

RHIP Final Report for R.E. Jewell Elementary, Bend
“R.E. Jewell Elementary Bridges to Resilient Youth Transition Cub Cave”
Reviewed by the Address Poverty Workgroup

Summary of Results:

- Implementing the BRYT program at Jewell included creating a safe space for regulation, counseling, social-emotional skill building, and student support for students demonstrating disruptive behaviors in the classroom, or who were experiencing mental health challenges, past or ongoing trauma, or lagging skills in areas of social-emotional learning.
- The BRYT program at Jewell served 6-8 students at a Tier 3 level. These were students who needed the most intensive and ongoing supports throughout the day including some who needed constant monitoring all day long as they were not safe to themselves or others independent of BRYT staff supports.
- The BRYT room and staff also served anywhere from 40-50 additional students throughout the year at a Tier 2 level. These were students who might have needed temporary supports, less intensive supports, participated in counseling check ins, or accessed small groups in the BRYT room.
- For some students, attendance increased because of parent/teacher/BRYT meetings and interventions highlighting the need to be on time, and to attend. Because these students experienced more regulation at school, had connection to safe and trusting adults and a safe place to be outside their regular classroom, students felt more comfortable with school and built a better connection to their learning.

Story:

Multiple staff members at Jewell mentioned that without the BRYT program, they would have been struggling to serve their students which means their students would have struggled. Other staff mentioned that not only is the BRYT space supporting students, but it's also supporting staff through Friday staff circles, which take place there. The ripple effect of regulated staff members and students means that more of the school community are regulated, and thus more responsible citizens.