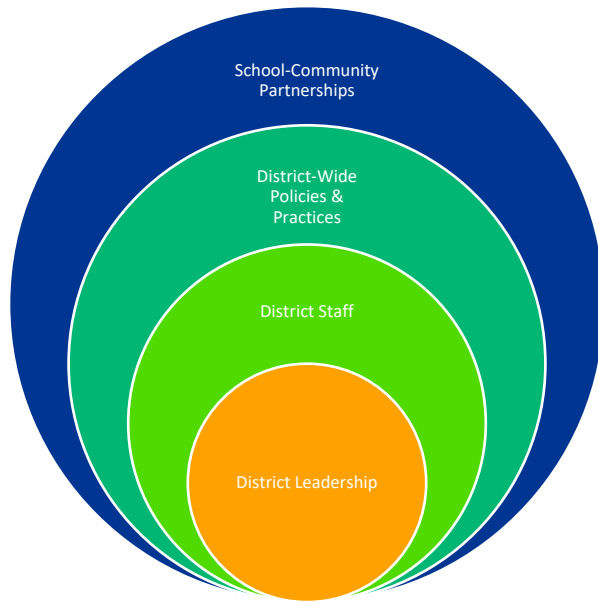


RISE Index: District Edition



The RISE Index for districts is meant to support district-level staff as well as enable districts to focus their efforts on supporting school-level social-emotional health policies and practices and collaborating with other key stakeholders.

The RISE Index consists of 28 questions over 4 broad areas.

| Areas of the RISE Index: District Edition | | |
|--|--|-----------------|
| Area | Description | Total Questions |
| District Leadership Team (DLT) | Questions pertaining to roles and responsibilities of the district leadership team in implementing social-emotional health policies and practices across the district. | 6 |
| District-Level Staff Well-Being (DWB) | Questions pertaining to the well-being of staff employed at the district level. | 7 |
| District-Wide Policies & Procedures (DWP) | Questions pertaining to policies and practices at the district level that support school-level social-emotional health policies and practices. | 9 |
| District-Level Collaboration (DLC) | Questions pertaining to the development of relationships among district staff, school leadership, parents, and the community. | 6 |

Instructions

Staff are encouraged to read the assessment first, then come together with their team to discuss answers. Select the best answers based on your current system. After completing the entire assessment, teams can prioritize items they want to work on throughout the school year and leverage resources available at HealthierGeneration.org.

District Leadership Team: * denotes glossary term

Questions pertaining to roles and responsibilities of the district leadership team* in implementing social-emotional health policies and practices* across the district.

DLT-1

To what extent does your district have a leadership team* that coordinates the implementation of district-wide social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 3 Fully in place: Our district has a representative leadership team* that meets **at least monthly** to coordinate the implementation of district-wide social-emotional health policies and practices*.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not have a leadership team* that focuses on social-emotional health policies and practices*.

DLT-2

To what extent does your district leadership team* use a continuous improvement process* to coordinate the implementation of district-wide social-emotional health policies and practices*, (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 3 Fully in place: Our district leadership team* uses a clearly defined continuous improvement process* to coordinate the implementation of district-wide social-emotional health policies and practices*.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district leadership team* does not use a continuous improvement process.

DLT-3

To what extent does your district leadership team* track **schools' use** of a continuous improvement process* for coordinating their social-emotional health policies and practices*, (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 3 Fully in place: Our district leadership team* uses a clearly defined process to track, encourage, and support schools' utilization of a continuous improvement process to coordinate their social-emotional health policies and practices*.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district leadership team* does not track schools' coordination of social-emotional health policies and practices*.

DLT-4



To what extent does your district leadership team use a trauma-informed lens* to implement district-wide social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 3 Fully in place: Our district leadership team implements district-wide social-emotional health policies and practices* in a way that incorporates each of the six guiding principles to a trauma-informed approach* (i.e., safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment and choice; and cultural, historical and gender issues).
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district leadership team does not utilize a trauma-informed lens* to implement policies social-emotional health policies and practices*.

DLT-5

To what extent does your district leadership team* collect and analyze data on well-being and job satisfaction of staff across the district?

- 3 Fully in place: Our district leadership team uses a continuous improvement* process to assess and improve staff well-being and job satisfaction **at least annually**.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district leadership team does not collect data on staff well-being or job satisfaction.

DLT-6

To what extent does your district leadership team ensure qualified staff are available to provide social-emotional behavioral interventions* at each school?

- 3 Fully in place: Our district leadership team utilizes a continues improvement* process to ensure each school has access to qualified staff to provide social-emotional behavioral interventions*.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: There are no qualified staff available to provide social-emotional behavioral interventions* at any school.

District-Level Staff Well-Being: * denotes glossary term

Questions pertaining to the well-being of staff employed at the district level.

DWB-1

To what extent does district-level staff receive professional learning opportunities on the prevalence of trauma and methods for mitigating its impact?

- 3 Fully in place: District-level staff receives continuous professional learning* opportunities, including training and coaching, on the prevalence of trauma and methods for mitigating its impact.
- 2 Partially in place
- 1 Mostly in place

- 0 Not in place: Our district does not provide professional learning on this topic to district-level staff.

DWB-2

To what extent does your district have a clearly defined approach to positively resolve conflicts among district-level staff?

- 3 Fully in place: Our district has a clearly defined protocol to positively resolve conflicts that is co-created by staff and includes agreed upon norms, open communication, and alternative dispute resolutions options (e.g., mediation, facilitated conversation).
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district has not established a clearly defined approach to positively resolve conflicts among district-level staff.

DWB-3

To what extent does your district office(s) have space(s) for staff to relax, decompress, and/or build relationships with other staff?

- 3 Fully in place: Our district office(s) has easily accessible space(s) that encourages relaxation and positive staff interactions
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not have any spaces for staff to engage in such activities.

DWB-4

To what extent does your district provide opportunities for district-level staff to recognize accomplishments and display gratitude toward each other?

- 3 Fully in place: District-level staff recognizes accomplishments and/or display gratitude toward each other **at least monthly**.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not provide opportunities for district-level staff to recognize accomplishments or display gratitude toward each other.

DWB-5

To what extent does your district-level staff engage in opportunities to build and maintain relationships with each other (e.g., activities during staff meetings, potlucks, staff outings, etc.)?

- 3 Fully in place: District-level staff engages in relationship-building activities with each other **at least quarterly**.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not provide opportunities for district-level staff to build and maintain relationships with each other.

DWB-6



To what extent does district-level staff receive professional learning opportunities on planning, implementing and reflecting on their own well-being?

- 3 Fully in place: District-level staff receives continuous professional learning* opportunities, including training and coaching, on planning, implementing and reflecting on their own well-being.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not provide professional learning on this topic.

DWB-7

To what extent does district-level staff receive professional learning on combating the impacts of compassion fatigue and burnout?

- 0 Fully in place: District-level staff receives continuous professional learning* opportunities, including training and coaching, on combating the impacts of compassion fatigue and burnout.
- 1 Partially in place
- 2 Mostly in place
- 3 Not in place: Our district does not provide professional learning on these topics.

District-Wide Policies & Procedures: * denotes glossary term

Questions pertaining to policies and practices at the district level that support school-level social-emotional health policies and practices.

DWP-1

To what extent does your district offer free or subsidized school employee wellness programs (e.g., physical activity, healthy eating, financial literacy, tobacco cessation)?

- 0 Not in place: Our district does not offer any of these programs.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district communicates to district and school employees about the services offered in the district wellness programs **at least quarterly**.

DWP-2

To what extent does your district offer an Employee Assistance Program (EAP) that offers resources, referrals and counseling?

- 0 Not in place: Our district does not offer an EAP.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district communicates to district and school employees about the services offered in the district EAP **at least quarterly**.

DWP-3

To what extent does your district have policies and procedures related to work-life-balance?



- 0 Not in place: Our district has not established expectations related to work-life balance.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district communicates policies and procedures related to work-life balance **at least twice** a year to district- and school-level staff.

DWP-4

To what extent does your district have policies and procedures that address suicide prevention?

- 0 Not in place: Our district has no such policy or procedure in place.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district has policies and procedures in place that address prevention, assessment, intervention and response to suicide.

DWP-5

To what extent does your district provide support to staff who submit Medicaid reimbursement for eligible services?

- 0 Not in place: Our district does not designate time during the workday for this purpose.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district utilizes a clearly defined process that includes designated work time for staff to submit Medicaid reimbursement.

DWP-6

To what extent does your district ensure that professional learning opportunities on social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being) are available to district- and school-level staff?

- 0 Not in place: Our district does not provide professional learning opportunities on social-emotional health policies and practices*.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district allocates adequate resources to ensure staff receive continuous professional learning* opportunities, including training and coaching.

DWP-7

To what extent does your district ensure that school-level staff can take breaks when feeling overwhelmed at work?

- 0 Not in place: Our district has not established expectations related to school-staff's ability to take breaks when feeling overwhelmed at work.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district allocates adequate resources and communicates policies and procedures related to school-staff's ability to take breaks when feeling overwhelmed at work.

DWP-8

To what extent does your district have policies and procedures that addresses issues of school safety?

- 0 Not in place: Our district has no such policy or procedure in place.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district has policies and procedures that address issues of school safety including bullying as well as crisis prevention and response.

DWP-9

To what extent does your district have policies and procedures on student-centered discipline*?

- 0 Not in place: Our district has no such policy or procedure in place.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: Our district has policies and procedures on student-centered discipline* that use the principles of reflection, restoration and instruction.

District-Level Collaboration: * denotes glossary term

Questions pertaining to the development of relationships among district staff, school leadership, parents and the community.

DLC-1

To what extent do district- and school-level staff have opportunities to provide input on district-level social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 0 Not in place: Our district does not offer opportunities for staff to provide input on district social-emotional health policies and practices*.
- 1 Partially in place
- 2 Mostly in place
- 3 Fully in place: District- and school-level staff (*including non-instructional staff**) have opportunities to provide input on district social-emotional health policies and practices* **at least annually.**

DLC-2

To what extent do students have developmentally appropriate opportunities to provide input on district policies and practices related to social and emotional learning* and student-centered discipline*?

- 3 Fully in place: Students have opportunities to provide input on district policies and practices related to social and emotional learning* and student-centered discipline* **at least once annually.**
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not provide such opportunities to students.

DLC-3

To what extent do caregivers have opportunities to provide feedback on district policies and practices related to social and emotional learning* and student-centered discipline*?

- 3 Fully in place: Caregivers have opportunities to provide feedback on district policies and practices related to social and emotional learning* and student-centered discipline* **at least once annually.**
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not provide such opportunities to caregivers.

DLC-4

To what extent does your Board of Education have opportunities to provide feedback on district-level social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 3 Fully in place: Our district collaborates with the Board of Education on district-level social-emotional health policies and practices* and features school successes **at least quarterly.**
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district and Board of Education do not address these policies and practices.

DLC-5

To what extent does your district partner with community organizations (e.g., community mental health providers, law enforcement, youth development organizations, etc.) to support district-level social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

- 3 Fully in place: Our district collaboration with community organizations includes shared objectives, regular communication and sustainability planning.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not collaborate with community organizations.

DLC-6

To what extent does your district have a process in place to collaborate with staff and/or local bargaining unit to achieve and sustain wages, benefits and working conditions that support staff job satisfaction?

- 3 Fully in place: Our district collaboration with staff or local bargaining unit includes shared objectives, regular communication and a mechanism to ensure staff-buy in.
- 2 Partially in place
- 1 Mostly in place
- 0 Not in place: Our district does not have a process for collaborating with local bargaining agent(s).

RISE INDEX GLOSSARY

This is the glossary of terms for the RISE Index District version.

| Term | Definition | Definition Source |
|--------------------|--|--|
| active supervision | An approach used in schools to proactively monitor large, often unstructured areas, to ensure safety, promote connection, and reduce problem behaviors. | Brackett, S. (2010). <i>Active Supervision: Study Guide</i> Retrieved April 5, 2019 from https://www.sbbh.pitt.edu/files/Powerpoint%20Presentations%202524%20Spring%202010/Brackett_Susannah_Active_Supervision.pdf |
| alignment | The process of <ol style="list-style-type: none"> a) Examining current practices across all areas (instruction, support, improvement, special education, mental health, academics); b) Determining the extent to which these practices are implemented with fidelity and produce desired outcomes c) Analyzing the information to determine which programs should be stopped, started or continued. | National Technical Assistance Center on Positive Behavior Interventions and Support. (2017). Technical guide for alignment of initiatives, programs, practices in school districts. Eugene |

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| Collaborative for Academic, Social and Emotional Learning (CASEL) | An organization supporting educators and policy leaders in the area of social and emotional learning. | Collaborative for Academic, Social, and Emotional Learning (n.d.). About CASEL Retrieved May 29, 2019 from https://casel.org/about-2/ |
| community-based behavioral health care providers | Organizations that provide mental health or substance use services. | National Council for Behavioral Health. (n.d.). Community Mental Health Act. Retrieved April 05, 2019 from https://www.thenationalcouncil.org/about/national-mental-health-association/overview/community-mental-health-act/ |
| continuous improvement | A fluid process of improving instructional practices that involves progressively and involves planning, implementing, reviewing results and making necessary changes. | Great Schools Partnership. (2013, August 29). Continuous Improvement Definition. Retrieved April 5, 2019, from https://www.edglossary.org/continuous-improvement/ |
| continuous professional learning | Refers to the continuous process of learning inclusive of traditional professional development, coaching and feedback with the goal of increasing implementation of implementation within the context of a learning community. | Learning Forward. (n.d.). Standards for Professional Learning. Retrieved April 11, 2019, from https://learningforward.org/standards-for-professional-learning |
| cultural responsiveness | According to the Wisconsin Department of Public Instruction, cultural responsiveness is “the degree to which a school’s programs, practices, procedures, and policies account for and adapt to the broad diversity of students’ race, language, and culture” | WI Department of Public Instruction |
| diversity | According to the University of Houston, diversity is “psychological, physical, and social differences that occur among any and all individuals; A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.” | University of Houston (n.d.) <i>Diversity, Equity and Inclusion Terms</i> . Retrieved May 29 th , 2019 from https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf |
| equity | According to the University of Houston equity is “the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.” | University of Houston (n.d.) <i>Diversity, Equity and Inclusion Terms</i> . Retrieved May 29 th , 2019 from https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf |

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|-------------------------|--|---|
| evidence-based | <p>The RISE Index uses “evidence-based” to refer to any of the four Tiers described in Every Student Succeeds Act (ESSA):</p> <p>Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental study.</p> <p>Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental study.</p> <p>Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational study.</p> <p>Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research.</p> | <p>Great Schools Partnership. (2016, May 02). Evidence-Based Definition. Retrieved April 5, 2019, from https://www.edglossary.org/evidence-based/</p> <p>Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).</p> |
| inclusion | <p>According to the University of Houston inclusion is “the act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate”</p> | <p>University of Houston (n.d.) <i>Diversity, Equity and Inclusion Terms</i>. Retrieved May 29th, 2019 from https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf</p> |
| leadership team | <p>A team that leads the implementation of school-wide practices and policies. A leadership team should consist of administration, teacher-leaders and other staff, parents, students, and community providers.</p> | <p>US Department of Education. (n.d.). Definitions. Retrieved April 5, 2019, from https://www.ed.gov/race-top/district-competition/definitions</p> |
| learning environments | <p>A learning environment is any place within the school building where instruction occurs.</p> | <p>Great Schools Partnership. (2013, August 29). Learning Environment Definition. Retrieved April 5, 2019, from https://www.edglossary.org/learning-environment/</p> |
| multi-gated approach | <p>According to the Wisconsin Department of Public Instruction, multi-gated approach is a process where “an educator, typically a classroom teacher, is provided professional development on identifying students with internalizing and/or externalizing behaviors. From that point, the educator ranks each student on a cluster of these characteristics. A small number of students are flagged (typically three to five students) are then passed through gate one and a formal screening measure is conducted.”</p> | <p>Wisconsin Department of Public Instruction (2018), <i>Mental Health Screening Resource Guide</i>. Retrieved May 29th, 2019 from https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mental_health_screening_guide_web.pdf</p> |
| non-instructional staff | <p>Staff employed by school district that are not primarily involved in direct curricular instruction.</p> | <p>US Department of Education. (n.d.). Definitions.</p> |

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| | | Retrieved April 5, 2019, from https://www.ed.gov/race-top/district-competition/definitions |
| qualified staff (aka specialized instructional support personnel) | According to the Every Student Succeeds Act, “(i) school counselors, school social workers, and school psychologists;” and “(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services...as part of a comprehensive program to meet student needs.” | National Alliance of Specialized Instructional Support Personnel. (n.d.). Federal Definitions. Retrieved April 5, 2019, from http://nasisp.org/services-resources/federal-definitions/ |
| referral pathway | A referral pathway is the steps taken after a student has been identified as needing social-emotional or behavioral interventions. | Substance Abuse and Mental Health Services Administration (2015). School mental health referral pathways (SMHRP) toolkit. Retrieved from https://knowledge.samhsa.gov/resources/school-mental-health-referral-pathways-toolkit |
| resource mapping | “a method to link regional, community, and school resources with an agreed upon vision, organizational goals, specific strategies for addressing problems, and expected outcomes so that youth and families have access to the full array of services that they need.” | Positive Behavioral Interventions & Supports Office of Special Education Programs Technical Assistance Center (n.d.) Resource Mapping in Schools and School Districts: A Resource. Retrieved May 29, 2019 from https://www.pbis.org/resource/1020/resource-mapping-in-schools-and-school-districts-a-resource-guide |
| self-regulate | Self-regulation is the ability to manage your emotions and behavior in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst. | |
| social and emotional learning | “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” | Collaborative for Academic, Social, and Emotional Learning. (n.d.). What is SEL? Retrieved April 5, 2019, from https://casel.org/what-is-sel/ |

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|---|--|---|
| social and emotional learning competencies | self-awareness, self-management, social awareness, relationship skills, and responsible decision-making | Collaborative for Academic, Social, and Emotional Learning. (n.d.). What is SEL? Retrieved April 5, 2019, from https://casel.org/what-is-sel/ |
| social-emotional and behavioral (SEB) interventions | School-based interventions designed to increase a student's social and emotional learning skills or positive behavior. | |
| social-emotional health policies and practices | Policies, practices, procedures and activities related to: <ul style="list-style-type: none"> • Social and emotional learning • Trauma-informed approaches • Student-centered discipline • Staff well-being | |
| student-centered discipline | “student-centered classroom discipline policies contribute to a supportive environment and provide developmentally-appropriate opportunities for students to learn, problem-solve, and take ownership of their behavior” | Collaborative for Academic, Social and Emotional Success (2018). Student-Centered Discipline. Retrieved May 29, 2019 from https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment/student-centered-discipline/ |
| student-level behavioral crisis | According to the University of Texas, “a situation in which an individual's usual style of coping is no longer effective, and the emotional or physiological response begins to escalate. As emotions intensify, coping becomes less effective, until the person may become disoriented, non-functional, or attempt harm.” | University of Texas at Austin Counseling and Mental Health Center (n.d.) How You Can Help Students in Distress: A Guide for Faculty and Staff. Retrieved May 29, 2019 from https://cmhc.utexas.edu/studentindistress.html |
| universal prevention strategies | Universal interventions for all students throughout all settings that are preventative and proactive. (e.g. Social and Emotional Learning curriculum). | National Technical Assistance Center on Positive Behavior Interventions and Support. (n.d.). Multi-tiered System of Support (MTSS) & PBIS. Retrieved May 29, 2019 from https://www.pbis.org/school/mtss |
| trauma-informed approaches | The Substance Abuse and Mental Health Services Administration utilizes six guiding principles for trauma-informed care: <ul style="list-style-type: none"> • Safety • Trustworthiness & transparency • Peer support • Collaboration | Center for Disease Control. (2019, July 9). Infographic: 6 Guiding Principles To A Trauma-Informed Approach CDC. Retrieved April 5, 2019, from https://www.cdc.gov/cpr/info |

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| | <ul style="list-style-type: none"> • Empowerment, voice and choice • Cultural, historical & gender issues | graphics/6_principles_trauma_info.htm |
| trauma-informed lens | The process of systemically applying the 6 guiding principles of a trauma-informed approach to school policies and practices. | |
| triggers | A trigger is something that occurs in the environment that sets off a memory of a negative experience. | US Department of Health and Human Services (2014) <i>Trauma-Informed Care in Behavioral Health Services: A Treatment Improvement Protocol</i> . Retrieved April 5, 2019 from https://store.samhsa.gov/system/files/sma14-4816.pdf |
| universal screening | Universal screening refers to the systemic assessment of all students within a school or grade-level on a particular social-emotional or behavioral concept(s) of importance to the school community. | Ikeda, M.J., Neesen, E., & Witt, J.C. (2009). Best Practices in Universal Screening. In A. Thomas & J.Grimes (Eds.), <i>Best practices in school psychology V</i> (pp.103-114). Bethesda, MD: National Association of School Psychologists. |

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Great Schools Partnership. (2014, November 26). Classroom Management Definition. Retrieved April 5, 2019, from <https://www.edglossary.org/classroom-management/>

Great Schools Partnership. (2016, May 02). Evidence-Based Definition. Retrieved April 5, 2019, from <https://www.edglossary.org/evidence-based/>

Great Schools Partnership. (2019, January 29). School Community Definition. Retrieved April 5, 2019, from <https://www.edglossary.org/school-community/>

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