



# STUDENTS AS ALLIES

ST. LOUIS • SCHOOL YEAR 2003-2004

A PROGRAM OF CHARACTER<sup>plus</sup><sup>®</sup>  
IN CONJUNCTION WITH WHAT KIDS CAN DO  
SPONSORED BY THE METLIFE FOUNDATION



## PREFACE

Students As Allies, a national program started in the spring of 2003 by What Kids Can Do, Inc. and funded by MetLife Foundation, rolled out in five cities across the country: Chicago, Houston, Oakland, Philadelphia and **St. Louis**. The following pages offer a look at the process and resulting research from six St. Louis area high schools.

We hope this report serves as a model strategy for stimulating positive change in the culture and learning environment of schools. We feel the key is the collaboration of students working hand-in-hand with teachers and administrators to listen (survey) and address issues that are raised.

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*Barbara Cervone and Anthony Love, Wentzville Holt*

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Survey Preparation & Analysis

## PARTICIPATING SCHOOLS

Francis Howell Central High School: 2,100 students

Lindbergh High School: 1,800 students

Perryville High School: 800 students

Rockwood Summit High School: 1,360 students

Webster Groves High School: 1,360 students

Wentzville Holt High School: 1,110 students

*See the names of participating students and educators on page 27 & 28.*

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*Members of the Lindbergh team*

## THE GOAL

The goal of Students as Allies St. Louis — and its sister projects in Houston, Oakland, Chicago, and Philadelphia—is to create spaces for students and teachers to research together issues central to teaching and learning, and then to use the data for discussion and action. Specific goals include:

- empowering students as researchers and agents of positive change
- strengthening the relationship between students and teachers so that those relationships serve the larger purpose of school improvement
- providing opportunities for students to serve as resources to their school community
- modeling the relationship-building that the project encourages.

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### WENTZVILLE HOLT'S SELECTION PROCESS

Jason Smith (asst. principal) was new to the school at the beginning of the year and has a high interest in the human side of kids. Patty Schroer (math) is a known teacher of excellence who has the same interest. They were easy to get on board. Together we brainstormed to develop a list of cultural groups we noticed in the halls and cafeteria. Once we determined that we needed a computer-type, free-spirit, wall-leaning/black wearing student, African-American student and a student who was very alternative, we simply approached kids who stood-out to us or appeared to be the center of groups. Some were already known to us (Emily, Anthony, Mike) while the other two were simply noticed in the hallways (Sylas, Evan).  
— Rob Gleason, Holt High School

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In St. Louis, **CHARACTERplus** recruited teams from six area high schools. These schools were selected because of their level of investment in character education and support for student voice and leadership.

Each school sponsored a team consisting of

- three professionals and
- five students, representing the diverse social strata of their school.

True to the intent to empower students, **CHARACTERplus** divided the funds into six \$2,600 grants. These were provided to the teams upon submission of a budget (see Appendix A) that funded the survey process and their consequent action plan.

**CHARACTERplus** hosted three of the four All-Team meetings, and provided coordination and coaching. Dr. Victor Battistich, a research specialist from the University of Missouri-St. Louis, gently guided the discussion of survey content and suggested questions that would provide measures of what the group wanted to learn. He also guided teams in the analysis of their results.

Laura Hofer, University of Missouri-St. Louis, patiently explained our options in data retrieval, ran the completed scantron surveys, and gave us reports we could understand.

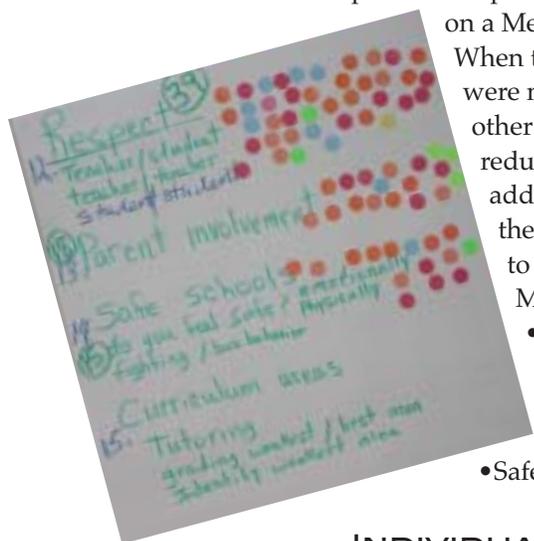
Dawn Griffiths from The Federal Reserve Bank of St. Louis generously offered an elegant setting and lunch for our “Reunion Summit” on July 8th, 2004.

Our “education” did not start with the data, but with the process of obtaining it. That story is best told in the unfolding of our meetings together and the actions of the teams in the intervals. Our meetings were held September 18; November 17; February 9; and July 8. This report was first available at the July 8th Reunion Summit.

## ORIENTATION • SEPTEMBER 18, 2004

- What is the purpose of the project and the expectations of the team?
- What do we want to measure?
- What questions will give us these measures?
- Decision: Core survey to be used by all six teams and schools
- Decision: School-specific questions to be added at the end of core survey
- Decision: Develop list of legitimate budget items

Midway through the morning, we discovered the mechanism that made the purpose and expectations of the grant clear. We passed out mock questionnaires, based on a MetLife survey and questions borrowed from the Chicago site survey. When they were completed, we asked what the teams thought. Tables that were mute during earlier explanations erupted. Students talked to each other and their advisors, compared answers, asked questions, spotted redundancies, and began to notice that things they cared about were not addressed. We focused on what was missing. This was captured in 14 themes and posted on the wall. Each person had five dots to place next to themes and we emerged from the process with this mandate:



Measure ...

- Respect: teacher / student; teacher / teacher; student / student
- Teachers and students knowing more about each other
- Culture / climate beyond the classroom
- Teachers passion for teaching
- Safety: emotional and physical *See Appendix B, p. 17, for all themes.*

## INDIVIDUAL TEAM RESPONSES

### BALANCING ACT

We came to consensus on core questions that provide consistent data across all six schools and, at the same time, allow the individual issues of the schools to be reflected in a set of school-specific questions.

**Wentzville Holt:** Back at school, the team brought together 45 randomly selected students, one from each Academic Lab. They invited freshmen and sophomores to the first session; juniors and seniors to the second. Creating a circle of chairs on the auditorium stage, team members invited their colleagues to respond to four key issues they identified: stereotyping, pressure for grades, drugs, and teachers' passion for teaching. They noted a distinct difference between 9th/10th and 11th/12th. This led to a key decision to break out responses by grade level in the core survey. Both sets of students said they want teachers to be excited about what they do. After reviewing the various issues raised in these sessions, the students developed 16 questions specific to their school. *See Appendix C, page 19.*

**Francis Howell Central:** The students developed nine questions and interviewed their peers to find out what issues are pertinent to them. *See Appendix C, page 18.* Together they reached more than 200 students.

**Lindbergh:** The team sensed a "generation gap" in what teachers knew of students' lives beyond school and vice versa. They adapted the "Who Are You" questionnaire in Kathleen Cushman's *Fires in the Bathroom* ( pp. 10-11) and presented it to teachers at a faculty meeting. The majority chose to participate by giving it to a selected class. The team then created a questionnaire based on what students really wanted to know about teachers, such things as Where did you go to college? What were you involved in in high school? Family. Pets. What other jobs have you held? Did you ever smoke? Students presented the responses on posters displayed in a "Know Your Teacher Corner" in the library.

## 2ND SESSION • NOVEMBER 17, 2003

- Do “Ideal Culture” Exercise. *See Appendix E, page 21*
- Introduce Planning Guide. *See Appendix D, page 20*
- Try out revised Surveys and approve Core Surveys.
- Share school-specific questions with the group.
- Set dates for administering surveys: *January 6-21*
- Determine deadline for completed data reports: *January 30*
- Determine next meeting date: *February 9, 2004*

### THE SURVEY

The teams tried the revised surveys on for size and with minor adjustments approved them for use by all six schools. Discussion focused on how one’s mindset is subtly influenced by questions that identify gender, race and grade level. We decided to place the demographic questions at the end of the survey to reduce this possible influence.

#### IDEAL CULTURE

We blended students and adults from different schools at the tables and asked them to imagine their ideal school culture. For more on this thought-provoking icebreaker, see Appendix E, page 21.

Student Survey • 55 questions (scanton)

Two open-ended, narrative questions:

1. *Think of the best teachers you have had.  
What are the qualities that made them good teachers?*
2. *What do you think are the most important issues that need to be addressed at our school?*

Teacher Survey • 52 questions (scantron)

Both surveys contain these open-ended questions.

1. *What do you think are the most important issues that need to be addressed in this school?*
2. *Think of the best students you’ve had.  
What are the qualities that made them good learners?*

### ADMINISTERING THE SURVEYS

Each team developed its own plan for administering the surveys. Webster Groves, Wentzville Holt, and Perryville held sessions in which 40 or more students were trained to administer the surveys. At Webster Groves, one to two students visited each classroom to explain how the survey was part of a larger project to address key concerns and improve the school culture. At Holt, one student went the extra mile and transcribed the narrative responses from more than 1200 surveys. Other teams presented the story of the survey’s development and their goals to faculty members who, in turn, administered the surveys. Because

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“From this survey, I learned that there were many people that had the same thoughts as I had. Many students thought this was a great idea (the survey) because they otherwise would not have their voices heard.”

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-Steph Bohnert, Perryville

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## WHO & HOW MANY STUDENTS THEY SURVEYED

SCHOOL	GRADE LEVELS	TOTAL
<i>Francis Howell Central High School:</i>	<i>9th &amp; 11th</i>	<i>1,100 students</i>
<i>Lindbergh High School</i>	<i>9th &amp; 11th</i>	<i>900 students</i>
<i>Perryville High School</i>	<i>9th, 10th, 11th, 12th</i>	<i>800 students</i>
<i>Rockwood Summit High School</i>	<i>9th, 10th, 11th, 12th</i>	<i>800 students</i>
<i>Webster Groves High School</i>	<i>9th, 10th, 11th, 12th</i>	<i>1,250 students</i>
<i>Wentzville Holt High School</i>	<i>9th, 10th, 11th, 12th</i>	<i>1,300 students</i>

## SCHOOL SPECIFIC QUESTIONS

**Francis Howell Central High School:** See page 5.

**Lindbergh High School:** The team added three questions concerning smoking on campus, cheating on tests and quizzes, and cheating on assignments.

**Perryville High School** students asked their peers the following questions:



What would you like to see changed? How would you change it? What is working well at school? What do you take pride in? They administered these questions to each 2<sup>nd</sup> hour class. The students then met to tally the results and chose recurring issues as those they would include in their school-specific section of the survey. They developed 20 questions that related to procedures currently in place.

**Rockwood Summit High School** team members, influenced by participation in a Diversity Summit, felt the survey should address student/student, student/teacher, and parent/educator relationships; safety; and the quality of the learning environment.

**Webster Groves High School** students met with their principal to explain the project. The Principal shared a survey on school culture that had been in place for eight years. They looked at the results from the past four years of surveys and developed similar questions that would allow them to track patterns and trends. They then shared their survey questions with the Principal's Advisory Board (a group of 40 juniors and seniors from various social and racial strata across the student population) and asked for their input. They developed 47 school-specific questions.

**Wentzville Holt High School:** See page 5.

**FOR SAMPLES OF SCHOOL SPECIFIC QUESTIONS  
SEE APPENDIX C, PAGES 18 & 19.**

### 3RD SESSION • FEBRUARY 9, 2004 DATA ANALYSIS AND ACTION PLAN DEVELOPMENT

- Report on the process (student team members)
- Use data to identify issues that need attention
- Celebrate the good news
- Prioritize the issues and select one as the focus of an action plan
- Develop an action plan. See Appendix F for worksheet



#### TEAMS PRESENTED

Teams told the story of their process, explaining how they informed and involved other students, administered the survey, and recorded or categorized responses to the open-ended questions. They identified the steps on newsprint and these were posted

around the room. We took a “Gallery Walk” and reread these postings, getting an idea of where the teams followed similar steps, and where they set out on their own path.

#### INTERPRETING THE SURVEY RESULTS

Researcher Vic Battistich showed the teams how to read frequencies and means as well as how to look for patterns. He offered parameters for assessing what is

- Good news worth celebrating  
66% or more positive responses
- Real concerns to be addressed  
66% or more negative responses
- What may need further analysis  
50% split between positive & negative responses

Teams members worked with the data and identified both the good news and issues of concern. Using a worksheet, they determined

- Factors that contribute to the problem
- Desired outcomes (What do you want to see, hear and feel?)
- What they will do (action plan)

Each team’s analysis and action steps are reported on pages 7-11.

**THE AGGREGATE RESULTS OF ALL SIX SCHOOLS  
COMBINED ARE HIGHLIGHTED ON PAGES 12-15  
AND REPORTED IN DETAIL ON PAGES 24-26.**

## 4TH SESSION • JULY 8, 2004 REUNION SUMMIT • SHARING ACTION PLANS

- Invite Chicago Students as Allies to join us
- Invite teams from five other St. Louis schools to learn about the process
- Open discussion with Agree/Disagree Exercise
- Report (3-5 minutes) on Action Plans
- Create TableTalk around unique aspects of the process
- Ask essential question of Students as Allies participants (Fish Bowl)
- Ask guests what they found useful for their school (Fish Bowl)

The design of the Reunion Summit created an environment in which student and adult voices received equal attention, and candor was both evident and appreciated. Our guests (those who did not participate on Students as Allies teams) took the survey to orient themselves. The Chicago delegation then posed two questions to the entire group:

Do you feel safe in your school?

Do you think more federal money would improve student learning?

With each question, they asked people to move to one of four quadrants of the room posted “Strongly Agree, Strongly Disagree, Agree, or Disagree,” and selected volunteers to defend their position. Interpretations of the word “safe” ranged from physical reinforcements (metal detectors), to student and teacher behaviors, to policies and consequences, to having a say in the learning process. Responses to the second question revealed stark contrasts in school conditions and resources; that money spent unwisely does nothing to improve learning; and that the federal government, regardless of money, should not be involved in education.

Barbara Cervone provided a sense of the whole by capturing themes that were consistent throughout all five Students as Allies sites, in surveys of more than 6,000 students and 500 teachers. *See Appendix F, page 23.*

Members of the St. Louis Students as Allies teams reported on their action plans. *See pages 7-11.* Dialogue continued in a much more informal setting. Each Students as Allies team, stationed at a round table, described a significant aspect of their project. Guests rotated every ten minutes to a different table. One of the most compelling conversations was at the Lindbergh table. Assistant Principal Frank Wood engaged students with the same kind of questions that were used in his school to raise awareness of academic integrity. What constitutes cheating? If someone who has just taken the test advises you to look closely at Chapter 7, does that give you an unfair advantage? What if you are one of those who didn't get the tip?

**The Essential Question:** For the finale, ten members of the Students as Allies teams formed a circle. They were ringed by our guests, who observed their responses to the question: “**Did this process surface real issues and help you to deal with them?**” Following their reflections, the visiting students were asked to enter the circle and respond to the question: “**Have you learned anything today that you could use back in your school?**” Matt Freeberseyser wrapped it up with his comment. *See his quote on the left.* That says it all.

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“It is our responsibility to go back to school and teach others what we’ve learned. We’re saying it. Now we have to do it. If we don’t do it, then this really wasn’t worth anything. We have to act upon what we say.”

--Matt Freeberseyser  
Hazelwood West High  
One of the 15 students  
invited to learn about the  
Students as Allies process.

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## ANALYSIS AND ACTION PLANS

**FRANCIS HOWELL CENTRAL HIGH SCHOOL** students focused on student/teacher relationships at school. They would like to feel that the faculty and staff value what the students have to say.

Factors that contribute to the problem:

- Lack of teacher respect for students
- Unwillingness to compromise
- Feeling teachers are on a 'power trip'
- Lack of maturity

Desired outcomes:

- Students and teachers communicating about important issues
- More classroom discussions
- Teachers listening to and believing in what the students have to say
- Mutual respect for each other

Action Steps:

- Offer intramurals and tournaments between students and teachers.
- Encourage teachers to allow students to offer input on class rules, the number of questions on a test, etc.
- Offer time for student/teacher mentoring: shorten classes by 5 minutes to allow for 30 minutes of homeroom time to connect and discuss
- Develop three student-led committees to continue the work: Design (building decor, ceiling tiles created by students, etc.); Relations (e.g., teacher-student coalitions supporting specific activities/sports beyond football, coming together outside of class); Communications (making it more comfortable to talk to teachers, forums for meaningful discussions.)

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"We are learning about problem areas but also being assured that we are doing many things already to promote a school climate that is motivating, accepting, responsible and safe."

*-Donna Chapin,*

*Francis Howell Central*

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**LINDBERGH HIGH SCHOOL** team members tackled responses to two questions from their school-specific portion of the survey: 38% of students admitted to cheating on a test, and 52% admitted to cheating on assignments.

Desired outcomes:

- To bring student and teachers together in open conversations about academic integrity and cheating
- To raise awareness and better understand perceptions and definitions of cheating (cheating vs. cooperative learning; plagiarism; internet sources)
- To determine its effect on the school culture
- To involve students in changing school culture

Action Steps:

- Learn more through a symposium that brings together students from 3rd - 12th grade, administrators, teachers and parents. Group people five to a table, mixing grade levels and including one adult facilitator. Respond to questions that flush out what kind of cheating occurs; what encourages and discourages it; and if patterns that start in elementary school continue into high school.

### LINDBERGH HIGH SCHOOL

- Brainstorm solutions, e.g., Ask teachers not to pressure students with pop quizzes; Encourage them to walk around the desks while testing is in progress. Provide these recommendations to district administrators and teachers by letter.

#### Action Steps:

- Train student leaders, including members of the high school's Character Council and Students as Allies team in conducting class meetings during the week of March 15.
- Have these students train a core group of the faculty in this method.
- Conduct class meetings with groups of 15-20 students for 20 minutes of sixth period during one day in the week of March 22.

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"I've learned more about the conditions of the school and become more aware of things that affect me and my fellow students. This awareness helps me to bring ideas to improve conditions."

-Lindbergh student

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**PERRYVILLE HIGH SCHOOL** students centered on improvement of student/ teacher relationships.

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"I learned that a lot of my concerns were the same as others."

-Danielle Hagan, Perryville

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Factors that contribute to the problem:

- Lack of recognition for successful students
- Lack of communication with parents on positive or negative issues
- Lack of mutual respect and lack of parent involvement, encouragement and interest

#### Desired outcomes:

- Improved communications between teachers and students
- Teachers/ administrators will use their authority in a fair, consistent manner
- Students to recognize the work of teachers
- Teachers will offer more personal recognition for student successes, call parents, or send a postcard about good news

#### Action Steps

- Hold "rap" sessions once a week. Seniors with 'open campus' privileges would be welcome to participate
- Send notes to and from teachers and students
- Create a student-coordinated "Teacher of the Month" award
- Bring these ideas to the school administrator
- Present these ideas at a staff meeting and school board meeting

# St. Louis STUDENTS AS Allies

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“I feel that I’ve gotten the satisfaction of knowing that I am changing the school and making it a positive, healthy, educational environment for my fellow peers.”

-Adam Reinert

Rockwood Summit

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**ROCKWOOD SUMMIT HIGH SCHOOL** team members landed on the same focal point. They wanted the one-on-one relationships between students and teachers to improve to the degree that students felt comfortable confiding personal concerns to teachers.

Factors that contribute to the problem:

- Students feel isolated
- Teachers feel they don’t have time to get to know students
- Class time is so focused on lectures and homework, there is little to no time for personal interaction

Desired outcomes:

- More student/teacher interaction
- A greater sense of community felt in the classroom
- Students who are more respectful of class time, who work to build their attention spans, and take responsibility for their own education.

Action Steps:

- Review the structure of teacher preparation and try to include time for interaction
- Use their FACT (Falcon Academic Contact Time) for more activities between class groups
- Continue freshmen mentoring

## **WEBSTER GROVES HIGH SCHOOL**

At least half of the students indicated that they at least somewhat disagreed with the following statements, listed in order of most disagreement:

- Students in my school help one another even if they are not friends.
- My school disciplines fairly/ I believe teachers do not play favorites.
- Students in my school care about learning and getting a good education.
- Faculty and staff value what I have to say.
- My school offers reasonably priced food.

From the students’ responses to the *open-ended question* identifying the single most important issue, the team learned of concerns with: Student-teacher relationships; Student behavior; Drug-Alcohol problems; Parking and Racism.

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“I have put time and work into this program at the workshops and at Webster Groves, talking to other students, developing ideas for the survey and preparing for changes we may have to make.”

-Nathan Halbach

Webster Groves

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# St. Louis STUDENTS AS Allies

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"I've talked with the principal in early morning meetings.

I've discussed the situation with fellow students.

I've discussed the survey and how we can condense it.

I've gotten valid opinions and concerns from my peers.

I've learned about some things that need to be changed in our school.

I've taken on a leadership role in the process.

-Lea Garcia

Webster Groves

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## WEBSTER GROVES HIGH SCHOOL

At least a third of the teachers indicated that the following were concerns, listed in order of most concern:

- I feel frustrated/unappreciated in my job.
- Students with discipline problems.
  - Students with problems outside of school.
  - Students lack of motivation for learning and getting a good education.
  - Teaching individual students according to their needs and abilities.

From the teachers' responses to the *open-ended question* about the single most important issue, the team learned of concerns with:

Lack of respect of students toward teachers and authority; Discipline problems and consistency in enforcing rules; Students taking responsibility for their own actions; Student attendance and tardies; and Challenging all students.

Desired Outcomes:

- Provide space and time for teachers and students to come together meaningfully around these issues
- Empower students to dialogue with teachers

Action Steps:

- Schedule a weekend retreat inviting 40 students, 15 teachers, and 15 community members to discuss and develop plans to address the following concerns: (1.) Student-Teacher Relationships; and (2.) Improving Academic Climate.
- Rename the Principal's Advisory Council as "Students As Allies." Meet in September 2004, during school hours, to continue to develop , action plans based on the ideas developed at the retreat and the results of the climate survey.
- Include students in the process of hiring all staff at Webster Groves High School starting in the spring of 2004. All current teachers will be encouraged to use a teacher evaluation instrument to be given to students to get feedback on their teaching and their relationships with students.

- Selected students from the Students As Allies group will give a presentation to all teachers at a faculty meeting in the fall of 2004 on the results of the climate survey. Specifically, they will share student responses to the survey question: "Think of the best teachers you have had. What are the qualities that make them good teachers?" After this presentation, students and teachers will meet in small groups to dialog about this presentation and qualities that make a good teacher.

# St. Louis STUDENTS AS Allies

WENTZVILLE HOLT HIGH SCHOOL team members focused on all three relationship dynamics: students/teachers; students/students; and teacher/teacher.

Factors that contribute to the problem:

- Gossiping, racial discrimination, stereotyping, sexism and a lack of acceptance for different sexual orientations

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“I got a lot more positive feedback than I thought I would and I got better ideas from students as I talked to them about what to ask in the survey.”

*-Wentzville Holt student*

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Desired outcomes:

- Healthyhonest dicussion about these concerns
- Positive, supportive relationships between students and teachers; students and students; and teachers and teachers
- Stereotyping and name-calling diminished, if not eliminated

Action Steps:

- Create an awareness campaign through articles
- Develop a website: [holtallies.com](http://holtallies.com)
- Focus on 10 specific statistics from the survey
- Make and post posters in May that give a statistical statement from the survey results and ask “What do you think? Sound off at [holtallies.com](http://holtallies.com)”
- Invite all members of the school community to write in to the web message board to answer the question.

**WHO DID WE ASK?**

4,460 students  
358 teachers

Of students surveyed . . .

- 48% were male
- 52% were female.
- 8% spoke a language other than English in their own home

- 76% Caucasian
- 10% African-American
- 2% Asian
- 5% of mixed race
- 7% of other races

- 34% 9<sup>th</sup> grade
- 25% 10<sup>th</sup> grade
- 26% 11<sup>th</sup> grade
- 15% 12<sup>th</sup> grade

Of teachers surveyed . . .

- 33% were male
- 67% were female

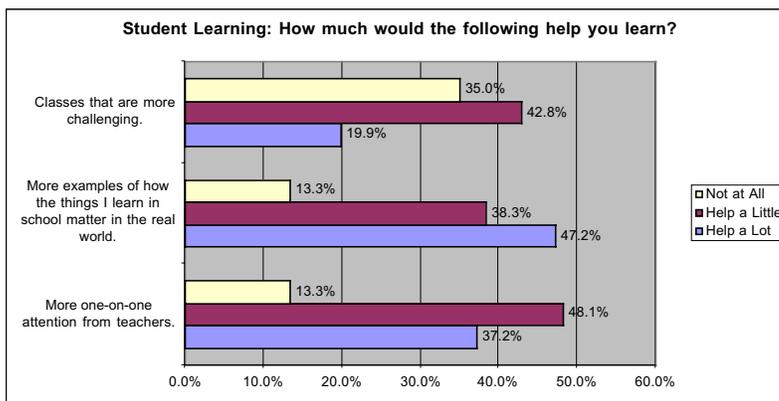
**SURVEY RESULTS**

**RESPONSIBILITY FOR LEARNING:** The results offer good news in that 88% of students surveyed said they really wanted to learn, and 83% felt they participated regularly in class when asked to reflect on their own attitudes and behaviors. However, when asked if they thought students in their school (in general) cared about learning, the positive response dropped to 49%. Teachers weighed in with a higher assessment as 69% agreed that most students in their school wanted to learn.

Students gave teachers high grades for knowing their subject area and believing all children can learn, 86% and 74% respectively. Slightly more than half felt their teachers excelled in addressing the different needs and abilities of students.

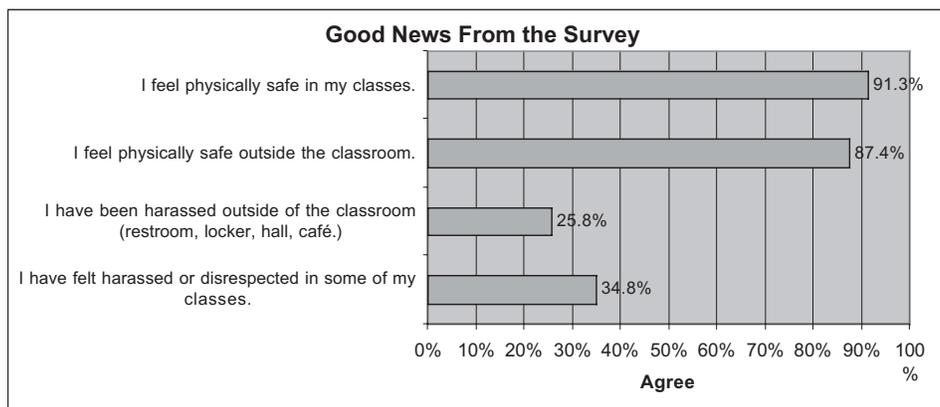
When asked what would help them learn more effectively, students unequivocally said that relevance to the real world made the difference. Eighty-five percent (85%)

reported that “examples of how the things they learn matter in the real world” would help a little or a lot.



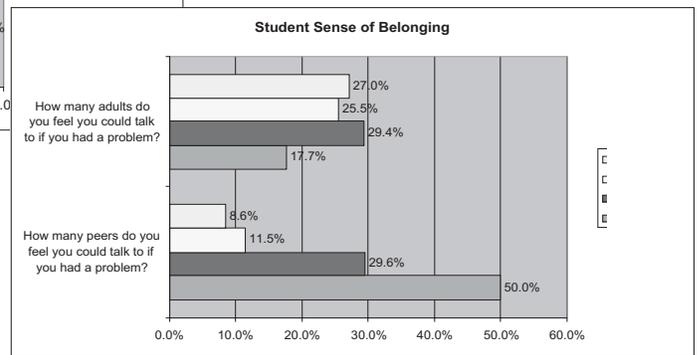
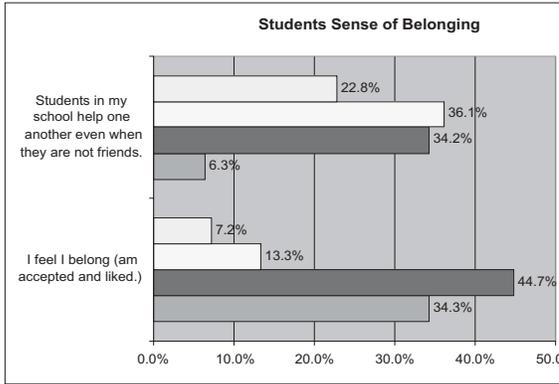
**CONNECTEDNESS & SAFETY:**

There was more good news in terms of students’ sense of connection and safety within school. Ninety-one percent (91%) felt physically safe at school. Seventy-four percent (74%) experienced no harassment outside the classroom, and 65% were not harassed or disrespected in the classroom.



**SENSE OF BELONGING TO THE SCHOOL:**

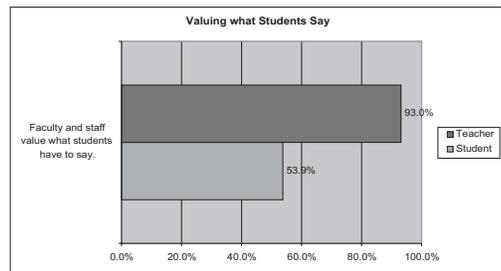
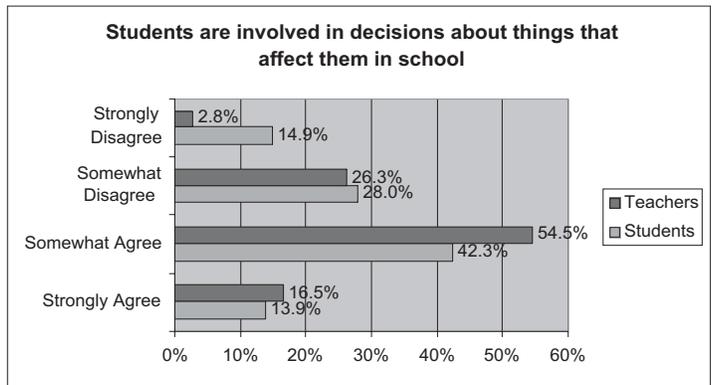
Seventy-nine percent of students felt a sense of belonging at school. More than 90% reported one or more peers they could turn to for help in dealing with a problem; 73% felt they could confide in one or more adults.



**SENSE OF EMPOWERMENT**

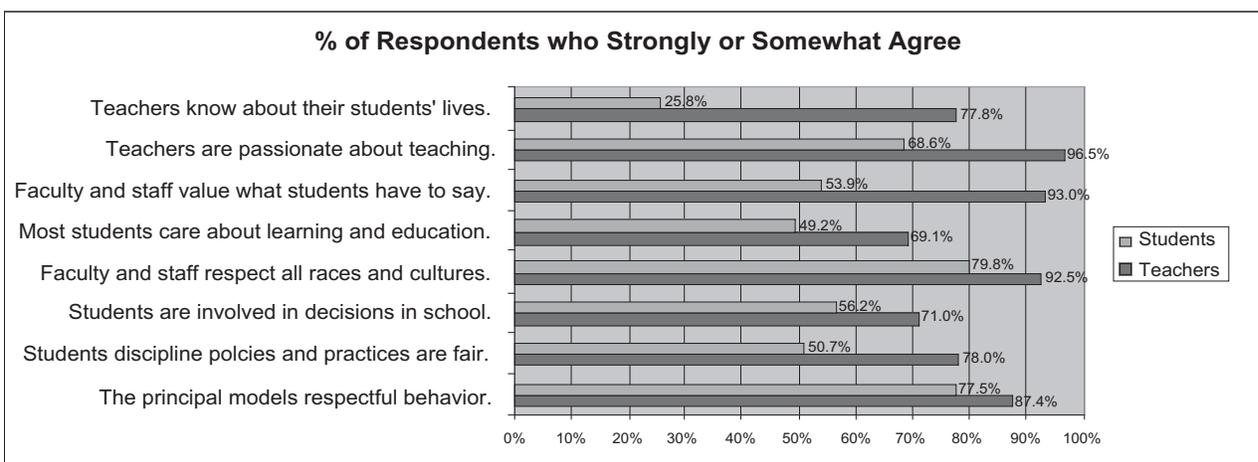
While they felt safe, they did not feel empowered. Forty-three percent (43%) of students said they were not involved in decisions about things that affect them in school, and 42% were not encouraged to say what they think. While these responses were less than half, they were sizable. The data provided readings by gender, race, and grade level. The level of autonomy or “voice” registered evenly across these categories, suggesting that this is a pervasive

experience for the student population rather than the disenfranchisement of a single group. Teachers’ sense of student voice was generally higher than students’ perceptions, varying by as much as 12%. The variances are much more striking when it comes to valuing what students have to say.



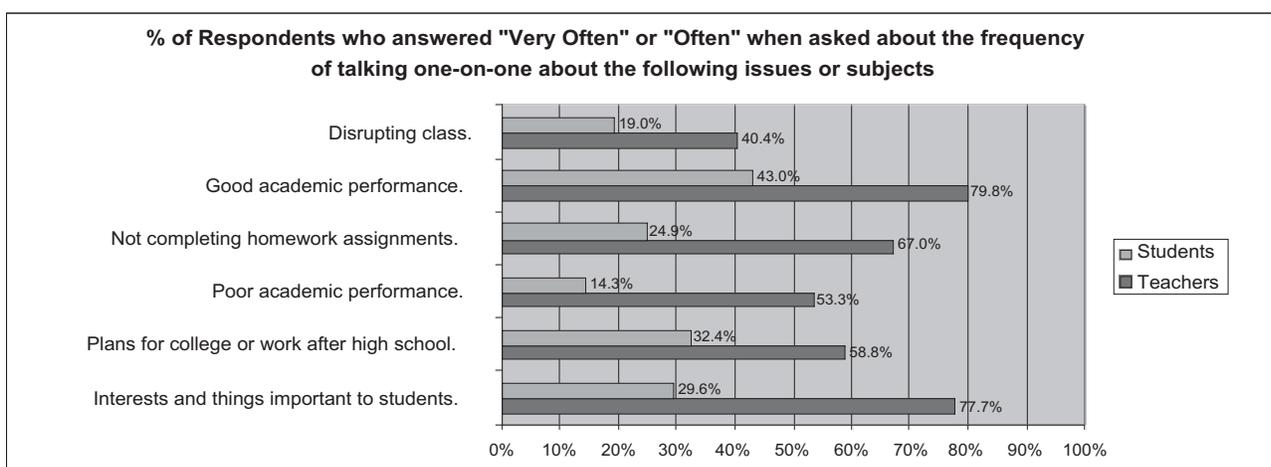
**MISSING: SENSE OF GENUINE CONNECTION**

Seventy-eight percent (78%) of students and 87% of teachers agreed that their principal modeled respectful behavior. Students and teachers had high marks for respect for each other. That level of respect did not necessarily translate into a level of interpersonal connection that could enhance learning. While 78% of teachers felt they knew what students' lives were like outside of school; only 26% of students agreed with that perception. The following charts compare student and teacher responses to questions that were identical in both questionnaires.



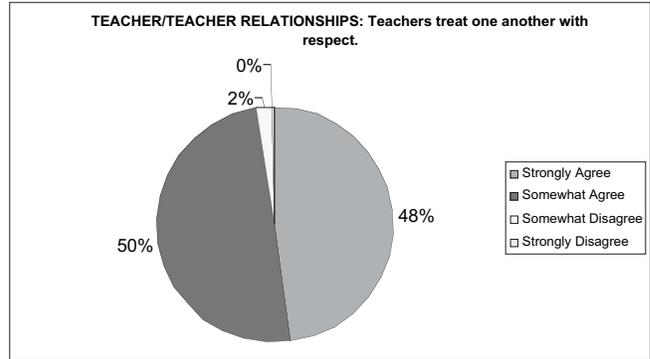
**ONE-ON-ONE CONVERSATIONS**

When asked how frequently teachers talked one-on-one with students about plans for college or work after high school, only 32% answered "often" or "very often," compared to 59% of the teachers. There was an even greater disparity in response to how often teachers talked about interests and things important to students. Only 30% of students responded positively, compared to 78% of the teachers.

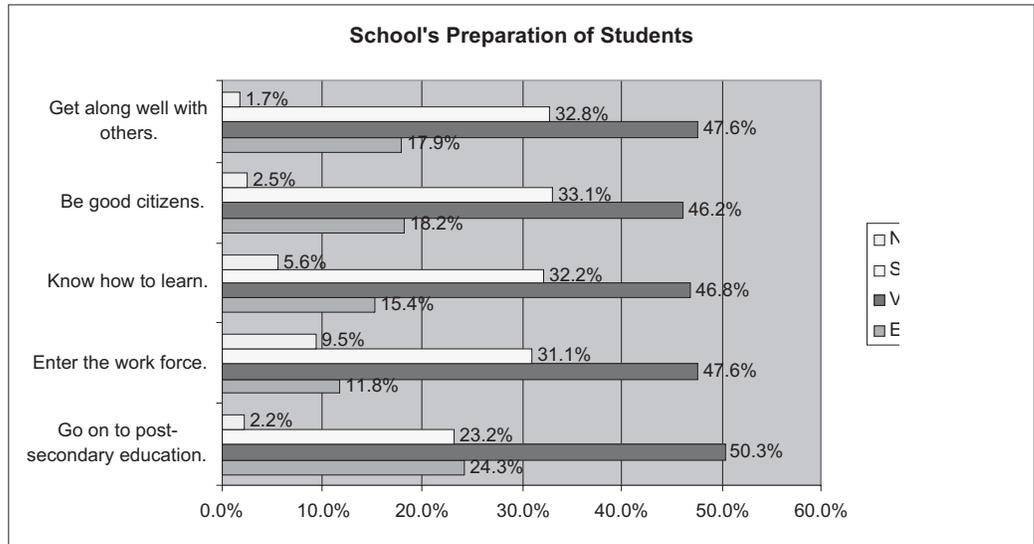


**FROM THE TEACHER'S SURVEY**

The results of the teacher's survey registered highly positive ratings for the level of respect they showed each other (97.5%) and their ability to work together (96.1%). They said they were respectful of parents (98%) and welcomed contact from them (90.6%).



Teachers rated their school's preparation of students highest in the area of post-secondary education (74.6%), with cooperation, citizenship, and knowing how to learn registering in the 60+% range. They scored their school's preparation of students for the work force at 59.4%.



**COMPLETE STUDENT AND TEACHER SURVEY RESULTS ARE TABULATED ON PAGES 21-24.**



## APPENDIX A SAMPLE BUDGET

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WENTZVILLE HOLT HIGH SCHOOL • WENTZVILLE, MO 63385

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### Students as Allies Budget

Materials:

<i>Fires in the Bathroom</i>	5 books @\$12.50	\$62.50
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Required Off Site Meetings:

<i>Transportation</i>	3 van rentals (\$70 @)	210.00
<i>Substitute Costs</i>	2 teachers (\$77/day) x 3	462.00

Dialogue Sessions:

<i>Refreshments</i>	2 sessions	80.00
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Surveys:

<i>1300 Surveys</i>	(.20 processing)	260.00
<i>1300 Questionnaires</i>	(.05/copy)	65.00

Team Expenses:

<i>Materials</i>	(copies, posters, cards)	50.00
<i>Refreshments/Incentives</i>		75.00

Reserve for Action Plan:

<i>Presentation to School Board</i>		
<i>Transportation</i>		
<i>Incentives</i>		
<i>Activities</i>		
<i>Consultants/Speakers</i>		
<i>Materials</i>		<u>1,335.50</u>

<b>TOTAL COST</b>		<b><u>\$2,600.00</u></b>
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## APPENDIX B

### WHAT'S MISSING FROM THE SURVEY?

Students and Staff voted on their top five issues not covered in the survey. They are listed here by order of importance.

1. Respect: Teacher / student relationships  
Teacher / teacher relationships  
Student / student relationships  
(39 votes)
2. Teacher / Student relationships: teachers knowing what students have on their plate and vice versa. (31 votes)
3. Culture / Climate beyond the classroom (extra curricular activities and in the halls and busses etc.) (29 votes)
4. Are teachers passionate about what they do? (To be asked on the student survey.) (20 votes)
5. Parent Involvement: how are they involved / should they be involved? (parent calling teacher if student is struggling, etc?) (18 votes)
6. School Spirit: school support of extra-curricular activities, e.g., equal support of all types of activities, not just football (17 votes)
7. Safe Schools: do you feel safe emotionally *and* physically in class and beyond the classroom? (bus behavior / fighting) (15 votes)
8. Time management: do you feel well prepared with time mngt. skills? (14 votes)
9. Testing: what attitude do you take into MAP tests? What attitude do you see from your peers having about MAP testing? (13 votes)
10. Do you feel responsible for your own learning? How much? (12 votes)
11. Teacher involvement in student activities (10 votes)
12. Teachers know how students learn (3 votes)
13. Teacher's pet: teachers need to teach ALL students (2 votes)

## APPENDIX C

### SCHOOL SPECIFIC QUESTIONS

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#### FRANCIS HOWELL CENTRAL HIGH SCHOOL • ST. CHARLES, MO

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- In what ways do you think FHC is preparing you for college and for the future?
- Are there any issues at FHC that are keeping you from excelling and doing your best?
- In what ways do you think you could improve our school atmosphere and school spirit?
- Do you feel that you have a good relationship with most of your teachers? Give reasons for either answer of “Yes” or “No.”
- If you have had any contact with an administrator, either positive or negative, describe the circumstances.
- If you could change one thing about the high school day, what would it be?
- What do you want to accomplish as a student at FHC?
- Are you involved in school activities?

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#### WEBSTER GROVES HIGH SCHOOL • WEBSTER GROVES, MO

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*A sampling of the 47 school specific questions:*

I talk to students outside my group.

I feel accepted by students outside my circle of friends.

It is easy to make new friends at my school.

I feel safe walking through the halls.

Students do not carry weapons at school.

There is very little or no racial tension.

I feel the school is doing enough to protect students.

I believe teachers enforce policies fairly (don't play favorites).

I feel parents or guardians expect me to get good grades.

I feel my counselor makes an effort to get to know me.

My school encourages participation in activities.

My school provides adequate instruction on computer use.

My fellow students respect each other.

My school offers reasonably priced food.

Overall the quality of teaching is very good.

Overall teachers maintain a positive learning environment.

Overall my school is preparing me to succeed.

## APPENDIX C

### SCHOOL SPECIFIC QUESTIONS

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#### ROCKWOOD SUMMIT HIGH SCHOOL PROVIDES

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Do you Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree that Rockwood Summit High School provides:

**Positive Climate for**

Student to student relationship

Student to staff relationship

Parent to school

**Safe environment for**

School

Bus Transportation

Extra curricular activities

**Learning environment that**

Promotes academic success

Provides additional academic enrichment

Prepares students for post graduation careers

---

#### WENTZVILLE HOLT HIGH SCHOOL • WENTZVILLE, MO

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Drugs are a problem at our school.

Alcohol is a problem at our school.

I feel pressured to do drugs/alcohol outside of school.

Drug use affects students' performance at school.

Drugs are readily obtainable at our school.

Stereotyping is an issue at our school.

Discipline is biased at our school.

Stereotyping by a teacher has influenced my grade in a class.

I had to overcome being stereotyped when I first entered Holt.

I can talk about personal issues with my teachers.

I am more successful in a class where the teacher is passionate.

My teachers know their material well.

My teachers are genuinely concerned with my success.

I am able to concentrate and work in my academic lab.

I am more successful because of academic lab.

The teacher could better control my academic lab.

A few students make it difficult for the rest of us to concentrate.

## APPENDIX D

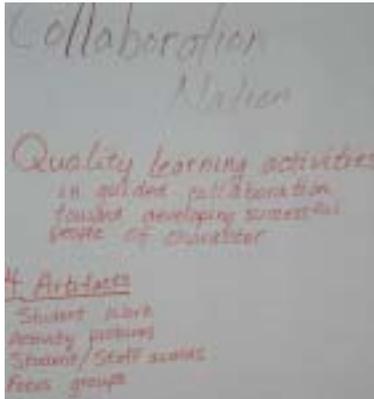
### WORKSHEET TO GUIDE OVERALL PLANNING

- Consider your team as the start of a ripple effect in terms of involvement. Identify other people, groups, constituencies you want to bring into this process and at what points you want to bring them in.
- Consider who needs to know about this. The student body, grade levels, faculty, parents, school board, school press (newspaper, radio), other.
- Consider how you want to communicate what you are doing and why.
- Parent Communications: Consider sending a letter that informs parents and offers the chance to opt out if they do not want their son or daughter to take the survey. This is a “minimal risk” survey. Vic will explain. He suggested including 5-6 questions that represent the different areas addressed in the survey in such a letter.
- Consider follow up: focus groups, discussions around particular findings
- Plan for communicating results of survey: survey participants, students, faculty, school administration, school board, school media,
- Survey Administration Responsibilities
- Administer the surveys. Arrange a training session for survey administrators with your Students as Allies Coach. Develop plan to communicate with those taking the survey. Create cover page for School-Specific Survey. Note the answer of the scantron that they should start with. Set date, time and place for surveying. Do it.
- Collect completed surveys, complete cover page, make sure all surveys are front side up and facing the same way, make sure they are completed in pencil (you can go over pen marks with a No. 2 pencil and it will read it). Mail or deliver to Diane Stirling • CSD • 8225 Florissant Road • St. Louis, MO 63121
- Record the narrative answers. Keep private. Bring to February meeting.
- Keep completed surveys private, in safe place

## APPENDIX E

### IDEAL CULTURE: DREAMING OF THE FUTURE WE CREATE

Our second meeting, November 17, 2003, began with a thought-provoking icebreaker that I learned from Author Clifton Taulbert, a national presenter in character education. Adults and students were rearranged at tables to provide representation from several schools. Their task was to complete the phrase “My ideal school culture...” and write down their thoughts. As a table, they were to share their individual comments and come to consensus on a sentence limited to 20 words. Then they gave their ideal culture a nickname and brainstormed the kinds of artifacts (mottos, murals, trophy cases, banners, etc.) that would appear in the corridors of this ideal school.

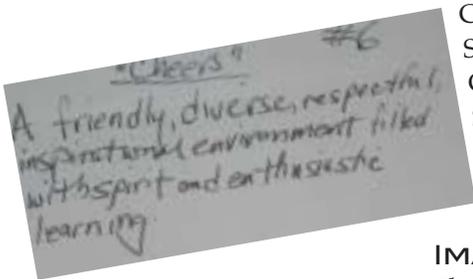


We invited teams to bring artifacts from their school that reflected the strength of their culture to our February meeting. Then, fearing the agenda was too full, we did little to remind them. But Rockwood Summit remembered and filled a table with artifacts. It was as if they brought the spirit of their school into the room. If we have it to

do again, we will create the time and space for this. It was an insightful way to get to know more about the place where our students live and learn.

### NICKNAMES WORTH A THOUSAND WORDS

- Cheers
- Culture Club
- School Paradise
- Collaboration Nation
- Striving Toward Success
- MARS (motivating, accepting, responsible and safe)



### IMAGINATIVE ARTIFACTS

- Photos of students and staff and community engaging in activities
- Student and staff signatures on school oath or mission.
- T shirts with elements of character
- Trophies for “Class of the Month”
- Student/Teacher awards
- Student hand prints
- Wall of fame
- Waterfall



## APPENDIX F

### MAKING STUDENTS PARTNERS IN SCHOOL REFORM

by Barbara Cervone, National Coordinator, Students as Allies

As part of the Students as Allies project, high school students in five cities have asked their classmates—through surveys, interviews, and focus groups—what they seek in their schools and how they can be partners in improvement efforts. To those who ask, “*How can we better engage students in learning?*,” this is what they would answer:

“ Start by including us in your planning and conversations, knowing that we care every bit as much as you do about creating high schools that bring out the best in students and teachers. Invite our ideas and perspectives. Let us explore together where we agree and differ, what’s doable and what’s not. Make us part of the solution and not the problem.

“ As partners in high school redesign, what would we say? We would tell you that the policies we long for, the ones that matter most to us, would produce more schools...

- ⇒ where teachers know their subject matter well and know how to explain it so that students understand.
- ⇒ where we see the connections between what we are learning and the real world
- ⇒ where there is at least one person we can go to for support and advice, both in terms of academics and personal issues, someone who knows us well.
- ⇒ where the relationships between and among students and adults in the school are grounded in respect and trust.
- ⇒ where our teachers and counselors talk to us one-on-one about college or other plans for after high school.
- ⇒ where discipline is applied fairly, meaningfully, and equitably across the student body.
- ⇒ where the bathrooms are clean.
- ⇒ where there are enough textbooks and educational supplies for every student
- ⇒ where we receive regular feedback on how we’re doing and how we can improve.
- ⇒ where our voices matter.”



## STUDENT SURVEY RESULTS

Survey questions were adapted and selected by teams from six high schools: Francis Howell Central, Lindbergh, Perry County, Rockwood Summit, Webster Groves, and Wentzville Holt. Each team included five students and three educators. The survey was administered during Winter Quarter 2004

Respondents = 4,460

### **Quality of Student - Student Relationships**

	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
Students in my school treat one another with respect.	5.6%	54.1%	27.9%	12.0%
I feel I belong (am accepted & liked).	34.3%	44.7%	13.3%	7.2%
Students in my school help one another even when they are not friends.	6.3%	34.2%	36.1%	22.8%
I have felt harassed or disrespected in some of my classes.	10.7%	24.1%	26.3%	37.4%
I have been harassed outside of the classroom (restroom, locker, hall, café)	9.1%	16.7%	22.8%	48.6%
I feel physically safe outside of the classroom.	55.0%	32.4%	8.1%	4.3%
I feel physically safe in my classes.	62.5%	28.8%	5.1%	3.3%

	<b>Help a Lot</b>	<b>Help a Little</b>	<b>Not at All</b>
If other students were more accepting of me it would . . .	18.5%	34.4%	44.6%

### **Quality of Student - Teacher Relationships**

How often does your teacher speak with you about the following?	<b>Several Times/Year</b>	<b>A Few Times/Year</b>	<b>Once or Twice</b>	<b>Never</b>
Disrupting class.	7.2%	11.8%	30.0%	50.8%
Good academic performance.	16.7%	26.3%	33.6%	22.9%
Poor academic performance.	5.2%	9.1%	25.2%	60.2%
Not completing assignments.	9.8%	15.1%	35.3%	39.6%
Interests and things that are important to you.	12.6%	17.0%	31.5%	38.5%
Your plans for college or work.	14.5%	17.9%	32.1%	35.0%

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
Most of my teachers don't understand what my life is like outside of school.	33.5%	40.3%	20.0%	5.8%
Faculty and staff value what students have to say.	11.0%	42.9%	29.1%	16.1%
Faculty and staff respect all races and cultures.	44.6%	35.2%	13.3%	6.3%
Most of my teachers respect me.	42.8%	41.2%	10.6%	5.0%
I respect most of my teachers.	47.9%	38.6%	9.6%	3.6%
My principal models respectful behavior	42.7%	34.8%	12.0%	9.8%
My school disciplines fairly.	12.9%	37.8%	28.6%	19.6%

### **Quality of Teacher - Teacher Relationships**

Teachers at my school are respectful toward one another.	44.6%	43.8%	8.6%	2.6%
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### **Student Voice**

Students are involved in decisions about things that affect them in school.	13.9%	42.3%	28.0%	14.9%
Students are encouraged to say what they think.	17.4%	40.0%	26.4%	15.4%



## STUDENT SURVEY RESULTS

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<b>Student Responsibility for Learning</b>				
Students in my school care about learning.	4.9%	44.3%	36.8%	13.3%
I really want to learn	49.5%	38.7%	7.7%	3.8%
I participate regularly in class	38.6%	44.2%	12.6%	4.3%
I often need extra help with schoolwork.	11.7%	26.5%	33.9%	27.1%
It is often hard to pay attention in class because I'm worrying about problems outside of school.	17.6%	33.2%	26.5%	21.6%
Students at my school support most activities.	21.5%	42.9%	24.7%	10.4%
<b>Teacher Responsibility for Learning</b>				
Classes in my school are challenging.	23.1%	55.4%	15.7%	5.4%
Most of my teachers are enthusiastic about teaching.	17.3%	51.3%	24.6%	6.5%
Please indicate how you would assess the teachers in your school (overall) on each of the following aspects of teaching:				
	Excellent	Good	Fair	Poor
Knowing their subject area.	37.7%	48.1%	11.1%	2.9%
Believing all children can learn.	28.1%	45.5%	21.0%	5.1%
Maintaining discipline in the classroom.	17.1%	49.4%	26.3%	6.8%
Teaching individual students according to their needs and abilities.	16.8%	35.0%	30.7%	16.9%
Caring about students.	21.7%	45.0%	26.7%	6.2%
How much would the following steps help you learn?				
	Help a Lot	Help a Little	Not at All	
More one-on-one attention from teachers.	37.2%	48.1%	13.3%	
More examples of how the things I learn in school matter in the real world.	47.2%	38.3%	13.1%	
Classes that are more challenging.	19.9%	42.8%	35.0%	
Have you ever skipped class or school?				
	Yes	No		
Have you ever considered dropping out of school?	33.0%	64.2%		
			Yes	No
Have you ever considered dropping out of school?			33.0%	64.2%
If you answered yes to either of these questions, please indicate how often you have done so because of the reasons below.				
<i>Note: Number of respondents are shown in parentheses.</i>				
	Several Times	Few Times	Once or Twice	Never
You did not feel prepared for class. (2,550)	13.7%	24.0%	35.9%	25.9%
You were being bullied or harassed by other students. (2,338)	8.8%	9.7%	20.2%	60.7%
You were not getting along with a teacher. (2,288)	12.6%	14.9%	31.2%	40.7%
You did not feel safe at school. (2,262)	6.9%	5.8%	15.4%	71.3%
You did not feel safe traveling to and from school. (2,210)	7.5%	6.2%	11.8%	74.1%
School is boring. (1,592)	41.2%	18.6%	24.0%	14.7%
You had family responsibilities. (2,182)	19.1%	19.4%	30.8%	29.9%
<b>Connectedness at school</b>				
	More than 3	2-3	1	0
How many peers do you feel you could talk to if you had a problem?	50.0%	29.6%	11.5%	8.6%
How many adults do you feel you could talk to if you had a problem?	17.7%	29.4%	25.5%	27.0%

FOR COPIES OF THE ACTUAL SURVEY INSTRUMENTS, PLEASE CONTACT DIANE STIRLING AT DSTIRLING@CSD.ORG.



## TEACHER SURVEY RESULTS

Survey questions were adapted and selected by teams from six high schools: Francis Howell Central, Lindbergh, Perry County, Rockwood Summit, Webster Groves, and Wentzville Holt. Each team included five students and three educators. The survey was administered during Winter Quarter 2004

Respondents = 358

<b>Quality of Student – Teacher Relationships</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
Teachers know about their students' lives outside of school.	9.2%	68.6%	18.8%	3.4%
Students and teachers treat each other with respect.	14.5%	60.3%	22.4%	2.8%
Faculty and staff respect all races and cultures.	51.7%	40.8%	7.3%	0.3%
They think about students as individuals.	41.6%	49.4%	8.7%	0.3%
I like my students.	73.1%	25.8%	0.8%	0.3%
Student discipline practices and policies are fair.	29.5%	48.5%	18.1%	3.6%
The school environment is safe for both students and teachers.	50.1%	44.6%	5.0%	0.3%
How often do you have individual discussions with any of your students about the following topics?	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Interests and things important to them.	30.5%	47.2%	22.0%	0.3%
How would you assess teachers in your school (overall) on the following aspects of teaching:	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Caring about students.	44.1%	47.8%	7.5%	0.6%
Maintaining discipline in the classroom.	15.9%	65.2%	18.4%	0.6%
Teaching individuals according to their different needs and abilities.	13.4%	58.2%	25.6%	2.8%
<b>Quality of Teacher-Teacher Relationships</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
Teachers treat one another with respect.	47.9%	49.6%	2.2%	0.3%
Teachers help each other and work together.	47.5%	48.6%	3.9%	0.0%
<b>Administrator Relationships</b>				
The principal models respectful behavior.	<b>58.9%</b>	<b>28.5%</b>	<b>10.3%</b>	<b>1.7%</b>
<b>Teacher – Parent Relationships</b>				
Teachers are respectful of parents.	60.2%	37.9%	1.7%	0.3%
Teachers welcome contact from parents.	48.8%	41.8%	8.4%	1.1%
<b>Student Voice</b>				
Faculty and staff value what students have to say.	31.0%	62.0%	6.2%	0.8%
Students are involved in decisions about things that affect them in school.	16.5%	54.5%	26.3%	2.8%



## TEACHER SURVEY RESULTS

### **Teacher Responsibility for Learning**

Most teachers are enthusiastic about teaching and communicate this.  
 They have high expectations for all students.  
 Their curriculum appropriately challenges most students.  
 They are committed to teaching.  
 They are interested in what is best for students.  
 I am passionate about teaching.

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
Most teachers are enthusiastic about teaching and communicate this.	36.5%	60.0%	7.0%	0.6%
They have high expectations for all students.	22.4%	60.3%	15.7%	1.4%
Their curriculum appropriately challenges most students.	30.5%	58.9%	9.5%	0.8%
They are committed to teaching.	48.2%	47.1%	4.2%	0.6%
They are interested in what is best for students.	43.0%	48.6%	7.5%	0.8%
I am passionate about teaching.	65.6%	33.3%	0.8%	0.3%

Indicate how you would assess the teachers in your school (overall) on each of the following aspects of teaching.

Knowing their subject area.  
 Believing all children can learn.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Knowing their subject area.	57.1%	38.9%	3.9%	0.0%
Believing all children can learn.	32.0%	53.8%	13.4%	0.6%

### **Student Responsibility for Learning**

Most students care about learning/education.

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
Most students care about learning/education.	13.4%	55.7%	27.6%	3.1%

How often do you have individual discussions with your students regarding the following topics...

Disrupting class.  
 Good academic performance.  
 Not completing homework assignments.  
 Poor academic performance.  
 Plans for college or work after high school.

	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Disrupting class.	14.6%	25.8%	56.0%	3.6%
Good academic performance.	25.6%	54.2%	19.4%	0.8%
Not completing homework assignments.	20.9%	46.1%	30.5%	2.5%
Poor academic performance.	13.9%	39.4%	45.0%	1.7%
Plans for college or work after high school.	20.9%	37.9%	39.3%	2.0%

### **Job Satisfaction**

I feel frustrated/unappreciated in my job.  
 I feel successful at my job.

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
I feel frustrated/unappreciated in my job.	14.0%	34.9%	25.7%	24.9%
I feel successful at my job.	41.3%	52.8%	5.0%	0.8%

### **Obstacles to Learning**

Students with discipline problems.  
 Students with problems outside of school.  
 Not having enough time to know students.

	<b>Not a Problem</b>	<b>A Slight Problem</b>	<b>A Problem</b>	<b>A Big Problem</b>
Students with discipline problems.	16.3%	52.7%	21.0%	10.1%
Students with problems outside of school.	13.2%	48.9%	31.2%	6.5%
Not having enough time to know students.	18.5%	42.3%	29.7%	9.2%

FOR COPIES OF THE ACTUAL SURVEY INSTRUMENTS, PLEASE CONTACT DIANE STIRLING AT DSTIRLING@CSD.ORG.



## **STUDENTS AS ALLIES TEAMS**

### **FRANCIS HOWELL CENTRAL HIGH SCHOOL**

Sonny Arnel, Assistant Principal

Donna Chapin, Teacher

Brian Warner, Teacher

Christal Chow

Bart Coslet

Shannon Dawkins

Chirs Lindsey

Mike Truly

### **LINDBERGH HIGH SCHOOL**

Frank Wood, Assistant Principal

Amy Richards, Teacher

Kirsten Seitz, Teacher

Lorenzo d'Aubert

David Marhsall

Mona Marhsall

Joe Price

Allison Ubriaco

### **PERRY COUNTY HIGH SCHOOL**

Steve Wolf, Principal

Janice Dickinson, Teacher

Michelle Pellikan, Teacher

Velda Haertling, District Character Education Coordinator

Ben Bohnert

Steph Bonhet

John Cross

Gavin Flentge

Danielle Hagan

Dustin Kueker

Tiffany Palmer

### **ROCKWOOD SUMMIT HIGH SCHOOL**

Sue Springmeyer, Principal

Chris Heerlein, Teacher

Matt Ahlers, Teacher

Sheree Gigers

Geovonday Jones

Chrissy Lam

Adam Reinert

Paige Slyman



**WEBSTER GROVES HIGH SCHOOL**

John Raimondo, Assistant Principal  
Thomasina Hassler, Counselor  
Jay Blossom  
Landen Fitzgerald  
Lea Garcia  
Nathan Halbach  
Chester Kennedy  
Kate Petlyk

**WENTZVILLE (EMIL) HOLT HIGH SCHOOL**

Jason Smith, Assistant Principal  
Rob Gleason, Teacher  
Patti Schroer, Teacher  
Jason Hackman  
Emily Hudson  
Sylas Kennett  
Evan Leacox  
Anthony Love

**SUPPORT (CHARACTER<sup>plus</sup>)**

Diane Stirling, Coordinator, St. Louis area  
Tami Bopp, Coach  
Robin Gamrath-Schauman, Coach  
Dr. Victor Battistitch, Research Advisor