

Program Components



- ♦Self-Advocacy/Self-Determination
- ♦Vocational Training Experiences
- ♦Social Skills Development
- ♦Personal Management Skills
- ♦Development of Mentoring Relationships with SHU Students
- ♦Functional Educational Skills
- ♦Travel Skills
- ♦Transition Planning Activities
- ♦Recreation and Leisure Activities

Parents seeking referral information about this program should contact their local special education representative or their district's transition coordinator or specialist. Some school districts have representatives listed below on the RISE Interagency Transition Planning Team which provides on-going advice and support to the program. These representatives are listed below:

Bridgeport Public Schools

Mike Grappone 203-275-1410

Cooperative Educational Services

Terri Garrity 203-365-8869

Jodi Lovegrove 203-365-8998

Joel Barlow High School

Rosemary Riber 203-938-2508

Monroe Public Schools

Kay Moser 203-452-2864

Stratford Public Schools

Diane DeStefano 203-385-4250

Trumbull Public Schools

John Wrobel 203-452-4217

Westport Public Schools

Mary Lou Husking 203-341-1425

Wilton Public Schools

RobinTwerdahl 203-762-0381

For general program information contact:

Elizabeth MacKenzie

Unit Director

or

Jodi Lovegrove

RISE Teacher

203-365-8840

www.ces.k12.ct.us

It is the policy of Cooperative Educational Services that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program on account of their race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness or pregnancy.



RISE Transition Program

at

Sacred Heart University

Reaching
Independence
through
Supported
Education

Overview of Program

The RISE (*“Reaching Independence through Supported Education”*) Program is a collaborative effort among school districts from Southwestern Connecticut and Cooperative Educational Services (C.E.S.) in partnership with Sacred Heart University (SHU). By participating in a program on a university campus, students will have an opportunity to interact with age appropriate peers while addressing individual transition goals. Students’ vocational, social and personal management skills will be enhanced through a variety of transitional activities on both the university campus and in the community.

Program Eligibility

In order to be considered for participation in the RISE program, student applicants must meet the following criteria:

- ♦ Have completed four years in a high school program and meet the minimum requirements for a high school diploma
- ♦ Must be within 2 years of exiting (typically 19-21 years of age)
- ♦ Have documentation of a developmental disability
- ♦ Consistently demonstrate safe personal and interpersonal behavior
- ♦ Independently perform basic personal care functions
- ♦ Demonstrate functional communication skills
- ♦ Have an interest in pursuing vocational experiences
- ♦ Have a transition plan and IEP goals for community-based instruction
- ♦ District IEP Team has determined that the university environment will be a positive social experience for the student

Referral/Admission Process

Referrals are typically made during the fall of the student’s senior year. Students should ideally have at least 2 years of eligibility at the time of referral. Applications must include the current IEP, most recent assessments (i.e., educational, psychological, OT, PT and Speech), health records, and a signed parent/student commitment form. Referral for placement consideration may only be made by a school district representative. A regional team of Transition Specialists from participating school districts/SHU review all applications to determine appropriateness of placement. Placement decisions must be preceded by a program visit by the student and parent.



Parent/Guardian Role

- ♦ Have developmentally appropriate expectations
- ♦ Maintain communication with staff
- ♦ Provide materials, information and resources which will contribute to student success
- ♦ Support program goals at home (i.e., fostering responsibility, practicing skills, etc.)
- ♦ Collaborate with program staff to link students with adult service agencies and community resources