Spring 2021 LCAP Listening Sessions
Summary of Key Themes and Answers to Parking Lot Questions
April - May 2021

Area	Overview of Comments
College and Career Readiness	- Ensure that wide range of AP courses are provided/expanded - Provide parents/caregivers more information about college and career (Exs: FAFSA, public vs. private school context) **Visibility is a key part of College and Career Readiness** - want to hear people talking about their college, see the names on the banners - College trips where parents can attend along with student. Opportunities to visit more campuses. - Supporting students to earn State seal of Biliteracy – educating parents about this. - IB program is working – need to preserve this. **Credit recovery options are needed** – consider using Acellus. - Counselor availability – need to hear from them.
Foundational Program (Tier 1)	- Improve math instruction and support – need to ensure availability of materials **Eliminate the opt-in culture** - Ensure historical accuracy of what is taught - Consider a science-based approach to literacy/reading - Ten-fingered typing skills are critical - Include instruction that requires problem-solving by hand (not only on computer) – specifically more math problem sets by hand - Need tangible artifacts to review and discuss with students (not just all online work that we can't see) **Grading systems need to be clearer** – regular and accurate updates to grading program so that parents can access the information – grade inflation has been an issue - Would be nice to have a dashboard in Infinite Campus that showed parents a 'quick look' at their student's overall performance - Curriculum for each class/course should be posted an available - Response time from teachers to parents needs to be faster - Need a more rigorous and robust child-find system to ensure we are accurately identify special needs at the appropriate time - Consider science fairs and other similar opportunities – even if virtual
Targeted Supports	- Expand the counselor staffing to reduce their caseload and contacts **Individualized supports and individual support plans** needed for students - Need early warning systems for identifying student needs – these should be automatic and leverage technology **Consider an advisory period – could be focused on SEL** - More transparency in the IEP process - Have been seeing a growth in homelessness – need to make sure we are identifying all our students accurately so everyone can access services - Provide supports for teachers – they are getting burned out too. - Need to specifically **support LTELs** – help them reclassify - Increase the number of staff on site who speak another language so parents can feel welcomed - Update EL Master Plan **Increase number of secondary ELD specialists** - Educate parents about the ELPAC **Mental health** is critical and does not get enough funding

	• Need to focus on **building, centering relationships** • Need **more reading supports** – parents are seeking outside tutoring because it is not available in school – this can affect engagement and social emotional state of the student • Will need additional staff to provide **intervention and academic counseling.**
Culture and Climate	• Implicit-bias and anti-racist training needs to happen. • Need to focus on **restorative practices** - not discipline as the focus • Important to have an SEL team that works with students and staff • **Anti-bias/anti-racist PD** – all staff should be trained and it should be mandatory • **Provide teachers the necessary supports** to address students' academic and emotional needs.
Engagement and Empowerment	• All schools need a PTA/PTSA – district should support this • More publicity for SSC to increase involvement • PTHVs are working – continue and expand this. • **Clear path of communication** – where parents should go for specific needs • **Build relationships and capacity to advocate** • **Enlist/invite community members in to get their ideas on how to improve** • A go-to webpage that organizes the LCAP information with links and contact information for departments – a 'one stop' website • Provide more support to use Infinite Campus and similar resources • **Empower student voice** to create authentic relationships and understand life experience. Example: BSU at Hiram Johnson • **Need better tools to share student progress/performance with parents/caregivers**. Consider an app that does this. • Bring services like fingerprinting to campus – don't make people go through a bunch of steps to get this done. • Change how parents/families are charged to attend athletic events – involvement is less when there is a significant cost. Consider options such as volunteering, providing rewards to incentivize good attendance/other, and bulk pricing. • Some people don't want to ask questions/share ideas because they have had a bad experience. There can be anxiety about stepping forward.
Other	• Improve transportation access for all • Build on the lessons learned – Zoom lets us connect around the world
Expanded Learning Opportunities	• **Reengaging students** who have been disengaged when they return in the fall will be important. Consider how to engage the specific interests of students and families • Before and after school tutoring for reading and math **– intervention is needed** • **Reading readiness** in Preschool and Kindergarten is foundational and really important for parents to understand. • **Summer school needs to be fun and involve socialization**, outdoor activities. Academics are important, but should not be the focus of promotion. • Online tutorial options need to be available ASAP – not just in summer • Must first **address the trauma** before other equity-based goals can be achieved. Training will be needed to do this – not all staff have the background. • **Counseling and mental health is critical** – could include directly teaching about mental health and social/emotional wellness in the summer session • Instruction needs to be active – distance learning has been primarily passive • **Flexibility** is important – different families will need different options. • Summer learning should be through **engaging activities** – interactive educational programming. • **Credit recovery is needed now and ongoing.** • Would be nice to have a summer expectation – a reading list, curriculum with deadlines.

Date	What is working well?	What needs to be improved?	Expanded Learning Opportunities input
4.23.21	● Access to a lot of AP courses - helps students take one less course in college ● College trips that take parents/caregivers with students. Opens both sets of eyes and allows the family to envision what that school would be like. ● Opportunities to visit more college campuses through athletics. ● Parent Teacher Home Visit made me feel a real connection - it builds relationship ● Providing students support to earn State Seal of Biliteracy (SSB) - but also need to make sure we are providing parents/caregivers information about what it is and how it works	● Provide parents/caregivers more information about college. Example: Difference between public and private college costs, understanding of FAFSA. Especially important for low-income and first-generation students. ● Visibility of college/career readiness efforts - see the names of colleges on banners and hear people talking about them. More than just the big names - also smaller universities with good opportunities. Expose students to different colleges to build awareness. ● Expand counselor staffing to reduce their caseload and allow for more contacts. ● Other staff supporting overall counseling efforts. ● All schools need a PTA/PTSA. This is a big part of making parents feel welcome, involved, empowered. ● More publicity for SSC to increase involvement ● Implicit-bias and anti-racist training needs to happen. Everyone needs to want to get better. Train the trainer is not what is needed for this issue. Everyone needs the training directly from the outside source. ●	● Re-engaging students who have been disengaged when they return in the fall will be important. ● Need before and after school tutoring for reading and math - interventions ● Reading readiness in preschool and kindergarten is foundational and really important for parents and students to understand ● Summer school needs to be fun and involve socialization and outdoor activities for significant lengths of time. Our promotion of summer school should depict summer school as something fun and enjoyable - not just academics.
4.27.21	● IB program at Caleb Greenwood works well. How are we going to preserve this program when it appears on budget cut lists?	● Math instruction and support need improvement. We also need to ensure availability of materials ● Need credit recovery options - would support the availability of Acellus for students. ● Counselor availability - haven't heard from a single counselor all year long. Feel as though we're being left behind. ● Students need to receive individualized supports - have individual support plans. ● We need to have a clear process and systems for tracking and setting up alerts/triggers for student need - this needs to leverage technology and not require students and parents to signal need on their own. This should be in place not just in secondary, but elementary. ● We need a clear path of communication - where do	● We need online tutorial options available for students - not just in the summer and future, but now. This could include Acellus for credit recovery options. ● Programs to address student trauma and social-emotional learning needs are a priority. We must address trauma first before other equity-based goals. This is also important for

		families/students go when they have specific questions? Additional support for this on the website. ● Need to increase secondary ELD specialist FTE (right now only 1.0) ● Consider an advisory period added to the first part of the day - focused specifically on SEL, having fun, building relationships. ● Eliminate the opt-in culture. What is our plan to implement things like SEL if we don't address opt-in culture? ● Empowering and engaging parents - we need to build connections and teach parents how to advocate. We need to understand the lived experience of our stakeholders and that some are coming to engage and don't see anyone that looks like them or shares their experience. Parents need to know we value them and their knowledge. ● Offer trainings to teach parents how to advocate for themselves and their students ● We need to connect with community members to get their ideas about how to support our schools. ● There can be trauma and social-emotional impacts from our curriculum. There is a lot of variation in what is taught, the historical accuracy, the completeness, the diversity. ● There needs to be more transparency in the IEP process - support available, student rights, where student is in a process and next steps. ● Consider a science-based approach to literacy/reading across the district.	educators - addressing their trauma and providing PD. ● Our instruction/learning needs to be active - distance learning has been primarily passive. Make the content relevant and engaging - consider STEM/ STEAM focus that integrates across content areas. ● Some of our specialists in schools may not have the background to address trauma and bridge the gap to where our students are. We need training and also to create some student equity 'liaisons.' We could also do this with a parent equity team and integrate these groups with the staff.
4.28.21	● District staff are doing a tremendous job going above and beyond - on the weekends they are at the school site helping families on their own time. Not just once in a while. We need to continue and build upon this culture.	● We need to improve transportation access. Understand that we have important focus on special education. There are also other priority populations that have lost access. What additional complexities could this cause for students and families? There are many families that have been left out of the economic recovery and these are the ones that will be even more challenged without transportation. ● Invite us as parents/community to help - How can we advocate to the state? Ex: how can we advocate for transportation funding? ● We have been seeing a growth in homelessness at our school site. The supports that are available aren't enough and can't keep up with demand. Do we know what the actual amount of our homeless youth population is? Are we seeing a big rise? ● There is a lot of teacher burnout - CalSTRS reported there is a 26% increase in teachers retiring mid-year - higher than usual. What kinds of support are we providing for those who support the kids? ● We have a lot of LTELs at our site - over 400. How are we targeting them, helping them? How do we use the LCAP to target	● Different families will need different options. We won't have as many spots open during the summer due to social distancing. Students who would ordinarily have access may not. ● We also need balance and should not overwhelm kids - they need to enjoy school and we need to let them be kids. ● We need interactive educational programming - where kids are still learning in a subtle way. Summer programs should not be an extension of school - but

		the school sites with the highest enrollment of English Learners? We have 21 home languages - how do we target them, get them involved?	learning through activities, programs, and play.
		● Parent involvement is one of the most important things. At our site 34% have Spanish as a home language - the last couple of years we didn't really have anyone on campus that you could go to who spoke Spanish. If these are populations that we are serving, how are we targeting those folks to hire?	● What are we doing for credit recovery? We need this not just for the summer, but for the year as well. Can we have this available in the evening and weekends?
		● The EL master plan is 10 years old. We are creating everything on site because we don't know how the district is helping us. Are we supposed to solve this on our own? We need more secondary ELD training specialists.	
		● We need more understanding for the parents of what the ELPAC is - why it is highly important and what it means.	
		● How can we provide equitable access to resources and funding between schools?	
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5.3.21	● Enhanced access to public transit has been a boon. ● The PTHV program is awesome. ● Look at increasing PTHV participation. Incentivize/encourage people to participate ● I like the co-teaching program at Cal Middle - it is harder to do, but much better.	● Lack of ten-fingered typing skills was a challenge during distance learning - the same way that learning cursive is helpful ● Math homework needs to involve more problem sets that are done by hand. Felt like a disadvantage with all of this online ● Need to focus on centering relationships (Student-student, student-staff, staff-staff). Involve staff beyond teachers - lunch room, campus monitor, etc. Trying to connect with students in the concurrent/hybrid model has been difficult. Mental health is critical and does not get enough funding. Need more student support centers. We should uplift Restorative Practices, multiple tiers of student support. Not just academic but the other side of things. ● We need to be restorative - definitely do not bring back SROs. Focus our money on growth and healing. Safety can be achieved in different ways. ● Building relationships can also be financially positive - keeping students in class helps our bottom line. ● Grading systems need to be clearer. Consistent and clear progress monitoring so students and parents can see status. Often hear that the grades are 'in progress' and then there are wild swings in what is reported. 'F' one week and then 'B' the next. ● Should have the curriculum posted/available for each class. Allow parents to understand what is being used so they can have discussions with their students. Especially at older ages. ● Response time for parent communication to teachers needs to be faster. ● Would be nice to have a go-to web page organized by LCAP goal with links and contact info for departments. 'One-stop' website.	● Counseling and mental health is critical. Would be nice if teachers could provide students/family information about how to access. ● We need to reengage students. Has been hard to build relationships. Would encourage things that are more engaging and address special interests. ● Could include directly teaching about mental health and social/emotional wellness in the summer session. How to be a peer support to friends. Enable teachers to teach about their passions. ● Reach out to parents at sites to find out what their interests are. Maybe people would come, engage if we were meeting their interests. ● Would be nice to have a summer expectation - a

		● We need tangible things to discuss with our students. With everything online, we don't see anything. ● Students with disabilities are students with the highest needs. We need a more rigorous and robust child-find system. Help teachers to identify needs - we often find out too late. We often are not identifying early enough students who have speech and language disabilities. Would be nice include something about child find to address our students in general ed who need support for services. ● Would be nice to have an advisory at middle school to follow students through 7th-8th grade. ● Activities like lunch bunch help to build relationship, engage students. ● School spirit is hugely important - athletics, dances, and opportunities to learn about how to be an adult. Fostering sense of camaraderie and teamwork. ● Would be helpful to have a dashboard in IC which showed all of the key details. You could see at a glance if your student was in the 'red' ● Am seeing a lot of grade inflation - take a test as many times as you want - that doesn't reflect how life really works. ● What happened to school science fairs? You can do these on Zoom - history fairs, sports fairs - other activities that are similar opportunities to share and engage. ● Use the benefits of zoom going forward - we can be connecting to people across the country - around the world.	reading list, curriculum with deadlines. Doesn't have to be graded - but a prescribed plan that students would be expected to deliver on. ● Summer should be fun - could involve simple science projects.
5.10.21	● My 1st grade son is able to use meditative practices to control his emotions - learned this in school. ● Infinite Campus has been pretty good for me as a parent - at elementary they don't do the same thing as the high school. as It wasn't around when I was in elementary and we need to keep pushing out IC more. How many parents have downloaded? Why is it not in every school site that we are showing them how in a meeting. We can	● Struggles with reading - has caused my son frustration and made him afraid to return to school - afraid he wouldn't read as well as the other kids. Anytime he reads he gets anxious. I enrolled him in tutoring (Kumon learning center) because I want him to learn to read. When I (in my personal experience) feel that I don't understand, I can also disengage. We don't want to be recognized for falling behind - want to be recognized for our character. We need some kind of enrichment class that can help students who are struggling or falling behind. ● My child's teacher is great, but if I didn't engage with my child directly about their work, I wouldn't know. I want to know if he is missing assignments. On Instagram I saw a parent who showed how he was updated directly on his phone about his student's assignments. It seemed to be an app. We have an app at my child's school - it is OK in terms of sending messages. The app I saw from the other school was a little more specific - showed how the student performed, what was completed, what was missing. ● My son's friend goes to a different school than my son and is constantly logging out of class, missing assignments. It is	● If students do not have a summer program offered at their home schools, will they be able to attend at another school?

	give them a raffle ticket. Make sure they have it. Sometimes you do have to go out and help people. ● An example: The BSU at our high school did a survey to let us know what they know, what they are feeling. I was very empowered as a parent. Adults need to know that we need to be creating those types of relationships. We need to understand that sometimes at home we don't have all the support. It is hard - not fun, not easy. Sometimes kids get beat down from the stress. Importance of knowing that the kids' voice is heard and respected. Goes back to the suspension reports. It has not been talked about the last few years. The numbers are out there. We have had some improvement - the numbers are still not great. We have to hold ourselves accountable. It is a life experience - someone's experience. We have to understand the data. Until most of our kids are thriving/excelling. We shouldn't have problems with the training. We have to change for them.	frustrating. Parents are unaware. It would be really good if something was sending his parents his progress. ● Saw from my nephew in Elk Grove - fingerprint services were brought on site - a lot of people were getting them on site. It was amazing. At our school I had to go in, pay for them, wait for reimbursement. That is an extra process. I just went there (Elk Grove) and they sent me a letter. Was all covered. We didn't pay anything. ● We are going through our SPSA right now at our School Site Council. For a school site of 2000, the SPSA is funding a nurse and social worker. That is something that the district should be funding. It seems weird that that is something our school funds. The district only gives us .5 FTE of a nurse - if we didn't fund the rest, what would that look like? It is important to build relationships and strong trust with families. We want to go to schools and have safe places and safe feelings. Our SPSA should be all the extra stuff. Nurse and Social Workers should be automatic at HS. ● School spirit/school morale is another way to get parents involved and to come to the site. My kids didn't have sports until HS. Now I have to pay to see them play. You want me to take time go and see them - and now I have to pay? And some of these schools aren't competitive. What if I have a family? My kid's brother and sister want to come too. Now I have to pay 30-40 dollars to see them get blown out? Comprehensive HS that are socioeconomically disadvantaged should try to come up with some ways to get the parents to volunteer. If you volunteer for an hour, you get into a game. Incentivize it. If student attendance goes up, you get into a game. For a freshmen team, there is no one in the gym. The visiting team is packed because they are on the road. We are already having trouble getting families in the gym. You aren't going to build morale of the school - the engagement is not a viable option when you are already struggling to get food and a roof over your head. The sites did try a thing where you could pay a 100 bucks to get into all the games. Ths was at least good. Now with 10 bucks over and over again it starts to build up. What if I'm just trying to pick up my kid - do I want to wait outside? The refs are going to get paid either way ● When I was in HS I was referred to drop-out prevention. I was misbehaving because I had a lot of issues going on in my home. I would encourage an SEL team that works with staff and students.. ● Anti-racist/anti-bias PD - being able to train all staff - will that be mandatory? ● With the English Learner population: Kids are reclassifying - you are building a relationship - we have to start doing something. You get to the high school level, how is someone in a LTEL program for	

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six years? What will get these kids to understand the importance of being redesignated and reclassified? I'm at a site with all these types of needs.

● Making sure students understand their voice is valuable. If they have a question - sometimes even parents have anxiety about asking questions. Sometimes people take these questions like you are trying to go at them.

● I remember at an elementary school - one of the young males was walking a mile to school. And then you want them focusing? No adult wants to walk a mile.

● Relationships are important- making sure people feel they are valued. Sometimes parents have bad experiences and there is no compassion if you don't say you are going to get better. Thought we'd have more people here. Shows how much work we have to do as a school district so our numbers improve and say we are doing our jobs.

● We talk about a destination district - we want to focus on our kids first - don't worry about bringing people in before we fix what is already in front of us.

● My hope is that teachers will have all of the necessary supports to address students' academic and emotional needs going forward, primarily additional staff to provide academic intervention and counseling. Teachers already had a tremendous job of addressing a wide range of abilities and there were never enough intervention services prior to COVID.

● Staff members who do not recognize the value of an issue (e.g. bias training) are frequently the staff members who might benefit from training on the issue so they can understand the value which the issue has in the school community. However, since they do not recognize the value to start with, they are the staff most likely to "opt out" if they have that option.

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Frequently Asked Questions:

Question	Answer
Q: What is the specific plan for summer school 2021? If students do not have a summer program offered at their home schools, will they be able to attend at another school?	**Reference:** 5.6.21 Presentation on Summer School to the Board of Education **Details:** The district has developed **Summer Matters @SCUSD**. All programs will include the following restorative restart components: ● **Focus on Relationships:** Safe space to build mutual relationships with fellow students and adults. Enrichment activities will provide opportunities of collaboration, thus building trusting relationships among peers. Staff will focus on community agreements in order to address discipline issues. ● **Addressing Mental Health:** Social workers will hold circles and check-ins addressing well-being, safety, trauma, anxiety, loss of stability, how to manifest feelings, in order to work on building trusting relationships ● **Connecting with Families and Communities:** Parent education nights and regular check ins with parents/guardians ● **High-dosage of Tutoring:** Teachers will work with small groups of students to accelerate classroom learning Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families. Summer programming is a collaboration between Community-Based Organizations, teachers, and the Academic, Facilities/Operations, Health and Student Support Services, Risk Management and Youth Development Support Services (YDSS) departments at SCUSD. All programs will follow our Return to Health guidelines such as six feet distancing, small cohorts, and other health and safety measures. All Sites will operate as community sites. Summer Matters @SCUSD includes elementary, middle and high school programs. Elementary programs will target incoming 1st graders through incoming 6th graders while middle school programs will target incoming 7th and 8th grade students. During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and C-STEM will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45

	minutes. The day will end with an SEL closing.
	Focus Areas include Foundational Reading for grades 1-4; ELA/ELD (reading & writing) for grades 5-6; and Math (ratio & proportion, number sense) for grades 7-8. Curriculum materials will be research-based and effective. Student progress will be measured through diagnostic, formative and post-tests.
	At the middle school level, Summer of Service will also provide incoming 7th and 8th grade students with service-learning opportunities that address community issues and concerns. YDSS Expanded Learning staff work collaboratively with CBO staff to provide a unique experience in educational and enrichment activities. Students will engage in project-based learning.
	High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Students will receive $14/hour and work for six weeks, four hours daily five days a week. They will be required to submit online applications in order to apply. The district's Youth Development Support Services department staff will conduct interviews, select students, and hold trainings on professionalism and safety at work.
	Online credit recovery will be available at every SCUSD high school from June 21-July 23, Monday – Friday from 8–11:30 am. Both in-person and distance options will be available for students. In-person programming at every high school during the same time period may also include 9th and 10th grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.
Can students access before/after school programs at schools other than their own?	During the regular school year, students are able to access before/after school programs at their own school site. During the summer, when not all school sites have programs in operation, students may be able to access programs at school sites other than their own.
How are Kelvin pulse surveys aligned with and supporting our School Climate Survey?	The Kelvin pulse survey expands upon some of the questions in the School Climate Survey. Overall, there is strong alignment between the two. The questions that appear on the Kelvin pulse survey are included below: ● If I am absent, there is a teacher or some other adult at school that will notice. ● The school staff are there for me when I need them. ● Most staff at my school are interested in me as a person, not just as a student. ○ *For early elementary replace with:* School staff care about me. ● I feel like I belong at this school. ● I am happy to be at this school. ● Students at this school get along well with each other. ● I know the emotions I feel. ● I know when my feelings are making it hard for me to focus. ● I know ways I calm myself down. ● How often are you able to pull yourself out a bad mood?

	● How often are you able to control your emotions when you need to? ● Once you get upset, how often can you get yourself to relax?
Transportation - what are the main factors contributing to reduced availability?	The main factor impacting transportation availability in the recent and current year is a reduced pool of available bus drivers. The shortage of drivers has required the suspension of several routes during the current school year. With the need to prioritize transportation for special education, this has resulted in impacts on general education bus routes. The district has made efforts to contract additional drivers through external companies but they are also experiencing a shortage and high demand. Many districts have been impacted by this same circumstance, with some suspending all regular education bussing for the year.
How are bus passes provided? A: city has provided free bus passes for all older students.	RT provides free bussing for all school-age children (Grades TK-12) within RTs boundary. https://sacrt.com/rydefreert/
How many students do we anticipate being in credit recovery in the coming year?	*Coming Soon*
How are we assessing the actual size of our homeless youth population?	Homeless students are identified in multiple ways. All identified homeless students are entered into Infinite Campus. It's important to keep in mind that homeless families, even if sheltering within the SCUSD boundary, have their children in different districts/LEAs. Homeless students are allowed to remain in their school or origin, even if they no longer live in their school's attendance area. We have supports for homeless students through the Homeless Services Office, Connect Center, and Student Support Centers. This also includes information and referrals for homeless students/families to local resources. Size of population this year: Schools have the ability to generate homeless reports at their sites (for their school). In addition, the SCUSD Tech Dept. keeps track of homeless student numbers for CalPads and can generate a district level report for the 2020-21 population to date. Please let Monica know if you'd like a report of current numbers.
What kinds of SE support are we providing to teachers?	The SEL teams sends schools (via posting in staff google classrooms and sending directly to ALL principals to disseminate) weekly SEL adult practices (as well as SEL activities for adults to do with their classes). There is a Mindful Monday session every Monday at 11:30am for 15 minutes that adults can access. If they are not able to join, the links to recorded sessions are included in the weekly SEL slide deck. In those same slide decks, they are given access to FREE Mindfulness APPs to download and use. Additionally, SEL coaches are accessible to ALL schools for additional training support. Lastly, the SEL website has a plethora of free resources for adult teachers and support staff. They also receive a weekly bulletin from the Wellness Program with additional social emotional and physical supports that they can engage in for free as well.