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Thank you so much for joining the NNSP Online Conversation  
*How to create a sense of community while in isolation*  
March 20, 2020

## **Participant List**

### **Links that were shared: (please add any that I missed)**

[Sacred Heart Flexible Learning Plan for Instructional Continuity](#)

[Head-Royce Upper School Resource Guide for Distance Learning](#)

[Greater Good Science Center](#)

[Mutual Aid Movement](#)

[Kissing Boo Boos, a letter to Olney Friends Community from HOS David Male](#)

Tips for 1:1 sessions (credit?)

#### **TIPS FOR 1:1 SESSIONS (TEACHERS)**

- Take a few minutes at the beginning of the call to check in with students the way you normally do when they trickle into your classroom
- Don't underestimate the value of this time to connect; it establishes the tone for the whole conversation and the learning that follows
- Most importantly, it's what you've done naturally at school all along
- Keeping that routine - whether it was intentionally designed or not) is a comfort for students and aids the goal of maintaining strong relationships.
- When conducting 1:1 Zoom sessions, teachers should be sure to work in a public place (living room, dining room) in their home or in their classroom, if possible

Tips for Small Group Sessions and 1:1 Conferences (STUDENTS):

1. Take advantage of Open Studio and X-Period sessions
2. Don't hesitate to reach out for more assistance on a 1:1 basis
3. Use email to coordinate a mutually convenient time to Zoom with a teacher for individual help
4. Minimize distractions by turning off other apps and notifications
5. Consider your backdrop - it is best to use a public place (living room, dining room, outdoors, etc.)

## **Notes from the Breakout Sessions**

Group 1: [Notes](#)

[NNSP Building a Sense of Community](#)

### **Group 2**

<b>Person/School</b>	<b>One good thing</b>	<b>One challenge</b>
Renee Larios, Polytechnic School	Has created a space in the house for kids' activities; She has reached out counterparts in her space, including Kathryn Berger Kaye, who suggests	

<p>Amy McGlinn, Friends School of Wilmington</p>	<p>They are on Seesaw for 4th grade and under, and Google Classroom for 5-; We've kept our focus on community, beginning assignments have been trying to find someone to connect with in order to get that peer connection.</p> <p>They are doing a Zoom meeting with every class, every day. That feeling of community is something that parents say they are doing better than the public schools.</p> <p>Counselors have been setting up check ins.</p>	<p>Sharing a small office with her husband, both of whom are on conference calls; We've had to balance different needs of parents, who need different types of schedules. Every day seems to change the dynamics of what is going on. "With everyone switching to online learning, there's extra pressure to make this work. Parents are handing in their enrollment contracts now. If we don't show that we have this, what makes us a special school?"</p> <p>After the first day, students said they were less stressed than they thought they would be.</p>
<p>Kiska Kosakowski, Sonoma Academy</p>	<p>They have a 2-week planning time right now. They are going to do senior speeches via video. After pushback, they are changing schedules in order to simplify.</p>	<p>She loved the idea of HS kids reading books to</p>
<p>Sean Moler, Jewish Community High School</p>	<p>They are asking teachers to each have a one-on-one call with every student. "This is opening up new classrooms they never would have had with students." They are streamlining conversations in terms of a daily email called the "Daily Howl." They are also doing a Facebook/Insta page to send info about stress reduction to students.</p>	
<p>Amy Breed, College Preparatory School</p>	<p>They have week 1 and week 2 schedules, and they are sticking with the latter. They are using Zoom rooms that allow students to do clubs, and have interactions with groups they want. Another teacher is doing stretching and mindfulness. "We're trying to carve out little spaces for people to come together." Sharing short community videos</p>	<p>Big concerns are screen time and how it's making students feel tired; Also whether they are getting outside or not.</p>

<p>Emily Clark, Castilleja School</p>	<p>Part of their skillset at Castilleja is embracing ambiguity. They have decided to try and stick to their same schedule, taking attendance as usual. “We hoped that that regularity would provide continuity.” They have dropped non-essential blocks and built in time for students to connect in advisory, at least twice per week. They are using a private instagram channel to post and build community.</p>	<p>We’re trying to limit the number of emails we’re sending. How do you effectively communicate with large groups of people? Some families have less technology than others.</p>
<p>Karen Carney, Chicago Friends School</p>	<p>They are K-8 and they are doing class meetings every morning, with every class. There are video checkins times throughout the day, and there is independent time throughout the day. They have a grab bag of art stuff they can do from home. They are trying to be structured, because little kids need structure. Thursdays at 8:45am they turn off all devices and sit in quiet, in Quaker tradition. They will do a virtual dance party.</p>	<p>Most of our parents are really happy about it, and others are not: “Why isn’t this just vacation?” They are having to cancel their fundraiser, which is cash flow for the last couple months of the year.</p> <p>She is wondering whether to send out enrollment contracts, and today would be the normal day to do that. They are thinking about timing.</p> <p>Everyone is really stressed. Families are grateful there is something structured in place. But the parents are freaking out. They don’t know what to do. There’s a lot of anxiety out there. Everybody’s edge because we don’t know where we are going. We have to be as stable as possible. It’s our duty to be hopeful.</p>

**Group 3**

<b>Person/School</b>	<b>One good thing</b>	<b>One challenge</b>
<p>Guybe Slangen San Francisco Friends School</p>	<p>The work they’ve done with the senior centers will allow them to continue pen pals work from a distance.</p> <p><a href="https://en.wikipedia.org/wiki/Mutual_aid_(emergency_services)">https://en.wikipedia.org/wiki/Mutual_aid_(emergency_services)</a></p>	<p>Finding a way maintain connections between students and teachers</p> <p>Maintaining connection to the elder-care center they’ve worked with</p>

	<a href="https://greatergood.berkeley.edu/article/item/greater_good_guide_to_well_being_during_coronavirus?fbclid=IwARoE4ZCHfGvd_cdaqFj37gCGW4qZo8tp_klb-fcGKyGZ7bMzPPQT-sFfoq8">https://greatergood.berkeley.edu/article/item/greater_good_guide_to_well_being_during_coronavirus?fbclid=IwARoE4ZCHfGvd_cdaqFj37gCGW4qZo8tp_klb-fcGKyGZ7bMzPPQT-sFfoq8</a>	How do we sift through the information we're getting, figure out what's important to get out, what's actionable...and the right way to get it out. Opening up opportunities while not overwhelming
Peter Metsopoulos Roland Park Country School metsopoulosp@rpcs.org	Letting go of content / scope and sequence approach	One day to get oriented into virtual school due to being on spring break.
Damaris Maclean Nightingale-Bamford Director of Global Partnerships and Community Engagement <a href="mailto:dmaclean@nightingale.org">dmaclean@nightingale.org</a>	Creation of an "engagement committee" that will include parents, teachers, staff, students to keep a pulse on how everyone is doing.  Silver lining - easier to connect after all of this virtual teaching	Difficult to find a "pulse" on how people are doing in virtual meetings.
Eileen Powers Campbell Hall in LA powerse@campbellhall.org	School has set up a "Wellness Hub". Upload a 2 minute video by age. Having a voice of how we can share what we are doing well.	
Flora Mugambi - Mutunga	The Head of School set up virtual coffee this morning and another one at the end of the day. Conversations are geared to be light hearted.	
Sam Taylor Scattergood Friends School in Iowa	Daily meeting for worship and check-ins	Finding their way to the virtual space and maintaining connection

#### Group 4

Person/School	One good thing	One challenge
Laura Day <a href="mailto:lday@hockaday.org">lday@hockaday.org</a>	Ways each teacher can have a community impact: students work on curricular themes and are now exploring how distance learning connects to those: literacy, sports, music, science  Give kids parameters and they create content; links shared to community partners - now it's	Community partnerships - we are trying to understand how to help meet the needs around us. Kids can't just deliver food. There's a wall between the physical pieces, even though the virtual spaces might be there. How do we meet the needs of people we've been in partnership with? That's something that's

	<p>student run and spreading throughout the city</p>	<p>really on my mind.</p>
<p>Ashley Greene The Episcopal School of Los Angeles greene@es-la.com</p>	<p>School open 7:30-6, so it's hard for kids to just have 3.5 hrs of school. Started implementing clubs, 3:30-4:30 and 4:30-5:30. Online chess signup in advance; cooking club (offering lessons to watch or follow along); yoga twice a week by PE teacher; some kids mute their screen/video; drama teaches improv; Bridging the Gap: submit question or topic, gather to discuss. Next week: invisibility at schools and how that's maximized. Chaplains will implement chapel on condensed schedule (optional) - prayer, song, breakout groups. Virtual spirit week - pajama day, school colors, sports team, pets day, etc.</p> <p>Google Meet with specific titles - student bulletins allow kids to sign up in advance</p> <p>8:00 happy hour to support faculty and adults! Sit and vent or share fellowship. Having admin just listen, humor.</p> <p>Netflix party! Person inviting needs Netflix but others don't. Download to Google Chrome and chat - can pause for everyone.</p> <p>Morning coffee - school head gives space for fellowship.</p> <p>Admin "being in class" for 20 min.</p> <p>Teachers want to know that admin is hearing/seeing what's happening on the ground.</p> <p>Giving space to shift classes (passing period)</p>	<p>Our school has arts as a major component - fine or visual. This was supposed to be the week we put on their musical, now they can't showcase their talent.</p> <p>Visual arts could be done at home but most of our students don't have access to materials at home. How do you teach art when the kid doesn't have paint or clay or brushes? One solution was Co-taught drawing lesson - everyone has pens and paper.</p> <p>Seniors are really having a hard time - no prom, no senior retreats, banquets, senior week. Put together a group of people who work with the seniors, how to give them some kind of "privilege" - how can we communicate that we're committed to giving them some of those experiences even in September</p>

	<p>Open session drop-in times for faculty to tell admin what they need.</p> <p>Grade reps will host session for parents and share notes back with admin team.</p> <p>Foreign language: Spanish Using current events to develop lesson plans and vocab related to what's happening: virus, immune systems, community, etc.</p>	
<p>Isabel Rios-Torres</p>	<p>School started online today and redefined schedule with opt-in community time, encouraged for all students. Idea is that all can gather as an Upper School. Holding advisory time during part of schedule for check-ins, activities.</p> <p>Our school created a NEW schedule for online classes. We meet less time overall. And we have 15 min classes</p> <p>Dean of students is creating video announcements for entire US containing food for thought, etc. Sent daily to all students.</p> <p>Student ambassadors' project during remote learning is to come up with more ideas (for students by students).</p> <p>PE coordinators trying to come up with Zoom workouts - but this is a real challenge</p>	<p>As a language teacher, a challenge is that students had some time off before classes started, Friday was last class. Coping with emotional space here and in the world, while also needing to be in my most creative headspace right now. Where do I put my emotional energy? How do I help my own kids navigate this, in addition to schoolwork?</p> <p>As a language teacher, I understand how to give kids individual work, but how to incorporate the interaction that is so essential to language learning?</p> <p>Learning Differences; those who struggle with being still - what do they need?</p> <p>For many, intrinsic motivation is sports or clubs. If you take that away, what does it mean?</p>
<p>Kristin Shiplier kshiplier@greenestreetfriends.org</p>	<p>PreK-8 school doing some similar things. This will be first remote week. Has felt intense, also parent of 2nd and 5th grader. Zoom in the morning, academic work and morning meeting, optional Zoom lunch for hangout and being silly;</p>	<p>One challenge: older siblings having to take care of younger.</p> <p>As I read assignments, some students are keeping up and feeling a lot of purpose, but others are totally disconnected. How do we motivate them? Are</p>

	<p>homework club begins at 3:30.</p> <p>Advisory and homeroom check-ins, clubs.</p> <p>Counselor and learning specialist available to check in more frequently.</p> <p>LS talent show happening today.</p> <p>Question: Can we/should we do MFW? If teachers choose, they send out mindfulness meditations, etc. Easy to curate good resources but also important to hear familiar adult voices.</p>	<p>kids depressed, needing more support from parents? Our 8th graders are normally self-sufficient but may be needing more from their adults right now. How do we communicate that positively in terms of partnership?</p> <p>We were really focused on academics this week and realized we need to step back and look at whole person more concretely</p>
<p>Janet Chance Need in Deed janet@needindeed.org</p>	<p>Nonprofit has been meeting over Zoom several times a week to discuss how to support teachers. We're also texting each other, researching and sharing resources.</p> <p>Standardized tests in spring have been cancelled - wonderful news. This will provide more space for other kinds of learning.</p>	<p>Philly School Dist. has many students with no home Internet access.</p> <p>What can we do to ensure that teachers are feeling supported when there is so much uncertainty?</p> <p>We are trying to come up with new ideas to engage with community partners under these circumstances - I love the on-line drop-in meeting idea, so community partners can discuss creative ways we can respond to their current circumstances.</p> <p>Waiting to see what superintendent decides, vis a vis distance learning and other modes of learning.</p>
<p>Jen McFadden Moses Brown School jmfadden@mosesbrown.org</p>	<p>Still on break - looking for great ideas; FCE FriendsCouncil.net</p> <p>Looking at Meeting for Worship through Zoom large meeting? (500-1000 participants?)</p>	<p>Worried about teachers</p>

David	“Kissing boo-boos”	How we’re all dealing with this. We are all in a state of shock. For me and colleagues, we are bouncing between “we can do this” and “why even bother, this is about survival” and everything in between. This is going to take some time - just a week ago life was normal. Anything we’re feeling and thinking is normal right now - great to share ideas and conversations, but not put pressure on ourselves. We can’t pretend that this is anything but unusual/extraordinary
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**Group 5**

<b>Person/School</b>	<b>One good thing</b>	<b>One challenge</b>
Waman French - Friends of Atlanta - head of school	<p>Had two weeks of planning before closure (“land of CDC”). All 3rd graders and up have chromebooks. Provided two weeks of digital teaching/learning content. Some students sent home with novels, others used digital textbooks.</p> <p><b>Daily check-ins by teachers (phone or email) to students.</b> Zoom successfully rolled out, so far. Increasing the school's bandwidth in order to upload videos, etc.</p> <p>Audible now has free content</p>	
<p>Chris Miller - Park Day School in Oakland CA Fundraising events and managing volunteers</p> <p><a href="mailto:chris.miller@parkdayschool.org">chris.miller@parkdayschool.org</a></p>	<p>In first week at home. All events have been cancelled—which are normally big community builders. Talking, emailing with volunteers. <b>Read-a-thon converted from live event to compiled video post.</b></p>	<p>Looking for new ways for groups to come together.</p>
<p>RJ Sakai - Sequoyah School, Director of Social Innovation</p>	<p><b>20min optional faculty meetings</b> daily during first week of distance learning, sharing successes and challenges of the day. Celebrations via Zoom. <b>Doing experiential</b></p>	

	<p><b>learning visits out in the community via Zoom.</b> Volunteers compiling materials. Zoom is a great platform!</p> <p>Social Impact Documentaries (for free): <a href="#">SIMA Classroom</a> <a href="#">Following Their Lead</a></p>	
<p>Maggie Weis, lower school head at San Francisco School</p>	<p>Fortunate to send materials home with students, including library books. One teacher, not more, from each grade as conduit for communication. That head teacher organizes materials from specialists. Google Meet working. <b>Loom videos, read alouds, yoga.</b> Students update Google slide with news to share. <b>Librarians and other teachers putting together an enrichment calendar</b> (color coded for age), tool for connecting with students—drag queen read-a-loud</p>	
<p>Rebecca Feldman – Friends School of Baltimore, in Development</p>	<p>In spring break this week. Reunion, biggest event of the year was cancelled. Alums very understanding. Able to keep meeting via walks with colleagues in the area. Not making any fundraising asks now.</p>	<p><b>How to make up deficit in fundraising goals for the year.</b></p>
<p>Ruffin Powell - Carolina Friends School MSUS Librarian</p>	<p>Campus closed last Friday, three days planning, now distance learning. Compiling all resources into library resource page (a benefit and a challenge). Not digitally oriented school, especially as a Friends school. <b>Violated copyright</b> to put up reading of book on a public website, teachers guided to put content behind passwords.</p> <p>The <b>Association of Independent School Librarians</b> has guidelines about how children's books can</p>	<p>Information overwhelm! <a href="http://library.cfsnc.org/distancelearning">library.cfsnc.org/distancelearning</a></p>

	be read and published. "Put it behind a password and plan to take it down in 30 days" We want to model respect for the creators of the books, even if we think risk is low of legal pursuit	
Janelle Giles Lower school head	<b>Families are connecting with each other</b> (Zoom lunch date with friends). Meeting for worship for faculty. Positive and raw things shared. 3rd graders have connection with senior home. Service Coordinator looking for ways students can stay connected to those residents. Teachers' aids connecting with lower school teachers. <b>Identifying ways older students can connect with younger students.</b>	
Kamauru - Brooklyn Friends School, Upper School psychologist	Currently on Spring Break. Experiential Learning Coordinator helping make decisions. Morning advisory (7-9 students with two adults). Wednesdays used for community times, and Quaker meetings. Discussing how to include social-emotional support. Trying to build in club time.  <b>Thinking of using Zoom for Quaker meeting.</b>	

**Group 6**

<b>Person/School</b>	<b>One good thing</b>	<b>One challenge</b>
Steve Chabon / CPS	Transition to online learning was smooth  Had been using BlendEd  Following their regular schedule and zooming with all their classes (helpful for students to have normalcy)	How do we keep students invested when the novelty wears out?  Emotionally draining for faculty; lots of emotion and anxiety  Seniors missing out on traditions (Prom, graduation, etc.) - how do we navigate these

	Kids are motivated	feelings?  How to bring students together without asking for even more screen time?
Christina Anderson /Westbury Friends School (Nursery-2nd Grade)	Set up on Zoom and Seesaw	Having children/family at home  Tuition-based school: how long is this model sustainable?
Tony Cifra/Presidio Hill School	Professional Development/ Planning/ Communication to family  Clear expectations for all stakeholders  Created schedule for students  Maintained morning meetings  1-on-1 and small group interactions  Able to anticipate electronic needs  Relying on parent association/ building community  Continuing faculty happy hours	Making sure that families feel set up for success.  How to handle kids being in front of screens?  How to stay true to our mission and approach to learning in a distance-learning format?  Adapt to the fast-past, changing nature of this moment  What is the role of After School? How to incorporate extended care staff?
Robyn Richmond /Friends Central School (Spiritual role at the school)	Zoom/Hangout with a class at a time  (from Virginia Beach School) meeting for worship with entire school (parents with children)	
Maureen Ray /SF Friends School (4th grade)	Two-week gentle entry into the new model (gives teachers time to get used to the new system)  Have a zoom call with individual families	Hard on admin to coordinate  How much synchronicity is too much?  Parents requesting structure
Tory Mathieson/ Head-Royce School	Working with older students has been helpful because they are already tech proficient  Collecting ideas on what students have been doing during	Attendance - how do you keep students accountable

	<p>their free time and compiling and sharing with other students (“virtual quad”)</p> <p>A song a day... keeping things light and off-screen time</p> <p>“Book Madness” -- to fill void of March Madness</p> <p>Create alternatives to school routines that can’t currently take place</p>	
Diane Zimmaro / Newtown Friends School	Students have found a routine	<p>On Spring Break - difficult to plan a schedule for remote learning from afar</p> <p>What can we do to support families and communities?</p>
Leitzel Schoen Friends Seminary School (Peace, Equity, and Justice)	<p>Class on M/T/Th/F (Wednesday is device-free)</p> <p>Empathy-practice each week</p> <p>Centering down activities (queries, breathing exercise, etc.)</p> <p>Online evening speaker series (many speaker are willing to zoom in) with moderated student breakout groups</p>	How to continue holding space for identity groups? Difficult with parents or other people in the room. How to maintain confidentiality?

**Group 7**

<b>Person/School</b>	<b>One good thing</b>	<b>One challenge</b>
<p>Shayna Cooke - World Leadership School  <a href="mailto:shayna@worldleadershipschool.com">shayna@worldleadershipschool.com</a></p>	<p>Ability and time to rethink “busy” on a personal level, on a professional level I have been in awe of the way that the educators in this country and around the world have been able to shift and pivot their work so quickly and seamlessly, it is SO inspiring.</p>	<p>I am hearing a lot of uncertainty around running synchronous learning well online with students and how to manage that plus maintain the culture and community they have worked so hard to build all year.</p>
<p>Nancy Feidelman - Head Royce, Director of Civic/Community Engagement,</p>	<p>Lots of reading! Article in the NYT. Book March Madness. <b>Book March Madness</b> from</p>	<p>everyone is in different places with response to COVID19, in CA and they are <b>experiencing</b></p>

<p><a href="mailto:nfeidelman@headroyce.org">nfeidelman@headroyce.org</a></p>	<p>school Article in NYT about authors sharing their favorite books</p>	<p><b>the isolation of being at home all day every day.</b> Checking in with students is hard. <b>Sense of boredom and loneliness and despair.</b> The uncertainty of when it will end is hard on everyone. Perspective of challenge of living in a state with large pop of unhoused people.</p> <p>BECAUSE of digital divide in Oakland, wanting to partner with charter schools and now reverting to old school connection like penpals</p>
<p>Rachel Klein - Riverdale Country School</p>	<p>In NY signed up to deliver groceries or Rx to neighbors who are homebound through “invisiblehandsdelivered” - engaged volunteers At school - letter to all families and faculty and talk about connectedness and community partners that are most impacted Foodbanks, homebound folks, encouraged families to brainstorm on their own and share with each other as to what they are doing Link to letter?</p>	<p>logged into google hangout one min before class started and over 100 chats before class even started. <b>How do we manage the chat feature;</b> management of online platform for chat, raising hands, sharing thoughts, Technology can be overwhelming for teachers and students; how can we turn the chat feature off?</p>
<p>Julia Chrestay - Need in Deed, Philadelphia</p>	<p>Feeling tricky because not super connected to students and colleagues now <b>Students first, humanity, Body, minds, questions of equity - all being centered in ways that she hasn't seen yet</b> Asking kids and parents what they want to learn about right now. HS teacher friend - on insta connecting with students through quote of the day for</p>	<p><b>need time to figure out what the world is like right now.</b> Everyone wants to rush and fill needs but we need to build wings as we jump off the cliff.</p>

	reflection	
Kyra Atterbury- Need in Deed, Philadelphia	constant date of business <b>Due dates</b> <b>We don't need that</b> <b>Be creative and think before we act</b> Heartened professionally by teachers willingness to share -	<b>Digital divide in Philly is very strong.</b> They don't know who has devices and who doesn't . Students have been doing service learning around social issues and how do we tell students that this still matters? Community is even more important now.
Abby Guinn, Lower School Head, Prospect Sierra	Prospect Sierra School LS Tomorrow morning - <b>dance teacher is having a dance marathon</b> and having whole community to join - sign on through Zoom	<b>working on the issue of equity is hard because have a lot of families who are working while kids are home and a lot of families who have a device but it's shared through entire family; limited wifi capacity</b> - touch for synchronous learning - supporting each family with what they need
ACE Everett, Potomac School	Intentional "reach out" to our network of community partners in DMV to learn about their evolving needs	Responding to our community partner's greatest need of financial support
Frederick Pratt, School Counselor	Division and subgroups of <b>google chats</b> <b>People posting picts of pets, kids, articles,</b> Librarians have volunteered to start curating that over time <b>Creating games - physics teacher</b> created new game to play with students at 1:45pm Lots of examples of solidarity and support Google slide show of things that bring you joy Real wonderful display of colleagues being colleagues <b>Advocating for restorative practices and circle for some time - this has been</b>	biggest challenge is having 35 international students, 30 from China. In a lot of different places trying to get home, trying to graduate, lots of unknowns. Be mindful that they have been worrying about since dec. Parents of Chinese students worried that US is not responding as it should be

	<p><b>more promoting of student check-ins and creative questions than ever before.</b></p> <p>“People first, content second, technology, third”</p>	

### Group 8

Person/School	One good thing	One challenge
Melissa Alton - Florida Council of Independent Schools	<p>Use of Zoom (including choir, PE)</p> <p>First Academy (Orlando) - had built teaching and learning into strategic plan</p>	Struggles with lower school students; seeing more ideas/activity for middle and upper school students
<p>Florence Pi / Crystal Springs Upland School</p> <p><a href="mailto:fpi@csus.org">fpi@csus.org</a></p>	<p>Distance learning - part of handbook; so far rolling out well (e.g. teaching Zumba, choir through Zoom)</p> <p>Community engagement - went through county websites to identify opportunities for free food, childcare, etc. - put together resources and shared as part of C-19 resource page</p> <p><a href="#">Library of Congress -- citizen archivist program</a></p> <p><a href="#">Call to Care</a> - assigned to a senior citizen</p> <p><a href="#">Be My Eyes</a> - help with reading (though note the age restrictions)</p> <p>School got a bunch of wifi hotspots - reached out to families; if you need one, we'll drop one off</p> <p>Translating everything into Spanish and will next translate to Mandarin</p>	<p>As a non-profit, should we be soliciting funds on behalf of the organizations with which we are connected? (e.g. some organizations have Amazon wish lists)</p> <p>Longer-term: how to engage students globally if they are not able to travel to other places?</p>

	<p>Provision of devices for all</p> <p><a href="#">Composer</a> - Couldn't find the website to gain access. But email Nicole Ramos, <a href="mailto:nr@highresolves.org">nr@highresolves.org</a></p>	
<p>Dana Goldberg Ganes / Spanish Infusion School</p> <p><a href="mailto:dganesh@spanishinfusion.org">dganesh@spanishinfusion.org</a></p>	<p>Teachers sent out 2-week distance learning plan; doing distance learning</p> <p>Doing morning circle through online to keep connected</p>	<p>How to create community? How to have genuine face time with a shelter-in-place?</p>
<p>Laurie Marion / The Friends School of Atlanta</p> <p><a href="mailto:lmari@friendsschoolatlanta.org">lmari@friendsschoolatlanta.org</a></p>	<p>Director of arts - doing sing-alongs online</p> <p>Exploring <a href="#">Kahoot</a> games and platforms for teachers to be able to upload videos</p>	<p>How to do silent meeting (Friends School) via online means</p>
<p>Diego Duran Medina / Shorecrest Preparatory Schools</p>	<p>Looking at this long-term, so thinking about requirements (graduation, service requirements) - adjusting these for this year; also considering state requirements</p>	<p>Connection to local and broader community as well</p>
<p>Maggie Rose / Princeton Friends School + an alternative school</p>	<p>Opportunity to rethink grading and assessment</p>	<p>Setting up remote learning</p>
<p>Eric Roland / Phillips Academy (<a href="mailto:eroland@andover.edu">eroland@andover.edu</a>)</p>	<p>Making spring term pass/no pass and not grades</p> <p><a href="#">Global Online Academy: Designing for Online Learning</a> - good so far!</p>	<p>Maintaining and building community during these times: decided last year to launch a school within a school this spring break: what a group of 20 seniors will do for an entire term: study a theme/topic that is interdisciplinary with a number of faculty involved. Point: engaged in community, experiential.</p>