



Transition Resource Guide

“If you know what you want out of life, it’s amazing how opportunities will come to enable you to carry them out.”

John M. Goddard

It is the policy of the Clinton County Regional Educational Service Agency (CCRESA) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state, or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Special Education Director, 1013 South US-27, St. Johns, MI 48879, or call 989-224-6831.

Introduction

Your role in transition planning is critical. Transition Planning is the process of preparing for completion of the school program and movement into adult life. This is a team effort involving the student, parent/guardian, the school and adult agencies. Successful transition does not just happen. It is important that parents be part of the planning process so that their student can leave school and join the adult community as a confident, participating member. The family's ongoing support for a teen during these sometimes stressful years is vital. You play a major role on the Transition Team. This family guide will give you information, questions to ask, and suggestions to help you be an active member of the team.

If you have any questions regarding the information within this resource guide or would like to speak to someone within the county school district please contact one of the following people listed below:

Clinton County Regional Education Service Agency- RESA

1013 S. US 27
St. Johns, MI 48879
989-224-6831

Dr. Robert Fall - Special Education Director	EXT. 2325
Michelle Bashore - Transition Coordinator	EXT. 2318
Leslie Bragdon - Monitor/MTSS Implementation Specialist	EXT. 2343

Local Special Education Directors & Representatives:

Bath	Jake Huffman	517-641-6721
DeWitt	Kathi Senita	517-668-3021
Fowler	Paul Minns	989-593-2160
Ovid-Elsie	Kris Kirby	989-862-4237
Pewamo/ Westphalia	George Heckman	989-593-3488
St. Johns	Kim Ross	989-227-4006

What is Transition Planning?

Transition planning is a **process** that assists all special education students in making a successful transition from secondary education to adult living in the community. Transition services include the following four areas:

1. Post-Secondary Educational Training
2. Employment
3. Adult Living
4. Community Participation

Transition planning can help the student make the move from high school to adult living in a number of ways. These include helping the student identify areas of strengths and their interests; taking their preferences into consideration in planning; helping the student identify what accommodations the student will need to be successful in the post-secondary setting; offering community based experiences including vocational placements; and promoting self-determination skills including self-advocacy.

Transition Planning and Post-Secondary Education

A key change between the high school and the post-secondary educational setting is in the role of the student. In high school, students are often seen primarily as receivers of instruction. It is often understood that it is the school's responsibility to make sure that the students are learning, and that they have what they need to learn. In college, as adults, students are "consumers" and are expected to take much more responsibility for their success in learning. This means staying organized, asking for what they need, and making sure they do what is needed in order to be successful. Self-advocacy, the ability to ask for what you want or need and to pursue your rights, is very important for any student; but it is even more important students who have challenges such as learning disabilities, medical conditions, or other disabilities that can interfere with success in the post-secondary setting. In order to develop self-advocacy skills, students must first clarify for themselves what their needs and wants are. Then they must develop confidence and skill in asserting themselves to ask for what they need and want. Transition planning tries to help develop these advocacy skills for students before they leave high school. It also helps students make plans for their post-secondary education experience including aligning their career choice with their interests and aptitudes.

Transition Planning and Employment

This area includes activities leading to employment. This begins with looking at careers, assessment of interests and abilities relating to careers, and making an appropriate career choice. This is followed by learning job skills and good work habits through selected activities including community work experiences. These skills may also be learned through student effort,

school course work, vocational counseling and training, or agency assistance.

Transition Planning and Adult Living

This area includes the skills people use each day to care for themselves and other family members. These skills are important for successful independent living and include such activities as dressing, grooming, household chores, shopping, managing finances, etc. Residential options in this area may range from living alone to group living. These skills may be developed by the student through school course work and/or family activities. The need for a guardian can also be considered at this point for individuals lacking some or all of the skills for independent living.

Transition Planning and Community Participation

This area looks at opportunities for adults to participate in their community as well as the social skills needed to work and enjoy leisure time. Areas addressed include being responsible, using good people skills, achieving independence, problem solving skills and resolving conflicts. It also encourages finding ways to volunteer, join organizations or groups, and to participate in social activities. These skills may be developed through student effort, family support, course work, and/or counseling.

GETTING READY FOR TRANSITION PLANNING

The most important part of "getting ready" for transition is the communication between the student and parent, regarding hope and dreams for the student's future. The student and parent prepare for planning by identifying what results they want or expect to achieve.

By sharing thoughts on these topics and others, parents and students prepare to communicate them to teachers and agencies in the Transition and IEP meetings. In these meetings you will learn to organize thoughts and questions you may have about what you want to do in the future. When you have questions or concerns remember the transition team is here to support you.

In order to develop transition plans that are appropriate to the student's needs, it is important to gather information about the student's interests, abilities, and experiences. The student, parents/guardians, and teachers may each complete a questionnaire. These questionnaires may be shared during or prior to the transition meeting.

TRANSITION TIMELINES

4 TO 5 YEARS BEFORE LEAVING THE SCHOOL DISTRICT

- Identify learning styles and accommodations needed to be a successful learner and worker.
- Identify career interests, skills and additional education/ training needed.
- Explore options for college, or other forms of post-secondary education.
- Identify options for future living arrangements.
- Student able to explain his/her disability and accommodations needed.
- Learn and practice decision-making skills.
- Begin to manage money.
- Have an identification card and know personal information.
- Learn and practice personal health care.

2 TO 3 YEARS BEFORE LEAVING THE SCHOOL DISTRICT

- Identify community service providers that offer support programs.
- Invite community service providers, peers, and others to Transition/IEP meeting.
- Match career interests and skills with vocational course, academic classes, and community work experience.
- Gather information on post-secondary programs and the support services offered.
- Explore deferred diploma options.
- Become informed about personal health services.
- Determine the need for financial support.
- Learn and practice communication skills and social skills for different settings (employment, school, and recreation).
- Explore guardianship.
- Begin a resume and update as needed.
- Practice independent living skills (budgeting, cooking, and laundry)
- Begin building your job performance skills.
- Broaden your experiences with community activities and expand your friendships.

1 YEAR BEFORE LEAVING THE SCHOOL DISTRICT

- Apply for financial support programs.
- Identify post-secondary program you plan to attend and arrange for accommodations if needed.
- Practice effective communication by developing interviewing skills, asking for help, and identifying accommodations at college and work.
- Specify desired job and obtain employment with supports as needed.
- Take responsibility for arriving in time to work, appointments, filling and taking prescriptions, etc.)
- Register to vote and for selective service (if male) at age 18.
- Bring documentation of your disability with you to apply for community services if needed.

WHAT DOES THE FAMILY NEED TO DO TO BE READY?

The following are checklist of transition activities that you may wish to consider when preparing for transition. Use these checklists to ask yourself whether these issues should be addressed at Transition/ IEP meetings. The checklist can also help identify who should be part of the Transition/IEP team and whose responsibility it is for carrying out specific activities.

Student Check Sheet

- Become familiar with how your school handles transition planning.
- Complete the student questionnaire. Use this to help you be aware of the areas covered in a transition plan.
- Attend all IEP and Transition Meetings and be an active participant.
- Invite anyone to the IEP Meeting that you feel will help you provide needed information for the group.
- Identify personal needs and goals related to each of the four domains. Bring a written list to share at the meeting.
- Express your views and feelings during the IEP and Transition meetings! Be sure to share your dreams and interests with the group. Provide any information you feel is necessary.
- Be aware of your rights! You have the right to see your educational records, to question decisions made without your input, have proper evaluations, and ask for positive changes in school transition curriculum.
- Ask questions about things that are unclear or not understood. Ask the members of the team to discuss your options with you.
- Understand your learning differences and advocate for appropriate accommodations to be written into your IEP.
- Make a list of your social and business contacts for possible employment opportunities.
- Prepare for your future. Practice skills in communication, advocacy, self-care, household management, consumer spending, and decision making.
- Be aware of your Transition plan and ask for additions or changes as you feel they are necessary.

Parent Check Sheet

___ Start Planning Early

___ Encourage your student to be as independent as possible.

___ Review transition material sent by the school, gather and look over all school records.

___ Complete and use the Transition Planning Inventory as a basis for discussion regarding your student's dreams, interests, plans, and career goals.

___ Listen carefully to your student's interests and future goals.

___ Prepare your student to share his/her dreams, interests, plans, and needs as a part of the transition-planning meeting (a written list may be helpful.)

___ Talk to other families with similar situations to gather helpful information. Join advocacy groups- share experiences; ask for help if you need it.

___ Look for information about the rights of people with disabilities and teach your child about his/her rights.

___ Gather information that you and your student think is important to share. You may have information of which others on the planning team are unaware; such as medical information, former testing, school records, and service records of outside agencies.

___ Attend all meetings and bring any questions that you or your student may have to the meeting. It may be helpful to make a list. Consider asking a friend/advocate to come to the meeting with you. Share with that person a copy of the list of questions so that person can help make sure they are answered.

___ Ask the education and adult service providers to discuss the student's options.

___ At the meeting, ask questions to clarify things that are unclear.

The resources below will help you in the preparation and planning for your transition.

RESOURCES FOR POST-SECONDARY EDUCATION

GETTING READY FOR COLLEGE AND WHAT TO EXPECT WHEN YOU GET THERE

<http://www.vesid.nysed.gov/specialed/transition/sah1.html>

This website provides a "Student Advocacy Handbook for High School Juniors and Seniors Transitioning to College" It was developed by The Northern New York Post Secondary Transition Team and permission is given to make and distribute copies for educational use without expense to the student. It is a comprehensive manual that includes flow charts, timelines, and strategies, as well as information on students' rights. Some of the headings include: Looking at Colleges, Campus Support Services, Anticipating Using Accommodations, What Makes a Successful Student, Major Skills Needed by All Students, Common Difficulties Faced, Help Yourself be Successful in College, Information Regarding Education Law, Skill Evaluation Form, and Academic Accommodations Checklist

TRANSITION TO POSTSECONDARY EDUCATION

<http://www.ed.gov/about/offices/list/ocr/transition.html>

This guide explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This guide also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate.

DISABILITY LAWS RELATED TO POSTSECONDARY EDUCATION

<http://www.greatschools.net/cgi-bin/showarticle/2030>

This link is to an article called, "Section 504 – Federal Civil Rights Law" Although it is written for parents of school-aged students, it does a succinct job of summarizing the law. The same law applies to post-secondary situations.

FINANCAIL AID

http://www.michigan.gov/documents.mistudentaid/Paying_for_College_177309_7.pdf

Paying for College in Michigan is an excellent resource for college planning and student financial aid. Produced by the Michigan Department of Treasury, Student Financial Services Bureau, this publication will provide you with specific information about the state and federal financial aid programs that are available and how to apply for the funds.

www.michigan.gov/studentaid - Click on Prospective Students, then Types of Financial Aid. This site provides information on scholarships, grants and other ways students can pay for college.

www.pin.ed.gov Students and their parents must obtain a Personal Identification Number (PIN) in order to submit the Free Application for Student Financial Aid (FAFSA) online.

www.fafsa.ed.gov Online address for submitting the FAFSA- You must complete the FAFSA (Free Application for Federal Student Aid), if you are going to apply for scholarships, financial aid, or other sources of financial aid. Forms are available from your High School Counselor or you may apply online. Be prepared to have tax information available to complete the form.

<http://studentaid.ed.gov/PORTALSWebApp/students/english/funding.jsp>
This website has a wealth of information on applying for financial aids and other frequently asked questions related to financial aid. It also includes the new: Financial Aid Estimator Tool - *FAFSA4caster*. The *FAFSA4caster* provides students with an early estimate of their eligibility for federal student financial assistance. Students considering furthering their education beyond high school can use this FREE tool to: Calculate their eligibility for federal financial aid including grants and reduce the time it will take to complete the Free Application for Federal Student Aid (FAFSA). To access *FAFSA4caster*, visit www.fafsa4caster.ed.gov.

COLLEGES AND UNIVERSITIES

For a **complete list of colleges in Michigan** including contact information for scholarships & financial aid, and disability services offices for each college visit the Michigan Transition Resources website:

<http://www1.cenmi.org/tspmi/collegecontacts.asp#Community> College

LOCAL COLLEGES AND UNIVERSITIES NOTE: Clinton County RESA does not endorse any particular college or university. The following schools are listed due to their proximity to students in Clinton County:

Lansing Community College -

http://www.lcc.edu/home/future_students/

The website states: LCC accepts the following students: Adults 18 years of age or older (HS Diploma or GED NOT required for Adults 18 years of age or older.), High school graduates, and current high school students in grades 9-12. Office of Disability Support Services - Phone: 517-483-1904

Michigan State University -

<http://admissions.msu.edu/>

The website lists the following admission information for freshman: Admission to Michigan State University is competitive, but there are no minimum requirements. Applications are accepted on a rolling basis. MSU strongly encourages a college preparatory curriculum in high school. Students also are advised to apply early in their senior year. Freshman admission is based on: your academic performance in high school, the

strength and quality of your curriculum, recent trends in your academic performance, your class rank, your ACT or SAT results, your leadership, talents, conduct, and diversity of experience. The Resource Center for Persons with Disabilities (RCPD) 517- 884-RCPD (4-7273)

Baker College - Owosso Campus -

<http://www.baker.edu>

Special Needs/Disability Services Coordinator - Carol Boyer 989-729-3362 or carol.boyer@baker.edu

The website contains the following admissions information: Baker College has a "right-to-try" admission policy.

1. All students who have earned a high school diploma or its equivalent, such as a General Educational Development certificate (GED) are accepted.
2. Students who have not earned a high school diploma or General Educational Development (GED) certificate may be admitted on the basis of test results.
3. Baker College admits students without regard to race, religion, sex, national origin, or disability.
4. . As a "right-to-try," institution, Baker College does not require either the ACT or SAT as a condition of admission. However, if a student chooses to take either or both tests we encourage him/her to request that the test results be sent to the Baker College campus of his/her choice.

Central Michigan University -

<http://www.cmich.edu/x340.xml>

The website lists the following admissions information: A solid academic background will help prepare you for success at the college level. To be ready for this challenge, we stress high academic achievement in several rigorous subjects. Central Michigan University and the President's Council of State Colleges and Universities strongly recommend the following high school background: 4 years of: English, mathematics, biological and physical sciences, history and social sciences. In addition, high school students are strongly encouraged to complete two years of foreign language and two years of electives in fine arts and have one year of hands-on computer experience. Student Disability Services – 989-774-3018

Alma College -

<http://www.alma.edu/about>

The website lists the following information regarding admission requirements: There are several factors Alma College considers when reviewing applications, including high school GPA, ACT/SAT scores, high school courses and your high school guidance counselor's recommendation. Generally, students who have a 3.0 GPA and 22 on the ACT are accepted, but we review all applications on an individual basis.

Disability Support Services available through Academic and Career Planning
Office – 989-463-7247

College Contacts – Disability Offices 2014-2015	
CMU Mt. Pleasant, MI	www.cmich.edu http://go.cmich.edu/support_services/academic/StudentDisabilityServices/Pages/default.aspx Park Library 120, Central Michigan University, Mount Pleasant, Michigan 48859 Phone: (989) 774-3018, (TDD), (989) 774-2568, (989) 774-3018 sds@cmich.edu
Baker College Owosso, MI	http://www.baker.edu/baker-college-of-allen-park/student-services/academics/#disability-services 1020 South Washington Street Owosso, MI 48867 Toll-Free: (800) 879-3797 Phone: (989) 729-3362
Delta College Saginaw, MI	http://www.delta.edu/disabilityresources.aspx Director of Disability Services, Phone: (989) 686-9794 D102 disabilityresources@delta.edu
Lansing Community College Lansing, MI	www.lcc.edu http://www.lcc.edu/odss Lansing Community College, Gannon Building - StarZone 422 North Washington Square Lansing, MI 48933 Phone: (517) 483-1924 (Voice only) Fax: (517) 483-9645
Mott Community College Flint, MI	www.mcc.edu http://www.mcc.edu/disability_services/ The Learning Center Prael College Center, PCC2280 Phone: (810) 232-9181 Email: disability@mcc.edu
MSU East Lansing, MI	www.msu.edu https://www.rcpd.msu.edu/services Resource Center for Persons with Disabilities Office 120 Bessey Hall, 434 Farm Lane Michigan State University East Lansing, MI 48824 Phone: 517.884.7273 Fax: 517.432.3191
Saginaw Valley State University Saginaw, MI	www.svsu.edu http://www.svsu.edu/disabilityservices/ Contact: disability-services@svsu.edu Telephone: (989) 964-7000 Fax: (989) 964-7258 Office: Curtiss 112
WMU Kalamazoo, MI	http://www.wmich.edu/disabilityservices/ Disability Services for Students 2210 Wilbur Ave Kalamazoo, MI 49008-5277 Phone: (269) 387-2116 Fax: (269) 387-0633
U of M Flint, MI	www.umflint.edu http://www.umflint.edu/caps/index.htm Student Development Center Room 264 University Center Phone: 810.762.3456 Fax: 810.762.3498

Eastern Michigan University Ypsilanti, MI	http://www.emich.edu/drc/index.php http://www.emich.edu/drc/student_info/student_faq.php Disability Resource Center 240 Student Center Phone: (734) 487-2470 Fax: (734) 487-5784 Email: DRC@emich.edu
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TECHNICAL TRAINING

Michigan Career and Technical Institute (MCTI)

www.michigan.gov/mcti

MCTI is administered by the Michigan Rehabilitation Services (MRS). For eligible adults who have a physical, mental or emotional disability and are referred by Michigan Rehabilitation Services or the Michigan Commission for the Blind, tuition and room and board in the dormitory are free. All students must be at least 18 years of age to attend MCTI. MCTI provides vocational and technical training programs in the Automotive Technology, Cabinetmaking/Millwork, Certified Nursing Assistant, Culinary Arts, Custodial, Customer Service, Electronics, Graphic Communications, Grounds Maintenance and Landscaping, Machine Technology, Office Automation, and Retail Marketing. MCTI also offers a program called career assessment to give incoming students a realistic picture of how they will perform in a particular training program. Support services are also available to help students reach their training objectives. For more information or a tour of the campus contact:

11611 W. Pine Lake Road, Plainwell, MI 49080
 877- 901- 7360

Peckham Vocational Industries

Peckham's mission is "To maximize the potential of persons with barriers to employment." Whether a person has a disability, language or socio-economic barrier, Peckham provides vocational training, assessment and rehabilitation for persons with barriers to employment in Mid-Michigan.

2822 N. Martin Luther King Jr. Blvd
 Lansing, MI 48906-2923
 Phone: 517-316-4000 TTY/TTD: 517-316-4103
 Email: info@peckham.org
 Business Hours: 8:00 a.m.-4:30 p.m.; Monday-Friday.

Goodwill Industries of Mid-Michigan, Inc.

501 S. Averill Ave., Flint, MI 48506
 810-762-9960 or 800-524-6331 TTY: 810-762-3612
 E-mail: goodwill@goodwillmidmichigan.org
 Goodwill Industries of Mid-Michigan offers the following rehabilitation programs: Employee development, organizational employment, community employment, community-based vocational assessment, computer training, retail skills training, guest services training.

EMPLOYMENT

Michigan Works! Service Center

101 West Cass Street

St. Johns, MI 48879

989-224-2000

www.michiganworks.org

Michigan Works! serves employers and workers by providing support activities and information exchange for Michigan's workforce development system. Services include job seeking skills, resume writing and employment postings.

Michigan Rehabilitation Services (MRS)

101 West Cass Street

St. Johns, MI 48879

989-224-2000, ext. 117 – Krista Miller – Adult Service Provider

989-224-6831, ext. 2393 – Erica Martin – Youth Service Provider

www.michigan.gov/mdcd

MRS provides vocational counseling and job placement assistance for individuals with disabilities.

Michigan Commission for the Blind

The Michigan Commission for the Blind Training Center (MCBTC) provides training and services to blind and visually impaired residents of the state of Michigan and elsewhere.

201 N. Washington St.

P.O. Box 3015

Lansing, MI 48909

517- 373-6425

www.michigan.gov/mcb

ADULT LIVING

Capital Area Center of Independent Living (CACIL)

1048 Peirpoint Suite 9 & 10, Lansing, MI 48911

517-999-2760

Department of Human Services

In this office you can apply for entitlement programs, benefits, and services (Food Stamps, Financial Entitlements, Medicaid/Medicare).

www.michigan.gov/dhs

201 W. Railroad St.

St. Johns, MI

989- 224-5500

Community Mental Health -Community Services for the Developmentally Disabled (CSDD)

812 E. Jolly Rd, Lansing, MI 48910

Phone 517-346-8300 Fax 517-887-5330

Community Mental Health assists individuals with developmental disabilities by promoting higher levels of development, independence, and skills needed to achieve a quality lifestyle. They integrate the individuals into the community as fully participating members.

The CSDD process is as follows:

1. A referral is made by contacting the access office, 517-346-8318, Monday through Friday (8:00-12:00 and 1:00- 7:00). An initial intake interview will be scheduled to help you in determining eligibility.
2. You will be asked to submit information, which will enable CSDD to determine your eligibility for services based on a substantial diagnosis of a developmental disability as defined by the Michigan Mental Health Code.
3. Written notification is sent to the referral source for admission, denial, or placement on the waiting list.

Direct Services: Client Services Management may assist arranging, coordinating, and/ or monitoring the following services.

Life Consultation

Supported community living program
Placement into adult foster care
Coordination of agency & generic services
Counseling

Work Services

Work activity
Supported employment
Adult activity services

Residential Services

Specialized homes
Contract homes
Directly operated
AIS homes (alternative intermediate Services)

Clinical Services

Nursing Services
Occupational therapy
Physical therapy
Dietary services
Speech/ audiology
Psychology

Family Supported Services

Respite Services
Family Subsidy/ Financial assistance
Family Support/ Case Management
Children's Foster Care
CMH-transition Day Program – Michelle Sheron (989) 224-7810

CMH-Transition Day Program/ St. Johns

201 W. Railroad Street, Suite B.

St. Johns, MI 48879

Phone: 989-224-7810

Michelle Sheron

Transitions St. Johns is a program that is person centered and is designed to provide vocational, educational, social-leisure, and volunteer opportunities in the community.

Lutheran Social Services of Michigan (LSSM)

<http://www.lssm.org/LSSM/>

Alison House, is an apartment building operated by LSSM for adults with physical disabilities who are able to live independently. Residents must meet HUD income eligibility requirements. The one- and two-bedroom apartments are completely barrier free. Alison House is near N. Creyts Road and W. Saginaw Hwy., with easy access to public transportation and shops. For more information on renting, email the building manager, Kristi Garcia or call her at 517- 323-4222

Capital Area Community Services, Inc.

1000 E. Sturgis St.
St. Johns, MI 48879
989- 224-6702

Provides information on community resources such as housing, shelters, food banks and child care.

RAVE (Relief After Violent Encounters)

P.O. Box 472
St. Johns, MI 48879
Business Office 989-224-4662
Crisis Line/ Domestic Violence Services St. Johns 989-224-7283
Crisis Line/ Domestic Violence Service Owosso 989-725-9444

Medical Care

Free Medical Clinic

7:30 a.m. to 11:30 a.m., 1st and 3rd Saturdays of each month
Redeemer Lutheran Church
2520 N. M-21, Owosso, MI 48867
Persons who do not have health insurance are welcome.

Mid-Michigan District Health Department

1307 E. Townsend Road, St. Johns, MI 48879
989-224-2195 or 989-227-3123
<http://www.mmdhd.org>

The Community Health and Education Division (CHED) provides a variety of preventive health services to individuals and families in the community. The Division offers the following programs: Health Education, Maternal and Child Health Programs, Chronic Disease Control Programs, and Communicable Disease Control Programs.

Substance Abuse

Central Diagnostic and Referral Service

Must call for referral.

2875 Northwind, E. Lansing

517- 337-7209

Community Mental Health- Crisis Services

Call or Walk-In 24 Hrs.

812 E. Jolly Rd.

517- 346-8460

Hearing Impaired

800- 649-3777

The Access Center

Will make referrals to additional services that are available!

812 E. Jolly RD

517- 346-8313

NCA/LRA

Outpatient Services and Residential Programs

3400 S. Cedar #200

517-887-0226

GUARDIANSHIP

Free download of a booklet on Guardianship available at Michigan Transition Resources <http://www1.cenmi.org/tspmi/ProductsView.asp?id=93>

Clinton County Probate Court

Guardianship packets including forms can be found at

<http://www.clinton-county.org/435/guardianships>

100 E. State St.

St. Johns, MI 48879

989- 224-5100

The Dignity Group

A non-profit organization that provides information and free seminars regarding wills, trusts, guardianship and Life Care Plans.

4710 W. Saginaw, Suite C

Lansing, MI 48917

517- 323-4821

Michigan Protection And Advocacy Service, Inc.

www.mpas.org

Assist in protecting the rights of persons with disabilities. Information available regarding the different types of guardianship, how the court decides if a person needs guardianship, and the duties and responsibilities of a guardian.

4095 Legacy Parkway, Suite 500
Lansing, MI 48911-4263

SOCIAL SECURITY

SOCIAL SECURITY ADMINISTRATION

5015 South Cedar Street, Suite 150
Lansing, MI 48910
989-0377-1935 or 800-772-1213

America's Social Security system is comprised of several different programs administered by the Social Security Administration. These programs include:

- ❖ Retirement Benefits
- ❖ Disability Benefits
- ❖ Survivor's Benefits
- ❖ Supplemental Security Income

As a parent/guardian of a child with a disability, the two frequently encountered programs are disabled adult child benefits and supplemental Security Income (SSI).

A child who is disabled prior to age 22 (disabled adult child) may apply for social Security benefits on the record of a parent who is retired, disabled or deceased.

SSI is a program that pays checks to the elderly (over age 65) and to people with disabilities who don't have much income. This includes children who are disabled or blind.

SOCIAL SECURITY/ SSI AND WORK

Special rules make it possible for people with disabilities who are receiving Social Security/SSI benefits to work and still receive monthly cash payments and Medicare/Medicaid. Social Security calls these rules "work incentives". Some ex. of these incentives are:

- ❖ Plans for achieving self support (PASS)
- ❖ Trial work period
- ❖ Continuation of Medicare while working
- ❖ Exclusion of impairment-related work expenses
- ❖ Special rules for blind workers
- ❖ Special treatment of sheltered workshop payment
- ❖ Special exclusions for disabled adults

Ask a Social Security representative about these work incentives and how monthly social security/SSI checks may be affected by work.

CLINTON COUNTY COUNSELING CENTER

1000 E. Sturgis Street, Suite 3

St. Johns, MI 48879

989-224-6729 for intakes appointments 888-800-1559

Clinton County Counseling Center is a program of the Clinton-Eaton-Ingham Community Mental Health Board **offering child, adult, and family outpatient mental health and substance abuse services** to the residents of Clinton County. Services for persons with chronic mental illnesses are provided through case management, medication clinic, day program, and residential treatment. Outpatient substance abuse and prevention services include school and prevention activities, parenting classes, and student assistance evaluations. Services are available to residents of Clinton County.

FEES are variable and determined according to a sliding scale based on family size and income. Medicaid and most medical insurances are accepted. Call access at 1-888-800-1559 to ascertain if your insurance is accepted and to schedule an initial appointment.

SPECIFIC SERVICES INCLUDE:

- ❖ Counseling and psychotherapy
- ❖ Psychiatric assessment
- ❖ Prescription and monitoring of psychotropic medications
- ❖ Crisis Counseling
- ❖ Case Management Services
- ❖ Parent education
- ❖ Substance Abuse Treatment
- ❖ Information and referral services

ADVOCACY

<http://www.greatschools.net/cgi-bin/showarticle/2522>

This is a link to an article entitled "Self-Advocacy: A Valuable Skill for Your Teenager with LD." This article gives great guidance for parents on how to develop a student's self-advocacy skills. This does not have to be limited to LD as the title suggests. It is good for any student trying to learn these skills.

Citizens Alliance To Uphold Special Education (CAUSE)

3303 W. Saginaw, Suite F.
Lansing, MI 48917
517- 394- 6230

www.causeonline.org

A parent training information center for the state of Michigan.

The ARC Michigan

1325 S. Washington Ave.
Lansing, MI 48910
517- 487-5426

www.arcmi.org

Work to ensure that individuals with developmental disabilities are valued in order that they and their families can participate fully in and contribute to their community.

Michigan Protection and Advocacy (see above in Guardianship)

Advocates and referral source for physically/mentally disabled.
800-288-5923

COMMUNITY PARTICIPATION

Michigan State Cooperative Extension Services – Clinton County

100 E. State St.
Suite G100 (in the courthouse)
St. Johns, MI 48879
989- 224- 5240

Provides various community programs including a mentoring program as well as a foster/adoptive family program

RECREATION AND FITNESS

Special Olympics Clinton County Area

10100 S Williams Road
Dewitt, MI 48820
517-669-7704
E-mail: somia28@shianet.org

Parks and Recreation

100 E. State Street
St. Johns, MI 48879
989-224-5128
E-mail: greenspace@clinton-county.org

Beekman Therapeutic Riding Center

2901 Wabash Rd.
Lansing, MI 48910
517-755-2175
E-mail: classes@beekmanriding.org

Clinton County Arts Council

102 North Clinton Avenue, St. Johns, MI
989-224-2429
E-mail: ccarts@voyager.net
Hours: Monday-Friday 10am-5pm, Saturday 10am-3pm

TRANSPORTATION

Clinton Transit is the transit authority for Clinton County.

Ms. Rose May Mason, General Manager
989 - 224-8127
Fax: 989 - 224-7034
Email: generalmanager@clintontransit.com

Capitol Area Transportation Authority

420 S. Grand Ave., Lansing
For Route and Scheduling Information!
517 - 394-1000

For information on **Public transportation throughout Michigan**

<http://www.publictransportation.org/systems/state.asp?state=MI#A83>

OTHER ORGANIZATIONS AND WEBSITES

Self-Advocates Becoming Empowered - <http://www.sabeusa.org/>

Self-Advocacy Online - <http://www.selfadvocacyonline.org/>

National Secondary Transition Technical Assistance Center (NSTTAC) - <http://www.nsttac.org/>

U.S. Department of Education – Office of Civil Rights (OCR)
<http://www.ed.gov/about/offices/list/ocr/transitionguide.html>

Michigan Transition Resources - <http://www1.cenmi.org/tspmi/>

The Official State of Michigan Website - Career, Education & Workforce Programs
<http://www.michigan.gov/mdcd>

Michigan Department of Treasury, Student Financial Services Bureau
www.michigan.gov/studentaid

Michigan Deaf Association
www.mideaf.org

"MDA is a non-profit organization with a mission to help improve the lives of Deaf and Hard of Hearing citizens of Michigan. Also provides link to the Michigan Miss Deaf Pageant Association
Regular individual member annual dues \$15.00

Michigan Association for Deaf, Hearing and Speech Interpreter

Michigan Association for Deaf, Hearing and Speech Interpreter
Interpreter's, advocacy and public education services are available.
Hours of Operation: 9a.m.-5p.m.
2929 Covington Court., Suite 200, Lansing MI 48912
Business Phone Number: 517- 487-0066, Referrals 517- 487-0066
Fees for Service/Insurance: Fees for interpreter and equipment rental.

Michigan Association for Deaf and Hard of Hearing

2929 Covington Court, Suite 200
Lansing MI 48912-4939
Voice/TTY: 517- 487-0066 Video Phone: 517- 507-5353

THE EXIT IEPC

The exit IEPC meeting will not be about the end of school services, but about the beginning of adult life in the community. By the time the final meeting is held, there will be some firm plans in place for the future. The young adult will know where to go for further education, work, or activities. Referrals to specific community agencies, which will provide service to the young adult, should have been completed.

If you are not comfortable that all the elements are in place, individuals with disabilities are eligible to receive special services until age 26; therefore students can complete academic requirements through their local high school and then continue to access further classes or vocational services. When a student chooses to defer their diploma, the student may proceed with regular graduation festivities (graduation party, etc) but their diploma will remain in a safe at their local high school.

At the exit IEPC meeting, the Transition Plan will be reviewed one last time. The names of agencies or community contracts will be provided to the students. This transition plan is not a contract of service, but a guide to help you receive services. It is extremely important to keep documentation of services that have been provided by your local district. **Before leaving the school system, the student should obtain high school transcripts, evaluations (school psychological report). Last IEP/MET and therapist reports.** It is important that you always keep copies of these records; they may be required for receiving services and accommodations in colleges, training centers, and when working with the community service agencies.

HOW DO I GET STARTED WITH AGENCIES

If your student needs training, education, assistance in finding employment or other services beyond high school in order to accomplish daily living, there are community agencies to assist. However, there is "no automatic transfer" from school services to agency services. Students and/or their advocates must apply for these services in order for agencies to be ready to assist when the high school program is done.

Each agency has its own set of conditions that make a person eligible for their services. The student, family, and the organization work together to gather information needed to determine eligibility. Be prepared to communicate the needs you hope the agency can address, problems as the students sees them, and what support the family can give the student while agency services are provided. Some agencies have income limits for services; others do not. In most cases, this is not a quick process. Some agencies have waiting lists that can delay services. The best time to start is now, while the student is still in school. If an agency is unable to meet your needs, ask them for information and to refer you to other community resources. That, too, is part of their job. Don't be discouraged; start early and advocate for your son or daughter.