



SRSD

**Guidelines for
Cautionary Yellow
September 2021**

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Overview

Seine River School Division is proud of the work of our staff, students and communities as we have faced the Covid-19 challenge over the past 18 months. We are excited about fully resuming in person learning for all of our students and recognize that we need to be able to adapt and change to protect the safety, well-being and learning environments of our students and staff.

Our collective efforts continue to be needed as we follow Public Health orders and resume classes in the fall. This document summarizes our Cautionary Yellow plan for the 2021-2022 school year. We also recognize that plans will change pending health circumstances and public health orders.

Our Cautionary Yellow Plan has been developed to ensure that staff and students can easily adapt to changing protocols as directed by Public Health.

Our guiding principles are as follows:

Continue to follow public health guidance for health and safety measures in schools.

Provide opportunities and supports to ensure that the mental health and well-being of students remains a high priority.

Assess the learning needs of all students and work diligently to provide rich learning experiences that accelerates student growth. Schools will plan as much as reasonably possible to seat students with 1 metre spacing where possible.

Provide a strong collaborative learning environment for staff to continue to grow and respond to the learning needs of students.

Encourage and support families to follow health guidelines such as; mask wearing, vaccination promotion and to regularly communicate with schools.

Our Division Priorities remain:

1. Expand evidence-based decisions that support excellence and innovative practices focusing on literacy and numeracy
2. Strengthen all arts programs: visual, dance, music and drama
3. Enhance students' emotional, cognitive, physical & social well-being
4. Enrich early childhood education

General Public Health Measures (from Manitoba Education, Restoring Safe Schools Planning Guide)

- Staff and students will continue to follow the fundamentals (self-screening, hand hygiene and staying home when sick).
- Cohorts will be used for Kindergarten to Grade 6 to reduce the potential exposure in students not yet eligible for vaccination. There is the potential to move away from cohorts as the year progresses.

- Masks are required for all students, staff and visitors. Public health officials will continue to monitor closely and will adjust guidance as needed. Masks and personal protective equipment will be available to schools for use.
- Schools should encourage physical distancing to the greatest extent possible. Schools will manage the flow of people in common areas, including hallways and washrooms, to minimize crowding and allow for the ease of people passing through. Schools will continue the practice of staggered entrance and exit times, or use separate entrances (if feasible).
- Cleaning and disinfecting will focus on high-touch surfaces and common areas but frequency can return to normal practices. Washrooms are the exception as they require more intensive cleaning. These facilities should also be used in a staggered manner.
- Schools will continue to implement non touch water drinking practices. Water bottle filling stations will continue to be utilized.
- Sharing toys, manipulatives and shared play stations is permitted, provided good hand hygiene is practiced before and after use.
- Schools will continue the practice of hand hygiene stations at the entrance and exit of school facilities and classrooms.
- School transportation will return to pre-COVID policies and practices with some additional cleaning requirements. Assigned seating will continue. Mask use will follow public health recommendations and orders at the time.
- Extra-curricular activities and field trips are permitted in accordance with public health guidance and orders, with the exception of overnight trips. This exception is subject to change to follow public health recommendations and orders at the time.
- Wind instruments and indoor singing are allowed, while ensuring adequate ventilation and encouraging physical distancing where possible. Instruments, including accessories (e.g. drum sticks, mallets) should not be shared, except for equity of access purposes. If sharing, instruments and accessories will be cleaned and disinfected between users.
- Type and size of gatherings and assemblies will align with public health recommendations and orders for indoor gatherings at the time. Smaller grade specific or cohorted assemblies are recommended.
- Visitors and community use of schools will be permitted for activities allowed by public health recommendations and orders.
- School and classroom libraries are open for use. Ensure good hand hygiene before and after use.
- Schools will focus on maintaining ventilation and continue to ensure all mechanical heating, ventilation and air conditioning (HVAC) systems are working properly, while opening windows when weather permits. Provincial guidance on ventilation will be followed.
- The use of outdoor space for in-class learning is encouraged, weather permitting.

Public Health Mandates:

Due to increasing concern regarding the fourth wave of COVID-19, public health is taking additional steps to ensure the protection of front-line public sector workers and their clients in high-risk settings. These include:

- **Mandatory Mask wearing requirement for all staff and students in K-12 education system.**
- Staff working between cohorts are required to wear medical masks
- The order also requires **regular COVID-19 tests at specific intervals for unvaccinated employees.** (note: at this point it was determined that medical exemptions are not warranted for COVID-19 vaccine) See the following link for updates to Manitoba Education's re-opening plan and health order requirements as it pertains to schools. <http://www.edu.gov.mb.ca/k12/covid/index.html>

The division will continue to monitor and implement changes as required by Public Health Orders and Manitoba Education's expectations.

Our Core Principles for learning

Our core principles for learning:

1. Weekly learning Plans must be coherent and curriculum-based, and focus on foundational learning that is important for the next level of learning. Weekly plans must be posted online for students and families.
2. Instruction and learning tasks must be meaningful, manageable in a learning context, and accessible for all students.
3. Communication must be regular, foster positive relationships, and provide regular feedback on progress to students and parents.
4. Assessment needs to be meaningful and reasonable within the learning at home/school context.
5. Use of assessments to develop classroom and school-wide learning plans that supports students re-establish learning expectations that were impacted by Covid-19.

Students with Immunocompromised Concerns

Once again students with immunocompromised students will be given the option of remote learning. Parents will be able to apply through their local school principal and students will be receiving education from the Manitoba Remote Learning Center.

Weekly Learning Plans

- Must be coherent and curriculum-based, focused on foundational learning
- **Plan with colleagues**, so that learning is similar across same grades and courses.
- **The weekly plan must be provided to students/parents.** Plan meaningful learning using a weekly plan, based on foundational curriculum learning outcomes that are important for the next level of learning. The learning intention and success criteria for foundational learning need to be clearly outlined for students/parents. The K-8 weekly plan should provide suggestions for optional extended learning, including for physical activity, music & art.
- Plan for a **regular number of hours of learning** per week, appropriate to the age group
 - Some students may require additional 1:1 or small group intervention, or time to complete assignments and practice tasks.
- All students need to have access to learning and school teams will need to make plans for the different challenges associated with individual families.
- Teachers will need to develop plans and develop school protocols for giving feedback to students. Teachers will need to track and document student feedback in particular for students who are less engaged in the learning.

French Immersion:

- Weekly plan should integrate, scaffold and develop language outcomes and content outcome learning coherently across the week.
- Opportunities for oral French activities connected to experiences and learning tasks are essential as we return to in-person instruction.
- Have a language intention for the week. Plan using a big question and learning intention for language learning (e.g. development of developmentally appropriate oral or written language) in addition to content learning.
- Plan to offer as much practice as possible for French reading or speaking sessions utilizing all available resources.

Instruction and Learning Tasks

- Must be meaningful, manageable in a school context (for students who are home ill or self-isolating, then activities must be in a manner that takes into account home learning), and accessible for all students.
- (for students who are home ill or self-isolating) Learning tasks should be developed to support curriculum outcomes, make relevant connections to student interests and lives, and use common household materials. Tasks should be possible to demonstrate or submit online as much as possible. We are limiting our applications used, so that we can focus our teacher training, group collaboration, and minimize challenges for families trying to access multiple applications. Learning materials and activities will not occur on social media platforms or through personal social media accounts. Where learning tasks are not possible to be adapted to a home environment students will receive additional supports once they return to their regular class schedule.
- **Use division-supported platforms, such as Teams, Flipgrid, Office 365 (OneDrive, Word, etc.)** for posting student learning materials, classroom discussions, collecting

student work, and one to one and small group communication. Teams will also be used for staff planning and meetings.

- **Ensure that all students are familiar with online tool usage and understand how they can continue working when remaining at home. It is possible that we could be moving schools into restricted level orange or critical red and students need to be able to smoothly transition to blended or remote learning.**
- Plan for **additional optional learning and social opportunities** that students may choose to engage in (e.g. extension learning, additional online discussions, optional K-8 art/PE/Music activities, online events, etc.) as we work to ensure the health and well-being of students.
- When Online materials are used they should be easily accessible, free, and not require parents to print out materials. **Plan for opportunities where printing isn't necessary (students should not have to print lots of materials at home).**
- It is very important to remember the gradual release model when instructing, especially the modelling stage and the teacher providing a think aloud as they are modelling.

French Immersion:

- Activities should be connected. Planning should provide a connected theme, question, inquiry or focus that integrates language instruction and practice, and content learning.
- Consider student's ability to understand unfamiliar accents and level of language used (vocabulary) in resources sent home. Students will understand their own teacher or staff member's accent more easily in a recording and vocabulary chosen is important.
- Consider how children learn language developmentally (e.g. songs, rhymes, poems) and include them in the learning. Participating in meaningful language exchanges is more important than independent listening exercises.
- Teachers need to model the language expected, teach common phrases that students will need to be able to understand and converse, and provide scaffolds for vocabulary they may need to converse with each other on a topic.
- Plan **French Immersion language instruction**, as well as informal opportunities, to speak in French, individually and in small groups with an adult, on a regular basis.

Students with special learning plans require continued adapted, modified or individual programming and support. School teams, including the classroom teacher, need to determine a central person for communication with the family, and how to address individual student needs and supports. Regular adult check-ins, instruction, and support need to be scheduled. Students who have literacy support plans (Reading Recovery, Levelled Literacy Intervention) require support. Any changes to learning plans must be communicated to parents and documented. Programming must ensure it is inclusive and not an exclusive program. Classroom teachers need to keep students with special learning plans included socially with their peers.

Students who are not engaging in learning opportunities require multiple efforts by the teacher and school team to contact parents and determine and address possible obstacles

to engagement for learning. Identify a staff member who has a positive connection with the student or parents, to work with them on a plan for re-engagement.

Communication

Communication must be regular, foster positive relationships and provide regular feedback on progress to students and parents. In the event of remote learning, communication must include: providing a weekly plan for learning, offering scheduled live sessions on Teams to address any questions or clarifications, and small group or 1:1 opportunities for students to connect with staff throughout the week. Contact parents early, if students are not engaging or are struggling in either in-person or remote situations.

- **Coordinate communication** with parents, so that parents and students are not overwhelmed with work and communication from a number of teachers.
- **Connect with all learners on a regular basis** through group, small group and individual contact. Contact parents and your school team, if students are not engaging.
- **Ensure that every effort is made to keep connected and engage all students.** This may require a team approach with student services, clinicians, and creative approaches to addressing student learning needs at home.
- **Share with your school team/administrator a summary of any students who are not engaging by the end of each week,** and steps you have taken to communicate with the student and their parents, so that you and your school team can determine next steps.

French Immersion:

- It is an expectation that students have the opportunity to speak regularly with their teacher and other adults each week. This includes spontaneous informal conversations in French as well as structured opportunities. It is expected that the teacher and child are speaking in French as language of instruction and conversation. Clarifications for parents may be done in English outside of instruction time.
- Conversations between teacher and student need to be in French (whether it's through writing or speaking as an expectation) except during English instruction.

Assessments

Assessments need to be meaningful and reasonable and used to develop next steps for learning. Teachers will use a variety of observations for in-person and may continue to include student online responses (verbal and written) to assess understanding, and provide the student with feedback, in addition to a limited number of written products. For most courses, assessment will include observations and classroom discussions, comments that may be required to be submitted, and any work that will be submitted via Office365 or in paper format. All students will have multiple opportunities to improve their final grade and demonstrate their achievements.

French Immersion

- Learning should be focussed on instruction, scaffolded practice and descriptive feedback. Weekly learning should not be focussed on a collection of tasks or marks.
- Attempts should be made to assess French language and content learning through observation, conversations and short in person or online submissions (videotape, short written responses written while a part of group or individual conversations) and providing descriptive feedback. Schedule small groups for easier documentation of responses and observations.

“Recovery Work Required” Designation

Under the current circumstances, we are expecting that students may return to school with a wider than usual range of learning gaps and needs. Any need for additional recovery programming was noted on individual report cards in June, through teacher comments. In September, as at the start of every school year, teachers will begin by building community and relationships, and using assessment processes to determine the learning strengths and needs of each student. Teachers will build in review and recovery as part of whole class and small group instruction. Some students who have missed key foundational concepts may be required to work with staff and parents to develop a recovery plan to address learning gaps and prepare for the next level of curricular outcomes. See the provincial documents for more information on recovery learning.

As part of the school profile, schools will make plans for accelerating learning for students most affected by COVID-19.

High School Assessment

High school students will have scheduled exams and grade 12 provincial assessments are discontinued for the 2021-2022 school year. High School Math teachers will work together to develop a Seine River School Division exam response plan to ensure consistency and our continued high standards of learning. Any culminating task needs to be appropriate for a learning and accessible for all students, whether online or learning through print packages. It will be critical to support our grade 12 students to prepare them for post-secondary learning and ensure they have the skills and knowledge to be successful. Additional supports and time will be needed for our high school students to fill in any gaps that have occurred because of blended learning.

Strong Beginnings/Bon Depart:

In response to the changing demands on our students and staff Seine River School Division will continue with Strong Beginnings/Bon Depart for K-8 students. This year students will come to school for one full day of assessment and learning tasks to assist teachers in identifying individual needs. Each classroom will schedule half their class to attend on either Friday, September 24 or Monday, September 27. Students will be assessed in:

- Reading
- Writing
- Numeracy

A divisional team will develop recommendations to streamline common assessments to guide learning plans for students. This will also assist schools with accelerating recovery learning plans. This will be updated in early September.

We believe this flexibility will assist schools in making learning plans for the school year and will be a lot easier for parents to manage scheduling. Bussing transportation will be provided.

Instruction when students are ill or self-isolating and working from home

Throughout the school year it is anticipated that absenteeism due to illness or requirements to self-isolate will have many students learning from home at times. To ensure that the transition to learning from home and returning to school, teachers need to, where possible:

- Post weekly learning plans online for student access
- Students are expected to complete the regular 5.5 hours of classroom instruction while at home (with reasonable expectations depending on age and ability)
- Students are expected to check in while working remotely, unless illness prevents them from completing work
- Teachers may record small direct instruction in the classroom for students to have access to at home and where not possible provide additional support to students upon their return to school. This could be done as part of their regular instruction to students in class and should not be extra video production.
- Teachers or Educational Assistants (if directed by the teacher) will check in with students learning at home either online or by phone if absent for more than two days.

Students and Staff who are ill or symptomatic

Any staff or student who has symptoms or is ill will follow stay at home expectations that we used during the previous school year.

Excess Furniture and Soft Items

Schools will continue to have the minimum furniture in designated classrooms to minimize cleaning requirements and allow greater flexibility and ease if schools need to move into Restricted Orange or Critical Red. Carpets and soft items should not be returned to classrooms but this will continually be re-evaluated during the school year.

Principals

It is an expectation that principals will be part of classroom teams, observing conferences and instruction, and developing and reviewing weekly plans with teachers to ensure that student learning and accelerated progress is achieved. Principals will be conferencing and providing feedback to teachers on a regular basis.

Schools need to continue to make efforts to ensure as much physical distancing as possible (1 metre if possible) and to respond to classroom needs. Individual schools will have plans for use of space to maintain the 1 or 2 m spacing with blended learning options made available to grade

7 - 12 students where physical spacing is not possible if directed by Public Health. Plans to be submitted to the Divisional Principal of Operations:

- The division will maintain a data base of students with and without connectivity at home.

For more information:

The guidelines in this document provide further clarification from provincial directives. See also the Manitoba Education documents that outline provincial guidelines for learning:

- Restoring Safe Schools: Planning Guide 2021-2022 School Year
https://manitoba.ca/asset_library/en/covid/k12-guidelines-aug2021.pdf
- Restoring Safe Schools: A Guide for Parents and Caregivers
https://manitoba.ca/asset_library/en/covid/k12-GuideForParents-aug2021.pdf
- Protecting Manitobans: Restoring Safe Schools
<https://www.edu.gov.mb.ca/k12/covid/index.html>

Visitors, Community Use of Schools

Seine River School Division believes strongly in opening our schools to the community. Our current plan will continue to evolve with changing conditions.

Visitors and community use of schools will be permitted with the following conditions:

- Visitors shall schedule visits to the greatest extent possible
- **Visitors will be required to wear masks while visiting the school** unless they have a mask exemption
- Visitors will be required to complete the self-screening tool before entering the school
- Visitors will sign in upon entry of the school and access to classrooms and other parts of the school will only be permitted if necessary.
- Community use of schools will be permitted provided appropriate staff is available and users follow all Public Health Guidelines. We recognize that changing conditions might warrant the cancelling of community use of schools.

School Events with Parents/Community

Schools will be permitted to have indoor events such as Parent/Teacher events. Schools will continue to monitor traffic flow and any events will require scheduled visits as much as reasonably possible to minimize contact. We will continue to review these parameters and make necessary changes throughout the fall.

Outdoor events will not require scheduled visits but must follow Public Health Orders.

Canteen/Hot Lunch/Breakfast for Learning

Breakfast for learning programs will continue utilizing public health recommendations.

CANTEEN services and hot lunches will be suspended until October 31 and re-evaluated at that time. Exceptions might be made in specific circumstances with divisional approval.

Extra-Curricular Programs

The division is planning on allowing extra-curricular activities to return to normal activities under current Public Health Orders. Programs and expectations will continue to change and be developed with our physical education staff and existing requirements.

Public Health Fundamentals

All students and staff will be required to wear masks, unless they have a medical exemption, as per public health guidance. We ask staff and parents to recognize that public health orders can change suddenly, and we ask all staff and students to wear a mask when physical distancing cannot be maintained.

Students and staff will continue to follow hand hygiene and respiratory etiquette.
(www.gov.mb.ca/covid19/fundamentals/focus-on-the-fundamentals.html)

Schools will continue with their designated entrance and exits for students and expect parents to self screen their children before sending them to school each day.
(<https://sharedhealthmb.ca/covid10/screening-tool.html>)

Schools will require students or staff who are exhibiting symptoms to stay home and encourage them to seek testing and follow all public health expectations.
(<https://maniotba.ca/covid10/fundamentals/self-isolation.html>)

The Division will continue to monitor and update changes in divisional practices regarding public health.

Shared Spaces

Sensory Room and Equipment Guidelines

Good hand hygiene will allow us to use spaces more readily and will be an expectation for all staff and students.

Classroom sensory tools

- needs to be individualized (i.e. name taped onto chair or fidget tools/weighted lap lizard in a personalized bin) and sanitized regularly

Bikes and Wagons

- shared equipment must be sanitized following the use of the equipment

Sensory room

- schedule is based on students' home classroom (i.e. students from the same cohort/classroom should be scheduled back to back)
- sensory equipment, when possible should be sanitized before students from another classroom are scheduled
- consider using a cleaning schedule in room for visual reference

- follow cleaning protocol indicated for classrooms
- consider utilizing other suitable environments for movement breaks, i.e. classroom, outside, hallways (when appropriate)
- soft surfaces or porous type equipment should be removed where possible; or consider having additional individual bins for students who may require using these types of equipment (i.e. tunnel, plush toys, blankets, lycra body socks, weighed equipment, tent, bean bag, peapod, foam mats)
- should a student require a “drop in” to the sensory room outside of their classroom scheduled time, it is the adult’s responsibility to sanitize shared equipment according to the guidelines

Chewlery & Ezy vibe

- must be stored in between use in a sealed bag or container
- wash regularly
- needs to be individualized

Consult your divisional occupational therapist if you have further questions.

Interventions

Reading Recovery Implementation Plan- 2021-2022

For the 2021-2022 school year, each school who has a Reading Recovery teacher will only pick up 4 students at the beginning of the year. We may increase this over the course of the year but want to ensure that we can provide quality service and know that schools will require flexibility more so this year than any other. This will also give each reading recovery teacher the flexibility to ensure that our reading recovery is protected and our teachers are able to provide the required lessons in order to see acceleration by doubling up lessons when needed. We need to ensure that reading recovery is in addition to strong classroom instruction and that each child is also seen directly by the classroom teacher.

The reading recovery teachers’ roles will be as follows:

- .5 will be used to support students selected for reading recovery following the guidelines set out by their reading recovery teacher leader. This will be shared with all reading recovery teachers prior to commencing lessons. This will look similar to prior years.
- Reading recovery teachers will need to have some flexibility in planning their delivery of instruction to ensure that students are still receiving five lessons per week. This may mean doubling up on lessons if they are unable to provide lessons daily.
- Reading recovery teachers intervention time with students is protected. It is essential that students receive a minimum of four lessons per week. Research indicates that this is necessary if the intervention plan is to be effective.
- Classroom teachers are expected to understand the learning strategies and plans that the reading recovery teacher is using with students and supporting those practices with students in the regular classroom.
- Reading Recovery Students are expected to get direct instruction from the classroom teacher as well as if they were not in reading recovery. Reading recovery does not replace individual classroom instruction.

Schools Reading Recovery Plans must include the following:

- Each school team will design this approach in various ways, depending on needs of each school. We encourage each reading recovery teacher to be assigned to work with a grade grouping.
- Classroom timetables will need to be flexible to ensure that the time that the reading recovery teacher is in the classroom we are working directly with students and the teacher. Reading Recovery Students must not have lessons scheduled during regular literacy programming in the classroom.

Frequently Asked Questions

Note: For students attending the Manitoba Rural Learning Center, clinical services will be arranged through the Center. And the following applies to all clinical services:

Staff will continue to identify levels of risk when working with students in close proximity following guidelines from health. Based upon the level of risk (low, medium or high) staff will be expected to use the appropriate PPE equipment. This will continue to be re-evaluated based upon Public Health Guidance.

For Kindergarten/Maternelle/Kids at Play

1. What does a day in a Kindergarten/Maternelle/KAP look like for my child due to the current circumstances?

- Yes, Kindergarten/Maternelle/KAP will continue to be a joyful introduction to school.
- We will continue to offer developmentally appropriate learning experiences through purposeful play and authentic literacy and numeracy experiences that also support social interactions, community building, and children's growing ability to regulate emotions and behaviours.

2. Will my child share materials with other children during the school day?

- Yes, materials will be shared only with other children within the same class.
- Children will share materials within the learning centres such as blocks, kitchen play materials, art materials, games and books, etc. However, each child will have their own personal materials such as pencils, markers, scissors, glue that will not be shared with other children. These materials will be used in both Kindergarten/Maternelle/KAP.

3. Have the routines and classroom environment been adapted in my child's classroom?

- Yes, teachers have assessed classroom layout, the shared spaces and structures within the classroom and the play centres and materials that are usually made available.
- Materials have been removed that are harder to clean and sanitize, such as plush toys, dress-up clothes and soft dolls.
- Visual cues/prompts are being used to support physically distancing within the classroom.
- Hand hygiene is integrated into daily routines. This has allowed us to use shared items such as sand tables, water tables and other items.

4. **Will the play materials in my child's classroom be cleaned regularly?**
 - Yes, all shared play materials will be cleaned and sanitized on a daily basis.
5. **Will my child's school continue to offer snack in our Kids at Play programs?**
 - Yes, snack will continue to be offered in our KAP programs and will be prepared and served in individual portions by instructors of the program.

For Psychology

1. **What if I think my child needs an assessment or support from the school psychologist?**
 - First, contact your child's classroom teacher and resource teacher to determine if a referral to school psychology is warranted.
2. **My child was receiving school psychology support last year, will he/she receive support this year?**
 - Yes, students who were receiving support from the school psychologist last year, and who still require support will continue to do so.
3. **Which precautions will be in place for safety?**
 - Divisional safety protocols, following Department of Health and Education guidelines will be in place (see Seine River School Division Covid-19 Response Plan, Aug 25, 2021)
 - If your child is working one to one with the school psychologists PPE will be strongly recommended.
4. **What can I expect one to one session to look like?**
 - The school psychologist will be following basic handwashing and cleaning guidelines.
 - School psychologist will be wearing face masks to conduct services. Students from Grade 4-12 will be encouraged to wear a face mask.
 - Social distancing guidelines will be respected when possible; however, if completing an assessment social distancing may not be possible, therefore we will implement the previous stated safety guidelines.
5. **Where will the school psychology services take place?**
 - Therapy will be delivered in a designated room in the school.
6. **What would happen if I decided to decline school psychology services at this time?**
 - That decision would be respected and the student would be closed to school psychology or placed on Monitor status. This decision will be made on a case by case basis. Please contact your school support team for more information.
7. **Who can I contact to discuss school psychology questions?**

You can contact the school psychologist assigned to your child's school:

 - Harriet Winterflood: LSS, IDC, DTS, CLC 204-878-5225
 - Scott Smith: SAE, SAS, RCH, ESAI 204-878-5226

- Amy Vanderhooft: ELI, ARB 204-878-5262
- Quinn Senkow-North: ESNI, PLS, LBC, CSNC, SAS 204-878-5227

For Occupational Therapy/Physio Therapy

- 1. My child was receiving Occupational Therapy (OT)/ Physiotherapy (PT) services last year, will s/he be receiving services again this year?**
 - Yes. Those students who still need these services will continue with services.
- 2. What does occupational/physio therapy services look like this year?**
 - These services will continue to be on a consultative basis which is based on a child's school-based needs and will return to normal practices with additional safety precautions.
- 3. What types of personal protective equipment will my child need to wear during the OT/PT visit?**
 - Masks are mandatory, unless there is an exemption, for all students grades K-12.
- 4. What types of personal protective equipment will my OT/PT be wearing with my child?**
 - OT's may be wearing a mask and may wear a protective face shield. OT's will ensure to follow routine cleaning guidelines and health practices such as physical distancing and hand hygiene.
- 5. What precautions are in place if my child is using the sensory room or requires movement breaks?**
 - Sensory room visits will be scheduled for individualized students and cleaned in accordance to the Seine River School Division Covid-19 Response Plan. Movement breaks can be considered in classrooms, hallways or outdoor spaces. Divisional safety protocols, following Department of Health and Education guidelines, will be in place (see Seine River School Division Covid-19 Response Plan, August 25, 2020).
- 6. What if my child uses clinical therapy equipment or technology in school?**
 - All equipment will be individualized to the student when possible. Any shared equipment will be sanitized on a regular basis.
- 7. What if my child uses sensory tools in the classroom? (i.e. fidget tools, chewlery, weighted lap pads)**
 - School teams can ask for individualized materials to be provided to a student to minimize shared materials. Sensory tools should be labeled for each student and kept in individualized containers. Divisional safety protocols, following Department of Health and Education guidelines, will be in place (see Seine River School Division Covid-19 Response Plan, August 25, 2020).
- 8. What would happen if I decline occupational/physio therapy services at this time?**

- The decision would be respected. The student would be discharged at this time. If required, the student could be re-referred at a future date.
- 9. If my child qualifies for remote learning due to a medical condition, does my child qualify for OT/PT services through the school division?**
- Yes. Please contact your resource teacher to discuss programming and supports needed. It is our understanding that the Manitoba Remote Learning Center will be providing these services.
- 10. Who can I contact to discuss to occupational therapy questions?**
- You can contact the Occupational Therapist assigned to your child's school:
- Dianne Bulloch: La Salle School, Parc La Salle School, La Barriere Crossing, Ecole St. Norbert Immersion, College St. Norbert Collegiate dianne.bulloch@srsd.ca (204) 878-5223
 - Sheri Dinnin: Arborgate School, Richer School, St. Anne Elementary, Ecole St. Anne Immersion, St. Anne Collegiate sheri.dinnin@srsd.ca (204) 878-5224
 - Carly Gacek: Dawson Trail School, Ecole Lorette Immersion, College Lorette Collegiate, Ecole Ile-Des-Chene School, Ecole St. Adolphe School carly.gacek@srsd.ca (204) 878-5276

For Apprenticeship/Work Experience

- 1. Are students able to participate in and earn credits in the Highschool Apprenticeship Program (HSAP) and Work Experience Programs?**
- Yes, currently students can still participate and earn credits in the HSAP and Work Experience Programs. At those placements they are expected to follow the health guideline outlined for their Industry or Business Sector..
(<https://manitoba.ca/covid19/restoring/industry-sectors.html>)
(<https://manitoba.ca/covid19/restoring/guidance.html#precautions>)
- 2. Will schools still be transporting students to work experience placements and if so what precautions will be taken?**
- Yes, students will still be transported to work experience placements by private vehicle or bus and during those times will have to follow the guidelines for transportation of students.
(https://www.edu.gov.mb.ca/k12/covid/docs/guides_trans_schools_en.pdf)
- 3. What happens if my young person's work experience placement is not accepting students/no longer available?**
- The school Student Support Teacher will discuss viable alternatives with the student and their support network to decide on a replacement activity at the school or different work location that will continue to grow the student's skill set.

For School Libraries

- 1. Will the school library be available and open to students and staff?**

- Yes, our libraries will re-open to regular routines with minor modifications to their environment to ensure social distancing to the greatest extent possible. Like all areas of the school, high touch areas will be cleaned and disinfected on a regular schedule.
- 2. Will students be able to check out books to take with them?**
- Yes, students will be able to check out books to take with them. When books are returned, they will sit in a “returned” book for a minimum of 24 hours. After that period, they will be returned to circulation.
- 3. What will the book “check out” process look like?**
- Library check-out processes will return to normal.
- 4. Will students be able to walk around freely to touch all the books?**
- The set up will vary from library to library but students will be able to access the library like they have in the past. The school will continue to encourage distancing as much as possible and will respect cohort rules for K-6. Students and staff will always have the option to speak to the librarian about a specific book if they wanted help to find one.

For Music/Band and Physical Education

- 1. Will SRSD offer Music/Band and PE classes this year?**
- Yes, these programs will continue in SRSD. These specialist teachers will meet in the fall to plan and share ideas together to ensure their strong programs continue no matter what challenges the guidelines have placed on them. SRSD is committed to providing students with Art and activities options as we believe these are more critical than ever for our student’s physical and mental health. Our teachers will continue to meet on upcoming professional development days to ensure the sharing and planning together.
- 2. Will Music/Band and PE look the same in every school?**
- SRSD strives for equity in all our schools but we recognize that some schools will be able offer options in these areas that others are not able to do. Schools will return to regular music classrooms ensuring distancing to the greatest extent possible given each school’s enrolment and physical space available. Bell covers and other safety precautions will continue for the school year. Our intention is to maximize our school buildings to offer as much to each student as possible in these programs.
- 3. Will extra-curricular activities continue? (sports, concerts, choral, etc)**
- At this time, we are planning for the regular reinstatement of sports and concert type events to continue as long as we do not exceed the number of allowed people in a space. Schools will be prepared to follow Public Health orders and recommendations if circumstances change.

4. What changes to Music classes will occur?

- Wind instruments and singing are now permitted. Students are also allowed to share music stands and sheet music is permitted. This is possible if good hand hygiene practices are followed.
- Instruments should not be shared, including accessories. If sharing is required to allow students to participate then all shared items must be thoroughly cleaned between uses.

FAQ - Physical Education

1. Can change rooms be used for PE classes?

- Yes, if the rooms are available they could be used for changing purposes. Social distancing will be used in these spaces.

2. Can community facilities be used?

- Yes, schools are encouraged to use community facilities where possible, as long as SRSD guidelines and venue guidelines can be followed. Bus transportation will be extremely limited for these events.

3. Will PE equipment be shared and how will it be cleaned?

- Equipment will be used by students (even if they are in the same cohort). Sharing will be limited where possible. Hand hygiene will be strongly encouraged.

4. Will students have to wear a mask in PE?

- Students will be strongly encouraged to wear masks in all classrooms but will also have more flexibility for mask breaks.

5. Will high school students still have the option to do practicums?

- Yes, when high school students will return to regular practicum activities.

FAQ - Music/Band

1. Are the social distancing expectations different for Music and Band?

- Yes, because of the nature of these classes and how many activities involve the possibility of molecules being projected from the mouth, we are recommending that students be separated to the greatest extent possible. Public Health has allowed a full return to music programs for the 2021-2022 school year. This increased social distancing and modifying of activities is how we are ensuring safety for all staff and students. We have provided supplies like "Bell covers" to provide additional safety precautions for students.

2. Will there be holiday concerts or any other events for Music or Band?

- Yes, we will be planning for regular return of events in the 2021-2022 school year.

Assessment Timelines

Assessment	Level	Due Date Fall	Due Date Spring	Deadlines for CLEVR entry
Numeracy assessment SRSD	Grades 1-9	Last week of September	N/A	Second Friday of October
Concepts About Print-in English	Kindergarten & Maternelle	Strong Beginnings/Bon Depart/September	Last Friday of May for Immersion programming only	Last Friday of October First Thursday in June
Hearing and Recording Sounds Concepts About Print – In English	Grade 1 English and Immersion	Strong Beginnings/Bon Depart/September	N/A	Last Friday of October
Fountas and Pinnell	Kindergarten (English only)	N/A	Last Friday of May	First Thursday of June
Fountas and Pinnell	Grades 1 – 8 (English and Immersion)	Last Friday of November	Last Friday of May	Last Friday of November First Thursday of June
SOAR	Grades 7 – 10 required, 11 optional	Last Friday of November	Last Friday of May	Last Friday of November First Thursday of June
GB+	Grades 2 – 8 Grade 1 in May	Last Friday of November (2-8)	Last Friday of May (1-8)	Last Friday of November First Thursday of June
SRSD Writing Task Assessment	Gr. K-8 (assess a minimum of 3 pieces)	Last Friday of November	Last Friday of May	Last Friday of November First Thursday of June
BURT – required for students who have received reading intervention (RR and LLI) in grade 1	Grades 1, 2, 3	Last Friday of November Last Friday of March	Last Friday of May	Last Friday of November Last Friday of March First Thursday of June
SCHOOL PROFILES	K- 12 Schools	Updated by October 4, 2021	Updated again by January 21, 2022 in anticipation of staffing planning	Updated by May 31, 2022

Running Records must be current for all students reading below level.

Assessment Record Keeping:

1. All assessments must be kept for one year following their administration and then shredded.
2. Assessment results must be kept in the student's cum file.
 - a. School must use the assessment data to inform instruction and therefore may choose to keep the assessments in a 'classroom location' during the school year and share the information during transition sharing.
 - b. Results need to be put in the cum file at year end
3. In June of each year, the most recent assessment records must be entered into CLEVR.
4. The bi-annual assessment record (bulk print form), must be printed off and put in the student's cum file. Previous forms are shredded, i.e. if a child is in grade 6 in June, the previous form/record sheet

for grade 5 will be removed from the cum file, shredded and the current grade 6 record form will be placed in the cum file.

Teachers will develop an intervention support plan for any student who does not meet the SRSD grade level benchmarks in assessments.

Strong Beginnings

To be added

Caution Yellow Maintenance – Disinfection Protocol

Seine River School Division acknowledges that Public Health has recommended that schools can go back to regular cleaning and disinfecting with continued cleaning of high touch surfaces.

- Since the risk of COVID-19 transmission from surfaces is low, a transition to pre-COVID cleaning practices will occur.
- Cleaning and disinfecting will focus on high-touch surfaces and common areas but frequency can return to normal practices. Washrooms are the exception, as they require more intensive cleaning.
- Schools will be prepared to enhance cleaning and disinfection measures and protocols when required.
- Schools will:
 - Monitor hand hygiene supplies to ensure an ample supply at all sinks in washroom and kitchen areas.
 - Continue to implement touchless water drinking practice, including the use of water bottles and touchless water fountains where available.
 - Return bus cleaning to pre-COVID practices.
 - Perform good hand hygiene after waste removal. No-touch waste receptacles are preferred.
 - Health Canada has posted a list of disinfectants shown to be effective against COVID-19 at www.canada.ca/en/health-canada/services/drugs-healthproducts/disinfectants/covid-19/list.html.

The following are the procedures that all Custodians across the division must continue to implement:

- The maintenance supervisor in consultation with each school principal and the health and safety officer will determine if there are any toilets, sinks and common area items that can be placed out of order or removed.
- Principal and day custodian will develop a school cleaning schedule. Shared common spaces e.g. gym, libraries will be disinfected ensuring high touch common areas are cleaned on a daily basis.
- Classrooms will be cleaned at the end of every day
- Water fountains are not to be used. Additional water coolers were already installed
- In classrooms, teachers will be required to minimize shared items that are difficult to clean as recommended by the department of education:
 - Modelling clay
 - Indoor sand
 - Sensory tables
 - Plush toys
 - Area Carpets

- Teachers will be provided with cleaning items and training. All cleaning materials must be kept stored away from students
- Custodians will be required to disinfect 3 times a day, mid morning and after lunch the following:
 - Washroom faucets
 - Toilet flush levers
 - Paper Towel dispensers. Encourage the use of the electric hand dryers
 - Water coolers
- Custodians will be required to disinfect high touch areas, such as door knobs and light switches on a daily basis.
- Staff will use only the N64 Neutral Disinfecting product from Enviro Solutions. Custodians will use the dispensing machine to fill smaller spray bottles; ensure the bottles have appropriate WHMIS labels

* Note proper disinfecting process:

- Staff will spray the surfaces with the solution
- Let it stay on the surface for a minute - **this is required in order to effectively kill the virus**
- And then wipe it off with a cleaning rag
- Wash your hands

Transportation Protocols for SRSD Staff

Student pick up

- All passengers on buses must complete a daily self test prior to loading the bus
 - (see <https://sharedhealthmb.ca/covid19/screening-tool/>)

What do I do when a child exhibits symptoms of COVID-19?

- Children who are ill will not be allowed onto the bus.
- If a child starts to exhibit symptoms while on the bus. The Driver will stop the bus and provide the child and the child sharing the same seat with masks to wear until they reach the school.
 - The driver will inform the dispatcher of sick child.
 - The dispatcher will then advise the school.
 - Once the bus arrives at the school, a member of the school staff will meet the child and follow proper protocol to have child isolated.

What do I do when a child is sick on the bus?

- If a child becomes sick (i.e. vomiting) on the bus, the driver will isolate the child and provide him or her with a mask as well as the student sharing the same seat.
 - The driver will advise the dispatcher of said sick child.
 - The dispatcher will then advise the school.

- Once the bus arrives at the school, a member of the school staff will meet the child and follow proper protocol to have child isolated.
- Once the bus has been unloaded the driver will use the Body Fluid Cleanup Kit and use the fluid solidifier and place it on the fluid then sweep up. Waste is then placed in the bio hazard bag and disposed of. Hands are to be washed with soap and water. If soap and water is not available at the time, hand sanitizer in the clean up kit should be used.

Unloading/loading at the School

- Site based school plans will be created to ensure that loading and unloading has the minimum amount of congregating as possible.

Cleaning

- Drivers will receive a bottle of N64 cleaning solution and a package of masks, gloves, paper towel/rag and garbage bags
 - Items from the package can be replenished at any school or at the Transportation Office
 - When replenishing any items in the package you are required to sign the log sheet for the refill
- Cleaning must occur on a daily basis at the end of the morning and after the final bus run of the day. Sanitization will commence from the back of the bus and work towards the front.

What needs to be sanitized?

- Seat and back of seat
- Lower windows
- Steering and all controls that were used
- Hand railings
- Once complete, the mask, gloves and rags are to be thrown in the garbage and disposed and hands are to be wash with soap and water. If soap and water is not available at the time hand sanitizer should be used.

Bus Manifests and cleaning logs

- Daily bus manifests and cleaning sheets must be completed and submitted on a weekly basis (Monday mornings) to the schools.
 - Schools will forward manifests and cleaning logs to the Transportation Office in Tuesday's courier.

COVID-19 Guidelines for Transportation to Schools for Parents/Caregivers

Last Updated: Aug 14, 2020

The Seine River School Division takes the safety of the students we transport very seriously. We have increased our cleaning protocols for the coming year. With the current state of COVID-19 there will be some temporary disruptions to transportation services.

- Kindergarten to Grade 4 students who reside within 1.6 kilometers from the school will now qualify for transportation to and from school. Parents must be aware that service will be suspended if the schools or division move into Restricted Level Orange or Critical Red as a temporary measure and service will be restored as soon as possible.
- Once pick-up times are confirmed, parents will receive a phone call from their child's bus driver to advise of their pick-up and drop-off times.
- We ask for your patience and understanding as services will require us all to be flexible as daily bus service may be disrupted due to unexpected staff illness.
- Transportation department will contact families if there is a temporary disruption in service and it will be posted on our website.

What is to be expected during my child's bus ride?

- Parents are expected to complete the screening tool daily as students with symptoms of COVID-19 must not attend school or be passengers on buses (<https://sharedhealthmb.ca/covid19/screening-tool/>).
- All passengers must perform hand hygiene before and after being on the bus.
- All passengers will have assigned seats and buses will return to full occupancy as per Public Health Guidelines.
- Students must remain seated in their own seats and are not permitted to move on the bus.
- Regardless of seating arrangement needs, up-to-date lists of bus riders and drivers will be maintained to enable contact tracing if required.
- Buses will be loaded from rear to front and unloaded from front to rear; one student or household should stand up and exit at a time to minimize close contact between students;
- Bus drivers and students will be strongly recommended to wear non-medical masks, guidelines on how to wear a mask can be found at <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/how-put-remove-clean-non-medical-masks-face-coverings.html>

MANITOBA EDUCATION

Kindergarten to Grade 12 Mathematics Curriculum Resources from Manitoba Education

1. **Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes 2013**
Grades 9 to 12 Mathematics: Manitoba Curriculum Framework of Outcomes 2014

This document provides a common base for the curriculum expectations mandated by Manitoba Education. Its intent is to communicate high expectations for students in mathematics education and to facilitate the development and use of learning resources.

K - 8: English: https://www.edu.gov.mb.ca/k12/cur/math/framework_k-8/index.html

K - 8: French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/cadre_m-8/index.html

9 – 12: English: https://www.edu.gov.mb.ca/k12/cur/math/framework_9-12/index.html

9 – 12: French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/cadre_9-12/index.html



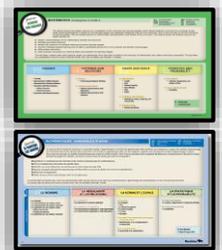
2. *Glance Across the Grades*

The *Glance Across the Grades* resource allows teachers to view concepts across the grade levels from Kindergarten to Grade 9 in the context of big ideas. It shows a continuum of the learning outcomes of the Manitoba math curriculum.

English: https://www.edu.gov.mb.ca/k12/cur/math/glance_k-9/index.html

French:

http://www.edu.gov.mb.ca/m12/frpub/ped/gen/survol_reference/survol_annees/index.html



3. *Curriculum Essential Documents (Grade At A Glance)* for Mathematics, Science and Social Studies.

Curriculum Essentials are resources designed to provide a “quick start” and facilitate integration of the Manitoba curricula for Mathematics, Science and Social Studies in Grades 1 to 8. The documents are available in Mathematics for Grades 1 to 9.

English: <http://www.edu.gov.mb.ca/k12/cur/essentials/math.html>

French: <http://www.edu.gov.mb.ca/m12/progetu/survol/math.html>



4. Progression of Learning Math Facts Chart

The Progression of Learning Math Facts chart shows end of grade level expectations for learning math facts. Please refer to the learning outcomes related to learning math facts in the [*Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes 2013*](#).



English: <http://www.edu.gov.mb.ca/k12/cur/math/facts/index.html>
French: <http://www.edu.gov.mb.ca/m12/frpub/ped/ma/faits/index.html>

5. Mathematics Support Documents for Teachers

These grade level documents available for Kindergarten to Grade 8 provide various suggestions for instruction, assessment strategies, and learning resources. The documents are intended to be used by teachers as they work with students to achieve the learning outcomes identified in [*Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes 2013*](#).



English: <http://www.edu.gov.mb.ca/k12/cur/math/supports.html>

6. Mental Math Supports for Grade 8 and 10

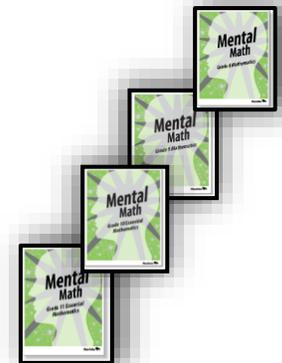
The documents complement the Grade 8, 9 curricula and 10- 12 Essential Mathematics curricula and are intended to help students develop strategies to perform mental calculations.

Mental Math Grade 8 Mathematics:
English: http://www.edu.gov.mb.ca/k12/cur/math/mm_gr8/index.html
Mental Math Grade 9 Mathematics:
English: http://www.edu.gov.mb.ca/k12/cur/math/mm_gr9/

Mental Math Grade 10 Essential Mathematics:
English: http://www.edu.gov.mb.ca/k12/cur/math/ess_mm_gr10/index.html
French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/10e_cm/index.html

Mental Math Grade 11 Essential Mathematics
English: http://www.edu.gov.mb.ca/k12/cur/math/ess_mm_gr11/index.html
French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/11e_cm/index.html

Mental Math Grade 12 Essential Mathematics
English: https://www.edu.gov.mb.ca/k12/cur/math/ess_mm_gr12/index.html
French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/12e_cm/index.html



7. Home Finance: Grade 12 Essential Mathematics

This support document for the Grade 12 Essential Mathematics course is designed to be project based spanning several days in order to meet the Home Finance learning outcomes. To make the discussions as authentic as possible, the project explores buying, renting, and maintaining a home.

English: https://www.edu.gov.mb.ca/k12/cur/math/home_finance/index.html

French:

https://www.edu.gov.mb.ca/m12/frpub/ped/ma/finances_immobilieres/index.html



8. Vehicle Finance: Grade 12 Essential Mathematics

This support document for the Grade 12 Essential Mathematics course is designed to be project based spanning several days in order to meet learning outcomes. While the document is not the only way this unit can be covered, it provides several possible approaches as well as vocabulary with which students should become familiar.

English: https://www.edu.gov.mb.ca/k12/cur/math/vehicle_finance/index.html

French: https://www.edu.gov.mb.ca/m12/frpub/ped/ma/financement_vehicule/index.html



9. The Mathematics Learning Roadmap (French)

Kindergarten to Grade 6 is an adaptation of the Learning Maps documents developed by a group of coaches and consultants from different school divisions. The Roadmaps focus on three areas: big ideas, problem solving and assessment. Each grade level maps contains a list of manipulatives, models, vocabulary, and essential documents to support learning. Links to the PRIME resource are offered.

Grade 7 should be available shortly.

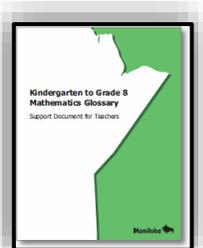


French: Please contact [Nicole Allain Fox](mailto:Nicole.AllainFox@gov.mb.ca) (Nicole.AllainFox@gov.mb.ca) for more information about the resource.

10. Kindergarten to Grade 8 Mathematics Glossary: Support Document for Teachers

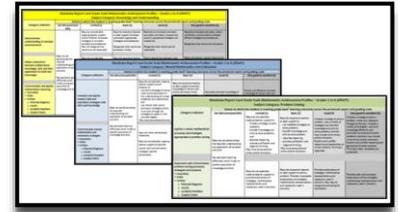
This glossary provides an understanding of the mathematical terms used in Kindergarten to Grade 8 mathematics, as reflected in [Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes](#).

English: https://www.edu.gov.mb.ca/k12/cur/math/glossary_k-8/index.html



11. Report Card Profiles

These documents provide profiles of academic achievement across the report card grade scale for each of the mathematics categories. The profiles apply across grade levels and, as such, are interpreted with respect to grade-level curricular outcomes. They support a more clearly articulated understanding of the mathematics categories and what student achievement in mathematics looks like across the report card grade scale.



English: https://www.edu.gov.mb.ca/k12/assess/report_cards/grading/profiles.html

French: https://www.edu.gov.mb.ca/m12/eval/bulletin_scolaire/notation/profils.html

12. Report Card Opinions vs. Facts Information Sheet

The sheet addresses departmental expectations regarding assessment and grading by referencing information from the [Manitoba Provincial Report Card Policy and Guidelines](#).

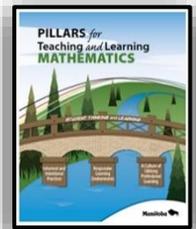
English: http://www.edu.gov.mb.ca/k12/assess/report_cards/index.html

French: https://www.edu.gov.mb.ca/m12/eval/bulletin_scolaire/index.html



13. Pillars for Teaching and Learning Mathematics

Pillars for Teaching and Learning Mathematics is a framework that supports improvement and sustained growth in Kindergarten to Grade 12 mathematics education in Manitoba. This resource was initiated by Manitoba Education and developed in collaboration with members of the provincial Numeracy Leaders' Network. The framework provides educators with a starting point for reflection, discussion, and learning. It will set direction for professional learning and help reinforce consistent language and practices for the teaching and learning of mathematics in Manitoba.



English: <https://www.edu.gov.mb.ca/k12/cur/math/pillars/>