K/,Q* ;%0&#1,RQ#(9'0"R/&,'Q&' 1R I077R"1 H' SR1' 8'#%'"/+,7 #Q% 8'#"Q,Q* VgU

JR3Q ?#((3,1+ B('QQ M+,1S#Q
=,"'&1R"ê>'Q1'")R" J"#Q/)R"S#1,2' J'#&+,Q* #Q% 8'#"Q,Q* #1 I1g AQ%"'3j/ F#"&+ W]ê WUWU
E'51#.'#3#5/ #Q%,%'#/)"RS 1+' $##&.&+#QQ'(Ë

Vg >+'&.f,Q ' SR1,RQ#((5 3,1+ 7'R7(' #1 1+' /1#"1 R) 1+' S''1,Q* f,'Ë M+'"' #"' 5R0 RQ 1+' @(R$ J"'' #Q% 3+5w

Wg ℂQ 1'"S/ R) &+#Q*' f '2'"5RQ' +#/ ?A= 1R S#.' #('#7 f /Rê %R 5R0 .QR3 3+'"' '2'"5RQ' ,/ QR3 RQ B'R))"'5 FRR"'ħ/ I>"R//,Q* 1+' >+#/ Sk &+#"1w

#g =R 5R0 .QR3 3+#1 5R0") #&0(15 Q''% QR3w

$g >R0(% 1+,/ &+#"1 $' # 3#5 1R /1#"1 1+#1 &RQ2'"/#1,RQw

&g M' Q''% 1R"'7R/,1,RQ +R3 3' 1+,Q. #$R01 /077R"1,Q* 7'R7(' $#/'% RQ 3+'"' 1+'5 #"' QR3

,g <"RS 1+' $#&.&+#QQ'(Ë K/' R) 1'&+ 1RR(/ &#Q +#77'Q #1 2#",R0/ 7(#&'/ RQ 1+' 7'%#*R*,&#(/7'&1"0Sê)"RS 1"#%,1,RQ#(,/1/ 1R ,QQR2#1R"/g M' #"'),Q%,Q* 1+#1 # (R1 R) VËV 2,"10#(&R#&+,Q* 3,1+ &'"1#,Q)#&0(15 ,/ Q'&'//#"5)R" 'Q/0",Q* /1"RQ* 7'%#*R*5)R" 1+' ('#"Q'"/ ,Q 1+R/' 7#"1,&0(#" '47'",'Q&'/

Xg X F,Q%/'1/

#g B"R31+ F,Q%/'1

$g G0"7R/' #Q%"'('2#Q&' F,Q%/'1

,g ?R3 3,((3' $' # &RQ1'Q1",&+ RQ(,Q' &RS S0Q,15 #/ 3'((#/ # /077R"1,2' RQ(,Q' ('#"Q,Q* &RS S0Q,15w M+#1 #"' 3' *R,Q* 1R .''7 #Q% 3+#1 #"' 3' *R,Q* 1R %"R7w

,,g M+#1 &RQ1'Q1"'#((5 S#11'"/wℂ/ 1+'"' # 7,2R1 R77R"10Q,15w B"'#1 R77 1R"'%'/,*Q 1+' (#/1 3''./ R) /&+RR(g >R""'(#1'/"'#((5 3'((3,1+ ,Q1",Q/,& SR1,2#1,RQ

&g @'(RQ*,Q* F,Q%/'1 f 7'"+#7/ 1+' SR/1,S7R"1#Q1w f J+' $'(,') 1+#1 RQ' ,/ "'/7'&1'% #Q% 2#(0'% $5 1'#&+'"/ #Q% 7''"/ê #Q%),1/ ,Q &0(10"#((5 ,Q RQ'ħ/ ('#"Q,Q* 'Q2,"RQS'Q1

,g =R 5R0" /10%'Q1/ #Q%)#&0(15)''(#/'Q/' R) $'(RQ*,Q*ê,Q 1+' RQ(,Q' 3R"(%w

,,g ?R3 &#Q 1+')R((R3,Q* '('S'Q1/ R) @'(RQ*,Q* F,Q%/'1 $' /077R"1'% 1+"R0*+ 2,"10#('#"Q,Q* '47'",'Q&'/w g)"RS F,Q%/'1 I&+R(#"/ 9'13R".r

Vg I10%'Q1/)''(/R&,#((5 &RQQ'&1'%ê /077R"1'%ê #Q%"'/7'&1'%g

Wg J+'51"0/1 1+'," 1'#&+'"/ #Q% 1+'," 7''"/g

3. They feel like they fit in at school.
4. They are not worried about being treated as a stereotype (stereotype threat).
5. They are confident that they are seen as a person of value (identity validation).

iii. From the backchannel:

1. We've tried to continue a lot of our traditions - advisory meeting, campus parents (groups of boarding students) - doing virtually; lots of communication, know what support structures are and how to access them
2. A student faculty virtual dance party
    a. A friend who is a principal is hosting daily morning coffees for her staff, as an informal check-in
3. Our Director of Admissions reached out to some financial aid families as a wellness check-in
4. We have used hashtag #MVunites for people to post to social media that has helped Belonging Mindset
5. Giving students additional breaks in between classes and providing well being warm ups
6. Bring your pet to online school
7. We are hoping to maintain some community time. We are hosting Chapel and US Assemblies.
8. Zoom clubs - organized by teachers as extra curricular, playing games as a class on zoom, laughing together
9. do no harm grading policies, student support protocol to help get students back on track who miss synchronous sessions
10. meeting as advisories for well-being check-ins. our counselors are providing check-in times
11. send a daily video with prayer. And I hosted two zoom calls for parents to attend and get an update about where we are. We also had a virtual spirit week for social media.

4. Remember this is an iterative process - we're not going to get this right the first time
    a. In the 2.0 version of distance learning St. Andrew's is thinking about:
        i. Trying to find balance between 100% synchronous and a blend with asynchronous
        ii. Elevation of content
    b. Rethinking assessment
    c. Collecting data

5. Now that everyone is online, it's important not to forget that ongoing PD is still crucial
    a. Sustain and iterate on your PD as well
    b. The golden rule for PD "Do unto faculty as you would have them do unto students."
    c. i. From the backchannel:
        ii. Like Folio, introduce the tools slowly. Then add on when teachers are ready. Respond to questions and reflections as teachers engage in the work.
        iii. I've heard it takes a year to learn how to do "online" really well.

6. Final tips from the backchannel:
    a. We use Altitude Learning as a LMS for several of our programs. Integrates UBD planning, lesson "delivery," SBG, CBE, assessment, differentiation, etc. It is EXCELLENT!
    b. I have been reading a lot about moving to PBL for more authentic assessments in the digital learning environment.

Resources from the backchannel:

- **Patrice Bain**
- Mood Meter from Yale's Center for Social and Emotional Intelligence
- Elena Aguilar's Mind the Gap for working with faculty
- US Home-learning parent check-in from Mt. Vernon in Atlanta, GA
- Grading in a time of crisis

Here's a link to the full text of the backchannel for your reference.