		share information in late July or early August when the hiring freeze is over.		
1:22	Seth/SCIP (School Continuous Improvement Plan)	We were set to work on math in the fall and our staff was ready to dive into that work. Now, we are dealing with â		

		families have just one access point? How do we structure things in the fall so they work better for families.
Min/Brian	Parents feel more involved with what is going on in the classroom (Chinese) because they are sitting right next to their children as they are working.	How can we get parents more involved once school resumes?
Seth		Teachers typically work in isolation. What we're learning is that some families appreciate being more involved. How can we fine tune this and provide more opportunities for participation.
Seth		Some parents are doing the work for their children and offering support that is not allowing kids to struggle and learn.
Min u		

				background noise - TV, family, pets, siblings. The quality of access and the learning environments for kids varies a great deal.	
		Seth	Our staff have been very aware of families needing support. They have been getting grants, making deliveries, going above and beyond. (While supporting their own families.)		
		Seth		What about more parent seminars for how to get kids to attend and engage. For example, don't let kids do grid view.	
		Seth		We need to provide better feedback to students and their families. Just saying "evidence" or "no evidence" doesn't tell us much.	
		Seth		More small groups and less time spent in whole class meetings might meet kids' needs better. What about more pre-recorded meetings? More office hours?	
	Seth/All	If we are doing distance learning in the fall, what does your family need?			
		Min: Kids are distracted by each other and by the closed captions (in Chinese) and by the chat feature. Whole group meetings with both immersion groups are really overwhelming.			
		Ismail: Few technology	nication. Simplify the platforms and		
		Kris: Grade assignments (or give specific feedback?) because kids feel assignments don't "count." Alison: The group interactions are distracting. Pre-recorded lessons work better for her younger student because they are flexible and can be one alone. For the third grader, the group lessons and meetings are better. For middle school, office hours are working well for kids.			
		Brian: His o	children have adapted pretty well. They are m	ainly missing being at school.	
		Shirley: Cla teach anytl	assroom sessions need to be longer for each ning.	subject. A half hour is not enough time to	