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# 2020-2021

# LOUISIANA STUDENT ENGAGEMENT AND SUCCESS VENDOR GUIDE

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## OVERVIEW

Every day, all students are in schools that treat them with dignity and respect, and where they have the opportunity to build knowledge of the world, read meaningful texts, express ideas through writing and speaking, and solve complex problems. Schools support the well-being of students by:

-  **1. Prioritizing Positive, Intentional Relationships** - Facilitate meaningful interactions to develop sustaining, strong relationships within the classroom and throughout the school. This guide includes training and resources to build the following relationships:
  - Staff to student,
  - Staff to staff,
  - Student to student, and
  - Staff to family relationships.
  
-  **2. Attending to Individual Students' Needs** - Provide individualized supports and services to meet the social, emotional, and mental well-being of students. Services and resources include:
  - Training and materials to build structures for staff to regularly communicate with students
  - Tier II and Tier III evidence-based interventions
  - Universal Mental Health Screeners
  - External Service Providers
  
-  **3. Responding to Student Behavior With Appropriate Support** - Address policies and practices to ensure that students receive appropriate support, as behavior incidences are often a signal of need. Services include:
  - Training and materials on trauma informed practices
  - Training and materials on culturally responsive leadership practices
  - Training and materials on de-escalation & other strategies to support students
  - Training and materials to ensure policies allow for appropriate support versus discipline

The Student Engagement and Success (SES) Vendor Guide provides school systems with a list of vendors and resources to support schools in the evaluation, design, planning, and implementation of these priorities.

## FUNDING

School systems may leverage multiple funding sources for vendor engagement. Sources to consider are local funds, CARES Act formula funds, Title I Part A, Title IVA, and, as appropriate, IDEA funds as part of a [Coordinated Early Intervening Services](#) (CEIS) plan.

## RELATED RESOURCES

- [Guide to Supporting the Well-Being of Students and Staff](#)
- [Partnership for Success Guide](#)
- [Louisiana Academic Content PD Vendor Guide](#)
- [School System Planning Resources](#)

## CONTACT US

Organizations interested in being included in this guide or Louisiana educators interested in providing feedback should contact [studentengagement@la.gov](mailto:studentengagement@la.gov).



## MENTAL HEALTH SCREENERS

Universal screening is the key to early recognition and treatment for all “at-risk” students. Studies have shown correlations between high risk scores on mental health screeners and low academic performance. Identifying and treating mental health challenges early results in improved social outcomes and academic achievement for students.

With that in mind, as a step toward ensuring every student the best chance of a successful school year, all students should be administered a universal mental health screener upon their return to school in 2020. This [guidance](#) can be used to select the most appropriate screener for your school. Recommended universal screeners are detailed in the table below.




Student Risk Screening Scale–Internalizing and Externalizing (SRSS-IE)
<ul style="list-style-type: none"> <li>This is a free, one-page, K-12 student screening tool that schools can create/modify in either Microsoft Word or Excel. The 12-item tool identifies characteristics which teachers rate students using a 4-point Likert scale.</li> <li>Additional information and access to <a href="#">informational videos, FAQs, school coordinator resources, and instrument templates</a> are available.</li> </ul>
Social Academic and Emotional Behavior Risk Screener (SAEBRS)
<ul style="list-style-type: none"> <li>This K-12 screener includes three categories: social, academic and emotional behavior. It includes 19 characteristics that are screened using a 4-point Likert scale. The screener can be administered by a teacher or can be self-administered students. The average time to complete screening is 1-3 minutes per student.</li> <li>The <a href="#">FastBridge</a> system is a subscription-based online platform that supports universal screening and progress monitoring for behavior and academics (K-12 reading and math). The <a href="#">social-emotional behavior suite</a> includes SAEBRS (for teacher rating) and mySAEBRS (student self-rating) for screening. FastBridge enables online administration and scoring and delivers accurate, actionable reports for screening, skills analysis, and instructional planning along with integrated online training and certification – all offered in one powerful, standards-aligned and efficient cloud-based data management system. For more information contact FastBridge: <a href="https://www.fastbridge.org/contact-sales/">https://www.fastbridge.org/contact-sales/</a>.</li> </ul>
Behavior Assessment System for Children Third edition (BASC-3) Behavior and Emotional Screening System (BESS)
<ul style="list-style-type: none"> <li>The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. Teacher, Parent, and Student act as raters; Requires no formal training for the raters and can be administered in just 5-10 minutes.</li> <li><a href="#">Pearson</a> offers starter kits, Scoring, Manuals, and two reporting platforms - <a href="#">Review 360 and Q-global™ Web-based Administration</a>. Contact John Means for pricing information: <a href="mailto:john.means@pearson.com">john.means@pearson.com</a> or 210-339-5680.</li> </ul>

## EXTERNAL SERVICE PROVIDER

Meeting the full continuum of student needs is dependent on collaboration between schools and external service providers (i.e., community mental health providers). External service providers offer supplementary or intensive services that go beyond school capacities. Partnerships with service providers are most effective when coordinated by school-employed mental professionals, defined by clear memoranda of understanding (MOU), and reinforce an appreciation for the unique contribution each group makes to create a seamless and comprehensive service delivery. The table provides a link to behavioral and mental health providers in managed care organizations and to the LSU Center for Evidence to Practice (LSU E2P). The LSU E2P is a Louisiana based center focused on access to quality care for kids and families, provided through an interactive map of evidence-based program providers.

Managed Care Organization/ Provider Support Organization	Link to External Service Providers
AmeriHealth Caritas Louisiana	<a href="#">Search for Care</a>
Healthy Blue	<a href="#">Search for Care</a>
Louisiana United Healthcare® Community Plan	<a href="#">Member Services Resource to Providers</a>
<a href="#">LSU Center for Evidence to Practice</a>	<a href="#">Interactive Map of Evidence-Based Program Providers</a> <a href="#">Practitioner List by Region</a> <i>*The providers accept Medicaid and are trained/working towards certification in evidence-based programs for children and families.</i>
Magellan of Louisiana	<a href="#">Find a Provider</a>

# VENDOR MATRIX

Vendor	 <b>Prioritize Positive, Intentional Relationships</b>			 <b>Attend to Individual Students' Needs</b>		 <b>Respond to Student Behavior with Appropriate Support</b>			
	Staff-to-student Relationships	Student-to-student Relationships	Staff-to-family Relationships	Teacher Teaming Structure	Tier II and Tier III Intervention	Trauma Informed Practices	Culturally Responsive Leadership Practice; Culturally Responsive Teaching	De-escalation & Other Strategies to Support Students	Policies Allow for Appropriate Support vs. Discipline
AccuTrain™ Corp						✓		✓	✓
ACT	✓	✓	✓			✓			
Building Assets, Reducing Risks (BARR)	✓	✓	✓	✓	✓				
Baton Rouge Children's Advocacy Center (BRCAC)	✓		✓		✓	✓	✓	✓	✓
CT3	✓	✓	✓						
Edgenuity	✓	✓	✓		✓				
FranklinCovey Client Sales, Inc. (Leader in Me)	✓	✓	✓	✓			✓		
International Institute for Restorative Practices (IIRP)	✓	✓	✓	✓	✓				✓
Kickboard	✓		✓		✓				
LSU Health New Orleans Department of Psychiatry						✓	✓	✓	
LSU Social Research and Evaluation Center	✓	✓	✓	✓		✓	✓	✓	✓
Manners of the Heart	✓	✓							
NCS Pearson, Inc., Clinical Assessment Division		✓		✓					
PAXIS Institute					✓				
Positive Action		✓	✓		✓	✓	✓		✓
Scholastic	✓	✓	✓						✓
Talent Development Secondary	✓	✓		✓	✓				✓
The Best Man Company, LLC						✓	✓	✓	✓
The Teacher and Learning Center						✓		✓	
ThirdWay Solutions	✓	✓	✓			✓	✓	✓	✓
Tulane Mental Health Consultation Services	✓	✓							

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**ORGANIZATION:** AccuTrain™ Corp.

**CONTACT INFO:** Jill Pate, [jill@accutrain.com](mailto:jill@accutrain.com), 800-775-9674

**COST INFO:** For pricing information, visit the website <https://accutrain.com/>.

**DESCRIPTION**

The AccuTrain™ mission is to serve K-12 educators exclusively with resources and insightful professional development events. AccuTrain™ provides online, DVD and print titles, and instructor-led continuing education in the form of webinars, seminars and conferences. They also provide resources and PD focused on relational aggression, behavior management, teaching strategies, school safety and counseling techniques, in addition to numerous school on-site Professional Development. AccuTrain™ provides a comprehensive menu of resources and events for teachers, counselors, nurses, principals, deans and social workers - as well as transportation, school safety and food service personnel.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training and Policy Review:</b>                      The Responsibility-Centered Discipline (RCD) program supports schools moving away from an obedience-based discipline practice to one that is centered on students taking responsibility for their own behavior, and their own academic success. An RCD Model School is committed to helping all staff members become proficient in helping students to own their behavior.</p>	<ul style="list-style-type: none"> <li>• Trauma Informed Practices</li> <li>• De-escalation Strategies</li> <li>• Policy Review and Development</li> </ul>	Kindergarten-12	✓	✓	✓

## ORGANIZATION: ACT

**CONTACT INFO:** Marci Price, [marci.price@act.org](mailto:marci.price@act.org), 317-345-7484

**COST INFO:** For pricing information, visit [https://www.mawilearning.com/ACT-MawiLearning/LDOE.PriceSheet\\_SEL.xlsx](https://www.mawilearning.com/ACT-MawiLearning/LDOE.PriceSheet_SEL.xlsx).



## DESCRIPTION

Each year, ACT serves millions of students, job seekers, schools, government agencies and employers in the US and around the world with learning resources, assessments, research and credentials designed to help them succeed from elementary school through career.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> Mawi Learning, recently acquired by ACT, provides The Powerful Educator professional development program that leverages evidence based SEL concepts to help educators connect with their students, build trust and facilitate a safe and supportive learning environment. Educators learn the science and best practices behind positive staff-student relationships, and learn to apply concrete strategies in their classrooms and schools. Participants in Powerful Educator have opportunities to practice their relationship building skills and reflect through discussions during PLC, department or group meetings.</p>	<ul style="list-style-type: none"> <li>• The Powerful Educator</li> </ul>	Kindergarten-12	✓	✓	✓
<p><b>Student to Student Relationships:</b> ACT's student SEL curriculum, Turbo Toolkit, provides age- and developmentally appropriate strategies and tools to help students build positive, healthy and balanced peer relationships. Elementary school focuses on empathy and practices for inviting others to join. In middle school, there is a focus on teamwork, managing peer pressure, and conflict resolution. In high school, students learn communication strategies, perspective-taking, and building social networks. The curricula encourages students to build a strong and supportive team of peers who are able to communicate effectively, work together toward a goal and productively manage conflicts.</p>	<ul style="list-style-type: none"> <li>• Turbo Elementary</li> <li>• Turbo Leader Suite</li> <li>• Turbo Leadership</li> </ul>	Kindergarten-5 Grade 6-8 Grade 9-12	✓	✓	✓
<p><b>Staff to Family Relationships:</b> Resources include family presentations to introduce key concepts, at-home activities to reinforce applicable skills and letters to families to involve them in social emotional curriculum. Also includes Empowering English Learners Leader Kit, parent and family letters and workshops specifically designed for the families of English Language Learners.</p>	<ul style="list-style-type: none"> <li>• Empowering English Learners Leader Kit</li> </ul>	Kindergarten-12	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training:</b> ACT will launch (in Fall 2020) the Trauma-Informed SEL Program, designed to complement the Powerful Educator program. The course helps educators understand the impact of trauma on students and how to apply trauma-informed practices in their classroom and to the school at-large. The program provides concrete research-based strategies that educators can utilize to build safe and supportive learning environments, develop trusting and impactful relationships with their students, and help students learn essential coping strategies needed for growth and success.</p>	<ul style="list-style-type: none"> <li>• Trauma Informed Practices - Powerful Educator</li> </ul>	Kindergarten-12	✓	✓	✓

## ORGANIZATION: BARR Center/Hazelden Betty Ford Foundation

**CONTACT INFO:** Jennifer Remick, [jremick@hazeldenbettyford.org](mailto:jremick@hazeldenbettyford.org), 651-246-0175

**COST INFO:** For pricing information, visit the website <https://www.barrcenter.org>.



### DESCRIPTION

BARR (Building Assets Reducing Risks) is a strengths-based model that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students. Designed by an educator, the BARR model is rooted in the belief that growth is possible and within reach for every school, with the same students and the same teachers. BARR's mission is to create equitable schools so that every student, regardless of race, ethnicity, or economic status has access to a high-quality education where adults know them, recognize their strengths, and help them succeed. It operates under the belief that every student in America deserves to walk into school every morning knowing they are understood, cared about, and supported in and out of the classroom so they can thrive both academically, socially and emotionally.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> BARR professional development focuses on building strength-based relationships to ensure every student thrives. BARR educators participate in yearly in-person trainings and coaching and receive unlimited remote support throughout the school year focused on the importance of building student-teacher relationships and using relationships to enhance achievement. Training begins prior to implementation and continues with daily, weekly, and monthly team meetings and coaching.</p>	<ul style="list-style-type: none"> <li>• BARR Model Implementation</li> <li>• Promoting Equity</li> <li>• Reducing Substance Abuse</li> <li>• Addressing Trauma</li> </ul>	Kindergarten-12	✓	✓	✓
<p><b>Student to Student Relationships:</b> BARR curricular, I-Time, is a 30-minute weekly lesson that students experience with others in their cohort as a supplement to the school curriculum. Facilitated by the cohort's core-subject teachers, I-Time's social and emotional focus helps students build strong relationships with teachers and each other — and practice essential life skills, such as communicating effectively and setting personal goals.</p>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• Reducing Substance Abuse</li> <li>• Grief and Loss</li> </ul>	Kindergarten-12	✓	✓	✓
<p><b>Staff to Family Relationships:</b> The BARR model improves communication with families, treating them as active partners. BARR educators participate in yearly in-person trainings and coaching and receive unlimited remote support throughout the school year focused on the importance of building teacher-family relationships and using relationships to enhance achievement. Families are invited to participate in an initial orientation and a parent advisory council.</p>	<ul style="list-style-type: none"> <li>• BARR</li> <li>• Teacher-Family Relationships</li> </ul>	Kindergarten-12	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT'S NEEDS					
<p><b>Teacher Teaming Structures:</b> In the BARR model, the teachers in a cohort have a shared meeting time. Teacher (block) teams meet weekly to discuss each student in the cohort using student-level data that is updated weekly. The teacher team evaluates each student's progress as well as academic and non-academic barriers to learning. In these collaborative sessions, teachers identify students who are struggling and determine how to intervene to support them as well as students who should be accelerated. Each teacher provides a unique lens on the student and these perspectives combine during the meeting to create a more holistic view of the student.</p>	<ul style="list-style-type: none"> <li>• BARR Model Implementation</li> <li>• Increasing Meeting Effectiveness</li> </ul>	Kindergarten-12	✓	✓	✓
<p><b>Tier I, II, and III Interventions:</b> In the BARR model, teachers identify students who are struggling, as well as students who should be accelerated, and determines how to intervene to support them. Cohort teacher teams identify the most at-risk students and move them into a structured Risk Review process that engages the community to determine the most effective response. This team includes the school's BARR coordinator, a school administrator, a school social worker/counselor, and other professionals as needed. They are trained to use this process to identify and execute interventions to get essential external support for these students.</p>	<ul style="list-style-type: none"> <li>• BARR Model Implementation</li> </ul>	Kindergarten-12	✓	✓	✓





**ORGANIZATION:** Baton Rouge Children’s Advocacy Center (BRCAC)

**CONTACT INFO:** Toni Bankston, [toni@batonrougecac.org](mailto:toni@batonrougecac.org), 225-343-1984

**COST INFO:** For pricing information, visit the website <http://batonrougecac.org>.

## DESCRIPTION

Baton Rouge Children’s Advocacy Center (BRCAC) provides direct services to children who have been impacted by or at risk for trauma, including trauma from a violent crime. Due to the highly behavioral manifestations of trauma in affected children, BRCAC is committed to providing services to children in school settings as well as on-site. BRCAC works with law enforcement, schools, child protection, physicians and nurses and others to assist in investigation of, as well as, provide robust recovery services for trauma. The BRCAC partners with the Center for Mind-Body Medicine to provide robust professional development for teachers and other providers in other disciplines to understand the basics of childhood trauma, what it means to be trauma-informed within the classroom, and how to balance the stress of being exposed to trauma in schools and communities with one’s wellness and resilience to remain whole while caring for children through self-awareness and integrating a practice toolkit.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<b>Staff to Student Relationships:</b> The BRCAC provides a dual focus training centered on the educator and the student. The training develops teachers’ self awareness while simultaneously giving them the tools to practice with students that are simple, practical and applicable to daily routines.	<ul style="list-style-type: none"> <li>Using Social Emotional Learning (SEL) Curriculum</li> </ul>	Kindergarten-12	✓	✓	✓
<b>Staff to Family Relationships:</b> The BRCAC supports schools exploring and responding to the mental health needs of students by engaging family members. Teachers are taught skills in self awareness so that they may first recognize when and when not to engage with students or families to ensure effectiveness with families in crisis is optimized.	<ul style="list-style-type: none"> <li>Building Teacher Relationships with Families Who Experienced Trauma</li> </ul>	Kindergarten-12	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT’S NEEDS					
<b>Tier I, II, and III Interventions:</b> The BRCAC provides interventions that address the health effects of past trauma, racial tension, exposure to childhood trauma by students and vicariously by teachers as well as chronic stress. Training and resources are provided to support use of the evidence-based behavioral intervention Mind-Body Medicine, which seeks to teach how to use self-care and group support as transformational tools for stress and trauma relief, and to build resilience.	<ul style="list-style-type: none"> <li>Childhood Trauma</li> <li>Understanding Adverse Childhood Experiences (ACEs)</li> </ul>	Grade 5-12	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<b>Well-Being Training:</b> The BRCAC is committed to sharing our expertise and knowledge with other professionals in our community regarding the effects of trauma on those we serve and on ourselves. BRCAC believes that having more people in a community speaking the same language about the epidemic of trauma, the better chance we have at affecting change.	<ul style="list-style-type: none"> <li>Trauma Informed Practices</li> <li>Caring For and Protecting Ourselves</li> <li>Crisis Intervention Communication</li> <li>Childhood Trauma 101</li> </ul>	Kindergarten-12	✓	✓	✓

## ORGANIZATION: CT3

**CONTACT INFO:** Max Brooks, [mbrooks@ct3education.com](mailto:mbrooks@ct3education.com), 202-656-4413

**COST INFO:** For pricing information, visit the website <https://www.ct3education.com/contact-us/>.

## DESCRIPTION

CT3 is an organization that has supported schools across the nation in culturally relevant classroom management, pedagogy, relationship building, and leadership development. CT3 offers high-value in-person and virtual professional development and coaching services that elevate cultural relevancy and build school capacity through improved pedagogy. Through core bodies of work - No-Nonsense Nurturer®, Real Time Teacher Coaching®, and Real Time Leadership Coaching - CT3 partners with schools to create an exponential positive impact on students' futures.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> CT3 training focuses on how educators use the first three steps of the No-Nonsense Nurturer® model together in service of relationship-building, and ultimately, student engagement, support, and high achievement. CT3 provides strategies about how to build relationships during, before and after school day; how to unpack and replace disempowering mindsets about students and their families, and how to effectively manage time to maximize the impact of relationships. The CT3 strategies build life-altering relationships with students and their families in unique, deep and lasting ways to support student achievement.</p>	• No-Nonsense Nurturer®	Early Childhood-12	✓	✓	✓
<p><b>Student to Student Relationships:</b> CT3 trains instructional coaches or other school leaders to provide teachers with immediate, non-disruptive feedback and tips via headsets during actual instruction. This feedback supports a teacher's effective implementation of the No-Nonsense Nurturer® model and high-leverage pedagogical strategies conducive to fostering strong student to student relationships.</p>	• Real Time Teacher Coaching (RTTC)	Early Childhood-12	✓	✓	✓
<p><b>Staff to Family Relationships:</b> The CT3 training supports school principals to effectively incorporate the latest research on family relationships to support their school to continuously improve the conditions and outcomes for students. CT3 approaches ongoing school improvement by first assessing the school's current levels of performance and then, based on that appraisal, designing a comprehensive plan that will result in measurable culture and achievement shifts. Associates are thought-partners for principals throughout the year to support staff-family engagement.</p>	• No-Nonsense Nurturer® Real Time Leadership Coaching	Early Childhood-12	✓	✓	✓



**ORGANIZATION:** Edgenuity Inc.

**CONTACT INFO:** Lynette McVay, [bids@edgenuity.com](mailto:bids@edgenuity.com), 770-820-3767

**COST INFO:** For pricing information, visit the website  
<https://www.edgenuity.com/solutions/social-and-emotional-learning/>.

**DESCRIPTION**

Edgenuity, in partnership with Purpose Prep, offers relevant social and emotional learning (SEL) curriculum to support students and educators K-12. Content is aligned to the Collaborative for Academic, Social and Emotional Learning (CASEL) core competencies and designed to meet prevention and intervention goals with engaging media and ongoing support. The SEL curriculum can be used to foster a deeper understanding of emotions and personal development, leading to improved behavior, increased student success, and lifelong confidence.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<b>Staff to Student Relationships:</b> Edgenuity, in partnership with Purpose Prep, offers sessions designed to equip educators with the tools and knowledge needed to deliver SEL content, guide discussions, and check-in with students on learning. Professional development is also provided to guide administrators or other leaders in supporting staff in ongoing SEL delivery to build supportive relationships between students, staff, and families.	<ul style="list-style-type: none"> <li>Purpose Prep Social Emotional Learning</li> </ul>	Kindergarten-12	✓	✓	✓
<b>Student to Student Relationships:</b> Professional development and training provides educators with valuable tools to aid in fostering positive and intentional student-to-student relationships. Training sessions that focus solely on relationship-building are available to include role-playing scenarios and other real world examples and practice opportunities, aiding in the development of a positive school culture.	<ul style="list-style-type: none"> <li>Escalation, De-escalation and Neutral Responses to Sensitive and Difficult Situations</li> </ul>	Kindergarten-12	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT’S NEEDS					
<b>Tier I, II, and III Interventions:</b> The SEL curriculum is aligned to CASEL competencies and designed to support positive behavioral interventions and supports and Multi-Tiered Systems of Support (MTSS) best practices.	<ul style="list-style-type: none"> <li>Purpose Prep Intervention</li> </ul>	Kindergarten-12	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<b>Well-Being Training:</b> Edgenuity provides professional development training to support educators in the delivery of the Purpose Prep SEL. Educators are guided on how to discuss sensitive topics, have difficult conversations with students, and foster a positive and nurturing classroom environment. Numerous sessions are available to provide ongoing support and guidance.	<ul style="list-style-type: none"> <li>Trauma Informed Practices</li> <li>Culturally Responsive Training</li> <li>De-escalation Strategies</li> <li>Restorative Practices</li> </ul>	Kindergarten-12	✓	✓	✓



**ORGANIZATION:** FranklinCovey Client Sales, Inc. (Leader in Me)

**CONTACT INFO:** Jason Quinlan, [jason.quinlan@franklincovey.com](mailto:jason.quinlan@franklincovey.com), 513-737-9200

**COST INFO:** For pricing information, visit the website

[https://drive.google.com/file/d/li6m9cUcgPfqPKP9eKRmcA-187Io8\\_rFp/view](https://drive.google.com/file/d/li6m9cUcgPfqPKP9eKRmcA-187Io8_rFp/view).

## DESCRIPTION

Leader in Me (LiM) is a whole-school transformational model empowering students, staff, and families with the mindset, knowledge, and skills to be life-ready leaders. Essential to leadership development is its approach to student-led learning and applying social and emotional skills in real-life situations. LiM Schools accomplish this by incorporating leadership principles and practices school wide, including the LiM Framework and The 7 Habits of Highly Effective People®.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> Leader in Me (LiM) builds staff-to-student relationships based upon a framework and professional development that shifts the language, paradigms and practices of adults in the building and aims to seek the gifts and strengths of all students in the building. Teachers are taught to model the paradigms and practices in all of their interactions with students, which builds high trust and respectful relationships. Direct and integrated lessons are built into this process.</p>	• Launching Leadership	Kindergarten-12	✓	✓	✓
<p><b>Student to Student Relationships:</b> LiM trains teachers to train students in building positive student-to-student relationships through first building independent behaviors that are then applied interdependently. Students are given active leadership roles which allow students to utilize their gifts and strengths proactively in their interpersonal relationships with peers. Teachers are trained to develop leadership roles in order to build student's confidence and self-reflection.</p>	• Creating Culture	Early Childhood-12	✓	✓	✓
<p><b>Staff to Family Relationships:</b> The LiM framework emphasizes school to family relationships through improving communication, using professional development to create meaningful partnerships with families and involvement in their child's social and emotional learning. Schools are trained to engage families in frequent and meaningful communication utilizing the language and principles of LiM to build family partnerships.</p>	<ul style="list-style-type: none"> <li>• 7 Habits of Highly Successful Families</li> <li>• Speed of Trust</li> </ul>	Early Childhood-12	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT'S NEEDS					
<p><b>Teacher Teaming Strategies:</b> Schools are trained in the Learning and Implementation Cycle to use data to make decisions about individual student needs. Teachers are trained to work together in teacher teams to utilize data, set goals and review individual student needs through the 4 Disciplines of Execution process. This process applies to student, class, grade and schoolwide data, and helps teachers identify behavioral and academic strengths/weaknesses of individual students. Interventions can then be implemented and data gathered around the efficacy of the applied intervention.</p>	• 4 Disciplines of Execution (4DX®)	Early Childhood-12	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training:</b> This training focuses on the impact of Unconscious Bias. Every day, people are faced with countless bits of information while making decisions that range from the pragmatic to the strategic. As they confront more and more information and have to act quickly while considering varying perspectives, your leaders and team members are primed to rely on biased thinking called Unconscious Bias. The training will help leaders and team members address bias, which allows them to thrive and increase performance across the organization.</p>	• Unconscious Bias	Early Childhood-12	✓	✓	✓



**ORGANIZATION:** International Institute for Restorative Practices (IIRP)

**CONTACT INFO:** Dinorah Foster, [pdspecialist@iirp.edu](mailto:pdspecialist@iirp.edu), 610-807-9221

**COST INFO:** For pricing information, visit the website <https://www.iirp.edu/>.

## DESCRIPTION

Restorative practices is the science of relationships and community. The IIRP is a provider of restorative practices professional development, coaching, consulting, graduate education, and educational resources. The IIRP has a long-demonstrated ability to deliver equity- and trauma-sensitive restorative practices professional development training in diverse settings across multiple sectors. These coaching and consulting services help leaders reinforce and use restorative practices with fidelity to improve climate and culture.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> IIRP training provides the skills for educators to establish healthy relationships with students and engage family support, both virtually and in person, through an understanding of restorative principles and the use of affective language, restorative circles and conferencing. Staff learn to better support students through the normal trials of school life and the extraordinary challenges faced, gaining confidence in understanding what is necessary to create supportive structures to maintain strong one-on-one relationships with students and caregivers and to facilitate meetings in an effective, fair, and engaging manner. Training reinforces development of SEL competencies. Educators learn the importance of doing things with students, rather than to them or for them, how to apply the actions on the restorative continuum both proactively and responsively, and proven strategies to build open and honest relationships.</p>	<ul style="list-style-type: none"> <li>Establishing Healthy Relationships With Students</li> <li>Understanding Restorative Principles</li> <li>The Use of Affective Language, Restorative Circles and Conferencing</li> </ul>	Early Childhood-High School	✓	✓	✓
<p><b>Student to Student Relationships:</b> The IIRP training options are designed for faculty and staff to acquire practical skills that not only improve their own relationships, but also directly influence student-to-student interactions. Teachers and administrators learn to proactively provide time, space, and structure to model and teach how to build positive relationships inside and outside of the classroom. Teachers and students use restorative practices to build skills to increase understanding and empathy, promote accountability for behavior, and acquire agency within peer groups.</p>		Early Childhood-High School	✓	✓	
<p><b>Staff to Family Relationships:</b> IIRP training and coaching fosters understanding of theory and development of skills that enables faculty and staff to strengthen all of their relationships, including those with families. All IIRP professional development is delivered with a sensitivity to issues related to equity and trauma. Additionally, the IIRP supports staff-to-family relationships through coaching and training targeted staff to increase sensitivity and skills in the area of family engagement.</p>	<ul style="list-style-type: none"> <li>Restorative Responses to Adversity and Trauma</li> </ul>	Early Childhood-High School	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT'S NEEDS					
<p><b>Tier I, II, and III Interventions:</b> SaferSanerSchools™ is IIRP's model design program, a multi-year K-12 approach designed to teach administrators, educators, counselors, and support staff how to explicitly build a positive school climate and culture using restorative practices. The program improves school climate, reduces suspensions, and decreases discipline disparities. SaferSanerSchools™ builds upon the IIRP's Basic Restorative Practices training with monthly coaching and a Train the Trainer option, allowing schools to sustain the program after the IIRP training is complete.</p>	<ul style="list-style-type: none"> <li>SaferSanerSchools™</li> <li>Restorative Leadership Methods</li> <li>Adversity and Trauma</li> <li>Motivational Interviewing</li> <li>Aggression Replacement Therapy</li> </ul>	Early Childhood-High School	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training and Policy Review:</b> Restorative practices (RP) provides the space and structure for proactive community building, recognition and validation of historically marginalized voices, and the repair of harm when words or actions reflect a lack of sensitivity to issues of diversity, equity, and inclusion. Proactive use of restorative practices can reduce the overall frequency of conflict. IIRP helps examine existing policies, procedures, and structures through a restorative lens, suggesting changes that might be necessary to facilitate restorative interaction of staff, students and families.</p>	<ul style="list-style-type: none"> <li>Trauma Informed Practices</li> <li>Culturally Responsive Training</li> <li>De-escalation Strategies</li> <li>Discipline Policy Review</li> </ul>	Early Childhood-High School	✓	✓	✓



**ORGANIZATION:** Kickboard, Inc.

**CONTACT INFO:** Will Burch, [will@kickboardforschools.co](mailto:will@kickboardforschools.co), 504-327-5788

**COST INFO:** For pricing information, visit the website <https://www.kickboardforschools.com/>.

### DESCRIPTION

Kickboard is a total end-to-end behavior solution that helps districts and schools drive climate and culture initiatives. It enables educators to input and analyze the full range of student behaviors and interactions in real time. By combining powerful behavioral management and intervention technology with impactful leadership coaching, Kickboard schools are better equipped to support a dynamic learning environment where students are inspired by a positive school culture.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<b>Staff to Student Relationships:</b> Kickboard provides both virtual and onsite training to help teachers and staff build positive relationships with students. A Kickboard coach will lead staff to explore mindsets critical for success. Staff will access tools to help reinforce positive choices with students and be guided through a group norming process to ensure consistency in behavior capture.	<ul style="list-style-type: none"> <li>Empowering Staff for Success: Mindsets, Tools, and Strategies for a Positive School Culture</li> <li>Culture Professional Learning Communities: A Framework for Using Culture Data to Drive Improvement</li> </ul>	Kindergarten-12	✓	✓	✓
<b>Staff to Family Relationships:</b> Teachers are taught skills in crisis communication, de-escalation and how to explore and respond to students and family members who may be or feel threatened by authority figures or in general due to their own stress response.		Kindergarten-12	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT'S NEEDS					
<b>Tier I, II, and III Interventions:</b> Kickboard provides evidence based Tier 1, 2, and 3 interventions to decrease suspensions in schools.	<ul style="list-style-type: none"> <li>Kickboard Platform and Coaching</li> </ul>	Kindergarten-12	✓	✓	✓

**ORGANIZATION:** Louisiana State University Health New Orleans Department of Psychiatry

**CONTACT INFO:** Joy Osofsky, PhD, [jsofs@lsuhsc.edu](mailto:jsofs@lsuhsc.edu), 504-568-6004

**COST INFO:** For pricing information, visit the website <https://www.medschool.lsuhs.edu/psychiatry/>.

## DESCRIPTION

The Department of Psychiatry at LSUHSC team consists of licensed psychologists, psychiatrists and social workers who have extensive experience in providing a wide range of assessment, treatment, crisis management, training/education and consultation/liaison services to teachers, administrators, school personnel, students, and families impacted by psychological trauma. Services included individual and group counseling with students using evidence-based interventions. Trainings and professional development with school administrators and staff include information on trauma after disasters, self-care and deescalation.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training:</b> The Department of Psychiatry at LSUHSC provides professional development and training sessions that are culturally and developmentally sensitive with regard to how psychological trauma manifests in children and families and how these intermingling factors impact the clinical picture. Training sessions foster culturally appropriate responses from educators tasked with supporting diverse populations of students and families in the communities served.</p>	<ul style="list-style-type: none"> <li>• De-escalation</li> <li>• Anger management</li> <li>• Self-care</li> <li>• Secondary Traumatic Stress</li> </ul>	Early Childhood-12	✓	✓	✓



**ORGANIZATION:** Louisiana State University Social Research and Evaluation Center (LSU SREC)

**CONTACT INFO:** Dr. Judith Rhodes, [jrhode9@lsu.edu](mailto:jrhode9@lsu.edu), 225-578-4948

**COST INFO:** For pricing information, visit the website <https://www.lsu.edu/srec/>.

## DESCRIPTION

The Social Research and Evaluation Center (SREC) in the LSU College of Human Sciences and Education is a multidisciplinary applied research unit that works to foster healthy social systems. SREC works in four impact areas: Education, Health & Wellness, Public Safety, and the Community. SREC works to improve student behavioral outcomes by building the capacity of schools through engagement activities, rigorous evaluation, consultation, and matching interventions to meet school needs. Our expertise positions us to be knowledge brokers to provide research on evidence-based best practices to our partners. We facilitate collaboration to identify issues, solve problems, and promote data-driven decision making and policy development. We build school/district capacity in data analysis, instrument selection, assessment and screening, and use of appropriate interventions. Culturally competent practices are a key concern and SREC has expertise and access to qualified professionals.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
<b>PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS</b>					
<p><b>Staff to Student Relationships:</b> With school input, SREC will develop a plan of evidence-based practices that enhance staff-to-student relationships to address the specific area(s) of need. SREC provides support services and professional development in consultation with the district or school for efficient service delivery. The goal for every service is to enhance learning opportunities for both staff and students by increasing student connection, improving school culture, and providing a sustainable model of strong staff-to-student relationships.</p>	<ul style="list-style-type: none"> <li>Increasing Student Connection</li> </ul>	Kindergarten-12	✓	✓	✓
<p><b>Student to Student Relationships:</b> SREC provides training tailored to the specific needs of each district or school in regard to student-to-student relationships. A district or school-specific professional development of evidence-based practices that enhance student-to-student relationships will be developed to address the specific area(s) of need. Other assistance such as peer mentoring, and observation and feedback are available.</p>		Kindergarten-12	✓	✓	✓
<p><b>Staff to Family Relationships:</b> SREC develops a district or school-specific plan of evidence-based practices that enhance staff-to-family relationships to address the specific area(s) of need. SREC has facilitated staff-to-family relationships in multiple projects over the past thirty years.</p>	<ul style="list-style-type: none"> <li>Engaging Families In Their Child's Educational Process</li> <li>Meeting Families Where They Are</li> <li>Parental Communication Procedures and Best Practices</li> <li>How to Build Parent-Staff Relationships</li> <li>Childhood Trauma</li> </ul>	Kindergarten-12	✓	✓	✓
<b>ATTENDING TO INDIVIDUAL STUDENT'S NEEDS</b>					
<p><b>Teacher Teaming Supports:</b> SREC facilitates PD for teachers and administrators for strategies to help struggling students, best practices for effective collaboration, and data-driven decision making. SREC provides support to administration and school leaders to develop teacher teaming structures.</p>	<ul style="list-style-type: none"> <li>Effective Collaboration</li> <li>Data-driven Decision Making</li> </ul>	Kindergarten-12	✓	✓	✓
<b>RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT</b>					
<p><b>Well-Being Training and Policy Review:</b> For the wellbeing of those working and learning in schools, SREC provides training sessions that demonstrate ways in which trauma informed and culturally responsive practices can be integrated within each tier of the MTSS framework. SREC training highlights ways in which practices can be implemented cohesively and improve both staff and student wellbeing and performance. The SREC team includes individuals who understand psychosocial issues (e.g., social workers, psychologists, educators, and human development experts).</p>	<ul style="list-style-type: none"> <li>Mental Health Screening Implementation</li> <li>Trauma Informed Practices</li> <li>Culturally Responsive Training</li> <li>De-escalation Strategies</li> <li>Classroom Management</li> <li>Teacher-Wellbeing Support</li> <li>Discipline Policy Review</li> </ul>	Kindergarten-12	✓	✓	✓



**ORGANIZATION:** Manners of the Heart

**CONTACT INFO:** Pamela Prescott, [pprescott@mannerstheheart.org](mailto:pprescott@mannerstheheart.org), 225-383-3235

**COST INFO:** For pricing information, visit the website

<https://mannerstheheart.org/assets/uploads/bigideas/Materials-Price-Sheet-Final-1.pdf>.

**DESCRIPTION**

Manners of the Heart (MOH) Social Emotional Education provides a comprehensive, developmentally appropriate approach designed to prepare students for success in and out of the classroom by supporting their social-emotional growth. Through positive attributes founded in mutual respect and civility, MOH supports the creation of a school culture of respect, diversity, appreciation and acceptance. MOH provides the framework for increased student achievement, maintenance of healthy relationships, self-regulated behavior, and developing critical thinking and problem-solving skills by unlocking the heart and opening the mind.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> By building the framework of individual, peer, and community respect, Manners of the Heart supports a close interconnected relationship between the teacher and student by building trust. Teachers are positioned as a powerful and effective means of support and encouragement by means of regular check-ins, mentoring, and family connections. MOH believes relationships must be fostered and nurtured continually, and supported with curriculum stories and identifiable situations that give starting and talking points to facilitate interactions.</p>	• Heart Attributes	Early Childhood-Elementary	✓	✓	✓
<p><b>Student to Student Relationships:</b> MOH creates and sustains healthy student to student emotional well-being in each lesson by providing a framework to identify and cope with emotions. The lessons teach how to esteem others and to build self-respect. Students build trust by giving respect as modeled in the lessons throughout the curriculum by using social stories, situational narratives, songs and videos modeling smart problem solving, and conflict resolution.</p>	• My Manners	Early Childhood-Elementary	✓	✓	✓



**ORGANIZATION:** NCS Pearson, Inc., Clinical Assessment Division

**CONTACT INFO:** John Means, [john.means@pearson.com](mailto:john.means@pearson.com), 800-627-7271

**COST INFO:** For pricing information, visit the website

<https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/review360/review360-subscriptions.pdf>.

## DESCRIPTION

NCS Pearson, Inc., through its Clinical Assessment division, provides a wide range of assessments for personality, behavior, ability, achievement, speech and language and career interests, along with professional development, training and consultation services. Pearson provides the SSIS Social-Emotional Learning Edition (SSIS-SEL), which is a comprehensive, evidence-based, social-emotional learning system that also assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention. The SSIS-SEL Edition Classwide Intervention Program (CIP) skill units are visually engaging and effective, and is a multi-component digitised system for use with preschool through middle school students to help consistently screen, assess, and remediate social-emotional skills and key academic enabling behaviours.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<b>Student to Student Relationships:</b> Training focuses on building positive, intentional student-to-student relationships. SSIS SEL /Review360 SEL Overview & Classwide Intervention Program (CIP) provides guidance to improve student-to-student relationships. CIP supports learning by scripted lessons and digital materials.	• SSIS SEL	Early Childhood-8	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT'S NEEDS					
<b>Teacher Teaming Strategies:</b> The Schoolwide professional learning course on Review360 is about building a team to improve student behavior and school culture, which studies show improve academic success. The Team Unit covers building a team, team roles & responsibilities, & team norms. The SSIS SEL on Review360 includes screening to identify the SEL competencies that are in most need of support, & the CIP provides scripted lessons & digital resources to teach the identified skills.	• Review360	Early Childhood-12	✓	✓	✓

**ORGANIZATION:** PAXIS Institute

**CONTACT INFO:** Erin Roepcke, [erin@paxis.org](mailto:erin@paxis.org), 520-461-5000

**COST INFO:** For pricing information, visit the website <https://www.goodbehaviorgame.org/>.

**DESCRIPTION**

The PAX Good Behavior Game (PAX GBG) is a classroom-based, evidence-based preventive intervention applied by teachers as part of their daily management of their classroom. This intervention consists of a set of research-based strategies based in behavioral science, neuroscience, and cultural wisdom that improve behavior, academic performance, and a host of lifetime outcomes for children. Teachers can implement the strategies while carrying out daily tasks. PAX GBG teaches skills for self-regulation, co-regulation, and self-control.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
ATTENDING TO INDIVIDUAL STUDENT'S NEEDS					
<p><b>Tier I, II, and III Interventions:</b>            PAX GBG consists of a set of research-based strategies based in behavioral science, neuroscience, and cultural wisdom that improve behavior, academic performance, and a host of lifetime outcomes. The strategies within PAX GBG allow teachers and classmates to reinforce growth in areas necessary for success in the classroom, on the job, and in life.</p>	<ul style="list-style-type: none"> <li>• The PAX Good Behavior Game</li> <li>• Social Emotional Learning</li> </ul>	Early Childhood-Middle School	✓	✓	✓



**ORGANIZATION:** Positive Action

**CONTACT INFO:** Alex Allred, [alex@positiveaction.net](mailto:alex@positiveaction.net), 208-732-1139

**COST INFO:** For pricing information, visit the website <https://www.positiveaction.net>.

**DESCRIPTION**

Positive Action developed the Positive Action program for school, home, and the community. The Positive Action program is a whole system with a comprehensive set of integrated and interactive components. Positive Action has developed effective training and professional development programs for onsite and online.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Student to Student Relationships:</b> Positive Action (PA) builds intentional student-to-student relationships through its Pre-K–12 curricula, which covers the positive actions for the physical, intellectual, social and emotional areas taught in six units. The Thoughts-Actions-Feelings Self Circle illustrates how thoughts lead to actions and actions to feelings about self. Intentionality increases when a school institutes the PA school climate program and links to the home and community to reinforce one another.</p>	<ul style="list-style-type: none"> <li>Thoughts-Actions-Feelings Circle</li> </ul>	Early Childhood-High School	✓	✓	✓
<p><b>Staff to Family Relationship:</b> PA trains school and family outreach personnel on how to build staff-to-family relationships by training them on the school curricula, the school climate program, and the family program.</p>	<ul style="list-style-type: none"> <li>Build Staff-to-Family Relationships</li> </ul>	Kindergarten-12	✓	✓	✓
ATTENDING TO INDIVIDUAL STUDENT’S NEEDS					
<p><b>Tier I, II, and III Interventions:</b> Positive Action is an integrated, systematic program that has components for school, home and community, which are used in all tiers. Its components can build, reinforce, be combined or stand alone. A Thoughts-Action-Feelings about Self Circle demonstrates how to apply the philosophy. The units teach positive actions for physical, intellectual, social and emotional areas.</p>	<ul style="list-style-type: none"> <li>Positive Action</li> </ul>	Kindergarten-12	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training:</b> PA training and professional development is for a behavioral system for school, home and community. It teaches positive actions for the whole self: physical, intellectual, social and emotional and has an encompassing philosophy: you feel good about yourself when you do positive actions and there is a positive way to do everything.</p>	<ul style="list-style-type: none"> <li>Introductory Pathway</li> <li>Addressing Barriers to Learning and Student Motivation</li> <li>Driving Improvement through Attendance</li> <li>Trauma Informed Practices</li> <li>Culturally Responsive Training</li> <li>Discipline Policy Review</li> </ul>	Early Childhood-High School	✓	✓	✓



## ORGANIZATION: Scholastic

**CONTACT INFO:** Rhonda Waltman - Ed.D, [rwaltman@scholastic.com](mailto:rwaltman@scholastic.com), 251-454-2709

**COST INFO:** For pricing information, visit the website <https://drive.google.com/file/d/1vznKP2jpaGXX9N2FqIff9IavGfE7u3cq/view>.

## DESCRIPTION

Scholastic has been in existence since 1920, and is the publisher and distributor of children’s books in print and digital instructional materials for PreK to grade 12, and a producer of educational and entertaining children’s media. Scholastic is a provider of research-based professional learning that addresses the barriers to successful student learning.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<p><b>Staff to Student Relationships:</b> Scholastic provides strategies and solutions to improve staff to student relationships under its flexible E.L.E.V.A.T.E pathway and through a session entitled: Improving Adult-Student Relationships. The interactive three-session offering for educators explores the link between student engagement and student achievement, including learning how to reframe staff-to-student relationships, understanding how students perceive adult behaviors, and exploring capacity-building strategies to build strong relationships. Additionally, under the course, Equity in Behavioral Supports, we focus on disciplinary changes that positively impact relationships, and, addresses school climate from the perspective of understanding how to establish a learning environment that welcomes trusting relationships between staff and students.</p>	<ul style="list-style-type: none"> <li>Improving Adult-Student Relationships</li> </ul>	Early Childhood-High School	✓	✓	✓
<p><b>Student to Student Relationships:</b> Scholastic provides educators with the most appropriate capacity-building skills to introduce to students the critical need to develop themselves to improve one-on-one relationships with peers.</p>	<ul style="list-style-type: none"> <li>Equity and Behavioral Supports</li> <li>Social Emotional Learning Webinar</li> </ul>	Early Childhood-High School	✓	✓	✓
<p><b>Staff to Family Relationships:</b> Under the E.L.E.V.A.T.E. pathway, schools address the state of things around family and community engagement and receive a deeper dive exploration of strategies for developing meaningful engagements. Schools can engage in a pathway approach to considering the status of intentional relationships, student behaviors, or the desire to grow and expand family and community engagement.</p>	<ul style="list-style-type: none"> <li>Foundations of Family Engagement</li> <li>Effective Practices to Welcome All Families</li> <li>Supporting Parents with Setting Up Home Learning Environments</li> <li>Conducting a Virtual Home Visit</li> <li>Supporting Parents with Read-Alouds</li> </ul>	Kindergarten-12	✓	✓	✓
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training and Policy Review:</b> Scholastic’s E.L.E.V.A.T.E pathway and associated PD courses address understanding why behaviors exist and why traditional discipline procedures sometimes need to be adapted to better fit local needs. The pathway offers consultative support for leaders as they guide schools through these significant changes.</p>	<ul style="list-style-type: none"> <li>Trauma Informed Practices</li> <li>Culturally Responsive Leadership</li> <li>Culturally Responsive Teaching</li> <li>Addressing Barriers to Learning and Student Motivation</li> <li>Engaged in Learning: Driving Improvement Through Attendance</li> </ul>	Early Childhood-High School	✓	✓	✓

## ORGANIZATION: Talent Development Secondary

**CONTACT INFO:** Tara Madden, [tmadden@tdschools.org](mailto:tmadden@tdschools.org), 504-231-2425

**COST INFO:** For pricing information, visit the website <http://www.tdschools.org/>.



## DESCRIPTION

Talent Development Secondary (TDS), is a national school partner and leader in secondary school redesign for over 20 years. TDS supports a school's development, implementation and continuous improvement of a multi-tiered Early Warning System (EWS), validated by the research of Dr. Robert Balfanz and predictive of on-time high school graduation and post-secondary success, to structure student interventions and supports. TDS partners with schools to bring organizational, climate, and instructional innovations to grades 6-12 and provide extensive professional development and coaching. TDS' primary strengths are its strong research base (validated through multiple internal and third-party studies), experience with schools, and its ability to influence school culture. TDS helps school leaders build staff capacity to provide academic and socio-emotional support to students in grades 6-12.

Focus Area of Support and Description	Training/ Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
<b>PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS</b>					
<b>Staff to Student Relationships:</b> TDS helps schools create small learning communities where interdisciplinary teacher teams support a common set of students. Teacher teams collaborate and focus on evidence-based strategies and individual, small-group, and whole-group interventions for students. TDS helps schools create a safe, secure school climate that promotes effort, resiliency, and collaboration as keys to both staff and student success. TDS helps schools to solicit and incorporate student voice in designing tiered interventions. Many TDS staff have been trained and certified by the International Institute for Restorative Practices (IIRP) to deliver and support their model as part of a multi-tiered system.	<ul style="list-style-type: none"> <li>• Success Mentors</li> <li>• Post-secondary Exploration and Preparation</li> <li>• Social-Emotional Learning</li> </ul>	Middle-High School	✓	✓	✓
<b>Student to Student Relationships:</b> TDS supports the implementation of the Restorative Practices Model. TDS also provides professional learning on the most recent findings on the development of the adolescent brain and provides tangible ways teachers can support students as they develop self-regulation and executive function. This compliments the training developed by IIRP to help participants understand the process and rationale more deeply. TDS provides curricular and non-curricular support. TDS facilitates design of small group advisory and structures that leverage student voice and leadership that meet often. Curricular supports include teacher and student materials on human relations and resiliency skills and includes professional learning and coaching.		Middle-High School	✓	✓	✓
<b>ATTENDING TO INDIVIDUAL STUDENT'S NEEDS</b>					
<b>Teacher Teaming Structure:</b> TDS works in collaboration with school leadership teams to build schedules that allow interdisciplinary teacher teams who share students and common planning time built into the workday. The series of whole faculty and small group professional learning sessions explore research and the school's current data trends in Attendance, Behavior and Course (ABCs) Performance to develop staff and leaderships understanding of distributed leadership. Stages of teaming, formal teaming structures, the norms of collaboration and using real time student data to drive decisions, interventions, and recognition are taught. Teacher team leaders are provided with training and job embedded coaching to build and sustain teams, engage student voice, conduct quarterly conferences with students to reflect on their ABCs set goals, and foster a culture of recognition.		Middle-High School	✓	✓	✓
<b>Tier I, II, and III Interventions:</b> TDS supports schools creating an Early Warning System (EWS), used by an interdisciplinary team of teachers to meet weekly or bi-weekly during the workday with real time, student level data in attendance, behavior, and course performance. TDS helps schools leverage district and community-based resources that extend capacity to provide appropriate interventions and supports the integration of support service providers and teaching staff. This tiered support model helps struggling students overcome emotional, behavioral, and personal challenges and get back on track to on-time promotion and graduation.	<ul style="list-style-type: none"> <li>• Components of Early Warning System</li> </ul>	Kindergarten-12	✓	✓	✓
<b>RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT</b>					
<b>Policy Review:</b> TDS facilitators guide school leaders to examine current discipline policies to determine if policies allow them to function with students instead of doing things to or for students.		Kindergarten-12	✓	✓	✓

**ORGANIZATION:** The Best Man Company

**CONTACT INFO:** Jesse Jackson, III, [info@bestmancompany.com](mailto:info@bestmancompany.com), 248-842-5041

**COST INFO:** For pricing information, visit the website [www.bestmancompany.com](http://www.bestmancompany.com).

**DESCRIPTION**

The Best Man Company, LLC is a professional development company that specializes in training resources for schools to address student trauma, race and cultural issues, COVID-19 school re-entry trauma, foster better student-teacher relationships and improve students’ behavior and academic performance. Onsite and virtual training, books, executive coaching and consulting and professional development training is provided to K-12 school staff, administrators, school board, students and parents.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training:</b> The Best Man Company, LLC (BMC) provides K-12 educators with resources and intensive professional development training institutes. BMC provides training to assist with developing and implementing discipline policies.</p>	<ul style="list-style-type: none"> <li>• Trauma Informed Practices</li> <li>• Culturally Responsive Leadership and Teacher Training</li> <li>• De-escalation Strategies</li> <li>• How to Build and Maintain a Positive and Productive School Culture in the Suspension Ban Era</li> <li>• Cultural Awareness Institute</li> <li>• Student Trauma &amp; Behavior Institute</li> <li>• School Leader Behavior Institute</li> <li>• How to be An Effective School Leader in the COVID-19 Crisis (Action Steps For During &amp; After The Crisis)</li> </ul>	Kindergarten-12	✓	✓	✓

**ORGANIZATION:** The Teacher and Learning Center

**CONTACT INFO:** Dr. Suzanne T. Harris, [sharris@lae.org](mailto:sharris@lae.org), 225-235-2415

**COST INFO:** For pricing information, visit the website <http://www.lae.org/home/779.htm>.

**DESCRIPTION**

The Teaching and Learning Center provides practical, relevant, and immediately useful professional development to teachers. All facilitators are Louisiana certified teachers who are passionate about improving conditions for student learning by improving instructional practices and creating positive learning environments for students.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT					
<p><b>Well-Being Training:</b> The Teacher and Learning Center provides training on trauma informed practices and de-escalation strategies.</p>	<ul style="list-style-type: none"> <li>• School Audit</li> <li>• Trauma Informed Practices</li> <li>• Culturally Responsive Leadership</li> <li>• Culturally Responsive Teaching</li> </ul>	Kindergarten-12	✓ (Initial)	✓	✓





## ORGANIZATION: ThirdWay Solutions

**CONTACT INFO:** Jennifer Edmonds, [jen@thirdwaysolutionsgroup.com](mailto:jen@thirdwaysolutionsgroup.com), 646-228-5583

**COST INFO:** For pricing information, visit the website <http://disciplinerevolutionproject.org/>.

## DESCRIPTION

ThirdWay Solutions is dedicated to helping schools ensure every student thrives. The Discipline Revolution Project (DRP), created by ThirdWay Solutions (TW), builds the capacity of systems to serve all students by increasing the skill and will of systems and school leaders to: build anti-biased, high-empathy, high-expectations school and classroom cultures, put in place effective student and family supports, and actively tear down policies and practices that cement inequities. Through interviews, on-site and virtual gatherings, and 1:1 technical assistance, leaders and staff internalize the principles of DRP’s EQUITY Framework, and diagnose core issues. DRP helps leaders develop a concrete and actionable plan to improve both policy and practice at the school and systems levels, and to implement effectively.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
<b>PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS</b>					
<b>Staff to Student Relationships:</b> TW’s work is based on an EQUITY Framework, a summary of evidence-based research and best-practices from anti-racist/anti-biased work, trauma-informed approaches, culturally responsive teaching, and school climates, healthy relationships, youth development, and conflict resolution.	<ul style="list-style-type: none"> <li>• Building Trusting and Purposeful Relationships</li> </ul>	Kindergarten-12	✓	✓	✓
<b>Student to Student Relationships:</b> The Equity Framework (EF) provides topics with components of what needs to be true for students to build healthy relationships with one another. The EF tools 1) provide protocols and practice for staff to understand how to de-escalate conflict between students and teach students how to do the same, 2) helps staff understand how to set up an emotionally safe container so students can systematically check-in as a group and build community, and 3) help staff work with students to set up student-led and owned spaces based on research in therapeutic learning communities.	<ul style="list-style-type: none"> <li>• Incident Response</li> <li>• Community Circles</li> <li>• Safe Spaces</li> </ul>	Kindergarten-12	✓	✓	✓
<b>Staff to Family Relationships:</b> The EF has an entire focus area devoted to partnerships. The topics within this area include partnering with other agencies, outside providers, school safety agents, and – most critically – families and caregivers. TW helps schools and systems understand how to expand their thinking beyond the approach that family engagement is to “inform parents,” often when something is wrong or at defined moments in time. TW offers tips, tools, and approaches to help educators expand their definition of family to include all kinds of structures and caregivers. TW works to build the capacity of staff to create trusting partnerships with families and caregivers by approaching them with respect, engaging them proactively and positively, approaching them in a strength-based manner, and working to co-construct solutions to support students.		Kindergarten-12	✓	✓	✓
<b>RESPONDING TO STUDENT BEHAVIOR WITH APPROPRIATE SUPPORT</b>					
<b>Well-Being Training and Policy Review:</b> Based on the EF, TW summarizes and provides research/practices and training related to anti-biased, trauma-informed, culturally responsive, youth development and conflict resolution. TW helps schools and systems understand how disparate pieces fit together to address students’ social/emotional needs and academic growth. TW coaches educators to understand practices, mindsets, and policies needed to prevent incidents by building anti-biased, high-expectations, high-support school and classroom cultures, putting in place student and family supports, and removing policies and practices that cement inequities. TW helps educators respond to incidents in developmentally appropriate ways, keeping students emotionally and physically safe while focusing on learning not exclusion.	<ul style="list-style-type: none"> <li>• Trauma Informed Practices</li> <li>• Culturally Responsive Practices</li> <li>• De-escalation Strategies</li> <li>• Policy Review and Development</li> <li>• EQUITY Framework (EF)</li> </ul>	Kindergarten-12	✓	✓	✓

**ORGANIZATION:** Tulane Mental Health Consultation Services

**CONTACT INFO:** Allison Boothe Trigg, PhD, [aboothe@tulane.edu](mailto:aboothe@tulane.edu), 504-988-2714

**COST INFO:** For pricing information, visit the website

<https://medicine.tulane.edu/departments/clinical-sciences/psychiatry/research/tikes>.

**DESCRIPTION**

Tulane Mental Health Consultation Services (T-MHCS) provides social, emotional and behavioral support services to educators and caregivers of children from birth through high school through a lens of cultural diversity, equity, and inclusion. T-MHCS provides professional development to caregivers, educators and mental health professionals on a variety of topics related to social, emotional and behavioral health (e.g., trauma informed practices; choosing a social-emotional curriculum; engaging families; introduction to infant and early childhood mental health; etc.). T-MHCS provides programmatic, classroom and child-centered mental health consultation services to early education providers, family child care providers, elementary schools and others. T-MHCS’ largest program is the statewide TIKES Program that provides infant and early childhood mental health consultation to Type III early education sites and family child care centers across the state.

Focus Area of Support and Description	Training/Curriculum Topic	Audience	Initial and Ongoing Support	Virtual Training	Face to Face Training
PRIORITIZING POSITIVE, INTENTIONAL RELATIONSHIPS					
<b>Staff to Student Relationships:</b> T-MHC provides training in creating and supporting relationships with students while distance learning; and increasing and maintaining student engagement.	<ul style="list-style-type: none"> <li>• Grief</li> <li>• Anxiety Depression</li> </ul>	Early Childhood-Elementary	✓	✓	✓
<b>Student to Student Relationships:</b> T-MHCS provides PD & coaching to teachers to use social emotional teaching strategies with children. With parent permission, MHCs can facilitate small social skills groups with 4-8-year-old students that focus on social and emotional skills necessary for a successful foundation for learning. Groups strive to promote social & emotional competence, reduce behavioral issues, and prevent long-term consequences of social skills deficits.	<ul style="list-style-type: none"> <li>• Cornerstone Mental Health Consultation Program</li> <li>• Incredible Years Model</li> <li>• Dinosaur School</li> </ul>	Early Childhood-Elementary	✓	✓	✓