

Integrating Support for Non-Academic Barriers Through Family and Community Partnerships

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What are Non-Academic
barriers that students
face?

Physical Health

- *Overall Mental Health*
- *Access to Health Care*
 - *Nutrition*
 - *Exercise*
- *Sexual Health*

Mental Health

- *Overall Mental Health*
- *Depression & Suicide*
 - *Mental Fitness*

Non-Academic Barriers to Success

Substance Abuse

- *Tobacco Abuse*
- *Alcohol Abuse*
- *Drug Abuse*

Violence, Abuse, and Neglect

- *Exposure to Violence*
 - *Bullying*
- *Abuse and Neglect*

“Indicators For Tracking Non-Academic Barriers to Success”
Hanover Research (2017)

Emerging from Pandemic

- ★ Increase need to provide non-academic supports to students.
 - Social emotional
 - Reengagement
 - Basic needs
- ★ Chance to reinvent programs and supports
- ★ — How could our community partners play a part in the rebound

Same and Different



Opportunity to Coordinate Support and Services

- ★ Moving out of silos is challenging
 - Size of district
 - Multiple departments and competing interests
 - Islands of excellence
- ★ Common vision and purpose
 - Firm goals/flexible means



Inventory of all the supports

- ★ What current supports and programs do we currently have?
- ★ How could/would these supports be integrated into each other
 - Family engagement liaisons—Coordinated Student and family support
- ★ Where are the funding commitments

The mission is that every student thrives with RISE.



Thriving Academics- All students will feel support, belonging, and hope at school to engage in learning experiences to reach high academic standards.

Thriving Individuals - All students will develop the skills to think socially, emotionally, and intellectually in and outside the school environment.

Thriving Community- All students will be caring, competent members of the community who are physically, socially, and emotionally healthy and safe.

Thriving Culture and Climate- All students will experience a positive, structured, and inclusive school culture.

Relaunching as Integrated Supports



- ★ **District Supports**
 - 504, IEP, MTSS for academics (including dyslexia and K-4 literacy), ML, Migrant, MV/Unaccompanied, foster care, MTSS for SEL
- ★ **School RISE Teams**
 - Integrated support team
 - Data Driven
 - Progress monitoring
- ★ **RISE Family Center**
 - Family supports, bilingual staff, migrant support, unstable housing support, basic needs, early learning supports, enrollment assistance, community support liaison
- ★ **District RISE Team**
 - Coordinated family supports
 - Community Engagement Boards
 - MV/UY/Foster District Support
- ★ **Community Supports**
 - Tribal Liaisons, SAF, True North, ESD Systems of Care, ROOF, B&G Club, RFAN, Youth Dynamics

Building RISE Team



Team Members

Assistant Principal

Counselor

Instructional Coach

Coordinated Student and Family Support

Attendance Secretary

(Special Education Teacher)

(General Education Teacher)

Logistics

Meet 2 times a month

Update reported students previously on list

Use Student tracker

Pull staff referrals

School RISE Team Process

Systematic, data driven, cyclical (Plan, Do, Study, Act)

- [RISE Checklist](#)
- [Agenda Sample](#)
- [Triage Guide](#)
- [Referral Tracker](#)
- [Team Rubric](#)

Data Analyzed for Support

Attendance

DESSA Scores

Staff Referrals

Student Perception Survey

Healthy Youth Survey

GMES Attendance Data

- From 58.4% to 75.4%
- 170/180 days (94%) with 90% of students present
- Interventions for Chronic Tardiness

All Warriors Here, All Warriors On Time

Month: May

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
S. Robarge	X	X	3			4	X	X	X	4			3	X	X	X	X			X	3	X	X	3				X	X	X	3
Quarnstrom	X	X	3			X	X	X	3	X			X	X	X	X	3			X	X	X	X	5				3	3	4	X
Lamoreaux	X	X	X			X	X	X	X	3			X	X	X	X	X			X	X	X	3	4				5	4	3	X
B. Robarge	X	3	3			X	X	X	X	3			X	X	X	X	4			X	3	X	X	4				X	X	X	X
Clark	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X				X	X	X	X
Rice	X	X	X			4	X	X	X	X			5	X	X	X	3			X	X	3	X	6				X	X	X	X
Fisher	X	X	X			X	X	X	X	4			X	X	X	X	X			X	X	X	X	X				3	X	X	X
Belveal	X	X	X			X	X	X	X	3			X	X	X	X	5			X	X	X	X	X				X	X	X	X
Olson	3	X	5			X	X	X	X	X			X	X	X	3	4			3	3	X	X	X				X	X	X	X
Grey	X	X	X			X	X	X	X	X			3	X	X	X	X			X	X	X	X	4				X	3	X	3
Bange	X	3	3			3	X	X	X	X			3	X	X	X	5			X	X	X	X	4				4	X	X	X
Ashton	X	3	3			3	X	X	X	X			X	X	X	X	X			X	X	X	3	X				3	X	X	X
Beesley	X	X	3			X	X	X	X	X			X	X	X	X	X			X	X	X	X	X				X	X	X	X
Brady	3	X	X			3	X	X	X	3			X	X	X	3	X			X	X	X	X	3				X	X	X	X
Peterson	X	X	X			X	X	X	X	X			X	X	X	X	X			X	X	X	X	4				X	X	X	X
Hayden	5	X	X			X	X	X	X	X			X	3	X	X	X			3	X	X	X	X				X	X	X	X
Sells	3	3	X			3	X	X	X	3			X	X	3	3	X			X	X	X	X	3				X	X	X	X
Annan	X	X	X			3	5	X	X	X			3	X	X	X	3			4	6	X	X	3				4	X	3	X
Bond	X	X	X			X	X	3	X	3			3	X	X	X	X			5	X	X	X	5				6	3	X	3
Ishler	X	X	X			X	X	X	X	X			X	X	X	X	3			X	X	X	X	7				X	X	X	X
Kidrick	3	3	4			3	X	3	4	3			4	5	3	3	X			3	X	X	3	3				3	4	X	X
Kleemeyer	X	X	X			X	X	3	X	X			X	X	X	X	X			3	X	X	X	X				X	X	3	X
	92.9	91.9	91.3			91.1	95.0	94.2	93.9	90.9			91.1	95.0	94.0	94.5	90.0			92.3	92.9	95.7	94.5	86.5				90.4	94.6	94.5	94.3

Month May

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3rd Grade	95.4	91.4	89.7	276.3		89.7	96.0	95.4	93.2	87.5	946.2		89.3	96.0	95.5
4th Grade	93.8	91.7	91.0	276.3		91.0	95.2	96.5	93.8	92.4	946.2		91.0	96.5	97.3
5th Grade	89.7	92.4	93.0	276.3		92.4	94.0	91.3	94.6	93.0	946.2		92.5	93.0	95.2

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
3rd Grade	96.6	88.2	2035.1		93.8	92.7	95.5	92.1	86.5	946.2			89.1	94.9	94.4	92.7
4th Grade	93.8	89.0	2035.1		95.2	94.4	97.2	97.2	87.5	946.2			92.4	96.8	95.1	94.4
5th Grade	93.0	92.5	2035.1		88.8	92.0	94.6	94.6	85.6	946.2			89.9	93.0	94.1	95.7

22 days

3rd 92.53
4th 93.74
5th 92.50

District Level Collaboration

RISE Building Team Training #1 Agenda



8:30- Celebrations
 8:45-RISE Family Center and data
 9:00-9:30 Chronic absence data and action planning
 9:30- Integrated Supports
 9:45- Rubric and Goal Setting
 9:55-Closing

8:30-10:00

Friday September 15 next steps and goal setting, systematic use of data, resource gathering

Friday February 2- Tiered menus of support, community resources, data usage, rubric

Friday May 3- Team reflections/rubric, share success and challenges, adjustments/goals for next year.

RPS RISE Rubric

Highlight for January 2022

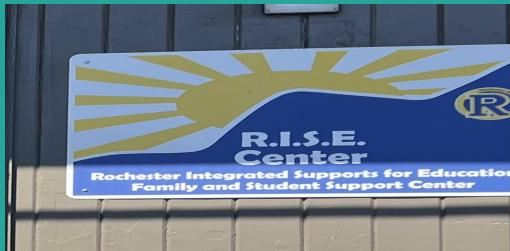
Highlight for April 2022

Highlight for October 2022

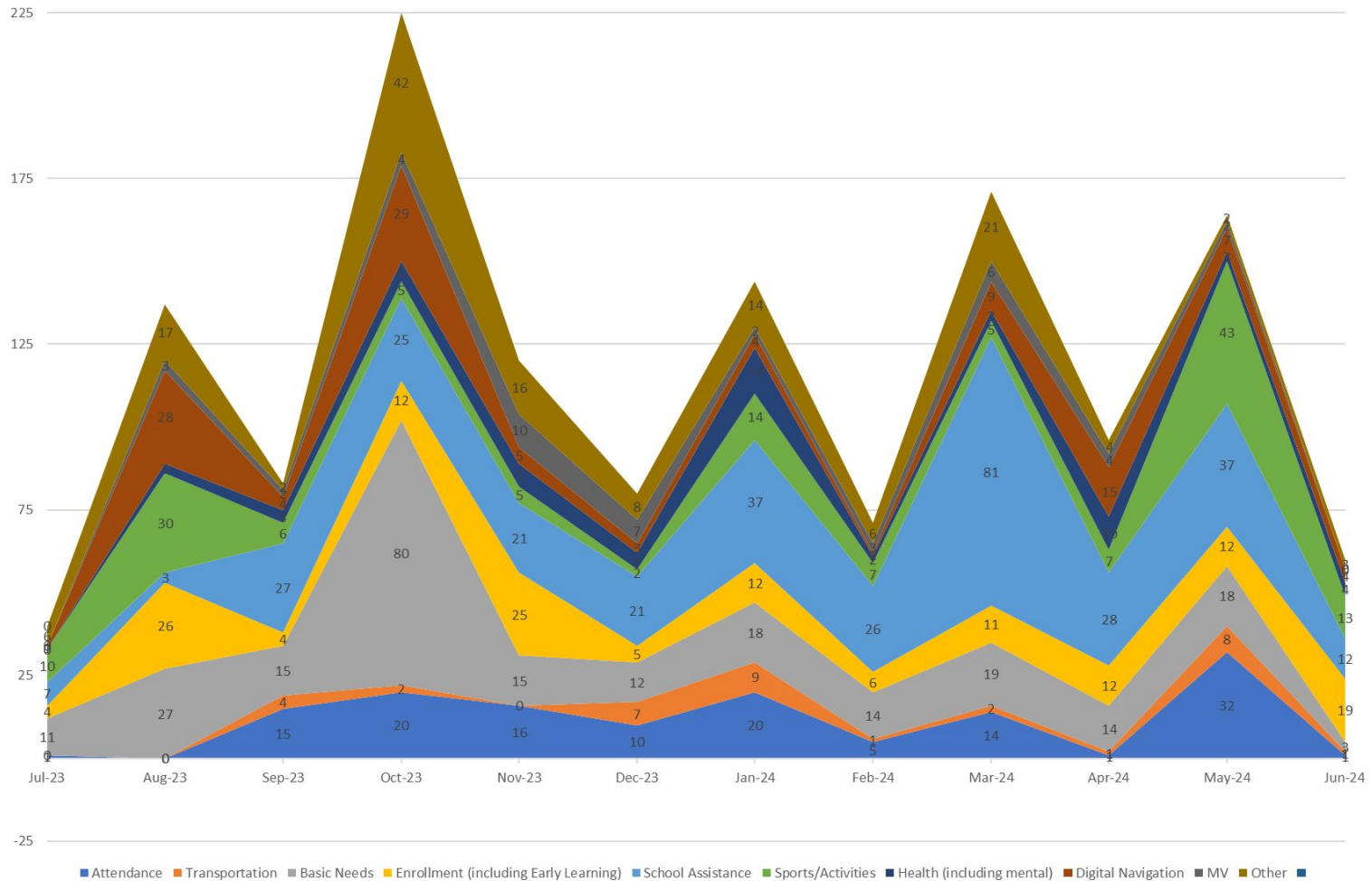
Highlight for April 2023

	N/A 0	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
#1. RISE team has representation from all of the support services at the site.		Team includes service.	All previous and: Team includes some service providers (for example, social/emotional) and school administration.	All previous and: Team includes some service providers, school administration and staff, and some academic supports. 3.75 ;	All previous and: Team includes both academic and social service providers, school administration and staff (regular education, special education, counselors, etc.)
#2. RISE meetings are well run and address a broad range of student issues.		<ul style="list-style-type: none"> Team meets at a regularly scheduled time. A clear agenda is set. 	<ul style="list-style-type: none"> Meetings include follow-up from the last meeting. A range of issues for students are addressed. There is a sense of collaboration at the meetings. 	Meetings include a range of needs from early intervention to intense intervention (may include referrals for behavioral interventions, academic supports, health resources, SSTs, attendance, 504s, suspensions, etc.) 3.25	Meetings involve some discussion of themes arising from referrals (for example, a need for school climate work, issues of equity at the site, more writing support for 11 th graders, bullying issues, etc.)

RISE Center and Liasons



2023-2024 RISE CENTER TRENDING NEEDS



Bryan and Paola

Paola (10th grader)

2017-2018 (3rd)- 6 absences

2018-2019 (4th)- 2.5 absences

2019-2020 (5th)- .5 absences

2020-2021 (6th-remote/hybrid March)- 20.82

2021-2022 (7th)- 108.43

2022-2023 (8th)- 73.42 (half day 4th qrt.)

- ★ RISE process
- ★ Mental Health referral and dx
- ★ Family connections w/RISE
- ★ In-school interventions
- ★ Engagement board (March)
 - Transition Plan

2023-2024 (9th)- 34.18

Q1-10, Q2-12.57, Q3-5.14, Q4-2.71)

- ★ Continued implementation of plan check/connect

Bryan

9/1-11/17: 23 Days (11/17 CEB Cancelled)

11/18-1/19: 23 days (1/19 CEB)

1/19-2/16: 5 days (2/16 CEB)

2/16-6/13: 28 days

2021-2022: 79 days absent

Dunn Rankin

Rewards Chart

Communication

Consistency

22-23: 35 days absent

23-24: 17 days absent



QUESTIONS/RESOURCES

