



## Education Report: Amendment to decision in 18 November Education Report: *Policy Decisions to support the implementation of the COVID-19 Protection Framework*

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Cc:</b>			
<b>Date:</b>	24 November 2021	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1276791
<b>Drafter:</b>	Paul Aitken	<b>DDI:</b>	9(2)(a) [REDACTED]
<b>Key Contact:</b>	Paul Aitken	<b>DDI:</b>	9(2)(a) [REDACTED]
<b>Messaging seen by Communications team:</b>	Yes / No	<b>Round Robin:</b>	Yes / No

### Amendment of one decision that classes students as visitors

- 1 In the 18 November Education Report: *Policy Decisions to support the implementation of the COVID-19 Protection Framework* you agreed that at Red:  
  
*School students are able to move between schools, but will be considered visitors in the setting that is not the one they normally attend as part of their education programme. This means those visiting students will have to meet the public health requirements such as maintaining social distancing and wearing face-coverings.*
- 2 This position is inconsistent with the wider expectation that students will not have any restrictions on their ability to move within and across traffic light locations to access their education. This recommendation was included in error in the education report.
- 3 The signed version of the 18 November is attached for your reference

### Recommended Actions

The Ministry of Education recommends you:

- a. **note** that there was a drafting error in the 18 November Education Report; *Policy decisions to support implementation of the COVID-19 Protection Framework*, which resulted in the decision that, at Red:

*School students are able to move between schools, but will be considered visitors in the setting that is not the one they normally attend as part of their education programme. This means those visiting students will have to meet the public health requirements such as maintaining social distancing and wearing face-coverings*

**Noted**

b. **note** that this position is inconsistent with the wider expectation that students will not have any restrictions on their ability to move within and across CPF boundaries to access their education.

Noted

c. **agree** to replace the recommendation in a) with:

*At Red, school students are able to move between schools, including when they cross CPF boundaries to do so*

☒ Agree / ☐ Disagree



Andy Jackson  
Hautū, Kaupapahere

24/11/2021



Hon Chris Hipkins  
Minister of Education

25/11/2021

## Annex

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Annex 1: 18 November Education Report: *Policy Decisions to support the implementation of the COVID-19 Protection Framework*

Proactively Released



## Education Report: Policy decisions to support implementation of the COVID-19 Protection Framework

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Cc:</b>			
<b>Date:</b>	18 November 2021	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1276791
<b>Drafter:</b>	Paul Aitken	<b>DDI:</b>	9(2)(a)
<b>Key Contact:</b>	Ben O'Meara Katrina Sutich	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	Yes / No	<b>Round Robin:</b>	Yes / No

### Summary

1. Moving to the COVID-19 Protection Framework (CPF) does not significantly change the rules that apply to education providers in early learning services, schooling and the tertiary sector from those under the Alert level framework.
2. Auckland and Waikato regions have effectively been operating in an environment where the risk of COVID is high, however the change to the CPF will require a more significant shift in behaviour for the rest of the country.
3. The key shift for education entities will be the expectation, to remain open for face-to-face teaching and learning irrespective of the CPF level and that health risks from COVID-19, including active cases on-site, will be managed using public health measures and controls rather than region-wide closures.
4. A more devolved, flexible, and localised response is required. The role of the centre will switch to supporting better local decision-making and responses. For distance learning, this has implications both for whether and how strongly to set expectations for education providers, and the costs and practicalities of giving effect to this.
5. There are also other policy decisions and operational requirements we need to finalise to support implementation of the CPF. **Annex 1 provides a decision table for you to indicate your approval of the proposed operational settings.**
6. We have consulted the Ministry of Health in the development of the proposals in this paper and consider that they align with their advice. A copy of this paper has been provided to them.

7. We have consulted the Ministry of Health in the development of the proposals in this paper and consider that they align with their advice. A copy of this paper has been provided to them.

## Recommended Actions

The Ministry of Education recommends you:

- a. **note** that that moving to the CPF will require local educational entities to be prepared and ready to apply protective health measures based on their circumstances and the CPF level in their locality

Noted

- b. **note** that officials are preparing guidance to support entities to operate safely and effectively under the new framework

Noted

- c. **agree** to continue with the current Public Health Order that enables part-time, on-site attendance in schools, and that the Ministry continues to use guidance to support schools to operate within the public health requirements

See below.

Agree / Disagree

- d. **agree** that the new approach to distance learning will shift the balance of responsibility for the development and distribution of learning resources for students off-site (e.g learning packs) to education entities rather than the Ministry as has been the case during the current Alert level lockdowns

Agree Disagree

- e. **agree** that the Ministry of Education will consider other potential supports that could be resourced at a national level and delivered locally to support distance learning for students that need to attend off-site for prolonged periods, such as learning at Te Aho o Te Kura Pounamu or through the Virtual Learning Networks

Agree Disagree

- f. **note** that based on your decisions in d) and e), the Ministry will set an expectation in guidance that tertiary providers, registered schools and, to a lesser degree, licensed early childhood services, should provide teaching and learning programmes for children and students who have to learn at home

Agree Disagree

- g. **note** that officials will provide further advice about the level of resourcing needed to ensure education entities can meet the new distance learning expectations.

Noted

As indicated, I'm happy for present settings to continue to the end of 2021 for consistency and to minimise further disruption. From 2022, schools and ECE need to move to the new framework and that means being open unless there is a specific need for an individual school or service to be closed or have attendance limited based on public health advice.



h. **note** that the intent is to have minimal change for the education sector before the end of the year, with settings under Red kept largely consistent with those under Alert Level 3 (with some exceptions for early childhood services and tertiary providers), and that this will be strongly emphasised in our communications with the sector.

Noted

i. **note** that the shift to the COVID-19 Protection Framework for tertiary will be more significant for those regions moving straight to Red due to vaccination requirements for all on-site.

Noted

j. **agree** to the proposed policy decisions set out in Annex 1 that are needed to operationalise the COVID-19 Protection Framework across the education sector

Agree / Disagree

k. **agree** that the Ministry of Education release this briefing in full once Cabinet has made subsequent relevant decisions

☒ Agree / Disagree

  
Andy Jackson  
Hautū, Kaupapahere

18/11/21

  
Hon Chris Hipkins  
Minister of Education

19/11/2021

## What the COVID-19 Protection Framework means for education

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8. The application of the CPF (the framework) in the education sector means that, with high levels of vaccination across the population aged 12 years and older and mandatory vaccination of the workforce, entities will be open for face-to-face learning, and students should be learning on-site at all 'traffic light' levels of the framework.
9. The framework levels reflect the capacity of the health system to cope with outbreaks of COVID-19 and vaccination rates, rather than the incidence of COVID-19 alone. This means that education entities, and their communities, should implement a range of mitigations to prevent the spread of COVID-19 to reflect their circumstances whether they are in a Green, Orange or Red region. They will need to build their resilience and readiness to manage the health risks from COVID-19 while continuing to deliver education, at their local levels.
10. Where a large-scale outbreak occurs, there is still the option that lockdowns similar to Alert Level 3 or 4 will be needed to control the spread of COVID-19, albeit likely to be more localised than at a regional level.
11. The Ministry of Health guidance to date indicates that:
  - a. Opening education entities to all students increases opportunities for transmission within those entities. It also links households that wouldn't otherwise be linked, opening potential chains of transmission outside of the entity.
  - b. However, with high vaccination rates and other public health measures that are being put in place, the risk of infection is considered low and education entities can operate safely.
  - c. This health advice is subject to change and will be updated as more information emerges

### **Mandatory Vaccination requirements in the education system**

12. A COVID-19 Public Health Response (Vaccination) Order established a mandatory vaccination requirement for workers over the age of 12 who work at or for a licensed early childhood service, registered school, or school hostel and who may come into contact with children on-site. This includes:
  - all workers, whether they are paid, volunteers or unpaid students on placement, directly employed or contracted through a third party, and
  - anyone over the age of 12 who resides in homes where licensed home-based education and care is provided, whether they are living in the home or visiting it.
13. It does not apply to:
  - those who only work remotely
  - those who only work on-site when children are not present (eg at the weekend)
  - parents just dropping-off or picking-up their children
  - certified playgroups
14. In the tertiary sector, staff and students who will be on-site at the Red level will be required to be vaccinated. We note that the sector is working on a technical solution (particularly for large institutions) to help streamline student vaccination verification – however, this is unlikely to be in place by the time the COVID-19 Protection Framework comes into effect. Until these bespoke verification tools are in place, TEOs will need to develop their own processes for compliance at the Red level – we



envisage this may include things like “spot checks” of students. Staff working in other settings on tertiary campuses where COVID-19 Vaccination Certificates will be required at the Orange and Red level, such as hospitality, gyms or event venues, will need to be vaccinated. Under the COVID-19 Protection Framework, we understand there is likely to be a transitional period for staff vaccination, but students will be required to be fully vaccinated to be onsite at Red level.

#### *CVC prohibited settings*

15. In the Protection Framework Order being developed Licensed early childhood services, registered schools, hostels, and school transport will be included in that order as entities and settings prohibited from requiring a vaccination certificate. This will protect students' access to education and enable the appropriate access for parents and whānau to support their children's attendance and learning.
16. Playgroups are certified rather than licensed and therefore are not included in the vaccination mandate. They are also excluded from entities prohibited from requiring a vaccination certificate.
17. We recommend that certified playgroups are included as Close Contact Businesses (CCB) in the CPF. Under the CCB rules:
  - a) playgroups using CVCs would be able to operate at green, orange and red levels of the framework.
  - b) playgroups choosing not to use CVCs, would be unable to operate at orange and Red levels, and at green, face coverings and distancing requirements would apply

#### **Guidance for education entities is being developed**

18. Draft guidance has been shared with DPMC on Thursday 18 November, to help ensure consistency across agencies and with the overall framework

#### *Early learning and schooling*

19. New guidance is being developed to support both the transition to the CPF, and in building understanding of ongoing changes which may occur.
20. The operational guidance will cover the following key areas:
  - Operationalising and the ongoing management of the Covid-19 Protection Framework including:
    - i. How schools and early childhood services can safely operate under the Covid-19 Protection Framework
    - ii. Workforce Impacts
    - iii. Funding and resources available to support education providers.
  - Implementation and managing a vaccination register
  - Improving accessibility to current Alert Level Covid-19 guidance for the sector



## *Tertiary education*

### Vaccination requirements and implementation

21. The tertiary sector position on vaccination requirements has shifted considerably over the past week. Our engagements have indicated that the sector, including students, unions and tertiary education organisation (TEOs), has a strong preference for a Government-mandated vaccination requirement for staff and students on campus.
22. The Ministry of Health has advised that a blanket vaccination mandate for all students and staff in on-site provision at all levels of the new framework is not justifiable from a public health perspective and not proportionate to the health risk. We therefore recommend proceeding as agreed by Ministers with Power to Act to permit TEOs to open at Red with a vaccination requirement for on-site delivery [DPMC-2021/22-621 refers]. TEOs are expected to be open with public health measures in place (with vaccination required for everyone onsite at Red). In practice we would expect at Red they are not likely to run large classes, but we would expect them to be open for practical courses and to operate smaller classes.
23. CVCs will be the tool that TEOs use to verify student vaccination information at Red, like other settings with vaccination requirements under the CPF. However, TEOs' relationships with their customers (i.e. students) differ from other mandatory CVC settings, like events and hospitality (in that they routinely collect and hold their private information). In addition, the nature of TEO premises – often with many different buildings, and outdoor spaces that are effectively open to the public – mean that introducing requirements on TEOs to verify CVCs that align with other CVC settings would be onerous.
24. We have been working alongside DPMC and Health to support TEOs being able to collect and store students' CVC verification information once only, and to facilitate TEOs being able to implement the Red level vaccination requirement in a workable way. We seek your agreement to make it clear in the relevant Protection Framework Order that:
  - a. TEOs' obligations in relation to students under the Red level vaccination requirement are met by collecting and holding valid student CVC information, and ensuring, so far as reasonably practicable, and taking reasonable steps to ensure that the only people who enter their "premises" are those who can produce evidence of CVC compliance.
  - b. the "premises" to which CVC requirements apply to in tertiary education at Red include teaching, learning, and research spaces, student support and advisory services (excluding health services covered by the prohibition), and any other on-campus indoor spaces not otherwise specified in the COVID-19 Protection Framework (e.g. retail).

### Tertiary Guidance

25. Aside from the vaccination requirements and capacity limits at Red level, our guidance will make it clear that TEOs have flexibility in applying public health measures in the Framework, as appropriate for their staff and student community and onsite environment. This marks a shift from our prescriptive Alert Level guidelines.



26. We have tested our proposed approach with the sector. The sector has expressed an interest in seeing stronger public health requirements imposed. However, Public Health has advised that it would not support additional requirements in an Order, instead noting that additional public health measures should be encouraged through guidance. We are looking into developing guidance on specific issues the sector has identified, including self-isolation for student accommodation residents, and TEO responsibilities in contact tracing and case management. We will work with Public Health, Crown Law and DPMC to develop and refine this guidance.
27. We note that the vaccination requirement for onsite tertiary education at Red level does not extend to student accommodation. While student accommodation settings present a public health risk given their close living quarters and shared facilities, it would be a significant outlier to apply the framework in a residential environment. We will instead recommend to TEOs and private providers that they consider, as part of their risk assessments, requiring vaccination for staff and residents in student accommodation.
28. We have also considered the interaction between refusal to be vaccinated and Red level vaccination requirements on student enrolment processes, refund policies, tertiary funding, student support and Fees Free entitlements. Our initial analysis indicates that policy changes are not needed. Refusal to get a vaccination is not in itself considered a reason beyond a student's control that could warrant exceptional circumstances provisions to reinstate student support or Fees Free entitlements. We will work with StudyLink and TEC to monitor how these settings are applied and provide further advice as necessary.

## Key issues

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### Challenge of providing on-site and distance learning at the same time

29. There are challenges for schools when they need to simultaneously provide learning programmes to student on-site and off-site on an ongoing basis. We need to provide clear guidance to the sector about the use of part-time on-site attendance options.
30. Under the CPF, schools will need to ensure they can meet the public health protections measures that include use of face masks when appropriate, managing physical distancing between students, minimising intermingling of groups of students, ensuring they ventilate spaces well and often and, potentially, limiting the number of learners attending on-site.
31. The Ministry of Health advice is that the health risk for school students from attending on-site, even if unvaccinated, is relatively low. At the same time distance learning modes are not the ideal teaching and learning method, particularly for learners most at risk of poorer education and wellbeing outcomes.
32. On 8 November, Cabinet agreed that schools with students in years 0 to 8 are able to provide onsite, face-to-face learning for these students, with the numbers attending each day limited where necessary to manage the risk of transmission (CAB-21-MIN-0462). This policy is reflected in the current COVID-19 Alert level order.
33. We consider it appropriate to maintain Cabinet's approved approach for managing on-site attendance when we move to the CPF.
34. On that basis, Ministry guidance will support schools to operate on-site arrangements that promote equity of outcomes for students and manage their health risks. We will continue to review the guidance to ensure it aligns with public health requirements while being clear that the preferred approach is for learners to attend on-site wherever possible. Schools should only consider the use of rostering groups on-site



attendance at Red level for years 0 to 8 (this does not apply for students in years 9-13).

### **Associated Resourcing to Support Distance learning**

35. When the system moves into the CPF, the provision of distance delivery of education provision will be desirable to ensure continuity of teaching and learning.
36. Under the CPF, COVID-19 will be present across the country, therefore the ongoing need for distance learning provision will arise because, for example,
  - students that have underlying health conditions and are at greater risk from COVID will need to learn off-site from time to time,
  - as positive cases arise in the early childhood service, school or tertiary setting and all close contacts need to isolate
  - there is a significant outbreak and most or all students need to learn from home
37. We are proposing that, under the CPF, the balance of responsibility for supporting distance learning will shift from the national to the local level. This will align with the way many schools and services are already working.
38. In the interests of clarity we propose to set some expectations through guidance that tertiary providers, schools and, to a lesser degree, early learning services, would provide teaching and learning programmes for children and students who have to learn at home.
39. Under the CPF, nationwide broadcasting of education television would cease to be part of the response.
40. The development and distribution of learning resources to students off-site will be the responsibility of education entities rather than the Ministry as has been the case during the current Alert level lockdowns. The Ministry will provide easily downloadable resources that can be printed and used by schools, kura and ECE services. To support learners that must stay off-site for prolonged periods, we are also considering other potential supports that could be resourced at a national level and delivered locally, such as learning at Te Aho o Te Kura Pounamu or through the Virtual Learning Networks.
41. The Ministry will distribute the remaining stock of learning packs to Te Mahau (Ministry regional offices) so that local decisions can be made about where additional support is needed. The focus will, however, be on strengthening the connection between learners and education providers so that learners are fully engaged in the locally delivered education programmes. The Ministry will have new learning packs designed (although not printed) should it prove we need to revert to central printing.
42. Māori learners and their whanau are likely to be over-represented in settings that are the least well-resourced to support distance learning. Pasifika and other communities will face similar resource constraints and there will be particular issues for other learners in terms of the need for assistive technologies and other additional supports.
43. In order to implement this new expectation from next year, we need to consider the funding and resourcing implications including staffing and the cost of resource development at the local level. We will not have the resources to ensure all needs are met. Therefore, attempting to meet students' needs for digital devices and connectivity will require additional funding and will take time to implement.

44. We will provide further policy advice about school resourcing issues before the end of the year.
45. We are seeking your direction about how strong this expectation needs to be, given both the costs and practical implications for education services of giving effect to it.

### Further policy decisions

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46. Further policy decisions are needed to address the specific requirements for operating under the CPF and Red level in particular. **These decisions are set out for your consideration in Annex 1.**
47. The settings currently in place under Alert Level 3 (with some exceptions for early learning and tertiary) are consistent with the health requirements under Red level. This provides the sector with a high degree of operational certainty which will be welcomed by the sector.
48. These decisions will be given effect as necessary through Public Health Orders, the powers of the Secretary for Education to give directions relating to the operation, control or management of education entities and students, or through guidance to the sector.

### Financial Implications

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49. We will provide further advice about the need for resources/funding for entities where requirements place additional burdens on them. For example, the shift in responsibility for continuity of delivery in distance learning modes to the local provider level will place demands on those providers capacity and resourcing levels, including staffing levels potentially.

### Treaty of Waitangi analysis

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50. The Government has Kāwanatanga and Ōritetanga responsibilities to support health and socio-economic outcomes for Māori. Iwi and Māori organisations have played a significant role in supporting Māori through COVID-19 lockdowns and in encouraging and administering vaccination. As Māori still have lower vaccination rates, they will be at greater risk of transmission as a result of the increased flexibility under the CPF. The health measures we implement in early childhood services, schools and tertiary settings must be operationalised effectively in order to mitigate this risk.
51. Māori have been disproportionately negatively affected by prolonged disconnection from education services and the disruption caused by Alert levels 3 and 4. Evidence indicates that Māori students experience additional challenges learning during lockdowns and in online learning environments. Access to devices and connectivity continue to be reported as issues.
52. The CPF is intended to enable more children and students to remain in early childhood services and schools while still managing the health risks this poses for ākonga and whānau. Implementing the CPF should be approached in ways that support Iwi and Māori to continue to exercise agency and authority over how Māori are supported to become vaccinated and return to education settings. As part of this approach, the Ministry ensures resources are also developed in Te Reo and reflect Te Ao Māori.



## Next Steps

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53. Following your decisions on this paper we will prepare a paper for consideration by Cabinet on 22 November seeking approval of final operational policy decisions including authorisation for you/Ministers to issue drafting instructions.

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## Annex

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Annex 1: Detailed decisions across the framework for licensed early childhood services and registered schools and tertiary providers

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# Annex 1 - Detailed decisions across the framework for licensed early learning services, registered schools and tertiary providers

Policy topic	Policy setting	Decision
Vaccination mandate applied	<p><b>Green/Orange/Red</b></p> <p>Transition to full vaccination requirement for education workers by 1 January 2022. After 1 January, no staff are allowed on site unless fully vaccinated or have a valid exemption.</p> <p>Ministers with Power to Act agreed to permit TEOs to open at Red with a vaccination requirement for onsite delivery [DPMC-2021/22-621]. We recommend that this requirement will not take effect until 1 January 2022.</p>	<p><b>Agree / Disagree</b></p> <p><b>Agree / Disagree</b></p>
CVC requirements for tertiary	<p><b>Red</b></p> <p>To effectively operationalise CVC requirements in a TEO setting, TEOs can meet CVC requirements by collecting and holding valid student CVC information, and taking reasonable steps to ensure that the only people who enter their "premises" are those who can produce evidence of CVC compliance.</p> <p>The "premises" to which CVC requirements apply in tertiary education at Red will include teaching, learning, and research spaces, student support and advisory services (excluding health services covered by the prohibition), and any other on-campus indoor spaces not otherwise specified in the COVID-19 Protection Framework.</p>	<b>Agree / Disagree</b>
Tertiary student accommodation	Vaccination requirements at Red Level will not extend to tertiary students and staff residing at student accommodation as it is not feasible to put this restriction in place in a residential environment.	noted

Continuity of provision	<p><b>Green/Orange/Red</b></p> <p>All education providers remain open for face-to-face learning</p> <p><b>Red</b></p> <p>All education providers remain open for learning for at least some elements of face-to-face learning at all levels of the framework with public health measures in place.</p> <p>Providers will have a large degree of autonomy to determine which health and safety measures they apply at each level of the CPF based on their own circumstances.</p> <p>There is a clear expectation that the balance of responsibility for the preparation and distribution of learning packs for distance delivery learning shifts from the centre to entities.</p> <p>TEO's are expected to be open with public health measures in place (vaccination required for everyone on-site at Red). In practice we would expect at Red they are likely not to run large classes, but we would expect them to be open for practical courses and to operate smaller classes.</p>	<p><b>Agree / Disagree</b></p> <p>My agreement to this is subject to the condition noted above</p> <p><b>Agree / Disagree</b></p>
Crossing boundaries	<p><b>Green/Orange/Red</b></p> <p>No restrictions are placed on children, students, parents/caregivers or staff (including relievers and Ministry staff) that prevents them from crossing CPF boundaries to access education providers.</p> <p>All vaccinated staff, including relievers are able to move between early learning centres and schools and between CPF zones.</p> <p>Advice will remind staff and learners crossing between zones to take appropriate precautions in line with the expectations for the CPF zone they are in.</p>	<p><b>Agree / Disagree</b></p>



Children and students moving between early learning services or schools	<p><b>Green/Orange</b> Children can attend more than one ECE service, and school students can move between schools, including when they cross CPF boundaries to do so.</p> <p><b>Red</b> Children should be limited to attending one ECE service only to limit the risk of transmission. This will enable services to maximise capacity for a set number of children, recognising that parents will need to reassess the attendance arrangements for the children and how that can meet other needs such as going to work.</p> <p>School students are able to move between schools, but will be considered visitors in the setting that is not the one they normally attend as part of their education programme. This means those visiting students will have to meet the public health requirements such as maintaining social distancing and wearing face-coverings.</p>	<p><b>Agree / Disagree</b></p> <p><b>Agree / Disagree</b></p>
Responsibility for managing COVID-19 cases that occur in the education entity	<p><b>Green/Orange/Red</b> Entities to maintain registers of vaccination status of staff only (because the status of students is no longer needed by the Ministry of Health for contact tracing), identify close contacts on site and provide continuity of learning programmes during isolation.</p>	<p><b>Agree / Disagree</b></p> <p><b>Agree / Disagree</b></p>
Use of face-coverings in early learning and schooling	<p><b>Green/Orange/Red</b> Students aged 12 and over are expected to wear face coverings on school transport, to align with the requirement to wear face coverings when on public transport.</p> <p><b>Red</b> Face coverings are to be worn indoors by adults and students at years 4 and upwards, including in TEOs.</p> <p>For licensed early learning services, face coverings for parents/caregivers are required at pick-up and drop-off. Parents and visitors are to wear face coverings when on-site e.g. to settle their child.</p>	<p><b>Agree / Disagree</b></p> <p><b>Agree / Disagree</b></p>

Limiting attendance in early learning services	<p><b>Green/Orange</b> n/a</p> <p><b>Red</b> Bubbles will no longer be used. Services will be able to make choices about their capacity to manage attendance. People who can supervise their children at home should do so, rather than limiting attendance by restricting capacity levels.</p> <p>This will reduce the risk of closure of services that are critical to the network and helps reduce the impact on children that most need to attend.</p>	<b>Agree / Disagree</b>
On-site and offsite learning in schools	<p><b>Green/Orange/Red</b> Schools with students in years 0 to 8 are able to provide onsite, face-to-face learning for these students, with the numbers attending each day limited through part-time attendance so as to manage the risk of transmission (CAB-21-MIN-0462).</p> <p>Because of the additional protection offered through vaccination this does not apply for students in years 9-13.</p>	<b>Agree / Disagree</b>
Operation of certified Playgroups – certified Playgroups are not currently able to operate at AL3, adults are not required to be vaccinated under the vaccination mandate	<p><b>Green/Orange/Red</b> We consider that certified Playgroups cannot operate in a socially distanced way. This means that certified playgroups would either need to use CVCs at all levels within the CPF or not operate.</p> <p>We recommend that certified playgroups be included as Close Contact Businesses (CCB) under the CPF. This would mean:</p> <ul style="list-style-type: none"> <li>c) playgroups using CVCs would be able to operate at green, orange and red levels of the framework.</li> <li>d) playgroups choosing not to use CVCs, would be unable to operate at orange and Red levels, and at green, face coverings and distancing requirements would apply</li> </ul>	<b>Agree / Disagree</b>
Secondary-tertiary and workplace-based programmes	<p><b>Green/Orange/Red</b> School students will be exempt from CVC requirements when accessing their learning in tertiary settings. However, school students will not be exempt in other non-school settings, such as for work-place based Gateway programmes. School students must be made aware of different requirements operating across delivery sites and supported at the local level to meet requirements if they want to take part in those programmes.</p>	<b>Agree / Disagree</b>

Off-site activities	Green/Orange n/a	
	Red Aligned to the general principle at Red - movement permitted but should be minimised and protections managed at local levels, including meeting public health requirements	Agree / Disagree
Ventilation guidelines	Green/Orange/Red We will be clear on the protective contribution of ventilation and what this will mean for schools and ECE services in the warmer months and in the upcoming cooler months. This is about providing reassurance that we are aware of the issues and sharing practices for managing ventilation. As good ventilation is a basic protection, we anticipate the recommended practices will be consistent at all traffic light levels.	noted
Expectations re supporting learning from home during quarantining	We will signal a clear expectation that the balance of responsibility for distance delivery learning shifts from the centre to entities and the Ministry is considering other potential supports that could be resourced at a national level and delivered locally for learners off-site for prolonged periods, such as learning at Te Aho o Te Kura Pounamu or through the Virtual Learning Networks.	noted