

RHIP Final Report for North Star Elementary, Bend
“North Star Elementary Bridges to Resilient Youth Transition Room”
Reviewed by the Address Poverty Workgroup

Summary of Results:

- We initially proposed grant funds to fully fund our BRYT program, which supports our most underserved population with materials and supplies, resources, along with curriculum for instructional purposes.
- Later in the school year our leadership team identified a need to support students with emotional regulation needs throughout the learning day.
- We launched Polaris, which provided students with scheduled and on-demand regulation breaks.
- We utilized North Star employees to staff this regulation space but needed additional material that were similar to our BRYT space.
- Both our BRYT Program and Polaris regulation intervention increased Social-Emotional Learning skills, reduced minor and major discipline referrals, along with enhanced academic learning opportunities, particularly the following:
 1. time on-task to instruction,
 2. work completion, and
 3. greater desire to collaborate with peers.
- End of year reports and staff surveys showed improved support and skills for students that were targeted in both the BRYT and Polaris programs.
- School community members (i.e., parent volunteers, PTO officers, district officials) all reported increased desire to emulate our intervention programs into their building.

Story:

A 3rd grade student with Autism Spectrum Disorder became physically aggressive towards students and staff in November. He was new to North Star and was being supported by our learning special education team. Our intervention team became concerned about how to best support him given his increased regulation needs. Our BRYT team formally supported him and identified a tiered intervention program. We are thrilled to report nearly complete education in aggressive behaviors due to our BRYT program.