

REGION 1

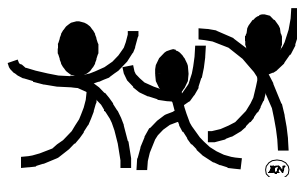
# RITS

TRANSITION SERVICES

---

# *Participant Handbook*

*Together We Can*



---

Cedar Springs

Comstock Park

Kenowa Hills

Kent City

Northview

Rockford

Sparta

## Staff

### **R1TS #1 ~ Rockford**

350 N. Main Street, Rockford, MI 49341

Amanda Cavazos ~ Teacher [acavazos@rockfordschools.org](mailto:acavazos@rockfordschools.org) (616) 863-6321 ext. 5262

### **R1TS #2 ~ Rockford**

350 N. Main Street, Rockford, MI 49341

Steve Ramsay ~ Teacher [sramsay@rockfordschools.org](mailto:sramsay@rockfordschools.org) (616) 863-6321 ext. 5261

### **R1TS #3 ~ Rockford**

350 N. Main Street, Rockford, MI 49341

Ian Throop ~ Teacher [ithroop@rockfordschools.org](mailto:ithroop@rockfordschools.org) (616) 863-6321 ext. 5263

### **R1TS #2 ~ Cedar Springs**

204 East Muskegon Street, Cedar Springs, MI 49319

Chris Lesley ~ Teacher [chris.lesley@csredhawks.org](mailto:chris.lesley@csredhawks.org) (616) 696-1204 ext. 6358

### **R1TS #3 ~ Cedar Springs**

204 East Muskegon Street, Cedar Springs, MI 49319

Nichol Handwerk ~ Teacher [nichol.handwerk@csredhawks.org](mailto:nichol.handwerk@csredhawks.org) (616) 696-1204 ext. 6203

### **Region 1 Transition Services**

Kimberly Norman Transition Coordinator (616) 361-3446  
[knorman@nvps.net](mailto:knorman@nvps.net)

### **Rockford Director of Special Services**

Mindy Duba [mduba@rockfordschools.org](mailto:mduba@rockfordschools.org) (616) 863-6326

### **Cedar Springs Director of Student Services**

Stacie Voskuil [stacie.voskuil@csredhawks.org](mailto:stacie.voskuil@csredhawks.org) (616) 696-1204 ext. 1044

## Program Schedules

### **R1TS #1, #2 & #3 ~ Rockford**

Monday-Friday ~ 7:40 a.m. – 2:30 p.m.

### **R1TS #2 & #3 ~ Cedar Springs**

Monday - Friday ~ 7:33 a.m. – 2:13 p.m.

**Please consult your individual  
program's calendar for further  
clarification.**

# R1TS

## What is R1TS?

**R1TS** stands for **Region 1 Transition Services**. The R1TS Programs are Transition specific classes for young adult students who have special needs and live within the Region 1, Kent County School Districts. The school districts include: Cedar Springs, Comstock Park, Kenowa Hills, Kent City, Northview, Rockford and Sparta. There are currently three programs based in Rockford and one program based in Cedar Springs.

All **R1TS** participants must have completed at least four years of high school where they have met the academic requirements for a certificate of completion, but need additional support in reaching their Transition goals.

**R1TS** programs help provide the necessary support and training for students who are not quite ready to meet the demands of life after high school. R1TS concentrates on the four areas of Transition: Employment, Post-Secondary Education, Community Involvement and Home Living. All programs require students to be able to communicate needs and tend to personal management issues, as they work toward their identified IEP Transition goals.

**R1TS #1 ~ Rockford** is designed for participants who are more independent and show evidence that they will be safe and secure within the community without educational staff present. They also must have potential for competitive employment, including a desire to work. Students are expected to reach their goals within one to two years.

**R1TS #2 ~ Rockford** is designed for participants who require supervision as they learn community job skills in small groups with a staff member/coach. Participants receive support throughout their Transition training. Students must exhibit behavioral/cognitive skills for safety with staff in the building but not within line-of-sight.

**R1TS #2 ~ Cedar Springs** is designed for participants who require supervision as they learn community job skills in small groups with a staff member/coach. Participants receive support throughout their Transition training. Students must exhibit behavioral/cognitive skills for safety with staff in the building but not within line-of-sight.

**R1TS #3 ~ Rockford** is designed for participants who need training in regards to safety, communication, and social skills necessary for community integration. Participants will have line-of-sight staff support but do not require one-on-one supervision. Transition skills are practiced in small groups at the base site or community environments and through volunteer activities.

**R1TS #3 ~ Cedar Springs** is designed for participants who need training in regards to safety, communication, and social skills necessary for community integration. Participants will have line-of-sight staff support but do not require one-on-one supervision. Transition skills are practiced in small groups at the base site or community environments and through volunteer activities.

## Mission Statement

The **R1TS** programs work to empower and motivate young adults to realize their capabilities, dreams, and potential. This is accomplished through strong collaboration with students, parents, staff, Region 1, KISD, and the community. We strive to help each participant gain independence through community integration using a "person-centered Transition planning" approach.

# ***RITS***

## **GUIDELINES AND EXPECTATIONS**

### **Attendance and Punctuality**

Regular attendance at RITS is vitally important for each student as it directly affects his/her IEP progress and his/her development of attitudes and habits for later life.

Attendance is required for all RITS scheduled activities. If you are unable to make it to class, you (the STUDENT) must call in before the start of class for it to be excused.

Tardiness is not acceptable for the work-based or program buildings. Excessive tardiness will require a meeting to develop a plan of improvement and could result in loss of privileges/activities.

If parents need to drive a student in late or pick students up early, please call ahead to assure student will be at the base site or to determine an appropriate meeting location within the community.

In order for IEP progress be made, the following process will be followed to address attendance issues:

- @ 6 absences per semester, a team meeting will be held
- @ 8 absences per semester, a *Positive Behavior Support Plan* will be implemented
- @ 10 absences per semester, student will potentially be dismissed from the RITS program

### **Hygiene/Dress Code**

To enhance students being seen as young adults and to prepare for work and community participation, the following expectations are set:

Hygiene: Students are expected to be clean and presentable. This includes basic, daily hygiene and grooming.

- Bathing and/or showering daily
- Brushing teeth daily
- Brush or comb hair to maintain a presentable appearance
- Maintain clean and clipped fingernails
- Shave as needed for appropriate appearance
- Apply deodorant daily

Dress: Clothing must be appropriate for specific work-based programs and/or RITS community activities. Remember, we are preparing students adult professionalism.

- At work-based sites, students must follow company dress code guidelines
- Dress for weather environments
- Shorts and skirts should be at least the length of your fingertips when arms are fully extended
- If leggings are worn, shirts must be loose fitting at least mid-thigh length
- No tight fitting attire or inappropriate slogans may be worn
- Appropriate attire will be at the discretion of the RITS staff

Students may be asked to shower/change or leave if hygiene or clothing is inappropriate. They may return once appearance issues are addressed.

## **Weather/School Cancellation Procedures**

If a thunderstorm or tornado watch is issued during school hours, school will continue as usual. If a warning is issued, the students will be accompanied to a safe area in our building. In the event that a warning is issued at or near the end of school, school will not be dismissed until the all clear is issued. Any weather cancellations or delays will be broadcast over local media.

Follow the snow delay or cancellation for the district your program is located in (Cedar Springs or Rockford). If you live in any other district and they are cancelled, yet R1TS schools are open, **transportation will not be provided**. You will be excused but you must call your program staff.

## **Off Site Activities and Field Trips**

Approximately half the R1TS programming will occur off-campus at work training sites and to provide lessons in community involvement. Parents will have access to contact students for emergency purposes when away from the building.

## **Phone Use**

The phone line is a business line and is not to be used for personal calls. Emergency messages will be relayed to the students through the staff. Students will be allowed to make phone calls in the case of an emergency and to practice communication/phone skills.

## **Electronic Device Use**

Cell Phones, MP3 Players, Headphones, Games, etc, are to be put away during all instructional time. This includes instructional time at the R1TS Centers as well as in the community. These items may be used during break times only. If these items are seen during instructional time, they will be confiscated. The student will be required to complete a "Positive Plan of Action" before the item will be returned.

## **Computer Use**

Computers are a critical part of the educational process and are available to students to use. However, students must ask permission to do so and may only use the computer under supervision.

NO food or drink will be allowed around the computers.

The student is expected to only print the portion of material that is directly related to the researched subject matter.

No student shall be allowed on the Internet without a signed copy of the district ***User Privileges and Responsibilities Agreement***. Any student found neglectful of the rules will be subject to consequences including possible loss of computer/internet use, suspension or expulsion, and/or legal actions if needed.

## **Transition Specific Curriculum**

Curriculum includes functional academics, living skills, community activities, and physical fitness.

Functional Academics includes individual academic skills addressing transitional math, reading, computers, health education and vocational skills at the participant's level according to the student's IEP goals.

Living Skills includes laundry, banking, grocery shopping, cooking and cleaning. Goal setting, problem solving skills and safety will also be taught.

Community Activities include volunteering, group social outings, community-based instruction and connections to life-long groups, clubs or resources.

Physical Fitness participation is part of the curriculum. We will work on fine and gross motor skills and work to establish life-long fitness routines through use of community health clubs, swimming, walking, and participating in Special Olympic activities when possible.

## **Eligibility and Completion of Program**

The R1TS programs help facilitate a successful Transition from high schools to adult living roles. Participants must:

- Be 18 years of age or older.
- Have completed high school academic requirements for a certification of completion.
- Have specific Transition goals identified to achieve.
- Continue to qualify for Special Education through the Region 1 Kent County School Districts.
- Show a willingness and ability to work and participate in the community with minimal supports.
- Exhibit qualities of a good citizen.

The R1TS #1 ~ Rockford, expectation is for students to reach individual goals within 1-2 years, at which time they will receive their Certificate of Completion.

The R1TS #2 ~ Cedar Springs and Rockford, expectation is for students to prepare for a level of independence that may lead to a transition to the R1TS #1 program and/or adult agency community supports.

The R1TS #3 ~ Cedar Springs and Rockford, expectation is for students to prepare to actively engage in a variety of environments in a safe and secure way and to possibly reach a level of independence that might lead to a transition to R1TS #2 and/or adult agency community supports.

Each student's IEP team will determine individual goals and timelines.

## **Illegal Activity**

Program participants are required to abide by the all State and Federal laws regarding the use of alcohol and substances. Both R1TS campuses are tobacco free. **The possession of tobacco on school grounds is prohibited.**

## **Behavior Policy**

- Program participants are expected to behave appropriately at the base sites and in the community or work-based learning settings. The following are a must:
  - Use appropriate language
  - Display proper etiquette and manners
  - Show respect to other students, staff and community members
- Verbal abuse or threats will not be tolerated.
- Swearing or other inappropriate comments are not acceptable.
- Contact of a sexual nature between participants is not acceptable.
- Sexual harassment and bullying are not tolerated.

## **Consequences for Violation of Policy & Expectations**

- Verbal warning
- Positive action plan
- Removal from setting
- Written warning
- Loss of privileges
- *Positive Behavior Support Plan/ Intervention Strategies*
- Conference with parent/guardian
- Suspension from program
- Potential removal from program

*Restorative Practices will be implemented for all disciplinary actions.*

## **Snap Suspension**

In accordance with State law and Rockford/Cedar Springs Board of Education policy, snap suspensions may be issued by R1TS teachers in accordance with the following definitions, policies, and procedures. A teacher is authorized to immediately remove and suspend a student from the program for up to one day for violation of the following inappropriate behaviors as defined by the student discipline code of conduct: 1) harassment/bullying and/or sexual harassment; 2) profanity/obscenity; 3) insubordination/insolence; 4) gross misbehavior; 5) verbal or physical threat or contact.

### **Snap Suspension Procedure**

1. The teacher must inform the Director of Special Services of the suspension before the end of the day.
2. The teacher must contact the parent/guardian of the student by phone to request the student be picked up and be out for up to one day. The parent/guardian may be asked to attend a conference to discuss the student's inappropriate behavior. The Director of Special Education or the Transition Coordinator will be present at the conference if requested.
3. The teacher will maintain written documentation of the snap suspension.

### **Out-of-School Suspension**

Out-of-school suspensions (up to 10 school days) will result for serious misconduct and/or as part of the progressive disciplinary action to help students modify unacceptable behavior(s) when it appears other measures are ineffective. Exclusion from school-related activities will occur until the student returns from suspension.

### **Appeal Procedure**

Students receiving a suspension may appeal in writing to the Director of Special Education or to the Transition Coordinator within 24 hours regarding the suspension. A summary of the hearing and action taken will be provided in writing to the student.

### **Expulsion Procedure**

Students who are guilty of continued serious misconduct according to Board Policy may be recommended to the Board of Education for expulsion, according to the following conditions:

1. The staff shall exhaust all means of bringing about a correction in the misconduct and shall have brought the case before the Superintendent or the Superintendent's delegate.
2. Juvenile authorities and law enforcement agencies shall have been consulted if they are involved.
3. Parents shall have been consulted freely and all possible support from them shall have been secured.
4. The Director of Special Education, or his/her designee, shall suspend the student until the time of the next Board meeting, at which time the student's name will be presented to the superintendent and hence to the Board of Education with a recommendation.
5. The board of education will arrange for a review of the case at a closed session with the parents and staff involved and expulsion will be determined by the Board of Education.
6. A complete written record of each case is to be kept and submitted to the Board of Education 48 hours in advance of the Board of Education meeting when this hearing will be held.
7. Expulsion means that the student's relationship with the Administrating Public Schools is terminated. This includes access to school property and school-related events.

### **Reinstatement of the Student – Request**

1. Reinstatement following the expulsion can only be granted formally by the Rockford Board of Education, if a formal application for reinstatement is submitted. Requests for reinstatement must be direct to the Assistant Superintendent of Instruction.
2. A reinstatement hearing will be held within 10 school days after receiving the formal application for reinstatement.
3. The Board of Education, after hearing from the parent, student and staff, will reach a decision whether to reinstate the student or reject reinstatement.
4. Once a decision is made by the Board of education, the process is complete. If the decision was made to reinstate the student, the administrator will decide on proper placement, educational program and possible behavior plan.

### **Diversity**

The R1TS Programs fosters respect and understanding among all cultures and individuals who learn and work in our school community. We are committed to a philosophy that draws strength from our differences and builds on our similarities in or to:

- Create a positive learning environment free of bigotry and prejudice in which all students can learn free of intimidation, harassment, bullying, or prejudice directed at them or others.
- Empower all people to reach their full potential.
- Promote respect and dignity toward all persons.
- Prepare students to function effectively in a multiethnic and multicultural society.

Everyone in the R1TS Programs has a right to feel respected, safe and valued.

## **Sexual Harassment Policy**

### **Policy Statement**

The R1TS Programs in accordance with the Rockford and Cedar Springs Public Schools' sexual harassment policy, prohibits sexual harassment of students and staff. Sexual harassment of students disrupts the educational process and interferes with the District's commitment to provide a stable learning environment to its students. All students are expected to conduct themselves with respect for the dignity of others. The R1TS Programs, because of its desire to prevent and prohibit sexual harassment of its students and/or staff, adopts this policy to give notice that sexual harassment of students and staff is wrong and will not be tolerated.

### **Definition of Sexual Harassment**

Sexual harassment includes, but is not limited to, any unwelcome or unwanted sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature that is unwanted by, or unwelcome to, the student, and/or has the purpose or effect of substantially interfering with a student's educational environment. Such conduct or communications may be illegal and will subject the harassing student to appropriate corrective action, including discipline, when such conduct or communication has the purpose or effect of substantially interfering with the other student's education or creates an intimidating, hostile, or offensive educational environment. Sexual harassment of students may take many forms.

Examples of conduct prohibited by this policy include, but are not limited to, the following:

1. Verbal harassment or abuse of a sexual nature.
2. Pressure for sexual activity.
3. Repeated remarks with sexual or demeaning implication to students/
4. Unwelcome touching of a sexual nature.
5. Suggestions or demands of sexual involvement that are accompanied by implicit or explicit threats.
6. Sexual name calling, gestures, jokes, and spreading sexual rumors about students or staff.

### **Reports of Sexual Harassment**

The District encourages any student who believes he/she has been subjected to sexual harassment to report his/her concerns directly to any R1TS staff (they will also explain the complaint procedure). Complaints or reports of sexual harassment shall be handled as confidentially as possible. However, in certain circumstances, the District may be required by the Child Protection Law to report child sexual abuse to the Department of Social Services or other designated law enforcement agency. All reports or complaints of sexual harassment will be promptly investigated by appropriate District representative. Any student who violates this policy will be subject to appropriate corrective action, including suspension or expulsion. The District prohibits retaliation against students who file or make such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon an individual's status, nor will it affect a student's grades or work assignments. However, the District will take appropriate action if it finds that a student has deliberately filed a false complaint.

## **Work-Based Learning and Class Expectations**

Participants in R1TS #1 and #2 are expected to be involved in work-based learning. This is an important aspect of programming which allows the student to gain important work skills required to be successful. Participants are expected to follow the Employment/Training Site's procedures and guidelines. Transportation is provided for all non-paid work-based learning. Once a student becomes employed, transportation is the responsibility of the student/family.

Instructional expectations for all R1TS Programs require students to participate fully in all Transition curriculums whether at the base site or in the community. All activities have valuable Transitional learning.

### **Transportation**

Students will be transported to and from R1TS programs by their home district through KISD or their resident school district transportation services. Transportation for work-based learning sites and community activities will be provided through approved district vehicles and driven by staff members.

Students are not to be driven in a staff personal vehicle. If as a last resort it becomes necessary, there must be a "sign-off" completed by both student and parent/guardian.

If a student needs to be picked up early by someone other than parents or guardians, written permission and identification is required.



# ***R1TS***

## **Acceptance of Guidelines and Expectations**

**As a student of R1TS, I, \_\_\_\_\_ understand and accept the guidelines and expectations that are stated in the R1TS Handbook.**

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**As a parent/guardian of a R1TS student, I, \_\_\_\_\_ understand and accept the guidelines and expectations that are stated in the R1TS Handbook.**

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*



# STUDENT PROFILE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

*In order to Transition successfully into adult life roles, it is necessary for you to know your disability and what you can do to assist yourself (accommodations you use). Please fill out the chart below:*

AREA	DESCRIBE HOW AFFECTED BY DISABILITY	ACCOMMODATIONS
Mobility		
Communication		
Reading/Writing		
Math		
Memory		
Test Taking		
Concentration		
Impulsiveness		
Social Interactions		
Organization		
Medical		
Physical		