

*R.I.S.E. is a **multi-grade middle school classroom** in which a special education teacher and related service providers deliver instruction to address individual student needs. The classroom typically consists of less than 8 students. The classroom provides a **small group, highly structured setting to address social communication and emotional regulation.***

*Students begin in R.I.S.E. and are **gradually reintroduced to the general education setting** as they are able to demonstrate targeted skills. 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**

201 Booth Street
Elkton, MD 21921
410-996-5450

North East Middle School
Principal: Mr. Anthony Evans
200 East Cecil Avenue
North East, MD 21901
Phone: 410-996-6210



Serving learners, families, and the community.

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

Vision

To promote positive communicative competence and emotional regulation for academic and functional success in the least restrictive environment based on individual need and performance.



NORTH EAST MIDDLE SCHOOL



Responsive & Individualized
Structured Environment

COMMUNICATIVE COMPETENCE

Communicative Competence is “the set of behaviors that students must have to communicate what they know and to get their needs met” (MSDE, NCSC Newsletter, March 2015).

R.I.S.E. is built upon the Communication Bill of Rights, developed by the National Joint Committee for the Communication Needs of Persons with Severe Disabilities in 1992. “All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their



NORTH EAST MIDDLE

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.

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.

TRANSITION 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.

COMMUNICATION BILL OF RIGHTS

Each person has the right to:

- Request desired objects, actions, events, and people
- Refuse undesired objects, actions, or events
- Express personal preferences and feelings
- Be offered choices
- Reject offered choices
- Request and receive another person’s attention and interaction
- Ask for and receive information about changes in routine and environment
- Receive intervention to improve communication skills
- Receive a response to any communication, whether or not the responder can fulfill the request
- Have access to AAC (augmentative and alternative communication) and other AT (assistive technology) services and devices at all times
- Have AAC and other AT devices that function properly at all times
- Be in environments that promote one’s communication as a full partner with other people, including peers
- Be spoken to with respect and courtesy
- Be spoken to directly and not be spoken for or talked about in the third person while present
- Have clear, meaningful, and culturally and linguistically appropriate communications (www.asha.org/njc)