

WELCOMING OUR STUDENTS BACK: RESTORING SAFE SCHOOLS

K-12 Guidelines for September 2020

July 30, 2020

The best place for students in September is in the classroom. Manitoba’s “Welcoming our Students Back to School” Plan will support the return of students and staff to in-class learning.

The past school year was a challenging time for students, families and educators. Throughout Manitoba, in-classroom learning was suspended from March 23 to May 31, with all students learning remotely. The immediate shift from in-class to at home learning meant that educators, students, parents and caregivers adapted to new ways to ensure learning continued.

The first step in returning to school came into effect on June 1, 2020 when the limited use of school facilities started, with guidelines in place for staff and students to return to schools for specific programming, planning and student assessment purposes. The response to these challenges showed the creativity and resiliency of teachers, principals, school staff and especially students and their families as they worked through remote learning for the remaining 2019/2020 school year.

Manitobans will be living with COVID-19 for the foreseeable future. We must adapt and learn to live and study safely amidst the pandemic. It is in the best interest of children to be in school, and we must mitigate the effects of COVID-19 on students and families to ensure that learning and assessment continues for all.

Manitoba’s plan to resume in-class learning establishes provincial consistency, while allowing for local flexibility where needed. The plan reflects the importance of safety, health and well-being, while ensuring reasonable measures and plans are in place to minimize the risk of transmission and exposure to the virus in schools, if it occurs.

Guiding Principles

- Safety, health and well-being for all students, staff and families is a priority.
- High quality learning and assessment continues for all students.
- Accessible, trauma-informed resources and supports for students, parents and caregivers.
- Consistent, reliable and appropriate connection to school learning and belonging, for every student, regardless of location, barriers, special needs or challenges.
- System-wide communication and collaboration will promote consistent approaches throughout the province.

Manitoba Education will continue to work closely with public health, education stakeholders, schools divisions, independent schools, parents, caregivers and students to further develop plans for the coming year. These policy and public health directions have been approved by the Chief Provincial Public Health Officer of Manitoba, and will help parents and families know what to expect when classes resume and where they can go for more information.



September 2020 – Return to In-Class Learning for All K-12 Students

In-class learning will resume on September 8th for students in all public and independent schools across the province.

- Kindergarten to Grade 8 students will return for five days of in-class instruction (full instructional day) per week.
- Students in Grades 9 to 12 will return for up to five days per week of in-class instruction if high schools can effectively implement physical distancing and the use of cohorts to reduce the risk of transmission and to ensure documentation for contact tracing.
- Students with special needs in all grades will return for five days of in-class instruction (full instructional day) per week.

Teachers and staff will return to schools on September 2, 3 and 4, providing an opportunity for orientation to public health requirements and the educational priorities to support students, as well as professional learning around recovery learning.

Communication, screening, enhanced hand hygiene, physical distancing, use of cohorts and outbreak management will be paramount in keeping as many students as possible in schools this fall and throughout the pandemic.

When returning to school in September:

- Classrooms will be configured to support physical distancing with the use of alternate space as needed, such as multi-purpose rooms. Two metres of physical distancing is required to the greatest extent possible.
- Where physical distancing is not possible, students must remain within cohorts to reduce exposure to others. Cohorts will distance themselves from other groups to limit exposure. In these instances, there must be at least one metre between students as they sit at their desks in classrooms.
- Entry and exits to schools will be managed to avoid congestion.
- Lunch and recess breaks will be staggered.
- Protocols will be in place to safely move students through schools to reduce congestion in hallways and common areas. Teachers will move across classrooms instead of students.
- Students and staff are required to self-screen and stay home when they are exhibiting symptoms of COVID-19.
- Parents and caregivers will be expected to screen their children before boarding the bus or entering a school.
- There will also be screening protocols for all people entering a school and limitations regarding visitors.
- Students will be reminded of the importance of physical distancing and hand washing.
- There will be enhanced cleaning protocols in schools and on buses.
- Regional public health officials will monitor the situation closely and will provide direction and information to school communities. Public health will be responsible for responding to cases of COVID-19 and overseeing outbreak management protocols.



Students, staff and families will have questions about COVID-19 and returning to in-class learning. When responding to students, schools and school divisions are to make sure that information is suitable to their age/level of understanding.

School division plans will be finalized by mid-August and posted on the division's website and accessible to the school community. Plans will outline:

- the school day structure and learning plan;
- how the school will ensure public health orders and guidance are followed;
- how the school will address the mental health and well-being of the school community including teachers, staff, students and families; and
- how information will be communicated to students, staff and families.

Schools will communicate frequently with families to provide them with information about the school year and ongoing plans for instruction and supports.

Planning for Three Response Levels

Maximizing in-class learning while maintaining a focus on safety and reducing the risk of transmission is the goal of the upcoming school year. As schools plan to welcome students back, they do so knowing that plans may change based on the advice of public health at that time, as well as over the days and weeks that follow. Contingency plans will be put in place for various public health situations, which may also vary across the province. Three response levels will be used: Level 1 – In-class Learning (planned for September 2020); Level 2: Blended Learning and Level 3: Remote Learning. For more information on each of the response levels, see Appendix A.

If the public health situation deteriorates or guidelines are not sufficient, current measures may be paused and other measures may be reintroduced.

Key Requirements

School divisions and schools will build the following requirements into their division and school-level plans.

Attendance and Participation in Learning

All students are expected to participate fully, even when remote learning is required. Students will be assessed on their work, reflective of their performance and learning. School divisions and schools will ensure that all students who are participating in remote learning have access to technology.

Schools are critical to the mental health and well-being of children. Planning will focus on returning as many students to in-class learning as possible while following public health measures. School division plans will need to incorporate special considerations for students with special needs and students at risk.

For information about keeping students and staff safe in situations where students require interventions or supports that cannot be provided from a distance of two metres, visit: [Guidelines on Supporting Students Who Require Interventions or Supports that Cannot be Delivered at a Distance](#).



Division-level remote learning will be in place for students who are medically advised not to return to in-class learning due to COVID-19 related risk factors.

Because students and staff must stay home when sick, schools and school divisions must plan for absenteeism. Classroom teachers will support the development and provision of at-home learning packages for students who are isolating or quarantined. Strategies for the recruitment and retention of substitute teachers and other staff members will also be required.

Physical Distancing

Resuming in-class learning still requires physical distancing. Schools will need to consider strategies for how to manage foot traffic flow in entrances and hallways to avoid congregation. Schools must limit nonessential visitors, manage entrance and exit to buildings, and stagger class times and breaks to the greatest extent possible. Assemblies and gatherings that exceed public health advice may not be scheduled.

When physical distancing is not possible, emphasis must be put on other public health measures and limiting interaction between groups. It is important to limit potential exposures by keeping groups/cohorts of students (e.g. classes) together and avoiding interactions with other groups. In the event that there is a case in a school, this practice can drastically reduce the potential number of exposed staff and students.

Blended Learning

Teacher-directed remote learning will be an essential component of K to 12 education throughout the pandemic. When remote learning is needed, students may work independently on their own, as well as work with a teacher in real time. Blended in-class and remote learning plans may need to be implemented on short notice. Mechanisms to maintain ongoing contact with students who are participating in remote learning are critical to keeping students engaged.

Recovery Learning

Students will need an opportunity to adjust to new school routines and expectations. Some students had lower participation in remote learning than others and educators will need to be creative to address the achievement/learning gaps that may exist. Mental health and well-being is critical to returning to in-class learning plans.

Regular check-ins and assessment will play an important role in supporting student's well-being and helping students to learn to the greatest extent possible.

Manitoba Education and Manitoba Families are developing guidelines for children with special needs, as well as students at risk in time for the start of the school year.

Speciality Programming

Technical vocational education programming can continue, provided public health measures such as daily symptom monitoring, physical distancing and/or cohorts are maintained. For extracurricular activities, such as sports and music, schools will need to assess their ability to continue. Schools must ensure that they follow Manitoba's Restoring Safe Services Sports Guidelines and Guidelines for Vocalists and Instrumentalists.



Professional Development Priorities

There is recognition of the value and importance of professional learning as part of the pandemic response planning. A strong focus will be placed on recovery learning, remote learning, mental health and well-being. Schools and school divisions will need to align their professional learning and continuous improvement planning with these themes. School divisions will need to follow public health guidance and travel restrictions when developing their professional learning plans.

Early Learning and Child Care

The Departments of Education and Families are working together with school divisions and the child care sector to ensure that families can continue accessing child care within schools. Schools will work cooperatively with child care centres to ensure that these centres can continue to operate.

Public Health Measures

School divisions and schools are required to follow up-to-date public health measures and guidance. Early detection and proactive measures to minimize the risk of transmission will assist with limiting the impact of a case within the school and help prevent disruption of in-class learning and restricted access to the school by students and staff. These are set out below.

Symptom Screening

Symptom screening must occur at the start of each day. Parents and caregivers are responsible for ensuring their children are not displaying symptoms before sending them to school or on the bus. Staff are responsible for self-screening. School staff may support screening at school in cases when student did not self-screen at home.

Screening protocols must be in place for all people entering schools. Screening information will be posted at all entrances and provided to families. Schools and school divisions will strengthen communication strategies, including information about when to stay home.

The prominent display of signs and posters will be required to highlight the importance of hand hygiene, physical distancing, cough etiquette, and staying home when sick.

Hand Hygiene

- Encourage, and where possible supervise, hand hygiene and make alcohol-based hand sanitizer available at all building access points and throughout the school and in classrooms.
- Supervise young children when using alcohol-based hand sanitizer.
 - Staff, volunteers, and participants will wash their hands frequently with soap and water for at least 20 seconds at the following times:
 - at the start of the day and before going home;
 - after going to the washroom;



- before preparing food;
- before and after eating;
- after getting hands dirty;
- after wiping noses or handling dirty tissues;
- after coughing, sneezing, or blowing nose; and
- after cleaning tasks (staff).

Physical Distancing

- Two metres of physical distancing is required, to the greatest extent possible. When this is not possible, students must remain within cohorts to reduce exposure to others. Cohorts (designated groups of students) will distance themselves from other groups to limit exposure. In these instances, there must be at least one metre between students as they sit at their desks.
- Install signage outlining physical distancing protocols and floor markings where any lines may form, both inside and outside the facility.
- Where possible, arrange spaces and schedules to encourage the recommended separation.
- Signage will be in place to promote recommended physical distancing and provide visual prompts for students and staff.
- Physical barriers, where appropriate, are also an option when physical distancing is not possible.
- Additional cleaning and disinfecting of any barriers or dividers will be required.
- Be outdoors as much as possible. Promote individual activity to minimize contact.
- Contact sports and games, or the use of shared equipment is strongly discouraged. Guidelines and a risk assessment for sports and recreational activities are available at <https://manitoba.ca/covid19/restoring/sports-guidelines.html>.

Cohorts

Cohorts involve keeping groups of students (e.g. classes) together and avoiding interactions with other groups. Physical distancing within the cohort is required to the greatest extent possible, including separation between desks. However, it is recognized that strict physical distancing at all times, particularly with young children, is not practical in the school setting. The purpose of cohorts is to limit the mixing of students and staff so that if a child or employee develops an infection, there are fewer possible exposures and contact tracing can be more easily done.

- Maximum cohort size is to be no more than 75 students. There is no limit on the number of cohorts, as long as distinct cohorts of 75 can be separated to prevent contact with other groups. Each cohort must be able to arrive, depart, and participate in school activities without co-mingling as much as possible with members from other cohorts.



- Whenever possible, keep children and staff together with the same cohort throughout the day, including lunch breaks and recesses. Locations of classrooms, use of additional space and timetabling by cohorts can all be considered to reduce mixing.
- Stagger schedules and movement of cohorts to avoid being in shared spaces (e.g., foyers, hallways) at the same time.
- Avoid the movement of classes of students where possible. It is preferable that teachers move between classrooms instead of students.
- Keep daily records that include the names of students, staff, and volunteers of cohorts.

Shared/Common Spaces

- Monitor access to the school to avoid congestion.
- If cohorts or groups are together in a large space, maintain at least 4 metres between groups (i.e., two groups can be in the same room provided the groups do not intermingle and 4 metres of space is maintained between the two groups).
- Ensure washrooms and lunchrooms are cleaned/disinfected frequently.
- Water fountains that are not touchless or cannot be cleaned between users must be turned off.
- Encourage outdoor activities. Outdoor spaces and playground structures can be used.
- Limit travel within the school throughout the day.
- Avoid sharing items to the greatest extent possible. Students must label personal items.
- Students are encouraged to keep personal belongings with them. Locker use will be limited or discontinued.
- Remove toys, crafts and books that are not easily cleaned.
- Field trips, assemblies and other large events will not be scheduled unless public health requirements can be met.

Transportation to Schools

Physical distancing and/or cohorts are also required on school transportation.

For more information refer to the guidelines for transportation to schools. Groups of students on a bus may be considered a cohort for the purposes of transportation to and from school. Once at school, these students may also be placed in additional cohorts. Cohorts help limit interactions between groups.

For the short term, parents are encouraged to transport their own children if at all possible.

Individuals with Symptoms

- If symptoms develop while at the school, the person will be isolated in a predetermined isolation space. Where a separate room is not available, they must be kept at least two metres away from others.



- A medical mask will be provided to and worn by the sick student, unless there are safety issues that prevent the student from wearing a mask.
- Parents or caregivers will be notified to come and pick up their child immediately. They can contact Health Links – Info Santé at (204-788-8200 or 1-888-315-9257) or the child’s health care provider for direction, if required.
- If the student is young and requires close contact and care while isolated, staff can continue to care for the child until the parent is able to pick up the child. Caregivers are to be mindful of hand hygiene and avoid contact with the respiratory secretions of the student. A medical mask is to be worn by the staff person caring for the child.
- If a staff member or volunteer in a school becomes symptomatic, they will immediately isolate themselves from other staff and students, notify their administrator, and go home to monitor symptoms.

Contact Tracing and Outbreak Management

In the event of confirmation of a case of COVID-19 connected with a school, public health will lead the response and provide guidance, including ensuring appropriate supports are in place to coordinate the response. Contact tracing involves identifying the contacts of a positive case and contacting those individuals who may have been exposed. Public health may:

- request records that identify cohorts/groups of staff, students, volunteers and visitors in the school for a specified timeframe;
- offer testing following established guidelines to staff, students, volunteers and visitors that may have been exposed to a positive case; and
- assess the need for the school to be closed for a period of time.

Public health will advise staff and students if they have been in close contact, if they need to self-isolate or self monitor and when they can return to school.

Personal Risk Factors

Arrangements will be needed for students, teachers, administrators and school staff who may be at higher risk of COVID-19 due to underlying health conditions or other risk factors.

Personal Protective Equipment (PPE)

- At this time, public health guidance does not require students and staff to wear masks or other PPE in school settings or on school buses.
- Some staff and children may choose to bring and wear a non-medical mask while in the facility. If a non-medical mask is used, hands are to be cleaned before and after putting it on and taking it off. Removed masks are considered contaminated and will be placed in a container or bag for appropriate cleaning/disinfection later. Non-medical masks are to be laundered daily.
- There is no role for the use of N95 respirators in schools. N95 respirators are for use by healthcare workers performing specific medical procedures. Gloves are only required as per regular practices and current policies.



Recess/Breaks

- Public health advises that playgrounds and play structures are low risk for transmission. There are no recommended specific requirements for cleaning play structures.
- Maintain separate containers of equipment for each class or cohort and clean between recess periods.
- Mark zones, manage group sizes, and avoid contact among groups.
- Minimize contact sport engagement to facilitate social distancing.
- Ensure handwashing or hand hygiene is performed before and after recess.
- Students must bring their own lunches, or provided lunches must be individually wrapped in disposable containers. Schools can continue to offer breakfast and lunch programs with necessary adjustments to ensure health guidelines are in place.
- Reinforce among children that sharing food or water bottles is not allowed.

Cleaning

Increased frequency of cleaning, disinfecting and sanitizing, particularly high-touch surfaces and common/shared areas, will be required.

- Disinfect commonly touched surfaces frequently, at least twice daily (e.g., doorknobs, light switches, electronic devices, chairs, desks, art supplies, toys, games, gym equipment, tools and equipment).
- Increase monitoring of hand cleaning supplies to ensure an ample supply at all sinks in washroom and kitchen areas.

Visitors and Volunteers

Schools will minimize visitors and volunteers at school facilities. When their presence is necessary, visitors and volunteers must first self-screen and adhere to physical distancing and hygiene practices in place for students and staff. Community use of schools will be suspended, with the exception of child care centres operating in schools



Preparing for the Return to In-Class Learning

Schools and school divisions will need to meet conditions for preparation related to operations, learning and classrooms, staff, students and families before resuming in-class learning. Re-opening plans will need to address these four conditions of preparedness.

Institutional (Operations)	<p>Prepare school facilities to accommodate physical distancing, including increased sanitation, hand hygiene and other public health provisions. Follow the guidelines for re-opening school facilities. These will be updated regularly to reflect new public health orders and guidance.</p>
	<p>Post information about physical distancing, cleaning and other public health measures to help schools prepare for in-class learning.</p>
	<p>Plan for adjustments to transportation routes and schedules for all stages of re-opening, including asking parents to transport their own children where possible.</p>
Learning	<p>Plan for recovery learning. Develop action plans to address students' recovery learning needs identified in the June 2020 report card.</p> <ul style="list-style-type: none"> • Refer to the Learning Recovery Guidelines to inform this planning.
	<p>Adapt schedules to facilitate levels of physical distancing (outdoor classrooms, frequent and staggered hand-washing breaks, staggered recesses and lunch breaks, physical distancing measures in place in classrooms and bathrooms).</p>
	<p>Plan for blended in-class and remote learning models.</p> <ul style="list-style-type: none"> • To support planning, refer to the list of learning resources for educators provided on the Manitoba Education website.

School staff	<p>Orient staff to new public health protocols that must be followed in the school, <u>before</u> resuming in-class learning. Include all staff in orientation, including bus drivers, custodial staff, etc. If volunteers are on site in a limited way, ensure they receive orientation when they begin.</p> <ul style="list-style-type: none"> • The online COVID-19 screening tool can be used to inform staff orientation and include information on self monitoring, managing a suspected case of COVID-19, managing shared spaces, etc.
	<p>Identify staff who may have underlying health concerns that make them more vulnerable to exposure to COVID-19, and make any necessary adjustments based on risk factors.</p>
	<p>Plan for health and safety training that may be required, and also ensure that professional learning focuses on COVID-19 pandemic priority areas, including recovery learning, collaborative planning, mental health and well-being and remote learning strategies.</p>
Students and families	<p>Identify students with disabilities and those who are vulnerable to disengage from school, develop and implement strategies to re-engage them and prioritize these students for five days a week in-class learning, where possible.</p> <ul style="list-style-type: none"> • Refer to Resources Supporting Students with Special Needs for principles and practical resources to assist with planning.
	<p>Communicate expectations for in-class attendance and participation in remote learning.</p> <ul style="list-style-type: none"> • Students are expected to attend in-class learning. If remote learning is included as part of their learning plan, students will be expected to participate. • Students who are unable to return to school due to personal or family health risks factors related to COVID-19 will be supported in remote learning.
	<p>Develop comprehensive strategies for regular communication with families to raise awareness of the health and safety measures implemented at the school, and ensure the understanding that students may not attend school when sick or exhibiting symptoms of illness.</p> <ul style="list-style-type: none"> • Refer to the online COVID-19 screening tool to develop materials. • Signal that in-class learning may be increased or suspended on short notice in response to changing public health advice

Information and Resources

More information on Manitoba Education's COVID-19 response, including resources, planning documents, and Frequently Asked Questions, can be found at [Latest COVID-19 Education News](#).

[My Learning at Home](#) is a resource to assist families to support their children in remote learning from home.

Current information about COVID-19 in Manitoba can be found at <http://www.manitoba.ca/covid19/>.

Public Health Resources

- As the COVID-19 situation continues to evolve in Manitoba, please check the provincial website at www.manitoba.ca/covid19 for the most up to date information.
- All screening that identifies suspected cases of COVID-19 are to be referred to Health Links —Info Santé at 204-788-8200 or 1-888-315-7257.
- A detailed online self-screening tool for individuals to use is available at <https://sharedhealthmb.ca/covid19/screening-tool/>.

Communication Resources

- Up-to-date public health information is available at www.gov.mb.ca/covid19/resources/index.html.
- An up-to-date list of symptoms is available at www.gov.mb.ca/covid19/about/index.html.
- The following website has posters that can be printed and used: <https://sharedhealthmb.ca/covid19/providers/posters/>
- A printable workplace screening poster is available at: www.gov.mb.ca/asset_library/en/coronavirus/COVID-19-poster-1.pdf.

Transportation Resources

- Specific guidelines for transportation to schools are available at www.edu.gov.mb.ca/k12/covid/support/transportation.html.

Technical Vocational Education

- When planning for technical vocational, industrial arts, human ecology, and applied commerce education programs, the Manitoba COVID-19 support document *Workplace Guidance for Business Owners* may provide useful sector specific information. See [Workplace Guidance for Business Owners](#) and [Guidance for Industry Sectors](#) for specific information.
- Information on guidance for industry sectors is available at www.gov.mb.ca/covid19/restoring/industry-sectors.html.

Protective Personal Equipment Resources

- Visit <https://www.gov.mb.ca/covid19/prepareandprevent/index.html> for the latest guidance from on use and care of masks.
- Visit the following Public Health Agency of Canada page at <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/covid-19-safely-use-non-medical-mask-face-covering.html> to access a poster as well as guidelines detailing how to safely use a non-medical mask or face covering.

Cleaning Resources

- Health Canada has a list of disinfectants shown to be effective against COVID-19 available at <https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html>.

NOTE: The public health information provided in this document is subject to change as the science and information regarding COVID-19 continue to evolve. Please visit [Latest COVID-19 Education News](#) regularly for the most up-to-date information.

Special Thanks

Manitoba Education acknowledges the efforts and contributions of many stakeholders who have provided input into the planning process. This includes:

- parents and caregivers;
- students;
- teachers and school staff;
- school divisions, public and funded independent school administrators;
- public health officials; and
- other key stakeholders, including the Indigenous Inclusion Directorate Advisory Council, The Manitoba Teachers' Society, Manitoba Association of School Business Officials, Manitoba Association of School Superintendents, Manitoba Federation of Independent Schools, Manitoba School Boards Association, Manitoba Association of Parent Councils, the Assembly of Manitoba Chiefs, the Manitoba First Nations School System, and the Manitoba First Nations Education Resource Centre.

The Manitoba government appreciates the collaboration and feedback throughout the entire COVID-19 response planning. We will continue to collect and use this information as we proceed with monitoring and adapting our plans as the public health situation evolves. Please visit [engage.mb](https://engage.mb.ca) to share your thoughts or ask questions you may have.

Appendix A: Three Response Levels

Information in this section has been adapted from the June 25, 2020 planning framework in light of public health advice and the need for different levels of response that may be required at any point in time and across different communities based on the risk of transmission.

Level 1: In-Class Learning (September 2020)

School day structure	<ul style="list-style-type: none">• All K-12 students return for in-class learning.• All Kindergarten to Grade 8 students and students with special needs will return to in-class learning 5 days per week.• Grades 9 to 12 students will be in-class to the greatest extent possible. Blended learning for high school students may vary from school to school.
Physical distancing measures	<ul style="list-style-type: none">• Two metres of physical distancing is required, to the greatest extent possible. Where two metres of physical distancing is not possible, students will be organized in cohorts and space will be arranged to encourage separation. In this instance there will be a minimum of one metre between students as they sit in their classrooms.• Limit gatherings in common areas.• Outdoor venues are lower risk of transmission and should be used to the greatest extent possible.
Teaching focus	<ul style="list-style-type: none">• Prioritize core curriculum and required courses.• Electives may be limited to accommodate scheduling, if they are not affecting educational requirements. Consideration may be given to offering some electives remotely/via distance.

Level 2: Blended Learning (in-class and remote)

<p>School day structure</p>	<ul style="list-style-type: none"> • K-8 students and students with special needs are prioritized for in-class learning. • Grades 9 to 12 will participate in teacher-led remote learning, with limited use of school facilities for specific programming and assessment.
<p>Physical distancing measures</p>	<ul style="list-style-type: none"> • Two metres of physical distancing is required, to the greatest extent possible. Create more space for children in all classrooms with desks spaced two metres apart. This may require smaller class groupings. • Multiple groups of students can operate within a school setting at the same time, provided groups are kept separate.
<p>Teaching focus</p>	<ul style="list-style-type: none"> • Prioritize core curriculum and required courses. • Facilitate regular contact with students to keep them engaged in remote learning. Standards for remote learning must be clearly articulated. • Ensure access to learning resources for all, including technology and addressing connectivity issues. • Schedule high school student appointments and small groups for assessment, planning, and special programming as needed, following limited use guidelines.

Level 3: Remote Learning (with exceptions)

<p>School day structure</p>	<ul style="list-style-type: none"> • Remote learning in place, • Schools are closed to the public with the exception of Kindergarten to Grade 6 students of critical workers.
<p>Physical distancing measures</p>	<ul style="list-style-type: none"> • Two metres of physical distancing is required, to the greatest extent possible. Early Learning and Child Care guidelines will be followed with reduced class sizes and strict infection prevention and controls in place.
<p>Teaching focus</p>	<ul style="list-style-type: none"> • The key focus is on literacy, numeracy, and other curricular areas, as time and resources permit. • Facilitate contact with all students to keep them engaged in remote learning. • Ensure access to learning resources for all, including technology and connectivity issues.