



RISE ACADEMIC PROTOCOL¹

When Student Arrives (First Day)

1. Information gathering by Dave Worthley from appropriate outlets (SEL, Guidance, Administration, Nurse, Teachers)
2. Re-entry meeting with parent(s) and student
3. Immediate schedule determined
4. Email to teachers from Dave Worthley
5. Teachers fill out [“Teacher Assignment Form”](#)
6. “To-Do” List created & shared with student, Guidance, Dave Worthley, and Special Education (if appropriate)²
 - a. [“To-Do” List](#) always contains
 - i. Assignments in order of importance & linked
 - ii. Date Assign/Due
 - iii. Classroom codes provided and/or websites, Drive folders linked
 - iv. Viewing & Editing capability by all teachers
 - v. Area for questions
 - vi. Section to indicate if completed
 - b. Additional Organizational Templates
 - i. An edited list of missing work, with [cumulative list](#) kept separate
 - ii. [A daily planner](#)
 - iii. [A weekly planner](#)
 - iv. [A weekend planner](#)
 - v. [A monthly planner](#)
 - vi. [A morning routine](#)
7. Meeting with student
8. Weekly Planner created & shared with Guidance, Dave Worthley, Special Education, and teachers - discretion may be used
9. “To-Do” list shared with teachers & frequent communication with teachers begins
10. Content Instruction
 - a. See [RISE Educational Program Design](#)
 - b. See [RISE Testing Protocol](#)

¹ For additional information about RISE, please see www.medfieldsel.com/rise

² All actions, unless otherwise indicated, are taken by Meghan Danielski, RISE Classroom Teacher.

When Student Returns (Daily)

1. Update “To-Do” List & Weekly Planner
2. Meeting with student
3. Content Instruction
4. Completed work handed in to teachers directly or to mailboxes
5. Meeting with Dave Worthley regarding schedule, work, behavior, mood, and overall wellness.
6. Student meeting with Dave Worthley regarding schedule, work, behavior, mood, and overall wellness.
7. Teachers are emailed previous to student returning to class
8. Peer tutors and teacher meetings are encouraged and scheduled - discretion may be used
9. [Progress Reports](#) may be emailed to teachers
10. Data may be collected

When Student Transitions into Mainstream Classes

1. Progress meetings with parent/guardian. Guidance, student, and SEL
 - a. Observations of student readiness to participate in mainstream classes
 - i. arriving to school on time
 - ii. utilization of RISE services
 - iii. academic progress
 - b. Recommendations for future student program
 - i. courseload
 - ii. schedule changes
 - iii. outside support frequency/types
2. “To-Do” list maintained, discretion may be used
3. Continued weekly email/contact with parents/guardians, student, and teachers

After a Student Transitions into Mainstream Classes

1. [Teacher feedback form](#) emailed to teachers
2. Relevant feedback communicated to students
3. Check-in with Russ Becker to follow-up on students who are regular education students
4. Check-in with Special Education teacher to follow-up on students who utilize Special Education services
5. Students are invited to return for check-ins and for support
6. [Parent](#), [Guidance](#), and [student](#) feedback is requested
7. [Program Educator Final Report](#) is completed

