

K to 12 COVID-19 Response Planning Team (RPT)
2:00 pm, May 14, 2020
ZOOM Meeting

Item	Record of Discussion	Information Decision Action
1. Welcome	<p>Chair: Dana Rudy</p> <p>Participants:</p> <p style="text-align: center;">David Yeo, Sarah Whiteford, Allan Hawkins, Donna Smith, Jennifer Maw, Diana Turner, Calvin Hawley, , Helen Robinson-Settee, Carolee Buckler, Erin Penner, Nicole Thorkelson, Rhonda Shaw, Jeff Kehler,</p> <p>Regrets: , John Finch</p>	Information
2. Report back on action items	<ul style="list-style-type: none"> • Teacher engagement strategy • The draft teacher survey was circulated prior to the meeting. In addition to demographic information, the questions cover: <ul style="list-style-type: none"> ○ Current experiences with remote learning, and challenges – teacher and student well-being, contact with students, job satisfaction, communication/contact with employer, equity and access; and ○ Recovery learning and transition to in-school teaching and learning – safety, dialogue, flexibility, diverse experiences, triage, professional development, family needs and concerns. • Timeline for approval of final questions to receipt of initial results will be 3 weeks. • Discussion noted the need to balance the needs and concerns of the many stakeholders represented on the RPT. • In the interest of ensuring the integrity of the survey, members are asked not to distribute the questions the beyond Response Planning Team group. 	<p>Action: Members to send feedback on questions by May 15.</p> <p>Action: Further consideration needed regarding Q29-35.</p>
	<p>Education Focused Town Hall with Dr. Brent Roussin</p> <ul style="list-style-type: none"> • The virtual town hall with Dr. Roussin will be held at 3:00 pm today, pre-registration is required to participate. • A recording of the session is available in the link below for those who were unable to attend. 	Information

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<p>5. Issue for discussion</p>	<p>Key Components of Recovery Learning In addition to the principles and guidelines identified for Recovery Learning (RL), the following are identified as key components of RL to facilitate transition planning.</p> <p><u>Dialogue</u></p> <ul style="list-style-type: none"> • Dialogue between the outgoing and incoming teachers will aid in transition planning. • Parents may be an important source of insights about student experiences with remote learning. • Schools divisions will need to ensure that there are sufficient time and supports to facilitate this dialogue and joint planning between colleagues, parents, and students. <p><u>Flexibility</u></p> <ul style="list-style-type: none"> • Schools are encouraged to develop a flexible learning approach with the implementation of recovery learning varying according to the needs of the students, the opportunities and constraints of the school schedule, and resources. • Schools will need to plan for varying lengths of time, models and strategies for recovery learning, depending on student needs, grade levels, subject areas, and school contexts. • Formative assessment will be a critical component to teachers' ability to be responsive. <p><u>Attention to Diverse Experiences</u></p> <ul style="list-style-type: none"> • School teams will need to review the diversity of student and teacher experiences during the suspension of in school teaching and learning. It will be important for this dialogue to be respectful of the family's experience during the pandemic (judgement-free/non-punitive) • The plan will need to intentionally address the mental well-being of their school community upon the return to school. • Equity and access considerations will be key. <p><u>Triage</u></p> <ul style="list-style-type: none"> • Students who had the least amount of participation during remote teaching and learning may require additional assessments and supports when classes resume. • Mechanisms to address the diversity of need will be planned for. 	<p>Action: RPT members invited to indicate if there is a need for further planning or guidance from the department regarding RL.</p>

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	<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Teachers will continue to draw on their professional expertise to meet student needs. • This includes responding to varying needs for recovery learning, supporting the wellbeing of students in light of the pandemic and remote learning strategies. • Additional professional learning may enhance their capacity to work in digital and hybrid learning spaces in order to address the holistic needs of their students. 	
<p>6. Additional items</p>		

Next meeting: Thursday, May 21, 2020 at 2 pm (Zoom)

Topic for discussion: