R.I.S.E

Restorative, **I**ndividualized, **S**tudent **E**mpowerment

The RISE Alternative Learning Experience provides increased structure and support to the learner, while designed to progressively integrate the learner back into the larger school building, a 3rd party education/training or into an occupational internship, based on readiness and goals.

"A Bridge, NOT a Destination"

The RISE program is intended to be a high-support intervention to empower students to existing programs/structures, aligned with their interests and graduation pathway:

- "Standard" building return (progressive and fluid)
- Hybrid classroom and 3rd party trades classes
- Job Corps
- Washington Youth Academy (WA example)
- Work-Based learning/apprenticeships
- Open Doors (WA JuCo partnership example)

CBE

(Collaborative Behavioral Empowerment; the RISE "engine")

Partnering scholastic best practice and data-driven innovation with family and community connections to empower healthy and productive behavioral remembering, with restorative support and restitutional action at school, home and in the community.

The 3 R's of Behavioral Empowerment

Remembering - Looking at each individual's background of *those who came before*, what are the traditional values and language of productive behaviors?

Restoration - Fusion of lessons, supports and human connections to structure the process of restoring the thinking and norm of the learner to reflect the remembered productive behaviors.

Restitution - Taking action to correct mistakes and heal relationships where problematic behaviors previously caused harm empowers the learner to take full ownership of their behavior, including a better world for *those who come after*.

CBE Support and Implementation Network

Family and **Community** (*culture* as individually prominent to learner) language and practice of behavioral ideals for CBE 1 (both in- and outside-of-school settings). A continuing 2-way communication for how to interpret and evaluate behaviors, aligned to also meet district policies and data-driven post-graduation success-trajectory skills for success in **School** through the CBE **Program** is the objective.

CBE Support and Implementation Network

CBE 1 - Home Foundation	CBE 2 - Internal Empowerment	CBE 3 - Social Integration
• Behavioral healing diagnosis and prescription w/family • Cultural Mentor Connection • Mental Health Screening • Traditional Value Language and Implementation ID • Empowerment Plan Entry Meeting	• Self-focused SEL standard plan implementation (in and out of school) and tracking • Concurrent Learning in Individual Setting, w/ varied 1-on-1 supports (scheduled around concurrent lecture) • On-Campus building	• Social-Focused SEL standard plan implementation (in and out of school) and tracking • Concurrent Learning, with small group supports and social practice • On-campus building • Readiness class return(s)

Cultural Mentorship

Approved Cultural Mentors by Identified Support Variable and Healing Intervention Opportunity							
	Respecting Elders	Self-Discipline	Substance Recovery	Physical Abuse Surivivor	Sexual Abuse Survivor	Mental Healh N.O.S.	Al-Anon
Culture by Continent (ex, African American, Asian American)	Person 1 Phone 1 Email 1	Person 2 Phone 2 Email 2	Person 3 Phone 3 Email 3	Person 4 Phone 4 Email 4	Person 5 Phone 5 Email 5	Person 6 Phone 6 Email 6	Person 7 Phone 7 Email 7
Culture by Country/Tribe (ex, Ukranian American, Muckleshoot)	Person 8 Phone 8 Email 8	Person 9 Phone 9 Email 9	Person 10 Phone 10 Email 10	Person 11 Phone 11 Email 11	Person 12 Phone 12 Email 12	Person 13 Phone 13 Email 13	Person 14 Phone 14 Email 14
Culture by Occupation (ex, Farming, Logging Community)	Person 15 Phone 15 Email 15	Person 16 Phone 16 Email 16	Person 17 Phone 17 Email 17	Person 18 Phone 18 Email 18	Person 19 Phone 19 Email 19	Person 20 Phone 20 Email 20	Person 21 Phone 21 Email 21
Culture by Religion (ex, Lutheran, Muslim, LDS)	Person 22 Phone 22 Email 22	Person 23 Phone 23 Email 23	Person 24 Phone 24 Email 24	Person 25 Phone 25 Email 25	Person 26 Phone 26 Email 26	Person 27 Phone 27 Email 27	Person 28 Phone 28 Email 28

RISE "Why" Drivers:

- ALE on main campus
- Learning options to assist learners at-risk of dropping-out with various support needs
- Flexibility to serve Gen. Ed. and SPED students contemporaneously with instructional needs
- Engagement focus with pathway relevancy
- Family and Community networking to support connection of cultural, and other individual difference, variables to provide a breadth of mentoring connection(s)

RISE Scheduling

- A student in *RISE* may attend only one (the class period with <u>structured intervention</u> aligned with one of 3 general need groupings.
- A student in *RISE* may attend *up to all* of their time in the choices building, with 1 SI aligned course, and asynchronous work with P/F competency-based flexibility available (identified essential-standard assignments only).
- 2 portables total; 1-1.5 available for independent work, with .5-1 available for the structured intervention small-group support

RISE ALE Families

- "*RISE*" is a scheduled course (and, a course where SDI could occur, akin to Resource Room)
- *RISE 1* would be scheduled 1st or 5th for outwardly expressed behavioral needs (8 pd. block example)
- *RISE 2* would be scheduled 3nd or 7th for inwardly expressed (extreme withdrawal and/or substance recovery) behavioral needs. (8 pd. block example)
- *RISE 3* would be scheduled 2nd or 6th for student with high academic recovery needs for life events, that have not shown the behavioral needs of C1 or C2.

"Why" Competency-Based Option

- Students who have fallen behind can work-at their own pace for partially-completed courses.
- Students can see an increase in trajectory of work in a progression (able to *progressively* improve work output rate).
- Essential standard alignment enables the option of returning to a course mid-semester if academically (and, behaviorally) ready.

"Why" Fluid Scheduling

- Students can intentionally work toward academic and/or behavioral readiness.
- EACH LEARNING TARGET MATTERS: with a focus on Essential Standards, *each assignment* is helping students get closer to their goal in bridging toward the next step in their Educational Pathway
- Students can return for as short or as long as necessary, adjusting to life on life's terms, with educational "gaps" replaced by deceleration, with the intervention of *acceleration*.

Multi-Level Collaboration

- Phased-launch to include HS, MS and Elem levels with mentor network integration.
- Mentoring connections, *RISE* recommendations, shared *Cultural Liaison* network, competency-based academic intervention model sharing and development.

Staffing

SPED Certified Lead (1.0 FTE)

- Experience in teaching both SPED and General Ed. Settings
- Experience in teaching in a self-contained behavior-focused classroom.
- Experience working with overt behaviors and safety management concerns
- Experience in teaching SPED content-area SDI.
- Occupational Experience in the trades preferred.

SPED Certified Instructor (.5 FTE)

- Experience in working with behavioral-redirection settings
- Experience guiding asynchronous SDI and General Education.

2 Paraeducators

- Experience and/or training in: trauma-informed practice, de-escalation, culturally-responsive practice, Right-Response interventions.
- Occupational Experience in the trades and/or public service preferred.

Case - Steve

Steve is a Junior who just moved to MV from an Alaskan Inuit reservation to live with his "Auntie", whom is Euro-American. He feels disconnected, reports experiencing racism and has an IEP with SDI in Math, ELA and SEB. There is a lengthy disciplinary history, with thematic violent incidents, including 11 Tier-2 and 2 Tier-3 disciplinary referrals in the first 3 months at Tahoma. Steve accels in football and throwing (T & F) events.

Empowerment Prescription

1) Mental Health and Behavioral Healing diagnosis, Empowerment prescription construction with student, family, cultural mentor and staff.
2) RISE 1 scheduling for Structured Interventions.
3) Bridging Goal: progressive, readiness-based (academic and behavioral), fluid, integration to main-building classes for HS diploma.

Case - Stacia

Stacia is highly withdrawn Sophomore with diagnoses of Anxiety, Depression and PTSD. There is no disciplinary history, aside from high truancy interventions. While test scores meet or exceed standards, Stacia missed the first 90 days of the semester due to an in-patient substance recovery program, and continues to have high absenteeism with 1.5 9th grade credits. Stacia would like to become a therapist, psychologist or psychiatrist.

Empowerment Prescription

1) Mental Health and Behavioral Healing diagnosis, Empowerment prescription construction with student, family, cultural mentor and staff.
2) RISE 2 scheduling for Structured Interventions.
3) Bridging Goal: progressive, readiness-based (academic and behavioral), growth toward substance recovery, academic recovery and proactive coping mechanisms to bridge to JuCo completion and/or trades or AA pathway.

Case - Stuart

Stuart is a 9th-grade Euro-American, whose father runs a local asphalt company, where his mother is also a site foreman. Stuart had no MS discipline history. Teachers and parents report *tech addiction*. In 1st semester, Stuart achieved 0.0 credits. A SPED evaluation yielded scores above the qualification threshold. Early Q3, Stuart has had 7 disciplinary referrals for not meeting academic standards and skipping. Stuart admits to not caring, whatsoever, as he will be working for the family asphalt company.

Empowerment Prescription

1) Mental Health and Behavioral Healing diagnosis, Empowerment prescription construction with student, family, cultural mentor and staff.
2) RISE 3 scheduling for Structured Interventions.
3) Bridging Goal: occupational-field (construction) specific competency-based instruction to bridge to workplace experience credits/internships and/or traditional building/trades 3rd party hybrid split. XSD schedule is the optimal fit for the family.

Choices Planning and Implementation ?s

- Stipend amount/process for Asynchronous Essential Standard alignment for select courses (Biology, Math, ELA)
- Proactive and Reactive data collection and assessment, both for individuals and program
- Expansion of Occupational Pathway option to include related curriculum (P/F Essential Standard ELA based on construction trades, for example)
- "Right Fit" look-fors in staffing
- District collaboration and organization for Cultural Mentorship Program
- In-class token economy extrinsic motivation system
- Leveled goal identification/practical implementation adjustments (ongoing) to transition into classes

DRAFT CBE Plan

Goal

A collaborative, tiered, behavioral-learning model reducing recidivism and suspensions.

Vision

Collective approach both in and outside of the school day, with high and relevant behavioral expectations.

Values

We value high, future ready, expectations for all students. Collaborating with family and community stakeholders builds trust and a collective approach toward fidelity, through an equity lens.

(WORKING DRAFT)

Primary Drivers

- Increase staff knowledge and consistency through PD and educational application
- Scheduling/Program Design to accommodate Special Education students in the general education classrooms, with concurrent learning.
- Purposeful communication that informs and leads to growth and action
- Strong partnership with committed stakeholders who challenge, support, and promote the work
- Staff culture that adapts to and embraces change and shifting of mindsets
- Equity: ensuring that all stakeholders in our community have access to cultural representation (geography-based ethnicities, occupation-based, etc.)

Secondary Drivers

- Gap grant?
- SEL learning curriculum ID
- Tracking apps/system training
- Trauma Informed Practices Training
- Hardware setup for concurrent learning
- Gen Ed Teacher-CBE program communication process
- CBE 1 (assessment and plan formation followed by re-entry)
- CBE 2 (focus on self-oriented SELs)
- CBE 3 (focus on social-oriented SELs)
- Varied perspectives from family and/or community members for collective-meaning making regarding shared language for the "what" for behavioral empowerment
- Collective meaning making to establish the "how" for CBE implementation
- Collaborative technology planning
- Collaborative plan for each student
- Collaborative and iterative implementation process
- Building Trust
- Relevance to current and future norms
- Liaisons and networking

Change Ideas

- ❏ SEL curriculum program purchase and adoption
- ❏ Explore and/or pilot data flow application for student assessment and data management
- ❏ Create videos regarding the opportunity to connect w/the CBE process and streamline steps
- ❏ Determine if/what regarding additional learning opportunities for community members, families and staff (such as Trauma Informed Practice and/or training for specific cultural variables)

- ❏ Collect Smartboard visual + lapel mic audio only?
- ❏ Point-person or chat message for concurrent student input?
- ❏ Template for Gen Ed Teacher to CBE program reminders/communication protocol
- ❏ Calendar refinement to quickly adapt CBE daily student schedule to allow for concurrent engagement

- ❏ Data collection to measure impact of work
- ❏ Communication to families is accessible in home language
- ❏ Assess and refine training program with families and community
- ❏ Establish reliable data collection protocol
- ❏ Determine litigious parameters for family data access
- ❏ Determine litigious parameters for community data access
- ❏ Consistent messaging in all places
- ❏ Periodic assessment of community voice and growth needs
- ❏ Periodic of building and district employee stakeholders on data collection and sharing
- ❏ Continuous re-integration monitoring

- ❏ Create organized, and dynamic, chart of liaison references
- ❏ Training for community members
- ❏ Training for families
- ❏ Explore free-low cost methods

- ❏ Professional development for staff
- ❏ Training for community
- ❏ "Breaking down the walls" at all levels
- ❏ Periodic systems evaluation

- ❏ Reflect SFIS liaison system
- ❏ Train staff regarding cultural "place" variability