



# A Guide for Our Component Districts

**2024 - 2025**

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## OUR MISSION

Champlain Valley Educational Services is committed to being a valued and trusted partner by supporting students, schools, and communities to excel through high-quality education, training, and shared services.

## OUR VISION

We aspire to be the premier provider of dynamic and innovative educational programs and shared services, serving as a catalyst for personal and regional growth and development towards a brighter global future.

## OUR CORE BELIEFS

- Students are our first priority.
- Staff are essential to the health and well-being of our organization.
- We value open and honest communication.
- We embrace collaboration and shared decision-making.
- We promote creativity and innovation.
- ALL students can learn and be successful.
- We lead and act with integrity, fostering respect for all by ensuring the acceptance, inclusion, and celebration of our community members.
- Students, family and community are valued partners for success.
- We ensure a safe, supportive learning and work environment.
- We all impact the educational process and are dedicated to perform at the highest possible levels.

### **Public Non-Discrimination Notice:**

Clinton-Essex-Warren-Washington BOCES a/k/a/ Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to:

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# SPECIAL EDUCATION DIVISION

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### QUICK REFERENCE MATRIX OF IN-HOUSE PROGRAMMING

# Cultivating Trauma-Informed Classroom Communities

## OUR PHILOSOPHY

At the core of our educational approach is a firm commitment to trauma-informed best practices. We firmly believe in supporting the social-emotional needs of all our students, and this informs every aspect of our programming.

To this end, we ensure that all staff members who have direct contact with students receive comprehensive training and maintain certification in the Therapeutic Crisis Intervention for Schools 2 (TCIS2) model. This equips our educators with the knowledge and skills to respond effectively to student needs and create safe, nurturing learning environments.

Beyond TCIS2, we also leverage a variety of other research-backed, trauma-informed strategies across our programs. These include CALM within our Autism program, Positive Behavior Interventions and Supports (PBIS), Zones of Regulation, Calming Corners, Restorative Justice Practices, and Circle Ups.

By weaving these trauma-informed approaches throughout our classrooms and schools, we empower our students to build resilience, regulate their emotions, and fully engage in the learning process. Our goal is to foster inclusive, supportive communities that allow every child to thrive.

## THERAPEUTIC CRISIS INTERVENTION FOR SCHOOLS 2 (TCIS2)

Therapeutic Crisis Intervention for Schools 2 (TCIS2) is a comprehensive system that aims to create a safe and positive learning environment for students and staff. TCIS2 is based on the principles of trauma-informed care, which recognizes the impact of adverse experiences on children's development and behavior. TCIS2 provides staff with the skills and knowledge to prevent, de-escalate, and manage crisis situations in a therapeutic manner. TCIS2 also helps staff to process the crisis events with students and help them improve their coping strategies.

We are committed to training, maintaining certification and providing ongoing support to all staff that have direct contact

with students. TCIS2 includes an initial 4-day training followed by 10 hours of training annually. TCIS is a crisis prevention and intervention system created by Cornell University.

## CALM

Within the Autism Program we are committed to training and maintaining certification in CALM through The New England Center for Children (NECC) for all staff who have direct contact with students in the program.

This certification includes two different options: a 2-day basic certification, as well as a 3-day expanded certification, which is dependent on the specific needs of the classroom. In order to maintain their certification, staff members are required to receive either 4 hours (for the basic certification) or 6 hours (for the expanded certification) of training annually after the initial training. Goals of CALM include:

- Avoid the escalation of challenging behavior through proactive strategies.
- De-escalate potentially dangerous behaviors (if avoidance procedures are not effective).
- Manage crisis situations in the safest way possible.
- Prioritize student and staff safety.

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT FRAMEWORK

PBIS is a systems-change framework that guides selection, integration and implementation of the best evidence-based practices for improving behavior outcomes while increasing opportunities for academic engagement. ~July 2018 NYSED Mental Health Literacy in Schools

Our goal is to align all PBIS initiatives and activities with student social emotional learning using a multi-tiered system of support. PBIS enhances our student's emotional intelligence by focusing on the core capacities of resilience:

- Connection
- Competence
- Confidence
- Coping
- Control
- Contribution
- Character

PBIS activities address bullying prevention and cultural responsiveness.

## POSITIVITY PROJECT (P2)

The Positivity Project (P2) is our core character education curriculum that focuses on building positive relationships through 24-character strengths grounded in positive psychology. P2 involves the entire school community and aims to create a positive culture through character and relationships. P2 equips young learners with essential life skills, emphasizing kindness, teamwork, integrity, and other character strengths, both within and beyond the school walls.

## ZONES OF REGULATION

The Zones of Regulation is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness with experience in four concrete zones. The Zones of Regulation proactively embed into our programs so that emotional regulation becomes a pivotal part of each day at the Rise Center for Success.

## CALMING CORNER

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.

## MINDFULNESS

Mindfulness is the practice of focusing attention on the experience of the current moment, with an attitude of non-judgmental acceptance and curiosity. The modern world is becoming faster, more stressful and distracted and children are particularly susceptible to these influences. It is growing more and more evident that the modern child and teacher needs new skills and awareness to deal with such an environment.

Mindfulness in schools is an excellent way for us to help teachers and students learn these new skills and manage the rising mental health and disengagement issues students face today. Furthermore, the gains from mindfulness are in addition to current wellbeing programs, so mindfulness is effective when added to these programs (rather than being replaced by or replacing wellbeing

programs). The improvements from mindfulness last even after a mindfulness program has ended.

## PLANNING ROOM

The Planning Room is a space dedicated to assist students with de-escalation and co-regulation strategies so that they may regain composure and return to the classroom ready to learn.

The Planning Room is used for:

- A proactive/therapeutic tool for students' choice
- As part of a Behavioral Intervention Plans
- In-School Suspension as assigned by an Administrator
- A quiet space for de-escalation

## RESTORATIVE JUSTICE AND CIRCLE UP

Schools seeking to create a positive school community and respond in an effective way when problems do arise are increasingly turning to restorative practices. Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

We are committed to using Restorative Practices to shift the conversation between teachers and students to be less punishment-oriented, and offer an opportunity for all people affected by an action to have dialogue about how to make things right and restore their classroom community.

We've only recently begun to understand how childhood stress and adversity powerfully affect development and impair students' ability to behave and learn in school. We also increasingly understand the importance for all children, especially those who struggle, of having supportive school environments where they feel accepted. Research shows it is effective to provide clear expectations for behavior, teach skills needed to succeed in the school environment, and respond to problems with strategies to strengthen connections and relationships, rather than push students away.

# Behavioral Supports & Interventions

## OUR APPROACH

At the Rise Center for Success, we are committed to providing our students with the most comprehensive and effective behavioral supports available. This commitment is reflected in our robust team of specialized professionals, dedicated to empowering each child to reach their full potential.

Board Certified Behavior Analysts (BCBAs) are embedded within all of our programs, providing training, oversight, data analysis, and evaluation to ensure the most individualized and effective behavior supports for each student. BCBAs conduct Functional Behavior Assessments to determine the function(s) a behavior serves, in order to create an appropriate treatment plan. Data is collected on these treatment plans and analyzed to determine the success of the interventions and whether any changes are needed. With their extensive education and experience in understanding behaviors, their underlying causes, and a wide range of treatment options, our BCBAs are able to deliver some of the most impactful behavioral support in our region.

To further strengthen our approach, we have also introduced Registered Behavior Technicians (RBTs) into our programs. Working directly with students, the RBTs implement behavior plans, collect data, and coach staff on individualized interventions. Serving under the guidance of our BCBAs, the RBTs ensure that treatment plans are carried out with the highest level of fidelity, leading to the most successful outcomes for our students.

By leveraging this collaborative, multi-tiered system of specialized behavioral expertise, we are able to empower our students to overcome challenges, build essential skills, and thrive both academically and socially. Our commitment to pioneering behavioral support is a cornerstone of our mission to help each student at the Rise Center for Success reach new heights.

## MANAGEMENT BY OBJECTIVES (MBOS) MEETINGS

We prioritize regular student-centered team meetings,

known as Management By Objectives (MBOs), to ensure consistent strategies and seamless support across all settings. These strength-based meetings serve vital purposes: proactively preventing student behaviors through tailored strategies, ensuring all staff are aligned and informed about each student's individual plans for consistent implementation, and coordinating our services and programs to maximize impact and achieve individual learning goals through a cohesive approach.

## FUNCTIONAL BEHAVIORAL ASSESSMENT/ BEHAVIOR INTERVENTION PLANS

A Functional Behavioral Assessment (FBA) is a method of finding the functions, a challenging behavior, occurring in the school setting and will be conducted by the student's BCBA along with the student's team when the student's behavior:

- is serious or persistent
- places the student or others at risk of harm or injury
- adversely affects the learning of the student or others
- results in significant amount of lost instructional time
- results in suspensions

Or at the chairperson's request.

Behavior Intervention Plan (BIP) is a formal report of how to respond to challenging and replacement behaviors, a roadmap to reduce challenging behaviors.

## BREAK SPACES (TIME OUT ROOMS)

The Rise Center for Success has break spaces in compliance with 200.22 of the NYS Commissioner's Regulations (Program standards for behavioral interventions) on time out rooms, for use in situations where a student requests to use this environment or when students are in imminent danger of hurting themselves or others. During time out, students are supervised at all times and follow a structured calming and classroom re-entry routine. For students that use time out, procedures are outlined in their Behavior Intervention Plan and Individualized Educational Plan with a goal to decrease its use over time.

## SUSPENSION

Suspension from school is a severe consequence,



which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others. Only school principals may impose an in-school (ISS) or out-of-school (OSS) suspension for such violations of our Code of Conduct.

### **Communication to Home District – Out of School Suspension**

Principal will notify secretary that a suspension notice needs to be completed and faxed/mailed to home district principal and CSE chair same day.

### **Re-entry Meetings: Repairing the Relationship**

- Will be facilitated by the program principal if deemed beneficial for the student after an out-of-school suspension. This may include the student, parent/guardian, and the student's educational team (teacher, counselor, chairperson, etc...)
- These meetings provide a chance for staff to repair the relationship with student and to transition him/her back into the educational setting for success.
- 5 Restorative Questions (asked by the person in the meeting who has the best relationship with the student)

*\*This format is modified to meet the individual needs of the student.*

## **DISCIPLINARY CHANGE IN PLACEMENT (DCIP)**

Prior to imposing a suspension of a SWD from school, the principal and other relevant school personnel must determine whether the suspension will create a DCIP.

If the suspension or removal will create a DCIP, the date of the above documentation represents the date on which the decision is made to impose a suspension or removal that constitutes a DCIP. The program principal must notify the district's CSE office immediately upon determining the DCIP.

On the date on which the decision is made to impose a suspension which will constitute a DCIP, the district's CSE Office must do the following:

- The parent shall be given Prior Written Notice (PWN) that there will be a DCIP.



- The parent shall be provided the procedural safeguards notice.
- The parent shall be notified in writing of the manifestation team meeting, including the names of individuals expected to attend the meeting and right to request the participation of relevant CSE members, so that the parent has an opportunity to attend the meeting. Notice shall be delivered electronically and with the notice of the suspension.

If the suspension/removal will create a DCIP, a Manifestation Determination Review ("MDR") to determine whether the misconduct was caused by or substantially related to the student's disability must be conducted prior to the suspension. Only if it is determined that the conduct is not a manifestation of disability may the suspension which creates the disciplinary change in placement be imposed.

- If it is determined that the conduct is not a manifestation of the student's disability, and if the CSE has not previously determined the services to be provided to the student in the event of a DCIP, the Parent shall be given written notice of the meeting of the CSE for the purpose of determining services during suspension so that the parent has an opportunity to attend the meeting. Notice shall be delivered electronically and with the notice of the suspension. Notice shall be reasonable but need not be 5 days' notice. Parents may attend by video and telephonic means.

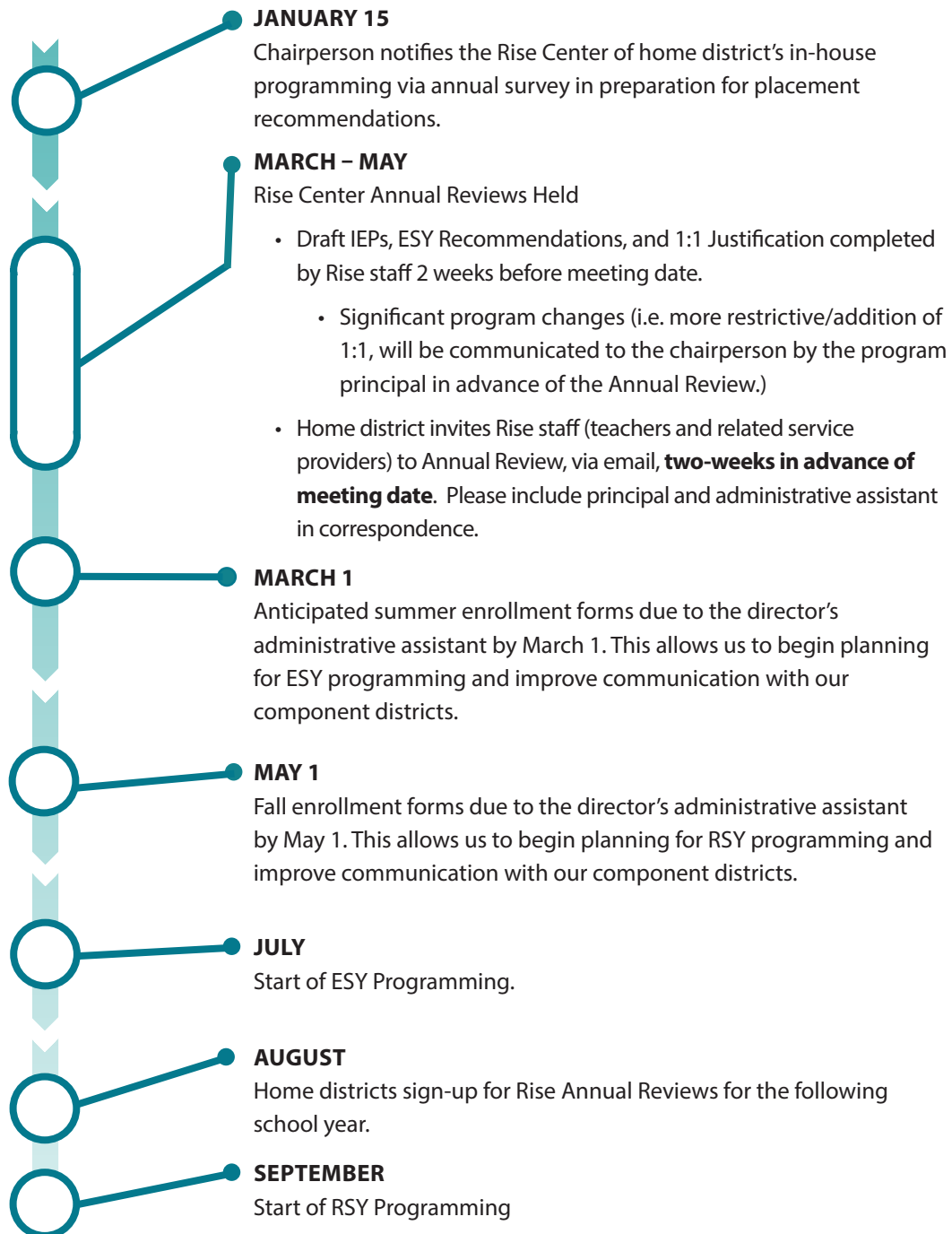
If the behavior is a manifestation of the student's disability, the suspension or removal may not be imposed.

## **DISCIPLINE CONCERNS ON DISTRICT TRANSPORTATION**

Per our Code of Conduct, students who misbehave on transportation under the authority or supervision of the home district, while going to or from a CVES program, will be referred by bus personnel to their home district for discipline.

# IEPs, Communication, & Processes With Home Districts

## IEP WRITING TIMELINE





## CHANGE IN IEP SERVICE

The teacher or related service provider who is requesting an amendment to the IEP completes the “change of IEP” form on SharePoint and turn it into the principal’s administrative assistant for principal approval. Once approved, the form is forwarded to the component district for action. A copy of the request is given to the director’s administrative assistant along with an updated enrollment form for the change in service. The director’s administrative assistant will notify all Rise Center parties of this finalized change and a copy goes into the student file.

## COMMUNICATION WITH HOME DISTRICTS

Clear, concise and consistent communication with our component districts is essential to our students’ success and to our collaborative relationship as a service provider.

- Building principals engage in communication with home districts.
- Teachers & service providers are to keep principal informed of concerns or updates that warrant a contact with the district.
- Principal decides if/when to reach out or will direct the teacher or related service personnel to contact district.
  - If teacher or related service provider engage in contact with district via email, the supervising principal will be cc’d.
- Coordinators can continue to reach out to districts as needed and will notify/cc Principal.
- If a CSE chair reaches directly out to teacher or related service providers, they will respond within 24 hours and include or make their principal aware.
  - If teacher or related service provider engage in contact with district via email, the supervising principal will be cc’d.
- Questions of openings, new referrals, etc., should be referred directly to the program principal to answer.

## CSE MEETINGS

- CSE chairperson is the lead at meetings. We follow their lead.



- We ask for CSE to notify our staff 2 weeks in advance of CSE meetings (date and time), so that they can ensure their attendance.
- If a teacher is unable to attend a CSE meeting, they will let their principal know before the meeting is to take place. The principal will convey this to the chairperson.
- If teacher or provider is unable to attend, a written narrative overviewing the student’s yearly progress and recommendations is expected to report out during the meeting.
- Districts will provide the principal’s administrative assistant with a list of Annual Review meetings by student, along with invitees. This will allow for the internal procedures of freeing up staff for attendance.
- Staff members will report to meetings on time.

## VISITORS TO CAMPUS

Component district staff are always welcome to come to our campuses to visit and observe your students. With any visitors, we ask that you give advance notice by notifying the program principal. This will allow us to notify the classroom staff as a professional courtesy and to mitigate the disruption that this may cause.

## Programs Offered

### **LIFE SKILLS (8:1:2)**

Our Life Skills program is tailored for students requiring moderate to intensive support in daily living activities, emphasizing skill acquisition, application, and transfer across diverse settings. Individualized and small group instruction in reading and math is geared towards enhancing functional and independent living skills. Students may qualify for NYS Alternate Assessments while working towards earning either a Skills Achievement Commencement Credential or a Career Development and Occupational Studies Credential, preparing them for future success and independence.

### **ACADEMICS (8:1:2)**

Our Academic program is designed to support students with mild to severe emotional disabilities, including those with challenging behaviors or mental health diagnoses that impact learning. With a focus on individualized attention, our small setting allows us to tailor our approach to meet each student's unique needs, fostering success in school. Central to our support model is a commitment to trauma-informed best practices, guiding every interaction and decision to create a safe and nurturing environment. Our comprehensive counseling plan features both individual and group sessions, emphasizing a multi-tiered approach to address emotional well-being. Academic instruction is personalized, with the aim of students achieving a Regents Diploma/Local Diploma and Career Development and Occupational Studies Credential, preparing them for future endeavors.

### **AUTISM (6:1:3)**

Our Autism Program is structured for students diagnosed with autism spectrum disorder with significant deficits in communication skills and/or adaptive behavior. This comprehensive program utilizes the scientifically proven principles of Applied Behavior Analysis (ABA), recognized as the most effective treatment for autism. Our classrooms provide intensive, individualized programs for students based on ABA principles and instructional methods delivered by highly trained staff in consultation with our

partners at the renowned New England Center for Children (NECC). A dedicated school social worker supports families in transferring mastered skills into the home environment, identifying needs, and accessing community services. We proactively identify and systematically teach the pre-requisite skills necessary for students to engage in higher-level skills not commonly addressed in standard curricula.

### **ITSP (6:1:1)**

Our Intensive Therapeutic Support Program (ITSP) offers a comprehensive, trauma-informed approach tailored to students requiring specialized educational support and mental health services beyond what our 6:1:1 programs offer. This nurturing program provides a therapeutic environment with evidence-based interventions personalized to each student's unique needs. Students in the ITSP receive personalized care that includes individual and group counseling sessions, family therapy, Adventure Based Counseling, and monthly pediatric psychiatric consultations which can include medication management. These services are carefully designed to enhance individual and family functioning, with the ultimate goal of preventing the need for a more restrictive residential placement. Our ITSP program aims to empower students to overcome challenges, build resilience, and achieve success in school and beyond.

### **WORK EXPERIENCE**

A transformative program designed to empower students aged 12 and above with the confidence and advocacy skills necessary for navigating their future careers. Through a multifaceted approach, we guide students in exploring career possibilities while honing essential skills that are crucial for success in any field.

- PAES Lab: Personalized assessments, guiding students toward suitable careers.
- In-House Simulated Work Experiences: Learn by doing in realistic environments.
- Rise and Shine Café: Flourish in real-world scenarios, fostering teamwork and problem-solving.

- **Community Outings:** Connecting classroom learning to real-life applications.
- **Community Worksites:** Dive into hands-on projects at local businesses and nonprofit organizations, laying the groundwork for future success.

These experiences are bridges linking school to career, theory to practice, and dreams to reality. Together we unlock boundless potential and shape a brighter tomorrow for our students and society.

## CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES CREDENTIAL (CDOS)

CDOS (Career Development and Occupational Studies) Credential is an important certification that signifies a student's readiness for the workforce. We prioritize equipping all students with the necessary skills and experiences to obtain this credential, ensuring they exit our program well-prepared for their future endeavors.

Here's a breakdown of the components involved in obtaining the CDOS Credential and how we integrate them into our program:

1. **Career Exploration:** Students explore various career paths through personalized assessments, hands-on experiences, and community outings. By understanding their interests and strengths, they can make informed decisions about their future careers.
2. **Work-Based Learning:** Our program offers in-house simulated work experiences, such as the Rise and Shine Café and Community Worksites, where students gain practical skills and experience in real-world settings. These opportunities allow students to develop essential workplace competencies, including communication, teamwork, and problem-solving.
3. **Integrated Learning:** We seamlessly integrate career readiness skills into our curriculum, ensuring that students develop a comprehensive set of competencies aligned with the CDOS standards. Through interdisciplinary projects and activities, students apply academic knowledge to practical, real-life situations, preparing them for success in the workforce.
4. **Career Planning and Development:** We provide guidance and support to students in developing individualized career plans, setting goals, and identifying pathways to achieve them. By fostering self-awareness

and self-advocacy skills, students become active participants in their own career development process.

5. **Employer Partnerships:** Collaboration with local businesses and nonprofit organizations allows students to gain exposure to different industries and professions. Through community outings and worksite experiences, students build connections with employers, mentors, and professionals, expanding their professional networks and enhancing their employability.

This credential serves as a testament to their achievements and capabilities, opening doors to a bright and promising future.

## EMBEDDED SERVICES AT RISE

To ensure consistent and comprehensive support, the following services are embedded into program services and must be listed on student IEPs for each designated program:

### ACADEMIC/BEHAVIORAL PROGRAM (8:1:2)

- Group Counseling: 2x30 minutes per week (included in program tuition)

### LIFE SKILLS PROGRAM (8:1:2)

- Services determined based on individual student needs.

### AUTISM PROGRAM (6:1:3)

- Social Work Service: 1x60 minutes per month (NOT included in program tuition)

### ITSP PROGRAM (6:1:1)

- Individual Counseling: 2x30 minutes per week (included in program tuition)
- Group Counseling: 2x30 minutes per week (included in program tuition)
- Family Consultation: 1x60 minutes per month (included in program tuition)
- Psychological Consultation: 1x60 minutes per month

## ADDITIONAL NOTES:

**A la Carte Services:** Available as requested by the CSE and listed on the IEP. Note, your enrollment form request, must match the services on the student's IEP.

**Parent Training & Counseling:** All students with an FBA/BIP and/or an Autism diagnosis must receive 1x30 minutes of quarterly parent training and counseling.

Program	Student Characteristics	Services Provided	Curriculum, Credential, Supports
<b>8:1:2</b> <b>Academic Behavior</b>  <b>Co-Ser 211</b>  <b>Plattsburgh</b> <b>Mineville</b>	<ul style="list-style-type: none"> <li>• Borderline to above average cognitive ability</li> <li>• Display challenging behaviors that interfere with learning &amp; may need BIP</li> <li>• Requires smaller class setting for learning</li> <li>• May require intensive adult support and structured program with consistent routines and curricular modifications</li> <li>• Special consideration will be given to the site setting of classroom programs within component districts</li> </ul>	Counseling <ul style="list-style-type: none"> <li>• 1 x 30 Individual</li> <li>• 1 x 30 Group</li> </ul> Behavioral Oversight by BCBA Family Support Crisis Support Restorative Practices Transition Services Additional Services per IEP FBA/BIP	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Modified Regents/Gen. Education</li> <li>• Social/Behavioral Skills</li> <li>• Career Exploration/Work Experience</li> </ul> <b>Credential</b> <ul style="list-style-type: none"> <li>• Regents Diploma</li> <li>• CDOS Credential Option</li> </ul> <b>Possible Agency Supports</b> <ul style="list-style-type: none"> <li>• OMH</li> <li>• ACCEs-VR</li> </ul>
<b>8:1:2</b> <b>Life Skills</b>  <b>Co-Ser 209</b>  <b>Plattsburgh</b> <b>Mineville</b> <b>PCSD</b>	<ul style="list-style-type: none"> <li>• May have multiple delays across domains impacting daily functioning</li> <li>• Significant deficits in communication/language and adaptive behavior</li> <li>• Requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments</li> <li>• Requires educational support systems such as: assistive technology, personal care services, or behavioral intervention</li> <li>• Range of medical supports from mild to intense</li> <li>• Special consideration will be given to the site setting of classroom programs within component districts</li> </ul>	Family Support Crisis Support Restorative Practices Transition Services Additional Services per IEP Behavioral Oversight by BCBA FBA/BIP	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Independent Living Skills</li> <li>• Social skills</li> <li>• Functional Academics</li> <li>• Pre-vocational/vocational skills</li> <li>• Career Exploration/Work Experience</li> </ul> <b>Credential</b> <ul style="list-style-type: none"> <li>• Skills and Achievement Commencement Credential</li> <li>• CDOS Credential Option</li> </ul> <b>Possible Agency Supports</b> <ul style="list-style-type: none"> <li>• OMH</li> <li>• ACCEs-VR</li> <li>• OPWDD</li> </ul>
<b>6:1:3</b> <b>Autism</b>  <b>Co-Ser 205</b>  <b>Plattsburgh</b>	<ul style="list-style-type: none"> <li>• Diagnosis of Autism Spectrum Disorder</li> <li>• Range of cognitive abilities</li> <li>• Displays significant deficits in communication skills; may have significant deficits in adaptive behavior</li> <li>• Display challenging behaviors that interfere with learning</li> <li>• Requires smaller class setting for learning</li> <li>• Requires intensive adult support and structured program with consistent routines</li> <li>• Requires curricular modifications and support</li> <li>• Requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments</li> <li>• Requires educational support systems such as: assistive technology, personal care services, or behavioral intervention.</li> </ul>	ABA Classroom Model Behavioral Oversight by BCBA Social Work/Family Support (1 x 60) Crisis Support Additional Services per IEP Transition Services Partnership Program Supports provided by the New England Center for Children (NECC) FBA/BIP	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• ACE Evidence Based Curriculum/Software Platform from NECC</li> <li>• Communication/language skills</li> <li>• Social Skills</li> <li>• Visual Supports</li> <li>• Sensory Regulation</li> <li>• Independent Living Skills</li> <li>• Functional Academics</li> <li>• Pre-vocational/vocational skills</li> </ul> <b>Credential</b> <ul style="list-style-type: none"> <li>• Skills and Achievement Commencement Credential (SACC)</li> <li>• (CDOS) Credential Option</li> </ul> <b>Possible Agency Supports</b> <ul style="list-style-type: none"> <li>• OMH</li> <li>• ACCEs-VR</li> <li>• OPWDD</li> </ul>
<b>6:1:1</b> <b>Intensive Therapeutic Support Program (ITSP)</b>  <b>Co-Ser 220</b>  <b>Plattsburgh</b>	<ul style="list-style-type: none"> <li>• Borderline to above average cognitive ability</li> <li>• Display intense challenging behaviors that interfere with learning</li> <li>• Requires smaller class setting for learning</li> <li>• Require intensive adult support and structured program with consistent routines</li> <li>• Require special education instruction and mental health clinical services, supported therapeutic environment</li> <li>• Require intensive counseling, psychiatric consultation, and medication management</li> </ul>	Counseling <ul style="list-style-type: none"> <li>• 2 x 30 Individual</li> <li>• 2 x 30 Group</li> </ul> Crisis Support (1 x 60) Family Therapy/Support Adventure Based Counseling Psychiatric Consultation and Medication Management (1 x 60) Additional Services per IEP Transition Services FBA, BIP	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Modified Regents/Gen. Education</li> <li>• Social/Behavioral Skills</li> <li>• Career Exploration/Work Experience</li> </ul> <b>Credential</b> <ul style="list-style-type: none"> <li>• Regents Diploma</li> <li>• CDOS Credential Option</li> </ul> <b>Possible Agency Supports</b> <ul style="list-style-type: none"> <li>• OMH</li> <li>• ACCEs-VR</li> </ul>

# Registration

## REGISTRATION

It is our goal to complete the in-take process and have the student start within **5 days of receiving enrollment paperwork** from the district. If we are experiencing delays due to challenges with contacting parents, etc., the counselor will notify principal who will then reach out to the chairperson for assistance.

- Districts must send the following information to the director's administrative assistant to be considered for a program placement at the Rise Center.
  - **Rise Center Enrollment Form** indicating the desired program, related services, consultations, aide/assistant, psychological evaluation, other viable reports, FBA/BIP, referral/scripts for any related services, current School Year IEP.
  - If the referral is for the ITSP program, the appropriate **ITSP Enrollment Form** referral form will be used.
- Upon receipt of this information, the director's administrative assistant will time stamp the receipt of the enrollment paperwork and the student will be added to the program waitlist in the order received. This is important so that there is equitable access across our region for program openings.
- Upon a program opening, the program principal reviews the enrollment paperwork and determines if the student is appropriate for our opening. The director's administrative assistant then notifies the CSE office whether the student will be placed in our opening.
- The CSE Office will then notify the student's family to expect our phone call to begin the in-person, intake process.
- A designated staff member has been assigned to perform the formal intake on the student. This person will:
  - Contact the family to set date and time of the intake (remember that the person(s) completing the intake must have legal permission to sign for the student)
  - Obtain an intake packet from principal's administrative assistant.
  - Intake Packets must be completed in their entirety. It will be the responsibility of the intake person to follow up and obtain any missing information before handing the packet in to principal's administrative assistant.
  - If the student does not live with their biological parents, Court Orders need to be obtained and on file. This may be a lengthy process; enrollment should not be delayed.
  - If the student is a high school student, a high school transcript is required.
  - Once the completed intake packet is submitted to principal's administrative assistant, the principal will contact the district informing them that the intake has been completed and when the student can start.
- Occasionally, the Rise Center will determine that a student is not appropriate for the recommended program based on additional information received through the in-take process. When this occurs, the CSE office will be notified immediately so an appropriate setting can be found.
- The CSE Office will inform the family of the start date, after receiving it from the Rise Center, and once the district has setup transportation.
- To ease program transition and to ensure the student's success, the classroom teacher may reach out to the home district teacher.



