

A publication for and about The School District of University City, Missouri

March 2021

A Safe, Gradual and Kind Re-Entry Plan

₩ HUMANIZE: Learning Reimagined

The School District of University City continues to deliver on its pledge to be safe, gradual and kind in educating and caring for students as the school year progresses during a continuing global pandemic.

Since classes resumed in August under the District's Health of a Lion Plan, the District has been carefully transitioning students back into direct classroom instruction while also offering all-virtual options for students who want to learn from home. Decisions to bring groups of students back at certain times of the school year were based on regional metrics regarding COVID-19 that show transmission remains low among children in grades 8 and under. Increasing research further suggests schools that properly practice mask-wearing, hand sanitization and social distancing show scant evidence of spreading the virus. Indeed, district contact tracing shows active cases are rare and affect about a half of 1 percent of the District's staff and student population at any time.

"We've had painstaking decisions to make about keeping students home or returning them to classrooms," said Superintendent Sharonica Hardin-Bartley. "But we're increasingly confident in the research and in our own safety protocols. Our gradual and careful response to bringing students back has been effective. Though we have had children and staff come down with COVID-19 outside of school, there has been limited spread of the virus in our school buildings."

Though some students thrived with virtual instruction, many families and students are dealing with difficult social-emotional challenges and financial and health challenges. They lack the safety, companionship and vital teacher-student relationships provided at schools. Racial equity also continues to be an issue as some students struggle without resources that make learning from home difficult.

Hardin-Bartley said it became clear to leadership after Winter Break that in-person instructional time had to increase.



Students at Flynn Park Elementary practice mindfulness on a beautiful day.

"We heard it from our parents. We heard it from our students. And we definitely were seeing it in national research on youth depression and ER hospital visits for mental health. Students are suffering not just academically but emotionally from being out of school and isolating. That was heartbreaking and cannot stand."

Here is a brief overview of the return of students to school building classrooms during such a challenging year.

Grades Pre-K through 8

More than 60 percent of the District's PreK-8th grade students are back in school buildings for four days of in-person instruction. Wednesdays remain an at-home learning day for students so the District's

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Introducing Camp U: A New Way To Do Summer School



This summer, The School District of University City is proud to offer its students hands-on fun and engaging summer learning through Camp U: A Summer of Exploration and Discovery.

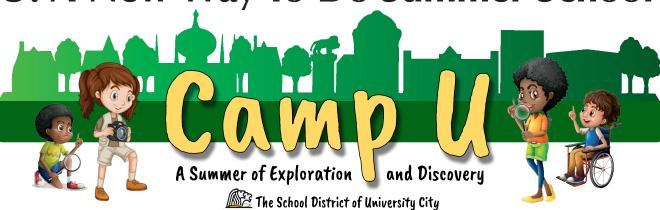
Camp U is more than just a summer school.

The free, in-person camp offers traditional teacher-led support in reading, writing and math, but in a dynamic way that utilizes partnerships and field trips with important St. Louis institutions, including the Magic House's Made makerspace, COCA, the St. Louis Science Center and others. Teachers will design their camps around themed topics that integrate hands-on learning and learning competencies.

Camp U is free to all University City K-8th graders and will be offered in two sessions over a span of six weeks. Students may enroll in one or both sessions. Information about high school summer school also follows. **Date:** June 7 - July 16 (no camp on July 5)

Students will be separated by grade level. Lunch will be provided.

- Students in grades K-5 will attend Camp U Monday through Friday from 8:30 a.m. to 3 p.m. at Jackson Park Elementary.
- Students in grades 6-8 will attend Brittany Woods Middle School



Monday through Friday from 8 a.m. to 12:30 p.m., with the option of extending the day to 3 p.m. for enrichment camps.

 University City High School will continue to maintain its free summer credit recovery program. Classes meet in the mornings, Monday through Friday, from June 7 through July 16 at the high school. Virtual credit recovery options will be offered as well.

Parents can expect more information later in March, with registration for Camp U and the high school program beginning in early April.

Camp U is two weeks longer than the Summer Learning Academy, the District's former summer school program. It is also a departure from its former summer school model.

Superintendent Sharonica Hardin-Bartley said the District decided to revamp the Summer Learning Academy in light of the COVID-19

From Our Superintendent of Schools



Sharonica Hardin-Bartley
Superintendent

Greetings, University City Community:

Welcome to our Spring 2021 issue of PRIDE, the official news magazine of The School District of University City.

I hope you have time to read it from front to back. This issue gives you detailed information on our safe, gradual and kind return to in-person instruction for students, as well as inspiring student projects and achievements in our District that happened despite COVID-19. You will also find an enlightening view of how our District has implemented programs and services focused on health and social and emotional wellness so that our families are supported as a community – because none of our children can learn effectively if they or their families are not well. Case in point: About a year ago, the District made it a priority to provide nutritious meals to students who could no longer get them at school. Later this March we will have distributed outside our buildings more than 735,000 critical meals to our students.

Our centerpiece article this issue also hints at our strong focus on resilience. As the spring progresses, our district will highlight the growth we all experienced while coping with a global pandemic. As the flowers bloom and the trees bud this spring, we too shall bloom thanks to the seeds of hope and confidence the District teachers and staff have planted in our students. Please look for more details soon regarding special community events to celebrate How Did U Grow.

It is hard to believe that just a year ago our local and global communities began to rally, reboot and strategize due to a rapid and scary global pandemic. Now, we look ahead to increasing vaccinations of our community against COVID-19. We are emboldened by a growing reservoir of strong research about proven prevention methods and best practices to bring students and staff safely back into school buildings.

I am truly blessed to lead the District in these hard but increasingly hopeful times. We truly do have the Heart and Health of a Lion.

In Service of Our Children,

Sharonica L. Hardin-Bartley, Ph.D., PHR

Superintendent of Schools

From Our Board of Education



Matt Bellows Board of Education Secretary

Dear University City Community,

Nearly nine years ago, my wife and I moved to University City from out-of-state. We were drawn to this part of the St. Louis metro area for a number of reasons, and we soon realized that the public school district would become an added bonus once we decided to start a family. Fast forward four and a half years to spring 2016, and our little Lion was born.

And boy, do we have a lion in our house. She is strong, cunning and social. She is silly, stubborn and sometimes even ferocious. It's hard to raise a lion, but we do our best. As she has gotten older we knew this little lion would eventually be introduced into the wild and find her pride. For us that pride is the School District of University City, where she will begin kindergarten at Jackson Park Elementary School in the fall.

As a member of the University City School Board for the past two years, I have had the opportunity to be a part of Learning Reimagined. When I was introduced to this vision for our students and community, it resonated with me – the fulfillment of students' needs, the advocacy of inclusiveness, and the pursuit of excellence. And, the simple concept that our children are not just test scores.

True growth involves creating well-rounded, college- and career-ready individuals. I have been fortunate to meet the administrators of various schools, teachers, support staff and maintenance crew. They are talented, dynamic and kind. They challenge, engage and — most importantly — care about our district's children. This care was apparent in the District's thoughtful response to COVID-19 over this past year, which further affirms the District's commitment to Learning Reimagined.

My role as a University City resident will soon be evolving into a School District of University City parent. I look forward to my Lion's first day of school. I will do my best not to tear up when I drop her off because I don't want to risk "embarrassing her" in front of her new classmates. As I walk away, I know those tears will be tears of happiness, as she is about to experience the world in a way I wasn't able to at that age.

Regards,

Matt Bellows

Secretary, University City Board of Education

The personal opinions expressed in the letter above may not reflect that of the entire University City Board of Education.

Stressed? Want some downtime? Need time to reflect? Check out

The Peace Place

As part of its vision of well-being and joy, the District has created a virtual toolkit for wellness.

The Peace Place offers guided exercises for mindfulness, quick escapes through sounds and music, creative exercises and more.

The Peace Place is open to anyone who would like to take a little time for themselves to refresh, refocus and be well.

www.ucityschools.org/ThePeacePlace



Hardin-Bartley Named Stellar Performer in Education

Superintendent Sharonica Hardin-Bartley was honored in October by the St. Louis American Foundation with the 2020 Stellar Performer in Education Award, the Foundation's highest honor.

Dr. Hardin-Bartley was recognized for her leadership and dedication to racial equity in schools. In an article, the St. Louis American described her as a "Disruptor in Chief" for her consistent restructuring of student and staff systems to make education more racially equitable and attuned to well-being.

"I aim to be unflinching in my pursuit of excellence for all children," Hardin-Bartley told the American. "We have to be brutally honest about our realities and understand where we are in order to determine where we're going to go. The systems of oppression of inequality have plagued public schools systems for many, many years, and it's going to take bold and ambitious action to disrupt those systems."

To read the complete St. Louis American article, go to www.ucityschools. org/disruptorinchief.

Feld, Klohr and Thoroughman Named National Merit Scholars







Ian Feld

Mialla Klohr

Lydia Thoroughman

The School District of University City is delighted to announce that seniors Ian Feld and Mialla Klohr were named National Merit Scholar Finalists while senior Lydia Thoroughman was named a semifinalist for the highly competitive honor. Feld and Klohr were two of only 7,500 students nationwide to earn the distinction as a finalist from a pool of 16,000 semifinalists.

Feld has committed to Grinnell University through early decision, while Klohr and Thoroughman continue to explore their college options.

The students will each be awarded a \$500 savings bond from Royal Banks of Missouri as part of the University City bank branch's long-standing partnership with the District.

Finalists may receive up to \$2,500 in National Merit Scholarships toward their freshman year of college. Selection is based on standardized test scores and a high record of academic achievement.

Natalie Parks Named 2021 MLK, Jr. Spirit Award Winner

The University City Board of Education has awarded the 2021 Dr. Martin Luther King, Jr. Spirit Award to Dr. Natalie Parks.

The honor, awarded annually by the District's Board of Education, recognizes University City citizens who, like Dr. King, have displayed a commitment to community through public service and who have made significant contributions in the realm of social justice.

Parks, a 1995 graduate of University City High School who attended

the District from kindergarten through grade 12, was honored on January 15 with the release of a video marking her award and accomplishments.

Parks is the program director and assistant professor of the Applied Behavior Analysis program at Saint Louis University and the owner of Behavior Leader, Inc., an organization that focuses on building organizations that value diversity and inclusion at every level. She is also a community partner at University City High School.

Parks' career has always
focused on serving others. As a board-certified behavior analyst and
licensed psychologist, she spent the first 20 years of her career serving
individuals with disabilities and autism with severe behavior problems.
During her time in this field, she worked to expand services to individuals
who were underserved and also diversify the field of behavior analysis.
She left the corporate world seven years ago to focus on fighting for equal
rights for all individuals in the United States. She established Behavior
Leader to provide services to education, fire, police, and social service
organizations that help increase diversity and inclusion, provide equitable
educational opportunities to underserved youth and increase the diversity
of educational curricula. Parks also serves on a national task force to foster
diversity, equity and inclusion within the field of applied behavior analysis.
She is a reviewer of the special edition on police brutality and racial
justice for the Behavior Analysis in Practice journal. She also co-hosts the

"I believe it is my experiences attending The School District of University City that shape not only who I am today, but my focus on fighting for both racial and other social justices in our city and larger country."

Natalie Parks



Dr. Natalie Parks, UCHS Class of '95, was celebrated for her award with a video presented during January's regular University City Board of Education meeting.

podcast Inclusion Junkie, in which she and her co-hosts focus on how our behavior can lead to more inclusive and equitable communities.

Parks is also a community partner with University City High School where she works with a student entrepreneur development program and leads the school's Ambassador's program, which focuses on building leadership skills among women students at the high school. She has also worked with UCHS teachers, providing consultation on classroom management, instructional strategies and professional development on how to increase inclusion within the classroom. Most recently, she developed a Registered Behavior Technician job training program that will provide graduating seniors with the requirements to sit for certification.

Parks completed her undergraduate degree at Truman State University and later completed her master's and doctorate degrees at the University of Missouri-Columbia. In college, Parks served on the executive board of the Association of Black Collegians and became a proud member of Delta Sigma Theta Sorority Inc., where she served as chapter president as an undergraduate and later became chapter advisor while completing graduate school.

To view the video honoring Parks, go to www.ucityschools.org/MLKSpirit2021.

University City Board of Education Candidate Statements

Four residents have filed for candidacy in the April 6, 2021, election for two, three-year seats on the University City Board of Education. Asterisks (*) indicate the incumbents. The candidates, in order of filing, submitted the following statements and photos.

Joanne Soudah*

I have lived in University City since 1981, and have been directly involved with our schools since 1984. I spent 29 years as a Kindergarten teacher in the School District of University City, and have had



the privilege of serving on the University City
Board of Education since 2015, having held the
offices of President, Vice-President, Secretary and
Director. I have been the liaison to many schools
and committees, and served a term as Vice-Chair
of EducationPlus. I have committed myself to
professional growth as a board member and
have completed Essential, Advanced and Master
Certification through the Missouri School Boards'
Association.

In the course of my board service, I have helped to identify and hire Superintendent Dr. Sharonica Hardin-Bartley and EducationPlus CEO Dr. Paul Ziegler, both of whom are having an impact on their organizations and the area as a whole. As a board, we have striven to improve academic and social outcomes for our students while remaining focused on equity. As you know, the COVID-19 Pandemic has greatly impacted everything, including education. The Board supported the Superintendent in one of the most complete responses to COVID-19 in the region, issuing devices and providing internet service to students and providing meals and other necessities to families, even during school closures. We continue to monitor data to determine when and if inperson instruction is safe for students and staff. Without a doubt, there will be a great deal of work to be done when our students return full-time to the buildings. We are committed to providing the resources to assess and respond to the social, emotional and educational needs of our students while keeping their well-being at the forefront. I hope that you will continue to put your trust in me as we rise to meet the challenges before us.

Kristine Hendrix*

Greetings!
I'm Kristine
Hendrix, a 14
year resident of
University City.
I have always
been active in
the community
from
volunteering

as a mentor



in Real Talk to joining UCEF. I have 3 boys currently attending Brittany Woods Middle School and UCHS. My professional experience includes, Human Resources, Accounting, and Health and Safety. During my tenure on the Board, I have served as Secretary, Vice President, and President to the Board of Education. I currently serve on the Region 7 leadership development committee with the Missouri School Board Association.

I am seeking re-election to continue the work on equity and continue developing a system of accountability that will translate into increased teacher satisfaction and academic success for all students. I will continue to advocate both in District and at the state and federal level to positively influence educational policy for all children.

During these unprecedented times, SDUC needs experienced leadership who is ready to continue the work. I am that candidate. Thank you for your continued support.

Board of Education Election Day is Tuesday, April 6, 2021.

Sharice Williams

In the ten years my family has lived in University City I have been impressed by the community's support and commitment to the school district. More importantly, I've been impressed



with the district leadership and the advances that have been made to meet children where they are and provide individualized learning so our children can graduate ready for the future world.

It is my opinion that effective board service consists of:

Good governance which is defined by transparent policy and decision-making, engaging community and student voices and building consensus.

Accountability and stewardship of taxpayer dollars by careful spending and oversight.

Ambassadorship to community, parents, students, teachers and staff to represent all voices and build strong relationships.

If elected to represent you as a member of the University City School Board I commit to:

- Ensure our children continue to have access to the highest quality education and resources
- Support the district's efforts to provide post-secondary options for all students
- Foster district accountability to the public for the strategic plan

My experience in leadership will deliver good governance as our community addresses the challenges of delivering educational excellence given the COVID-19 pandemic, and as we continue our equity journey to educational justice.

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The University City Education Foundation and University City High School PTO invite you to meet this year's school board candidates in a virtual, informal discussion moderated by the League of Women Voters.

Tuesday, March 16, 2021

Submit questions online by March 14.

Register for link/password at
www.ucityschools.org/BOECandidateForum031621

School Board Candidate Statements

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Monica A. Stewart, Ed.D.

Like many of our fellow parents, grandparents, guardians and caretakers, I value the quality of the education our students are receiving. My name is Monica A. Stewart Ed.D.



I have resided

in the Third Ward of University City for more than 35 years. Two of my four sons are proud alum of our great district, and continuing in their legacy, my granddaughters are doing the same at both Brittany Woods Middle School and University City High School.

In my more than 24 years of working in the field of education, I have served our district as substitute coordinator in the Human Resources department, secretary at McNair Sixth Grade Center, cheerleader sponsor at University City High School, contributed to district committees under the leadership of Dr. Joylynn Pruitt-Adams and Dr. Sharonica Hardin-Bartley, and have had the privilege of teaching our students attending summer school at Brittany Woods. I am a graduate of Maryville University, where I earned my Doctorate in Education. I have obtained my Educational Specialist degree from Webster University, in addition to my Masters in Administration and Bachelor of General Studies from the University of Missouri, St. Louis, as well as, teaching certificates in physical education and health education.

I am running to support our students during this unprecedented time. The current pandemic has not only fundamentally reshaped the way we all live our lives, but it has altered the way our students are learning. More than ever, we must ensure our students are receiving the best education possible through programs such as the Learning Reimagined framework with its three pillars: humanize, personalize, and problematize. We must also utilize data to make more informed and effective decisions, and most importantly, ensure the well-being of our students, our community, and our future.





Members of Black Academy at University City High School pose on furniture they built out of recycled materials in the outdoor courtyard. The courtyard enables students to safely gather during COVID-19.

UCHS Students Build a Lions' Den

PERSONALIZE: Learning Reimagined

A simple challenge sparked the idea for the Lions' Den.

This fall, teachers at University City High School asked the students in its Black Academy to come up with a solution to a COVID problem: How can students gather in community yet maintain health and safety standards?

The students were inspired to roll up their

sleeves and build an outdoor lounge called the Lions' Den in an underutilized area at the high school. The space, which once hosted the school's handball courts, was a rather unsightly asphalt-covered courtyard between buildings near the stadium.

The spruced-up area now boasts picnic tables, outdoor seating, potted plants and a privacy fence almost completely made from recycled materials.

"We started it because of COVID, but it's really for long-term plans," said Stella Cardes, a senior. "We wanted a place for students to go for lunch, pre-game barbecues and maybe an outdoor classroom."

Students transformed old tires into chairs, flowerpots and artwork. They constructed a sofa and a coffee table from wood pallets. They brightened the space with leftover paint. They spent six weeks planning and building, and then revealed their work to the community during an outdoor gathering in early November.

Students tossed a Frisbee and played checkers on a giant game board built into one of the tables. Others talked while they enjoyed snacks and music. Everyone wore a mask and spaced themselves at a safe distance.

Sophomore Mouhamed Ly said he was proud of the work. During virtual learning, he had been stuck at home with little motivation.

"It's better to try to do something. Get outside and work towards a goal," he said.

Ly said he hopes his fellow students will take care of the space and keep it clean. More improvements are coming. The members of Black Academy enlisted help from the student council, environment club and art students. They will be adding murals, signage and more activities to the space.

Cardes said the project gave her a chance to build her leadership skills.

"I learned to become more of a leader and



step up to get things done," she said.

Principal Michael Peoples said the Lions' Den project was student-directed work with teacher guidance. Educators call it projectbased learning, which is a best practice that many schools are trying to implement.

"I am beyond proud of the collaboration between staff and students," Peoples said.

Stephen Wurst, a career and technology teacher, said he didn't realize how much he missed in-person learning until he reunited with the students to work on the project.

"One of the great outcomes of this projectbased activity was that every student got to use their own unique talents that contributed to the designing, building and promoting of the Lions' Den outside courtyard," Wurst said. "The Lions' Den is filled with Lion Pride."

Black Academy is made up of a group of students excelling in their virtual schoolwork, achieving good grades, and keeping up attendance.

Brittany Woods Student Wins Award for Powerful

Monologue

As we reflect on January's Martin Luther King, Jr. Day and February's Black History Month, take a look at the monologue, "Young Black Boy" written by Nashaun Bates, an eighth-grade student at Brittany Woods Middle School. Bates wrote the monologue for Lydia-Rae Wehmeyer's Theater Arts class. He was one of the winners of the National BIPOC Monologue Competition, and his monologue will be published as part of a special collection. Bates was invited to voice his monologue at the start of February's University City Board of Education meeting.

Bates' monologue caused a viral sensation when it was first posted on Brittany Woods' Facebook page and then later reposted on the District's Facebook page. The monologue has had thousands of views. Wehmeyer,



Nashaun Bates

his teacher, said she was first blown away by the depth of feeling and complexity of the monologue. The piece uses alliteration, repetition and shares the toll of racial bias against young black boys, but also the power of resilience and identity.

"As educators, we are failing our students if we don't take into account the power and experiences reflected through student voice," said Superintendent Sharonica Hardin-Bartley. "Ms. Wehmeyer's monologue project was intended to amplify key thoughts, experiences and needs of our middle school students. Nashaun's work is a clarion call for racial equity, self-love and the need to clearly address racial bias both in our society and in our classrooms. I congratulate Nashaun and Ms. Wehmeyer for their work."

Young Black Boy

Where does your heart lie? What kind of world were you created in? When you were born...

Young Black Boy

The world stops, the stars align You were looked at with smiles and laughter As you grow older, you were played with by strangers Even police in the streets As you grow older, taller, stronger

You are looked at like a threat

Like your color becomes a weapon

Young Black Boy

You are sent to schools and churches

Where you are forced to look up to and learn from someone who has never experienced what it is like to be a...

Young Black Boy

Your life is turned upside down when you are raised by a single black woman

Who can't teach you to be a...

Young Black Boy

The world you live in does not want you to win You have to fight hard to survive

As you grow older, you have a hard time fitting into the world created for you

It's praised for a...

Young Black Boy

To play with lots of girls

But it is frowned upon for loving one boy

Young Black Boy

Hold your head high

You are loved

You are wanted

You are needed

You are royal

You are a...

Young Black Boy

A Safe, Gradual and Kind Plan

Continued from page 1

five elementary and preschool buildings can be sanitized. The other 40 percent of PreK-8 graders opted to work at home through virtual instruction, mostly with U. City Schools teachers.

The District is actually in its third phase of transitioning PreK-eighthgrade students safely and gradually into in-person instruction. In November and December, preschool, elementary and sixth-grade middle school students returned to classroom instruction two days a week and continued with virtual instruction two other days a week.

In early January, Brittany Woods Middle School also welcomed back students in grades 7-8 for two days of in-person instruction under the same hybrid model as younger students.

On February 8, the district's preschool children returned to school for four days a week of in-person instruction. On February 19, grades K-8 began four day a week instruction.

High School Students

Transitioning grades 9-12 back into high school posed greater challenges given the higher rates of COVID-19 transmission and illness among youth 16 and over in the St. Louis region.

And yet, a growing body of research finding decreased risk of transmission in schools opened the door for in-person Distance Learning Hubs at University City High School.

Starting in March, students can opt to attend the hubs with proctors and other supports in place. Additionally, the high school has increased project-based learning time for groups of students, enabling them to come onto campus for special lessons and hands-on activities.

As Students Gradually Re-Enter **Buildings, Safety Remains a priority**

To ensure continued in-person instruction, the District remains vigilant regarding safety protocols.

- Mask-wearing is required at all times in all District buildings.
- Students and teachers are physically distanced in classrooms, and travel in hallways is limited.
- All students and staff have PPE and cleaning supplies available in each classroom.
- · Hand hygiene is practiced regularly.
- Contact tracing has been underway since October and a full system has been developed to notify families and classrooms of active cases and quarantines.
- Parents are updated every morning before school regarding the number of active cases and quarantines within the district.
- The District maintains a COVID-19 dashboard at www. ucityschools.org/coviddashboard for families and staff to track cases.
- The District maintains a COVID-19 hotline at 314-290-4040.

THE SUPERINTENDENT'S VOICE: Sharonica Hardin-Bartley, Ph.D. PHR

Reprinted from the Sunday, Dec. 27 editorial page of The St. Louis Post-Dispatch.

A Season of Hope for Equitable Education

By: SHERITA LOVE and SHARONICA HARDIN-BARTLEY

As the new year approaches, most people want to look ahead. But as educators, we must also look back at the past nine months. Last March, our educational system was upended like a giant rock in the forest, revealing

unpleasant things in the national soil that we knew were there all along but refused to see.

Inequity in American education in all its ugliness has shown itself in this pandemic. The pandemic has highlighted the architecture of unjust systems that impact What if, even in our virtual learning environments, all children were seen as beautiful, brilliant and capable?

communities of color at a higher rate than white communities.

We see it in reports about urban, poor public schools struggling to get technology to their mostly Black students. We see it in economic

circumstances forcing neighborhood school closures amid a national crisis when so many families are suffering already. We see it in University City, where some students thrive in comfortable households with parents listening within earshot of virtual learning and ready to support their child. And yet other students, mostly Black, are having to navigate alone around heartbreaking obstacles to education that go far beyond bad internet access.

What if each student was honored as a human being with rights, thoughts and opinions that are accepted and respected?

It is hard for students to concentrate when parents work odd hours, leaving children to manage their own and their siblings' online learning lives. It is hard to tune in when their extended Black family has been hit the hardest by the pandemic and, yet, their support group for everyday survival extends dangerously beyond the walls of their household bubble. With sickness so close, it is hard for parents to overcome fear and send their child to school — even though research finds that schools with social distancing and mask protocols in place are far safer than other environments in a pandemic.

As two African American women and mothers, we see these obstacles when we venture into retail and grocery stores and see our Black students masked-up (as heroes) and working to support their families during hours when they would normally be in school. They've lost the safe haven of school buildings, which can provide so many supports. University City

district staff distributed more than half a million meals to our families since March. It's nothing to celebrate, because this highlights the tragic needs of our families to survive.

In this new year, we definitely have hope, thanks to new yearings that

In this new year, we definitely have hope, thanks to new vaccines that we pray will be administered in an equitable way. But the reality is, virtual learning will continue for quite some time. During this critical time, we morally cannot want for things to return to the way things were before March 2020. It would be a tragedy to view this year of disproportionate hardship on our Black and Hispanic students as a sign that racial inequity is inevitable.

Let's take this new year to think about alchemy and spin gold out of the rock — and the muck. One of the subtle ways that injustice operates is through what we can or cannot imagine as transformative change. Inequity steals our ability to dream for something different, something better or something that may not exist at present. Let's strive to achieve what we want instead of what has been prescribed by the systems impacting the outcomes for the most marginalized students.

Standards are important, and assessments, too. But we must put wellness, relationships and the safety of our children and educators first if we want to meet rigorous and attuned benchmarks. We must be accountable to all of our students despite differences and hardships in their home situations. We must rise them up first or we run the risk of assessing them right out of the

educational system.

Here are some transformative questions to ask as we dream about a better 2021:

What if, even in our virtual learning environments, all children were

What if the system was rebuilt so each and every child knew that they can do and be anything?

seen as beautiful, brilliant and capable? What if they all felt safe and loved? What if they were all welcomed fully and free of educational and cultural bias? What if each teacher and those entrusted with the care of our children built authentic relationships and knew how to best support

each student in the learning environment? What if each student was

honored as a human being with rights, thoughts and opinions that are accepted and respected? Can we imagine that each child learns and grows in a rigorous, challenging and empowering environment? What if the system was rebuilt so each and every child knew that they can do and be anything?

In the year of hope and change ahead, transformation of education is possible.

Sherita Love is executive director of the Education Equity Center of St. Louis.

Sharonica Hardin-Bartley is the superintendent of The School District of University City.

challenging and em system was rebuilt they can do and be In the year of hoj of education is poss Sherita Love is exect Center of St. Louis. Sharonica Hardin-I School District of Un Congratulations to of five dancers to re St. Louis Career Au expenses for his sun part of professiona Reuben! U Time!

Congratulations to UCHS senior Reuben Thomas, one of five dancers to receive the prestigious 2020 Dance St. Louis Career Award. The award will help pay for expenses for his summer dance intensive — an important part of professional dancer development. Fly high, Reuben! U Time!

Growing a Community

How a student service gardening project at Brittany Woods Middle School blossomed into a food sustainability network

for students throughout U. City

It all started with the seed

of an idea planted in the middle school in the summer of 2019 by then eighth-grader Alara Stewart.

Stewart had a growing awareness of a nearby Syrian immigrant community trying to make a new life in St.

Louis. Then, she and three other Brittany Woods students were selected to attend a free and prestigious WE Schools leadership camp in Tucson, Arizona, to learn about designing and implementing impactful school service projects for teachers and peers. When she returned from the camp, Alara proposed planting a garden in the Brittany Woods Middle School outdoor courtyard where students could grow fresh produce for Syrian and other immigrant families living in or near University City.

Anybody who has ever started and tended to a garden knows that it takes a lot of time, sweat and resources to go from an idea to yielding an actual tomato or potato. But that was of little concern to Anne Cummings, a teacher at Brittany Woods.

"Students need to think big, make a plan and adjust when they have to. It's all part of learning problem-solving and leadership," she said.

"Middle schoolers are often natural leaders, and I see my role as someone with a little more life experience who works alongside them," Cummings said. "There's no textbook that can effectively teach students fundraising, marketing, grant writing, volunteer coordination, spatial design and gardening concepts. All of these skills are transferable, and the students learned them by working with experts, learning from mistakes, and trusting their own judgement." And, she noted, "Every moment in the garden is an opportunity for critical thinking and problem-solving. Those are the foundations of science."

The Giving Garden

It wasn't long before Stewart had the interest of a core group of about 15 middle school students – and commitments from a variety of individuals and organizations to help and fund materials, like rakes and shovels, a garden shed, lumber for plant beds, fertilizer, grow lights and more. Partners included UCity in Bloom, University City Education

Foundation, Gateway
Greening, St. Louis
Community Foundation,
The Richmond Heights
Garden Club and private
citizens. According to
Cummings, "Each time
a need arises, someone
generous is there to
support our growth."

As donations
increased, and raw
earth was broken and
tilled, the urge to work
in the soil grew among
the Brittany Woods
community. Many
students found they
had a green thumb, and

others appreciated a pleasant place to go outside for lunch or free periods. Picnic tables and a tree-stump conversation ring were added to build community. Then came orchard plants like mullberries and raspberries.

Growing Together

The UCity Schools

Food Garden Network

"We had sixth-graders, seventh-graders and eighth-graders – basically the whole school – bringing in dirt, planting seeds, weeding," said Candace Weeden, now a sophomore. "It brought us together because everybody got to do something."

Even before the garden started yielding flowers or food, some students discovered the garden could be a sanctuary. Cummings said students having a hard day know they can set their work aside so they can de-stress, center and mentally move forward with the rest of their day.

And the garden gave back even more than that, Stewart said.

"It helped Brittany Woods because it helped students become leaders."

The students named it The Giving Garden.

A Community In Bloom

Amid a global pandemic, The Giving Garden still thrives.

Last spring, when students were not able to attend classes in the buildings, student volunteers planted nearly a hundred sweet potato slips. The fall climate was so mild and kind to the garden that it gave back dozens and dozens of sweet potatoes, and they celebrated their success with the first annual Brittany Woods Middle School Sweet Potato Harvest, which featured STEM and language arts related contests.

"The summer and fall harvests made the massive spring effort worthwhile. It was hard to accomplish the work of 60 kids with a few socially distanced people," said Cummings. "Despite the pandemic, we had tomatoes, peppers, herbs, cucumbers and beans to share with the community. The joy of being outside with students just grows exponentially. Watching them learn how to garden and getting them comfortable with it is a beautiful thing."

Even in the midst of brutal February cold snap, The Giving Garden still grew in spirit. Under the leadership of about a dozen University City High School students – most of whom were part of the original Giving Garden – they planned a new community service project to bring the joy of gardening and food sustainability to the greater University City Schools community.

The program is called Growing Together: The U City Schools Food Garden Network.

The high school students wanted to support food sustainability, and they asked themselves how they could expand upon the concept behind The Giving Garden to create a food gardening network in the larger U. City community. That network not only would bring community members into existing gardens at U. City's four elementary schools, but further include University City residents in gardening projects outside of the school district.

After seeing the impact of the pandemic on the elementary and middle school garden programs, the high schoolers wanted to rethink the concept of a "school" garden and increase food security at the same time. As 10th grader Bella Wright puts it, "We connect with one another through a love of gardening. We want people to see that this can happen at their homes and in our schools and if people are nervous about getting started, we are here to help."

The project got an immediate financial boost thanks to a generous, multi-year donation given by University City residents Ilene and C. Edwin Murray, who met and fell in love when they were both teachers at Brittany Woods in the 1970s.

The high schoolers have established a comprehensive budget that includes signage for network garden homes, plant and material distribution and even prizes for contests throughout the growing season. Thanks to the Murrays' generosity, a teacher from each school will be given a stipend to help recruit and support families within their smaller school communities. The high schoolers will use social media and print materials to offer general gardening guidance, encouragement and

Continued on page 14



U. City Celebrates Resilience, Growth and Change with a New How Did U Grow? Campaign

Gardens embody a spirit of patience, growth, hope, resilience and positive change. Even amid the many hardships and losses presented by COVID-19, our students, staff and families have blossomed by learning new things, finding physical and emotional strength, and nurturing wellness in themselves and others.

In this spirit, The School District of University City will celebrate its students, staff and families later this

spring through student activities, events and a social media campaign that encourages everyone to answer the very important question, How Did U Grow? amid this particularly difficult time dealing with global pandemic.

The How Did U Grow? campaign focuses on helping our community – from youngest to oldest – recognize the power of positive mindset, grit, gratitude and helping others. These attributes contribute to Well-Being and Joy, two key goals in

The School District of University City, Missouri

the District's ongoing vision of Learning Reimagined.

Though plans are still underway, the community can track future events and activities at www.ucityschools. org/UGrow. Later in the spring, keep an eye out for flower-like pinwheels on our school grounds and public spaces containing messages from our students on specific ways they have grown in the past year, be it through a new skill, a way to lift up others or themselves, and more.

March 2021 | PRIDE | ucityschools.org

District Partnerships Bring Kindness and Support To U. City Schools Families

##

HUMANIZE: Learning Reimagined

There is nothing like hot, healthy comfort food on a winter's day. Or an ice cream cone on a hot one. Or how about some spice to wake up the taste buds and outlook? Or a snuggly blanket to help with relaxation and rest?

Sharing food and small acts of kindness not only nourish but give comfort. When it is prepared or given to others in the spirit of love, it builds community and lightens everyone's load.

This school year, The School District of University City, in partnership with regional organizations, local businesses, and more than 350 residents and supporters, continues to take care of students and families having a hard time with the economic and mental health toll of COVID-19. It is

part of the District's grounded belief that children and families must be well first if learning is to occur.

Since March 2020, the District has distributed more than 735,000 free meals to families through its Grab & Go meal distribution program. But that's just part of the story for many of our families. Last summer and fall. families were treated to free, socially distanced visits to ice cream trucks on our hottest days thanks to the University City

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Education Foundation's Meal Appeal, which raised more than \$70,000 to feed and support U. City Schools families.

Thanks to the Appeal, families with greater need have also been provided discounted gift cards to local restaurants. House of India, a family-owned, independent restaurant on Delmar Boulevard, donated 100 vouchers for one free lunch. Which Wich Sandwiches on the Loop donated \$500 towards gift cards for families.

In February, 60 families further had gourmet restaurant meals delivered to them by District staff thanks to a partnership with the St. Louis Community Foundation and Vicia, one of the nation's top restaurants. Vicia has agreed to prepare another round of meals for some of our families. Another restaurant called Crispy Edge is gearing up to prepare 250 meals for our families in early spring through the Community Foundation.

Other restaurants, coffee shops and industries have also been very generous. Milk, eggs, yogurt and other goodies were donated by Peel Wood Fired Pizza, Kaldi's, Starbucks and Pepsi.

One can't be well without fresh fruits and veggies. Operation Food Search's Farm to Family program partnered with the District to deliver more than 18 tons of fresh food that included fresh blueberries, broccoli, squash, green beans, oranges and more.

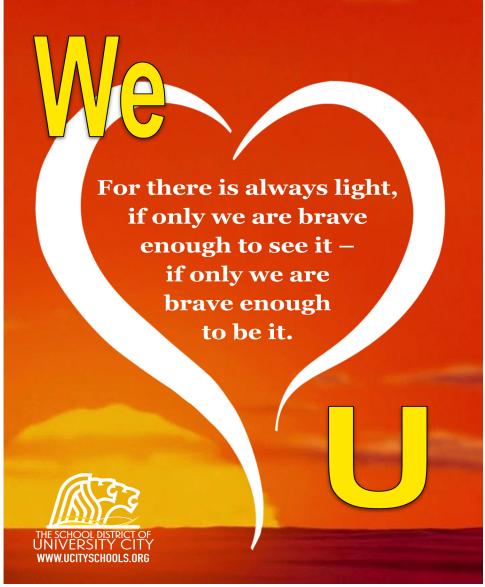
Food is even tastier when it is given in love. Through rain, snow and frigid and blistering temperatures, Wyman staff and staff volunteers distribute the meals to families in a way that puts a smile on their faces, be it through music, costumes or just a quick check-in through a car window to say hello or send an air hug.

In November, All Nations Church continued its tradition of Thanks Giveaway by distributing turkey and fixings so more than 100 District families could prepare a traditional holiday meal.

Thanks to the UCEF Meal Appeal and other donations, more than 100 families further received Wellness Baskets just before winter break containing grocery store gift cards, household essentials, board games, water bottles, hand sanitizer, gratitude journals, comfy blankets and more. This was in addition to a winter appeal for gift cards hosted every year by







Top: Mindfulness cards were given to students and staff to remind everyone to stay present and centered during difficult times. (Thank you to Mental Health America of Eastern Missouri for the idea.); Wellness gift bags were given to staff in thanks for their dedication and hard work. Bottom: Teachers and staff in the District sent every student a hand-written card through the mail to remind them that they are loved and supported.

the District's team of social workers.

Food was not the only comfort given in love this year. The Wyman Team, student services and staff volunteers in schools put together wellness bags and stress survival bags to give to students and staff. They contained the little things that often make life easier, such as special cookies, tea bags, cocoa mix, stress balls, mindfulness cards, hand lotion and sanitizer, facemasks, water bottles and more.

The District was also the beneficiary of an incredible array of learning supplies from KidSmart, including back to school kits, school supplies for teachers and families, virtual learning kits to help our students set up home learning areas, and even desks for students that had no place to work at home.

A longtime University City couple donated a considerable gift to purchase 360-degree cameras so science teachers could better teach laboratory experiments online. The generosity of First Bank enabled the District to purchase \$35,000 in technology for students, including user-friendly tablets for kindergarten students to use at home for their virtual learning.

The Brown School at Washington University even made sure our younger students had brand new children's books to take home and keep for their winter break.

And finally, in the spirit of little gestures can go a very long way, in early March, every student received in their home mailboxes a We Heart U card with a hand-written note from a teacher or staff member.

UCHS Students Develop Alexa Skill on Black Lives Matter

Groundbreaking work can be heard around the world



PROBLEMATIZE: Learning Reimagined

Alexa has become a common household companion since Amazon began selling Echos and other voice-operated electronic devices. Alexa can do everything from switching on porch lights to coaching users on how to bake the perfect soufflé.

This past summer, however, Alexa got woke. That's when the digital device began giving thousands of listeners highly informed lessons on the history of the Black Lives Matter movement in America from material in part curated by four University City High School students.

The students and their partner peers at Georgia State University's school of social work have the potential to reach more than a million people through the Alexa skill they developed, showing just how far University City student voiced can carry in the world.

How did this begin? In the classroom, of course. In the 2019-20 school

year, students Adrianna
Albert, Merrick Hoel, Jaiden
Smith and Zoe Yudovich
enrolled in Christina Sneed's
AP English and Composition
class. They spent the year
steeped in learning differing
narratives of United States
history and analyzed the
New York Times' landmark
1619 Project, reported by
Pulitzer Prize-winning
reporter Nikole HannahJones. The students became
highly aware of the African

"Imagine if we had those conversations nationwide and worldwide...how different things could be and people could be."

Merrick Hoel Senior, University City High School

American experience and the legacy of slavery, segregation and racism in the history of America. That led them to examine power systems and the emergence of the Black Lives Matter movement.

A New Opportunity

Their experience could have stopped at the end of the school year, but in early June, Principal Michael Peoples was approached and asked if he had any students who might be interested in developing an Alexa "skill" through a new type of software developed by Bob Stolzberg, of Washington, Missouri. The software gave people who did not know how to code the technology to develop "skills" or subjects to be added to Alexa's database of information.

Stolzberg was shocked by the death of Eric Garner in 2018 by police restraint after Garner pleaded with police and said, "I can't breathe." Stolzberg decided to find students who could build a skill on Black Lives Matter and contacted Peoples through a mutual acquaintance. When Peoples approached Sneed about the summer project, she knew immediately that her four students were the perfect fit.

Albert, Hoel, Smith and Yudovich spent three months gathering information and talking from their perspectives about how they were (or were not) impacted by inequity, white privilege and the reality of police violence against Black people. The group was tasked with coming up with questions users might ask Alexa as well as biographies of people central



Students Adrianna Albert, Merrick Hoel, Jaiden Smith and Zoe Yudovich collaborated with students from Georgia State University to build the Alexa skill. They were featured on Channel 4 News earlier this year discussing the project.

to the Black Lives Matter movement and protests around the nation. Their work included responses to questions like, "Alexa, what is Black Lives Matter?" and "Alexa, what was Black Wall Street?" to biographies of Sandra Bland, Tamir Rice, Ahmaud Arbery and other African Americans who were killed by police. Yudovich further built a skill that can send a text to users with a link to a list of Black-owned businesses and companies nationwide.

Reaching Millions

The project involved collaboration. The UCHS students shared their work with college students from Georgia State University who offered feedback, writing advice and final editing. In late August, the skill launched. Within less than a week, 1,000 people had installed it on their Alexa device. Their goal is to reach more than a million active users.

In September, Hoel, Smith and Yudovich, who are now seniors, met with Stolzberg to try out the newly launched Alexa skill. (Albert had already moved to Columbia to start her freshman year at Mizzou). Their eyes brightened when they heard Alexa's familiar voice repeat the scripts they had written.

"When we were in Zoom meetings with the college students, the project just felt so small. I was just sharing my work with these 15 people," Smith said. "And then it's on Alexa being heard everywhere. Yeah, it's really surreal."

The students said they have learned a lot about speaking up and recognizing inequity and racial injustice. They've grown comfortable talking about uncomfortable topics like white privilege with acquaintances who may or may not recognize their privilege or systems of racial oppression. Talking about it is not as hard as people think, Hoel said.

"Imagine if we had those conversations nationwide and worldwide – the actual history of African Americans and others and not what we've been normally taught," she said. "Just think how different things could be and people could be."

The students' project was highlighted in a report by KMOV News Channel 4. To install the feature on your Alexa device, say "Alexa, install the Black Lives Matter skill."



UCHS Hosts Outdoor Screening to Showcase AP Student Documentaries



PERSONALIZE: Learning Reimagined

Every spring, high school students in Christina Sneed's AP English and Composition class undertake documentary projects that typically incorporate the themes of their readings into modern-day looks at our local and greater community. Those filmed documentaries are usually screened by the public in the high school auditorium as a culmination to the challenging course.

Last spring, however, COVID-19 canceled the screenings – but not the exploration within Sneed's students. In Sneed's class, the juniors and seniors had spent their 2019-20 academic year studying alternative narratives of American history inspired by Hannah Nikole-Jones' special report: The 1619 Project, originally published in The New York Times.

Despite a global pandemic, Sneed said the students' work needed to be seen given the goal of the course was to expose unknown narratives that

are not always taught in history books. In October, she and her students hosted a physically distanced screening outside in University City High School's stadium. The University City Education Foundation helped the effort by purchasing a jumbo-sized blow-up movie screen and a special projector.

On a balmy evening, about 200 people sat distanced on the stadium's bleachers to watch the documentaries first introduced by the students.

The films varied but shared a common thread regarding the African-American experience and issues around equity, inclusion, and cultural bias amid a white power structure. One student documented hair discrimination and hair identity. Two students teamed together to explore the racial undertones of residents choosing private schools over U. City Schools. Another addressed fashion and cultural appropriation.

Seven videos were shown altogether, and several graduates who had previously taken the course came to watch as well.

Read about a special Alexa project undertaken by four students in Christina Sneed's class on page 11 of this issue of PRIDE.





On a beautiful October evening, students used the University City High School Stadium to hold an outdoor public screening of their documentaries, the culmination of a year's work in their AP English and Composition Class. Each student introduced themselves and their work before showing the short films.



Partnership with WashU Puts Brittany Woods Students on the Frontlines of the Race to Find a COVID-19 Vaccine



HUMANIZE: Learning Reimagined

This fall, while school buildings were still closed, seventh-grade students at Brittany Woods Middle School had the exciting chance to virtually participate in real work being done by Washington University researchers studying COVID-19 and striving to create a vaccine.

The mini course was made possible through a partnership with Brett

Maricque, Ph.D., an assistant professor in the department of genetics at Washington University School of Medicine. The experience exemplified the District's goal of modern, rigorous and relevant instruction by helping students understand the science behind stopping the transmission of COVID-19.

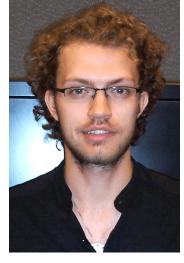
With Maricque as the lead educator and virtual tour guide, the students visited via Zoom a COVID-19 testing site, a clinical laboratory and the medical school's prestigious McDonnell Genome Institute. During the talks and visits, students heard from other prominent researchers and were able to ask questions about their important work.

"This was truly the epitome of STEM education, as the students learned from people in multiple scientific and medical disciplines about something very real in their everyday lives."

> **Beverly Velloff** District's PreK-12 STEM coordinator

The students attended four, 45-minute sessions which focused on topics such as the importance of COVID-19 testing, testing access and cultural boundaries. The students viewed the actual process of specimen collection and researchers at work in their labs working on vaccines.

This real life look at science in motion helped the



Brett Maricque, Ph.D.

students learn about antibodies, blood and immune system basics, virus genetics, viral reproduction, as well as vaccine design and testing.

"It gave them an understanding of the science behind this actual public health event that was dramatically affecting their lives," said Beverly Velloff, the District's PreK-12 STEM coordinator. "This was truly the epitome of STEM education, as the students learned from people in multiple scientific and medical disciplines about something very real in their everyday lives."



Growing a Community

Continued from page 9

troubleshooting. Since the pandemic has prevented many students from coming to their school gardens, the gardens are coming to them.

The Network is also currently developing a full marketing campaign. Residents can expect to see banners, yard signs and social media on the project soon. By April, the student Network expects to distribute materials and how-to brochures to network members.

Students said they know that COVID-19 has disproportionately impacted Black and Brown families across the country. While the district works hard to ensure educational equity through virtual and in-person learning, the high schoolers want to make sure that everyone interested in gardening will end the summer with the experience and know-how needed to grow their own affordable, healthy food. For this reason, they are working hard to reach as many District families as possible.

"We just are making sure that everyone hears about the program and has access to gardening," said sophomore Gayle Stevenson. "Growing your own food will give you a sense of self accomplishment. This can be a 'real proud of me moment' where people can say, 'I can give this to myself, my family or my friends to eat."

Alara Stewart, who first envisioned the Giving Garden at Brittany Woods, says it's been incredibly gratifying to sow the seeds of community through the new Network.

"I hadn't led a project because of COVID in a long time," she said. "I think, because of The Giving Garden, we know what effectively works to help people. It's exciting to know that we are going to bring a little bit of light to so many residents, especially during COVID."



Above: With help from U City in Bloom, kindergarten students from Pershing Elementary School received a lesson in growing when they visited the Pershing Community Garden last fall. Below: Brittany Woods teacher Anne Cummings works with middle school students on The Giving Garden in October 2019.

To learn about upcoming events and more regarding The Food Garden Network, go to Facebook.com/UCGrowingTogether.







Congratulations!

To the 2019-20 staff of The Dial, University City High School's prestigious yearbook

The yearbook staff was honored with the All Missouri award of excellence from the Missouri Interscholastic Press Association. The award is the highest level state honor and is based on a critique of the entire yearbook. The staff won the award after scoring 496 out of 500 points.

Last spring, every senior in the Class of 2020 received a copy of The DIAL

thanks to donations raised by the staff of University City High School.

The 2019-20 DIAL staff included Isabelle Blumenhorst (co-editor), Nathan Hill (co-editor), Ella Chisholm, Marley Gardner, Nacim Hassoun, Tia Moore, Reina Nadal, Mia Robinson, John Ruland, Albert Smith, Farah Thabet and Janelle Walker; along with teacher/sponsor Mary Williams.



Continued from page 1

pandemic, which has kept many students learning at home. The program not only offers children a chance to catch up and accelerate in reading, writing and math, but provides the joy and enrichment of a summer camp experience – giving our children a chance to unwind, refresh and reconnect after such a hard year.

"We want our students to come to school and learn, but have fun," Hardin-Bartley said. "They need an array of rich experiences, especially after such a hard year. Camp U really is an extension of Learning Reimagined, and we are excited to rethink summer school so it better serves our students."

Camp U will utilize the same safety and health protocols currently in use for in-person instruction. Students will still physically distance in buildings, and mask wearing is required. Students will also be able to socialize and learn outside in healthy air and sunshine.

Further information on the camp will be posted when available. Interested parents can also visit www.ucityschools.org/campuinfo2021 to check for updates.

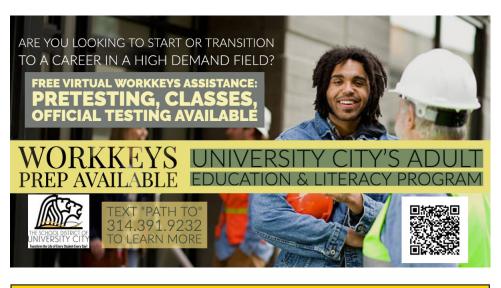


Class of 2031 Wins Districtwide Donation Drive Competion

The University City High School Class of 2022's winter food drive brought in 828 pounds of donated food and other necessities to go to Operation Food Search. The donations were valued at \$1,416.22, which represents enough food to provide quality nutrition to 209 people for one day.

The District's second-graders (Class of 2031!) won the Food Drive's class challenge for bringing in the most donations. The drive was organized by UCHS juniors under the guidance of school social worker Christine Woodward. Woodward and fellow district social workers frequently organize drives to help UCHS and community members.

This year, the food drive was, in part, a thank you to Operation Food Search for its wonderful partnership with the District. Since last spring, Operation Food Search has provided district families with more than eight tons of fresh produce distributed through the school district's Grab and Go meal program.





Covid Hotline 314-290-4040

covidhotline@ucityschools.org

For School District Families Only

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District To Host Community Empowerment Series

Sessions present information and tools for wellness amid toxic stress and trauma

The School District of University City will host a series of free, virtual workshops for the community addressing positive and proven ways to reduce the negative impact of toxic stress and trauma on the mind, body and greater community. The sessions will be presented by Alive and Well Communities, the region's premier agency to help individuals and communities address their own wellbeing and the well-being of their neighbors.

Participants will learn relatable self-care strategies in response to stress and trauma, ways to better connect with others and advocacy methods to disrupt systemic oppression that unfairly causes toxic stress and trauma in marginalized communities.

The three-week series will be conducted twice, once in March and once in April. It is recommended attendees participate in all three consecutive meetings, but not required. Attendees are welcome to join the meetings when they can.

The meetings take place via Zoom on Wednesdays from 6 to 7:30 p.m. Registration is required for a link and a password. To register, go to www.ucityschools. org/aliveandwell2021.

Session 1:

- March 10: Know Thyself We Are More Than Our Experiences
- March 17: Self Care Is the Best Care
- March 24: Together We Triumph Over Trauma

Session 2:

- April 14: Know Thyself We Are More Than Our Experiences
- April 21: Self Care Is the Best Care
- April 28: Together We Triumph Over Trauma









A publication for and about The School District of University City, Missouri

March 2021

