

# THE KLTR CURRICULUM

A COMPREHENSIVE GUIDE TO BUILDING SCHOOL CULTURE.

---

SOCIAL-EMOTIONAL & DIVERSITY DRIVEN

# CONTENT

# INSIDE?

"The KLTR Curriculum: A Comprehensive Guide to Building School Culture" is an 15-page manual designed to provide administrators with a detailed breakdown of the KLTR curriculum. This guide covers everything from the curriculum's goals and objectives to integration strategies and evaluation methods. Inside this guide, you'll find step-by-step instructions on how to introduce the curriculum to your school, how to train teachers, and how to measure the effectiveness of the curriculum. Additionally, this guide provides insight for creating a positive school culture and addressing the social and emotional needs of students through the use of our curriculum. Whether you're new to the KLTR curriculum or looking to improve your implementation, this guide is a valuable resource for building a stronger and more supportive school community.

## Powered By

KLTR MEDIA

Volume 2.1, 2023

## Contact

[Info@KultureMAG.com](mailto:Info@KultureMAG.com)

**We are KLTR -**

*Where students & teachers learn about  
Themselves and the world.*

### **03. Our Mission**

*This section will outline the overall mission of the KLTR curriculum, including its objectives and goals.*

### **04. The Problem**

*This section will provide an overview of the current challenges facing schools and students, including the need for character development and improved classroom behavior.*

### **05. The KLTR Curriculum**

*This section will dive into the specifics of the KLTR curriculum, including its components, structure, and methodology. In addition this section will explore the motivations and factors that led to the creation of the KLTR curriculum, including research and studies on effective character development curriculums.*

### **08. Integrating The KLTR Curriculum**

*This section will overview a step by step to integrating The KLTR curriculum. This section will also provide an overview of the virtual training module created for educators to learn how to effectively implement the KLTR curriculum in their classrooms.*

### **10. Curriculum Breakdown**

*This section will provide an overview of grade level curriculum of the KLTR Curriculum.*

### **14. Conclusion & References**



# OUR MISSION

— *Introducing KLTR*

*[Knowledge, Legacy, Transformation, Resilience]*

*"KLTR is a translator - taking ideas and information from a highly specialized world and translating them into a language students can understand. A resource that guides the character development of students nationwide. A tool to improve classroom behavior, creating better attitudes in students regarding themselves, peers, and school."*

*At KLTR, our mission is to create a safe and inclusive learning environment where students can develop not only academically, but also socially and emotionally. We believe that by empowering students with the necessary tools and resources, we can help them cultivate a deep sense of self-awareness, embrace diversity, build resilience, and form positive relationships. Our goal is to create a community of learners who feel confident and equipped to face life's challenges and who are committed to making a positive impact in the world.*



# THE PROBLEM

## All about the problem

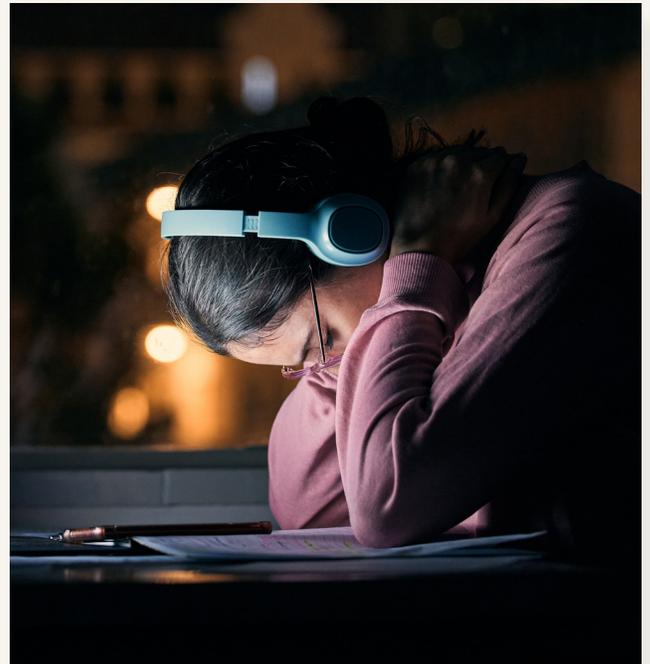
*"This section will provide an overview of the challenges, highlighting the need for effective solutions to promote a positive school culture and academic success. We will cite the research and studies on the importance of character development and how the KLTR curriculum can provide a solution to these challenges."*

*Middle school is a critical time of development for students, as they transition from childhood to adolescence and navigate the complexities of social and emotional growth. A report by the American Psychological Association found that "adolescence is a period of heightened vulnerability to stress" and that stress levels among adolescents have increased in recent years. Additionally, a study published in the Journal of Adolescent Health found that "the transition to middle school can be particularly challenging for students as they adjust to a new environment, new teachers, and increased academic demands."*

*During this time, students are also tasked with managing the academic demands of middle school, which often include more rigorous course work and increased expectations for independence and responsibility. However, many students lack the necessary skills and support to succeed in these areas, which can lead to negative outcomes such as disengagement, academic failure, and mental health issues. These challenges can have a negative impact on student's well-being and academic success.*

*Research has shown that providing students with social-emotional learning (SEL) curriculumming can help them navigate these challenges and achieve positive outcomes. A study conducted by*

*"Building School Culture, one pillar at a time."*



*The Collaborative for Academic, Social, and Emotional Learning (CASEL) found that students who received SEL curriculumming demonstrated improved academic performance, better social skills, and decreased instances of negative behavior.*

*The KLTR curriculum was developed in response to these challenges, with a mission to provide middle school students with the skills and support they need to thrive. By promoting self-awareness, social-emotional learning, diversity, and positive school culture, the curriculum aims to equip students with the tools they need to navigate the challenges of adolescence and build a foundation for success in all areas of their lives.*

# THE KLTR CURRICULUM

## All about our curriculum

"This section will dive into the specifics of the KLTR curriculum, including its components, structure, and methodology.

We will explore the motivations and factors that led to the creation of the KLTR curriculum, including research and studies on effective character development curriculums. By the end of this section, you will have a solid understanding of what the KLTR curriculum is, how it works, and why it is an important addition to any school's curriculum."



The KLTR curriculum is a comprehensive curriculum designed for middle school students that focuses on social-emotional learning, building school culture and diversity, equity, and inclusion.

The curriculum consists of three distinct curriculums for each grade level, each with its own set of learning objectives and goals.

The curriculum's core focus is on helping students through identity exploration by building self-awareness, emotional regulation, empathy, and other essential social-emotional skills that are critical to success in school and beyond. Additionally, the curriculum aims to promote understanding and acceptance of diversity, equity, and inclusion by providing students with opportunities to explore their own identities and those of others.

The KLTR curriculum provides educators with a range of resources to support effective implementation, including comprehensive teacher guides with detailed lesson plans, virtual training modules to assist classroom implementation, pre and post-assessment opportunities, and strategies for facilitating class discussions and activities. The curriculum also includes a range of student-facing resources, such as journals, audio series, and short films, to support student learning and engagement.

The KLTR curriculum is a valuable resource for middle and high school educators seeking to promote social-emotional learning and diversity, equity, and inclusion in their classrooms, and to support

## OVERVIEW

The KLTR curriculum consists of three curricular components:

1. **Hey, It's Me Journal:** This journal is designed for 6th-grade students and provides them with a space to explore their interests, strengths, and challenges. By reflecting on their personal experiences, students can develop a sense of identity and build self-awareness, which can help them navigate the challenges of middle school.
2. **OTCRH Audio Series and Student Journal:** This curriculum is designed for 7th-grade and high school students and includes a student journal supported by an audio series. The curriculum covers topics such as self-reflection, overcoming obstacles, identifying love languages, and developing healthy relationships. By engaging with these topics, students can build resilience and form meaningful connections with others.
3. **A Facilitator Guide to SHEA:** This guide is designed for 8th-grade and high school students and includes discussion questions and activities that explore themes of identity, race, and belonging. By engaging with these themes, students can develop a greater understanding of themselves and others, and build empathy and respect for diverse perspectives.

### Mission:

- Leadership & Interdependence
- Relationship Development
- Self-Awareness & Identity Exploration

# THE WHY?

## All about why we created The KLTR Curriculum

"The KLTR curriculum was developed in response to the growing need for character development and improved classroom behavior in schools across the country. This section will explore the specific motivations and factors that led to the creation of the KLTR curriculum, including research and studies on effective character development curriculums. By understanding why the KLTR curriculum was created, educators and administrators can gain a deeper appreciation for its mission and the benefits it can provide to students."

The KLTR curriculum was created to help schools address the critical need for resources to create a positive school culture where all students feel a sense of belonging and can develop their identities. Our team recognized that many schools struggle to provide adequate curriculumming in this area, which can negatively impact students' mental health, academic success, and overall well-being. "Despite the recognition of the importance of mental health and wellness in schools, few schools have comprehensive, evidence-based prevention and intervention curriculums in place. This lack of support can negatively impact students' academic success, mental health, and overall well-being." (Bradshaw et al., 2018)

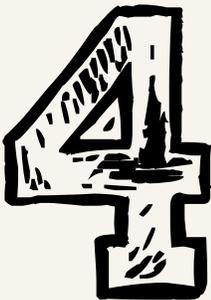
To help schools assess their current state of culture and identify areas where improvement is needed, we (KLTR) developed a scoring model that measures the presence of key resources and initiatives related to belonging and identity building for teachers and students, in the culture of a school.

The KLTR curriculum is designed to offer a solution for schools that may score poorly on our assessment, or looks to improve school culture based on

our five cultural indicator (self-awareness, community awareness, community engagement, environmental messaging, institutional responsibility) by providing comprehensive curriculumming that addresses the identified gaps. Our curriculum materials and facilitator guides are tailored for each grade level and cover a range of topics related to self-awareness, social-emotional learning, diversity, equity, and inclusion.

"SEL curriculumming has been associated with a range of positive outcomes for students, including increased academic achievement, improved social and emotional skills, and improved behavior...A growing body of research has shown that comprehensive SEL curriculumming that addresses the identified social-emotional gaps, such as the ability to regulate emotions, make responsible decisions, establish positive relationships, and work effectively in teams, have helped students over time." (Durlak et al., 2011)

By providing these resources, we aim to empower schools to take action to create a positive school culture that promotes a sense of belonging and identity development for all students.



### Components that help form a well-rounded student:

- Character Development
- Social-Emotional Learning
- Emotional Intelligence
- Academic Excellence, Creativity & Innovation



SCAN TO TAKE OUR  
FREE CULTURE ASSESSMENT

# THE CONNECTION

## — All about the components working together

*"In order to create a comprehensive character development curriculum, the KLTR curriculum is composed of three interconnected components. Each component works together to create a cohesive curriculum that builds a positive school culture and improves student behavior. In this section, we will dive into how the three components of the KLTR curriculum work together to achieve these goals."*

The three components of the KLTR curriculum are designed to build upon one another, creating a comprehensive approach to self-awareness and social-emotional learning. By engaging with these themes, students can develop empathy and respect for diverse perspectives, which can contribute to a positive school culture.

The *Hey, It's Me Journal* is the starting point for the curriculum and is designed for 6th-grade students. This journal provides students with a space to explore their interests, strengths, and challenges. By reflecting on their personal experiences, students can develop a sense of identity and build self-awareness. The *Hey, It's Me Journal* helps students understand their strengths, values, and aspirations. They can use this understanding to set goals, make decisions, and develop healthy relationships.

As students move into 7th grade, they progress to the *OTCRH Audio Series* and *Student Journal*. This curriculum is accompanied by an audio series that guides students through self-reflection as they identify their personal love languages, methods to overcome obstacles, and much more. The curriculum covers a variety of topics such as self-reflection, mindfulness, growth mindset, emotional regulation, and healthy relationships. By engaging with these topics, students can build resilience, and emotional intelligence, and develop positive self-talk.

Finally, in 8th grade and beyond, students can engage with the *Facilitator Guide to SHEA*. This guide is designed to accompany *SHEA* the short film, which displays through media themes of identity, race, and belonging. The *facilitator guide* allows for both group discussion and activities to make connections between the three themes. By engaging with these themes, students can develop empathy, critical thinking skills, and respect for diverse perspectives.

The curriculum is structured to follow a progression of student development that builds on previous learning experiences. Overall, the KLTR curriculum offers a comprehensive approach to self-awareness and social-emotional learning that can help middle school students build the skills they need to navigate the challenges of adolescence and contribute to a positive school culture. By providing a safe and supportive learning environment that fosters self-awareness, resilience, empathy, and respect for diverse perspectives, the curriculum can help students develop into well-rounded individuals prepared to succeed in school and beyond.

## — 6TH GRADE

*Develop a sense of identity and build self-awareness.*

## — 7TH GRADE

*Develop resilience, and emotional intelligence, and develop growth mindset.*

## — 8TH GRADE

*Develop empathy, critical thinking skills, and respect for diverse perspectives.*

*"Building School Culture, one story at a time."*

# INTEGRATING KLTR

## All about integrating The KLTR Curriculum

"This section outlines a step-by-step process for integrating the KLTR curriculum into your school's curriculum. It provides a comprehensive guide that assists educators in implementing the curriculum in a seamless and effective manner. From introducing the curriculum to evaluating its effectiveness, this guide provides a concrete path towards successful integration of the KLTR curriculum."

- 1** **Assess the need for the KLTR curriculum**  
\* Use the KLTR scoring model to help determine and identify any social-emotional gaps or challenges your students may be facing that the KLTR curriculum can address.
- 2** **Introduce the KLTR curriculum to the school community**  
Create a team of educators and staff members to lead the implementation, and share the mission statement and goals of the curriculum with school administrators, teachers, and staff.
- 3** **Develop a plan for implementation**  
Determine which grade levels will participate in the curriculum and how it will be integrated into the curriculum.
  - A. Review the curriculum for each grade: Review the materials and curriculum for each grade level to understand the content and how it aligns with the overall goals of the Kulture curriculum.
  - B. Decide whether the curriculum will be implemented as a standalone curriculum or integrated into existing courses. Determine the best schedule and timeline for implementing the curriculum.

\*Optional - While we recommend using our scoring model to evaluate the necessity of the KLTR curriculum, it is not mandatory and you have the option to forego it.

- 4** **Teacher Training**  
Provide training for teachers and staff on the KLTR curriculum. Educate them on the curriculum's goals and objectives, and how to effectively teach the curriculum. Provide training to teachers and staff on the principles and practices of social-emotional learning, diversity, and positive school culture. (Virtual Module, pg 9)
- 5** **KLTR Kick-Off Motivational Talk For Students**  
A motivational talk will serve as a kickoff event for the KLTR curriculum, designed to inspire and introduce students to the key concepts and principles of the KLTR curriculum. (optional)
- 6** **Begin implementing the KLTR curriculum in the classroom**  
Use KLTR resources and materials to teach lessons on self-awareness, social-emotional learning, diversity, and positive school culture. Use the KLTR resources and tools: Utilize the KLTR resources and tools to facilitate student learning and engagement, such as lesson plans, activities, and assessments.
- 7** **Monitor student progress**  
Track and monitor student progress in social-emotional learning and identify areas for improvement.
- 8** **Evaluate and adjust the curriculum as needed**  
Conduct regular evaluations of the curriculum and make necessary adjustments based on feedback and data.  
  
**Celebrate success!**  
Recognize and celebrate the success of students and staff in achieving the goals of the KLTR curriculum.

By following these steps, schools can successfully implement the KLTR curriculum and support the social-emotional development, diversity, and positive school culture of their students.

## VIRTUAL TRAINING MODULE

The virtual training module for the KLTR curriculum is designed to equip educators with the necessary tools to effectively implement the curriculum in their classrooms. The module is divided into several segments, each focusing on a specific aspect of the curriculum.

The first segment provides an introduction to the KLTR curriculum, its objectives, and how it can benefit students. This segment emphasizes the importance of social-emotional learning and DEI work in the classroom and how it can positively impact academic achievement and behavior.

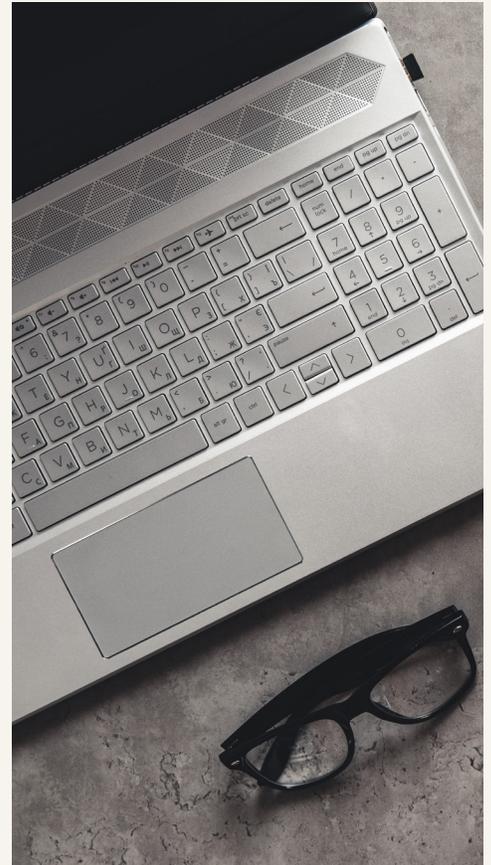
The second segment focuses on the curriculum of the curriculum, providing a detailed overview of the modules, lessons, and activities included in the KLTR curriculum. Educators will learn how to implement the lessons effectively and how to tailor the curriculum to their students' needs.

The third segment focuses on best practices for classroom management and creating a positive learning environment. Educators will learn techniques for fostering a supportive and inclusive classroom community, building positive relationships with students, and promoting student engagement.



The fourth segment focuses on the evaluation of the curriculum's effectiveness. Educators will learn how to assess student progress and evaluate the effectiveness of the curriculum in achieving its objectives. They will also learn how to use assessment data to make informed decisions about the curriculum and adjust the curriculum as necessary.

Throughout the virtual training module, educators will have access to a variety of resources, including sample lesson plans, activities, and assessments. By the end of the module, educators will be equipped with the skills and knowledge necessary to effectively implement the KLTR curriculum in their classrooms.



### DO WE PROVIDE TRAINING?

"YES!"

# CURRICULUM BREAKDOWN

## All About the teachers guide and classroom curriculum

"This section will explore the objectives of each component and how they work together to create a cohesive curriculum focused on character development and improved classroom behavior. Additionally, this section will provide information on the comprehensive teacher guide, including how it supports educators in effectively implementing the KLTR curriculum into their classrooms."

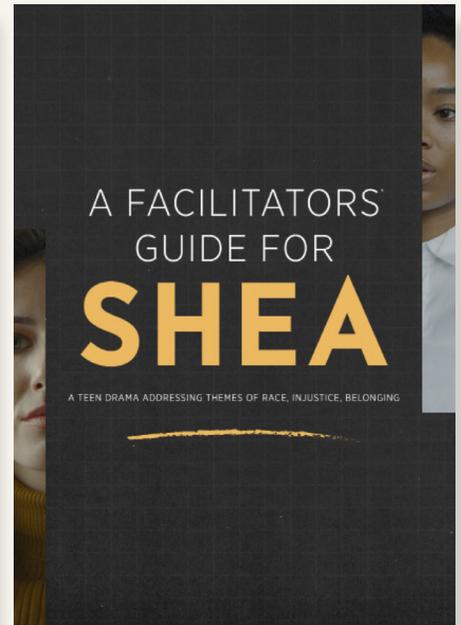


The comprehensive teacher guide for the KLTR curriculum is a resource designed to support educators in effectively implementing the curriculum's curriculum in their classrooms. It provides a step-by-step outline of the curriculum, including objectives and goals, as well as detailed lesson plans and activities that are aligned with the curriculum's overarching themes and learning outcomes.

teachers to measure student growth and progress over the course of the curriculum. This enables teachers to identify areas where students may need additional support or enrichment and tailor instruction accordingly.

Additionally, the guide provides tips and strategies for facilitating class discussions and activities related to social-emotional learning and diversity, equity, and inclusion. It includes guidance on creating a safe and inclusive learning environment, promoting student engagement and participation, and addressing sensitive topics in a respectful and culturally responsive manner.

The guide also includes pre and post-assessment opportunities that allow



NOTE: All Journals are in print form, each student would receive their own personal copy.

# HEY, IT'S ME JOURNAL

## CURRICULUM BREAKDOWN

6TH GRADE | 8 - 15 Class Periods



The Hey, It's Me Journal is a resource for 6th-grade students to help them develop a better understanding of themselves and their goals. With this journal, students can explore their strengths and challenges, interests and values, and set goals for the future.

Teachers can use the journal in a variety of ways, either as a standalone resource or as a supplement to classroom discussions and writing assignments.

### Grade-level objectives:

- Develop self-awareness
- Develop understanding and create a personal road map toward goals

### Topics covered:

- Reflection on strengths and challenges
- Exploration of values and interests
- Goal-setting for the future
- Identity exploration

**Lesson plans:** Can be used as a standalone resource guided by educators using a teacher's guide. Students can complete prompts and activities independently. In addition to being used as a starting point for classroom discussions or writing assignments.

**Assessment and evaluation:** Student progress can be assessed through self-reflection exercises, guided rubrics, and teacher observation.

**Differentiation:** Designed to be flexible and can be adapted to meet the needs of all students.

The journal includes prompts and activities that students can complete on their own, with the guidance of the teacher guide.

Teachers can also use self-reflection exercises, guided rubrics, and observations to assess student progress. The journal is designed to be flexible and can be adapted to meet the needs of all students.



# "OTCRH" AUDIO & STUDENT JOURNAL

## CURRICULUM BREAKDOWN

7TH GRADE | 10 - 18 Class Periods



The On The Car Ride Home (OTCRH) audio series and student journal are created to help 7th-grade students develop self-awareness and resilience, and continue their identity exploration. This includes understanding their personal love languages. The curriculum is guided by a 5-track audio series that addresses themes such as overcoming obstacles, imposter syndrome, and love languages, among others. Each audio series lasts approximately 7 to 12 minutes and is played at the beginning of each lesson to inspire reflection and support students through each activity.

\* Student will listen to Audio series during class time.

The curriculum covers modules on self-reflection, overcoming obstacles, identifying love languages, and developing healthy relationships. Teachers can use these modules to lead classroom discussions or assign journal prompts for independent work. The accompanying audio series should be used before each lesson to reinforce key concepts and provide additional guidance.

Student progress can be assessed through written assignments, journal reflections, and class participation. The curriculum is adaptable and can be modified to meet the needs of all students.

### Grade-level objectives:

- Develop self-awareness
- Build resilience
- Continue their identity exploration, including understanding their personal love languages

**Topics covered:** This is done through independent and group work guided by a 5-track audio series that addresses themes such as:

- Imposter syndrome
- Overcoming obstacles
- Identifying love languages
- Developing healthy relationships

Each audio series is approximately 7-12 minutes in length and should be played at the beginning of each lesson to inspire reflection and guide students through each activity.

**Lesson plans:** Teachers can use the curriculum modules to guide classroom discussions and assign journal prompts for independent work. The accompanying audio series should be used prior to each lesson to reinforce key concepts and provide additional guidance.

**Differentiation:** Designed to be flexible and can be adapted to meet needs.

**THE FIVE LOVE LANGUAGES**

Physical Touch    Words of Affirmation    Acts of Service    Quality Time    Receiving Gifts

Today, you will take the 5 Love Languages Quiz, which will show you which love languages you prefer to receive, and treat yourself with, from most to least preferred.

Go to <https://www.5lovelanguages.com/quizzes/love-language> to take the quiz. Rank your love languages below:

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

13

# SHEA: FACILITATOR GUIDE

## CURRICULUM BREAKDOWN

8TH GRADE | 10 - 18 Class Periods



The Facilitator Guide to SHEA is a tool that is specifically designed for 8th-grade and high school students. Its primary goal is to explore themes of identity, race, and belonging through a 16-minute teen drama called Shea. This short film is unique in that it offers elements of relatability and media that are tailored to students' experiences. It follows a high school student who is at a crossroads between her personal beliefs and the reality of meeting someone different from her. The short film encourages students to develop perspectives on life in the shoes of others.

The Facilitator Guide offers an opportunity for the SHEA short film to be used as an introductory tool to diversity and identity work. It guides conversations about race, identity, and belonging while helping students make real-life connections with the short film as the launching pad. The guide includes discussion questions and activities that encourage students to reflect on their own identities, consider the experiences of others, and examine how race and identity impact our sense of belonging.

Teachers can show the SHEA short film in class or assign it for independent viewing, while the discussion questions and activities can be used to guide classroom discussions or small group work. Student progress can be assessed through written reflections, group discussions, and class participation. The guide is designed to be flexible and can be adapted to meet the needs of all students, making it an excellent tool for teachers looking to promote a more inclusive classroom environment.

**Grade-level objectives:** The Facilitator Guide to SHEA is designed to help 8th-grade and high school students explore themes of identity, race, and belonging.

SHEA is a 16-minute teen drama exploring themes of identity and belonging, that offers elements of media and relatability to meet students where they are.

- The short film follows a high school teen who is at a crossroads between her personal beliefs after meeting someone different than her and encourages viewers to develop perspectives on life in the shoes of others.
- The facilitator guide offers the opportunity for this film to be used as an introductory to diversity and identity work, as it helps guide conversations about race, identity, and belonging while helping students make real-life connections with the short film as the launching pad.

**Topics covered:** The guide includes discussion questions and activities that encourage students to reflect on their own identities, consider the experiences of others, and examine how race and identity impact our sense of belonging.

**Lesson plans:** The guide is designed to be used in conjunction with the SHEA short film, which can be shown in class or assigned for independent viewing. The discussion questions and activities can be used to guide classroom discussions or small group work.

**Assessment and evaluation:** Student progress can be assessed through written reflections, group discussions, and class participation.

**Differentiation:** The guide is designed to be flexible and can be adapted to meet the needs of all students. Teachers may choose to modify the discussion questions or activities to better suit the needs of their students.

# CONCLUSION



The KLTR curriculum offers a unique and effective approach to addressing the social and emotional needs of middle school students. By providing a safe and supportive learning environment that fosters self-awareness, resilience, empathy, and respect for diverse perspectives, the curriculum can help students develop into well-rounded individuals who are prepared to succeed in school and beyond. The three components of the curriculum - the *Hey, It's Me Journal*, the *OTCRH Curriculum*, and *Student Journal*, and the *Facilitator Guide to SHEA* - build upon one another to provide a progressive learning experience that helps students develop the skills they need to navigate the challenges of adolescence. The curriculum's focus on mental health and

identity development is especially relevant given the struggles that middle school students often face in these areas.

Overall, the KLTR curriculum offers a valuable resource for middle schools looking to support the social and emotional needs of their students and build a positive school culture.

For general questions, pricing and inquiries contact:

[Info@KultureMAG.com](mailto:Info@KultureMAG.com)

## REFERENCES

American Psychological Association. (2020). *Mental Health Services in Schools: Briefing Sheet*. Retrieved from <https://www.apa.org/pil/disability/resources/publications/school-mental-health-services.pdf>

American Psychological Association. (2014). *Stress in America: Are teens adopting adults' stress habits?* Retrieved from <https://www.apa.org/news/press/releases/stress/2013/stress-report.pdf>

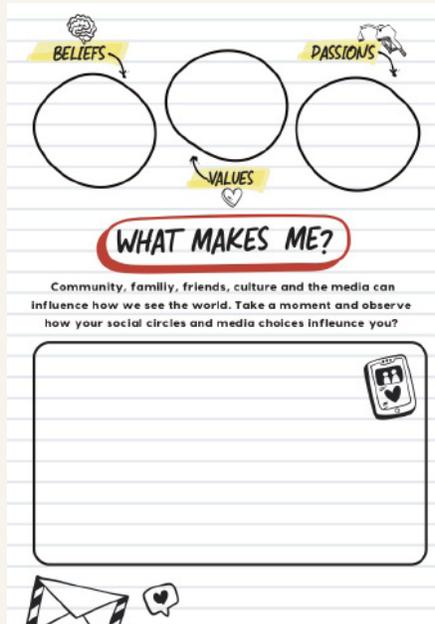
Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225-241. doi:10.1111/j.1532-7795.2010.00725.x

Dymnicki, A. B., Wandersman, A., Osher, D., & Grigorescu, V. (2013). SEL curriculum impacts on students' school, behavioral, and socioemotional outcomes: A meta-analysis. *Journal of Research on Educational Effectiveness*, 6(3), 201-220.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.



OTCRH STUDENT JOURNAL

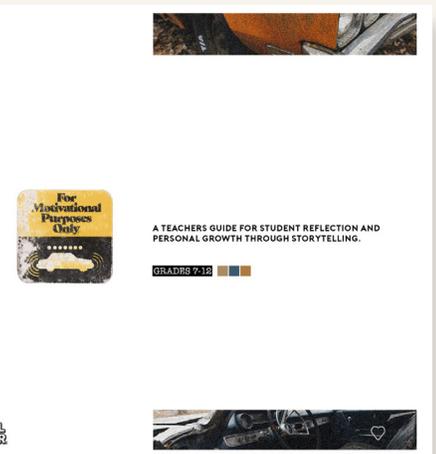


SHEA FACILITATOR GUIDE



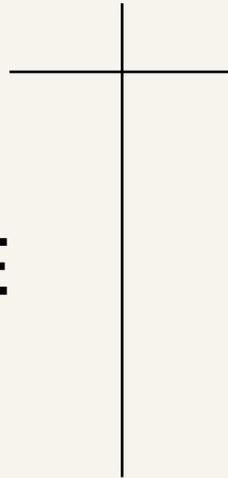
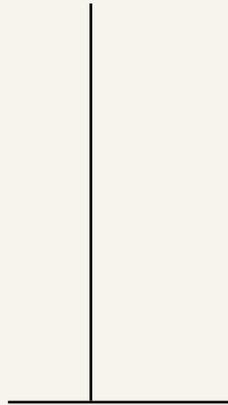
FILM POSTER FOR SHEA

SHEA, the short film is supported by the facilitator guide to lead classroom discussions on race, belonging and identity.



OTCRH EDUCATOR GUIDE

**WELCOME  
TO THE  
KLTR!**





**"Building a positive school culture is like planting a garden - it requires nurturing, patience, and a deep belief in the potential of each and every student to bloom."**

**— KLTR**