

K to 12 COVID-19 Response Planning Team (RPT)
2:00 pm, April 30, 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, John Finch, Allan Hawkins, Donna Smith, Jennifer Maw, Diana Turner, Calvin Hawley, Robinson-Settee, Carolee Buckler, Erin Penner, Nicole Thorkelson, Rhonda Shaw</p> <p>Regrets:</p> <p style="text-align: center;">and Helen Robinson-Settee, Executive Director of the Indigenous Inclusion Directorate.</p>	<p>Information</p> <p>Updated T of R, noting new members to be attached with ROD</p>
2. Report back on action items	<p>a) Response planning update</p> <ul style="list-style-type: none"> • A Response Planning Update Report (30 April 20) will be circulated with today's ROD and bi-weekly going forward. • Working group leads will update an internal template weekly to inform ongoing RPT update reports. 	<p>Action:</p> <p>Report will be included as an attachment with the ROD.</p>
	<p>b) Teacher engagement strategy</p> <ul style="list-style-type: none"> • No comments of changes were forwarded regarding the direction to focus on shared during the April 23 meeting so the RPT teacher engagement strategy is now considered finalized and will be shared with the participants of the M-W-F 12:30 situation update calls with school divisions. • A proposal has been put forward, with strong leadership from to proceed with on-line focus group polling as a way to get good information quickly from teachers regarding the return to in-class instruction (anticipated in September). This approach can be mobilized relatively quickly, yielding results within approximately four weeks to inform planning. Details regarding covering costs are being determined. 	<p>Action:</p> <p>RPT teacher engagement strategy will be included as an attachment with the ROD, and shared with participants of the M-W-F situation update calls.</p>
	<p>c) Joint memo to teachers and staff regarding their duty to report</p> <ul style="list-style-type: none"> • Allan Hawkins has prepared a draft letter, which as been sent to for review prior to circulation. 	<p>Action:</p> <p>Once finalized, the letter will be shared with RPT for information.</p>

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	d)	Action: Rhonda to forward Manitoba Education COVID-19 documents to
3. Department updates/ communication planning	<ul style="list-style-type: none"> • Initial, long-term planning has begun within Manitoba Education regarding the eventual resumption of in-class instruction. • The department will meet with Dr. Brent Roussin, Manitoba's Chief Public Health Officer, to discuss the possible use of school facilities for the provision of some services and long term planning for reopening schools. She will also bring forward questions received from school divisions on a range of topics. • 	<p>Information</p> <p>Dana will make a request for an education focused town hall with Dr. Roussin.</p> <p>UPDATE: A meeting has been scheduled.</p>
4. Stakeholder updates	<ul style="list-style-type: none"> • • 	Information

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	•	<p>Remote learning fatigue will be included as a discussion topic on the May 7 agenda.</p> <p>Action:</p>

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<p>5. Issue for discussion</p>	<p>Outreach strategies for students not engaged in remote learning.</p> <p>Students not engaging in remote learning is a common theme across the RPT priority area working groups. Response are needed at several levels across the system – student, classroom, school, division and provincial.</p> <p>Questions/issues raised:</p> <ul style="list-style-type: none"> • What is the impact of student engagement in remote learning on short-term and long-term student achievement and outcomes? • How wide-spread is non-engagement in remote learning? • What are the system level responses required? • What learner level information and responses are required? • How do we measure engagement to inform future planning? • What professional development is needed to support teachers to engage with students and families during time of the COVID-19 pandemic and its aftermath. <p>Participants noted the need to understand the underlying reasons for low/no participation in remote learning and how prevalent/widespread it is across the province.</p> <p>Factors and underlying reasons related to participation in distance learning noted include:</p> <ul style="list-style-type: none"> • Changing paradigms in relationships among teachers, students and parents/caregivers • Connectivity and challenges with technology • Motivation, fatigue and momentum • Anxiety – teachers, students and parents/caregivers, concerns about feelings of judgement <p>In terms of information and data collection through report cards or other means, whether quantitative or qualitative, data limitations exist and contextual factors need to be taken into consideration when interpreting and communicating about student achievement and participation in remote learning. Critical to avoid any messaging related to levels of participation/engagement in remote learning as punitive.</p> <p>Key data points were noted as:</p> <ul style="list-style-type: none"> • March 20 suspension of in-class instruction – student status at this time with a focus on literacy and numeracy • June report cards – record to follow students, a place for teachers to start planning, measure of participation in remote learning • Resumption of in-class instruction – good September bench marks for student specific planning 	<p>Action:</p> <p>Working groups to take note of the discussion and questions raised and focus on identifying solutions.</p>

Next meeting: Thursday, May 7, 2020 at 2 pm (Zoom)