

Transition

What is Transition:

All students leave school to create their adult lives. "Transition" describes that critical transformation, and includes the education, legal information, planning, and community connections our special education students need in order to achieve those adult goals.

The transition process prepares students with disabilities for adult life by focusing on the specific areas of post-secondary education, employment, community participation, and when appropriate, independent living skills.

What are Transition Services?

Transition services are intended to be a coordinated set of activities, provided by the school and, when necessary, community agencies, to students with disabilities to promote successful movement from high school to adult life.

Transition services are part of a results oriented process that is focused on improving both the functional and academic needs of a child with a disability.

When Does Transition Planning Begin?

Federal rules and regulations require that transition planning for students with disabilities begin no later than the first IEP to be in effect when the child is 16, and updated annually thereafter. *However, it is considered best practice to begin transition planning as early as when a student is 14, and in some cases earlier, as they begin to transition from the middle school to the high school.*

Who is Involved in the Transition Planning Process?

Transition Services and measurable post-secondary goals leading to a student's post-secondary vision, must be identified in a student's Individualized Education Plan (IEP), beginning with the first IEP in effect when the student turns 16. Therefore, the IEP team, including the student, parents, teachers, and when appropriate outside agencies, are involved in transition planning. *Student and parent participation are integral to the success of achieving positive transition outcomes.*

It is important to keep in mind that transition planning should not necessarily be limited to the IEP Team, rather it is a partnership involving students with disabilities, their families, school and post-school service personnel, local community representatives, employers, and other invested stakeholders. Successful transition requires collaboration of many individuals and agencies. However, consent to invite outside agencies must be obtained from the parent and/or the student, if they have reached the age of majority, prior to inviting community agency members to the IEP meeting.

What Does Transition Planning Include?

Transition planning includes the development of appropriate measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills. *These goals should reflect the student's strengths, preferences, and interests.* In determining such goals, the IEP team (including the student) must determine what

instruction and educational experiences will help prepare the student for a successful transition from secondary education to post-secondary life. Age appropriate transition assessments might include such things as interest inventories and other assessments that can help identify an individual's strengths, interests, and preferences.

In addition to appropriate measurable post-secondary goals, there must be development of a statement of the transition services (including course of study) that are needed to assist the student in reaching those goals. The statement of transition services should relate directly to the student's post-secondary goals.

What is the Age of Majority?

Under Michigan law a child reaches adulthood upon their eighteenth (18th) birthday. When they turn age 18, all educational decision making rights their parent(s)/guardian(s) have, will transfer to the child.

The school district must discuss the impact of the transfer of rights at least one year before the student's 18th birthday, with the student and parent(s)/guardian(s). For some students, a court may appoint a legal guardian that will continue to have authority to make decisions about their educational program. In this case, educational decision making will not be transferred.

The Student Rights Handbook serves as notice to the student and parent(s)/guardian(s) regarding the transfer of rights. When the student turns age 17, they and their parent(s)/guardian(s) must receive notice that rights will transfer when the student turns 18. When the student turns 18, they and their parent(s)/guardian(s) must receive another notice that their rights have transferred. Notice of this transfer of rights will also be given in the IEP paperwork.

What Happens Upon Completion of School?

For a student whose eligibility for school is ending due to graduation or age, a local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting their postsecondary goals. This is known as the Summary of performance.

Student Name:

IEP Date:

TRANSITION PLAN**TRANSITION ASSESSMENTS AND NOTICES****ASSESSMENTS**

Transition Assessments Completed:

PARENTAL RIGHTS AND AGE OF MAJORITY

- ☐ will be age 17 during this IEP and was informed of parental rights that {he,she} will receive at age 18.
- ☐ has turned age 18 and {he,she} and {his,her} parent were informed of parental rights that were transferred to {him,her} at age 18, including the right to invite a support person such as a parent, advocate, or friend.
- ☐ has turned age 18 and there is a guardian established by court order. The guardian is: .
- ☐ has turned age 18 and a legally designated representative has been appointed. The representative is: as .
- ☐ will be not be 17 or older during this IEP.

COMMUNITY AGENCY INVOLVEMENTWas there a need to invite a community agency representative likely to provide current or future services? ☐ Yes ☐ No

Date Consent to Invite Community Agency was obtained:

Did agency representative attend? ☐ Yes ☐ No

Please list any additional steps taken to ensure that has made connections with any appropriate outside programs and services:

Please provide a rationale for determining that there is no need to invite a community agency:

Additonal comments regarding community agency involvement:

Did parent invite a community agency representative? ☐ Yes ☐ No**POSTSECONDARY GOALS AND TRANSITION ACTIVITIES**

Adult Living — After you have finished school, what type of place will you live in?

Does require **instructional goals and short-term objectives in order to get ready for adult living ?** ☐ Yes ☐ No

Does require **transition activities or services in order to get ready for adult living ?** ☐ Yes ☐ No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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Getting Ready for Employment — After you have finished school, what kind of work will you do?

Does require **instructional goals and short-term objectives in order to get ready for employment?** ☐ Yes ☐ No

Does require **transition activities or services in order to get ready for employment?** ☐ Yes ☐ No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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Community Participation — After you have finished school, how will you spend your time in your community?

Does require **instructional goals and short-term objectives in order to get ready for community involvement ?** ☐ Yes ☐ No

Does require **transition activities or services in order to get ready for community involvement ?** ☐ Yes ☐ No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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Postsecondary Education/Training — After you have finished school, what additional education or training will you pursue?

Does require **instructional goals and short-term objectives in order to get ready for post-secondary education or training?** ☐ Yes ☐ No

Does require **transition activities or services in order to get ready for post-secondary education or training??** ☐ Yes ☐ No

<u>Transition Activity/Service Needed</u>	<u>Person/Agency</u>	<u>Due Date</u>
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<u>COURSE OF STUDY</u>

What is 's anticipated date of graduation/completion?

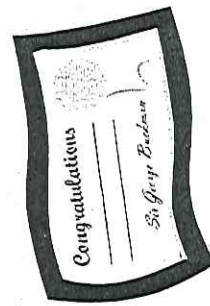
What is 's course of study?

☐ **Classes leading to a Michigan Merit Curriculum high school diploma** ☐ **Classes leading to a certificate of completion**

Describe how 's course of study supports {.his,her} post-secondary goals written in each domain area above:

Certificate of Completion

A Certificate of Completion is not an academic credential. There are no state course or grade requirements for receiving a Certificate of Completion. Generally, students concentrate on their IEP goals. The student's IEP team will determine if the student will receive a High School Diploma or a Certificate of Completion. Students who do not receive a High School Diploma are eligible to continue receiving special education services until the age of 26 or per Rule 340.1702. The student who accepts a Certificate of Completion is still able to participate in senior graduation activities if they choose.



Oak Park School District



A Standard of Excellence

Options and Opportunities for Students Completing a Certificate of Completion

- Options for students while attending Oak Park
- Completion of general education and special education classes when appropriate
 - Community Based Instruction (CBI)
 - School to Work Participation
 - WorkKeys completion
 - Michigan Rehabilitation Services



Certificate of Completion

Vs.

Michigan Merit Curriculum

What is the difference between a high school diploma and a certificate of completion?

A high school diploma requires successful completion of the Michigan Merit Curriculum. A Certificate of Completion follows as much of this rigor as possible while allowing students other opportunities to pursue post secondary goals.

How will the decision be made?

This is a very important decision and can only be made by the IEP Team.

Lanissa L. Freeman, Ph.D. Supervisor

Specialized Student Services

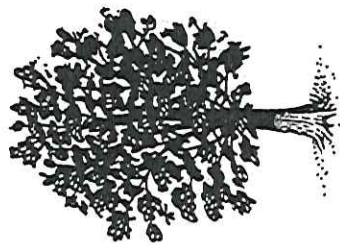
13900 Granzon

Oak Park, MI 48237

Phone: 248-336-7673

Fax: 248-336-7678

Oak Park
Schools



*Office of
Specialized
Student Services*

Students with an
Individualized Educational
Program (IEP)

What are your choices?

High School Diploma
Or
Certificate of Completion

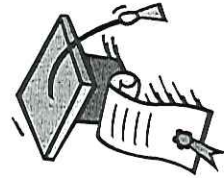


High School Diploma

A general education diploma is given to students meeting all of the graduation requirements as defined by Oak Park Schools.

- 4 credits in English Language Arts*
- 4 credits in Mathematics
- 3 credits in Science
- 3 credits in Social Studies
- 1 credit in Health and in Physical Education
- 1 credit in Visual, Performing and Applied Arts
- 3 credits of combination electives

*Beginning with the Class of 2015, students must have 2 credits in a language other than English.



Personal Curriculum

The Michigan Merit Curriculum requirements allow a parent or legal guardian of a student, or a student who is 18 years of age, to request certain modifications to the state high school graduation requirements under limited conditions. To ensure all students are effectively and consistently engaged in school regardless of need or disability, the use of a Personal Curriculum (PC) modification is allowed by state statute for only four reasons:

1. A student wishes to modify the math requirement.
2. A student wishes to go beyond the academic credit requirements by adding more math, science, English Language Arts or languages other than English credits.
3. A student with a disability needs to modify the credit requirements based on his/her disability.
4. If a student has transferred from out of state or non public school with two years of high school credit.

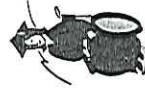
(NOTE: Specific requirements for items #1-4 per the Michigan Department of Education can be viewed at: www.michigan.gov. Search for "A Parent's Guide to Personal Curriculum Focus on Students with an IEP")

A parent, legal guardian, or a student who has adult status may submit a PC request form to the high school counselor. The PC committee, comprised of parent, student, guidance counselor, school psychologist or other appropriate staff members, will meet and review existing performance records, the Educational Development Plan (EDP), and the Individualized Education Program (IEP) if applicable. If approved, the committee will create a PC which includes measurable goals that are aligned with the student's IEP and EDP and methods to evaluate those goals.

Potential Adverse Effects of using a Personal Curriculum

A Personal Curriculum which allows for modifications for students with disabilities that reduces the number of content expectations mastered by the students may affect the student's readiness to:

- Pass the Michigan Merit Exam
- Be admitted to college
- Be eligible for college scholarships
- Be eligible for financial aid
- Enter a trade school
- Secure a job in the career of their choice
- Be eligible for NCAA athletic programs



Post High School Transition Programs within Kent ISD
September 2017-2018
Regional and Local Programs for Young Adult Students

Program	Location	Supervisor/ Contact	Student Population	Age Range	# of Students	# of Teachers	Description
Duncan Lake Transition Program	Caledonia (Admin Building)	Mindy Duba 891-0219	ASD, CI	18-21	10-15	1	Two year program to prepare students for the next educational program, placement within the community or completion of postsecondary goals.
Grandville Transition Program	Grandville (High School)	Angie Thornburgh 254-6777	ASD, CI	18-21	10-15	1	Two year program to prepare students for the next educational program, placement within the community or completion of postsecondary goals.
Forest Hills Transition Center	Forest Hills (Northern)	Sarah Castro 493-8660	ASD, CI	18-26	20-25	2	The program is focused on life skills, work-based experiences and functional/social/affective skills working towards supported and independent vocational experiences within a functional curriculum.
Kentwood Transition	Kentwood (Alternative High School)	Sharon O'Donnoghue 554-3980	ASD, CI, EI, SLD, TBI	18-26	20-25	2	The program is focused on life skills, work-based experiences and functional/social/affective skills working towards supported and independent vocational experiences within a functional curriculum.
RITS Cedar Springs	Cedar Springs (High School)	Stacie Voskuil Kim Norman 361-3446	ASD, CI TBI	18-26	11-15	1	RITS #3 integrates students in small groups into the community for functional academics and to learn communication, safety, and social skills in preparation for RITS #2 or adult agency supports and services.
RITS Rockford	Rockford (Admin Building)	Kirsten Myers Kim Norman 361-3446	ASD, CI, EI, OHI, SLD	18-26	50-60	3	RITS #1 is primarily for students ages 18-26 who are safe and independent in the community and need 1 to 2 more years of Transition programming. The main focus is work-based learning & employment, and connecting to adult agency supports. RITS #2 focuses on preparing students for RITS #1 or adult agency supports and services through group work-based learning supports and functional independence training. RITS #3 integrates students in small groups into the community for functional academics and to learn communication, safety, and social skills in preparation for RITS #2 or adult agency supports and services.
Project SEARCH	GRPS Spectrum Health and Fifth Third	Sara Larkin 819-2366	ASD, CI, EI, OHI, SLD	16-26	15-25	2	Provides employment and education opportunities through workforce development in an employer supported experience with on-site job coaching in preparation for competitive employment

Center Based Transition Programs for Young Adult Students

Program	Location	Supervisor/ Contact	Student Population	Age Range	# of Students	# of Teachers	Description
Community Transition Campus	GRPS – Main Sites: Mayfield and Straight Offsite: Cook Art Center, Mary Free Bed, First Place, Eberhard Center, North Kent	Laura Ochoa 819-2741	ASD, CI, OHI, PI, SXI, TBI, VI, HI	18-26	250	21	An "Empowerment Model" of transition services and support with "intentional curriculum" specific to individual visions. Young adults are active members in the development, implementation, and execution of an Individual Life Plan. The plan aligns with IEP Transition Goals and Activities as well as IEP Goals. The collaboration of plans allows them to develop, practice, and apply skills in the areas of daily living, community participation, employment, and education and training to become as independent as possible in order to build a productive future. Site placements are determined and adjusted by level of independence and support needed.
KEC Beltline	GRPS - KEC Beltline	Jim Polasek 819-1365	ASD, CI, EI, OHI, TBI	18-26	15	2	Provides services to students with severe emotional impairments.
Lincoln Development Center	GRPS - Lincoln Development Center	Steve Kadau 819-2750	SXI, TBI	18-26	18	2	Provides services to students aged 5 to 26 with severe multiple impairments. Transition instruction focuses on skills that encourage the highest level of independence for each individual student.
Lincoln School	GRPS - Lincoln School	819-2762	ASD, CI, OHI, SXI	18-26	75	10	Provides services to students aged 5 to 26 with moderate to severe cognitive impairments and autism spectrum disorder. Transition instruction focuses on skills that encourage the highest level of independence for each individual student. Community Based Instruction is conducted for students on an individual basis according to family and student need. Regions 1, 2, 4
Pine Grove Learning Center	GRPS - Pine Grove Learning Center	Keith Hutchins 819-6466	ASD, CI, OHI, SXI	18-26	26	5	Provides services to students aged 5 to 26 with moderate to severe cognitive impairments and autism spectrum disorder. Transition instruction focuses on skills that encourage the highest level of independence for each individual student. Community Based Instruction is conducted for students on an individual basis according to family and student need. Region 3

ADVOCACY AND RESOURCES

Arc Kent County

www.arckent.org - 616-459-3339

The Arc Kent County advocates for the rights and full participation of all children and adults with intellectual and other related developmental disabilities. They strive to improve systems of supports and services; connect families; inspire community and influence public policy. Services include: Special education law, representative payee, advocacy, medicaid application assistance info and referral to community resources, educational training on topics of relevance, community participation initiative.

Association for the Blind & Visually Impaired

<https://www.abvimichigan.org> - 616-458-1187

ABVI provides all types of Vision Rehabilitation training and services in west Michigan. ABVI has two programs that work directly with students age 14 and above: STEPS and Summer in the City.

Autism Society of Kent County

<http://www.autismsupportofkentcounty.org>

Autism Support of Kent County, Inc. (ASK) is a non-profit organization of parents, school staff, and others who actively seek to support and advocate for persons with Autism Spectrum Disorder (ASD) and their families.

Deaf & Hard of Hearing Services

<http://www.autismsupportofkentcounty.org> - 616-732-7358

A full-service agency for the Deaf and hard of hearing communities in West Michigan, they fill 3,000+ interpreter assignments annually, and provide further services through American Sign Language classes, Cultural Awareness and Sensitivity training, equipment assistance and advocacy, and a children's educational and social skills program in West Michigan

Disability Advocates of Kent County

www.disabilityadvocates.us 616-949-1100

The mission of Disability Advocates of Kent County is to work alongside people with disabilities as they seek to lead self-directed lives and to advocate for accessible and welcoming communities.

- Youth Transition Services- Provides one on one peer mentoring and facilitates workgroups covering Pre-employment skills, Independent living skills, and Self-advocacy skills.
- Family Support Services- Assist, guide and empower families and persons with developmental disabilities in regards to navigating resources and government agencies.
- Information and Referral Services- Provides information and resources spanning a wide variety of disability related issues.

Down Syndrome Association of West Michigan (DSAWN)

www.dsawm.org - 616-956-3488

We are a support, advocacy and resource group for persons with Down syndrome, their families, and friends. The DSAWM provides recreational and therapeutic programming, financial assistance, support groups, educational workshops, and more.

Learning Disabilities Association of Michigan

<http://ldaofmichigan.org>

Mission is to enhance the quality of life for all individuals with learning disabilities and their families through advocacy, education, training, service and support of research.

National Stuttering Association (NSA) – Local Chapter

<http://www.westutter.org/find-nsa-meeting-near/michigan/> - 616-481-6569

The NSA provides support, friendship, and information to the stuttering community, instilling the sense of self-worth so often missing in the lives of those who battle this disorder. Nationwide NSA provides information about stuttering, increases public awareness of stuttering, serves as a support and advocacy group, and is a referral organization for speech therapy sources throughout the United States.

EMPLOYMENT

Ability Employment Services

Abilityemploymentservices.com – 616-706-1017, 616-293-4949

Specializing in pre-employment transition services for high school students. Provides engaging and thorough curriculum that focuses on an introduction to employment.

Bureau of Services for Blind People

www.michigan.gov/mcb 616-356-0180

The (Michigan) Bureau of Services for Blind Persons Transition Services help students age 14 and over, who are legally blind to obtain, maintain, or gain employment and to successfully make the transition from high school to postsecondary education.

Goodwill Industries of West Michigan

www.goodwillgr.org 616-451-8800

Goodwill offers a range of short and long-term training options; in-depth workshops that teach people the soft skills necessary for succeeding in the workplace. In addition to helping people prepare for, find, and keep good jobs -- Goodwill offers related support services such as financial literacy, tax preparation services, resource assistance, skills assessment, personal coaching, and more.

Michigan Rehabilitation Services

www.michigan.gov/mrs 616-242-6450

Michigan Rehabilitation Services (MRS) works with High School Students and Employers to achieve quality employment outcomes and independence for individuals with disabilities. We work in partnership with individuals with disabilities to prepare for and obtain competitive employment, including exploring the possibilities of self-employment or owning a small business.

Michigan Works!

<http://www.westmiworks.org/> 616-336-4460

Michigan Works! Kent & Allegan Counties provides a network of employment and training programs and services for employers, employees, and job seekers with the goal of creating a sustained workforce with the required skills to maintain and enhance the economy of Kent and Allegan Counties. All of the services provided through Michigan Works! Kent & Allegan Counties are offered free of charge to Kent and Allegan Counties residents and businesses.

ADULT LIVING

Hope Network

www.hopenetwork.org - 616-301-8000

Hope Network aims to provide a greater level of independence through Specialty Health and Community Services. They offer a broad continuum of care in various areas of expertise—including, the treatment of brain and spinal cord injuries, mental illness, and developmental disabilities. In addition, Hope Network provides specialized transportation and residential services, as well as job training and placement, and conducts applied research.

Community Living Services

<http://www.comlivserv.com> - 616-430-8388

Community Living Services, Kent County Division (CLS Kent) is a non-profit organization that promotes community inclusion, full citizenship, personal empowerment, and a self-determined life for people with Intellectual and Developmental Disabilities. They have a high level of expertise in Person-Centered Planning, Self-Determination, and community focused services.

Heart of the City Health Center

Cherry Street Health Services- <https://www.cherryhealth.org>

Cherry Street Health Services (CSHS) is an independent, non-profit Federally Qualified Health Center (FQHC) with a primary focus of providing high quality health services to those who have little or no access to health care, regardless of income or insurance status. Services provided by CSHS include primary care, women's health, dental, vision, behavioral health, mental health, correctional health, three school based health centers and employee assistance for employers.

Kent County Health Dept. Children's Special Health Care Services

<https://www.accesskent.com/Health/Families/> - 1-616-632-7066

Coverage of medical care and treatment related to certain medical diagnoses. Transition planning for medical transitions.

MOKA

www.moka.org - 1-800-644-2434

MOKA provides support and services to assist individuals with disabilities to become valued members of their communities. They offer treatment in specialized community based homes, training and support to live in your own home, skill building with the goal of employment, skill development and job placement, and family support of children with autism and other disabilities.

Network 180

www.network180.org - 616-336-3909

The community mental health authority for Kent County. Network180 connects individuals and their families to services for mental illness, substance use disorders, or developmental disabilities. Must meet DD eligibility per Michigan Mental Health Code

Real Life Living Services

www.rlls.org - 734-222-6076

Real Life Living Services (RLLS) is a non-profit agency that provides community and home-based care of developmentally and/or physically challenged adults and children, as well as Senior Care.

Social Security Agency

www.ssa.gov/ssi - 1-800-772-1213

Through the SSA, individuals can request a new or replacement social security card or apply for Supplemental Security income (SSI). The SSI program pays benefits to adults and children with disabilities who have limited income and resources.

Daniel L. Blauw, PLC Attorneys & Counselors At Law

<http://www.blauwkirkpatricklaw.com> - 1-616-336-5098

Attorneys Dan Blauw and Sarah Kirkpatrick specialize in disability law. They assist special needs people and their loved ones by drafting special needs trusts, establishing legal guardianship/ alternatives to guardianship, providing advice on public benefits, & more.

Oasis Community

<http://oasiscommunity.info>

A Learning community: Building Circles of Support to empower individuals with disabilities and their families to create a "good life" together by making connections and working on common issues; like housing, transportation, employment and friendships.

Spectrum Community Services

www.spectrumhuman.org 616-241-6258

We are a child welfare, family preservation and mental health human services organization. Our services include foster care, adoption, family preservation, mental health treatment services, substance abuse treatment, employment/career training, programs for adjudicated youth, and group homes for developmentally disabled adults.

Thresholds Inc.

www.threshnet.org - 616-774-0853

Thresholds provides Supports Coordination, Community Living Supports, Respite and Residential Services to people who have developmental disabilities so they may live as productively and independently as possible in the community.

COMMUNITY INVOLVEMENT

Artists Creating Together (ACT) Michigan - Grand Rapids Inc.

<http://www.artistscreatingtogether.org> - 616-885-5866

Visual and non-visual community art classes available for adults, ages 16 and up. These programs offer opportunities for creating community, meeting new friends, and building self-confidence, all while learning and enjoying art! Volunteer opportunities are also available, both programming and office/administrative.

Indian Trails Camp

<http://ikuslife.org/services/indian-trails-camp/> - 616-677-5251

Indian Trails is a remarkable facility that brings adaptive recreation to the lives of each camper. Indian Trails offers a barrier-free camp setting in which those with disabilities can participate in all manner of activities the outside world is ill-equipped to provide. Indian Trails Camp accepts campers with a broad range of developmental and/or physical disabilities. Year-round programming includes weekend respite and a community integrated skill building program. Seasonal programs include summer camps and day camps.

Michigan Disability Sports Alliance

<http://www.michiganvictorygames.org/midsa/>

Michigan Victory Games is a 4-day statewide regional athletic competition for individuals with physical disabilities. Eligible athletes over the age of 7 may attend and high school students might earn their Varsity letter via this event. Some of the events offered include: Bowling, Cross Country, Cycling, Bocce, Power Lifting, Slalom, Swimming, Table Tennis, and Track/Field. The local team, the Grand Rapids Eagles, can be reached via the head coach, Emily Vanderzwaag, at emvanderzwaag@yahoo.com.

Michigan State University Extension: Children and Youth Programming

http://msue.anr.msu.edu/resources/children_and_youth_programming_preparing_children_youth_for_the_future

MSU Extension's goal is that every Michigan child is prepared for a healthy and productive life. Children and youth programming is in five areas: capacity building for youth programs, workforce development, enhancing science literacy, and leadership.

Special Olympics Michigan – Area 11

<http://www.somi.org/area11/>

Sports programs for individuals with disabilities in Barry and Kent Counties. Available sports include; Alpine Skiing, Aquatics, Athletics (Track and Field), Basketball, Bocce, Bowling, Cross Country Skiing, Cycling, Golf, Gymnastics, Poly Hockey, Snowboarding, Snowshoeing, Soccer, Softball, Speed Skating, Volleyball

The Rapid: Transit Services

<http://www.ridetherapid.org/> - 616-356-1138

The Rapid serves the cities of East Grand Rapids, Grand Rapids, Grandville, Kentwood, Walker and Wyoming. The fixed route service offers free Travel Training to show individuals how to use the system. All the bus stops and buses are 100% accessible to persons with disabilities. We offer group orientation and familiarization as well.

Go!Bus - The Rapid offers a door-to-door transportation service for seniors age 65+ and persons with disabilities who cannot ride a fixed-route bus. Reservations must be made in advance for this service.

YMCA- Camp Manitou-Lin

<https://www.grymca.org/camp-manitou-lin/>

For Ages 19-26 (must be independent in the bathroom). Come and enjoy a fun filled weekend at YMCA Camp Manitou-Lin! Participants will stay in our heated and carpeted cabins with attached bathroom facilities. Weekend activities may include hayrides, nature hikes, camp crafts, boating, campfires, archery, and making great friends!

YMCA – Mary Free Bed

<https://www.grymca.org/mary-free-bed/overview/> - 1-616-855-9622

The Mary Free Bed YMCA is a revolutionary new facility designed with everyone in mind. The 36-acre, LEED certified complex is home to a wide range of fully accessible spaces and amenities. With new adaptive fitness, nutrition, healthy aging, and youth leadership programs, everyone has an opportunity to participate in engaging activities that enhance their well-being.

COLLEGES, UNIVERSITIES & CAREER/TECH EDUCATION

Baker College

https://my.baker.edu/ICS/My_Services/Student_Services_Center/OneStop/Disability_Services/

Upon student request: Baker College has designated Disability Services Specialists who work with students and faculty to provide reasonable and appropriate accommodations.

Cornerstone University

<https://www.cornerstone.edu/academics/pgs/academic-support/student-disability-services/>

Students must complete an application and submit appropriate documentation, which will be reviewed by the Accommodations Officer and the Accommodations Review Committee. Upon acceptance, the student will meet with the Director of Academic Support to develop an Individualized Student Accommodation Plan (ISAP) based on the ARC recommendations.

Davenport University

<https://www.davenport.edu/campus-life/student-access>

Davenport is waiting to equip you with the real-world knowledge and experience you will need to succeed in your chosen career. We offer many programs in the three sectors driving the future economy -- business, technology and health. Davenport University is committed to serving all students with disabilities both in and out of the classroom. Any student with a documented disability is eligible to request services through Student Access.

Ferris State University

<https://ferris.edu/HTMLS/colleges/university/disability/>

Ferris personalizes your experience, providing you with excellent academic resources, dynamic professional opportunities and student services that fit your individual needs. Educational Counseling and Disabilities Services (ECDS) provides academic accommodation access for students with disabilities.

Grand Rapids Community College

<https://www.grcc.edu/disabilitysupportservices>

Disability Support Services (DSS) ensures equal access for students with disabilities to all curricular and co-curricular opportunities offered by GRCC. Provides information regarding accommodations available to college student and how to get ahead now for college.

Grand Valley State University

<https://www.gvsu.edu/dsr/>

The mission of GVSU Disability Support Resources (DSR) is to provide support resources and accommodations that enhance the environment for persons with disabilities and to help educate the university community on disability issues.

Kendall College of Art and Design

<https://www.kcad.edu/current-students/activities-resource-center/disability-services/>

KCAD has a disability services and counseling office which helps students receive equal access to the College environment. Students with disabilities can register with the disability and counseling office, receive accommodations and receive help in advocating for themselves.

Michigan Career & Technical Institute

www.michigan.gov/mcti 887-901-7360

Since 1944, MCTI has provided post-secondary technical training and supports for adults with disabilities, to prepare them for competitive employment, and operates under the auspices of Michigan Rehabilitation Services. MCTI is located on the shores of Pine Lake in Plainwell, MI and has 13 different training programs.

MTEC- Grand Rapids Community College - Workforce Development

<http://www.grcc.edu/leslieetassellmtec>

GRCC Job Training classes run 34 hours per week and 18 weeks in length. In most programs they enroll new participants every month, which means that you don't have to wait until next semester to begin working toward a better future. Hands-on training operates as much like private industry and business as possible. Upon completion, you will receive job placement assistance.

Noorthoek Academy


<https://www.noorthoekacademy.org> - 616-234-4123

Noorthoek Academy provides a college experience for adults with special needs who have received a Certificate of Completion. Provides an affordable college experience, offering continuing education in the arts and sciences for adults with learning challenges and other intellectual disabilities in partnership with Grand Rapids Community College.

Western Michigan University Office of Disabled Student Resources and Services (DSRS)

<https://wmich.edu/disabilityservices>

The mission of Disability Services for Students at Western Michigan University is to **make education accessible**. A student is a student, regardless of the issues, challenges or conditions faced. DSS advocates for the student to be provided with the appropriate tools to allow that person the opportunity to reach goals and potential. Those tools, academic accommodation or adjustment, facilitate learning while maintaining the integrity of course content and outcomes.



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