

In these **multi-grade elementary classrooms**, three special/general education teachers work collaboratively to deliver **both academic and behavioral instruction** to students. The classroom typically consists of 8-12 students. Students are from schools in the surrounding region and are placed by IEP teams in the behavior support classroom in order to provide a **temporary small group, highly structured setting to address targeted behaviors**. Students begin in R.I.S.E. and are **gradually reintroduced to the general education setting** as they are able to demonstrate appropriate targeted behaviors. Once students are integrated into the general education setting to the maximum extent possible, the IEP team **reevaluates the placement** and determines if it is appropriate to transition the student back to their home school.

Contact Information

Cecil County Public Schools Department for Special Education

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Cecil Manor Elementary School

Principal: Matthew Stephen
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Elkton, MD 21921
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North East Elementary School

Principal: Lisa Lowe
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Thomson Estates Elementary School

Principal: Dr. Katherine Derby
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410-996-5272



Serving learners, families, and the community.

Responsive & Individualized Structured Environment (R.I.S.E.)

Vision

To promote positive behavioral competencies in an effort to ensure academic and social success in the least restrictive environment based on individual need and performance.



CECIL MANOR ELEMENTARY SCHOOL
NORTH EAST ELEMENTARY SCHOOL
THOMSON ESTATES ELEMENTARY SCHOOL



R.I.S.E.

Responsive & Individualized
Structured Environment

TRANSITIONING TO R.I.S.E.

The IEP team makes the placement determination. If R.I.S.E. is deemed an appropriate placement, the IEP is revised and individual goals are identified to determine the skills the student would need to demonstrate prior to revisiting the placement decision.

To ensure a smooth transition to R.I.S.E., determinations about individual student supports are considered and could include, but are not limited to, the use of a social story, meeting the R.I.S.E. staff in advance, a classroom visit, and counseling supports.



CECIL MANOR ELEMENTARY

CONTINUOUS MONITORING

An administrator from the student's home school frequently visits R.I.S.E. to observe/monitor progress toward the goals set by the IEP team and to remain in contact with the student.

SAFETY CONSIDERATIONS

Staff members are trained in Nonviolent Crisis Intervention techniques to prevent and deescalate unsafe behaviors.

Restraint and seclusion of students are only utilized as a last resort when a student is a danger to themselves or others.

In addition to academic instruction, the R.I.S.E. teaches:

- **Self-Awareness** (identifying emotions, self-confidence, self-efficacy)
- **Self-Management** (impulse control, stress management, self-discipline, motivation, goal setting, organizational skills)
- **Social-Awareness** (perspective taking, empathy, appreciating diversity, respect for others)
- **Relationship Skills** (communication, social engagement, relationships, cooperation, resolving conflicts, seeking help or helping)
- **Responsible Decision Making** (problem solving skills, ethical responsibility)



NORTH EAST ELEMENTARY

TRANSITIONING OUT OF R.I.S.E.

Students within R.I.S.E. typically begin outside of the general education setting. As students experience success within R.I.S.E., individual transition plans are created and students begin to transition into a general education classroom at the R.I.S.E. school. Parents/guardians are made aware of the gradual transition plan and the IEP team reconvenes to make the necessary changes to the IEP based on the success of the transition.

After the student has been included in the general education setting to the maximum extent possible, the IEP team meets to consider transitioning the student back to their home school.



THOMSON ESTATES ELEMENTARY