



Park West School Division

Board Agenda Regular Session

Thursday, October 8, 2020

6:00 p.m.

1. Call to Order/Greetings and Acknowledgement

Park West School Division recognizes our history as an organization and as settlers to these Lands on Treaty 2 and Treaty 4, the original lands of the Anishinaabe, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Metis Nation.

Park West School Division respects the Treaties that were made on these territories, we acknowledge the harms and the mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities, in the spirit of reconciliation and collaboration.

2. Appoint Opening for Next Meeting and Opening of Meeting

Ashley Chamberlain

3. Addition to and Adoption of Agenda

4. Delegations:

- a) Tammy Edwards and Lorissa Cook - Sports at Major Pratt
- b) Loren Gurr - Sports
- c) Jen Klimack - Full Time Learning
- d) Meyers Norris Penny - Auditors Report

5. Approval of Minutes of Previous Meeting(s)

- a) Revised minutes of August 27, 2020
- b) Minutes of the September 10, 2020 meeting

6. Unfinished Business Arising Out of Minutes

Response to parent letters (Cook, Atchison)

7. Board Education and Vision

8. Information from Trustees

- a) Chair/Vice Chair
Report

9. Senior Administration Report

- a) Superintendent/CEO
Report
- b) Secretary-Treasurer
Report

10. Other Reports

11. New Business

- a) Board calendar (attached)
- b) COVID-19 response planning update (provincial update, remote learning, sports and athletics)

12. Questions of Clarification or Comments Regarding the Current Meeting from the Public

13. Correspondence/PD Opportunities

14. In-Camera

15. Motions from In-Camera (as needed)

16. Date(s) of Future Meeting(s)

November 21 MSBA Fall General Meeting
November 23 Region 1 Meeting

17. Adjournment



Topic: Secretary-Treasurer Report to the Board of Trustees

Date: Thursday, October 8, 2020

I have been working on:

1. Preparing for June 30 audits of PWSD and PWSD Foundation, including consolidation of PWSD's interest in PWFOC (please see DRAFT income statement for PWSD operating fund in attachments)
2. Attending bi-weekly Prairie Mountain Health conference calls
3. Attending weekly meetings chaired by Deputy Education Minister (Mondays)
4. Attending virtual weekly meetings of province's Secretary Treasurers on (Tuesdays)
5. Attending virtual weekly meetings of MASS/MSBA/MASBO (Thursdays)
6. Attending Waywayseecappo Implementation Team meeting (Sept 15) and Chief & Council COVID planning meetings (Sept 16 & 23)
7. Attending Principals virtual meeting (Sept 29)
8. Investigating options for parents to pay schools online (contactless payment options)



Topic: Superintendent's Report to the Board of Trustees

Date: October 8, 2020

Information items:

1. **COVID-19 response planning meetings:**
 - In addition to various ad hoc meetings, the superintendent attends regular online weekly meetings related to the provincial and regional COVID-19 response planning. They include:
 - Monday meeting with Manitoba Education
 - Tuesday meeting for provincial superintendents
 - Thursday multiagency meeting with MASS, MSBA, and MSBO
 - Biweekly meetings with Prairie Mountain Health
 - Biweekly meetings for parents / guardians
 2. **Principal meeting:**
 - There was a full principal meeting on September 28.
 3. **Waywayseecappo Connectivity:**
 - Representatives from the division and the Fibre Coop have met several times with Waywayseecappo Chief and Council to discuss how to bring internet connectivity to the community.
 4. **Education stakeholder meeting:**
 - The next meeting of the Russell Education Stakeholder group is scheduled for October 16.
 5. **Westman Superintendents:**
 - The next meeting of the Westman Superintendents is scheduled for October 16.
 6. **SAGE / LIFT:**
 - October 23 is a provincial teacher PD day.
 - Teachers will be attending a variety of remote sessions sponsored by the provincial SAGE (Special Area Group of Educators) and Brandon School Division's LIFT (Learning Information for Teachers).
-

Action items:

None

To: Park West School Division Board of Trustees and Mr. Stephen David

Please find attached the online petition created through Change.org. This petition started out as a way for Major Pratt parents to have a voice, especially for those not comfortable with writing letters or sending emails to administration or the division regarding their concerns. Within two hours of the petition being posted we were asked by parents from other schools within the division to please change the wording slightly and open it up to encompass their schools as well.

Many of you will recognize names on the petition that we do not. In 5 short days this petition became a vehicle for change for both parents and students all over PWSD. It is a great example of how sports unite people for the better.

Names stroked out are duplicates from the High School Students' petition.

Thank you for taking the time to look through the names and thoughtfully consider what extracurricular activities mean to their family or has meant to them in the past.

Sincerely,

Lorissa Cook, Eric Mentuck

Recipient: Park West School Division

Letter: Greetings,

The following petition was created to reverse the decision to cancel extracurricular activities in Park West School Division.

We, concerned Major Pratt School parents, are petitioning Park West School Division on behalf of all Park West School Division parents, to reverse their recent decision to continue with the "pause" on all school sports and athletics for the remainder of the semester. This "pause" is actually a CANCELLATION of any school sport with a fall or beginning of winter start date. We want our students to have the opportunity to practice and play while following the Provincial Guidelines in the Return to Play plans set out by each specific provincial sport governing body. We hope you, parents/guardians or concerned citizens, will join us by signing this petition to encourage our Superintendent and Board Members to acknowledge that a mistake has been made and to reverse the decision to allow our children in PWSD to return to play following Provincial protocols.

The recent decision by Park West School Division to pause school sports and athletics came as quite a shock to many parents and students. We assumed that once our Prairie Mountain Health Region was removed from "orange level" and back into "yellow" that our school division would move forward with extracurricular and school athletics especially considering the Manitoba High School Athletic Association will allow it. Unfortunately this is not the case. The division's decision to continue with the pause until January has left many students without a sport to play, therefore, without the physical activity young people require to lead a healthy lifestyle. As research shows, children who participate in regular physical activity have lower stress levels, better multi-tasking skills, learn the value of teamwork, develop leadership skills, learn how to overcome set-backs, have improved sleep patterns, improved concentration, and higher self-esteem. The division is denying the students the physical, emotional and mental health benefits that school sports provide.

The division states that this "pause" on school sports is to keep our students and staff safe, however there's no reason our school sports must be cancelled until January while some students are participating in

the community sports and activities that are moving forward following guidelines approved by the Provincial Government. This decision sends a message to our school athletes that they don't matter. It's incredibly unfair considering how much has already been taken away from our children.

We believe this decision should have been made on a school by school basis. Major Pratt School is the largest school in the division and so this decision negatively impacts an extremely large number of our students. Although some students are able to join community based programs of the same nature, most are not, as our small town does not have additional recreational space that is an appropriate substitution for the school gymnasiums.

The following parents, community members, school alumni and current students took the time to time to sign our petition to let you, the Board Trustees of Park West School Division, know that our Major Pratt, and all PWSD students, deserve better and that the decision to cancel extracurricular activities including sports and athletics must be reversed immediately.

Thank you,

Lorissa Cook

Comments

Name	Location	Date	Comment
Sabrina Aitchison	Foxwarren, Canada	2020-10-03	"I feel the kids need some form of physical activity and by having that for them at the schools would maybe have less kids travelling for their sport desires and needs. Because those that can afford to travel and pay for sport will do so. The decision to pause these sports only creates more travel. And kids who don't have the option to travel for sport will be left without. Not equal opportunities any more."
Betty-Ann Slon	Rosburn, Canada	2020-10-03	"Feel is no different than continuing with "hockey seasons" for some of the same kids. School students need that recreation/sports component too!"
Pauline Cook	Russell, Canada	2020-10-03	"I think physical education helps the students mental and physical health."
Lauren Brandle	North Battleford, Canada	2020-10-04	"The students should still have the opportunity to practice and develop their skills during this time, despite not being able to play games against other towns. These kids are coming into contact with each other at school and in their small towns regularly already. Practicing together in a small group setting will not cause a massive outbreak. Please let them have this. It would benefit their physical and mental health to have this activity. Their sports season has already been taken away from them."
Sara Krahn	Winnipeg, Canada	2020-10-04	"If city schools are practicing why can't country schools? Kids need something to do to maintain their mental health!"
Dianne Brown	Cluny, Canada	2020-10-04	"Kids need extracurricular activities."
Jodie Lisa Bodnariuk	Canada	2020-10-04	"I think the kids need to stay active and we should not stop living"
Chris Coulter	Brandon, Canada	2020-10-04	"It should be up to each family to decide whether they want their children to participate in sports ect not the school divisions choice"
Todd Boguski	Dauphin, Canada	2020-10-04	"Our children need to get to somewhat normal. If there's no sports it's going to force the kids to go elsewhere to play"
Bonnie Wabash	Waywayseecappo, Canada	2020-10-04	"My granddaughter plays on the team and this will be her last year in high school. Let it be memorable♥##"
Diana deMontigny	Russell, Canada	2020-10-06	"Since when are we living in a dictatorship -seriously?"
Kurt Angle	Pittsburgh, Pennsylvania, US	2020-10-06	"Sports are the best, oh thats true, its Damn true."
Mason Gurr	Hamiota, Canada	2020-10-06	"Sports played an important part in my life and by taking this away from children it makes it more difficult for them to stay active and healthy during these times"

Name	Location	Date	Comment
Conor Geekie	Viriden, Canada	2020-10-06	"It's my hometown and unfair"
Emily Hartley	Brandon, Canada	2020-10-07	"Extra-curriculars is where I got the most experiences and made alot of friend through them"

Signatures

Name	Location	Date
Lorissa Cook	Russell, Canada	2020-10-03
Lori Bomback	Russell, Manitoba, Canada	2020-10-03
Tara Chescu	Russell, Canada	2020-10-03
Glen Miller	Russell, Quebec, Canada	2020-10-03
Jessica Selby	Brandon, Canada	2020-10-03
Jennifer Klimack	Canada	2020-10-03
Anita Ervick	Rsl, Winnipeg, Canada	2020-10-03
Margaret Fraser	Binscarth, Canada	2020-10-03
Chantell Senchuk	Russell, Alberta, Canada	2020-10-03
Tanya Reagh	Binscarth, Quebec, Canada	2020-10-03
Kari Fouillard	Binscarth, Ontario, Canada	2020-10-03
Sherri Robinson	Hamiota, Canada	2020-10-03
Valerie Caldwell	Harding, MB, Alberta, Canada	2020-10-03
Alexandria Grace	Hamiota, Quebec, Canada	2020-10-03
Jacquie Mazur	Angusville, Alberta, Canada	2020-10-03
Erin McDuff	Hamiota, Canada	2020-10-03
Tammy Campbell	Hamiota, Canada	2020-10-03
Jenna Cowan	Russell, Manitoba, Canada	2020-10-03
Jasmine Lafournaise	Russell, mb, Saskatchewan, Canada	2020-10-03
Feron Lovas	Foxwarren, Manitoba, Canada	2020-10-03

Name	Location	Date
Colleen Jones	Russell, Manitoba, Canada	2020-10-03
Jaelynn Carter	Elphinstone, Manitoba, Canada	2020-10-03
Pamela Galatiuk	Russell, Canada	2020-10-03
Oliver Wabash	Russell, Manitoba, Canada	2020-10-03
Charisma Klimack	Russell, Canada	2020-10-03
Lukas Leimhofer	Angusville, Canada	2020-10-03
Sabrina Aitchison	Foxwarren, Canada	2020-10-03
Betty-Ann Slon	Rosburn, Canada	2020-10-03
Eileen Roxas	Russell, Ontario, Canada	2020-10-03
Leanne Cheyne	Binscarth, Manitoba, Canada	2020-10-03
Donna Reid	Russell, Manitoba, Canada	2020-10-03
Corey Leclerc	Inglis, Manitoba, Canada	2020-10-03
Loren Gurr	Hamiota, Canada	2020-10-03
Marla Wilson	Virden, Manitoba, Canada	2020-10-03
Rylan Cook	Saskatoon, Saskatchewan, Canada	2020-10-03
Roger Cochrane	Winnipeg, Manitoba, Canada	2020-10-03
Marni Fingas	Neepawa, Manitoba, Canada	2020-10-03
Jodi Cool-Haney	Binscarth, Quebec, Canada	2020-10-03
Heather Lowe	Russell, Manitoba, Canada	2020-10-03
Danny Galatiuk	Russell, Quebec, Canada	2020-10-03
Greg Layh	Binscarth, Manitoba, Canada	2020-10-03
Travis Suski	Russell, Manitoba, Canada	2020-10-03

Name	Location	Date
deena bishop	Russell, Canada	2020-10-03
Miranda Daneluk	Inglis, British Columbia, Canada	2020-10-03
Debbie Good	Hamiota, Manitoba, Canada	2020-10-03
Amanda Roorda	Russell, Canada	2020-10-03
Jason McTavish	Hamiota, Manitoba, Canada	2020-10-03
Ulize Pieterse	Thornhill, Ontario, Canada	2020-10-03
Greg Facey	Hamiota, Ontario, Canada	2020-10-03
Lorelee Malkoske	Sanford, Canada	2020-10-03
Herman (ERIC) Mentuck	Waywayseecappo, Alberta, Canada	2020-10-03
Destarde Laliberte	Waywayseecappo, Alberta, Canada	2020-10-03
Shannon Neuhofer	Russell, Canada	2020-10-03
Megan Kaeding	Binscarth, Canada	2020-10-03
Kari Hanneson	Dauphin, Canada	2020-10-03
Grace Mentuck	Waywayseecappo, Canada	2020-10-03
Brad Ewankiw	Winipeg, Ontario, Canada	2020-10-03
Amy Dalman	Inglis, Ontario, Canada	2020-10-03
Geff Nagy	Oakburn, Canada	2020-10-03
Melissa Laing	Russell, Quebec, Canada	2020-10-03
John Douglas	Binscarth, Manitoba, Canada	2020-10-03
Helen Peake	Russell, Quebec, Canada	2020-10-03
Terry Koss	Brandon, Canada	2020-10-03

Name	Location	Date
Richard Crosthwaite	Russell, Manitoba, Canada	2020-10-03
Shelley Boden	Russell, Manitoba, Canada	2020-10-03
Russell Crosthwaite	Rsl. Robin , Manitoba, Canada	2020-10-03
Steven Havelange	Russell, Manitoba, Canada	2020-10-03
Owen Bily	Russell, Quebec, Canada	2020-10-03
Brayden Lavallee	Russell, Canada	2020-10-03
Frederick Hrycak	Shoal Lake, Manitoba, Canada	2020-10-03
Wyatt Tweet	Thornhill, Ontario, Canada	2020-10-03
Cadence Mentuck	Waywayseecappo, Canada	2020-10-03
Ashton Brandon	Red Deer, Alberta, Canada	2020-10-03
Calvin Mentuck	Toronto, Ontario, Canada	2020-10-03
Kelsey Davidson	Russell, Canada	2020-10-03
Lyanna Lawn	Hamiota, Canada	2020-10-03
Jude Mentuck	Waywayseecappo, Canada	2020-10-03
Pauline Cook	Russell, Canada	2020-10-03
Jeremy Salyn	Dauphin, Manitoba, Canada	2020-10-03
Cedar Mentuck	Spruce Grove, Alberta, Canada	2020-10-03
Linda Tweet	Virden, Manitoba, Canada	2020-10-03
Brittany Pushka	Russell, Manitoba, Canada	2020-10-03
Kristin Deschamps	Headingley, Manitoba, Canada	2020-10-03
Nic Edwards	Russell, Canada	2020-10-04

Name	Location	Date
Lauren Brandle	North Battleford, Canada	2020-10-04
Steve Bjornson	Glenboro, Manitoba, Canada	2020-10-04
Lauren Brandle	Canada	2020-10-04
Jayme Johnston	Elphinstone, Manitoba, Canada	2020-10-04
Sheldon Gurr	Hamiota, Manitoba, Canada	2020-10-04
Mason Gurr	Hamiota, Manitoba, Canada	2020-10-04
Nash Gurr	Hamiota, Manitoba, Canada	2020-10-04
Tricia Brown	Winnipeg, Manitoba, Canada	2020-10-04
Sara Krahn	Winnipeg, Canada	2020-10-04
Audrey Gurr	Hamiota mb., Manitoba, Canada	2020-10-04
Tanis Low	Brandon, Manitoba, Canada	2020-10-04
Sherry Loewen	Brandon, Manitoba, Canada	2020-10-04
Mason Carr	Fredericton, Canada	2020-10-04
Judy Preston	Russell, Canada	2020-10-04
Laverne Tomsha	Virden, Canada	2020-10-04
Dianne Brown	Cluny, Canada	2020-10-04
Deanna Wray	Binscarth, British Columbia, Canada	2020-10-04
Kalli Bowley	Russell, Manitoba, Canada	2020-10-04
Sydney Pickup	Brandon, Canada	2020-10-04
randy rubeniuk	Strathclair, Canada	2020-10-04
Kelsey Roulston	Saskatoon, Canada	2020-10-04
Leanne Bily	Russell, Manitoba, Canada	2020-10-04

Name	Location	Date
Debbie Lyttle	Foxwarren, Manitoba, Canada	2020-10-04
Wanda Smith	Hamiota, Ontario, Canada	2020-10-04
Tina Boryskavich	Russell, Manitoba, Canada	2020-10-04
Diana Volmanbeck	Turnhout, Belgium	2020-10-04
Alyssa Roulston	Saskatoon, Saskatchewan, Canada	2020-10-04
Trent Mcfarlane	Beaumont, Alberta, Canada	2020-10-04
Myrtle Crosthwaite	Russell, Manitoba, Canada	2020-10-04
Karen Butler	Binscarth, Manitoba, Canada	2020-10-04
Michelle Melnyk	Forrest, Manitoba, Canada	2020-10-04
Brady Burla	Canada	2020-10-04
Mike and Jayne TOTTE	Russell, Manitoba, Canada	2020-10-04
Trisha Chipelski	Russell, Manitoba, Canada	2020-10-04
Norie Chuckree	Russell, Canada	2020-10-04
Darlene Sytnyk	Shoal lake, Canada	2020-10-04
Brandi Bremner	Brooks, Alberta, Canada	2020-10-04
Leslie Birch-Hayden	Russell, Manitoba, Canada	2020-10-04
Kim Butler-Hok	Canada	2020-10-04
Wanda Gluska	Neepawa, Canada	2020-10-04
Doug Carmichael	Brandon, Manitoba, Canada	2020-10-04
Trish Phinney	Winnipeg, Canada	2020-10-04
Hailey Rubeniuk	Canada	2020-10-04
Angie Gudnason	Glenboro, Canada	2020-10-04

Name	Location	Date
Shannon Montgomery	Toronto, Ontario, Canada	2020-10-04
Hayley lindsay	Neepawa, Canada	2020-10-04
Marcel Rozdeba	Strathclair, Manitoba, Canada	2020-10-04
Kareena Sims	Hamiota, Manitoba, Canada	2020-10-04
Paul Mentuck	Box 12 Waywayseecappo, Mb, Alberta, Canada	2020-10-04
Brenda Pushka	Angusville mb, Alberta, Canada	2020-10-04
Cody Pope	Winnipeg, Manitoba, Canada	2020-10-04
Christa Lovas	Foxwarren, Manitoba, Canada	2020-10-04
Jessica Fouillard	Birtle, Manitoba, Canada	2020-10-04
Jodie Lisa Bodnariuk	Canada	2020-10-04
Reece Mario	Winnipeg, Canada	2020-10-04
Baily Naherniak	Russell, Manitoba, Canada	2020-10-04
Stephanie Trinder	Canada	2020-10-04
Chris Coulter	Brandon, Canada	2020-10-04
Tiffany Cadieux	Russell, Canada	2020-10-04
Kim Shwaluk	Binscarth, Canada	2020-10-04
Lori Austin	Russell, Manitoba, Canada	2020-10-04
Stephanie Judd	Foxwarren, Manitoba, Canada	2020-10-04
Tom Derkatch	Russell, Manitoba, Canada	2020-10-04
Karissa Cullum	Russell, mb, Canada	2020-10-04
Debra M. Ford	Debra M. Ford	2020-10-04

Name	Location	Date
Jillian Frieze	Inglis, Canada	2020-10-04
Troy Salyn	Binscarth, Manitoba, Canada	2020-10-04
Todd Boguski	Dauphin, Canada	2020-10-04
deevah clearsky	Waywayseecappo, Alberta, Canada	2020-10-04
Orland Cook	Russell, Manitoba, Canada	2020-10-04
Warren Leflar	Morris, Canada	2020-10-04
Bonnie Wabash	Waywayseecappo, Canada	2020-10-04
Kalli Cadotte	Red Deer, Alberta, Canada	2020-10-04
Mia Cadotte	Waywayseecappo, Ontario, Canada	2020-10-04
Kassidy Amyotte	Waywayseecappo, Canada	2020-10-04
Jaime Rozdeba	Strathclair, Manitoba, Canada	2020-10-04
Nevaeh Brandon	Brandon, Canada	2020-10-04
Summer Cadotte	Red Deer, Alberta, Canada	2020-10-04
Jason McArthur	Solsgirth, Manitoba, Canada	2020-10-04
Miranda Mecas	Waywayseecappo, Canada	2020-10-05
Jaylene Belhumeur	Rossburn, Manitoba, Canada	2020-10-05
jace tuner	langenburg, Canada	2020-10-05
Jessica Falloon	Inglis, Manitoba, Canada	2020-10-05
elaina whitmer	Russell, Canada	2020-10-05
Anikee Procure	Waywayseecappo, Manitoba, Canada	2020-10-05
cierra wilson	Strathclair, Manitoba, Canada	2020-10-05
Steven Hiller	Moose Jaw, Saskatchewan, Canada	2020-10-05

Name	Location	Date
Hailey Ireland	Russell manitoba, Canada	2020-10-05
Cassady Ireland	Russell, Manitoba, Canada	2020-10-05
Kyla Wilson	Hamiota, Manitoba, Canada	2020-10-05
krystina moffatt	Blackfalds, Alberta, Canada	2020-10-05
Ashley Kaeding	Binscarth mb, Canada	2020-10-05
Damien Tanner	Russell Manitoba, Alberta, Canada	2020-10-05
Aaron Cloud	Waywayseecappo, Manitoba, Canada	2020-10-05
Dawson Mazur	Russell, Alberta, Canada	2020-10-05
Zoe McNabb	Langenburg, Saskatchewan, Canada	2020-10-05
B-ann Woodhouse Atamanchuk	Russell, Alberta, Canada	2020-10-05
Emma Chuchmuch	Rosburn, Manitoba, Canada	2020-10-05
Lorianne Mushumanski	Russell, Canada	2020-10-05
Dylan Couvier	Miniota, Manitoba, Canada	2020-10-05
Kiara Kirk	Hamiota, Manitoba, Canada	2020-10-05
Annique Chartier	Virden, Manitoba, Canada	2020-10-05
Ellie Jardine	Souris, Manitoba, Canada	2020-10-05
Phenix Tanner	Angusville, Manitoba, Canada	2020-10-05
Cali Lovas	Foxwarren, Manitoba, Canada	2020-10-05
Michael Loewen	Russell, Manitoba, Canada	2020-10-05
Aj Atamanchuk	Spruce Grove, Alberta, Canada	2020-10-05
Mya Robb	Red Deer, Alberta, Canada	2020-10-05

Name	Location	Date
Jose Fubar	Macnutt, Saskatchewan, Canada	2020-10-05
Cathy Weselak	Rossburn, Mb, Manitoba, Canada	2020-10-05
Shania mentuck	Gatineau, Quebec, Canada	2020-10-05
Haley Parisien	Rockland, Ontario, Canada	2020-10-05
Maggie Deuchars	Beulah, Alberta, Canada	2020-10-05
Lori Forsyth	Russell, Canada	2020-10-05
Colby Moar	Elphinstone, Manitoba, Canada	2020-10-05
Alana Sawaryn	Russell, Manitoba, Canada	2020-10-05
Madison wb	Birtle, Manitoba, Canada	2020-10-05
Erin Hamilton	Binscarth, Canada	2020-10-05
Chase Pushka	Russell, MB, Canada	2020-10-05
Kathy Bennett	Inglis, Canada	2020-10-05
Dylan Miko	Onanole, Ontario, Canada	2020-10-05
Tynille Kehler	Morden, Canada	2020-10-05
Luka Solomon	Shoal Lake, Manitoba, Canada	2020-10-05
Kai Eckert	Russell, Manitoba, Canada	2020-10-05
Kyla Good	Gatineau, Quebec, Canada	2020-10-05
Joe mama	Toronto, Ontario, Canada	2020-10-05
Keaton Langley	Regina, Saskatchewan, Canada	2020-10-05
Heritier Binaishea	Toronto, Ontario, Canada	2020-10-05
Heidi Clark	Isabella, Manitoba, Canada	2020-10-05
Tessa Stewart	Warren, Manitoba, Canada	2020-10-05

Name	Location	Date
Kylie Mickelson	Blackfalds, Alberta, Canada	2020-10-05
Eraca Dolan	Olds, Alberta, Canada	2020-10-05
kayleigh ledoux	Waywayseecappo, MB, Alberta, Canada	2020-10-05
meh meh malaya	Rosburn, Manitoba, Canada	2020-10-05
carly-jo carson	rossburn, Manitoba, Canada	2020-10-05
Seth Falkevitch	Russell, Quebec, Canada	2020-10-05
Monet Mazawasicuna	Brandon, Manitoba, Canada	2020-10-05
Olivia Vincent	Edmonton, Canada	2020-10-05
taelor loewen	Russell, Manitoba, Canada	2020-10-05
ashton barnesky	Rosburn, Manitoba, Canada	2020-10-05
berri cook	lorette, Manitoba, Canada	2020-10-05
Sam Koncz	Plumas, Quebec, Canada	2020-10-05
Tyler Campbell	Vancouver, British Columbia, Canada	2020-10-05
Miles Desjardins	Birtle, Manitoba, Canada	2020-10-05
Kelsey Shellrude	Minitonas, Manitoba, Canada	2020-10-05
Krissy Rink	Melita, Manitoba, Canada	2020-10-05
Nathaniel Bray	Birtle, Manitoba, Canada	2020-10-05
Alexice Grove	Shoal Lake, Manitoba, Canada	2020-10-05
Charlene Mccarthy	Russell, Manitoba, Canada	2020-10-05
Foster Couvier	Miniota, Manitoba, Canada	2020-10-05
jadyn hayward	Virden, Manitoba, Canada	2020-10-05
Foxx McColl	Winnipeg, Manitoba, Canada	2020-10-05

Name	Location	Date
Shelby Lee	Birtle, Manitoba, Canada	2020-10-05
Brynn McGrath	Virden, Manitoba, Canada	2020-10-05
Breanne Townsend	Saskatoon, Saskatchewan, Canada	2020-10-05
December Dawnn	Birtle, Manitoba, Canada	2020-10-05
Casey Dalton	Grande Prairie, Alberta, Canada	2020-10-05
Lexy Waddell	Strathclair, Manitoba, Canada	2020-10-05
Austin McKenzie	Miniota, Manitoba, Canada	2020-10-05
Kristina Malcolm	Waywayseecappo, Canada	2020-10-05
MCKIYA mazur	Antigonish, Nova Scotia, Canada	2020-10-05
Xavier Mowbray	St.Lazare, Manitoba, Canada	2020-10-05
Elit Tsomik	Birtle, Manitoba, Canada	2020-10-05
Dale Leech	Elphinstone, Manitoba, Canada	2020-10-05
Lisa Overton	Brandon, Manitoba, Canada	2020-10-05
Layne Norrie	Brandon, Manitoba, Canada	2020-10-05
Morgan Vandekerckhove	Souris, Manitoba, Canada	2020-10-05
Yamit Tsomik	Birtle, Manitoba, Canada	2020-10-05
Aiden Sotas	Birtle, Manitoba, Canada	2020-10-05
Jamir Mentuck	Brandon, Manitoba, Canada	2020-10-05
Dyllan Mollison	Regina, Saskatchewan, Canada	2020-10-05
Cole Burtnick	Shoal Lake, Manitoba, Canada	2020-10-05
Claire Aitchison	Elphinstone, Manitoba, Canada	2020-10-05
whitney vandendorpe	deloraine, Ontario, Canada	2020-10-05

Name	Location	Date
Sunay Pieterse	Russell, Manitoba, Canada Souris,	2020-10-05
Louise Jardine	Manitoba, Canada Russell,	2020-10-05
Mialise Pieterse	Manitoba, Canada	2020-10-05
Ben Couvier	Birtle, Ontario, Canada	2020-10-05
natalie edwards	Russell, Canada	2020-10-05
Kadence Conley	St lazare(birtle), Manitoba, Canada	2020-10-05
Madisyn Fulcher	Birtle, Manitoba, Canada	2020-10-05
Kaylee Fulcher	Birtle, Manitoba, Canada	2020-10-05
Kate Meier	Sylvan lake, Alberta, Canada	2020-10-05
Shanae Sawaryn	Strathclair, Manitoba, Canada	2020-10-05
Colbey Reichmuth	Russell, Manitoba, Canada Russell,	2020-10-05
kira tibble	Manitoba, Canada	2020-10-05
Nicole Shaw	Birtle, Manitoba, Canada	2020-10-05
Amy Chipelski	Gatineau, Quebec, Canada	2020-10-05
Kyler Sutherland	Hamiota, Manitoba, Canada	2020-10-05
Cassidy Cook	Binscarth, Manitoba, Canada	2020-10-05
Kennedy Church	Russell, Quebec, Canada Winkler,	2020-10-05
Ivieve Hoeppner	Manitoba, Canada	2020-10-05
Samuel Brenya	Calgary, Alberta, Canada	2020-10-05
Emily Bryant	Brandon, Manitoba, Canada	2020-10-05
Paula Roepke	Cranbrook, British Columbia, Canada	2020-10-05

Name	Location	Date
Shaelyn Moulson	Rosburn, Alberta, Canada	2020-10-05
Emmett Desjardins	Birtle, Manitoba, Canada	2020-10-05
Pat Maween	Dauphin, Manitoba, Canada	2020-10-05
Stacy and Frank Falkevitch	Russell, Manitoba, Canada	2020-10-05
Joel Bryant	Birtle, Manitoba, Canada	2020-10-05
Diana deMontigny	Russell, Canada	2020-10-06
Alyssa Bily	Russell, Manitoba, Canada	2020-10-06
Trevor Rebien	Birtle, Manitoba, Canada	2020-10-06
Brett Hanson	Benito, Manitoba, Canada	2020-10-06
Garrett Kent	Hamiota, Alberta, Canada	2020-10-06
Randi Hunter	Virden, Manitoba, Canada	2020-10-06
julia schoonbaert	Red Deer, Alberta, Canada	2020-10-06
ethan smart	Birtle, Manitoba, Canada	2020-10-06
Catherine Bryer	Russell, Canada	2020-10-06
Jade Crampton	Hamiota, Canada	2020-10-06
Lane Cook	Virden, Manitoba, Canada	2020-10-06
Karley Pengelly	Vernon, British Columbia, Canada	2020-10-06
Danni Judd	Miniota, Ontario, Canada	2020-10-06
madison judd	Moosomin Sk, Saskatchewan, Canada	2020-10-06
Rory Laite	Brandon, Canada	2020-10-06
Madeleine Chartier	Saskatoon, Saskatchewan, Canada	2020-10-06
Sydney Murray	Brandon, Canada	2020-10-06

Name	Location	Date
Artenia Gaywish-Crozier	Roblin, Alberta, Canada	2020-10-06
Virginia Huberdeau	Russell, Ontario, Canada	2020-10-06
Avery Clark	Miniota, Manitoba, Canada	2020-10-06
Abby Clark	Isabella, MB, Manitoba, Canada	2020-10-06
Trevor Clark	Isabella, Manitoba, Canada	2020-10-06
Morgan Ramsay	Calgary, Alberta, Canada	2020-10-06
camryn clyne	Minot, North Dakota, US	2020-10-06
Mitchel Cook	Swift Current, Saskatchewan, Canada	2020-10-06
Taylor Good	Hamiota MB, Alberta, Canada	2020-10-06
Amber Baker	Brandon, Manitoba, Canada	2020-10-06
Reece Breneman	Hamiota, Manitoba, Canada	2020-10-06
Joel Niemegeers	Regina, Canada	2020-10-06
Jessica Hunter	Brandon, Manitoba, Canada	2020-10-06
Olivia Tolton	Brandon, Manitoba, Canada	2020-10-06
Emily Hunter	Kenton, Alberta, Canada	2020-10-06
Hayleigh Prier	Churchbridge, Canada	2020-10-06
Keara Vermette	Hamiota, Canada	2020-10-06
Hailey Chappell	Hamiota, Manitoba, Canada	2020-10-06
Hayden Crampain	Brandon, Manitoba, Canada	2020-10-06
Owen Paddock Thiessen	Brandon, Manitoba, Canada	2020-10-06
Zachi Espayos	Hamiota, Canada	2020-10-06
Kenton Dyck	Regina, Saskatchewan, Canada	2020-10-06

Name	Location	Date
Kara Kent	Regina, Saskatchewan, Canada	2020-10-06
Goldbourne Alleyne	Winnipeg, Manitoba, Canada	2020-10-06
Jana McTavish	Calgary, Alberta, Canada	2020-10-06
Hailey Gardham	Miniota Manitoba, Manitoba, Canada	2020-10-06
Sebby Tolton	Brandon, Manitoba, Canada	2020-10-06
Saige Braden	Winnipeg, Manitoba, Canada	2020-10-06
Levi Kanski	Brandon, Manitoba, Canada	2020-10-06
Meghan Brock	Calgary, Alberta, Canada	2020-10-06
Kurt Angle	Pittsburgh, Pennsylvania, US	2020-10-06
Sydney Carswell	Strathclair, Quebec, Canada	2020-10-06
Austin Murray	Bushell Park, Canada	2020-10-06
Frasier Parry	Regina, Saskatchewan, Canada	2020-10-06
Mason Gurr	Hamiota, Canada	2020-10-06
Nicolas Risling	Battleford, Saskatchewan, Canada	2020-10-06
Em W	Gatineau, Quebec, Canada	2020-10-06
Angela Huston	Russell, Canada	2020-10-06
Conor Geekie	Virden, Canada	2020-10-06
Christina Devos	Grandview, Manitoba, Canada	2020-10-06
Tanya Devos	Grandview, Manitoba, Canada	2020-10-06
Haley Stokotelny	Grandview, Manitoba, Canada	2020-10-06
Jorden Leronowich	Brandon, Ontario, Canada	2020-10-06

Name	Location	Date
Chantelle Chappell	Hamiota, Manitoba, Canada	2020-10-06
Claire Armitage	Miniota, Manitoba, Canada	2020-10-06
Dane Pearson	Highway 41, Alberta, Canada	2020-10-07
Emily Hartley	Brandon, Canada	2020-10-07
Scott Stykalo	Russell, Manitoba, Canada	2020-10-07
Le-Ann Robinson	Binscarth, Canada	2020-10-07
Kareena Sims	Hamiota, Manitoba, Canada	2020-10-07
Blair Tweet	Virden, Manitoba, Canada	2020-10-07
Zoé Talbot	Binscarth, Manitoba, Canada	2020-10-07
Makena Lawless	Rosburn, Manitoba, Canada	2020-10-07
Jamie Edwards	Russell, Canada	2020-10-07
Orianna Hyndman	Hamiota, Alberta, Canada	2020-10-07
Kevin Hyndman	Hamiota, Canada	2020-10-07
Holly Hyndman	Hamiota, Canada	2020-10-07
Jean Clearsky	Waywayseecappo, Ontario, Canada	2020-10-07
Tamara Clearsky	Waywayseecappo, Manitoba, Canada	2020-10-07
Lindy Zimmer	Reston, Manitoba, Canada	2020-10-07
Cheri Totte	Russell, Manitoba, Canada	2020-10-07

WELCOMING OUR STUDENTS BACK: RESTORING SAFE SCHOOLS

COVID-19 K–12 School Settings
Practice Guidance and Protocols

September 2, 2020

A Guide for Parents, Caregivers and Students: What to expect when welcomed back to school.

Restoring Safe Schools

Our shared goal: Kindergarten to Grade 12 students return to school with as much in-class learning as possible, while staying safe.

Our planning puts your child's health and safety first, along with teachers, staff and families within the school community. Specific safety procedures will be in place for each part of your child's school day from the moment students board the school bus to when they arrive at and leave the school.

Here's how:



1. Physical distancing will be practiced to the fullest extent possible in all parts of the school throughout the school day. This will include (but is not limited to): controlling the way students enter and exit the school at designated entrances, one-way or marked hallways, leaving space between desks and tables, staggering start and end-times for recess and lunchtime, timetabling to avoid spares, and limiting bathroom occupancy at any given time.



2. Where two metres physical distancing not possible, students will be in distinct cohorts (groups), separate from other students, to reduce the risk of virus transmission throughout the school day.



3. Masks offer an added layer of protection, especially for indoor public spaces where physical distancing cannot be maintained. At this time, non-medical masks are required in schools for students in Grades 4 to 12 as well as teachers, staff and visitors, when physical distancing of two metres is not possible.



4. Masks are required on buses for all students and bus drivers. Boarding and exiting the bus will be done with physical distancing and assigned seats.
5. Parents/caregivers should provide masks for their children attending school.



6. Resources to help children, along with their parents and caregivers, learn how to safely put on, wear and remove a mask are being developed.

7. Specific guidelines on mask use in schools is available at https://www.edu.gov.mb.ca/k12/covid/docs/mask_guidance.pdf.



8. Extra handwashing and sanitizing stations will be set up and monitored to ensure students utilize them.



9. Special attention will be paid to younger students to ensure they follow all safety procedures, such as wearing a mask and keeping their hands washed and sanitized.



10. All parents will be reminded regularly that students must stay home when sick or exhibiting any symptoms of a cold, flu, or COVID-19.

11. Increased cleaning and disinfecting will occur around the school and throughout the day, especially high touch surfaces.

12. Any incident of COVID-19 in a school will result in immediate contact by Public Health with instructions if that student and/or cohort must self-isolate, if they need to be tested and when they can return to school.

How can parents/caregivers help keep students and schools safe?

Screen for symptoms every morning:

Check every morning. If your child has COVID-19 or flu related symptoms, keep them at home.

An up-to-date list of symptoms can be found at: <https://manitoba.ca/covid19/updates/about.html>

Use the [Self-Assessment tool](#) to check if your child should be tested for COVID-19. Call Health Links at 204-788-8200 or 1-888-315-9257 if you notice symptoms or if you need more information. Screening information will be sent home for you to reference at the start of each day.

If your child develops symptoms at school, they will be isolated and parents/caregivers will be called. Please pick your child up promptly. Make sure the school has your current contact information and a back up to call if you can't be reached.

Physically distance

Keep a safe distance during drop offs and pick ups. Avoid visits to the school. Please email or call the teacher or school administrator when you need to talk.

To keep numbers low on buses we are asking parents and caregivers to drive their students to school instead of the school bus if possible. Talk to your school bus coordinator.

Pack a mask and encourage your child to wear it especially in common areas and when physically distancing is not possible.

Be prepared to talk about COVID-19

Provide reassurance to children and youth about their personal safety and health. Telling children that it is okay to be concerned is comforting. Reassure them about their safety and explain there are many things they can do to stay healthy.

For more information on talking to children about COVID-19, please visit:

UNICEF: <https://www.unicef.org/coronavirus/supporting-your-childs-mental-health-during-covid-19-school-return>

World Health Organization: https://www.who.int/docs/default-source/coronaviruse/healthy-parenting/english-tip-6-covid-19-parenting.pdf?sfvrsn=232558c1_8

Students: What to expect?

Back to school will look different but your teachers and principals are excited to have you back. They are working hard to make sure schools are ready. Your school will help explain the changes. Here are some of the big differences:

- When arriving at school, moving in the hallways and eating lunch, teachers and staff will be helping students spread out and remember to physically distance.
- Students may be asked to stay in their own group/cohort to decrease contact with others. (A cohort is a group of students who stay together, mostly for the classroom but can be increased to 75 for recess and other activities).
- All students can wear a mask. Students in Grade 4 and above are required to wear a non-medical mask for indoor public spaces and when 2 metres of physical distancing cannot be maintained. Teachers and staff will have masks too. Masks will be available at school and on the bus if you do not have one.
- Students may be asked to sit in the same seat every day, especially on the bus.
- For high school you likely will have days you are learning at home. Follow the class schedule and talk to your teacher if you need extra support. Learning, assessment and marking will continue for all.
- As the situation is changing, your teachers, principals, parents and caregivers may provide new information throughout the school year.

Here are some ways to stay safe and healthy:

- Stay home when you are sick. Watch for symptoms.
- Tell staff, parents and caregivers when you are not feeling well.
- Wash your hands especially after coughing, blowing noses or sneezing, and when handling food.
- Do not share food or personal items.
- Cough and sneeze into your arm or tissue. Do not touch your face, particularly your eyes, nose and mouth
- Keep two metres of distance from others and avoid close contact. Think of a bike in between you and others.
- Instead of giving high fives, fist pumps or hugs, smile and wave to say hello.
- Stay healthy by eating healthy foods, keeping physically active, getting enough sleep and fresh air.
- Ask questions. It is ok to talk about your concerns and fears. We are all in this together.

Have more questions?

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

You can also visit EngageMB at <https://engagemb.ca/welcoming-our-students-back-restoring-safe-schools> to ask your questions. We'll share your question and the answer for others to see. Questions can also be answered privately, if they are not appropriate for sharing.

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

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

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Updates

August 13, 2020

Given the evolving nature of the COVID-19 pandemic and transmission within our communities, guidance may change based on emerging circumstances and information from public health officials. **If the public health situation changes or guidelines are not sufficient, current measures may be paused and other measures may be introduced or reintroduced.**

This document outlines practice guidance and protocols to support [Welcoming Our Students Back: Restoring Safe Schools – K–12 Guidelines for September 2020](#), which was released on July 30. This practice guidance is intended to support school administrators in implementing public health measures and Manitoba Education directives.

Parents and caregivers can also review to better understand protocols and what to expect for when students return to school.

All updates will be highlighted in this Updates section and integrated into the document. School divisions and funded independent schools will receive notification of any changes.

For more information on COVID-19, please visit <http://www.manitoba.ca/covid19/> or Manitoba Education's Latest COVID-19 Education News website at <https://www.edu.gov.mb.ca/k12/covid/index.html> for the [latest news](#) and for [frequently asked questions](#).

August 21, 2020

Summary of Updates

- Mandatory use of non-medical masks for students in Grades 4 to 12, as well as teachers, staff and visitors where two meters of distancing is not possible.
- Mandatory use of non-medical masks on school buses for students in Grades 4 to 12, as well as the driver.
- Guidance on use of masks, including how to put on and remove a mask, as well as exceptions.
- Further clarification on the suspension to the community use of schools.
- Clarification on offering cafeteria services and food handling.

August 13, 2020

Original Version

September 2020

In-class learning will resume on Sept. 8, 2020, for all students in public and funded independent schools (FIS) across the province.

- Kindergarten to Grade 8 students will return for five days of full, in-class instruction per week.
- Students in Grades 9 to 12 will return for up to five days per week of in-class instruction if high schools can effectively implement physical distancing and the use of cohorts. Students should expect some remote learning, along with in-class instruction.
- Students with special needs in all grades will return for five days of full, in-class instruction per week.

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

Early detection and proactive measures to minimize the risk of transmission will assist with limiting the impact of a case within the school, and help prevent disruption of in-class learning and restricted access to the school. Re-entry plans must follow provincial public health measures, along with learning and school day structure guidance, to ensure student achievement and success.

Division-level re-entry plans will be finalized by August 17, 2020, and posted on the division website, and they will be accessible to the school community. The Manitoba Education website will have links to the various plans. The plans will outline:

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

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

Manitoba Education will continue to work closely with public health, education stakeholders, schools, divisions, independent schools, parents, caregivers and students to further develop plans for the coming year. The Provincial K–12 COVID-19 Response Planning Team will continue to work together, and regular conference calls will be held with education sector representatives.

Public Health Measures

Understanding Transmission

COVID-19 is most commonly spread from an infected person through respiratory droplets generated through coughing, sneezing, laughing, singing and talking. It spreads more easily when contact is close (within six feet or two metres) and prolonged (more than 15 minutes). COVID-19 can also be spread by close personal contact, such as touching or shaking hands, or touching something with the virus on it and then touching one's mouth, nose, or eyes before cleaning one's hands. Some people who have few or no symptoms can spread COVID-19.

Although public health measures can significantly reduce the risk of COVID-19 entering and being transmitted in child care and school settings, the risk is never zero. It is important to remember that children tend to have less severe illness from the disease, this is not always the case. COVID-19 can cause more severe illness among people who are 60 years of age and older, and among those who have weakened immune systems or underlying medical conditions. Children under one year of age and those with immune suppression and chronic medical conditions are considered more vulnerable and at higher risk for severe illness. Parents, guardians and staff are encouraged to consult with their health-care provider if they have concerns about their own health, their child's health, or the health of other household contacts.

The most effective measures to reduce the spread of COVID-19 include separating people by maintaining physical distance and the use of physical barriers. However, these measures are not always practical in child care and school settings. Therefore, it is most effective to use a layered approach, including multiple measures from the areas listed below, and to develop administrative measures that support individuals to consistently follow personal preventive practices (e.g., environmental cleaning and conducting frequent hand hygiene) that decrease the number of interactions while increasing the safety of interactions that occur. Adapted responses and recommendations may be required in situations where health, age, ability, status, or other socio-economic and demographic circumstances may limit the ability of some groups or individuals to follow the recommended measures.

Note: All options should be considered to support the implementation of public health measures, including leveraging volunteers to support staff and administrators where needed. This may include parents, volunteers and student leaders. The public health measures outlined in these protocols must be followed for all of these individuals, even if not specifically indicated.

Staying Home When Sick

Individuals should self-isolate and not enter schools or education facilities if they:

- are experiencing symptoms suggestive of COVID-19
- have travelled outside Manitoba in the previous 14 days (outside of areas excluded by public health orders, which currently exclude locations in Western Canada, the territories, and Ontario west of Terrace Bay)
- are a close contact of a confirmed case of COVID-19
- are awaiting a COVID-19 test result (excluding persons tested as part of voluntary asymptomatic surveillance for COVID-19, as they do not need to isolate)

An up-to-date list of symptoms can be found at <https://www.gov.mb.ca/covid19/about/index.html>.

Screening

Screening for symptoms is critical to identify any potential cases of COVID-19 as quickly as possible before exposure to others. If someone is unsure whether they or their child should be tested and self-isolate, they should be directed to the COVID-19 Screening Tool at <https://sharedhealthmb.ca/covid19/screening-tool/>.

All screening that identifies suspected cases of COVID-19 should be referred to Health Links – Info Santé at 204-788-8200 or 1-888-315-9257.

Symptom and exposure screening must occur at the start of each day.

- Staff must self-monitor daily for signs and symptoms of COVID-19. Staff who have any symptoms of COVID-19 must stay home, isolate, and be excluded from work. Schools must maintain records of staff absenteeism.
- Schools must communicate that parents and caregivers need to monitor their child daily for symptoms and exposures before sending them to school. Parents and caregivers are responsible for ensuring their children are not displaying symptoms before sending them to school or on the bus. Schools can also support children with self-screening upon arrival at school.

Signage, with exclusion criteria, must be posted at all entrances to the school.

A student or staff member who meets any of the exclusion criteria will not be admitted to the school and will be advised to immediately isolate and consult Health Links – Info Santé or their health-care provider. Those with symptoms should be tested. If the test is negative for COVID-19, they can return 24 hours after symptoms resolve. If individuals do not get tested, they should isolate for 14 days from symptom onset, and they may return if symptoms have resolved at that time.

A chronic stable cough, sneeze, runny nose or nasal congestion that is unchanged and clearly linked to a known medical condition such as asthma or allergies, is not an absolute requirement for exclusion. As well, children who are crying can exhibit a runny nose. Changing or worsening of chronic symptoms require isolation and contacting Health Links – Info Santé. Staff should

exercise judgment based on the symptoms, but when in doubt, err on the side of caution by excluding the child and advising the parent or caregiver to contact Health Links – Info Santé or their health-care provider.

Routine screening or monitoring of temperatures with a thermometer or other device to assess for fever is not recommended. Normal temperatures can vary throughout the day and can be different between individuals. It is recommended that parents and staff focus on monitoring for symptoms of COVID-19, as outlined in the Screening Tool and poster at <https://sharedhealthmb.ca/covid19/screening-tool>.

Visitor Access

Visitors or volunteers are permitted at schools, but visits should be minimized to the greatest extent possible. Where possible, online communication, video, and telephone should be used to interact with families, rather than in person.

Parents, caregivers, healthcare providers, volunteers and other non-staff adults (e.g., visitors) entering the school should be prioritized to those supporting implementation of public health measures and activities that benefit student learning and well-being (e.g., teacher candidates, immunizers, meal program volunteers, etc.). This should also be limited to those who regularly volunteer to minimize the number of possible exposures.

All visitors and volunteers must adhere to self-screening, physical distancing, and recommended hygiene practices. At this time, non-medical masks are required in schools for visitors when physical distancing of two metres is not possible. Visitors with any symptoms consistent with COVID-19 should not enter the school. Schools are required to keep a list of all visitors.

Community use of schools will be suspended, with the exception of child care centres operating in schools. School divisions and schools will need to assess their capacity to accommodate nursery, before and after, and other education programming (e.g., driver training) while prioritizing in-class instruction and public health measures. Independent schools with shared space rental agreements will need to ensure that public health measures are followed if the owners of the buildings utilize space that is also used for the school's purposes.

Physical Distancing

Physical distancing of two metres or six feet between all individuals should occur whenever reasonably possible in a school setting.

The maximum number of individuals congregating (i.e., close interactions among people longer than 15 minutes) in a common space for indoor and outdoor settings must comply with the most up-to-date public health orders at <https://www.gov.mb.ca/covid19/soe.html#current>.

- Where possible, arrange spaces to encourage the recommended separation. For example, space children to avoid close contact and assign a designated chair and table for each child.
- Schools must manage the flow of people in common areas, including hallways, to minimize crowding and allow for the ease of people passing through. Young children need easy-to-understand visual prompts. For example, use tape on the floor, hoops, mats, or other items that can mark off personal space. Another idea is to organize play activities with a visual cue about how many children should be in that area (e.g., two chairs next to an activity with markers or numbers taped to the floor).

- Implement the practice of staggered entrance and exit times, or use separate entrances (if feasible).
- Avoid close greetings (e.g., hugs and handshakes).
- Stagger staff break times and avoid large, in-person staff meetings.
- Assemblies and gatherings are discouraged, and those that exceed public health advice may not be scheduled.
- Physical barriers can be used, where appropriate, when physical distancing cannot be maintained. This includes plexiglass barriers for high-traffic areas, such as reception desks and check-out counters. These must be implemented with a plan for frequent cleaning and sanitizing for infection prevention and control.
- Fire drills and lock-down requirements must be considered within the COVID-19 environment, as current procedures are not conducive to physical distancing. Modifications of drills to achieve goals should be considered.

Cohorts/Groups

It is recognized that strict physical distancing at all times—particularly with young children - is not practical in the school setting. When physical distancing is not possible, cohorts can be used to limit exposure and facilitate contact tracing if a case is identified. Students will likely be a part of multiple cohorts from within and outside of the school setting. The purpose of cohorts is to limit the mixing of students and staff so that, if a child or employee develops an infection, there are fewer possible exposures and contact tracing can be more easily done.

Cohorts involve keeping groups of students (e.g., classes) together and avoiding interactions with other groups.

- Physical distancing within the cohort is required to the greatest extent possible, including a minimum of one-metre separation between students in the cohort when seated at desks or tables.
- Maximum cohort size is to be no more than 75 students. There is no limit on the number of cohorts in a school, as long as distinct cohorts of 75 can be separated to prevent contact with other groups. Each cohort must be able to arrive, depart, and participate in school activities without co-mingling with members from other cohorts as much as possible.
- Whenever possible, keep children and staff together with the same cohort throughout the day, including lunch breaks and recesses. Locations of classrooms, use of additional space, and timetabling by cohorts can all be considered to reduce mixing.
- Stagger schedules and movement of cohorts to avoid being in shared spaces (e.g., foyers, hallways) at the same time.
- Different cohorts/groups should not be in shared spaces at the same time. Where this is not possible, physical distancing between groups is required. It is important to maintain at least four metres between groups or cohorts of children (i.e., two groups of children can be in the same area, provided the groups do not intermingle and four metres of space is maintained between the two groups).

- Avoid the movement of classes of students where possible. It is preferable that teachers move between classrooms instead of students.
- Keep daily records that include the names of students, staff and volunteers of cohorts.

Ventilation

There is less likelihood of transmission in well ventilated environments. Consider the following strategies:

- Avoid recirculation of air to the greatest extent possible, and ensure filters are clean.
- In general, ventilating indoor environments with fresh air—whether by increasing the outdoor air ratio of the HVAC system settings as much as possible or by opening windows and avoiding or reducing recirculation—will dilute the air exhaled by the occupants, including any infectious particles. Even if this is not feasible for the whole facility, consider this for higher risk areas (e.g., where crowding may be an issue).
- Minimize the use of fans and limit them to the lowest settings if they are needed. Direct air flow away from people and surfaces. Ensure that these surfaces are cleaned along with other high-touch surfaces.
- Assess the risk of opening windows and doors (i.e., risk of falling, triggering asthma symptoms). Do not prop open fire doors to increase ventilation or to reduce exposure to frequently touched door handles.

Transportation to Schools

Physical distancing and/or cohorts are also required in school transportation. For more information, refer to the Guidelines for Transportation to Schools at <https://www.edu.gov.mb.ca/k12/covid/reopening/transportation.html>.

To support physical distancing on buses, to the greatest extent possible, parents are encouraged to transport their own children if they are able. Active transportation, such as walking and biking, should also be encouraged. For advice on carpooling, please visit <https://www.gov.mb.ca/covid19/restoring/transportation.html>.

Hygiene Practices

Handwashing with soap and water for at least 20 seconds is the recommended hand hygiene practice. Staff and students must engage in frequent hand hygiene, including at the following times:

- the start of the day and before going home
- before and after recess
- after going to the washroom and helping children with washroom routines
- after a diaper change (both children and staff)
- before and after preparing food
- before eating or drinking

- after getting hands dirty
- after wiping nose or handling dirty tissues
- after coughing, sneezing or blowing nose
- after soothing a crying child
- before and after putting on and taking off a mask
- before and after being on a bus
- after cleaning tasks (staff)

School staff should help young children to ensure handwashing is done correctly.

Where possible, encourage and supervise hand hygiene and make alcohol-based hand sanitizer available at all building access points and throughout the facility. Young children require supervision when using alcohol-based hand sanitizer.

Good hygiene practices can be taught in an age-appropriate and playful manner. One idea is to have timers to help ensure students wash for an adequate time. See how many 20-second songs the children can identify. Be creative—engage the children in coming up with games and other ways to encourage everyone to wash their hands for 20 seconds.

Respiratory etiquette should be modelled, taught and reinforced regularly. This includes coughing and sneezing into a tissue or sleeve, as well as properly and promptly disposing of any used tissues, and exercising proper hand hygiene.

Personal items (e.g., hats, hair accessories, lip balm, food and drinks) should not be shared.

Avoid touching one's mouth, nose or eyes, and encourage children to do the same.

As part of these routine measures, signage should be posted and highly visible, and it should include visual cues that remind staff and children to perform hand hygiene (e.g., sneezing or coughing into their elbow, putting used tissues in a waste receptacle, and washing hands or using hand sanitizer immediately after using tissues). Several printable resources, including posters and factsheets, are available online at the following websites:

- <https://www.gov.mb.ca/covid19/resources/index.html>
- <https://sharedhealthmb.ca/covid19/providers/posters/>

Personal Protective Equipment (PPE)

Non-medical masks can play a role in reducing the transmission of COVID-19. Wearing non-medical masks is an **additional** personal practice that can help to prevent the infectious respiratory droplets of an unknowingly infected person (the wearer) from coming into contact with other people. Non-medical masks have not been tested to meet any standards. Although required, for school staff, visitors and students in Grades 4 to 12 when physical distancing of two metres cannot be maintained, wearing a non-medical mask or face covering is not a substitute for physical distancing and handwashing. Those wearing masks should be reminded, in age-appropriate language, not to touch their mask and to comply with other personal preventive practices, such as frequent hand hygiene and physical distancing as much as possible.

At this time, non-medical masks are required in schools for students in Grades 4 to 12 as well as staff and visitors, when physical distancing of two metres is not possible. This includes hallways, when riding the bus to school, and it may include classroom settings.

- Students (Grade 4 and up), teachers, staff, visitors and volunteers are required to wear non-medical masks in areas where physical distancing of two metres is not possible.
- Students under Grade 4 can also use non-medical masks. Parents and caregivers will choose whether younger students should wear a mask.

Masks are required on school buses for all students in Grades 4 through 12 and for the driver.

Masks should be put on before loading and taken off after offloading, if removal is appropriate for the setting. Schools will provide masks to students and staff who need them. Inventory will be monitored to ensure adequate supply.

Non-medical masks should not be worn by anyone who:

- is unable to remove the mask without assistance (e.g., due to age, ability or developmental status)
- has breathing difficulties
- is under two years of age

When a non-medical mask is used, your hands should be cleaned before and after putting it on and taking it off. Follow the recommendations listed above for the use of non-medical masks, including for their removal. Removed masks are considered contaminated and should be placed in a container or bag for appropriate cleaning and disinfection at a later time. Non-medical masks should be laundered daily.

A medical mask (surgical or procedural mask) is required when unable to maintain a distance of two metres or six feet from a child who is exhibiting signs or symptoms suggestive of COVID-19.

To put on a mask safely, perform hand hygiene by handwashing with soap and water, or use an alcohol-based hand sanitizer. Place the mask on your face carefully so it covers your mouth and nose, handling it with the strings or elastic ear loops as much as possible, and mould the nose bridge to ensure it does not move while it is on. Avoid touching the mask once you have put it on. If the mask needs to be adjusted, hands should be cleaned before and after adjusting the mask. Never pull the mask down below the nose, mouth, or chin. Never dangle the mask from one ear or both ears.

To remove the mask safely, remove it from behind using the strings or elastic ear loops. Do not touch the front of the mask. Discard the mask immediately, ideally in a no-touch receptacle. Perform hand hygiene by handwashing with soap and water or using alcohol-based hand sanitizer. Visit <https://www.gov.mb.ca/covid19/prepareandprevent/index.html> for the latest guidance on the use and care of masks.

Consideration can be given to teachers and staff to wear face shields or coverings and eye protection, in addition to a mask (not in place of a mask).

Visit the following Public Health Agency of Canada page to access a poster and guidelines for how to safely use a non-medical mask or face covering: <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/covid-19-safely-use-non-medical-mask-face-covering.html>.

Cleaning and Disinfecting

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

- Disinfect commonly touched surfaces (e.g., doorknobs, light switches, electronic devices, chairs, desks, art supplies, toys, games, gym equipment, tools and equipment) frequently - at least twice daily, or more often as needed.
- Increase monitoring of hand-cleaning supplies to ensure an ample supply at all sinks in washroom and kitchen areas.
- Ensure washrooms and lunchrooms are cleaned and disinfected frequently (at least twice daily, and more often as needed) and stagger use.
- Turn off water fountains that are not touchless or cannot be cleaned between users.
- Ensure there is enhanced cleaning of bus seats and other high-touch surfaces (e.g., windows and railings) before each new group of students attends the bus.

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

School administrators are encouraged to review existing activities and practices within their settings to help determine where enhancements or increased cleaning frequencies may be beneficial. This includes limiting the use of high-touch objects and surfaces by multiple individuals (e.g., providing children with their own containers of arts and crafts materials that are not shared with others).

Waste should be disposed of regularly. Hand hygiene should be performed after waste removal. No-touch waste receptacles are preferred.

Health Concerns and How to Address Them

What Happens if a Child Exhibits Symptoms?

If a child develops symptoms while at school, the child should be isolated in a separate room. If a separate room is not immediately available, the child needs to be kept at least two metres or six feet away from other children and staff. A medical mask will be provided to be worn by the sick student (over two years of age only), unless there are safety issues that prevent the student from wearing a mask.

The parent should be notified to come and pick up the child immediately. Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.

Ask the parent or guardian to contact Health Links – Info Santé (204-788-8200 or 1-888-315-9257) or the child's health care provider for direction, if required.

If the child is young and requires close contact and care while isolated, caregivers can continue to care for the child until the parent is able to pick up the child. Caregivers should be mindful of hand hygiene and avoid contact with the respiratory secretions of the child. A medical mask should be worn by the staff person caring for the child.

If a parent/caregiver is unreachable to pick up a sick child, school staff should keep the child isolated in a separate room until the parent or caregiver arrives. If the medical condition requires urgent assessment, or if the parent cannot be located, they should follow standard procedures. Anyone in close contact with the child while waiting should wear personal protective equipment, including a medical mask. Once the student is picked up, the staff member should practise diligent hand hygiene.

Additional environmental cleaning will be required. Focus should be on high-touch areas and areas where the child spent time. All items (e.g., bedding and toys) used by the child while isolated should be cleaned and disinfected as soon as the child has been picked up.

A sick child can return to the school once it has been determined that it is safe to do so by their health care provider or public health. If that child has a positive test, further direction will be provided by public health. Public health typically follows up with contacts of cases within 24 to 48 hours of receipt of the laboratory report.

What Happens if a Staff Member Exhibits Symptoms?

If a staff member or volunteer in a school becomes symptomatic, they should immediately isolate themselves from other staff and children, notify their supervisor, and go home to isolate. They should then contact Health Links – Info Santé (204-788-8200 or 1-888-315-9257) or their health care provider for direction. Additional environmental cleaning should occur. Focus should be on high-touch areas and areas where the staff or volunteer spent time.

Staff members who are away sick or who are self-isolating must follow the school's human resources policy and collective agreement provisions. Medical notes are not required for staff who have COVID-19 or flu-related symptoms, or for those who are caring for individuals in this situation.

A sick staff member can return to work once it has been determined that it is safe to do so by their health care provider or public health. If that staff member has a positive test, further direction will be provided by public health.

Personal Risk Factors

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

Division-level remote learning will be in place for students who are medically advised not to return to in-class learning due to COVID-related risk factors. These situations should be rare and limited to children with compromised immune systems or other medical conditions that increase their risk. Parents and caregivers must consult with physicians on the need for an accommodation.

Outbreak Management

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

- request records that identify cohorts/groups of staff, students, volunteers and visitors in the school for a specified timeframe
- contact students, staff and families if they have been in close contact with a confirmed or probable case, and confirm whether they need to self-isolate or self-monitor, and when they can return to school
- recommend testing following established guidelines to staff, students, volunteers and visitors who may have been exposed to a positive case
- assess the need for the school to be closed for a period of time

Schools will clean and disinfect areas where exposures took place. These areas will not be used until they are determined to be safe. School closure would be a last resort and only upon evidence of transmission among multiple cohorts.

Form letters and standard messages for school administrators will be available to share with parents, staff and students when a case is confirmed in a school. If there is an outbreak at a school, this will be announced through Manitoba media bulletins and public health will provide instructions to those who have been in close contact.

It will be important for schools to work closely with their local public health team, and they should reach out if a situation arises where they require clarification or information. Manitoba Education and Manitoba Health, Seniors and Active Living (MHSAL) will be working with local public health teams and regional health authorities to ensure that they have the most up-to-date information. A dedicated Manitoba Education email address will be monitored so school administrators have timely access to information and support: educovid19@gov.mb.ca.

School Operations during COVID-19

Reassurance and Communication

Provide reassurance to children and youth about their personal safety and health. Telling children that it is okay to be concerned is comforting. Reassure them about their safety, and explain that there are many things they can do to stay healthy, including:

- **Hand hygiene:** Perform hand hygiene often, with soap and warm water, for at least 20 seconds, or use an alcohol-based hand sanitizer—especially after coughing, blowing noses, sneezing, and when handling food.
- **Cough and sneeze etiquette:** Cough and sneeze into their arm or a tissue. If using a tissue, immediately dispose of it and perform hand hygiene afterwards.
- **Stay home when sick:** Children should tell staff if they are not feeling well and make a plan together to stay home from school or other activities.
- **Keep clean:** Do not touch your face—particularly your eyes, nose and mouth.
- **Stay healthy:** Stay healthy by eating healthy foods, keeping physically active and getting enough sleep and fresh air.

Print the Healthy Practices Poster Series (in particular, the hand hygiene and sneezing posters) and place them around the school. School-aged children can be encouraged to create their own. Several printable resources, including posters and factsheets, are available online at the following websites:

- <https://www.gov.mb.ca/covid19/resources/index.html>
- <https://sharedhealthmb.ca/covid19/providers/posters/>

Children want to be heard. They do not need detailed information about events, but they do need to talk about their feelings. Let them know they can ask questions. Answer questions honestly, but make sure that the information is suitable for their age level. If answers are not known, it is okay to say so and to look for resources together that can answer their questions.

Remember that children are often listening when others are talking about COVID-19. Staff should consider this and minimize discussions of COVID-19 that are not related to the specific setting. Staff should be mindful of how children share information in less supervised settings (e.g., during outdoor play, before and after school, during lunch and snack times). In these settings, children can become misinformed. It is important for staff to correct this misinformation as they become aware of it. More information on talking to children about COVID-19 is available in the Additional Information and Resources section at the end of this document.

At this time, parents are increasingly focused on the safety and well-being of their children while they are in other settings. They expect clear communication from staff when they have questions about their child and about how the school is implementing public health guidance. Parents have more access to misinformation, which makes it important for staff to remind parents to use official sources for the most up-to-date and accurate information. This can be found at www.gov.mb.ca/health/coronavirus/index.html.

Staff can reassure parents that Manitoba's schools are safe for children when they are consistently following preventative practices, including environmental cleaning, frequent hand hygiene and routine screening.

Recess/Lunch Breaks

Public health advises that playgrounds and play structures are low risk for transmission. There are no specific requirements for cleaning play structures. Schools must also:

- Schedule outdoor play to maintain cohorts of children and staff.
- Maintain separate containers of equipment for each class or cohort, and clean between recess periods.
- Mark zones, manage group sizes, and avoid contact among groups.
- Ensure handwashing or hand hygiene is performed before and after recess.
- Ensure crossing guards receive additional information about how to physically distance while performing their duties

Non-medical masks can be removed during outdoor play to provide a mask-free break.

Students must bring their own lunches, or provided lunches must be individually wrapped in disposable containers. If weather permits, lunch breaks may be held outside. Schools can continue to offer cafeteria services, breakfast and lunch programs with necessary adjustments to ensure health guidelines are in place. No family-style, buffet, or potluck meal service is permitted at this time.

Food Handling

The best practice is that parents and guardians provide their own food for their child. If this is not possible, the following guidance applies:

- Staff should serve all food items.
- Utensils (not fingers) should be used by staff to serve food.
- Remove shared food containers from eating areas (e.g., snack bowls, pitchers of water or milk, salt and pepper shakers).
- If using single service packets of condiments, provide the packet directly to each child, rather than self-serving from a bulk container.
- For snack programs, dispense snacks directly to children and use prepackaged snacks only.
- Close kitchen and nourishment areas that could be accessed by children or visitors.
- Implement other measures as necessary or appropriate, or if directed by local public health.
- Ensure that food handling staff practise meticulous hand hygiene.
- With the exception of culinary programs that are supervised by qualified staff and follow industry standards, cease activities involving student participation in food preparation.

No-Sharing Policies

It is important to reinforce in children the policies of no food sharing and no water-bottle sharing. Generally, these policies are intended to reduce potential exposures to allergens, but the practice of not sharing food or water bottles in schools also helps reduce virus transmission among staff and children. Students are encouraged to keep personal belongings with them. Locker use should be limited or discontinued to avoid congregation in hallways.

Toys

As per standard procedures, it is recommended that schools have toys that are easily cleaned and disinfected. It may be prudent to increase the frequency of the cleaning schedule for these items, especially when illness is circulating in the setting or the local community, or if symptomatic staff and children have been touching the toys.

Plush toys should be avoided. Children's personal toys (i.e., for security or comfort) are not to be shared with other children and should be stored in a way that ensures this.

In general, sensory play must not be used at this time. Children should not use or handle modelling clay, or indoor sand and sensory tables, as these items cannot be easily disinfected. An exception can be made for children with additional support needs where the use of these items is an important part of their individual plan. These items should then be used under staff supervision and exclusively by the individual child.

Physical Education and Sports

Activities that involve movement should be held outside, including those for physical health and education. Indoor or outdoor non-contact sports (e.g., tennis and soccer) are permitted, as long as physical distancing can be maintained during the play, except for brief exchanges of close contact. Choose outdoor settings as much as possible, as they are a lower risk for transmission of COVID-19. A more detailed document has been developed to provide guidance on how sports and other activities could be modified/adapted to reduce the transmission of COVID-19. It is available at <https://www.gov.mb.ca/covid19/restoring/sports-guidelines.html>.

Field Trips

Field trips or outings are permitted. However, the participation of children must be voluntary and accompanied by appropriate parental permission. Enhanced planning for field trips will be necessary to ensure the health guidelines are met. When planning outings or field trips, consider the following:

- Outdoor settings are lower risk for transmission of COVID-19.
- Avoid crowded venues where physical distancing of two metres (six feet) cannot be maintained.
- Ensure there is access to handwashing and/or alcohol-based hand sanitizer during the outing. Handwashing will be required if the activity involves getting hands soiled.
- For group transportation, physical distancing and/or cohorts need to be maintained. Please refer to [transportation guidelines](#) for details.
- Avoid using public water fountains. Children should bring their own prefilled water bottle to these activities.

Activities with Animals/Pets

Animals and pets are permitted. Children and staff who handle animals should perform proper hand hygiene before and after handling animals (see Hygiene Practices section above). Ensure animal handlers who are visiting the school are screened, following the processes for visitors, and ensure physical distancing is possible between the animal handler and the child. It is required that a non-medical mask be worn by the visitor as an additional precaution.

Early Learning and Child Care

Manitoba Education and Manitoba Families are working together with school divisions and the child care sector to ensure that families can continue accessing child care within schools. Schools will work cooperatively with school-based child care centres to ensure that they can continue to operate. This includes protection of designated child care centre space for child care centres in schools, and an approach to supporting shared spaces, including cleaning protocols.

For information on child care services during the pandemic, please visit <https://www.gov.mb.ca/covid19/infomanitobans/childcare.html>.

Education Policy and Governance

Manitoba Education will continue to work with educational partners to ensure school boards and their administrators are able to govern and operate as the pandemic situation evolves. This may include periods of flexibility in the application of specific legislative and policy requirements and timelines, in line with public health guidance. The department will also ensure clear and timely communication of any changes with education stakeholders, parents, students and the public. The following is of special note:

- Board meetings are able to convene via online or remote methods with provisions for public participation, and in line with prevailing regulated requirements.
- Manitoba Education will continue to assess where funding and other reporting requirements need to be adapted to reflect boards' and public health circumstances.
- Manitoba Education will monitor and work with school divisions and funded independent schools to avoid any impacts or constraints in reporting enrolment.

Student Achievement and Learning

Communication

The success of the school re-opening plan and student achievement will depend in part on parents, caregivers and students being informed about new protocols. This communication will be needed throughout the year. Communication strategies will include:

- fact sheets explaining new protocols and links to helpful information, as well as detailed instructions regarding screening and pick-up and drop-off procedures and protocols if a child or staff person becomes ill
- alternative delivery models for activities such as parent-teacher conferences and school assemblies
- information for students related to school hours, physical distancing, hand hygiene, remote learning and resources to support learning and well-being at home

Schools should engage their local parent councils. School administrators are also encouraged to work with local associations and employee representatives, including Workplace Safety and Health committees. Local COVID-19 response planning teams should be established to coordinate planning.

Attendance

All students are expected to participate fully, even when remote learning is required. Students will be assessed on their work, reflective of their performance and learning. Schools are critical to the mental health and well-being of children. Planning should focus on returning as many students to in-class learning as possible, while following public health measures.

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

Due to the nature of the contact among teachers, staff and students, and the ability to maintain physical distancing, substitute teachers, clinicians and other staff can work across multiple schools. Restrictions may be put in place if the risk level increases.

Blended Learning

Teacher-directed remote learning will be an essential component of K to 12 education throughout the pandemic. When remote learning is needed, students may work independently on their own, as well as work with a teacher in real time. Blended in-class and remote learning plans may need to be implemented on short notice and may be in response to isolation due to illness from exposures. Mechanisms to maintain ongoing contact with students who are participating in remote learning are critical to keeping students engaged. School divisions and schools will ensure that all students who are participating in remote learning have access to technology. Manitoba Education will continue to work with school divisions and stakeholders to ensure the availability of devices and to identify options for students and staff where Internet availability is limited.

Recovery Learning

Students will need an opportunity to adjust to new school routines and expectations. Some students had lower participation in remote learning than others, and educators will need to be creative to address the achievement and learning gaps that may exist. Mental health and well-being is critical to returning to in-class learning plans. Regular check-ins and assessment will play an important role in supporting students' well-being and in helping students learn to the greatest extent possible.

Teaching Focus and Timetabling

Schools are to maintain instruction of mandated curricula of core subject areas. Unilateral program cuts will not be supported and school divisions must discuss these types of changes with Manitoba Education. Electives may be limited to accommodate scheduling if this does not affect educational requirements. Consideration may be given to offering some electives remotely or via distance for high school students. If remote learning is required to meet public health measures, a minimum of two of six days in a cycle is required for high school students. Web cameras can be issued, with an appropriate privacy impact assessment, to allow students to follow along with their class from home for real-time learning.

To the greatest extent possible, schools and school divisions should schedule high school classes to avoid spares on days they are at school in the 2020/2021 school year. Schools must implement measures to avoid congestion indoors, including asking students to go home or outdoors, as well as offering supervision in a common area, such as a gym or library, to ensure physical distancing is being maintained.

Creative uses of community spaces and timetabling is permitted, including reassigning staff and identifying alternate locations. Use as many outdoor activities as possible. School administrators will need to assess the impact and ensure any changes to school routines and assignments are communicated broadly.

Assessment

Student assessment and evaluation will proceed. Reporting for the Provincial Grade 3/4 and Middle Years assessments for the 2020/2021 school year is suspended to ensure the focus is placed on supporting students' return to in-class learning and recovery learning needs. Grade 12 provincial tests are scheduled to proceed as normal. Schools will be notified if the public health situation warrants a change to the provincial tests. In the event of cancellation, other forms of assessment will be used to determine students' marks.

Report cards will be provided to all students, including in situations where remote learning is required.

Supports for Students with Special Needs

There are unique challenges experienced by students with special learning needs during this time and additional supports may be required. This includes:

- considering changes in the school environment or remote learning needs when reviewing and updating Individual Education Plans (IEPs)
- creating congregated classrooms as a temporary COVID-19 response measure for students' special learning needs in order to offer regular, everyday timetabling
- considering additional planning for students with special learning needs to support a smoother transition to school
- safely supporting the return of medically fragile students by consulting with local public health authorities on any new risk factors for the student, implementing staff training, and potentially continuing remote learning where return is not possible
- accommodating the needs of students who require significant personal support, including considering options for personal protective equipment for both staff and students (please refer to https://www.edu.gov.mb.ca/k12/covid/docs/guides_support_students.pdf)
- considering alternate attendance options for students, depending on their needs

Manitoba Education continues to work with Manitoba Families and education stakeholders to further develop guidance and support for students with special needs and students at risk. For more information, please visit <https://www.edu.gov.mb.ca/k12/covid/support/rsssn.html>.

Specialty Programming

Technical-vocational education programming can continue, provided public health measures such as daily symptom monitoring, physical distancing, and/or cohorts are maintained. When planning for technical-vocational, industrial arts, human ecology and applied commerce education programs, the Manitoba COVID-19 support documents *Workplace Guidance for Business Owners and Guidance for Industry Sectors* may provide useful sector-specific information. See:

<https://www.gov.mb.ca/covid19/restoring/guidance.html>

<https://www.gov.mb.ca/covid19/restoring/industry-sectors.html>.

For extracurricular activities such as choral and music, schools will need to carefully assess their ability to continue. Musical activities involving singing or wind and brass instruments may increase the risk of COVID-19 transmission. Choir practices and band practices pose a higher level of risk, and special consideration should be given to how they are held, the room ventilation, and the distance between performers. Instruments should not be shared between students.

As there are no specific interventions that eliminate the risk from these group activities at this time, it is difficult to provide specific guidance for choral or for wind instruments. Schools may consider cancelling these activities for the upcoming year or initially for the fall term, as further evidence on their risk becomes available. Schools that proceed must ensure that they take additional precautions and follow Manitoba's Restoring Safe Services: Guidelines for Vocalists and Instrumentalists at <https://www.gov.mb.ca/covid19/restoring/music-guidelines.html>.

Professional Development Priorities

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

Mental Health and Well-Being

Student and staff mental health and well-being must be core elements of the re-opening planning. It is foundational in ensuring a return to a welcoming environment that supports learning. Each school division and independent school is to prepare a strategy that responds to their local community needs and include it as part of their 2020/2021 plan.

Supports for student and staff mental health and well-being may include the following components:

- professional learning for system leaders, educators and mental health professionals to support the approach to school re-entry, as well as throughout the school year
- improved communication about, and awareness of, mental health resources that are available for educators (such as *AbilitiCBT* at <https://myicbt.com/home> and the Educator Assistance Program at <https://www.mbteach.org/mtscms/2016/05/24/educator-assistance-program/>) and for students (such as Kids Help Phone at <https://kidshelpphone.ca/> or Stress Hacks at <https://stresshacks.ca/>)
- a person-centred, trauma-informed approach for mental health supports that will capture all students and target intensive help to those who have been most affected by the COVID-19 outbreak
- collaboration with child and youth mental health agencies to support stronger connections and make the best use of mental health resources and supports across the integrated system of care

Manitoba Education will also support professional learning with a strong focus on building students' social-emotional learning skills, so they can increase resilience, manage their stress, and develop positive relationships.

Additional Information and Resources

More information on Manitoba Education's COVID-19 response, including resources, planning documents, and frequently asked questions, can be found at *Latest COVID-19 Education News* at <https://www.edu.gov.mb.ca/k12/covid/index.html>.

My Learning at Home, a resource to assist families to support their children in remote learning from home, can be found at <https://www.edu.gov.mb.ca/k12/mylearning/learningathome/index.html>.

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

Public Health Resources

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

Communication Resources

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

Resources on Talking to Children about COVID-19

- *Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic*
This site provides guidance, recommendations, and resources from child trauma experts at Child Trends and the Child Trauma Training Center at the University of Massachusetts.
https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic?utm_source=mailchimp&utm_campaign=030096d2e1f0&utm_medium=page
- *How Teachers Can Talk to Children about Coronavirus Disease (COVID-19)*
This UNICEF site provides tips for having age-appropriate discussions to reassure and protect children. <https://www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19>.

- *Seven Simple Tips on How to Talk to Kids About the Coronavirus*
As the world's leading expert on childhood, Save the Children has provided parents, schools, and communities with these tools and tips about COVID-19 and kids.
https://www.savethechildren.org/us/what-we-do/emergency-response/coronavirus-outbreak/coronavirus-outbreak-how-to-explain-children?utm_source=mailchimp&utm_campaign=030096d2e1f0&utm_medium=page

Transportation Resources

- Specific guidelines for transportation to schools are available at
<https://www.edu.gov.mb.ca/k12/covid/reopening/transportation.html>.

Technical-Vocational Education

- When planning for technical-vocational, industrial arts, human ecology and applied commerce education programs, the Manitoba COVID-19 support documents Workplace Guidance for Business Owners and Guidance for Industry Sectors may provide useful sector-specific information. See <https://www.gov.mb.ca/covid19/restoring/guidance.html> and <https://www.gov.mb.ca/covid19/restoring/industry-sectors.html> for specific information.

Protective Personal Equipment Resources

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

Cleaning Resources

- Health Canada has the following list of disinfectants that have been shown to be effective against COVID-19: <https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html>.

NOTE: The public health information provided in this document is subject to change as the science and information regarding COVID-19 continue to evolve. Please visit Latest COVID-19 Education News regularly at <https://www.edu.gov.mb.ca/k12/covid/index.html> for the most up-to-date information.

Risk Assessment and Mitigation Tool for Recreational Activities in Manitoba Operating During the COVID-19 Pandemic:

In response to the COVID-19 pandemic, Manitoba closed or restricted many recreational activities. As Manitoba begins to lift or adjust restrictive public health measures, it is important that those responsible for recreational activities consider the possible risks and identify and implement risk mitigation measures when re-opening or operating during the COVID-19 pandemic. Use this tool along with relevant provincial and national activity-specific guidance (e.g. sports or arts organizations).

Public health measures taken by participants, organizers and operators for recreational activities are part of Manitoba's collective approach to mitigate the transmission of COVID-19. There is currently preliminary evidence suggesting that the risk of COVID-19 transmission is greater in indoor compared to outdoor settings. Although the risk of COVID-19 transmission in outdoor settings is thought to be lower, there is still some risk of transmission.

This tool is based on concepts outlined in the guidance developed for community-based measures titled: ***Community-Based Measures to Mitigate the Spread of Coronavirus Disease (COVID-19) in Canada***. It reflects the currently available scientific evidence and expert opinion and is subject to change as new information on transmissibility, epidemiology, and effectiveness of public health and risk mitigation measures becomes available.

Risk Assessment

What are the COVID-19 risks associated recreational activities?

The following facts about COVID-19 and associated questions can help you consider the risks of COVID-19 for participants and spectators.

The risk level is affected by whether there is COVID-19 activity in the local community. If there is known COVID-19 activity in your community, the likelihood that it could be introduced to participants of recreational activities is higher. The risk of COVID-19 introduction and spread is also presumed to be greater if a higher proportion of individuals visiting the indoor/outdoor spaces or participating in the activity comes from outside of your community and/or is coming from a community with higher rates of COVID-19.

COVID-19 spreads from person to person, most commonly through respiratory droplets (e.g., generated by coughing, sneezing, singing or talking) during close interactions (i.e., within two metres/six feet). People who have COVID-19 may have few to no symptoms, or symptoms may be mild.

Consider the following when planning recreational activities.

- ☐ Do participants interact with many other people while using the indoor/outdoor space or during the activity? A higher number of interactions with others carries greater risk.
- ☐ Do participants interact closely (two metres/six feet) with others while in the indoor/outdoor space or during the activity? Closer interactions carry greater risk than interactions at a distance.
- ☐ Do participants have prolonged close interactions with others while in the indoor/outdoor space or during the activity (e.g., team sports, martial arts, boxing, musicians in a group setting)? Prolonged contact is defined as lasting for more than 10 minutes of time being less than two metres away, and may be cumulative (i.e., over multiple interactions). Evidence indicates that person-to-person spread is more likely with prolonged contact.
- ☐ Is the indoor/outdoor space or recreational activity crowded (e.g., high density of people) on a regular basis? A crowded setting is presumed to have greater risk.
- ☐ Do any interactions occur in enclosed/cramped indoor spaces (e.g., use of restrooms, use of locker/dressing rooms for changing for an activity or sport)? Being in a confined indoor space carries a greater risk.
- ☐ Are participants singing? Is this in a group setting? There is some preliminary evidence that this is a higher-risk activity.
- ☐ Can you maintain lists of participants for 21 days to ensure appropriate public health follow-up can take place if a participant be exposed to COVID-19 during these activities?

COVID-19 can also be spread through touching something with the virus on it, then touching your mouth, nose or eyes before washing your hands.

- ☐ Do participants frequently have contact with high-touch surfaces (i.e. surfaces frequently touched by others)? A higher number of contacts with high-touch surfaces (e.g. shared recreation equipment, climbing structures, restroom facilities, handrails, floor mats, shared instruments or props) is presumed to have greater risk.
- ☐ Are facilities available where participants can wash and/or sanitize their hands after contact with high-touch surfaces (e.g., access to hand hygiene stations/supplies)?

COVID-19 can cause more severe illness among people who are 60 and over, and those who have compromised immune systems or other underlying medical conditions (underlying medical conditions could include: heart disease, high blood pressure, diabetes, lung disease, cancer).

- ☐ Are there participants or spectators who may be at higher risk of severe illness?

COVID-19 spread can be reduced by consistently practicing personal protective practices.

- ☐ Are participants able to follow hygiene practices such as washing hands frequently, respiratory etiquette (coughing into one's arm/sleeve), and identifying when they are feeling ill and staying home?

Risk Mitigation

How can COVID-19 risks be mitigated in indoor/outdoor recreational activities?

To prevent or limit the spread of COVID-19 during recreational activities, consider the following risk mitigation principles and measures.

The most effective risk mitigation measures are those that involve separating people from each other or shared surfaces through physical distancing and physical barriers. Measures that are less effective but still offer protection when followed, rely on individuals to consistently follow personal preventive practices (e.g., use of personal protective equipment, wearing non-medical masks).

To maximize safety, use a "layered" approach with multiple measures to reduce the risk of COVID-19 spread, including decreasing the number of interactions with others and increasing the safety of interactions. Layering of multiple mitigation measures strengthens the risk mitigation potential overall.

The following examples of risk mitigation measures are provided for your consideration. The following list is not exhaustive – you are encouraged to find creative and adaptive ways to mitigate risk in your setting that align with public health advice.

People who are ill should NOT participate in or be spectators of recreational activities.

- ☐ Post [signage](#) to discourage individuals who are ill from accessing the activity space or participating in the recreational activity.
- ☐ **Ask participants if they have symptoms of COVID-19. Use Manitoba's online [screening tool](#)** before the start of the activity, and direct individuals who are ill or have symptoms of COVID-19 to not participate or spectate.
- ☐ Require participants (players, employees, coaches) and spectators to stay at home if they have any symptoms until criteria to discontinue isolation have been met, in consultation with the local public health authority or their healthcare provider.

Promote and facilitate personal protective practices. Everyone plays a part in making recreational activities safer.

- ☐ Keep participants informed about public health advice applicable to your setting or activity.
- ☐ Promote personal health practices, including frequent hand hygiene, or foot hygiene when participants are barefoot (e.g. judo), avoidance of touching the face, and proper respiratory etiquette.

- ❑ All clothing, uniforms and gear should be washed/cleaned/disinfected between each use. Avoid sharing between participants whenever possible.
- ❑ Frequently clean and disinfect commonly touched surfaces (e.g. handles, benches, equipment between use). Provide sanitizing wipes that participants can use to wipe down surfaces.
- ❑ Provide increased access to hygiene facilities (e.g. by placing alcohol-based hand sanitizer or hand-washing stations in prominent locations) and ensure accessibility for participants with disabilities or other accommodation needs.

Promote physical distancing (keeping a distance of two metres/six feet from others), which is one of the most effective ways to reduce the spread of illness.

- ❑ Focus on aspects of your activity or sport in which it is possible to maintain physical distancing (e.g. individual skill building).
- ❑ Discourage or prohibit the presence of spectators wherever reasonably possible.
- ❑ Limit the number of participants and spectators, as allowed in Manitoba, in indoor/outdoor spaces to prevent overcrowding.
- ❑ Provide [signage](#) at indoor and outdoor spaces reminding users of physical distancing requirements (e.g. two metre/six feet separation between individuals and households).
- ❑ Create appropriate spacing in areas where people would congregate (e.g. line ups, spacing of players sitting on benches).
- ❑ Modify indoor and/or outdoor spaces to promote physical distancing (e.g., convert narrow hallways or walkways to “one-way” to facilitate physical distancing).
- ❑ Use visual cues to promote appropriate spacing (e.g. floor markers for “one-way” flow of person traffic, spacing markers on spectator stands for organized activities).
- ❑ Consider closing or modifying non-essential indoor spaces (e.g., close locker rooms and have participants change clothes and shower at home).
- ❑ Restrict occupant capacity of indoor spaces such as restrooms and change rooms (e.g., close stalls to manage volume/occupancy without enforcing).
- ❑ Consider smaller league/team sizes/smaller groups of participants whenever possible (e.g. smaller groups of musicians practicing as opposed to a full orchestra).

Mitigate risks from exposure to high-touch surfaces (e.g., surfaces frequently touched by others).

- ❑ Limit the use of shared equipment during recreational activities. Any shared equipment should be cleaned between use (baseball bat, drumsticks).
- ❑ Increase frequency of environmental cleaning, especially of high-touch surfaces that continue to be accessed (e.g. water fountains, handrails, floor mats).
- ❑ If restrooms and/or showers are available, limit number of users at a given time, maintain handwashing supplies, increase cleaning and disinfecting frequency and install no-touch garbage bins.

- ❑ Consider increasing access to temporary alcohol-based hand hygiene stations/supplies. Children may need supervision to ensure effective hand hygiene is performed.

Mitigate risks during programming.

- ❑ Consider the type of activity and the spectrum of risk. Sports with less potential for physical contact (e.g., tennis) are presumed to carry less risk, whereas sports with more potential for contact (e.g., football, basketball) are presumed to carry more risk. Performing arts that involve close physical contact between participants or have a larger number of participants also carry more risk.
 - Consider modifying the activity to reduce contact risk (e.g. no contact rules or focus on practices/skill development instead of games, minimize close contact and the number of participants in performing arts activities).
 - Consult COVID-19 specific guidelines published by the leading authorities in your activity that can assist your risk mitigation strategy for person to person interactions.
- ❑ Organizers should consider the developmental stage and ability of participants when implementing mitigation measures for programs.
- ❑ Consider smaller participant groups and stagger them, if possible, to decrease the opportunity for close contact.
- ❑ Separate participants by two metres/six feet at all times, as much as possible.
- ❑ Consider engaging community members, staff, or parents of participants to:
 - Monitor physical distancing between coaches, participants and spectators. Monitors can remind individuals to maintain their distance; and
 - Ask participants, coaches and spectators if they have symptoms of COVID-19 before the start of the activity, and direct individuals who are ill or have symptoms of COVID-19 to not attend/participate. Encourage them to use Manitoba's COVID-19 [online screening tool](#).
- ❑ Limit the use of shared equipment during activities and clean and disinfect equipment after each use.
- ❑ Wash or sanitize hands before and following the activity, especially following contact with shared equipment.
- ❑ Require that each participant consumes only their own water and food (this may mean bringing multiple water bottles and hydrating before the activity).
- ❑ Participants should be encouraged to change at home and come ready for practice/participation in their activity (e.g., bring their own water bottle and towel).
- ❑ Ensure parents and spectators practice physical distancing.
- ❑ Discourage or prohibit the presence of spectators wherever reasonably possible.
- ❑ Eliminate team huddles and the beginning and end of game fist-bump /handshake routines.
- ❑ In the event that a participant requires first aid, consider having a family member attend to the injured. If not possible, the first aider should use appropriate personal

protective equipment, including medical mask, gloves, and face shield. First aid kits, gloves and medical masks should be stocked and available.

- ❑ Modify the space or activity to reduce how long participants are in contact with each other and how many participants come into contact with each other.
- ❑ Close or restrict access to non-essential features or common areas that encourage people to gather (e.g., locker rooms except for washroom access).
- ❑ Consider unidirectional ("one-way") traffic on busy/narrow hallways or entrances to limit close face-to-face contact between participants and remind people to keep to their right at all times and, merge into a single file as needed.
- ❑ Stagger use of facilities for different groups to reduce number of contacts.

Mitigate risk for people at higher risk of severe illness.

- ❑ Provide special accommodations for participants from vulnerable groups (e.g. dedicated times for seniors to use the outdoor space or access the recreational activity).
- ❑ Consider increased environmental cleaning prior to use of the facilities by known vulnerable groups.

Should participants/spectators of recreational activities wear non-medical masks?

- ❑ The wearing of non-medical masks or cloth face coverings is an additional personal practice that may help to prevent the infectious respiratory droplets of an unknowingly infected person (the wearer) from coming into contact with other people and surfaces.
 - In most circumstances non-medical masks or cloth face coverings are not deemed necessary in indoor or outdoor spaces when physical distancing is possible and can be predictably maintained. However, use of these masks may be considered if physical distancing is not possible or is unpredictable, and local epidemiology and community transmission warrant it.
 - For sports where a face shield can be used (e.g. hockey), a face shield may be considered.
 - In some activities, wearing a non-medical mask may not be practical or tolerable, e.g., in activities that require physical exertion there might be a risk of poor oxygenation, easily soiled/moistened mask due to sweating/heavy breathing, or risk from injury if the mask is caught on equipment.
 - Non-medical masks should not be placed on young children under age two as they may be unable to remove the mask without assistance, which could impair their breathing.
 - Children and youth in the same activity group will have recurrent interactions with one another, much like those of family members or people in a household. For this reason, non-medical masks may not be recommended. It will be important that group sizes are small and that the same children/youth, staff and volunteers are grouped together as much as possible.

- The ability of a child/youth to complete tasks and follow direction will be dependent on a variety of factors (e.g. age, maturity, physical ability, comprehension). It will be important for child/youth staff and/or volunteers to assess ability to properly use and care for non-medical masks, based on the individuality of children/youth.
- It should be expected that some children/youth will wear non-medical masks in settings that have not adopted non-medical masks policies. Staff and volunteers should monitor for, and address, any discrimination or bullying associated with this practice (whether stigmatization is experienced by those who wear masks, and/or those who do not) and monitor for proper use.

If you choose to wear a non-medical or cloth mask, you must do the following:

- Wash your hands immediately before putting it on and immediately after taking it off.
- Practice good hand hygiene while wearing the mask.
- Ensure your mask fits well (doesn't gape).
- Do not share your mask with others.
- Face masks can become contaminated on the outside, or when touched by your hands. Avoid touching your face mask while wearing it, change your mask as soon as it is damp or soiled and place the mask directly into a bag or into the washing machine, launder your mask on a hot cycle and dry it thoroughly.

Brandon:

documents/Brandon%20School%20Division%202020%20Re-Opening%20Schools%20Plan%20.pdf

MSN Canada - Hot... watch Imported From IE

communications and assignments to support remote learning.

- MIST will continue to provide training and technical support when and where necessary.
- The application SEESAW has been introduced for elementary schools as a supported platform for student and Parent communication.
- MIST will create reports as required to inform recovery learning.
- MIST will assist or provide training on learning recovery tools.

Extra-Curricular and Off-Site Activities

- Extra curricular activities and off-site activities have an increased level of risk. Therefore, each activity will be assessed on an individual basis ensuring they follow Manitoba's Restoring Safe Schools guidelines.

Physical Education and Sports

Activities that involve movement should be held outside, including those for physical health and education. Indoor or outdoor non-contact sports (e.g., tennis, soccer) are permitted, as long as physical distancing can be maintained during the play, except for brief exchanges of close contact. Choose outdoor settings as much as possible, as they are a lower risk for transmission of COVID-19. A more detailed document has been developed to provide guidance on how sports and other activities could be modified/adapted to reduce the transmission of COVID-19. It is available at <https://www.gov.mb.ca/covid19/restoring/sports-guidelines.html>.

Field Trips

Field trips or outings are permitted. However, the participation of children must be voluntary and accompanied by appropriate parental permission. Enhanced planning for field trips will be necessary to ensure the health guidelines are met. When planning outings or field trips, consider the following:

- Outdoor settings are lower risk for transmission of COVID-19.
- Avoid crowded venues where physical distancing of six feet (two metres) cannot be maintained.
- Ensure there is access to handwashing and/or alcohol-based hand sanitizer during the outing. Handwashing will be required if the activity involves getting hands soiled.
- For group transportation, physical distancing needs to be maintained.
- Avoid using public water fountains. Children should bring their own prefilled water bottle to these activities

Institutional Operations

Board Meetings

The Brandon School Board will continue to meet regularly throughout 2020-2021. Should a public

Fort la Bosse:

.mb.ca/wp-content/uploads/2020/08/FLBSD_k-12-reopening_plan_August20_2020-1.pdf

Response Level 2:

Institutional (Operations)

Prepare school facilities to accommodate physical distancing, including increased sanitation, hand hygiene and other public health provisions. Follow the guidelines for re-opening school facilities. These will be updated regularly to reflect new public health orders and guidance.

- This response level will be initiated based on public health advice. Under this level, physical distancing is required during all hours of school operation and after school activities.
- All classrooms are to be configured with learning spaces 2 m apart. Cohorts of students may be spaced 1 m apart when 2 m is not attainable.
- In classrooms or on buses where spacing expectations (1 m or 2 m) cannot be met, expectations must be set to limit interaction.
- All extra-curricular activities will be canceled if physical distancing requirements cannot be accommodated.
- Increased and proper hand hygiene (frequent hand washing), and other public health protocols (coughing, sneezing) will always be expected.
- Access to school buildings by non-essential visitors will require an appointment and/or by calling ahead.
- Schools shall refrain from scheduling assemblies and gatherings that exceed public health advice.
- Recess – cohorts will have designated zones to play. Social distancing should be to the greatest extent possible. Many cohorts can be outside at the same time in their designated areas.



Specialty Programming

Technology Education Programming

Technology and vocational education programs will follow the guidelines provided by Manitoba Education and Public Health. Specific planning will take place to ensure enhanced cleaning of equipment and tools between use. If blended learning is required, plans will be developed to have students work in labs, shops and vocational areas to complete the hands-on learning components of courses if permitted. MVSD will continue to work with Apprenticeship Manitoba to support students working on completing coursework and hours towards their trade certification (e.g. Level 1 Journey person).



Extra-Curricular and Music

Mountain View School Division is prepared to allow extracurricular activities, including extracurricular sports, to resume at the Gr. 9-12 levels according to [MHSAA](#) and individual sport return to play guidelines and general public health COVID-19 protocols. These activities can resume at the school level subject to the permission of the school Principal. The sporting activities at this point will be limited to on site training only. The sports teams will be school based teams only and school co-op teams will not be permitted at this time.

For Music and Band classes, MVSD will follow the directives of Public Health and Manitoba Education. MVSD will follow the [Restoring Safe Services Guidelines for Vocalists and Instrumentalists](#) in the planning of a return to safe Music and Band instruction. Singing and choral programs will be suspended until Public Health declares these activities are safe in which to engage. Other aspects of the music curriculum will be emphasized. Music teachers will move from class to class where possible. The national anthem will be played in the morning, but staff and students will be asked to refrain from singing.

MVSD Band students will not share any wind instruments and will be expected to empty water from brass instruments in a safe manner using a cloth/towel. Schools will order and make use of bell covers where practicable. Band practices will proceed as per the [Restoring Safe Services Guidelines for Vocalists and Instrumentalists](#).

Field Trips

Field trips or outings are permitted. However, the participation of children must be voluntary and accompanied by appropriate parental permission. Enhanced planning for field trips will be necessary to ensure the health guidelines are met. When planning outings or field trips, consider the following:

- Outdoor settings are lower risk for transmission of COVID-19. Avoid crowded venues where physical distancing of six feet (two metres) cannot be maintained.
- Ensure there is access to handwashing and/or alcohol-based hand sanitizer during the outing. Handwashing will be required if the activity involves getting hands soiled.

-
- For group transportation, physical distancing needs to be maintained.
 - Avoid using public water fountains. Children should bring their own prefilled water bottle to

Rolling River:

← → ↻ rrsd.mb.ca/UserFiles/Servers/Server_69019/File/News/August%20to%20December%202020/RRSD%20Return%20to%20School%20Plan%20-%20Living%20Doc... ☆ ⚙

RRSD Overarching Safety Plans			
Details	Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> Consider the need to stagger recess, noon hour and other school day transitions Provide students with alternatives to activities that require physical contact with other students (Student play during physical education and recesses are primary considerations). Refer to the Physical Education Appendix for details Promote and practice the use of non-physical greetings For directional flow in hallways consider PAX highways with a center line and arrows showing direction 		
Managing Guests, Volunteers, Visitors, and Community Groups	<ul style="list-style-type: none"> RRSD will continue to restrict nonessential visitors, volunteers and activities involving external groups or organizations 	<ul style="list-style-type: none"> RRSD will continue to restrict nonessential visitors, volunteers and activities involving external groups or organizations Consider virtual meetings for student led conferences, awards etc. 	<ul style="list-style-type: none"> School Facilities Closed Follow "Limited Use of School Facilities Guidelines" Appendix D: RRSD Limited Use of School Facilities
Extra-Curricular Activities	<ul style="list-style-type: none"> Extra-curricular activities are on pause until further notice Plans for extra-curricular activities and other gatherings will be developed in consultation with the Chief Medical Health Officer and Manitoba Education 	<ul style="list-style-type: none"> Extra-curricular activities are on pause Plans for extra-curricular activities and other gatherings will be developed in consultation with the Chief Medical Health Officer and Manitoba Education 	<ul style="list-style-type: none"> Extra-curricular activities are suspended indefinitely
Facilities and Cleaning/ Sanitation	<ul style="list-style-type: none"> Twice a day clean and disinfect frequently touched surfaces. Refer to MSBA School Re-Entry Protocols for details. Spray disinfectant and shop towels/paper towel available in offices and classrooms. 		

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Southwest Horizon:

Athletics and Music Activities

Schools will take activities that involve movement outside as much as possible. Indoor or outdoor non-contact sports are permitted as long as physical distancing can be maintained during play, except for brief exchanges of close contact. The Province of Manitoba has issued the following directives for teaching and learning safely during these activities.

- <https://www.gov.mb.ca/covid19/restoring/sports-guidelines.html>
- https://www.gov.mb.ca/asset_library/en/covid/restoring-vocalists-instrumentalists.pdf

Professional Learning

SHSD's procedure regarding professional development and learning are based on the following beliefs;

- Professional learning is a continuous, collaborative inquiry.
- Professional learning occurs in response to student learning and data.
- It is based in current research.
- It is guided by the division and school plans.

Professional learning in 2020/21 will follow the priorities in SHSD's Strategic Plan with an emphasis on recovery learning, remote learning, mental health and well-being.

Swan Valley:

SVRSS Extracurricular Returns

Starting Sept. 21 to Oct. 9 on a Trial Run we will re-evaluate on October 8th at 4:00 pm.

Sports planning to return:

Soccer (boys and girls), Volley ball girls JV and Varsity, Golf, Hockey,

Sports being considered:

Flag football, Rugby 7s,

Sports not returning this fall:

Cross Country Running, Boys Volleyball, Mountain Biking

Completely understandable and okay for teachers or other staff not comfortable to participate to say so for any sport. Sports can also roll out later in the year and do not need to start immediately at the discretion of the cooperating teacher and SVRSS admin.

Practice only at this time **following all Manitoba Sport guidelines and restrictions** - there are guidelines for each particular sport. All sport guidelines must be reviewed and a **plan submitted with Mrs. Mydyski-Arp** prior to practices commencing. Practices must have a cooperating teacher in charge who is on site and willing and is responsible for all sport guideline compliance. This plan is shared with athletes and families.

Athletes are to play only one sport at one time at this stage as this will allow for a sport cohort for contact tracing and no overlapping of cohorts.

All players must self-assess before each practice. <https://sharedhealthmb.ca/covid19/screening-tool/>

Players must hand in the signed **Parent Consent: Athletic Participation form** to the cooperating teacher prior to starting practices.

All athletes must be screened prior to practice (as in Manitoba Sport Guidelines)

Athletes must change in washrooms, not using gym change rooms as they now sick/isolation rooms. **Maximum numbers in all washrooms is 6.**

Only one practice per night **inside the SVRSS and practice is over by 5:30.**

Practices outside until 6:00 pm - Outside teams do not come back into school after practice. Outside practices **can have two** a week due to the fact that it does not take the extra cleaning.

No students hanging around inside after school.

Co-operating teacher and supervisors responsible for **sanitizing equipment after**. Co-operating teacher/supervisors also **responsible for spectator control**, no spectators or visitors allowed in the school and they are highly not recommended outside. Co-operating teacher also **must take attendance and hand in records** to the SVRSS office (Shelia) the next morning.

Practice would follow regular season and stop when season would normally be over. (Not all year)

SVRSS extracurricular activities is **subject to change**: if we get cases in the Valley.

Final decisions reside with SVSD.

Turtle Mountain:

tmsd.mb.ca/documents/Links%20%28Home%20Page%29/Turtle%20Mountain%20School%20Division%20Reopening%20Plan%20Augu

In September, and until further notice, no choral activities will occur in music classes. In addition, no wind instruments will be used within band programming. The playing of the national anthem will continue to occur each morning, but students and staff will refrain from singing.

Planning will occur for the inclusion of special needs students and given COVID-19 precautions which must be in place. Personal protective equipment will be provided to both students and staff where working in close proximity for extended periods of time is required.

Activities Outside the School Day

In September, and until further notice, no outside user groups will be permitted to use school facilities.

Extra-curricular school activities, including sports, will resume as per [return to play guidelines](#) provided by the Manitoba High School Athletics Association.

Student Transportation

Parents/caregivers are encouraged to transport children to school where possible. The transportation department will establish who is able to do so as part of planning for bus seating. Student transportation with school buses will occur in accordance with [provincial guidelines](#).

Students will be seated on the bus one per seat as much as possible. Students who reside in the same home will be asked to sit together two or three to a seat, as well as students who are in the same cohort in school. Once a seating plan has been established for each bus route it will remain exactly the same and will not vary day to day.

Buses will be sanitized after each bus route is complete in the morning and afternoon.

All students to wear P.E.D. and face masks will be required to wear a mask while on a bus. A mask

Turtle River:

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Screening	https://sharedhealthmb.ca/covid19/screening-tool/ -bus drivers are continually observing students informally as they are on the bus -students are observed as they enter the school by a school staff member -students are continually observed and screened by their teachers and staff members -staff members will screen themselves before the start of each day https://sharedhealthmb.ca/covid19/screening-tool/
<p>5 Page</p> <p>Open in Acrobat</p>	
<p>COVID Return to School Turtle River School Division Livable Document **subject to change based on public health guidance** Revised August 25, 2020</p>	
Recess,	-students wash hands before and after recess -students follow physical distancing with support from supervision staff -individual cohorts have their own play equipment (e.g. soccer balls, etc...) and it must be cleaned between uses -recesses are staggered in order to support less congestion and less group sizes
Sports / Phys-ed	-outside as much as possible, students need movement -preference to outdoor activities will be given to support public health suggestions -select activities that allow for physical distancing -classroom teachers can do phys-ed https://www.gov.mb.ca/covid19/restoring/sports-guidelines.html
Music/Band	-music will pause wind/choral activities -focus will be on percussion and string instruments/activities https://www.gov.mb.ca/covid19/restoring/music-guidelines.html
Shows classes (buscine/rominoline)	-itinerant teacher will go to students in their perspective schools

Websites Sited:

<http://benefitshub.ca/entry/what-can-sport-do-the-true-sport-report>

<https://www.edu.gov.mb.ca/k12/covid/index.html>

October 7, 2010

To Park West School Division Board of Trustees and Mr. Stephen David,

The Major Pratt Student Petition to allow us to use our gyms for practice and play is attached. There are 103 signatures. It was difficult to collect signatures since we are only in school every second day and most people leave for lunch. The students who were able to sign were very supportive of the petition, and very eager to sign. There are also numerous students' signatures from MPS and other schools in the division on the online petition as it was easily accessible.

Everyone I have talked to is looking forward to getting back to extracurricular activities. The most positive thing some kids remember from high school is school sports; don't take that away from us.

Sincerely,

A handwritten signature in cursive script that reads "Reid Cook".

Reid Cook
Student Council Co-President
Major Pratt Trojan

We, the students of Major Pratt School, petition Park West School Division to allow us to use our gyms for playing and practicing school sports while following the Provincial Guidelines in the Return to Play protocols set out by each specific provincial sport governing body.

We are being denied the physical, mental and emotional health benefits that school sports provide. We deserve to have a chance to develop our skills the same way the kids involved in community sports are able to. School sports are the only thing some kids have to look forward to. Don't take this away from us.

Name	Grade	Comments
Taylor Loewen	12	
Kai Eckert	12	
Halayna Boden	12	
Jonathan Kracher	12	
Chris Marshall	12	
Sabrina Velhas	12	
Kaitlyn Bauereiss	12	
James Sandford	12	
Austin Farguhar	12	
Tia Huston	12	
Tia Choy	12	
Cassie Leclerc	12	
Reid Cook	12	
Kale Bomback	12	
Breanne Zimmer	11	
Serra Rocheleau	11	
Wyatt Becknell	12	

We, the students of Major Pratt School, petition Park West School Division to allow us to use our gyms for playing and practicing school sports while following the Provincial Guidelines in the Return to Play protocols set out by each specific provincial sport governing body.

We are being denied the physical, mental and emotional health benefits that school sports provide. We deserve to have a chance to develop our skills the same way the kids involved in community sports are able to. School sports are the only thing some kids have to look forward to. Don't take this away from us.

Name	Grade	Comments
Ryder Thompson	11	let the kids play
Wyatt Tweed	11	
Hayden Seib	9	
Tyson Tibble	11	
Dr. Mosh	9	
Bo + i b b a t t s	9	
Ky Pegke	10	
Kate Melnyk	10	
Colton	10	
Jose	12	
Aren Mentuck	9	
Wade oudie	10	
Cadence Mentuck	12	
Beece Megas	12	
Xander Megas	9	
Todd procure	10	
Justin procure	9	
Harlan Megas	9	
Mariah Munro	10	

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Name	Grade	Comments
Kamryn Boden	9	
Josh Edwards	9	
Kara Bombrack	9	
Alyssa Bily	9	
Hackensin Bily	9	
Peyton Chief	9	
Ethan Dangelvie	9	
Kurt DePascy	10	
Deevan Olsky	12	
Yuri Derkach	11	
Tyler Huston	9	
Amy Buchberger	9	
Emma Bustin	9	
Kiefer Cabrera	9	
Joshua Chipelaki	9	
Markam Cook	10	
Morgan Hatt	10	
Kiera Haney	10	
Sunay Pieterse	10	

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Name	Grade	Comments
Emily Lavallee	10	
Brandon Lyon	10	
Helena McCulloch	10	
Clara Peake	12	
Cali Lovas	10	
Colby Lowe	9	
Fora Tibbatts	11	
Hayden McFarlane	11	
Josh Shwaluk	11	
Jake Noguera	11	
Danien Tunner	11	
Luke DeLorby	11	
Michael Loewen	10	
Rylan Kiliwnik	9	
Adrielle Cabrera	11	

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[illegible]

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Name	Grade	Comments
Owen Bily	11	
Kira Tibble	8	
Katie Falkkevitch	8	
Mialise Pieterse	8	
Emily Mryglod	8	
Shanae Sawarup	7	
Jacklyn Menture	12	
Otello Derkach	7	
Kenneth Jereos	7	
Julie Ali	7	
Karly Bombach	7	
Nathan Miller	7	
Zack A. Johnson	11	
Murphy Conner	10	
Morgan Burton	9	
Emma Chuchmuck	9	
Taylor Cheyne	9	
Trey Cote	9	
Cameron	9	

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[illegible]

October 6, 2020

ATTN: Mr. Stephen David and Park West School Division Board of Trustees

Dear Ladies and Gentlemen,

I am writing this letter to show support in having school sports reinstated within Park West School Division.

The Year 2020 has been anything but normal and as result we have had to rethink the way we do many common things. Change is always a challenge and it is human nature to initially resist change. In the current global landscape, people, businesses, organizations, public services, and governments need to embrace the challenge that change can bring to these unprecedented and difficult times. Park West School Division currently has a "no school sport" policy in place that requires change.

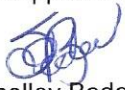
Speaking on my family's personal experience, the importance activity provides to our overall balance is irreplaceable. We encourage our kids to be active for their physical, mental, and social well-being, understanding that this balance will better allow them to set and reach goals. School sports help them to succeed in maintaining this needed balance in their life.

Major Pratt is fortunate to have students from Russell, Inglis, Waywayseecappo First Nation, Gambler First Nation, and Binscarth attending classes in our school. My daughters have developed friendships with students from each of these communities, appreciatively a direct result of their involvement in sport and more specifically, school sport. School sports serve as an *'ice breaker'* to encourage students to establish relationships outside their community of origin. These bonds in turn not only improve self-esteem and foster an enhanced sense of belonging, they also help nurture classroom engagement. Without sport of any sort right now, whether it is intramural or simply development practices in the school facility, students are struggling to make those needed connections because a common ground is not readily available.

Students simply want to be able to continue to develop their skill set and foster healthy relationships with their peers, teachers and coaches. Provincial Sport Return to Play Guidelines are in place and can be referenced and implemented to allow various levels of play to commence. Each governing sport body has submitted the Return to Play Guideline to the Province of Manitoba for approval. Once approved, these guidelines are province-wide and ensure that athletes are thriving within the limits allowed. The physical activity, emotional and social connection to peers and the mental wellness sport can bring, are too great to ignore or discourage in Park West School division facilities.

Please, sooner than later, reconsider the option to have students utilize their gym facilities for intramural sports and school sport development practices. With winter approaching, we know that students will be needing an even greater outlet to help with self care, and for some students, school sports are the only opportunity they have.

A Supportive MPS Parent,



Shelley Boden

Mr. David and Board Trustees

Thank you for allowing the committee to speak to you this evening.

We are extremely dissatisfied with the school division's decision to pause school sports and extracurricular activities. It is our hope that you would reconsider the decision that affects the physical and mental well-being of many PWSD athletes and students.

Students are missing out on the chance to play sports and participate in activities they love. Our eldest child will graduate and was looking forward to proudly representing his school. Our two daughters were anxious to get back to playing volleyball and other sports.

It is ignorant to think that these athletes are not playing together already on teams under their local associations and travelling to other communities to play. Parents and students are well aware of the Return to Play guidelines put forth for specific sports and activities. In the summer athletes that played baseball and softball were respectful and responsible with social distancing, hand sanitizing, wiping down balls etc. As far as we know there were no ill effects from being together as a team and spectators.

Academics are only half of a child's education. The life lessons that come from extracurricular activities are just as important - being part of a team, learning to win and lose with dignity, team work, discipline, and responsibility.

Please rethink your decision and give these students a chance to play the sports and extracurricular activities.

Thank you,

A handwritten signature in cursive script, appearing to read "Arlis and Lori Bomback".

Arlis and Lori Bomback

Park West School Division Board of Trustees
& Mr. Stephan David
Park West School Division

**DEAR MR DAVID & THE BOARD OF TRUSTEES FOR PARK WEST SCHOOL
DIVISION,**

As parents of 2 Highschool Students that attend Russell Major Pratt, we are OVERLY concerned with the decision to not allow High school sports or activities in our schools! We cannot understand this decision.

Physical activity is a NECESSARY part of staying healthy! We have all these protocols to "protect" the kids...what about the preventative like improving our children's mental and physical state through sports and activities. The studies PROVE it.

Families are travelling to other towns and cities to get their kids in sports & activities which equals possibly increase of exposure coming back into our schools and area, doesn't it?

This virus is not going away anytime soon. We have been told that. We cannot stop living and need to learn to LIVE with what is going on – not hide in a bubble!

The province has moved forward. Community activities have moved forward. Its time for our school division to move forward too.

Please, make it a priority to review this decision and reverse it for our kids!

Sincerely,

Christa & Jamie Lovas

A handwritten signature in black ink, appearing to read 'Christa & Jamie Lovas', followed by a long horizontal flourish.

Foxwarren, MB

October 6, 2020

To: Park West School Division Board of Trustees and Mr. Stephen David,

It's volleyball season for our family. Last year by this time our son and his team had attended 3 competitive tournaments. This year, all he wants for his senior year is to be allowed to get back in the gym to practice. The decision last week to continue with the "pause" on school sports was not received well in our family. This is a cancellation of the only sport he plays. Unlike other student athletes who can move from a school sports league to a community league, Reid and his fellow volleyball players are **left with no options**. We don't have another recreational facility or community organization that can replace our school gymnasiums or our school programs. The same will ring true for our basketball players come December.

We realize that the health and safety of our students is the number one priority. With that being said, we must consider benefits versus risks. The benefits of keeping our kids active and healthy far outweigh any risk of practicing with a group of kids that is already spending time together in and out of school. Numerous other divisions have embraced this philosophy. The Manitoba High School Athletic Association has approved the return of play following each specific sports provincially approved guidelines. MPS coaches and students want the opportunity to get back in the gym and have the support of our administration! The cancellation of school sports is only forcing some parents to look for alternate gym space in the cities, outside of our community, which in turn is increasing the risk of Covid being brought into our schools.

It should be noted that players and parents have zero expectation about tournament play this season. As per Volleyball Manitoba Stage 3 guidelines, which were approved this past week by our provincial government, currently developmental training is permitted with 6 on 6 play on the court between players from the same team. This might not seem like much, but we assure you, to our players who only play one sport this time of year, it's everything. Right now our school sports kids feel like they are being punished for being school athletes as all of their friends who play community based sports or who are in community based extracurricular activities have been able to move forward following provincial guidelines. Our school athletes deserve to have the same opportunity, to keep them healthy too, both PHYSICALLY and MENTALLY.

We hope that when making your decision on sports you will take the time to consider all that has already been taken away from our teenagers. They have been separated from their peer group due to every second day schooling, socialization and camaraderie at lunch time in both the cafeteria and the gym are gone as they must eat at home if possible, student council led events and assemblies are not allowed, and our annual Beef and Barley King and Queen fundraiser was cancelled. The unnecessary decision to cancel extracurricular activities is just one more blow. This has become a mental health issue for many teens. As the largest school in our division, Major Pratt needs our gym open for extracurricular. Please make our PWSD students' health and wellness a priority and immediately reverse the decision to pause sports before our players lose any more of their season.

Thank you for your timely consideration of this matter.

A handwritten signature in blue ink, appearing to read "Orland and Lorissa Cook".

Orland and Lorissa Cook

Amy Tweet

October 7, 2020

► Park West School Division Board of Trustees and
Mr. Stephen David

As a parent of athletes, I have seen the many benefits of school sports. My kids have built lifelong friendships, learned time management, benefitted from the exercise and felt pride in representing their school.

The kids at Major Pratt School understand not being able to travel the province to compete this year, even though it is one of the many things that make being in a high school sport such an amazing and important experience. Traveling with your team and staying in hotels holds fond memories for them. Sadly, but understandably, this has already been taken away. Please don't take away the time they could be spending in the gym with their teammates.

As a staff member, I have been the supervisor the high school gym at lunch for 6 years. I have seen the way kids look forward to their time in the gym during their break. For a lot of these kids, it's their only chance to play a variety of sports that go on at lunch. Many of these kids aren't on a sports team or have access anywhere else to play. THIS is their sport. They are often anxiously waiting for me to unlock the gym (and point out when I am a minute or two late! Lol). This is all they have and many of them need that exercise to be able to sit in class for the afternoon, its their release of penned up energy from the morning. Yes, now they can go outside, but for how long? The weather is going to turn fast, then what? The gym at lunch is a safe space for all the kids, athletes or not. They all play together and it's the best 45 minutes of my day. The joy it brings to these kids is something to see. Often Mr. Moncrief, Mrs. McColloch and other staff members pop in to see what's happening in the gym on any given day. The music is playing, the kids are laughing, the gym is the place to be! The kids know that if the gym is allowed to be open, there will be some new rules and we will adjust accordingly. They have already done an amazing job adjusting to the new school rules regarding masks, hand sanitizing and following the arrows in the hallways. They just want some normalcy. Don't we owe it to them to do our best to provide that? I am willing to work a little harder to make the gym a safe place at lunchtime and we have awesome coaches that are willing to do the same for after school activities. Let's do it for the kids, they deserve the best from us. Let's show them that we not only care about their academics, but also about their mental and physical wellbeing too. Thank you for your time.

Sincerely,

Amy Tweet



To: Stephen David and the Park West School Division Board members

As a parent of a teenage student currently attending Major Pratt School and as a teacher, I wanted to express my concern over the shutdown of the school sports programs. Sports are necessary not just for physical health, but for emotional and mental well-being.

My daughter, Emily, participated in volleyball training over the summer months in Winnipeg. Following provincial health guidelines, she was able to play in a gym with other athletes safely and effectively. Protocols were easy to follow there and would be equally as easy to follow here.

Emily is a very academic student who strives in school. However, even she needs the physical outlet sports provide and the emotional connection of playing with her teammates. So many of our students rely on sports as a way to connect with friends and be a part of a positive group environment. To many of our at-risk students, sports are the one thing that keeps them coming to school. Time spent in a gym or on the ice can also create moments of safety and security for many who have a variety of struggles at home.

Sports teach skills that compliment those needed in academics and life; teamwork, sportsmanship, leadership, empathy, self-confidence, dealing with successes and failures in a positive way - all the things you cannot learn in the classroom alone.

I look forward to seeing the students back in the gym, on the ice and in the field.

Sincerely,



Birgit Lavallee

Dear Mr. David,

I have to say I was deeply saddened at the harsh decision to not allow children to practice volleyball in our division.

I do not agree with that decision. I do not believe there is a huge difference from the games already happening in their Phys Ed classes. All sports have submitted return to play proposals and have been approved on some level. It's not fair that some sports are allowed but school prevents some sports from having the same opportunity.

There are several options to ensure the safety of our students. I have attached information from Volleyball Manitoba in that regard. Please read it.

<https://volleyballmanitoba.ca/wp-content/uploads/2020/10/Return-to-Coaching-RTP3.pdf>

I am offended at the idea that our division will work diligently to ensure academic studies continue but zero effort, from my point of view, to ensure the physical and mental needs of our children are being met.

I completely agree that game play against other schools is out of the question right now. But I believe that allowing practices, physical activity, and development is in our children's best interest.

I hope you will reconsider this decision and be a good example to your students that it's ok to admit when you made a mistake.

A parent that strives to hold onto some form of normalcy for her children,
Loren Gurr
Hamiota, MB

To the division, superintendent, board, and stakeholders of Park West School Division.

I am very concerned with the education plan for the high school students at Major Pratt. Our students have the RIGHT for a FULL TIME LEARNING SCHEDULE! During the planning of the upcoming school year, I felt the division had the best interest of our students education. Sadly I have been let down and am very disappointed in the decisions that have been made. There is no reason these students cannot be attending classes full time! There are a number of classes that need to be every day. How are you supposed to get through the whole curriculum? They're not. If they were going to just do every second day, elective classes should've been completely scrapped to ensure our required compulsory courses could be run every day. For instance, shop class has ample space for physical distancing for a full class of kids. It should be every day. Or scrap it to make room for a compulsory course to run full time. Why isn't the multipurpose room being used as a classroom for the larger classes since we don't have a cafeteria at the moment. Where can one see a breakdown of how many kids are in each of the high school classes. To see reason for the half time learning schedule.

Thankfully, our early and middle year students are attending full time with some classes having to wear masks all day. So, our high school students can do the same. The same practices we have put in place for the younger grades, should work for the high school classes.

Going into second semester, I am expecting the division and everyone else who is responsible for the education of students to make the changes necessary to have the high school students attend full time. Neighbouring schools have their students attending full time and seem to be making things work. There is no reason the education of our students has to suffer due to a pandemic. With proper caution life HAS TO GO ON!

Waiting for a written reply to these concerns

Respectfully yours,

Jen Klimack,

A concerned parent of our children's education!

Date	Board education / Presentations / Themes	Special reports	CEO / Superintendent reports	Assistant Superintendent reports	Secretary Treasurer reports
September 3	Inaugural meeting				
September 10					
October 8			Preliminary enrolment Divisional PD		Auditor Financial update
November 12	Focused discussion				Budget timeline / planning framework
December 10		Maintenance	Distributed learning June exam results Biannual mtg		
January 14		Technology			Financial update
February 11			School of choice		
March 11	Focused discussion		Divisional calendar Grade 3 assessment		
April 8		Student citizenship MSBA Convention			Financial update
May 13		Student Services	January exam results		
June 10	Focused discussion	Curriculum coordinator	Evaluation summary Biannual mtg		Financial update
August 26					

Regular reports

- Admin reports
- Staffing
- Student suspensions
- Debentures

Budget meetings:

December 3
January 21
February 4
February 18