider screening and testing for student athletes and adults (e.g., coaches and trainers) who support these activities</li> </ul> <p>For substantial and high transmission levels, sports and extracurricular activities should only occur if they can be held outdoors with more than six feet of physical distancing</p>	<ul style="list-style-type: none"> <li>○ Guidelines are provided for room configurations, cleaning and disinfecting musical instruments and hand hygiene, models for curriculum delivery including online, hybrid and in-person classes, and physical-distancing requirements for learning groups</li> <li>○ No in-person inter-school competitions, performances or events should occur</li> <li>● The Government of British Columbia’s <a href="#">current recommendations for school sports</a> include physical distancing, cleaning and disinfecting, and indoor and outdoor considerations <ul style="list-style-type: none"> <li>○ Sports including intramurals, team practices, and games can take place if they do not include prolonged physical contact, and masks must be worn by all staff and other adults when indoors</li> <li>○ Stationary high-intensity physical activities should occur two metres apart if taking place indoors, or should be moved outdoors, otherwise the activity must not take place</li> <li>○ Students from the same learning group are not required to maintain physical distancing during high-intensity physical activities that involve movement, but students from different learning groups must maintain two metres of distance</li> <li>○ Students are required to wear masks indoors when participating in low-intensity sport activities</li> <li>○ Sporting activities should take place outdoors whenever possible</li> </ul> </li> <li>● Implementation of performing arts activities should follow the <a href="#">protocols for performing arts</a> created by WorkSafe BC</li> <li>● Post-secondary schools should adhere to the Government of British Columbia’s <a href="#">guidelines</a> for sports and other athletic activities</li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>● Schools must follow the province’s <a href="#">Guidance for Sport, Fitness and Recreation</a> when extracurricular activities occur, which requires facilities to implement practices to</li> </ul>
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			<p>minimize the risk of transmission, have rapid-response plans in the event of potential exposure to attendees, and ensures proper infection-control practices</p> <ul style="list-style-type: none"> <li>• Post-secondary institutions must follow the province’s <a href="#">Guidance for Sport, Fitness and Recreation</a> that requires facilities to implement practices to minimize the risk of transmission, have rapid-response plans in the event of potential exposure to attendees, and ensures proper infection-control practices</li> </ul> <p><b>Saskatchewan</b></p> <ul style="list-style-type: none"> <li>• Restarting extracurricular activities should be in accordance with applicable <a href="#">Re-Open Saskatchewan Guidelines</a>, which outline phases for which different activities may be implemented with public-health measures <ul style="list-style-type: none"> <li>○ Extracurricular sports programs and activities can continue in groups of eight</li> <li>○ Activities should occur outdoors whenever possible, and contact must be avoided in any sports</li> <li>○ Spectator maximum capacity is 30 people within facilities with physical distancing to be maintained</li> </ul> </li> </ul> <p><b>Manitoba</b></p> <ul style="list-style-type: none"> <li>• All activities that involve movement should occur outside, with <a href="#">indoor or outdoor non-contact sports</a> permitted with physical-distancing restrictions in place</li> <li>• Schools should follow the Manitoba High Schools Athletic Association’s <a href="#">Return to School Sport Plan</a> when considering re-instating extracurricular sports, which outlines the maximum number of players for football activities, and guidelines for spectators, tournaments and championships</li> </ul> <p><b>Ontario</b></p> <ul style="list-style-type: none"> <li>• The Government of Ontario released <a href="#">guidance to reopening schools for the 2020/2021 school year</a> <ul style="list-style-type: none"> <li>○ A range of low-risk delivery options are encouraged for music and arts curriculum such as in-school instruction in larger spaces, restrictions in type of</li> </ul> </li> </ul>
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			<p>instrument, or in-person instruction with no live performance</p> <ul style="list-style-type: none"> <li>○ Additional guidance is provided by the <a href="#">Ontario Music Educators' Association</a></li> <li>○ Students cannot engage in moderate to vigorous physical activity indoors and must maintain physical distancing when they take place outdoors</li> <li>○ School gymnasiums are restricted to moderate physical activity where physical distancing and masking is feasible</li> <li>○ Organized sports can take place as long as physical distancing and proper cleaning measures are in place</li> <li>○ Field trips and school assemblies are highly discouraged</li> <li>● To guide local partners and post-secondary institutions in the community, Toronto <a href="#">Public Health developed COVID-19 guidance</a> with related <a href="#">checklists</a> and <a href="#">decision tools</a> <ul style="list-style-type: none"> <li>○ Indoor and outdoor organized sports must comply with provincial orders and local directives and bylaws <ul style="list-style-type: none"> <li>▪ Outdoor activities are highly encouraged, and gymnasiums should only be used if physical distancing is allowed</li> <li>▪ Shared equipment should be disinfected between cohort use and students must practise hand hygiene and respiratory etiquette</li> </ul> </li> <li>○ Music education such as in-person choir and band practices should be cancelled <ul style="list-style-type: none"> <li>▪ If necessary, persons singing or playing brass/wind instruments should be separated with physical barriers (e.g., plexiglass)</li> <li>▪ Instruments should not be shared between individuals</li> </ul> </li> <li>○ In-person teaching and instruction could occur if it is low-risk (e.g., larger spaces, restricting the type of instrument)</li> </ul> </li> </ul> <p><b>Québec</b></p>
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			<ul style="list-style-type: none"> <li>• The Government of Québec <a href="#">routinely updates guidelines specific to education</a> (last updated 29 April 2021) <ul style="list-style-type: none"> <li>○ As of 12 April 2021, extracurricular activities are prohibited in red zones and some activities are permitted in orange zones with prevention measures</li> <li>○ Specific projects (e.g., sports-études, arts-études, concentrations) have continued within cohorted groups (“stable class groups”), otherwise individuals outside of these cohorted groups must maintain two-metres distance at all times</li> <li>○ When activities are allowed, secondary school students can remove their masks during school activities and extracurricular activities (e.g., exercise, band) as long as physical distance is available (at least two metres)</li> </ul> </li> </ul> <p><b>Prince Edward Island</b> Planned events that typically take place at school (e.g., parent-teacher conferences) will follow the <a href="#">multiple gatherings guidance</a></p> <p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>• School administrators should determine the composition of the cohorts, which should <a href="#">remain consistent for all activities that occur in school</a> including, but not limited to, learning and breaks (lunch, recess, classroom changes, etc.)</li> <li>• <a href="#">Gatherings</a> should occur within the class cohort and not exceed the maximum gathering size established by the Chief Medical Officer of Health <ul style="list-style-type: none"> <li>○ Schools should seek virtual alternatives for larger gatherings and assemblies</li> </ul> </li> <li>• All large-scale gatherings outside of regular program-related activities/curriculum and office-related duties at the College of the North Atlantic will be <a href="#">postponed until a later date, or they will be cancelled</a> depending on their nature</li> </ul>
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	<p>Accompanying infection-prevention measures</p>	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>● Appropriate hand hygiene, disinfecting, and ventilation <a href="#">measures</a> are still enforced</li> <li>● As of <a href="#">15 April 2021</a>, grade schools in NSW permit the entry of parents/guardians and the mixing of cohorts and years for school-related activities</li> <li>● As of <a href="#">9 April 2021</a>, schools in Victoria have relaxed their face-masks measures and they are now only recommended when physical distancing cannot be maintained</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>● The updated guidelines recommend <a href="#">that infection-prevention measures should be implemented</a> in kindergarten and elementary/high schools, including hand hygiene, physical distancing, wearing masks (if necessary)</li> </ul> <p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>● Under Alert Level 2, children under 12 years old are exempt from wearing face coverings on public transport and aircrafts <ul style="list-style-type: none"> <li>○ Face coverings are also not required on school buses</li> </ul> </li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>● Personal protective measures, such as frequent hand hygiene and respiratory etiquette, should be promoted and facilitated within child/youth settings according to <a href="#">Health Canada</a></li> <li>● Health Canada also recommends that non-medical masks or face coverings should be considered for children over the age of two, as long as the masks can be worn correctly in settings where consistent physical distancing cannot be maintained</li> <li>● Physical-barrier mitigation measures should also be increased</li> </ul> <p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>● The Government of British Columbia’s provincial <a href="#">guidelines for K-12 settings</a> includes recommendations for hand hygiene standards and frequency, respiratory etiquette, personal protective equipment use for both students and staff</li> <li>● Learning groups and <a href="#">staggered</a> recess, snack, lunch, and class transition times should be implemented</li> <li>● <a href="#">Physical-distancing requirements</a> vary depending on the stage of the province’s 5 Stage Framework for K-12 Education</li> </ul>

	<ul style="list-style-type: none"> <li>• Under Alert Levels 1, 2 and 3, schools will close for cleaning and contact tracing if there is a confirmed case who was infectious while at school</li> <li>• Under Alert Level 1, regular cleaning of surfaces in schools is recommended</li> <li>• Under Alert Levels 2 and 3, all surfaces must be cleaned and disinfected daily, and hand sanitizer should be provided at the entry to classrooms and in shared spaces</li> <li>• Under Alert Levels 2 and 3, contact-tracing information must be collected for students, staff and any on-site visitors who have been in controlled learning environments and residential accommodations</li> </ul> <p><b>U.K.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">U.K. guidance on the use of face coverings for schools</a> outlines that: <ul style="list-style-type: none"> <li>○ In schools and colleges for students in year 7 and above, face coverings are recommended to be worn when moving around the premises, outside of classrooms and in communal areas</li> <li>○ Face coverings do not need to be worn by students when outdoors on the premises</li> <li>○ Children in primary school and early-years settings should not wear face coverings</li> </ul> </li> <li>• This is subject to change based on the U.K.'s <a href="#">roadmap process' step 3</a> in which these cautionary measures will no longer be recommended, no earlier than 17 May 2021</li> <li>• The U.K.'s operational guide on returning to school outlines that schools must maintain <a href="#">hygiene, cleaning and ventilation measures, and mitigations</a></li> <li>• The U.K. government is working with higher-education providers to <a href="#">offer twice weekly asymptomatic testing to all staff and students</a> residing in their term accommodation or accessing university facilities, using lateral flow devices</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Environmental measures</a> including general ventilation and air circulation considerations, the use of floor markings and posters to direct traffic flow with designated entrance and exit doors, and barriers made of transparent materials are recommended</li> <li>• On 30 March 2021, the B.C. Centre for Disease Control updated its <a href="#">guidance</a> on the use of masks for all staff, adults, visitors and Grades 4 to 12 students, now requiring the use of a non-medical mask or face covering at all times while indoors at school and on a bus, except for those in which exemptions apply</li> <li>• Post-secondary institutions should adhere to the <a href="#">COVID-19 Go Forward Guidelines for B.C.'s Post-Secondary Sector</a> for cleaning and sanitation protocols, faculty, staff and student hygiene standards, and the use of personal protective equipment and non-medical masks</li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>• Alberta Health Services provides <a href="#">several resources</a> for schools and teachers to guide infection-prevention measures in schools that are open, including resources on: <ul style="list-style-type: none"> <li>○ Cleaning guidance</li> <li>○ Hygiene</li> <li>○ Physical distancing</li> <li>○ Visitors</li> <li>○ Supporting physical activity at school</li> </ul> </li> <li>• The Alberta Government's <a href="#">Guidance for Post-Secondary Institutions</a> provides recommendations on infection-prevention measures, including: <ul style="list-style-type: none"> <li>○ Physical distancing (e.g., staggering start and end times for classes, using signage, limiting bathroom occupancy)</li> <li>○ Cleaning and sanitation</li> <li>○ Planning for rapid response to illness</li> <li>○ Risk-mitigation at dorm residences and food services</li> </ul> </li> </ul> <p><b>Saskatchewan</b></p>
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		<ul style="list-style-type: none"> <li>• A <a href="#">higher-education operational guide</a> outlines maintaining two metres apart for people, and for universities and colleges to conduct risk assessments to understand the number of students and staff likely to be within a learning space</li> <li>• In cases in which social distancing or good ventilation is difficult to maintain, such as in workshops, laboratories and teaching rooms, <a href="#">face masks should still be worn by education providers</a></li> </ul> <p><b>U.S.</b></p> <ul style="list-style-type: none"> <li>• All schools should engage in universal and correct use of masks, physical distancing, handwashing and respiratory etiquette, and cleaning and maintaining healthy facilities</li> <li>• Testing strategies in partnership with schools should be part of a comprehensive prevention approach</li> <li>• <a href="#">The CDC provides recommendations as part of a tiered approach of diagnostic testing for COVID-19</a>, and testing recommendations by level of community transmission</li> <li>• The U.S. CDC's guidance on <a href="#">Considerations for Institutions of Higher Education</a> includes hygiene practices, using masks, how and when to disinfect facilities, and physical-distancing practices for communal spaces, travel and transit, and food services</li> </ul>	<ul style="list-style-type: none"> <li>• Under level 2 of the <a href="#">Saskatchewan Safe Schools Plan</a>, staff and students in Grades 9 through 12 may be required to wear masks in classrooms where physical distancing is not possible, or if a student is attending a class outside of their cohort</li> <li>• On <a href="#">11 August 2020</a>, the Chief Medical Officer of Health provided additional guidance on level 2 protocols for the province, where school staff and students in Grades 4 to 12 are required to wear masks in hallways and on buses</li> <li>• The <a href="#">Saskatchewan Safe Schools Plan</a> outlines cohorting requirements for staff and students <ul style="list-style-type: none"> <li>○ Schools should focus on cohorting teachers to a limited number of students</li> <li>○ In elementary schools, cohorts will include the entire classroom</li> </ul> </li> <li>• Schools are to follow the <a href="#">Primary and Secondary Educational Institution Guidelines</a> which include protocols for: <ul style="list-style-type: none"> <li>○ Hygiene</li> <li>○ Physical distancing with staggered snack, lunch, and class transition times, and staggered entry and exists, limited pickup and drop-offs, and separate group entrances</li> </ul> </li> </ul> <p><b>Manitoba</b></p> <ul style="list-style-type: none"> <li>• Student <a href="#">cohorts</a> with a maximum cohort size of 75 students should be implemented, and physical distancing should be maintained within the cohort through a minimum one-metre separation between student desks and tables</li> <li>• The <a href="#">COVID-19 K-12 School Settings Practice Guidance and Protocols</a> include recommendations for ventilation, hygiene practices, and cleaning and disinfecting best practices</li> <li>• Students in Grades 4 to 12, staff, and visitors are required to wear <a href="#">non-medical masks</a> in schools when two-metre physical-distancing requirements are not possible</li> </ul> <p><b>Ontario</b></p>
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			<ul style="list-style-type: none"> <li>• The Government of Ontario released <a href="#">guidance to reopening schools for the 2020/2021 school year</a> <ul style="list-style-type: none"> <li>○ Secondary schools are required to create cohorts (15 students in each class) in order to limit contacts to 100 students in the entire school and keep students in a maximum of two in-person class cohorts</li> <li>○ Secondary schools developed new timetable formats (e.g., “quadmester”, in-person attendance for at least 50% of instructional days, and “study hall model”)</li> <li>○ All students and staff are required to self-screen for symptoms before attending school</li> <li>○ Students may decide to attend school remotely on a full-time basis</li> <li>○ Schools were responsible for developing hand hygiene training and educational materials, and scheduling appropriate hand hygiene throughout the day</li> <li>○ Grade 1 to 12 students are required to wear non-medical or cloth masks indoors (including common areas, classes, and on school transportation) and outdoors where physical distancing cannot be maintained (kindergarten students are encouraged but not required)</li> <li>○ Staff are provided medical masks, eye protection, and other PPE by the Ontario Government</li> <li>○ Schools are responsible for limiting or prohibiting visitors, including parents</li> <li>○ Schools are encouraged to review cleaning protocols and reinforce them based on current public-health requirements</li> </ul> </li> <li>• Public Health Ontario developed a <a href="#">checklist for COVID-19 preparedness and prevention in elementary and secondary schools</a> with <a href="#">additional tools and resources</a> available on its website</li> <li>• To guide local partners and post-secondary institutions in the community, Toronto <a href="#">Public Health developed COVID-19 guidance</a> with related <a href="#">checklists</a> and <a href="#">decision tools</a></li> </ul>
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			<ul style="list-style-type: none"> <li>○ Staff and students are encouraged to learn proper hand hygiene and respiratory etiquette</li> <li>○ Physical-distancing strategies could include maintaining a distance of two metres at all times, limiting the total number of students permitted in each instructional space, limiting mixing of different groups of students, staggering schedules, designating single entry and exit points, and implementing structural barriers</li> <li>○ Masks are mandatory in all public indoor settings across the province</li> <li>○ Post-secondary settings must develop or update infection-prevention and control policies and procedures including: screening, attendance management for contact tracing, cohorting, isolation and quarantine for students with COVID-19 (e.g., transportation, meals, accommodations), physical distancing, hand hygiene, mask requirements, return to work for symptomatic staff and students, enhanced cleaning and disinfection, food safety practices, use of PPEs, communication plans, management of cases and outbreaks</li> <li>○ Students and staff should be trained on signs and symptoms of COVID-19</li> <li>○ Students and staff should be screened before coming on campus every day</li> <li>○ Ventilation systems must be adequately maintained</li> <li>○ Further guidance is available for on-campus dining, student placements, access to campus amenities, libraries, water fountains, campus clubs, communities with special needs, mental health and well-being, and international staff and students</li> </ul> <p><b>Québec</b></p> <ul style="list-style-type: none"> <li>● The Government of Québec <a href="#">routinely updates guidelines specific to education</a> (last updated 29 April 2021)</li> <li>○ Preschool, elementary, and high school students are cohorted into smaller groups (“stable class groups”),</li> </ul>
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			<p>where students in the same cohort groups do not have to comply with physical-distancing guidelines</p> <ul style="list-style-type: none"> <li>○ Preschool, elementary, and high school students must comply with a two-metre distance between different cohort groups and while moving during common areas (including hallways)</li> <li>○ As of 8 March 2021, elementary Grades 1 to 6 must wear pediatric masks instead of a face covering (in classrooms, in common areas in the school, and during school transportation)</li> <li>○ High school teachers move between classes when they are teaching and students remain in the same room</li> <li>○ As of 12 April 2021, secondary students in Secondary III, IV and V are required to alternate between in-person and remote attendance (one out of two days) and must wear masks at all times (in class, in common areas inside and outside of school, and during school transportation)</li> <li>○ The government hired additional maintenance staff for more frequent cleaning and disinfection</li> <li>○ The government conducted rigorous air-quality testing in all schools</li> <li>● The Québec National Institute of Public Health (INSPQ) released <a href="#">preventive-measures recommendations for staff members in educational settings</a> (published 25 August 2020): <ul style="list-style-type: none"> <li>○ Adjust work schedules and modality (e.g., teleworking and allow flexible hours, where possible)</li> <li>○ Triage symptomatic workers (e.g., conduct a symptom-based questionnaire, self-monitor)</li> <li>○ Promote and practise hand hygiene and respiratory etiquette (e.g., wash stations entering and leaving work, clean frequently touched surfaces)</li> <li>○ Promote physical distancing (e.g., pick up children at the front door of the building, stagger breaks, recesses, and schedules for phased arrivals/departures, limit visitors, maintain two-metre</li> </ul> </li> </ul>
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			<p>distance, physical barriers installed if two metres is not possible)</p> <ul style="list-style-type: none"> <li>○ Avoid sharing utensils, dishes or glasses</li> <li>○ Wear quality medical procedure masks when interacting with individuals for more than 15 minutes in a day</li> <li>○ Disinfect locations where a confirmed case of COVID-19 was detected</li> </ul> <ul style="list-style-type: none"> <li>● <a href="#">McGill University</a> and <a href="#">Concordia University</a> have detailed directives that outline safety and prevention measures to prevent the spread of COVID-19 on campus</li> </ul> <p><b>New Brunswick</b></p> <ul style="list-style-type: none"> <li>● The province's <a href="#">return to school guide for parents and the public</a> outlines health and safety protocols, including: <ul style="list-style-type: none"> <li>○ Students in kindergarten to Grade 5 are not required to wear a mask on school buses</li> <li>○ Students in Grades 6 to 12 are required to wear masks on school buses, except when sitting next to a member of the same household</li> <li>○ Access to schools is limited (e.g., parents must schedule an appointment to enter schools)</li> <li>○ Enhanced cleaning protocols have been established</li> <li>○ Hand sanitization stations at the entrance of each class and school</li> <li>○ Class sizes will be based on grades, for example kindergarten to Grade 5 will have reduced sizes, and Grades 6 to 8 will have regular group sizes</li> </ul> </li> </ul> <p><b>Nova Scotia</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">updated back to school plan for September 2021</a> includes the following guidance for pre-primary classes: <ul style="list-style-type: none"> <li>○ School visitor limitations, including parents and/or guardians</li> <li>○ Pre-primary classes will be cohorted and encouraged to conduct outside learning</li> <li>○ Additional cleaning and disinfecting protocols will be in place, such as children and staff required to clean</li> </ul> </li> </ul>
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			<p>their hands before entering the school, before and after eating, and throughout the day</p> <ul style="list-style-type: none"> <li>○ Pre-primary children are not required to wear a mask while in school</li> <li>○ Staff working with children will be required to wear a mask</li> <li>○ Guidance for transportation indicates that children, students and drivers on the school bus will be required to wear non-medical masks, and buses will be cleaned twice daily</li> <li>● <a href="#">Back to school plan for September 2021</a> includes the following guidance for primary to Grade 12 classes: <ul style="list-style-type: none"> <li>○ Cohorting practices for classes</li> <li>○ Schools will utilize directional signs to control movements in school hallways, common areas and outside spaces</li> <li>○ Reconfiguration of instructional spaces to allow physical distancing</li> <li>○ Additional cleaning and disinfecting protocols will be in place such as children and staff required to clean their hands before entering the school, before and after eating, and throughout the day</li> <li>○ Students in primary to Grade 3 are not required to wear a mask while in school</li> <li>○ All students in Grades 4 to 12 are required to wear a mask if they cannot physically distance from others, including in their classroom in their cohort</li> <li>○ Guidance for transportation indicates that students and drivers on the school bus will be required to wear non-medical masks, and buses will be cleaned twice daily</li> </ul> </li> <li>● The Government of Nova Scotia <a href="#">directs post-secondary students to visit their institution's website</a> to review their COVID-19 prevention plan, all approved by the Chief Medical Officer of Health and the Department of Labour and Advanced Education</li> </ul> <p><b>Prince Edward Island</b></p>
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			<ul style="list-style-type: none"> <li>• <a href="#">Principals will monitor staff and students for illness or COVID-19 symptoms</a> <ul style="list-style-type: none"> <li>○ Staff will frequently screen themselves and monitor their students for illness or symptoms</li> </ul> </li> <li>• <a href="#">Staff must have signed a declaration form</a> at the beginning of the school year indicating that they are free of COVID-19 symptoms, have not travelled outside the country, and are not required to self-isolate</li> <li>• <a href="#">Staff will track their attendance</a> using an internal provincewide online system in case contact tracing is required</li> <li>• Based on <a href="#">guidelines for return to school</a>, schools will implement hand hygiene, physical-distancing practices, class cohorts, and staggering of movement in and out of buildings</li> <li>• School transportation services have <a href="#">implemented the following strategies</a> to mitigate COVID-19 risks: <ul style="list-style-type: none"> <li>○ Re-routing buses where necessary to minimize ridership</li> <li>○ Encourage students to wash hands before and immediately upon disembarking</li> <li>○ All students and drivers to wear masks while riding the bus</li> </ul> </li> </ul> <p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Environmental measures</a> recommended for K-12 schools include: <ul style="list-style-type: none"> <li>○ Regular cleaning and disinfection</li> <li>○ Using floor markings and posters to address traffic flow throughout the school</li> <li>○ Installing barriers for physical distance</li> <li>○ Increasing ventilation</li> </ul> </li> <li>• <a href="#">Cohorts and physical distancing</a> should be implemented in K-12 school settings as administrative measures</li> <li>• Some <a href="#">personal measures</a> recommended for K-12 schools include: <ul style="list-style-type: none"> <li>○ Practising hand hygiene</li> <li>○ Respiratory etiquette</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ Wearing masks</li> </ul> <p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Health and safety guidelines for K-12 school settings</a> were developed to help teachers, administrative staff, students and families prepare for a <a href="#">safe return to school</a>, and addresses the following: <ul style="list-style-type: none"> <li>○ Wearing masks</li> <li>○ Physical distancing</li> <li>○ Handwashing and personal hygiene</li> <li>○ Cleaning and disinfecting</li> <li>○ Food or meals at school</li> <li>○ Limits on sharing school supplies and learning materials</li> <li>○ Physical education and school sports</li> <li>○ Singing and music</li> <li>○ School field trips</li> </ul> </li> <li>● School bus services for the 2020–21 school year have been adapted based on the <a href="#">health and safety guidelines for school bus operations</a>, which include: <ul style="list-style-type: none"> <li>○ Requiring bus drivers and children 5 years and older to use <a href="#">non-medical masks</a></li> <li>○ <a href="#">Supporting physical distancing</a> by organizing how students enter and exit the bus, seating students at a two-metre (six-feet) distance from school bus drivers, seating two students per seat if they are in high school and three students per seat if they are in elementary school or they are from the same household, and assigning seating when appropriate</li> <li>○ Requiring <a href="#">students and bus drivers</a> to stay home when sick</li> <li>○ Ensuring students and bus drivers <a href="#">wash or sanitize their hands</a> before and after boarding the school bus</li> <li>○ <a href="#">Cleaning and disinfecting buses</a> after each trip, including high-touch areas</li> </ul> </li> </ul> <p><b>Northwest Territories</b></p> <ul style="list-style-type: none"> <li>● Students attending in-person education in the Northwest Territories must <a href="#">monitor for COVID-19 symptoms</a> and parents are to keep their children at home if they are</li> </ul>
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			<p>showing one major or two minor COVID-19 symptoms, if they have been outside the territory or in contact with someone who is ill, or if they have a suspected or confirmed case of COVID-19</p> <ul style="list-style-type: none"> <li>• Parents in the Northwest Territories should model safe physical distancing and handwashing for students</li> </ul> <p><b>Nunavut</b></p> <ul style="list-style-type: none"> <li>• The <a href="#">Health and Safety Guidelines for Nunavut Schools</a> provides guidance for preventing COVID-19 from entering schools, including hygiene, the use of personal protective equipment (PPE), cleaning, classroom structure, physical distancing and changes to transport and student drop-off and pick-up</li> </ul>
	<p>Accompanying infection-control measures</p>	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>• Students and staff are to continue to remain at <a href="#">home</a> if they are feeling unwell (and are highly encouraged to get tested)</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• China’s <a href="#">updated guidelines</a> require kindergarten and elementary/high schools to: <ul style="list-style-type: none"> <li>○ Conduct screening for COVID-19 symptoms at the entrance</li> <li>○ Register all visitors</li> <li>○ Set up observation rooms or temporary isolation rooms for people who have suspected symptoms when entering the campus</li> <li>○ Implement monitoring, registering and reporting systems</li> </ul> </li> </ul> <p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>• Under <a href="#">Alert Levels 1, 2 and 3</a>, any child or staff member who develops cold or flu-like symptoms should stay home and seek advice about getting tested</li> <li>• All schools must record student attendance and visitors coming on-site</li> <li>• Visitor registers must be kept for at least two months</li> <li>• Schools are asked to encourage parents to check in to the New Zealand COVID Tracer App</li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>• As part of a “layered” approach to mitigating the risks of COVID-19 spread, infection-control measures <a href="#">recommended by Health Canada</a> for child/youth settings include: <ul style="list-style-type: none"> <li>○ Prohibiting individuals who have symptoms of or have been exposed to COVID-19 from entering the setting</li> <li>○ Following directions of local public-health units about entry screening for symptoms or exposure</li> <li>○ Implementing absenteeism/attendance policies that support staff, volunteers and children to stay home if exhibiting symptoms or if in self-isolation due to exposure</li> </ul> </li> <li>• As of 25 March 2020, <a href="#">all travellers incoming to Canada</a>, including international students, are subject to mandatory 14-day quarantine (self-isolation) <ul style="list-style-type: none"> <li>○ Schools must implement policies and procedures to ensure that students who have arrived in Canada follow government orders for quarantining</li> </ul> </li> <li>• The Government of Canada promotes the use of its <a href="#">COVID Alert app</a> that notifies Canadian residents using the app, including parents of school children, if they have been exposed to someone who has tested positive for COVID-19</li> </ul>

		<p><b>United States</b></p> <ul style="list-style-type: none"> <li>• All schools should engage in contact tracing in combination with isolation and quarantine measures</li> <li>• The U.S. CDC guidance also covers contact tracing and protocols for when a positive case is identified</li> </ul>	<p><b>British Columbia</b></p> <ul style="list-style-type: none"> <li>• Parents and caregivers are recommended to conduct a daily health check for their child before sending them to school using the <a href="#">K to 12 Health Check App</a></li> <li>• Staff are required to complete a daily health check before entering the school using the <a href="#">BC Centre for Disease Control’s Self-Assessment Tools</a>, with school and district administrators responsible for verifying staff health checks</li> <li>• Students and staff who 1) have been confirmed by the health authority as testing positive for COVID-19, or 2) have been confirmed by the health authority as having been in close contact of a confirmed case of COVID-19, or 3) have travelled outside of Canada in the last 14 days, are required to stay home and self-isolate</li> <li>• The Ministry of Education released a <a href="#">guidance</a> document on management of illness and confirmed cases for schools and district administrators, which outlines protocols for when students or staff develop symptoms at school, when there is a confirmed case of COVID-19 in the school, and when students or staff can return to school</li> <li>• Staff and students who show symptoms while at school and who cannot be picked up immediately should wait in a designated space separated from others and be provided with a non-medical mask, with supervising staff must wear a non-medical mask and face shield when engaging with the isolated individual</li> <li>• All staff and students should complete a daily <a href="#">COVID-19 symptom assessment</a> before coming to campus, with some institutions requiring individuals to provide self-reporting declarations</li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Schools in Alberta are required to</a> implement practices to minimize the risk of transmission of infection, provide rapid-response procedures for attendees who fall ill, ensure high levels of sanitation and personal hygiene are</li> </ul>
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			<p>maintained by attendees, and comply with all provincial health guidance</p> <ul style="list-style-type: none"> <li>• All students in Alberta who attend kindergarten to Grade 12 must complete the <a href="#">Alberta Health Daily Checklist for children under 18</a> before attending school</li> <li>• In the next few weeks, <a href="#">rapid testing in schools will be expanded in Alberta</a> and 440,000 rapid test kits will be distributed to schools <ul style="list-style-type: none"> <li>○ Students and staff who do not have symptoms can get tested while attending school</li> <li>○ The number of schools where testing is offered may vary based on school size and the time required to administer the tests</li> </ul> </li> <li>• <a href="#">Each post-secondary institution</a> has developed processes or procedures to respond to COVID-19 based on the province’s <a href="#">public-health measures and recommendations for infection control</a></li> </ul> <p><b>Saskatchewan</b></p> <ul style="list-style-type: none"> <li>• The Government of Saskatchewan has developed a <a href="#">school testing plan</a> which includes testing of students with parental consent, monitoring and reporting of COVID-19 cases, and priority testing for teachers and staff <ul style="list-style-type: none"> <li>○ On <a href="#">22 March 2021</a>, the Ministry of Health shipped 100,000 rapid testing kits to school divisions, high schools, and qualified independent schools</li> <li>○ Schools participating in rapid testing are determined based on population density and specific grade levels, with communities experiencing high infection rates prioritized for testing</li> </ul> </li> </ul> <p><b>Manitoba</b></p> <ul style="list-style-type: none"> <li>• Staff should self-administer symptom screening daily before arriving at school, with staff who display symptoms to stay home and self-isolate</li> <li>• In the case of an <a href="#">outbreak</a>, schools are to close off areas used by the infected individual and follow cleaning and disinfecting protocols</li> </ul> <p><b>Ontario</b></p>
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			<ul style="list-style-type: none"> <li>• The Government of Ontario released <a href="#">guidance to reopening schools for the 2020/2021 school year</a> <ul style="list-style-type: none"> <li>○ Students who are symptomatic and/or test positive for COVID-19 may not return until they are cleared</li> <li>○ Schools are expected to maintain records of classes (including seating charts, bus cohorts, daily records) for contact-tracing purposes</li> <li>○ Schools are expected to immediately report cases to their local public-health unit</li> </ul> </li> <li>• Additional guidance is provided for <a href="#">COVID-19 management in schools</a> by the Ontario government, such as exposures, management, confirmed cases, and returning to school</li> <li>• To guide local partners and post-secondary institutions in the community, Toronto <a href="#">Public Health developed COVID-19 guidance</a> with related <a href="#">checklists</a> and <a href="#">decision tools</a> <ul style="list-style-type: none"> <li>○ Daily records of all staff, students and visitors entering the campus should be recorded (e.g., name, contact information, date, time of arrival/departure, reason for visit, rooms/areas visited, completion of screening) and retained for at least one month</li> <li>○ Individuals who fall ill should immediately return home or to their dormitory and follow protocols such as getting tested and self-isolating for 14 days <ul style="list-style-type: none"> <li>▪ Ensure physical distancing can be maintained, wear masks, have a handwashing sink, provide tissues, designate washrooms separate from other students, open windows, clean and disinfect areas</li> </ul> </li> <li>○ If any individual tested positive for COVID-19, they must self-isolate for 10 days and cannot return until they are cleared by public health</li> <li>○ Post-secondary settings must immediately report laboratory-confirmed cases to Toronto Public Health</li> <li>○ Post-secondary settings can request on-site COVID-19 testing (e.g., for suspected outbreaks in residences)</li> </ul> </li> </ul> <p><b>Prince Edward Island</b></p>
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			<ul style="list-style-type: none"> <li>• <a href="#">The public-health department will lead the response and provide guidance to schools</a> in the circumstance of a confirmed case of COVID-19, including: <ul style="list-style-type: none"> <li>○ Contact tracing will be conducted</li> <li>○ Offer testing to staff and students who may have been exposed to a positive case</li> </ul> </li> <li>• Public-health department will <a href="#">assess the need for partial or full school closure based on the following criteria</a>: <ul style="list-style-type: none"> <li>○ Sporadic cases or clusters in the local community</li> <li>○ Sporadic cases in school</li> <li>○ Clear clusters in school across cohorts</li> <li>○ Widespread local community transmission</li> </ul> </li> <li>• <a href="#">Students or staff members exhibiting COVID-19 symptoms at school</a> must be picked up or leave school immediately, asked to wear a mask and self-isolate in an isolated room, get tested for COVID-19</li> </ul> <p><b>Newfoundland and Labrador</b></p> <ul style="list-style-type: none"> <li>• Any student, staff or other person within the school <a href="#">must stay home, self-isolate</a>, and follow the advice of public health if they: <ul style="list-style-type: none"> <li>○ Have symptoms of COVID-19, or</li> <li>○ Have travelled outside the province or outside the communities along the Labrador-Quebec border in the last 14 days, or</li> <li>○ Were identified as a close contact of a confirmed case or outbreak</li> </ul> </li> <li>• Parents, students and school staff must review the <a href="#">self-screening questionnaire</a> each day before going to a school building, and visitors must also use this questionnaire to determine if they may enter a school</li> </ul> <p><b>Yukon</b></p> <ul style="list-style-type: none"> <li>• Students and staff must <a href="#">stay home when they are sick or showing symptoms</a>, and guidance was developed for <a href="#">children aged six months to five years old</a>, and <a href="#">children six years and older</a></li> </ul> <p><b>Northwest Territories</b></p>
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			<ul style="list-style-type: none"> <li>• Schools in the Northwest Territories will contain a <a href="#">dedicated room where a student can safety isolate</a> in the event that they show symptoms of COVID-19 while at school</li> <li>• Students asked to self-isolate in the Northwest Territories can return to in-person learning once a healthcare practitioner indicates to the parents/guardians and school that it is safe</li> </ul> <p><b>Nunavut</b></p> <ul style="list-style-type: none"> <li>• The <a href="#">Health and Safety Guidelines for Nunavut Schools</a> provides guidance for controlling infection of COVID-19 in schools, including cohorting and isolation protocols for students</li> </ul>
<p>Reported challenges implementing any of the measures above</p>	<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>• Grade school teachers are <a href="#">not currently prioritized</a> to receive the COVID-19 vaccine and students under the age of 18 are <a href="#">not recommended</a> to be vaccinated under the national vaccine distribution roll-out plan</li> </ul> <p><b>Israel</b></p> <ul style="list-style-type: none"> <li>• The Health Ministry Director of Israel stated that <a href="#">20% of teachers have not yet been vaccinated, and there are risks given that students aged 16 years and under</a> are not able to get the vaccine until next month</li> </ul> <p><b>U.K.</b></p> <ul style="list-style-type: none"> <li>• The U.K. government has not yet included <a href="#">school and childcare workers in the COVID-19 vaccination priority groups</a></li> <li>• <a href="#">Teachers expressed frustration</a> and asked the U.K. government to provide decisive guidance on face masks in secondary schools</li> </ul> <p><b>U.S.</b></p> <ul style="list-style-type: none"> <li>• According to <a href="#">Executive Order 14000</a>, Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers, every student in America deserves a high-quality education in a safe environment</li> </ul>	<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>• The Government of Canada has <a href="#">offered supports for provinces and territories</a> throughout the pandemic, but they have not always been fully used <ul style="list-style-type: none"> <li>○ According to the federal government, it has shipped more than 41 million rapid tests to Canadian provinces, but only 1.7 million tests have actually been used</li> </ul> </li> <li>• The Government of Canada also continues to offer Statistics Canada operators to make contact tracing calls during the pandemic, but the operators’ services have not been used anywhere near their full capacity</li> </ul> <p><b>Alberta</b></p> <ul style="list-style-type: none"> <li>• One day after requiring remote learning for students in Grades 7 to 12 in hotspot regions only, the Premier of Alberta announced that all schools and post-secondary institutions will have to move to remote learning after thousands of students and staff were found to be in isolation due to COVID-19 exposure</li> </ul> <p><b>Ontario</b></p> <ul style="list-style-type: none"> <li>• Increasing rates of COVID-19 cases were reported in <a href="#">children and youth aged four to 17 years in addition to increased school outbreaks</a> from mid-February to mid-March 2021 in Ontario, resulting in provincewide school closures after the April break</li> </ul>	

	<ul style="list-style-type: none"> <li>• <a href="#">Some students</a>, including students from low-income backgrounds, students of colour, LGBTQ+ students, English learners, students with disabilities, American-Indian and Alaska-Native students, students who are migratory, students in foster care, students in correctional facilities, and students experiencing homelessness, are <a href="#">less likely to have access</a> to the broadband, resources and other supports necessary to participate in high-quality remote education</li> </ul>	<ul style="list-style-type: none"> <li>• Most <a href="#">universities in Ontario remain open with limited staff and students on campus</a>, but some universities continue to face outbreaks on campus <ul style="list-style-type: none"> <li>○ Select universities have asked students to move out of residences earlier due to rising case rate and variants of concern (VOCs)</li> </ul> </li> </ul> <p><b>Québec</b></p> <ul style="list-style-type: none"> <li>• Despite public-health measures, <a href="#">a rise in positive active cases has been reported among students and staff</a>, which may reflect the rise in VOCs and limited vaccinations for school-age groups in Québec</li> <li>• There are <a href="#">concerns from students related to some CEGEP programs scheduling in-person exams</a></li> </ul>
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Bain T, Bhuiya A, Al-Khateeb S, Wang Q, Mansilla C, DeMaio P, Rintjema J, Abeer A, Gauvin FP, Matthews M, Lavis JN, Wilson MG. COVID-19 living evidence profile #3 (version 3.2): What is known about how schools (K-12) and post-secondary institutions (colleges and universities) adjust COVID-19 transmission-mitigation measures as infection rates change and vaccination rates increase? Hamilton: McMaster Health Forum, 18 June 2021.

To help health- and social-system leaders as they respond to unprecedented challenges related to the COVID-19 pandemic, the McMaster Health Forum is preparing rapid evidence profiles like this one. This rapid evidence profile is funded by the Public Health Agency of Canada. The opinions, results, and conclusions are those of the McMaster Health Forum and are independent of the funder. No endorsement by the Public Health Agency of Canada is intended or should be inferred.



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