

Fall 2020

# 2020-2021 Preparing for the Start of School Update

San Juan Unified School District  
Board of Education  
August 11, 2020

1



## Reopening Schools in 2020-21 Strategic Priorities

Health and safety

Focused instruction

Community building and relationships

Support the whole child

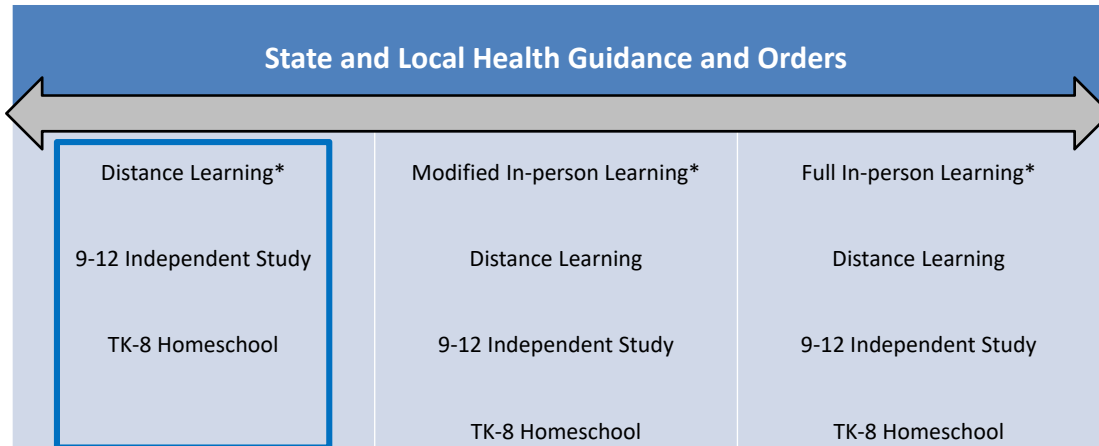
Parent support and self-efficacy

Transparent and timely communication

2



# Learning Model Continuum



\* Represents the default model for enrollment based on where San Juan Unified School District falls on the continuum utilizing state and local health guidance and orders. Families enrolling in an alternative San Juan Unified model will retain their regular school placement for the 2020-21 school year.

3



# Distance Learning Model- Lessons Learned



## Reduce

### Variability

- Regular, consistent and structured opportunities for synchronous and asynchronous instruction
- Common learning management platform to access the virtual classroom



## Improve

### Safety nets

- Daily participation tracking system
- Structured safety net protocol and action plan designed and implemented at each school to identify and respond to attendance, academic and social emotional needs



## Strengthen

### School to home connections

- Regular, consistent and structured opportunities for students to connect with their teachers, support staff and peers
- Frequent and meaningful opportunities for stakeholders to provide feedback, ask questions and give input



## Support

### Practitioner implementation

- Encourage and support in narrowing scope and focus
- Professional development and instructional resources to shift instructional practice

4



## Reducing Variability



Set number of instructional minutes per day



Structured schedules



Single point of entry into the virtual classroom

5



## Elementary Distance Learning Format

Daily scheduled and structured synchronous (live interaction) <u>and</u> asynchronous (assignments) activities with the classroom teacher.	Daily Minimum Minutes	Synchronous Classroom Instruction	Asynchronous Learning	Total
<p>Additional synchronous instruction with specialized teachers.</p>	TK/Kindergarten	45 minutes	135 minutes	180 minutes
	1-3 grade	55 minutes	175 minutes	230 minutes
	4-6 grade	65 minutes	175 minutes	240 minutes
	6-8 grade at K-8s (departmentalized)	6 periods per day; 15 minutes per period	150 minutes	240 minutes
	Specialty content areas (i.e. art, music, physical education, etc.) Designated English language development Specialized support services (i.e. intervention, I.E.P. services, etc.)			

6



## Sample Elementary Distance Learning Format

Synchronous	Monday	Tuesday	Wednesday	Thursday	Friday
Classroom instruction	10 minute class meeting	10 minute class meeting	10 minute class meeting	10 minute class meeting	10 minute class meeting
	20 minutes English language arts (ELA)	20 minutes ELA	20 minutes ELA	20 minutes ELA	20 minutes ELA
	20 minutes math	20 minutes math	20 minutes math	20 minutes math	20 minutes math
	15 minutes social studies	15 minutes science	15 minutes social studies	15 minutes science	15 minutes science
Specialty instruction	20 minutes art	20 minutes music	20 minutes physical education (PE)	20 minutes art	20 minutes PE
Specialized services	30 minutes designated English Language Development (ELD)	30 minutes designated ELD	30 minutes designated ELD	30 minutes designated ELD	30 minutes designated ELD
	Individualized Education Plan (IEP) services based on goals	IEP services based on goals	IEP services based on goals	IEP services based on goals	IEP services based on goals
	Support center services	Support center services	Support center services	Support center services	Support center services
	Support center services				

7



## Secondary Distance Learning Model

- Daily structured synchronous (live interaction) and asynchronous (assignments) activities.
  - Departmentalized 6-12 grades provide a pro rata share of 260-270 daily instructional minutes
    - Mon/Tues/Th/Fri: 30 minute per period, per day minimum synchronous instruction
      - Teachers available to class for the duration of the period
    - Wednesday: 15 minute per period daily minimum synchronous instruction
- Additional synchronous instruction
  - Specialized support services (i.e. intervention, I.E.P. services, mental health, etc.)

8



# Secondary Distance Learning Format

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>6 Period</b>	0, 1, 2, 3 periods 90 minutes per period* 30 synchronous minutes (15 minutes at start) Teacher available to class entire period	0, 4, 5, 6 periods 90 minutes per period* 30 synchronous minutes (15 minutes at start) Teacher available to class entire period	0 - 6 periods 15 minutes per period (all synchronous)	0, 1, 2, 3 periods 90 minutes per period* 30 synchronous minutes (15 minutes at start) Teacher available to class entire period	0, 4, 5, 6 periods 90 minutes per period* 30 synchronous minutes (15 minutes at start) Teacher available to class entire period
<b>4x4 Block</b>	1 - 4 periods 65 minutes per period 30 synchronous minutes (15 minutes at start) Teacher available to class entire period	1 - 4 periods 65 minutes per period 30 synchronous minutes (15 minutes at start) Teacher available to class entire period	1 - 4 periods 20 minutes per period (all synchronous)	1 - 4 periods 65 minutes per period 30 synchronous minutes (15 minutes at start) Teacher available to class entire period	1 - 4 periods 65 minutes per period 30 synchronous minutes (15 minutes at start) Teacher available to class entire period
<b>7 Period</b>	0, 1, 2, 3, 4 periods Period 1: 40 minutes Period 2-4: 75 minutes per period* 30 synchronous minutes (15 minutes at start)**	0, 1, 5, 6, 7 periods Period 1: 40 minutes Period 2-4: 75 minutes per period* 30 synchronous minutes (15 minutes at start)**	0 - 7 periods 15 minutes per period (all synchronous)	0, 1, 2, 3, 4 periods Period 1: 40 minutes Period 2-4: 75 minutes per period* 30 synchronous minutes (15 minutes at start)**	0, 1, 5, 6, 7 periods Period 1: 40 minutes Period 2-4: 75 minutes per period* 30 synchronous minutes (15 minutes at start)**

\* 0 period is 45 minutes (M/T/Th/F)

\*\* 1st period synchronous total is 30 minutes total combined between two days (M/T and Th/F). 10 minutes to occur at the start of the period.

9



## Special Education Services

- Delivery of services to support needs
  - Mild/mod and Mod/severe programs
    - In addition to distance learning minimum instructional minutes, students receive services (synchronous and/or asynchronous) according to their IEP goals to the greatest extent possible
- Individualized Education Plan (IEP) virtual meetings
  - Preschool Part C to B only
  - Triennials (if review of records only)
  - Annuals, interims and amendments as needed
  - Virtual and in person assessments have not been approved at this time pending CDE guidelines

10



# Sample Distance Learning Special Education Services

Service example	Service via in person	Service via distance learning
Speech	Direct, in person minutes according to IEP	<p>Teletherapy via Zoom provided by Speech and Language Pathologist (SLP) or Speech and Language Pathologist Assistant (SLPA)</p> <p>Example: If offer of Free Appropriate Public Education (FAPE) is 30 minutes weekly, distance learning service may be two, 15-minute sessions or one, 30-minute session per week or one, 25-minute session in addition, including 5 minutes of consultation with guardians, and/or general ed teacher.</p>
Specialized Academic Instruction (SAI)	Direct, in person minutes according to IEP	<p>Special education service provider, in consultation with classroom teacher and other school staff</p> <p>Example: If offer of FAPE is 30 minutes daily, distance learning service may be 30 minutes daily four days a week via Zoom in breakout room or 1:1 OR Resource teacher consultation with general education staff to support student IEP goal areas in core by participating in classroom Zoom session and providing direct support in breakout session</p>
Behavior Intervention	Direct, in person minutes match IEP	<p>Consultation to staff, student parents via Zoom provided by Board Certified Behavior Analysts (BCBA) or psychologists.</p> <p>Example: If offer of FAPE is 30 minutes weekly, distance learning service may be two, 15-minute sessions weekly or one, 25-minute session in addition, including 5 minutes of consultation with guardians, and/or general ed teacher.</p>

11



# Improve Safety Nets



Site based safety net teams



Daily attendance accounting and reporting



Care Solace



'Get help' link on district website

[www.sanjuan.edu/gethelp](http://www.sanjuan.edu/gethelp)

12



# Mental Health and Social Emotional Support

- Care Solace
  - Connects communities to reliable, ethical and high-quality mental healthcare services through a care concierge team that is available 24/7.
  - Available to students, staff and families of SJUSD in multiple languages at no cost.
  - Launches August 13, 2020.
  - SJUSD staff will receive training on referral process.

13



# Care Solace 24/7 Concierge Service

- Access vetted mental health providers
- Discover virtual therapy sessions
- Access provider availability
- Reduce wait times into care
- Navigate insurance or no insurance
- Schedule an appointment(s)
- Phone, email, video chat

14



*Response time is typically 15-minutes or less*

## How to Access Care Solace

- Call (888) 515-0595 to speak with someone from their concierge team

OR

- Online

For families:

[www.caresolace.com/sanjuanfamilies](http://www.caresolace.com/sanjuanfamilies)

For staff:

[www.caresolace.com/sanjuanstaff](http://www.caresolace.com/sanjuanstaff)



15



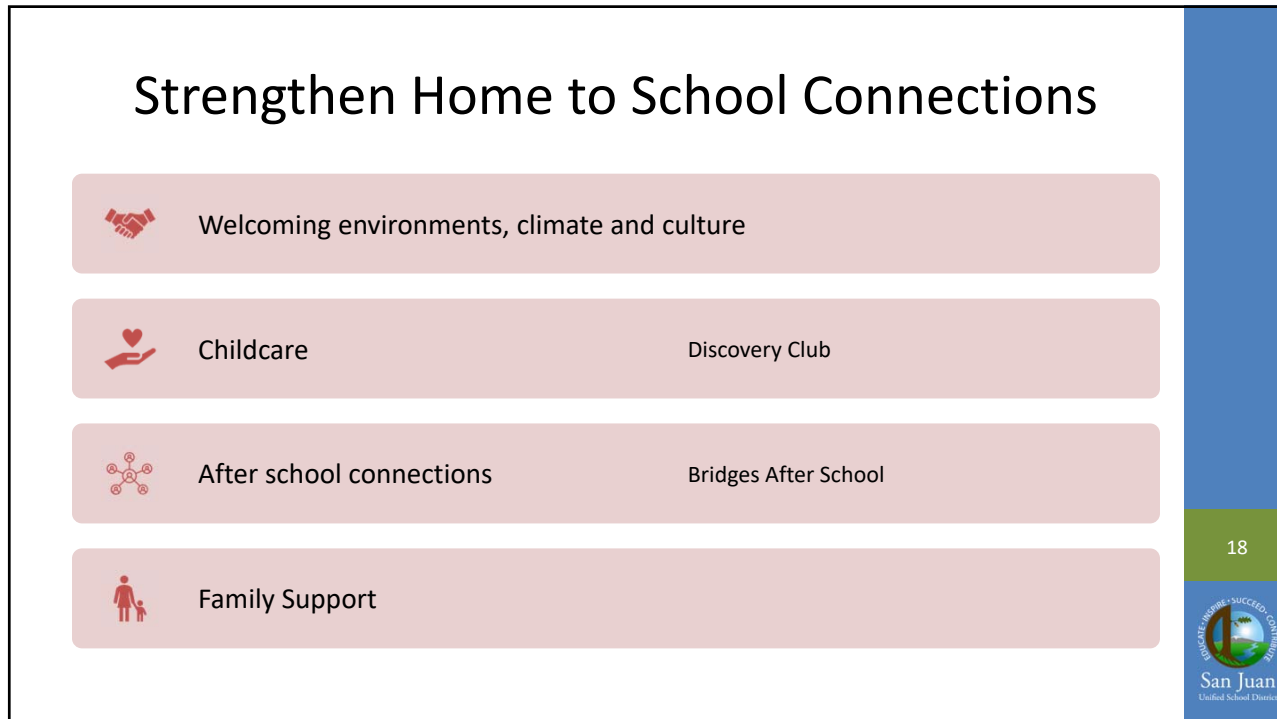
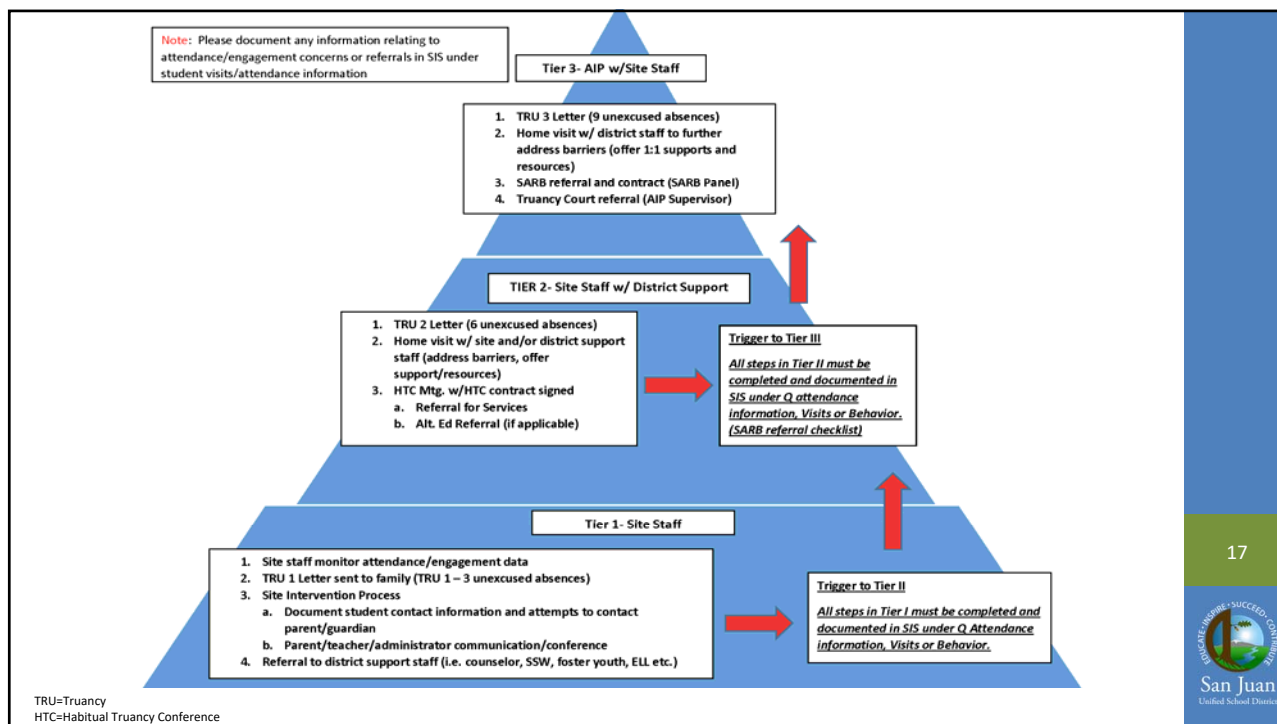
## Daily Attendance Accounting and Follow-up

- Daily participation accounting metrics
  - Evidence of participation in online activities
  - Completion of regular assignments
  - Completion of assessments
  - Contact between employees and pupils or guardians
- Weekly engagement record
  - Daily participation
  - Tracking assignments
- Tiered system of follow-up and support

16







## Opening Offices

- All public offices opened Aug. 3
  - 8:30 a.m. – 3:30 p.m.
  - Safety protocols in place
    - Face coverings required to enter
    - Limited number of people in offices and 6' spacing required
    - No entry if ill or symptomatic in the last 72 hours
    - Physical barriers at counters
- Teachers allowed to return to classrooms



19



## Discovery Club

- Physically open providing childcare services at 25 sites with 43 classrooms open
- Program hours are 8:00 a.m.-5:00 p.m.
- 10 students per classroom
- Lottery enrollment system
- Fee based

20



## Bridges After School

- Open virtually providing remote opportunities for:
  - Enrichment
  - Team building and student connections
  - Homework support
  - High school tutoring
  - Community resources and referrals
- No fee (suspended while in distance learning)

21



## Meal Service

- Distribution at 44 sites
- Monday – Friday, 7 – 8:30 a.m.
- Breakfast and lunch to take home
- Student name and ID number required
- Standard costs apply
- Free and reduced meal application at <https://mealapps.sanjuan.edu>.

22




## Parent Support and Engagement


- “Did You Know?” series
  - Videos, newsletter items and social media posts answering timely and common questions
- Updating resources on Family Hub
- New community partnerships
- Exploring opportunities to build parent-to-parent supports and additional parent-school supports


23




## Support Practitioner Implementation

 Asynchronous lesson bank development

 Instructional technology software tools

 Professional development offerings

 Protected collaboration time

24



# Technology Tools

## Hardware and Access

- 25,000 Chromebooks available
- Additional 10,000 Chromebooks on order but delayed
- Tablet devices for TK-1 on order but delayed
- Hotspots available

## Additional Software Purchases

- Kami – PDF Annotation
- Read and Write for Google – Makes content more accessible
- Screencastify – Allows for easy screen recording
- Labster – Provides virtual science labs
- ELlevation – Platform with strategies and tools for English language learners

25




# Lesson Bank Development

- 900 elementary lessons
- 250 middle grades lessons
- 450 high school lessons in addition to APEX and UC Scout

## Third Grade/HSS/3.1/Landforms

What are two of the most noticeable landforms in California? What makes them important to our state?

	<p><b>Learning target(s)</b></p> <p><b>Lesson 1:</b> I can identify the layers of the earth.  <b>Lesson 2:</b> I can describe the difference between mountains versus oceans.  <b>Lesson 3:</b> I can identify the major mountain ranges in California.  <b>Lesson 4:</b> I can write a narrative to develop imagined experiences using effective technique, descriptive details, and clear event sequences.  <b>Lesson 5:</b> I can access my knowledge and answer questions correctly.</p>				
<p><b>Essential Content standard(s)</b></p>	<p>HSS.3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. (3.1.1, 3.1.2)  HSS.3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (3.3.1, 3.3.3)  <a href="#">3rd Grade HSS Essential Standards</a></p>				
<p><b>ELD standard(s)</b></p>	<p>Indicate in <b>bold</b> the ELD standards below that are addressed by this lesson:</p> <table border="1"> <thead> <tr> <th data-bbox="292 1669 544 1690">ELD Standards Part 1</th> <th data-bbox="544 1669 805 1690">ELD Standards Part 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1690 544 1818"> <p>A. Collaborative (engagement in dialogue with others)</p> <p><b>1. Exchanging information and ideas via oral communication and conversations</b>  <b>2. Interacting via written English (print and multimedia)</b>  <b>3. Offering opinions and negotiating with or persuading others</b>  <b>4. Adapting language choices to various contexts</b></p> </td> <td data-bbox="544 1690 805 1818"> <p>Structuring Cohesive Texts</p> <p><b>1. Understanding text structure and organization based on purpose, text type, and discipline</b>  <b>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows</b></p> <p>B. Expanding and Enriching Ideas</p> <p><b>3. Using verbs and verb phrases to create precision and clarity in different text types</b></p> </td> </tr> </tbody> </table>	ELD Standards Part 1	ELD Standards Part 2	<p>A. Collaborative (engagement in dialogue with others)</p> <p><b>1. Exchanging information and ideas via oral communication and conversations</b>  <b>2. Interacting via written English (print and multimedia)</b>  <b>3. Offering opinions and negotiating with or persuading others</b>  <b>4. Adapting language choices to various contexts</b></p>	<p>Structuring Cohesive Texts</p> <p><b>1. Understanding text structure and organization based on purpose, text type, and discipline</b>  <b>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows</b></p> <p>B. Expanding and Enriching Ideas</p> <p><b>3. Using verbs and verb phrases to create precision and clarity in different text types</b></p>
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## IM1 Module 1: Quantitative Reasoning

**(Please select "File", then "Make a Copy" to save this to your drive.**

<p><b>Learning target(s)</b></p>	<p>Estimate of Time Per Lesson:  Lesson 1.1a: 1 class period (less than 45 minutes)  Lesson 1.1b: 1 class period (less than 45 minutes)  Lesson 1.2a: 1 class period (less than 45 minutes)  Lesson 1.2b: 1 class period (less than 45 minutes)  Lesson 1.3a: 1 class period (less than 45 minutes)  Lesson 1.3b: 1 class period (less than 45 minutes)</p> <p><b>Lesson 1.1a: Solving Equations</b></p> <ul style="list-style-type: none"> <li>• I can explain each step in solving a simple equation</li> <li>• I can solve equations in one variable</li> </ul> <p><b>Lesson 1.1b: Solving Equations to Define a Unit</b></p> <ul style="list-style-type: none"> <li>• I can model a situation with an equation</li> <li>• I can solve an equation to define units</li> </ul> <p><b>Lesson 1.2a: Using Ratios and Proportions to Solve Problems</b></p> <ul style="list-style-type: none"> <li>• I can use ratios and proportions to solve problems</li> </ul> <p><b>Lesson 1.2b: Convert Measures and Graph Proportions</b></p> <ul style="list-style-type: none"> <li>• I can convert measures and compare</li> <li>• I can find the unit rate and graph proportional relationships</li> </ul> <p><b>Lesson 1.3a: Reporting with Precision and Accuracy</b></p> <ul style="list-style-type: none"> <li>• I can report results using accuracy and precision</li> <li>• I can find the range of possible actual values of a rounded number</li> </ul> <p><b>Lesson 1.3b: Using Significant Digits</b></p> <ul style="list-style-type: none"> <li>• I can determine the number of significant digits in a number</li> <li>• I can calculate and estimate using significant digits</li> </ul>
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26



# Lesson Design Learning Teams

## Designing Asynchronous Learning-SJUSD

1. <b>Fostering Successful Distance Learning</b> (approx. 25 minutes)	I can share some personal examples of high yield strategies for successful distance learning	5. <b>Supporting all learners</b> (Special Education) (approx. 30-45 minutes)	I can identify possible barriers in the standards and design instruction with embedded strategies to help remove barriers for our students
2. <b>Essential standards SUCCESS criteria</b> (approx. 40 minutes)	<ul style="list-style-type: none"> <li>I can examine the lesson planning rubric to identify criteria for learning targets and success criteria</li> <li>I can write a learning target, language target and success criteria for an essential standard</li> </ul>	6. <b>Supporting English Learners</b> (approx. 40 minutes)	<ul style="list-style-type: none"> <li>I can plan instruction that supports the needs of English learners</li> <li>I can access tools that can be incorporated to add supports</li> </ul>
3. <b>Technology Integration</b> (approx. 45 minutes)	<ul style="list-style-type: none"> <li>I can identify the core technology tools for Distance Learning in SJUSD</li> <li>I can access use and share resources on the DL Hub and the SJUSD Family Hub</li> <li>I can access and use the materials from the Lesson Bank</li> </ul>	7. <b>Social Justice Standards</b> (approx. 45 min.)	I can use the Social Justice standards to create lessons through an anti-bias lens
4. <b>Assessments</b> (approx. 30 min)	I can embed high quality formative assessments in distance learning lessons	8. <b>SPG Essential Elements</b> (approx. 30 minutes)	<ul style="list-style-type: none"> <li>I can make connections between the SPG Essential Elements and distance learning practices.</li> </ul>

How did your work as a team, and the product you collaboratively produced, impact your practice?

Long answer text

What did you learn through this lesson designing experience that you will be able to apply to future distance learning lesson development?

Long answer text

### Reviewing the

Please review each section of the rubric and decide on the score you would give that aspect of your team's lesson series. You will be asked to explain your marks at the end.

Feedback: Clear Learning Targets/Success Criteria - "This lesson plan has learning target and success criteria that are ..."

	Not Evident	Basic	Target	Distinguished
<b>Clear Learning Targeted Success Criteria</b>	Learning targets and success criteria are not stated or discussed during the lesson.	Learning targets and success criteria are unclear or do not apply to the assignment.	Learning targets and success criteria are clear and apply to the assignment. Learning targets describe what students will know and are able to do.	Learning targets and success criteria are clear, apply to the learning assignments and identify proposed learning outcomes. They are written in student-friendly language using accessible vocabulary and from a student perspective such as "I can" statements, and there are opportunities for students to articulate what they're learning and why.

- Not evident  
 Basic  
 Target  
 Distinguished

Feedback: Differentiation (504, IEP, Language, Challenge) - "This lesson plan

	Not evident	Basic	Target	Distinguished
<b>Differentiation (504, IEP, Language, Challenge)</b>	Lesson plan has a single entry point and single exit point.	Lesson plan has multiple ways of showing completion and mastering.	Lesson plan offers multiple entry points and multiple ways of showing completion and/or mastery. Lesson plan incorporates instructional strategies to address culturally responsive pedagogy, and students' diverse learning needs.	Lesson plan offers multiple entry points, multiple ways of showing completion and/or mastery. Specific adaptations of learning objectives are suggested for diverse learners' skills, abilities, and needs.

- Not evident  
 Basic  
 Target  
 Distinguished

27



# So much technology! What should we use?

It is critical that we not overwhelm students and families (and ourselves!) with too many platforms and tools. Here are the core technologies for use and a short list of other (often "freemium") tools you may consider. **All underlined items are links.**

Organizing & delivering content; collecting student work, giving feedback	<ol style="list-style-type: none"> <li><u>Google Classroom</u> is the official platform for grades 3-12 for the functions listed on the left. Grades TK-2 <i>may use</i> Google Classroom, but are not required to. See below.</li> <li>Teachers in TK-2 may use our new <b>TK-2 Seesaw license</b> instead of Google Classroom. Join the SJUSD resource page for Seesaw in Google Classroom: vvt2p4r.</li> </ol>
Synchronous learning	<b>Zoom.</b> You can also use Zoom to record lesson videos. Upload your videos to Google Drive or YouTube. Remember to <u>"approve" videos in YouTube</u> in order for students to watch them. Guide to <u>using Zoom</u> .
Creating content and activities (continued on next two slides)	<ol style="list-style-type: none"> <li>Online content from your <b>adopted instructional materials</b></li> <li><b>Google Docs</b> (and <u>HyperDocs</u>), <b>Google Draw</b>, <b>Google Slides</b> (and Hyperdoc Slides), <b>Google Forms</b> (don't forget to use the feedback tools in Google Forms!) All of these are available from your Google Drive tile in Portal.</li> <li><b>Illuminate:</b> Online assessments (create your own with item bank or use an existing PDF) deployed through Google Classroom. Comprehensive data reports for assessments. Access through Portal.</li> <li>Another option for formative assessment: <b>Quizizz</b>. This is a completely free online formative assessment tool. You can assign Quizizz activities in Google Classroom.</li> <li><b>Adobe Spark</b> (Post, Page, Video): students create multimedia content and share with you via a link.</li> <li><b>FlipGrid</b> to allow learners to submit video responses to a "grid topic" that you create and moderate.</li> </ol>
Accessibility	To include audio in Google products, try sharing link from recordings you make on <u>vocaroo.com</u> or <u>onlinevoicerecorder.com</u> . For Google Slides, you can also download the audio, upload to Drive and then insert it.

28



# Coming Soon! More technology resources!

Purchases of these tools are still being finalized, so your licenses are not ready yet. More information and training to come.

Kami	This tool allows teachers to create interactive assignments from PDFs and distribute them in Google Classroom. Teachers and students can annotate by typing, drawing, highlighting or adding text or audio comments. In addition, teachers can support learners with video comments, including screen recordings, and students can access additional accessibility features. <a href="#">Support document</a>
Screencastify	The licensed version of this tool not only allows teachers to record, edit and share videos, but to assign students a video assignment using "Screencastify Submit." This feature requires no login, download or installation by the student. <a href="#">Support document</a>
Pear Deck	Pear Deck is both an extension and an add-on to Google Slides. Once installed, teachers can add interactive slides to their content, add audio to slides with the click of a button, and more. Teachers can push these interactive slides to learners during synchronous or asynchronous lessons, choose which responses to show the whole class, and provide individual feedback. <a href="#">Support doc.</a> <a href="#">Online webinar (August 3.4)</a>
Read&Write for Chrome	Details on exactly which teachers/students will have this license are still to come. This chrome extension provides an accessibility toolbar with several functions for teachers and students. Some of the features include text-to-speech to hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting; text and picture dictionaries to see the meaning of words explained; students can dictate words to assist with writing, proofreading & studying, create and listen to voice notes directly inside of Google Docs, and more. Training and support to come.

29



# Alternative Programs



K-8 Homeschool



9-12 Independent Study

30



## K-8 Homeschool

### Enrollment

- 500+ students from SJUSD schools

### Staffing

- 1 program administrator
- 1 Site Leadership Team
- 20 teachers

### Support

- 2 lead teachers
- New teacher training
- Weekly case management collaboration
- Expanded instructional materials supply budget

31



## 9-12 Site Based Independent Study Program

### Enrollment

- 235 students from SJUSD schools

### Staffing

- 1 program administrator
- 1 Site Leadership Team
- 10 teachers

### Support

- 3 lead teachers
- New teacher training

32





# Questions and Board Discussion

33

