

Ready by 21 St. Louis Report: Positive Social and Emotional Supports in Regional Schools

2017-2018



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Executive Summary

What is this report?

This report is intended to be a living document, capturing a snapshot of the region's efforts to increase, implement, and advance social and emotional supports and practices in schools. These practices are interconnected and build on each other. However, for this specific and detailed review, the following categories are being used:

Trauma-Informed Practice

Restorative Practice

Anti-Bias Training

Positive Behavioral Intervention and Supports (PBIS)

Social and Emotional Learning (SEL)

What purpose does this report serve?

Capture the Current State

This report is an opportunity to capture the current best practices being implemented in the region. Divided into the five categories listed above, each section begins with a nationally recognized definition of the practice. Then through narratives, school districts shared what they have found to be effective for supporting their students. Details are provided on what each practice or program looks like and how it functions within the district's context. A table of regional practices is included in Appendix A to offer a wider perspective.

Encourage Further Growth

This report offers recommendations for continued growth and expansion in implementing these practices. Fully implementing these practices is a journey, not a destination. Suggestions for increasing the capacity for supports are provided at the end of the narratives. Additionally, an introductory resource guide has been incorporated to assist in implementation and discussion around these practices.

Who is this report for?

This report is designed for school district administrators, mental health service partners, and community stakeholders working to break the school-to-prison-pipeline. This initial inventory on the region is meant to encourage leaders and practitioners to support students' social and emotional needs inside the classroom.

What was the methodology?

Data Collection

The data collected for this report was gathered through individual interviews, online electronic spreadsheets, and EdPlus's Student Services group session. A representative from the Ready by 21 St. Louis team met with district leaders to discuss social and emotional supports in place in each district. These interviews lasted an hour on average and informed the content of the case studies. EdPlus's Student Services professional learning group participants were solicited electronically to share information throughout the process. The spreadsheet and emails collected information on practices and policies, service partners, trainings, and span of implementation. Ready by 21 co-facilitated in-person sessions with Student Services professionals to collect more information.

Limitations

The data in this report was gathered September 2017 to January 2018. Therefore, the information reflects a snapshot of the region during this time period only. Information was gathered from district-level leaders. The report therefore reflects general practices and trends rather than building-specific behaviors.

Trauma-Informed Practice

Definition

A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. According to the Missouri Model¹, trauma-informed status occurs on a spectrum:

Trauma-Aware: Knowledge and Attitude Base

- Staff is trained in the basics of trauma
- Staff is familiar with the values and terminology

Trauma-Sensitive: Application and Skill Development

- Hire staff with trauma expertise and support ongoing learning
- All students are assessed for trauma and/or a "universal precautions" approach is used

Trauma-Responsive: Integration

- Trauma-informed supervision of staff
- Measures of trauma and recovery incorporated into data systems
- Peer advocacy
- External stakeholders understand the school's mission to be trauma-related

Trauma-Informed: Leadership

- Trauma-responsive practices are the norm
- All staff is skilled in trauma-informed practices
- School works with partners to strengthen collaborative trauma-informed practices

Narratives

Maplewood-Richmond Heights School District

The Maplewood-Richmond Heights (MRH) School District employs the RTI Tiered model called the Social and Academic Growth Experience (SAGE) program for middle and high school students. The program is staffed by two full-time professionals and can accommodate up to six students. High school students participate in SAGE from one semester to one full academic year depending on their need and credit bearing coursework. A tier two trauma program, middle school students participate in a check-in and check-out system that lasts between 15 and 30 minutes. This program is designated for students needing additional mental health support to ensure academic success. Mental health issues such as eating disorders, self-harm, and suicidal ideation are most prevalent. This program provides a therapeutic environment for learning, incorporating group sessions in conjunction with academic support. The expected impact for students is increased social-emotional stamina in order to re-engage with their learning communities in the middle and high school. This progress is captured through improved academic performance, student discipline, and attendance.²

<p><u>Maplewood-Richmond Heights</u> <u>School District</u> 1,391 Students 4 School Buildings</p> <p>46.9% Students Eligible for Free Lunch 97.5% APR Score 91.36% 4-Year Graduation Rate</p>
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¹ <https://dmh.mo.gov/trauma/MO%20Model%20Working%20Document%20february%202015.pdf>

² APR = annual performance review

Francis Howell School District

The Francis Howell School District (FHSD) of St. Charles County has provided all school faculty with trauma awareness training from in-house school psychologists and educational support counselors. Following the Missouri Model, trauma awareness was the first step in achieving full trauma-informed status in an organization or school district. All staff from each school building will be attending a 4-day training as the district works toward the trauma-informed level. In addition to the intensive training, support will be provided by the district's mental health coordinator, educational support counselors, and the district's school psychologist to encourage implementation.

Francis Howell School District

17,986 Students

21 School Buildings

18.9% Students Eligible for Free Lunch

99.3% APR Score

95.85% 4-Year Graduation Rate

FHSD has recently begun the process of instituting the [Sanctuary Model](#), a democratic archetype that incorporates the client's perspective into the restorative process. Every building in the district is working toward full-implementation, as each school contains a specialized team undergoing the necessary trainings. Each team includes an administrator, special education staff, educational support counselors, and school counselors. During professional development days, Sanctuary Model teams gather together to dive deeper into the model and apply the development skills of

the day to their work. The district has one school that has completed three years of the training and has implemented the total Sanctuary Model.

Educational Support Counselors (ESCs) are another tactic being used to support trauma-informed practices in FHSD. Beginning in the 2017-2018 school year, five full time licensed professional counselors (LPCs) or Masters of Social Work (MSWs) were hired to support students in ten elementary schools. The ESCs currently support 40-70 students each. They work in teams to develop a consistent system to measure impact. Their current points of interest are: referral process, data outcomes, assessment tool with treatment plan, and tiered systems with interventions. These counselors provide intentional mental health and behavior support in the forms of push-ins, pull-outs, and group work. The ESCs are funded through the district's annual budget, and any student in the school is eligible to receive support from these counselors. Students are working with the same ESC daily, building stronger relationships and trust. These new hires were made even in the face of serious budget cuts, demonstrating mental health support care as a priority of the Board. In addition to the five new elementary counselors, there are two full-time and one part-time high school counselors and one part-time middle school counselor.

In the 2017-2018 school year, all five school districts in St. Charles County are participating in a speaker series that reinforces the Missouri Model of trauma in schools. Seventy schools and 370 teachers are engaging in this professional development paid for by the Community and Children's Resource Board.

Normandy Schools Collaborative

The Normandy Schools Collaborative is launching an innovative student-led program for promoting trauma awareness in their schools. In partnership with Wyman, Boys and Girls Club, and Behavioral Health Response, Normandy will be piloting the Teen Near-Peer Trauma Awareness training. Beginning in January 2018, five to ten high school students will be trained as trainers in the first stage of the Missouri Model on trauma. Students were selected through an application and interview process in the Fall. They will receive a small stipend for their participation as trainers. Normandy and Wyman have collaborated with the Brown School of Social Work's Social Innovation Lab to design the content of the program. These student leaders are set to train 100 of their peers in the basics of trauma. The program will begin with a pilot launch at Normandy 7th-8th Grade Center before running fully in the high school.

Normandy Schools Collaborative

3,181 Students

8 School Buildings

95.3% Students Eligible for Free Lunch

62.5% APR Score

78.81% 4-Year Graduation Rate

Hazelwood School District

The Hazelwood School District is making trauma work a priority for the next three years. By the end of the 2017-2018 school year, all staff will have received initial trauma awareness training. However, the district is seeking more in-depth and significant change. Grounded in their strategic plan, the district is discussing a three-year partnership with an outside agency to staff a trauma expert for the district. The new staff person will be housed at the Hazelwood district office beginning the 2018-2019 school year, supported by Title II Professional Development funds. They will provide support for the district and individual buildings in advancing further into the Missouri Model from trauma-aware to trauma-informed. Additionally, the trauma expert will provide coaching to individual teachers as needed to advance skills, understanding, and application.

<p>Hazelwood School District 18,105 Students 32 School Buildings</p> <p>63.4% Students Eligible for Free Lunch 85.0% APR Score 88.07% 4-Year Graduation Rate</p>
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Other Districts

Several district in the region have shared their practices, programs, and policies supporting trauma-informed implementation in their schools. These are listed below. Further information gathering is needed to provide more detail.

District	What are they doing?	Who is supporting them?
Affton	Trauma awareness training	District Counselors & Social Workers
Bayless	Trauma-informed training	BIAS, CHADS, LFCS, PFH, Safe Connections ³
Brentwood	Staff training	Alive and Well STL
Clayton	District “train the trainer” model to embed across all schools. Alive and Well STL Trauma Informed Schools Educational Leaders Workgroup	Alive and Well STL
Ferguson-Florissant	Trauma-informed programming for schools; One year programming for targeted elementary schools through a grant with SLPS	CASGL, MOACTS ⁴
Hazelwood	Using title money to hire staff from Alive and Well STL and build capacity	Alive and Well STL
Ladue	Counselor certification through national association	
Maplewood-Richmond Heights	Alternative ed services with embedded social-emotional supports offered K-12; Year long professional development emphasis on trauma informed practices for all staff	Youth in Need, Safe Connections, Alive and Well STL

³ BIAS: Bilingual International Assistance Services; CHADS: Communities Healing Adolescent Depression and Suicide Coalition; LFCS: Lutheran Family Counseling Services; PFH: Preferred Family Health

⁴ CASGL: Children’s Advocacy Services of Greater St. Louis; MOACTS: Missouri Academy for Child Trauma Studies

District	What are they doing?	Who is supporting them?
Mehlville	Trauma informed school conference; Trauma informed trainings; District Wide Presentation by Jim Sporleder	Site Counselors; Alive and Well STL; Safe Connections; Lutheran Family Services; Catholic Family Services; CHADS
Orchard Farm	Four-part trauma series this year to develop trauma informed/sensitive schools; Trauma institute training with all districts in St. Charles County supported by the CCRB. Heather Forbes training, planning district-wide PD day, and Educational Impact online trauma training modules.	Community and Children’s Resource Board, Community Council, Crider
Pattonville	Staff training in “train the trainer” model	Alive and Well
Rockwood	Staff training in “train the trainer” model	Alive and Well
St. Charles Collaborative (St. Charles School District, Wentzville School District, Orchard Farm School District, Fort Zumwalt School District, and Francis Howell School District)	Created a speaker series with 90 buildings to provide customized trainings; each district has a trauma informed team	
University City	Trauma informed trainings	Alive and Well STL, Preferred Family Healthcare, RESTORE
Webster Groves	Staff team of counselors, teachers ,social workers, and administrators attended the National Trauma Informed conference in November 2017	Alive and Well

Restorative Practices

Definition

Restorative practices are ones that encourage restoration, both in prevention and in response to harm or conflict. The Chicago Public Schools Restorative Practice Guide⁵ provides accessible definitions of various levels of practices promoting restoration.

Restorative Language

Language that promotes positive interaction between students and staff
Utilizes empathetic listening and “I” statements

Restorative Conversation

Informal talking used to engage students regarding an incident or behavior expression to guide reflection on who was harmed and how to repair

Restorative Circles

Staff-led community-level practice used to address questions or conflicts
Multiple uses such as conflict resolution, celebration, and healing

Talking Circles - preventative practice to build trust amongst students

Peace Circles - responsive practice to harm that encourages reflection and repair

Peer Mediation

Student-led practice where trained Peer Mediation leaders engage referred students in reflection and repair of harm

Narratives

Maplewood-Richmond Heights School District

Maplewood-Richmond Heights (MRH) is executing restorative practices through their Student Success Center (SSC). The SSC can serve 12 high school students at a time. Its chief responsibility is to supply alternative credit recovery opportunities, allowing students to take up to four courses. The Center partners with counseling services to support holistic well-being for the students. The structure of the students’ day includes multiple restorative practices and rituals. These include daily family meetings, morning check-ins, and mindfulness exercises. The Center hosts a safe space room to encourage reflection and de-escalation. The safe space room, deemed “The Chill Zone,” contains soft furniture such as a bean bag chair, soft lighting, and a rug. The space also provides headphones for students to utilize audio/musical relaxation techniques. Each student’s day begins with a check-in and team building exercise. The students then participate in academic courses, which mirror the high school schedule. The learning groups are kept small with a 4:1 student-to-teacher ratio. Students in the SSC program typically take one or two courses in the regular high school setting as well.

The Blue Devil Etiquette (BDE) Program, established in MRH high schools and middle schools, is a supportive system to replace the punitive effects of in-school suspension (ISS), when a significant behavior issue occurs. The purpose of the BDE Program is to provide tools for students to process their own behavior through a restorative lens. Staffed by the Social and Academic Growth Experience (SAGE) team, the program supports a varying number of students each day and the length of stay for each student is tailored to the individual; there is no minimum or standard required time in place. Students stay as long as it takes to achieve outcomes. Participation time ranges from one hour to two days depending on the circumstances. Staff receives training in three priority areas to support students in this program: restorative practice, trauma-informed practice, and conscious discipline. Students are guided to fill out a reflection sheet on the behavior. After this is completed, students meet with trusted staff to process the reflection further and design a plan to repair the harm they caused.

⁵ https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf

St. Louis Public School District

In the 2016-2017 school year, St. Louis Public Schools (SLPS) made significant strides in reforming school discipline policy. In addition to eliminating out-of-school-suspension (OSS) for kindergarten to second grade, SLPS restructured their code of conduct to increase tiered response and incorporate restorative practice recommendations. The ISS model received updates to reflect a more restorative justice orientation. The method of “sentencing” has changed to follow the “de-escalation-reflection-recovery” model. Furthermore, the new ISS procedure can only be pursued if the student’s presence in the classroom is a disruption to instruction. Previously, students could be referred to ISS if they refused to participate or were noncompliant with dress code. The reframe of OSS and ISS will continue to encourage SLPS to dive deeper in restorative practices.

<p><u>St. Louis Public School District</u> 23,854 Students 74 School Buildings</p> <p>100% Students Eligible for Free Lunch 74.6% APR Score 71.45% 4-Year Graduation Rate</p>

Other Districts

Several districts in the region have shared their practices, programs, and policies supporting restorative practice implementation in their schools. These are listed below. Further information gathering is needed to provide more detail.

District	What are they doing?	Who is supporting them?
Affton	Circle processing; restorative meetings with teachers/students	Character Plus; Dr. Derek Wall
Bayless	Restorative discipline	
Clayton	Class meetings; Community building circles; Peace circles; Staff and student trainings	Restorative Practice Academy
Ferguson-Florissant	Book study; EdPlus Restorative Practices Academy	EdPlus
Francis Howell	Reviewing language in student handbook; 7 schools have completed EdPlus Restorative Practices Academy with more schools attending the Spring 2018 and Fall 2018 cohorts	EdPlus
Hazelwood	Implementing restorative practices	International Institute for Restorative Practices
Mehlville	Restorative discipline	EdPlus
Orchard Farm	Restorative discipline	
Rockwood	Book study; language in student handbook; EdPlus Restorative Practices Academy	EdPlus
Webster Groves	5 schools participating in the Character Plus Restorative Practice Cohort groups during the 2017-2018 school year; Designated staff teams from each school attended a full day Restorative Practice workshop	Character Plus

Anti-Bias Training

Definition

Anti-Bias Training⁶ provides education on systems of privilege and oppression, builds cultural competencies, and promotes skills in inclusivity and empathy. These trainings typically encourage individual reflection on identities, including positions of privilege and oppression. According to National Conference for Community and Justice (NCCJ), popular topics in trainings include: race, gender, LGBTQ, and ability.

Narratives

Ladue School District

The Ladue School District has advanced work in the diversity, equity, and inclusion space throughout their district. This priority stems from the social justice aspect of the district' strategic plan and creation of building- and district-level diversity committees. Ladue has sent cohorts over the last eight years to the Leadership and Racism Institute facilitated by Educational Equity Consultants. This four-day summit provides building and district leaders the opportunity to dive deeper into issues of equity. As Student Services Director Dr. Derrick Wallace states, this journey needs to begin with "getting your mind right." The district is partnering with Dr. Terry Jones of University of Missouri-St. Louis to supply all staff with presentations regarding diversity through the lens of historical segregation and inequitable housing policies. The district has begun hosting similar presentations for community members. Dr. Jones has provided intentional trainings for the district school board.

<p><u>Ladue School District</u> 4,231 Students 8 School Buildings</p> <p>11.7% Students Eligible for Free Lunch 98.9% APR Score 98.4% 4-Year Graduation Rate</p>
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Francis Howell School District

Francis Howell School District is prioritizing anti-bias training and professional development in the 2017-2018 academic year. They are beginning with the administration, by providing them with a series of "equity opportunities" to participate in throughout the year. This began with a small group engagement around John Krownapple's book "*Guiding Teams to Excellence in Equity*." The author traveled to the district to facilitate a learning session around the book's content and will provide follow-up webinars throughout the coming months. Other equity opportunities include a professional development day with Safe Connections on creating safe spaces for Lesbian Gay Bisexual Trans Questioning Intersex and Asexual (LGBTQIA) students, article studies, and a discussion on "Danger of a Single Story" TED Talk.

In addition to the work of administrators, the district is also engaging with NCCJ to bring their programming into Francis Howell high schools.

⁶ <https://nccj.org/>

Teach For America

In Teach for America's (TFA) partnership with several school districts in the area, dismantling bias is a key tenet of their work. Nationally, the organization places priority on diversity, equity, and inclusion. In the St. Louis region, TFA has collaborated with [NCCJ](#), a local organization that provides trainings and resources for decreasing bias and increasing community connection. TFA's commitment to anti-bias training begins every summer when a new corps of teachers attends the seven-week long training institute. During this time, corps members engage in reflection on personal identities of privilege and oppression, both individually and through the support of affinity groups. These initial reflections continue throughout the school year with intentional professional development sessions and individualized coaching sessions. Corps members are encouraged to carry their anti-bias trainings into the classroom, informing their lesson plans to teach conscious development around diversity.

Teach For America St. Louis

60 Corps Members

530 Alumni

10% Pre-K Placements

32% Elementary Placements

58% Secondary Placements

City Garden Montessori School

City Garden Montessori School has incorporated into its institutional mandate and purpose to support racial equity in education. The school is intentional in applying and weaving in anti-bias and anti-racism (ABAR) training, practices, and content into all aspects. Beginning with training, City Garden provides 3.5 weeks of professional development before the school year begins. During this time, 2.5 days are dedicated to ABAR training, provided by [Crossroads](#), for all new employees. An additional one to two days are spent in various stages of reflection on self, teaching teams, institution, and the education system. To support the summer professional development, there are several opportunities for continued growth and advancement in ABAR efforts throughout the year. One significant outlet is the racial identity caucuses. Based on the Crossroads model, City Garden staff self-select into two groups for individuals of color and for white and white-passing staff to continue the ABAR training. These caucuses are facilitated by internal staff and meet every four to six weeks. Another form of support during the school year is regular professional development through formal sessions and accompanying pre-session reflection activities.

City Garden Montessori School

275 Students

K-8 Charter School

Accompanying Pre-School

1 building

39% Students Eligible for Free Lunch

91% APR Score

Staff can access these activities and other ABAR resources through an online portal provided through Google Classroom. Individual teacher support is also given to teachers through classroom observation and coaching. At least once a semester, the director of racial equity, curriculum, and training completes a 20-minute classroom observation looking for implementation of ABAR content and then provides personalized coaching and development for the teacher to continue progressing.

Other Districts

Several districts in the region have shared their practices, programs, and policies supporting anti-bias training implementation in their schools. These are listed below. Further information gathering is needed to provide more detail.

District	What are they doing?	Who is supporting them?
Clayton	District wide equity committee/all buildings have equity plans; diversity equity and inclusion (DEI) connected to District's Strategic Plan; New staff professional development in DEI	
Hazelwood	Annual training for all teachers and principals	
Ladue	DEI connected to District's Strategic Plan	
Parkway	Whole school social justice; district wide social justice team and building teams	
Webster Groves	District wide effort underway	

Positive Behavioral Intervention and Supports (PBIS)

Definition

Positive Behavioral Intervention and Supports (PBIS)⁷ is a system of multi-tiered preventative and responsive supports to encourage positive student behavior. This practice is most often implemented on two levels:

School-Wide PBIS: Creating a Positive School Environment

School-Wide practice utilizes a three-tier system to provide the best support for each student:

Tier 1 - universal (proactive strategies for supporting all students)

Tier 2 - targeted groups (providing group-based support for select students)

Tier 3 - individual (personalized support for a student regarding a particular behavior)

Classroom PBIS: Creating a Positive Classroom Environment

Classroom practice provides students with full class support as well as opportunities for elevated attention for small groups or individual students. Implementation at the classroom-level leads to better outcomes for students:

Less disruption

More instructional time

Stronger academic performance

Positive social behavior

Narratives

Ferguson-Florissant School District

The Ferguson-Florissant District is making significant strides in the implementation of PBIS. PBIS is being utilized in schools and classrooms across all grade levels to promote academic success and wellbeing of all students in the district. In order to advance the implementation and effectiveness of this initiative, the district is using the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention to institute a range of practices and resources within the PBIS context.

Ferguson-Florissant School District

10,837 Students

24 School Buildings

100% Students Eligible for Free Lunch

70.4% APR Score

79.31% 4-Year Graduation Rate

Most recently, in Fall 2017, 30 administrators, educators, and counselors attended the National PBIS Leadership Forum Convention in Chicago. The team that attended will lead the entire district in trainings during professional development days. This renewed focus on PBIS began two years ago, when the superintendent, along with the assistant superintendent of alternative education and other administrators, attended a week-long brainstorming session hosted by

Harvard University. Out of this brainstorming session not only came a reignited belief in the impact of positive behavior interventions, but also an intentional staff change to implement that belief. The Ferguson-Florissant district utilizes the expertise of designated PBIS teams that perform school walk-throughs and individualized support for buildings on the most effective and practical way to implement this model. Monthly meetings encourage best practices to be shared within the district.

⁷ <https://www.pbis.org/school>

Other Districts

Several districts in the region have shared their practices, programs, and policies supporting PBIS implementation in their schools. These are listed below. Further information gathering is needed to provide more detail.

District	What are they doing?	Who is supporting them?
Bayless	Elementary PBIS; gold star school	
Ferguson-Florissant	Whole district PBIS	
Francis Howell	9 PBIS schools	
Hancock Place	7 Habits; SSD individualized support; Tier 2 groups through CAA and Preferred Health counselors	Special School District, Youth in Need, Preferred Health, Community Action Agency
Hazelwood	12 PBIS state awarded schools; 6 gold star schools	PBIS Leadership Team
Mehlville	PBIS schools; State Schools of Character; National Schools of Character; National District of Character	Character Plus
Webster Groves	All schools have a school-wide behavior expectation program in place; High school has formal PBIS program	

Social and Emotional Learning

Definition

Social and Emotional Learning (SEL)⁸ provides students with learning opportunities to practice, develop, and strengthen the following five core competencies:

Core Competencies

1. Self-management
2. Self-awareness
3. Social awareness
4. Relationship skills
5. Responsible decision-making

Narratives

Rockwood School District

Rockwood School District is enacting the whole child model, which puts significant emphasis on social and emotional learning (SEL). A district leadership & learning conference, hosted by Director of Student Services Terry Harris, was a two-day training for educators and all staff to gain skills in SEL to improve their interactions with students. Harris's approach focuses on providing adults with the knowledge to increase their personal understanding of social and emotional skills first. From this foundation, educators and staff can provide more compassionate support and instruction to students. RSD's goal is to create a basic awareness of social, emotional, and character development. The district seeks to broaden the understanding of students' struggles in these areas and identify best practices and strategies for staff to use to support students.

<p>Rockwood School District 21,739 Students 30 School Buildings</p> <p>14.7% Students Eligible for Free Lunch 98.2% APR Score 96.67% 4-Year Graduation Rate</p>
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KIPP St. Louis Schools

KIPP St. Louis clearly emphasizes the importance of character development in their mission and internal structure. The school is centered on seven key character traits: grit, social intelligence, optimism, curiosity, self-control, zest, and gratitude. Inspired by Paul Tough's [How Children Succeed](#) book, teaching, promoting, and coaching these traits in students is integral to the KIPP model. Class instruction time is dedicated to discussing and developing these characteristics throughout the school year. There also are opportunities for celebration of progress. The school community gathers for Friday assemblies where students bestow awards to fellow classmates for demonstrating these characteristics in the past week. There are opportunities for accountability and tracking growth. In addition to academic report cards, character reports are provided from teachers in order to create a more intentional plan for further development. To complete their practice of social and emotional learning and character development,

<p>KIPP St. Louis Schools 1,700 Students 5 School Buildings</p>
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KIPP distributes a KIPP paycheck where students gain KIPP dollars for demonstrating exemplary strengths.

⁸ <http://casel.org/>

Other Districts

Several districts in the region have shared their practices, programs, and policies supporting SEL implementation in their schools. These are listed below. Further information gathering is needed to provide more detail.

District	What are they doing?	Who is supporting them?
Affton	SEL is key component of district strategic plan (CSIP)	Panorama SEL Platform & Measures
City Garden Montessori	Conscious discipline	Kelly Frazier, Director of Social and Emotional Support at the Montessori School of Englewood, IL
Lindbergh	CEP (Character Plus/11 guiding principles); dignity citizenship; Leader in Me	
Maplewood-Richmond Heights	Character education	
Orchard Farm	Leader in Me	Leader in Me
Parkway	State/National schools of character	
Rockwood	6 th -12 th grades focused on character ed	
Webster Groves	District joined Character Plus in the 2017-2018 school year	Character Plus

Recommendations

The following recommendations are proposed for directors of student services and other district administrators. Ready by 21 St. Louis recognizes that further data collection efforts are needed to enhance the depth of this catalog. Ready by 21 St. Louis will utilize the framework of practices laid out in this report as a basis for systematically collecting data from all districts in the region. An updated version of this report will be completed and distributed in 12 months.

Encourage Ongoing Commitment to Practices

Implementing the practices highlighted in this report is a process that takes continual maintenance and commitment, rather than a destination to be reached. This report recommends school districts:

- Create intentional plans to continue implementation of social and emotional support practices
- Re-examine the Missouri Model on trauma-informed practice to assess buildings' positions within the four levels and set action steps for progress
- Set goals and outcomes for advancing anti-bias training for all teachers and staff in each school

Advance Teacher Wellness Practices

Throughout the data collection process, teacher wellness was a practice in which most districts were looking to improve and invest more time and resources. Prioritizing wellness resources and professional development for teachers and staff could hold multiple benefits for both adults and students.

Regional Sharing of Resources

Vast and valuable knowledge, resources, and expertise on these practices are abundant throughout the St. Louis regional school districts. Specifically, resources from trainings on various social and emotional practices or the expertise of internal district administrators could be useful for building stronger regional support of students. Districts leaders are encouraged to share this information to create a network of open communication and continued learning. A regional leader should be identified to operate and manage this network.

Resources for Implementation

Trauma-Informed Practice

Addressing Race and Trauma in the Classroom: A Resource for Educators

http://www.nctsn.org/sites/default/files/assets/pdfs/addressing_race_and_trauma_in_the_classroom_educators.pdf

The National Child Traumatic Stress Network created a guide to support students in the classroom more effectively around issues of race and trauma. This resource is intended to complement other NCTSN resources also available on their website.

WHO is it for?

Educators

WHAT does it say?

- Explanations of trauma and traumatic stress
- Explanations of historical and racial trauma
- Importance for educator understanding
- Impact of racial trauma by age group
- What can educators do

HOW can I use it?

This resource can be used to support classroom practices around race and trauma

Restorative Practice

School-Wide Restorative Practices: Step by Step

www.denverrp.org/educators

The School-Wide Restorative Practices: Step by Step (n.d.) report was produced by the Denver School-Based Restorative Practices Partnership, a coalition of various stakeholders in education and racial justice working towards strong implementation of restorative practices in Denver Public Schools.

WHO is it for?

Educators, families, and community members

WHAT does it say?

- Assessment for readiness to implement
- Years 1 and 2 guides to implementation of restorative practices (including benchmarks)
- Common challenges and suggested solutions
- Recommendations for data collection and analysis
- Professional development ideas
- Tools for implementation

HOW can I use it?

Use this report to guide and structure a restorative practice model in your school or district

Chicago Public Schools Restorative Practices Guide and Toolkit

https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf

The CPS Restorative Practices Guide and Toolkit was written by the Chicago Public Schools Office of Social and Emotional Learning and the Embrace Restorative Justice in Schools Collaborative to support stakeholders in building a restorative school community.

WHO is it for?

Educators, staff, administrators, and community partners

WHAT does it say?

- Core components of restorative practices
- Practice recommendations in the classroom
- Six steps to restorative conversations
- Utilizing restorative circles
- Hosting a peer conference
- Evaluation tools

HOW can I use it?

This report should be utilized by trained staff and administrators to implement restorative practices, in conjunction with professional development and coaching

Anti-Bias Training

Anti-Bias Work: Taking Up the Challenge

Carter, M. (2000). Anti-Bias Work: Taking Up the Challenge. Child Care Information Exchange.

Carter has produced a brief resource of ideas for staff anti-bias trainings. This document provides key strategies to begin implementing anti-bias trainings and practices.

WHO is it for?

Administrators and school building leaders

WHAT does it say?

- Understanding identity development
- Recognizing different forms of bias
- Developing guidelines for responding when bias occurs

HOW can I use it?

Use this document as an introduction to incorporating anti-bias training for staff and educators

PBIS

Missouri School-Wide Positive Behavior Support

<http://pbissmissouri.org/>

This website provides an abundance of resources, courses, and workbooks for implementing PBIS practices in the classroom and across all three tiers of school-wide support.

WHO is it for?

Administrators, school building leaders, and educators

WHAT does it say?

- Classroom: setting expectations; encouraging expected behavior
- Tier 1: ongoing monitoring; common philosophy
- Tier 2: check-in, check-out; social skills intervention group
- Tier 3: functional behavior assessment; behavior intervention plans

HOW can I use it?

Use these resources to implement PBIS at various levels throughout the building

Social and Emotional Learning

Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning

Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck, S.C. (2016). Preparing Youth to Thrive: Promising Practices for Social Emotional Learning. Forum for Youth Investment, Wash., D.C.

This report was prepared by the Forum for Youth Investment to create the Social and Emotional Learning (SEL) challenge, which covers the following 6 areas: emotion management, empathy, teamwork, initiative, responsibility, and problem solving.

WHO is the report for?

Educators, youth development professionals and agencies

WHAT does it say?

- SEL curriculum features
- Practices for each of the 6 areas of SEL
- Case studies from real agencies and their curricula
- Tools for implementation

HOW can I use it?

Refer to this report for information on incorporating character education and SEL skills into your school culture

Teacher Wellness and Self-Care

School Employee Wellness Resource Center

<https://thrivingschools.kaiserpermanente.org/school-employee-wellness-resource-center/>

The Thriving Schools website provides multiple resources for promoting teacher and staff wellness. The Resource Center page provides several resources for implementing different wellness practices and strategies. The Wellness Webinar series provides further information on reducing stress and promoting wellbeing.

WHO is it for?

Administrators and educators

WHAT does it say?

- Walking log & walking health toolkit
- Instant recess: short physical activity breaks
- Sleep management workbook
- Promoting healthy eating
- Staff break room makeover

HOW can I use it?

Use this resource to implement strategies for promoting teacher wellness and self-care

Appendix A: Stakeholder Input

Name	Title	District/Organization	Contribution
Shonda Ambers-Phillips	Executive Director of Student Services	Kirkwood	Electronic 1-2018
Teisha Ashford	Director of Student Services	Pattonville	Electronic 1-2018
Garry Beals	Assist. Superintendent of Alternative Education	Ferguson-Florissant	Interview 10-4-2017
Maya Becton	Director of Teacher Leadership Development	Teach For America	Interview 12-4-2017
Kashina Bell	Assistant Superintendent of Student Services	Clayton	Electronic 1-2018
Travis Bracht	Assistant Superintendent	Affton	Electronic 1-2018
EducationPlus	Student Support Services Group	EducationPlus	Interviews 9-8-2017; 11-10-2017
Vince Estrada	Director of Student Services	Maplewood-Richmond Heights	Interview 9-11-2017
Terry Harris	Director of Student Services	Rockwood	Interview 9-20-2017
Faybra Hemphill	Director of Racial Equity, Curriculum, and Training	City Garden Montessori	Interview 12-11-2017
Emily Luft	Program Director	Alive and Well STL	Interview 9-20-2017
Chris Martens	PBIS Coordinator	St. Louis Public Schools	Interview 9-11-2017
Julie McClard	Director of Special Education & Student Services	City of St. Charles School District	Electronic 1-2018
Jeremy Moore	Assistant Superintendent, Student Personnel Services	Fort Zumwalt School District	Electronic 1-2018
Ashley Odham	Development and Marketing Manager	KIPP St. Louis Public Schools	Interview 11-13-2017
Jennifer Patterson	Director of Student Services	Francis Howell	Interview 10-4-2017
Paula Pettibone	Senior Director of Wrap Around Services - Normandy	Wyman	Interview 11-29-2017
Gina Piccinni	Assistant Superintendent of Student Services	Parkway	Electronic 1-2018
Matthew Phillips	Director of Student Services	Hazelwood	Interview 12-11-2017
Adam Smith	Executive Director- Student Services	Mehlville	Electronic 1-2018
John Thomas	Director of Student Services	Webster	Electronic 1-2018
Derrick Wallace	Director of Student Services	Ladue	Interview 11-6-2017
Danielle Wallis	Senior Project Manager	St. Louis Public Schools Foundation	Interview 9-18-2017