



PASE Meeting

April 18, 2022

WELCOME!

Kent ISD
Special Education





PASE Agenda

- PASE Executive Team
 - Chair - Nate Steinberg
 - Vice Chair - Megan Wacker
 - Superintendent Advisory Rep - Jennifer Gard
 - Secretary - Lindsey Kloeckner
- Welcome and Introductions
- Approve Minutes from February 7, 2022
- Superintendents' Advisory Committee Update
- Transition - What happens when your child graduates or receives a Certificate of Completion
- Review of PASE *Wish List*
- Kent ISD Special Education Strategic Planning
 - Parent Survey





hello

MY NAME IS

Name, District, Age
of your child

Transition Planning
Bill Behrendt





Transition Services for Adults with Disabilities



April 18, 2022

Bill Behrendt
Kent ISD

Supervisor of Transition and
Integrated Supports
billbehrendt@kentisd.org
(616) 365-2263



Dave Larson
**Michigan Rehabilitation
Services**

Vocational Counselor
LarsonD1@michigan.gov
(616) 401-2927



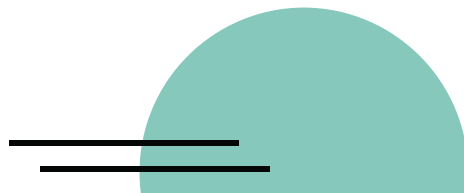
Joann Crumm
Network 180

Access I/DD & Assessment
Coordinator
joann.crumm@network180.org
(616) 336-3909



Transition Requirements and the IEP

- ❖ No later than when a child with an IEP turns 16, (or younger if appropriate) a Transition Plan must be developed. At this time, the student must be invited to the IEP.
- ❖ The Transition Plan is designed to organize supports and services to facilitate a child's movement from school to post-school activities. The Transition Plan should be based on the child's needs, taking into account the strengths, preferences, and interests of the child.
- ❖ Once a student graduates with a high school diploma, special education programs and/or services (including IEP related Transition Services) end.
- ❖ A high school diploma cannot be deferred or withheld in order to continue to receive special education programs and/or services.
- ❖ If a student does not graduate with a diploma, or a student is seeking a Certificate of Completion, special education programs and/or services are available until age 26.
- ❖ A Certificate of Completion (CoC) recognizes the accomplishments of students who have completed a district prescribed course of study outside of the Michigan Merit Curriculum (MMC), attended high school for a minimum of 4 years, and fulfilled their transition related goals as outlined in their IEP.



The Transition Plan

The Transition Plan includes the following areas:

- Transition Assessment(s) with data that supports the development of Transition goals, activities, and/or services.
- A discussion of Parental Rights and Age of Majority
- Community Agency Involvement if appropriate for the student.
- Postsecondary Goals with potential supporting Transition Activities/Services in the following areas:
 - Adult Living
 - Getting Ready for Employment
 - Community Participation
 - Postsecondary Education and Training
- At least one Transition goal with objectives
- A description of the student's Course of Study that leads to either a high school diploma or a Certificate of Completion.

Michigan Rehabilitation Services (MRS)

Mission: To achieve quality employment outcomes and independence for freshmen, sophomores, junior and senior students with disabilities.

Eligibility requirements:

- ❖ Existing physical, emotional or learning impairment
- ❖ Can benefit from our services and is interested in going to work

Core Services:

- ❖ Vocational assessment to identify strengths and job matches
- ❖ Career exploration
- ❖ Counseling
- ❖ Job seeking skill training to prepare for job search and interviews
- ❖ Trial job experiences to explore job fields or to enhance skills
- ❖ Job development services
- ❖ Job coaching
- ❖ On the job follow-along/retention services
- ❖ Support services—including assistive technology and accommodations
- ❖ MRS contracts with numerous community agencies to meet the needs of our young adults

MRS PROMOTING
ABILITIES
Michigan Rehabilitation Services

Postsecondary Options and Supports

Listed below are common postsecondary options for students with disabilities who are graduating from high school with a diploma:

◆ Vocational Programs/Associate Degree

- Grand Rapids Community College
- Michigan Career and Technical Institute (MCTI)
- Ferris State University
- Michigan Training Connect (MiTC)

◆ 4-Year College or University (Examples)

- Grand Valley State University
- Ferris State University
- Cornerstone College

◆ Apprenticeships

- Search for Local Apprenticeships: [apprenticeship.gov](https://www.apprenticeship.gov)
- [Registered Michigan Apprenticeships](#)

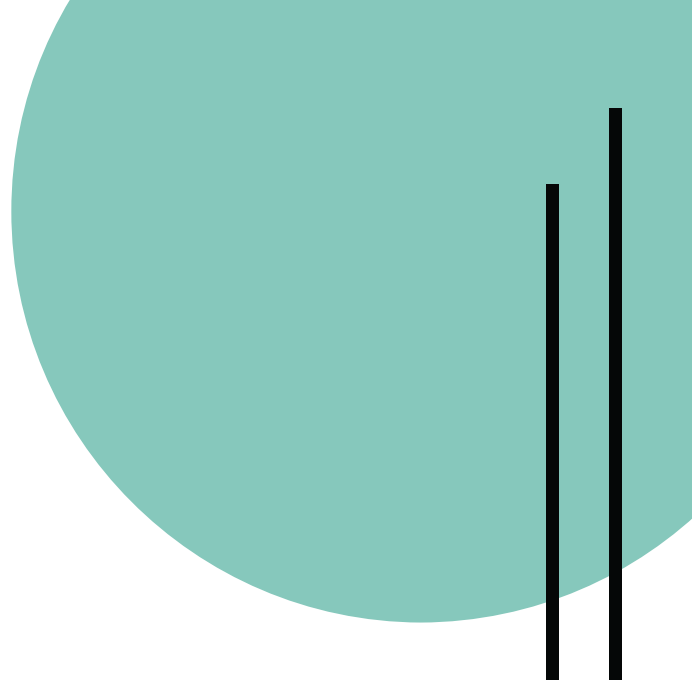
◆ Adult Education/GED

- Kent ISD Adult Education
- Literacy Centers of West Michigan
- Sparta Area Schools
- GRCC Adult Education

◆ Employment

- Michigan Rehabilitation Services (MRS) and Supporting Community Agencies
- Michigan Works!
- Goodwill of Greater Grand Rapids

*The options listed above are not an exhaustive list.





Network 180
Kent County Community Mental Health
Authority

Network 180: Serves adults, youth and families seeking help with mental health, substance use or intellectual & developmental disabilities. Offers a coordinated, enhanced and more seamless experience to better provide behavioral health care and integrated primary care to community members seeking help.

Eligibility requirements:

- ❖ Must be Medicaid eligible and be 18 years of age (or turning 18)
- ❖ Have a condition that manifested prior to age 22 and will likely to continue indefinitely
- ❖ Documentation of a disability (psychological testing, school records, medical records, etc.)
- ❖ Substantial limitations in at least three major areas of functioning:
 - Self-care
 - Receptive and expressive language
 - Learning
 - Mobility
 - Self-direction
 - Capacity for independent living
 - Economic self-sufficiency

Core Services:

- ❖ Supports Coordination
- ❖ Assistive Technology
- ❖ Behavioral Services
- ❖ Applied Behavioral Analysis (ABA)
- ❖ Community Living Supports (CLS)
- ❖ Nursing Services
- ❖ Respite Services
- ❖ Skill Building Assistance
- ❖ Supported Employment
- ❖ Residential Supports
- ❖ Psychiatric Services

Postsecondary Options and Supports

Listed below are common postsecondary supports for students with disabilities who have obtained a Certificate of Completion, or who are no longer eligible for school-based special education programs and/or services due to reaching the age of 26:

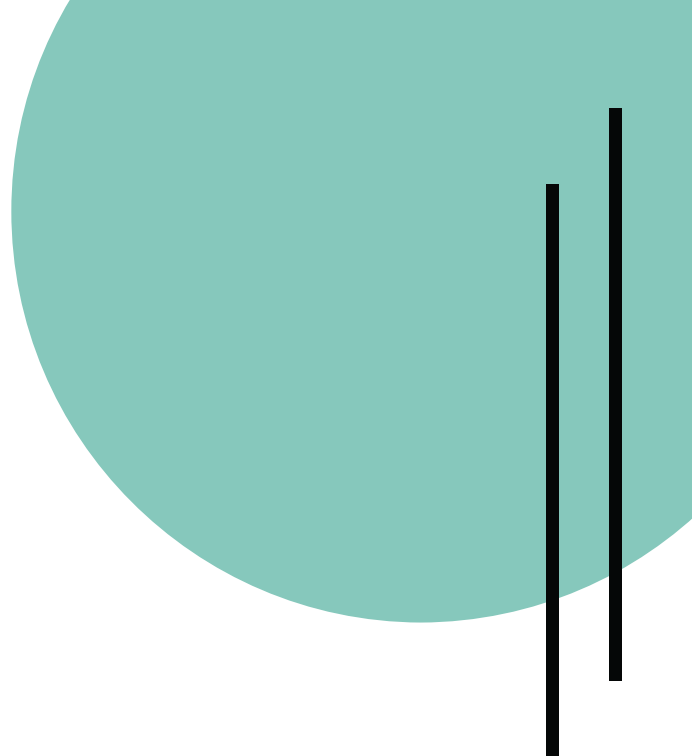
◆ Supports Coordination

- Assistive Technology
- Applied Behavioral Analysis
- Community Living Supports
- Nursing Services
- Respite Services
- Skill Building Assistance
- Supported Employment
- Fiscal Intermediary Services (if choosing a self-directed service)

◆ Seamless Transition

- The Seamless Transition Model is a customizable framework developed around five essential components, which are grounded in research & have been identified by the National Technical Assistance Center (NTACT) as predictors of students having more positive post-school outcomes. Seamless Transition is designed to bridge community and school based supports for students seeking a CoC with the goal of paid employment:
- System Collaboration and Coordination
- Family Engagement
- Coordination and Systematic Delivery of Services
- Continuum of Career Readiness Opportunities, including paid work
- Individualized Student Planning

*The options listed above are not an exhaustive list.



Community Agency Partners





Q and A

What questions do you have?

PASE Wish List



- **Least Restrictive Environment** ✓
 - Inclusion
 - Best practices to create collaborative partnerships with teachers to strengthen general education inclusion
 - Special education for general student population to increase awareness and inclusiveness
 - Parent input in determining least restrictive environments
 - Continuum of placements
 - How to assist general ed teachers in better understanding your child's needs
 - Enhancing inclusive opportunities at the post-secondary level
- **IEP Education for Parents** ✓
 - Educating parents on how to advocate for their child(ren) within their districts
 - Support groups and parent involvement in IEP process
 - Best practices for educating classmates who may not be familiar with your child's disability and fostering that education piece as they change grades.
 - School/home communication for better student success
 - Ways to build my child's independence
 - Opportunities for parents to share more about their child within the IEP process through vision statements/goals

PASE Wish List



- **Course of Study** ✓
 - Diploma vs certificate - when, why, how
 - Use of Personal Curriculum to get to graduation with a diploma
 - Transition - helping connect with community agencies
- **Parent Resources** ✓
 - How to get district resources out to parents
- **Assistive Technology- 2022/23**
- **Understanding Eligibility/Disabilities - 2022/23**
 - How districts address the difference in male and female students when it come to evaluations
 - Provide training/information for parents of students with Emotional Behavior Impairments
 - How to incorporate better ASD-organized classrooms/teaching styles for children with high functioning ASD
 - Reading instruction for students with cognitive impairments
 - Education on ADHD
 - Helping to educate current staff in new research and trends in ASD
- **Critical Shortages in Special Education** ✓ **TODAY**
 - Ensuring districts are staffed in a way that supports and allows for students with disabilities to be a part of the school setting in a way that leads to growth and progress.

Kent ISD Special Education Strategic Plan 2.0

1. Alignment to Kent ISD Strategic Plan
2. Comprehensive Needs Assessment
 - Parents
 - SE Administrators
 - SE Staff
3. Development of Short/Long Term Goals for 2022-2025
4. Implementation Fall of 2022



KENT ISD
SPECIAL EDUCATION DEPARTMENT

THREE YEAR
STRATEGIC
PLAN

Kent ISD 
We Lead Learning

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Summer Camps and Activities



SUMMER CAMP

As we head into spring, it is also time to start thinking about summer plans and activities with the school year coming to an end. Here are a few camps in the Grand Rapids area that are accessible and inclusive! Make sure you register for the camp you want your child to attend in time for summer!



An adaptive, recreation camp with a safe, barrier free environment for all ages!
Summer Camp registration opened March 1st

Offers 3 camps this summer for varying diagnoses! Also have 'camp-at-home' virtual programs! Registration opened end of February



Camps for varying ages with a focus on the ability of each camper to participate according to their abilities! Registration is open

Multi-day, overnight camp for children with cognitive or developmental disabilities! Registration opened in January



Offers day camps during summer break for children with eligible diagnoses! Reach out to one of the CSHCS team members to see if your child's diagnosis qualifies

Provides both residential and day camps for children & adults with developmental disabilities! Registration is open



CONTACT US

For questions about the information in this newsletter or if you have a problem or question relating to your child's CSHCS enrollment please contact us at:



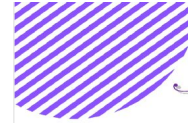
616-632-7066



CSHCS@kentcountymi.gov



700 Fuller Ave NE



PASE Summer Fun! CAMP & RECREATIONAL ACTIVITIES



SUMMER CAMPS AND RESPITES

Camp Fish Tales
989-879-5199

<http://www.campfishales.org>

- Camps for physically impaired children and adults

Camp Geneva
616-399-3150

<http://www.campgeneva.org>

- Special needs campers are integrated with other campers
- Day camps and overnight camps

Camp Manitou-Lin
888.909.2267

<http://www.erymca.org/camps/vmca-camp-manitou-lin>

- Offers day camps and overnight camps

Camp Roger
616.874.7286

<http://camproger.org>

- Three-day, Five-day and Eight-day Camps
- Program for campers with special needs

Camp Sunshine
616.994.5897

<http://campsunshinemichigan.org>

- Multi-day, overnight camp for children with cognitive or developmental disabilities
- Day Events and Sunshine in a Box

Children's Healing Center
616.426.8366

<http://childrenshealing.org>

- Day camps during summer break for eligible diagnoses

Cran-Hill Ranch
231-796-7669

<http://www.cranhillranch.org>

- Friendship Camp for older campers (15+) who are mentally or cognitively impaired
- Must be independently mobile

St. Francis Camp on the Lake
517.688.9212

<http://www.saintfranciscamp.org/>

- Residential and day camps for children & adults with developmental disabilities

Indian Trails Camp - IKUS
616.677.5251

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

- Offers Summer Sessions, Scholarships Available
- Accepts a wide range of disabilities
- Respite weekends in the spring and fall

Opportunities Unlimited for the Blind
989-855-2430, 616-755-2221

<http://www.oubmichigan.org>

- Residential (overnight, week-long) camps for children and youth with blindness or low vision
- Four different themed weeks for different age groups, Adventure Trip for teens 14-19

Spring Hill Camps
231.734.2616

<http://www.springhillcamps.com>

- Weekly camps & area day camps
- Inclusion program (one camper to one counselor – must call for availability)

The Fowler Center
989-673-2050

<http://www.thefowlercenter.org>

- Respite weekends September-April
- Camps for children with various needs
- Camp Barefoot for adults with TBI
- Life TREC for ages 14-27 diagnosed with ASD

Very Special Camps

<http://www.verypecialcamps.com>

- Directory of Summer Camps & Programs



Kent ISD Special Education Department Strategic Planning



2022-2025



KENT ISD
SPECIAL EDUCATION DEPARTMENT

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STRATEGIC
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Kent ISD Special Education Strategic Plan 2.0

1. Alignment to Kent ISD Strategic Plan
2. Comprehensive Needs Assessment
 - Parents
 - SE Administrators
 - SE Staff
3. Development of Short/Long Term Goals for 2022-2025
 - Effective Implementation of Evidence-Based Practices and High-Quality Programming
 - Data-Driven Decision Making
 - Community and Parent Engagement
 - Fiscal Accountability and Management
4. Implementation Fall of 2022



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Kent ISD

Comprehensive Needs Assessment

2021-22

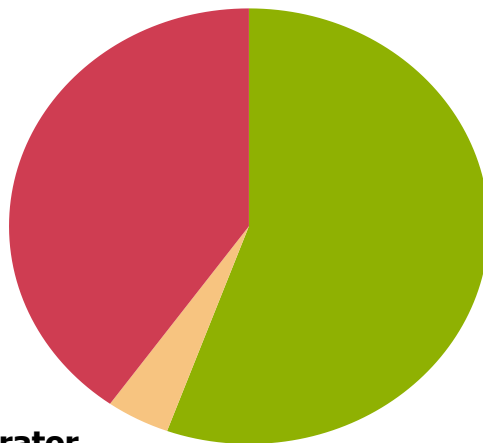


Respondent Demographics

I am a...

Special education staff member

40% (n = 767)



Parent, legal guardian or community member

56% (n = 1,061)

Special education administrator

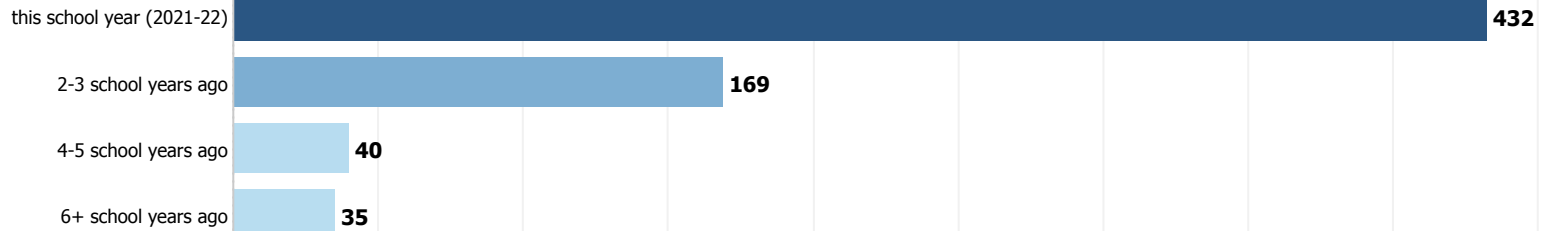
4% (n = 82)



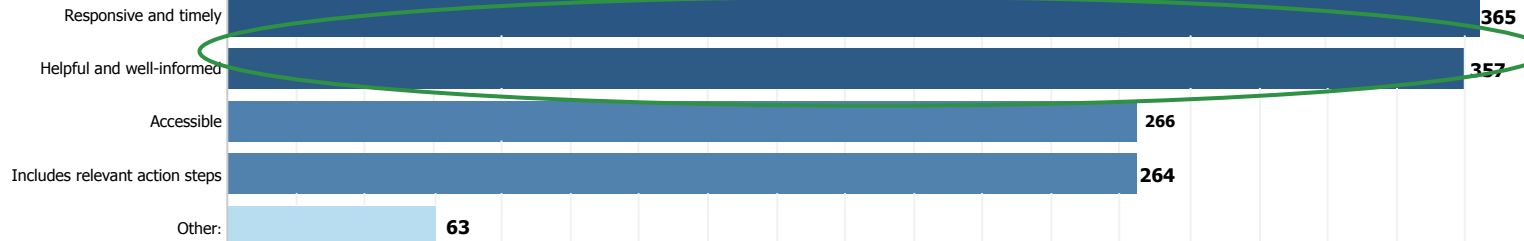
Special Education Staff Responses

Special education staff responses

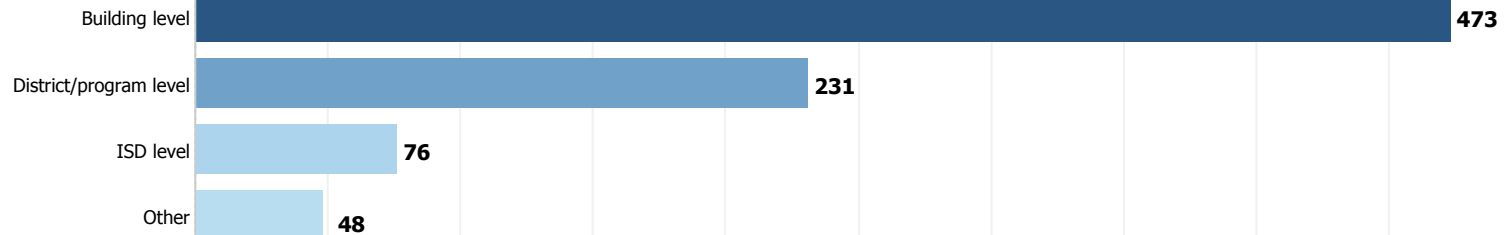
The last time that I participated in professional learning opportunities offered by Kent ISD Special Education was:



Supports provided by Kent ISD staff are:

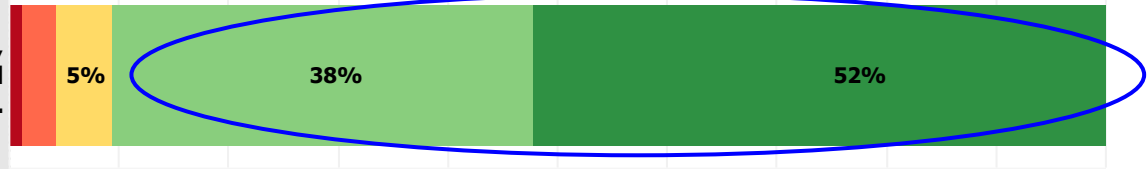


My input is sought in making data-driven decisions to improve outcomes for students with disabilities at the:



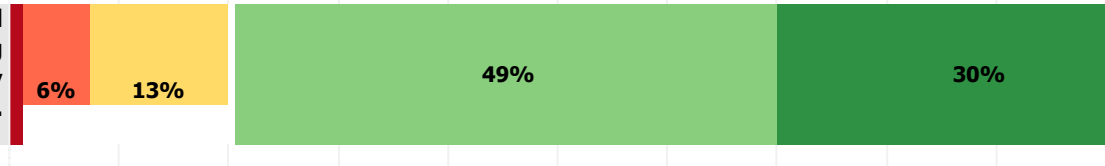
Special education staff responses

I know where to access current IEP, behavior, and evaluation guidance and resources.



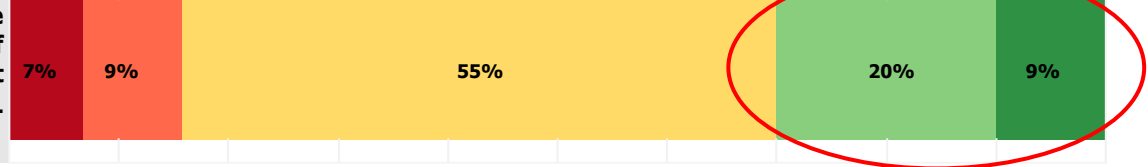
Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

Kent ISD resources, guidance documents and professional development/training opportunities provide staff the support they need to carry out their job responsibilities.



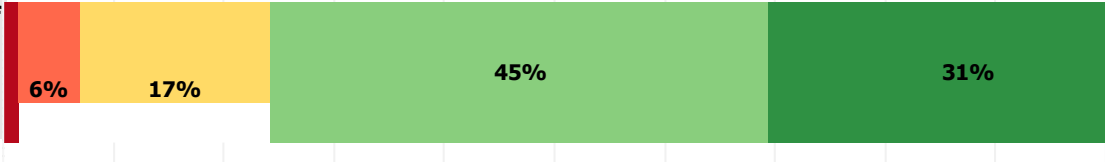
Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

The Medicaid professional learning in the Google classroom adequately prepares staff to carry out their job responsibilities.



Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

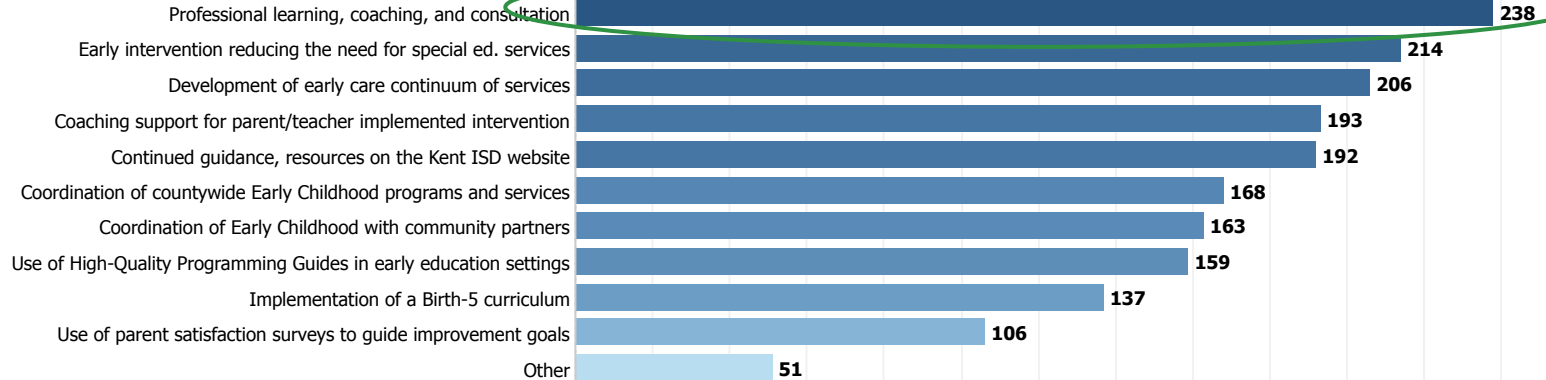
The MiPSE product and forms provide staff with the data and information they need to ensure compliance with IDEA/MARSE and carry out their job responsibilities.



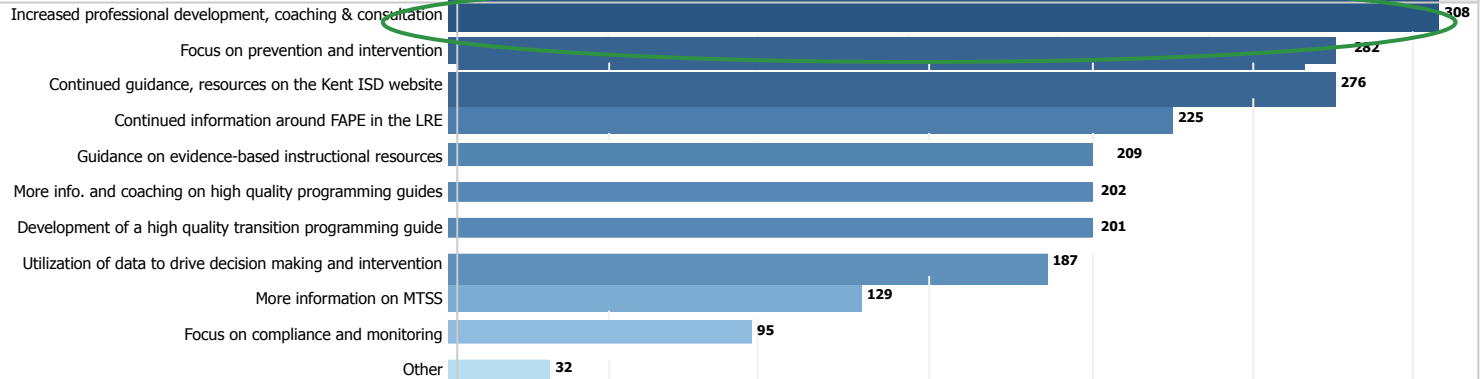
Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

Special education staff responses

Please identify the additional Kent ISD support needed to improve outcomes for children and students with disabilities aged Birth-5:

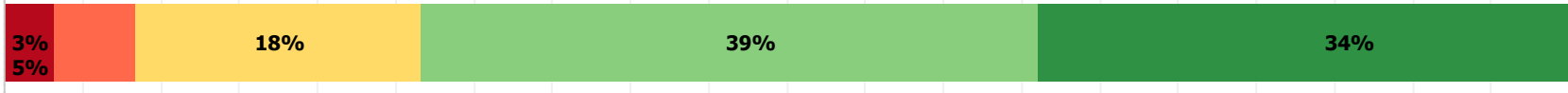


Please identify the additional Kent ISD support needed to improve outcomes for students with disabilities in Kindergarten through Postsecondary:



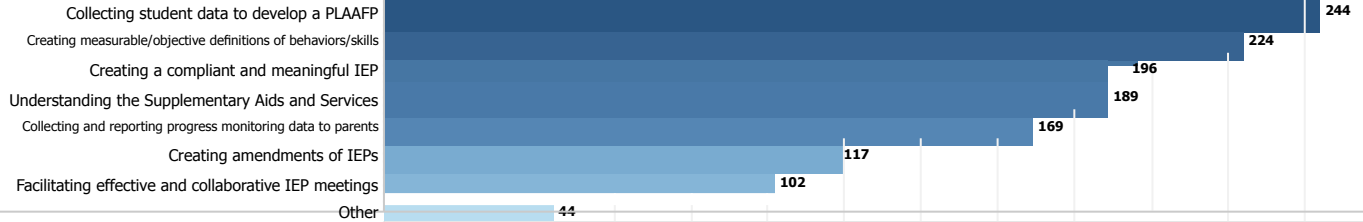
Special education staff responses

I am interested in participating in a Professional Learning Community (PLC) with colleagues around the county.

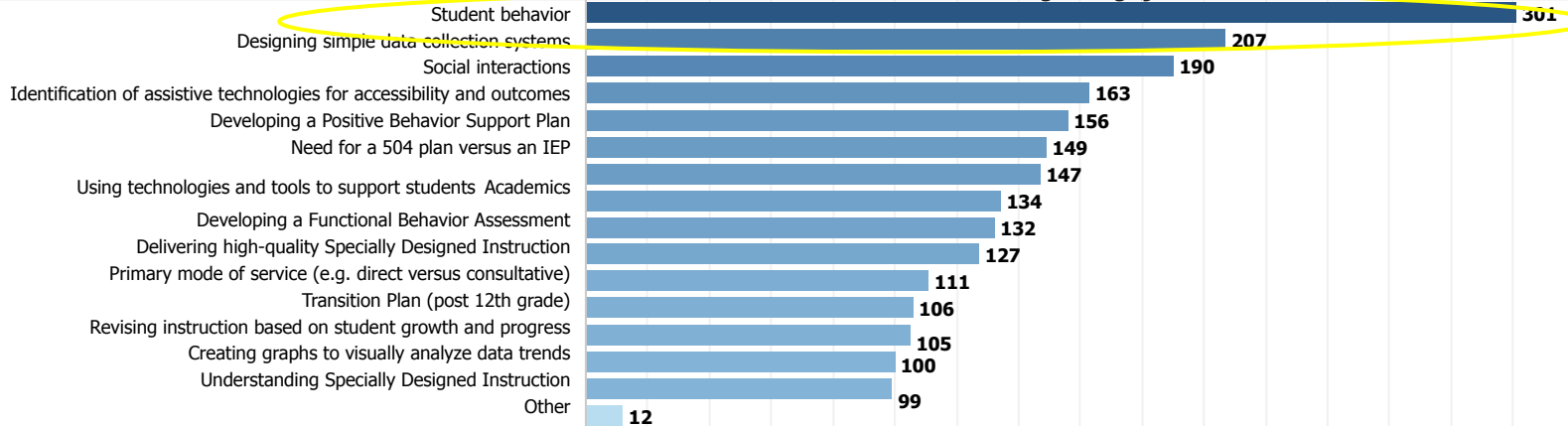


■ Strongly disagree
 ■ Somewhat disagree
 ■ Neither agree nor disagree
 ■ Somewhat agree
 ■ Strongly agree

I would like info. & training to develop data-driven, compliant and meaningful IEPs specific to:

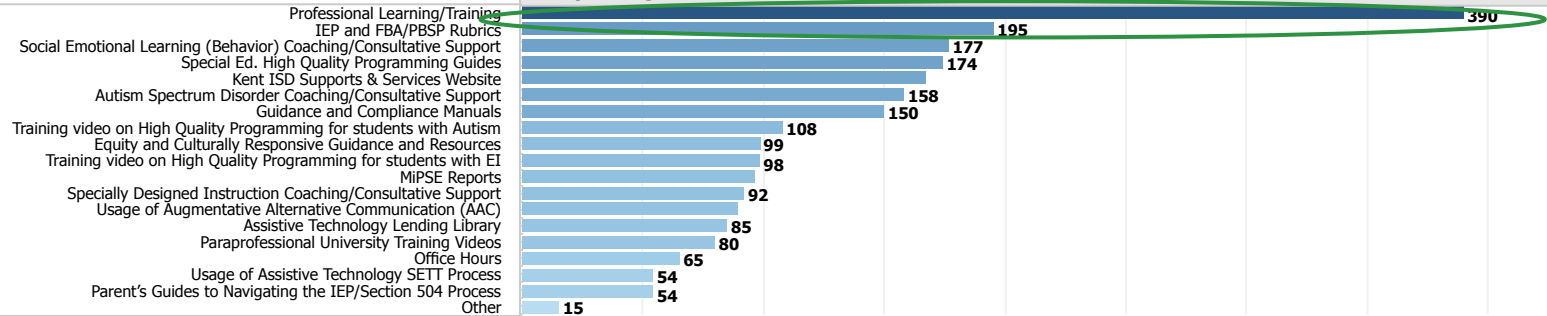


I would like more information and training to engage in data-driven decision for:

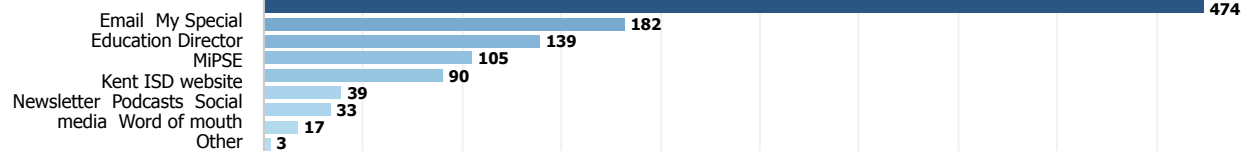


Special education staff responses

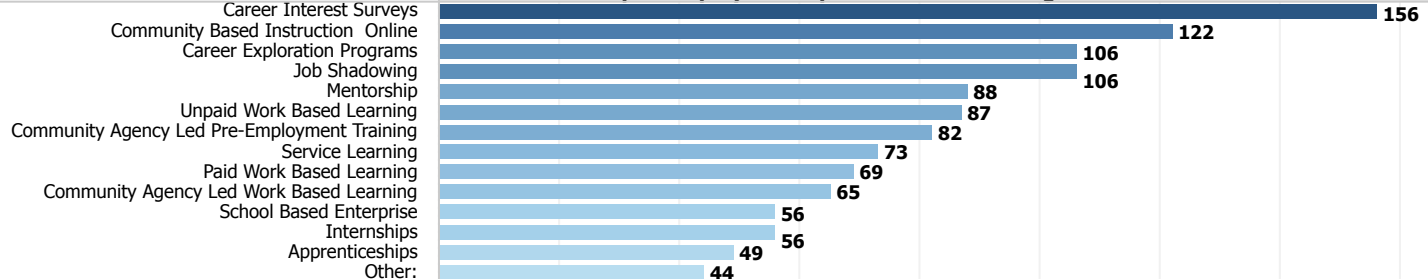
Please select the Kent ISD supports that you feel are most important to your learning and improving outcomes for students with disabilities.



I would like to receive information about events, opportunities, and news via:



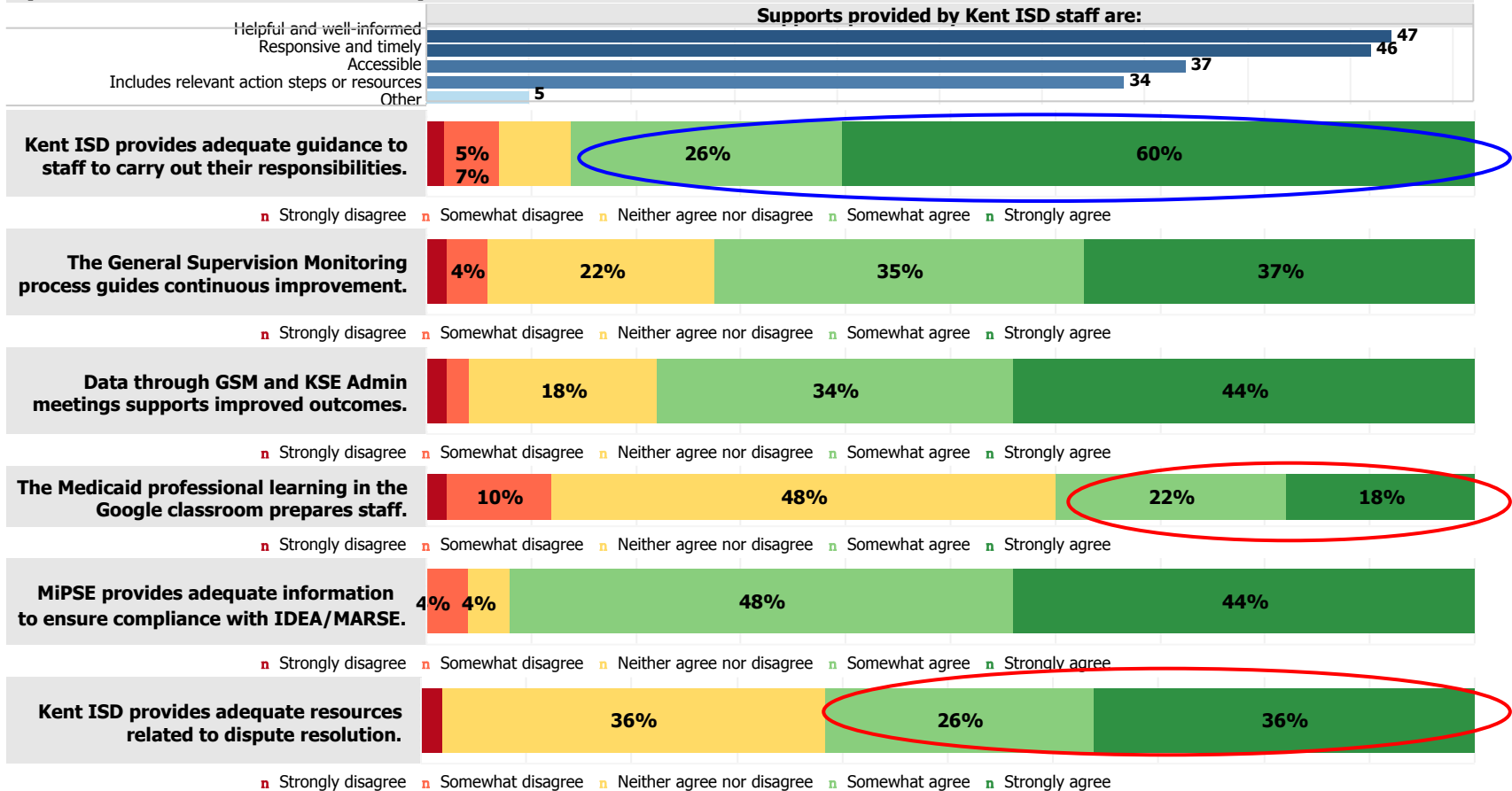
Please select the pre-employment options available to high school students with IEPs:





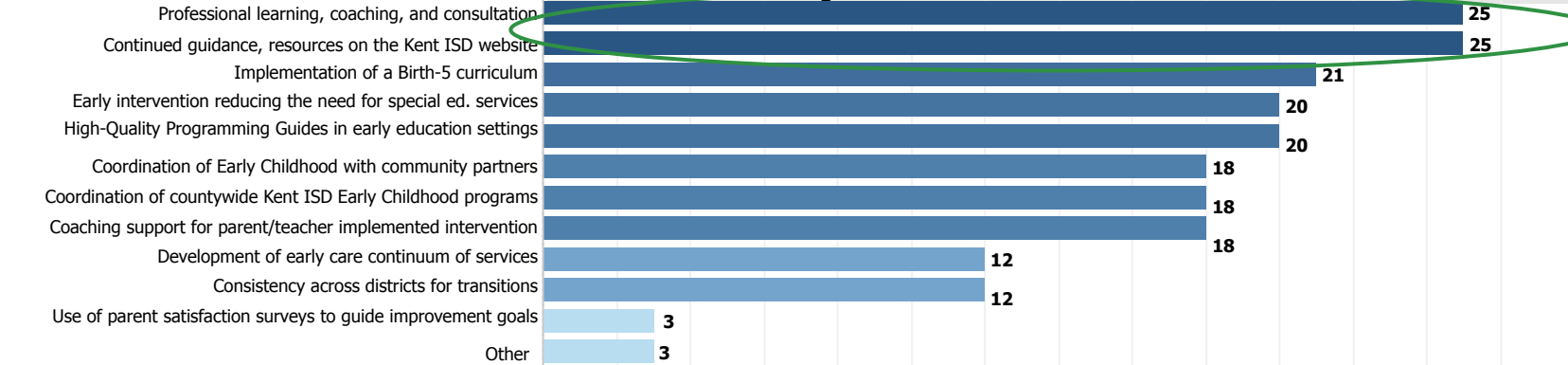
Special Education Administrator Responses

Special education admin. responses

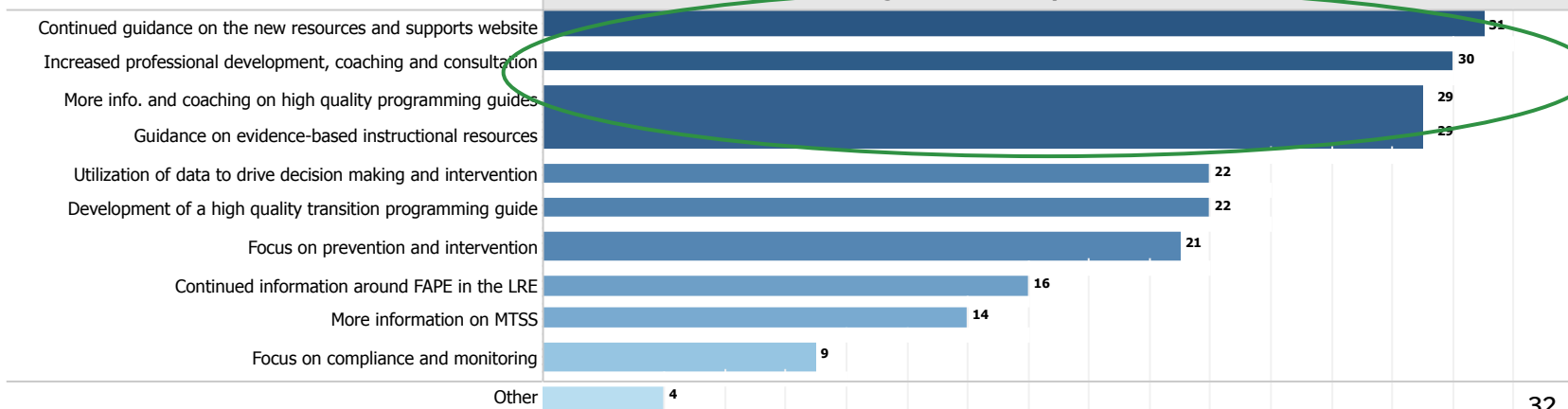


Special education admin. responses

Please identify the additional Kent ISD supports needed to improve outcomes for children and students with disabilities aged Birth-5:

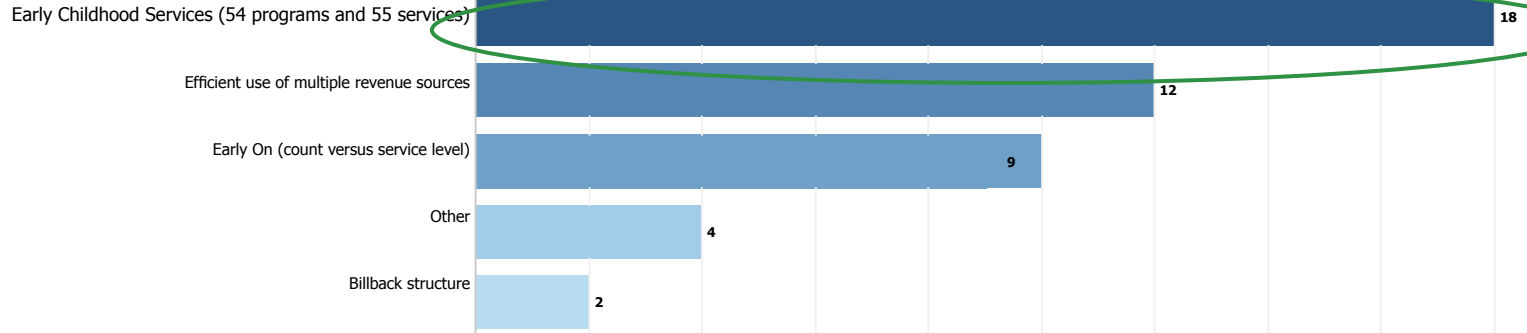


Please identify the additional Kent ISD support needed to improve outcomes for students with disabilities in Kindergarten through Postsecondary:

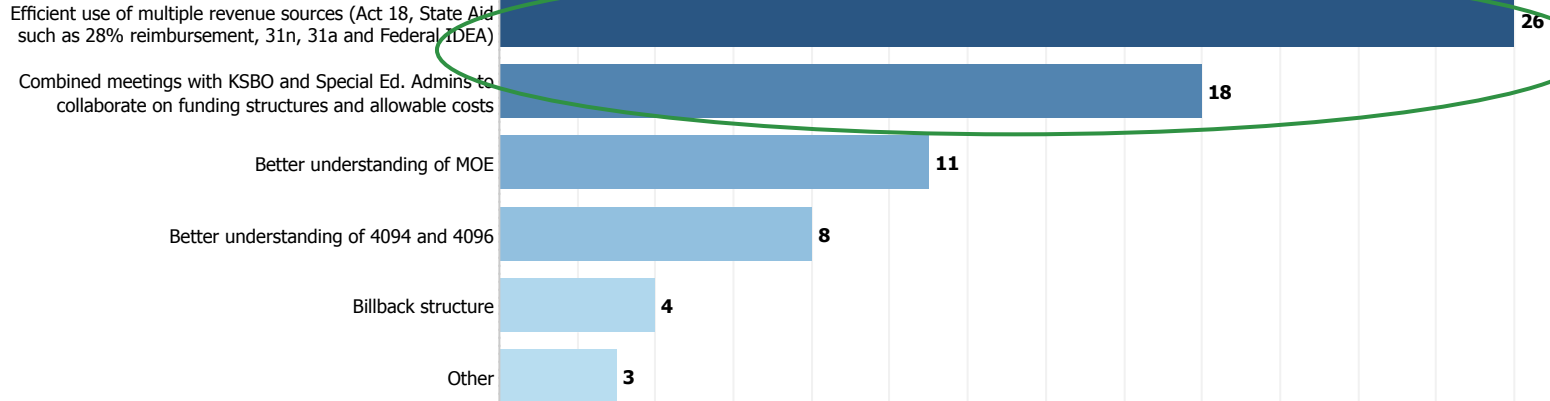


Special education admin. responses

Please identify the following Kent ISD fiscal supports needed for improving outcomes for children and students aged Birth-5:



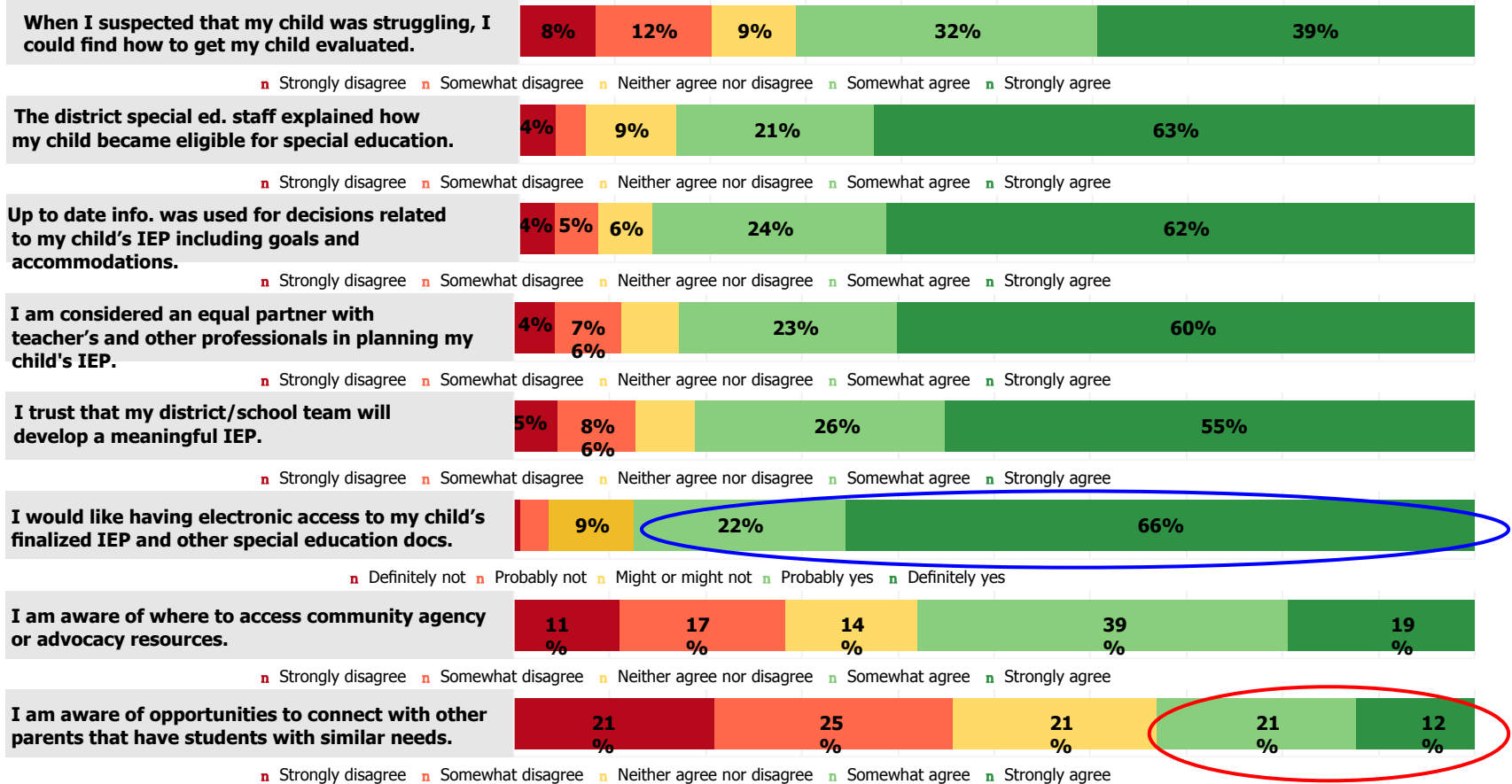
Please identify the following Kent ISD fiscal supports for improving outcomes for children and students in Kindergarten through Postsecondary:





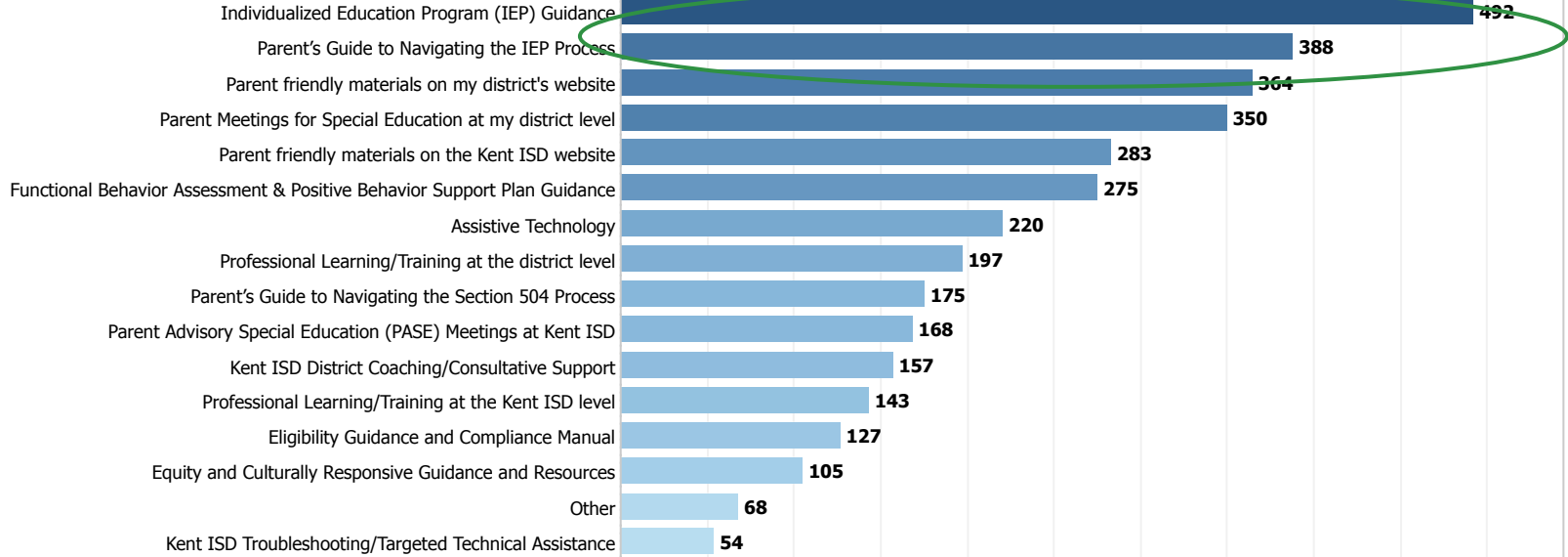
Parent & Community Responses

Parent & community responses

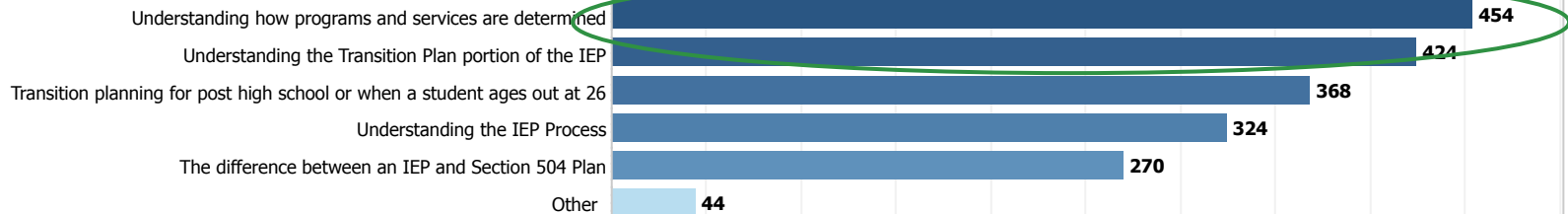


Parent & community responses

Please select the district/charter and/or Kent ISD supports that you feel are most important to supporting you as a parent and/or your child's education:



What support might you need in navigating your child's IEP and education?



Parent Access to MiPSE

- Parent access will include:
 - Access to final documents ONLY
 - Email alerts when documents are finalized
 - Access to file attachments to finalized documents
 - Parents will manage their own passwords and can reset their passwords if they forgot it.

Questions >>>

Kirsten Myers

Director of Special Education, Kent ISD

kirstenmyers@kentisd.org

616.447.3076

Next Meeting 10/17/22

