

ACADEMIC PROGRAM

(8:1:2)

Program Description

The Academic Program at the Rise Center for Success caters to students with mild to severe emotional disabilities, including those with challenging behaviors or mental health diagnoses impacting learning. With small class settings and individualized attention, we tailor our approach to meet each student's unique needs, fostering academic and personal growth. Rooted in trauma-informed practices, we create a safe, nurturing environment, guiding every interaction. Our comprehensive counseling plan, featuring individual and group sessions, promotes emotional well-being and resilience. Personalized academic instruction focuses on achieving a Regents, Local Diploma, or Career Development and Occupational Studies (CDOS) Credential, equipping students with the knowledge, skills, and confidence to thrive in higher education or the workforce.

Classroom Management

- Behavior systems foster choice, responsibility, and self-reflection.
- Daily support and monitoring focused on safety, respect, and social-emotional well-being.
- Incentives and positive reinforcement through daily and weekly choice boards.
- School-wide Positive Behavioral Interventions and Supports (PBIS) program.
- Regular student-centered team meetings held to ensure consistent strategies and support across all settings.
- Focus on preventing and de-escalating behaviors through active listening and support techniques.
- Zones of regulation program used to teach self-regulation by categorizing feelings and states of alertness with experience.

Curriculum

Differentiated, scaffolded instruction aligned to the standards with focus on closing individual learning gaps.

Continuous formal and informal progress monitoring to ensure mastery.

Relevant, research-based curricular programs tailored to student needs.

Annually redesigned classes and curriculum to meet the needs of each cohort.

Multi-modal instructional tools and techniques to engage all learners.

Embedded Digital Citizenship curriculum promoting responsible technology use.

Program Overview

THE CLASSROOM

- Small student to staff ratio of 8:1:2 (8 Students, 1 Teacher, 2 Teaching Assistants).
- Serving grades K-12.
- Trauma-informed best practices to support the social-emotional needs of all students.
- Restorative Practices and "Circle-Ups" to promote community, build relationships, and resolve conflict.
- Mindfulness and coping strategies/skills taught and practiced.

CURRICULUM INCLUDES

- Content aligned with the New York State Next Generation Learning Standards.
- Strong social-emotional and character education components.
- Differentiated Instruction tailored to student needs.
- Work experience opportunities for students aged 14 and older.

STUDENTS COMPLETING THE PROGRAM

- Have a toolbox of pro-social coping strategies for future success.
- Earn High School Local or Regents Diploma and may also receive a CDOS Credential.
- Gain confidence in their abilities.
- Strengthen their academic and social skills.
- Are prepared for post-secondary success in college and/or workforce employment.

At the Rise Center for Success, we are committed to empowering our students to achieve their full potential, both academically and personally. Join us on a transformative journey towards growth, resilience, and lasting success. For more information about our Autism Program and other CVES Special Education Services, please visit: www.cves.org/special-education





Program Highlights

A trauma transformed approach to support the social and emotional needs of all our students. All staff are trained and maintain certification in Therapeutic Crisis Intervention for Schools 2 (TCIS2). TCIS2 provides staff with the skills and knowledge to prevent, de-escalate, and manage crisis situations in a therapeutic manner.

Board Certified Behavior Analysts (BCBAs) are an integral part of all our programs, providing comprehensive training, oversight, data analysis, and evaluation to ensure individualized and effective behavior supports for each student. Through Functional Behavior Assessments, BCBAs determine the underlying functions of behaviors to create tailored treatment plans. Ongoing data collection and analysis allow for continuous refinement of interventions. With extensive education and experience in understanding behaviors, their causes, and a wide range of treatment options, our BCBAs deliver exceptional behavioral support services, positively impacting the lives of students throughout our region.

We prioritize regular student-centered team meetings, known as Management By Objectives (MBOs). These strength-based meetings serve vital purposes: proactively preventing student behaviors, ensuring all staff are aligned and informed about each student's individual plans for consistent implementation, and coordinating services and programs to maximize impact and achieve individual learning goals.

Premier transition coordination annually for students 14 years and older in collaboration with students' circle of support teams. Needs assessments are conducted to identify gaps in services and to ensure students and families are connected with resources both in school and in the community and link families with outside agencies for long-term student supports such as ACCES-VR, OPWDD, and Commission for the Blind.

Focus on character education through The Positivity Project (P2). Building positive relationships is at the heart of our student support model. P2 involves the entire school community and aims to create a positive culture through character and relationships.

Related Services

All service providers collaborate continuously with the classroom instructional staff to ensure continuity of student support across all settings.

COUNSELING

Weekly group counseling sessions (2x30) are embedded into the program in addition to individual counseling sessions, per the student's IEP, focused on developing social-emotional skills and fostering resilience.

SPEECH

Speech and Language Services are provided in small groups or individually and may be provided in the classroom or therapy room setting. Therapists work with classroom teachers and other service providers to meet the individual needs of students. Speech evaluations and assistive technology services are also available as identified on a students' IEP.

OT/PT

Physical therapy services target the development of a student's gross motor skill set. While occupational therapy services target the development of a student's fine motor skills, sensory-motor, and visual perceptual skills. Both services are goal-based, provided under the prescription of a physician, and delivered in our OT/PT therapy room, wiggle room, or across the school setting.

Additional Supports

HEATED THERAPY POOL (Plattsburgh Campus)

Pool available for instructional swim or free swim (schedule specific).

PLANNING ROOM (Mineville Campus)

A trauma-informed proactive space to assist students with de-escalation and co-regulation strategies so that they may return to the classroom ready to learn.

CALMING CORNER (Plattsburgh Campus)

A proactive emotional regulation space has been created to allow students to have a quiet space to utilize their coping skills. This space has dim lighting, comfortable seating, weighted items, and a variety of sensory fidgets.

BREAK SPACES

We offer break spaces aligned with NYS regulations utilizing procedures outlined in the student's IEP and BIP with a goal to decrease use over time.

BEHAVIORAL HEALTH SERVICES NORTH (BHSN) COUNSELING (Plattsburgh Campus)

ESSEX COUNTY MENTAL HEALTH SERVICES (Mineville Campus)

Mentally healthy children are more successful in school and life. Agencies offer School-Based Mental Health Services at both Plattsburgh and Mineville Campus which allows their clinicians to provide mental health treatment to students in the safety of our own school, dramatically reducing lost classroom time and increasing the accessibility and consistency of this vital mental health support.



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