

Contact us

Parents seeking referral information about this program should contact their local special education representative or their district's transition coordinator or specialist.

For general RISE information contact:

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RISE Teacher

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Director of Special Education

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It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of 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 and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Drive Trumbull, CT 06611; 203-365-8831.

About C.E.S.

Cooperative Educational Services is a public educational authority pursuant to Connecticut General Statute 10-66 and is one of six Regional Educational Service Centers in the state.

The agency is governed by a Representative Council made up of Board of Education members from the 16 Fairfield County school districts served by C.E.S.: Bridgeport, Darien, Easton/Redding/Region 9, Fairfield, Greenwich, Monroe, New Canaan, Norwalk, Ridgefield, Shelton, Stamford, Stratford, Trumbull, Weston, Westport, and Wilton.

The C.E.S. main office is located at 40 Lindeman Drive in Trumbull.

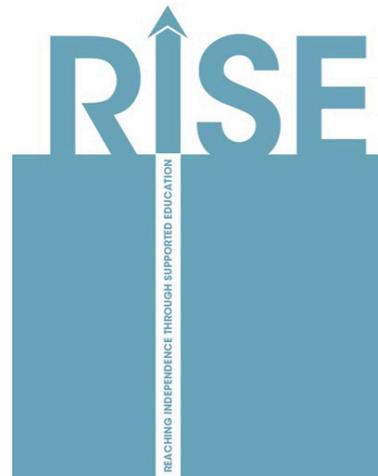
Cooperative Educational Services

40 Lindeman Drive

Trumbull, CT 06611

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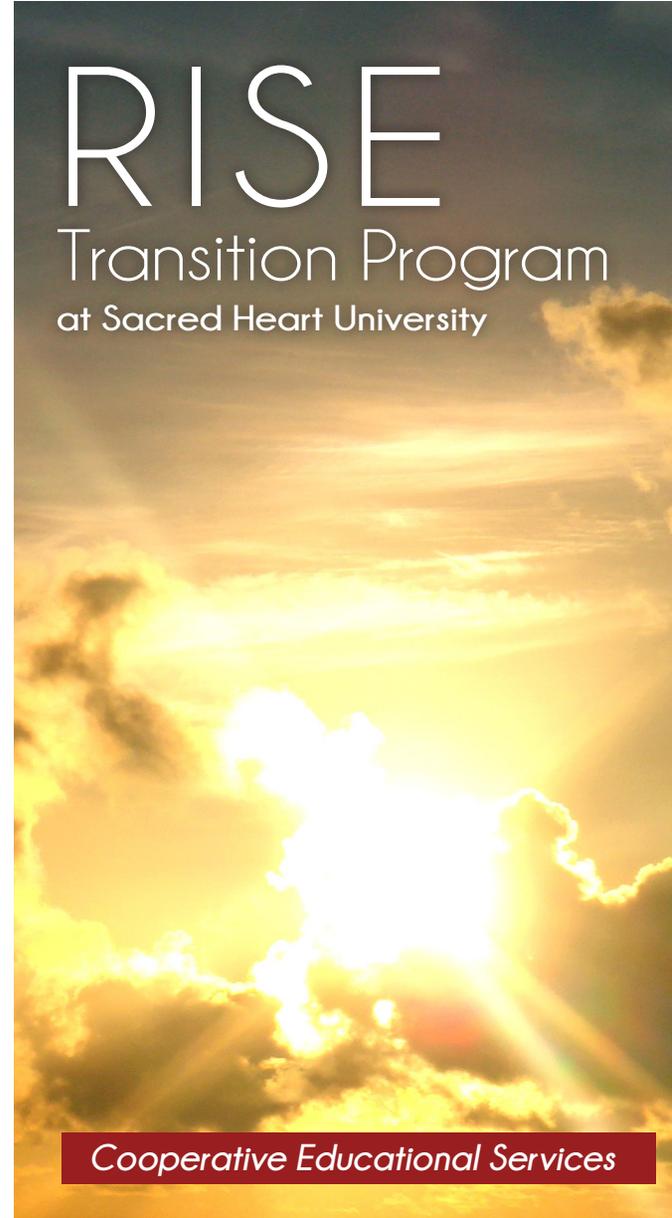
www.ces.k12.ct.us/specialeducation



RISE

Transition Program

at Sacred Heart University



Cooperative Educational Services

Reaching Independence through
Supported Education



Program overview

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 components

- Personal Finance/Consumer Education
- Independent Living Skills
- Community Navigation Skills
- Vocational Training Experiences
- Transition Planning Activities
- Social Skills Development
- Self-Advocacy Skills
- Personal Organizational Skills
- Recreation/Leisure Activities
- Health and Fitness Activities

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

Referrals and admissions

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 that 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

