

Minutes

Attendees:

1. Agata Poniatoski, Billion Oyster Project, Aponiatowski@nyharbor.org
2. Aidan Mabey, NYSDEC Estuary Program, aidan.mabet@dec.ny.gov
3. Alan Berkowitz, Cary Institute
4. Amber Plaksin, Education Coordinator @ Bronx River Alliance, education@bronxriver.org
5. Ann Fraiolo, BOP
6. Anna Koskol, Hudson River Park, akoskol@hrpt.ny.gov Annie Lederberg BOP
alederberg@nyharbor.org
7. Annie Lederberg, BOP
8. Annabel Posimato, EE, NY State Parks, annabel.posimato@parks.ny.gov
9. Athena Theodoris - science teacher at Manhattan International High School
atheodoris@mihsnyc.org
10. Ashley Alred, Cary Institute
11. Ashley Phillips- Science Teacher Tech Valley High School (Albany/Troy)
12. Aurelia Casey, Staten Island Academy, acasey@statenilandacademy.org or
aureliacasey828@gmail.com
13. Brianna Rosamilia, RosamilB@co.rockland.ny.us, Rockland County Soil and Water Conservation District, District Technician
14. Brigitte Walsh, Clarkson University Beacon Institute for Rivers and Estuaries, Education Program Manager, Bwalsh@clarkson.edu
15. Chris Bowser, NYSDEC Hudson River Estuary Program & Hudson River National Estuarine Research Reserve & Cornell WRI. chris.bowser@dec.ny.gov
16. Chris Girgenti, Randall's Island Park Alliance
17. Christina Tobitsch, Brooklyn Bridge Park Conservancy, ctobitsch@bbpc.net
18. David Chuchuca, NYC H2O, david@nych2o.org
19. Diana Fu, BOP, dfu@nyharbor.org
20. Eli Caref, SLC CURB, ecaref@sarahlawrence
21. Emma McCauley, Jamaica Bay-Rockaway Parks Conservancy, emma@jbrpc.org
22. Haley McClanahan, Brooklyn Bridge Park Conservancy, hmcclanahan@brooklynbridgepark.org
23. Isa Del Bello, Brooklyn Bridge Park Conservancy
24. Jake Madelone, Waterfront Alliance, jmadelone@waterfrontalliance.org
25. Jeffrey Morgan, ED at Ocean Protection Advocacy Kids, jmorgan@opakedu.org
26. Jen Rubbo, The Environmental Cooperative at the Vassar Barns
27. Jenna Otero, EE, NY State Parks, jenna.oter@parks.ny.gov
28. Jess Kuonen, NY Sea Grant, jak546@cornell.edu
29. Jordan Heiden, Gowanus Canal Conservancy, jordan@gowanuscandalconservancy.org
30. Kate Phipps
31. Katie Lamboy, CURB - EE & Science Coordinator
32. Kirsten Howe, Bronx River Alliance, kirsten.howe@bronxriver.org
33. Kristin Schreiber, Billion Oyster Project, kschreiber@nyharbor.org
34. Lauren Bell, The Environmental Cooperative at Vassar Barns, lbell1@vassar.edu
35. Lisa Bloodgood

36. Lisa DiMarzo, lisadimarzo@gmail.com
37. Lisa Mechaley, Children's Environmental Literacy Foundation
38. Louis Kleinman Waterfront Alliance
39. Maddie Taylor, Sprout Up
40. Maggie Flanagan, Waterfront Alliance, mflanagan@waterfrontalliance.org
41. Margie Turrin, Lamont Doherty Earth Observatory, mkt@ldeo.columbia.edu
42. Mark Angevine, Poughkeepsie High School, mangevin@poughkeepsiecityschools.org
43. Mark Shanley, Staten Island Academy, mshanley3@statenislandacademy.org
44. Mary Lee, St. Clare School, SI, NY, Science teacher, mlee@stclaresi.com
45. Melissa Cohen
46. Michael Stevens, Intrepid Museum, mstevens@intrepidmuseum.org
47. Nicole Laible, Rockland County, District Manager, Soil & Water Conservation District, laiblen@co.rockland.ny.us
48. Phyllis Bock, education director, Teatown, pbock@teatown.org
49. Preyah James
50. Rachel Aronson, Freshkills Park Alliance, aronson@freshkillspark.org
51. Rebecca Houser, Rebecca.houser@dec.ny.gov, Hudson River Estuary Program
52. Rianna Scanlon
53. Robina Taliaferrow, RTaliaferrow@nyharbor.org, Billion Oyster Project
54. Rosana Da Silva from NY-NJ Harbor & Estuary Program, Rosana@hudsonriver.org
55. Sara Spoden
56. Skip Hoover, 5th grade teacher, Krieger Elementary School City of Poughkeepsie
57. Sonia Cairo, Keep Rockland Beautiful, Sonia@keeprocklandbeautiful.org
58. Steve Wong NYS DEC Bureau of Fisheries R2, Steven.wong@dec.ny.gov
59. Tina Walsh, HRPK's River Project, twalsh@hrpt.ny.gov
60. Toniann Keiling, NYSDEC region 2 (NYC), toniann.keiling@dec.ny.gov
61. Vicky Garufi, Children's Environmental Literacy Foundation

Continuing our conversation on social justice & our role as a community

- *Survey update from HEP since our June meeting*
- *Continuing the discussion in working groups*

From our last meeting, the CAC hosted Maria Lopez-Nunez to discuss social justice and things the CAC should consider is available here: <https://protect2.fireeye.com/v1/url?k=4ef9d617-1278e474-4efb2f22-000babd9069e-727af72e7fa8192d&q=1&e=fdaa8c36-4e09-44fb-95e0-a4240c4bfbf8&u=https%3A%2F%2Fdrive.google.com%2Ffile%2Fd%2F1DzJRA48rCCv5KTSICNZOVwT4mdDAZQw3%2Fview%3Fusp%3Dsharing>, the conversation with Maria Lopez-Nunez starts at 1:39:00.

HEP's CAC released a survey since then that focus on some of the key discussions held during that meeting. There were 83 participants that took the survey, largely from HEP's CAC, Harbor Educators, and Public Access Work Group. The following are the top priorities and actions that were identified from the survey and the Harbor Educators are welcomed to reflect on this information and provide comments/feedback at any point:

- 1) Increasing BIPOC voices at organizational level and supporting those already there**

- **Change must start from within** - Internal change needs to happen first to show significant commitment to greater DEI work
 - **Fundamental actions in DEI process** - Fundamental basics that need to be considered before moving forward with other DEI initiatives
 - **Need for BIPOC in leadership roles** – Strengthens organizational long term mission, public communications and community representation
- 2) Incorporating and addressing BIPOC goals, concerns and priorities into long term organizational goals and missions**
- **A path for to do this for programs & initiatives with little flexibility would be beneficial** - There may be existing projects that may not be flexible in location or responsive to community input
 - **Allows for better representation of community being served** - To get communities to become involved, they must first see their goals and concerns addressed by the organization
 - **Necessary in order to obtain a broader reach** - A lack of diversity, representation and an understanding of community needs can halt organizational missions & long-term goals
- 3) Increasing & elevating BIPOC voices in organizational events, programs and ongoing initiatives**
- **Important in order to shape future initiatives & processes** - We need to learn how to include BIPOC voices in outreach processes & other initiatives so that their voices become part of the process early on
 - **Potentially the area that lacks the most diversity** - There aren't many BIPOC voices to amplify to start with; Audience reached seems to continuously stay the same
 - **Identifying & addressing BIPOC participation challenges is key** - Concentrating on inclusivity, amplifying marginalized voices and addressing obstacles and stigmas to participation are key to representation within the agency and mission.

HEP, in addition with HRF, are working on our roadmap as well as thinking about how DEI work will be incorporated into our work and individually in our work groups. Based on the survey, HEP will use its annual conference to advance DEI goals, such as highlighting BIPOC youth engagement, barriers on all levels, and engage organizations to share priorities, commitments, and approaches.

Rosana Da Silva also announced that HEP will be seeking approval from HEP's Management Committee to formally make the Harbor Educators into an official work group. While this does not impact how participants join the meeting, it does allow HEP to dedicate further staff time and potential funding to support projects and activities, such as the resource guide, that this group identifies.

- Elisa Caref: That sounds great! Thank you for sharing, Rosana
- Lisa Bloodgood: Thank you Liz and that's a great idea Rosana!
- Louis K: Will that mean some funding will become available for activities? It occurs to me that although I know what our primary concerns are for the group I dont remember seeing anything written. Do we have a mission plan?
 - Rosana shared that outside of HEP's Action Agenda (*CE-C-2 EDUCATION PROGRAMS: Support educational programs, including the sharing of best practices among providers.*), we do not have a written mission statement nor bylaws. What we have done is pull together a survey to identifying the needs of this group which is what myself, Tina, and

Bowser have been using to guide in organizing these meetings. Upon approval of the Management Committee in September, these discussions regarding establishing mission statements or bylaws can be done further down the road. Nothing that needs to be rushed. For access to the community engagement focus of the Action Agenda please visit <https://www.hudsonriver.org/wp-content/uploads/2018/11/Community-NYNJHEPActionAgenda.pdf>. HEP's Action Agenda is part of the Comprehensive Conservation and Management Plan for the estuary.

- Christina Tobitsch: Was the survey sent out the entire HEP listserve?
 - Rosana and Liz shared that the survey was only sent to those involved in work groups, including everyone who has ever attended a Harbor Educators meeting in the past.
- Brigette Walsh: Thank you!
- Kirsten Howe: Thank you, Liz!
- Michael Stevens: Thank you, Liz! Great information!
- Christina Tobitsch: We want to delve into EJ with our teen program... but we need more tools and ideas to help us hit the ground running

Classroom Teacher Reflections

We are hosting a mini-panel of several classroom teachers who will be sharing how they are handling the start of the school year & how they can see informal educators supporting them. We are also asking our panel to discuss social justice in the classroom, what role we could play, and whether the district is in a position to pay for digital content/guest speakers. Including informal and formal educators from upper Hudson, how can we as informal educators interact and support classroom teachers?

- Aurelia Casey:
 - Staten Island Academy, assistant 3rd grade teacher
 - Using temperature scanners, ventilation systems, plastic blockades, small class sizes
 - Interests & Needs:
 - Use of the Hudson River and Ellis island – Immigration Unit
 - 10-11 year olds-Birding unit
 - 7th grade – Lenape unit
 - Hands-on, inquiry based STEM Activities
 - Relevant NYC social studies topics e.g. sewer system
- Athena Theodoris:
 - Manhattan International Public High School
 - No current plan on full remote or hybrid
 - Consortium school, hands-on, collaborative
 - Interests & Needs:
 - A toolkit for students to take home to do their own research and activities from home
 - Walked to BOP cage in upper east side
 - Taking public transportation isn't ideal, walking distance preferred
 - Engage with other experts and scientists virtually with Q&A session
- Skip Hoover:
 - Poughkeepsie high school, 5th grade teacher
 - Will be starting fully remote, but no real decisions made yet

- Interests & Needs:
 - Used a lot of DEC videos and lessons back in spring
 - Ability to post into Google classroom
 - Be able to draw questions
 - Assign reading materials to students
 - Virtual field trip-guided lesson on collecting eels
 - 70 students joined in the meeting
 - Google Meet not Zoom
 - Community Foundation of the Hudson Valley – gives grants
 - Will their field trip grant help to fund virtual trips?
- Mark: Living Environment teacher at Poughkeepsie high school
 - Administration has not developed a plan yet
 - Unclear whether living environment will be on the exams this year, difficult to know what to plan for
 - Interests & Needs:
 - “Disgusting Soup” – at home lesson on water pollution and filtration
 - Fish ID lesson
 - Need for neat, economical, simple packages
 - Lab Time – possibility to add these virtual lessons as lab time
- Mary Lee-7th 8th grade science at St. Claire
 - Want to involve real-life science experience
 - Most students will come in-person, some will be remote
 - No trips outside of school
 - Interests & Needs:
 - Lessons that can be done both in-person and at home
 - Live or recorded video of field science
 - Interactive elements with experts
 - Art and science competitions
 - Teacher PDs
- **Main concerns**
 - Lessons that can be done virtually and in-person that are still engaging
 - How to ensure students are consistently engaged
 - Connect and build rapport with new students
 - Recommendations on funding
 - Looking for programs that may have grants with partners
 - If cost is minimal, collect money from students
- Live vs Recorded?
- Sara Spoden: **What platform (google classroom, zoom etc.) does your school use and how long of a program would best fit your schedule?**
 - Ashley Phillips: Zoom, 30-35 minutes
 - Overall, Zoom or Google Classrooms platforms are being utilized
- Rachel Aronson: **What kind of resources from environmental education groups have been most helpful? Lesson plans, live video, recorded video, online activities, etc.?**

- In general, the teachers suggested that pre-recorded videos would be easier as students check in on random times (a number of them after midnight). Getting students altogether on a dedicated time would be harder.
- A majority stated that they cannot do live meetings
- **Resources mentioned/shared:**
 - Rosana Da Silva: This group has created a searchable, sortable tool to find activities and lessons that each organization here is providing online: <https://www.hudsonriver.org/article/educational-resource-guide>
 - Kristin Schreiber: Before those of you who have to leave at 11 head out, I just wanted to make a quick announcement: My name is Kristin Schreiber (Billion Oyster Project) I am working to create some new units of curriculum for NYC-area students and I'm looking for some sources of data outside of BOP. Please visit the attached document (linked) for more info on a possible collaboration opportunity. Thank you!
<https://docs.google.com/document/d/1q8EwNvVDNpl8R5uQJW5mDOksmZsUdPVY8XK95-luOSk/edit>
 - Cornell's Bird Atlas: <https://ebird.org/atlasny/home>
- **Annie Lederberg: When you have so little information about what's to come, what do you find yourself focusing on as you plan?**
 - Planning for this school year to get into the groove of school is the main concern
 - Creating lessons that I can do both virtually and in-person while giving them access to real science; we have to be flexible with whichever direction we need to go
 - How are we delivering lessons? What is happening on the student end? Is that student taking in this information? How are they engaged and how can I engage a student that has been home for 8 months now?
 - These are new students, so how do I connect with them online?
- **Margie Turrin: Are you able to use break out 'rooms' or discussion groups at all virtually? Live vs. Recorded?**
 - Mary Lee: We cannot use breakout rooms unless we have more teachers on the call to get an adult in each room
 - Annie Lederberg: Mary, could an informal educator facilitate a breakout room, or does it have to be a teacher?
 - Mary Lee: Hi Annie - it could be an informal educator too
 - Pre-recorded is better for some teachers because attendance isn't guaranteed
 - Live meetings could open up to unknowns and challenges
- **Christina Tobitsch: I've heard some people suggesting to give kids options to attend field trips on their "remote days." Does that sound something logistically possible? For NYC teachers specifically- since you will be teaching some in-person while the rest are remote does that mean they are just being given busy work so to speak for non in person days?**
 - Elisa Caref: And actually, is a live field trip better or would you prefer a recorded video?
 - Aurelia Casey: I think live field trips are cool
- **Chris Bowser: Related to field trips, what is the feeling right now towards funding informal education programs and paying for live virtual programming?**

- Teachers aware that funding was an issue prior to the pandemic, understanding that now that is even more difficult, though not clear as to what their budgets look like.
- Ashley Phillips: I think teachers would be happy to collaborate with partners in writing/applying for grants but might not have time to seek them out themselves
- Michael Stevens: Something we are grateful for is we did secure funding for school programs at Intrepid, so we are adjusting to make them virtual, up to 45 minutes, with some pre-work materials. Granted, those programs are not lived environment focus (aviation, history, and STEM). We are also a CTLE sponsor, so if you are looking to broaden your reach to teachers and need a CTLE sponsor, let me know because we can sponsor the credit through that partnership. We did a two week NEH Summer Institute with teachers (all virtual) that went well in July. We are happy to partner to increase the focus of environmental science along the Harbor since we cannot lead that very well given our nature. We can find a way to blend some of our topics with lived environments. mstevens@intrepidmuseum.org
 - Ashley Phillips is interested
- Elisa Caref: We at CURB also have funding for the fall (at least) to do remote teaching. We are working on doing modules of pre-recorded videos with small activities/questions in short segments to make up a larger lesson set. We focus on Hudson River ecology, geography, and biology
 - Ashley Phillips is interested
- Margie Turrin: We also have some funding for remote teaching and doing some video work. We also have a virtual Lamont Open House planned for the week of October 10/19-10/22. Reach out if you want more information. mkt@ideo.columbia.edu
- Phyllis Bock: Teatown also has some funds for schools showing need through our No Child Left Inside fund - which normally supports transportation for field trips to Teatown. We are making that available for remote/virtual field trips, Estuary Investigations, Watersheds, Lenape programming and more.

Louis Kleinman shared that he has been on quite a few virtual presentations around the entire USA and urges that other teachers/org be contacted in other cities for additional ideas.

Elisa Caref and Agata Poniatowski shared: Just announced: NYC delays reopening of schools to Sept 21, in order to allow more time to make schools as safe as possible. Teacher prep days: Sept. 10, 11, 14, 15. Remote instruction begins: Sept 16. School buildings open for blending learning: Sept 21

The group paused for a moment of thanks to all the teachers for their incredible hard work and perseverance through these challenging times.

- Jake Madelone: Thank you teachers!!
- Ashley Alred: Thank you, teachers! Your insights are incredibly appreciated.
- Lisa Mechaley: Thank you!
- Kristin Schreiber: Thank you teachers!

Informal Educator Perspective

- *What are your plans this fall / onward?*

- *Areas to discuss: field work, internships, large scale events, new programming & digital resources, social justice focus efforts*

A Day in the Life of the Hudson and Harbor, October 22nd

- Chris Bowser shared the plan for the Day in the Life event:
 - Pre-Day: partner and teacher led remote pre-trips to introduce topics
 - Plus two Zoom trainings
 - Day-Of: submit to DEC four short videos, 30seconds-1minute (site, 2 fish, 1 parameter)
 - Still submit data to LDEO
 - On-site session/Facebook live decided by partner and teacher
 - Post-Day: DEC compiles videos to be used by partners for remote post-trips with classes
- Rebecca Houser: Teacher training is September 22, not the 21
- Louis Kleinman: Is participation in either Teacher and/or Partner training limited? I have teacher/educator friends in Princeton/Philly/Baltimore who might be interested
 - Please add Louis's email to the Day in the Life listserv: louiskleinman@yahoo.com
- Mary Lee: It would be great prep activity
- Christina Tobitsch: I like this idea a lot!
- Ashley Phillips: I have had a partner in the past (CMOST) but due to the pandemic they have been closed and are likely not reopening. I would love if you could help me find a new partner.
- Elisa Caref: Have people had success with Facebook/IG live events outside with no internet connection?
 - Michael Stevens: Our organization typically won't allow us to use FB live...
 - Christina Tobitsch: Eli- we are testing that this week. When Chris came to our beach recently he brought a DEC hotspot with him... We might have to look into similar.... because I imagine we might want to start doing other outdoor segments live.
- Katie Lamboy: I love Diana's idea of inviting teachers too (as long as it is safe to do so)
- Louis Kleinman: Does the program include a citizen science component to test the quality of the water with the results published on a website.
- Margie Turrin: Yes, it is all published <https://www.ldeo.columbia.edu/edu/k12/snapshotday/>
- Mary Lee: I have gone with my students. Great event live - looking forward to seeing virtually.

SUBMERGE, September 24th

- Tina Walsh shared that Submerge will be virtual this year. The event will be hosted on Facebook Live; videos also posted on HRPK website / Youtube. Mixture of live and pre-recorded content. Partner groups sharing pre-recorded videos and participating in live Q&A's, along with live and pre-recorded science performance, student vision challenge, educational video or lesson on festival site, and virtual field trips hosted on Facebook Live.
 - Hourly themes include: local wildlife, field science, plastic pollution and our changing waters
- Tina Walsh shared ways that everyone can get involved:
 - Participate in the Student Vision Challenge: Target audience: K-12 students; we'd love for you to share with your networks; Students can share a picture of a project by Wednesday 9/16 for a chance to be featured live during the festival

- Share an educational video or lesson to be featured on our festival landing page: Target audience: informal educators; If you'd like to be featured on our festival site, please share a video & your logo to twalsh@hrpt.ny.gov by Monday 9/14
- Tune in and participate during the day of the event: We'd love your support in spreading the word & amplifying the work of our colleagues, please consider sharing the event to your networks
- Louis Kleinman: Of all the many tabling events I do throughout the year this is my favorite.

City of Water Day, September 12th

- Rosana Da Silva announced City of Water Day which is going blue to explore the BlueLine—the future high tide line—to collectively highlight the risk we all face from sea level rise and coastal storms. For those who have submitted their proposals, we will be support nonprofit organizations whose *In Your Neighborhood* program focuses on educating communities about the impacts of climate change, elevating environmental justice and higher-need communities, and championing the resilient nature of our waterfront neighborhoods.
- The *In Your Neighborhood* events are independently produced by organizations such as those on today's call, that steward our waterfront and waterways. Out of consideration for everyone's health and safety, activities this year will include virtual opportunities, small group educational activities, appropriately distanced on-water activities, community climate art, and more.
- To register your *In Your Neighborhood* Event to be featured on the City of Water Day website, please visit to register today:
https://docs.google.com/forms/d/e/1FAIpQLSdm4mWbnMTq15P_1SKN45ewNJxEZI_2Bk-Omw_0GiryOyKm6Q/viewform

NY Sea Grant, Online mapping Environmental Justice Tools Guide list

- Jessica Kuonen: Hi, I'm Jess from NY Sea Grant (located in Kingston, NY). Something I can offer to support distance learning: we have developed an Environmental Justice Tools Guide where we have collected information about a range of free, easy-to-use online mapping tools that can be used by communities, educators, students, and environmental practitioners to help investigate and define their context. As we explored each resource we were guided by environmental justice and how mapping can be a resource for communities to approach environmental issues that matter to them. (Ex: Linking air quality, green spaces, demographics, & covid)
- I'll post this to the HEP resource list when its ready and am available to do teacher workshops, lessons for students, and am available for any questions related to mapping tools, EJ, climate change and resilience! My email: jak546@cornell.edu

CURB

- Elisa Caref: We are still not going back to the office until the week of Sept 21st at least which is why I've been unresponsive about some of these events. Looking forward to participating when we can in other ways!

OPAK, Ocean Protection Advocacy Kit

- Jeffrey Morgan: Hello, I'm Jeffrey Morgan from OPAK. We are offering virtual ocean science and art programs for K-12 teachers. You can see all of the lessons at www.opakedu.org/virtual Please feel free to email me at jmorgan@opakedu.org

Bronx River Alliance, upcoming student competition, details coming soon

Billion Oyster Project, creating data curriculum units and will share around with the group, looking for input

Cary Institute, Data Jam Competition will have a family version coming out soon and is offering an Eco-quest program to school teachers. Contact Alan Berkowitz.

Waterfront Alliance

- Jake Madelone: We at Waterfront Alliance have funding to do remote work in the fall including an expanded education tool kit that have pre-recorded videos in them. For any educators and teachers interested, here's a link to a pre-recorded presentation we did last June discussing climate change and coastal resilience around NY and NJ, and a link our education page that has other resources that can be used such as a tool kit and student workbook. These links are also included in the Educational Resource Guide for Parents and Teachers on Hudson River Foundation's website.
- My email is jmadelone@waterfrontalliance.org for any questions.
- <https://waterfrontalliance.org/what-we-do/education/>
- <https://us02web.zoom.us/rec/play/vZMtcLuupm03GNSTsQSDAPEoW43sJq-sgXdl-ZZmUzjAnYDOWauNBJGnuWeeYxUSKismcvhisJi2B1D?autoplay=true&startTime=1591196886000>

NYSOEA

- Rebecca Houser: NYSOEA is also going virtual- conference. Nov 6-8. Also, NYSOEA has an active committee. Happy to put you in touch with the committee
- Christina Tobitsch: Yes! NYSOEA's Equity, Access, and Inclusion Committee is looking to build up active members! they presently meet every Monday night on zoom. they are in the works of planning a panel discussion on allyship for the end of September as well as will have some workshop/panel presence at the November annual conference (virtual)
- Louis Kleinman: It would be important to get a racial & gender diversity of students

Next Steps

- Please use the shared Google Drive that we've created as a platform to access content and share resources amongst the Harbor Educators: <https://drive.google.com/drive/folders/13SSRnA9UtYWNGbBbxGX-o0qyYZKRdIRE?usp=sharing>
- Topics of interest for the next meeting:
 - Prioritizing equity for all students to participate in programming and making the resources available
 - Eli Caref shared that a focus on DEI in this group, diversity for ourselves, and how we represent/work with our communities would be important. Equity is another important topic - issue of students with lack of internet access, tools for

doing programming on home, or don't have a space of their own. What can we do to support these efforts in education but also beyond?

- Katie Lamboy: Very well said Eli. I agree this topic needs a space for discussion.
- Annie Lederberg: Agree with Eli. Also I'd like to be part of a smaller group working on centering environmental justice in our environmental education content
- Elisa Caref: I would love to be a part of that as well, Annie!
- Rosana Da Silva: Please do reflect on the shared presentation and what areas may be most important for this group. A small work group would be great to get started on!
- How school openings will be rolling out this fall, continue to hear from teachers and how things have shifted, inviting students to speak about their experience
 - Margie Turrin: A program check-in like today and hearing from our formal educators is helpful. What do teachers or students need?
 - Amber Plaksin: I agree Maggie! I think a programming check-in would be great and like what has worked and what hasn't
 - Brigitte Walsh: Hearing from teachers as the school year progresses will be helpful! To see how and if their needs shift. Perhaps we may invite a few students?
 - Rachel Aronson: I am also very interested in a programming check-in
 - Small work groups on centering racial and environmental justice
 - Utilize the google drive to collaborate with others in the group