

Sanilac County Transition Council



Student and Parent Transition Guidelines

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Introduction

This guide has been written specifically to assist students with disabilities and their parents in understanding transition, as students make the move from high school to adult life. The move from school to adult life is a major step in a student's life and can be overwhelming and sometimes scary! It is the responsibility of the school to help students during this time of decision making through writing a transition plan as part of an IEP (Individualized Education Plan). This book will help explain transition, answer questions about planning for the future, and make the transition out of school a successful one.

All students who receive special education services must begin planning at age 14 for transition services. This is about you and your future, so it is important that you are involved in this planning process. At age 16 or before, you will be invited to attend your IEPT (Individualized Educational Planning Team) meeting. It is at this meeting that you should express your dreams, goals, and needs for your future. If you do not attend the meeting the school must make sure these desires are shared at the meeting.

What is Transition?

According to the Individuals with Disabilities Education Act (IDEA), transition is “a coordinated set of activities for a student, designed with an outcome-oriented process, that promotes movement from school to post-school activities such as: Career/Employment, Postsecondary Education/Training, Community Participation and/or Adult Living Skills.”

Transition planning begins at age 14 and occurs at an IEPT (Individualized Educational Planning Team) meeting. The following are services and organizations available to assist with the transition process for students in Sanilac County.

tran·si·tion (tran·sish-ən) *n.*

Passage from one place, condition, or stage to another; change.

- Webster's New International Dictionary

Why do Transition Planning?

Transition planning increases the chances of success in adult life. The process works to bring together schools, students, families, and community agencies in a combined effort to appropriately plan a successful path to adult life.

What to consider in Middle School:

The transition process for you can start in middle school. Here are a few things for you to think about:

- Consider if you will be working toward earning a high school diploma or a local district certificate of completion
- The requirements you need to complete the Michigan Merit Curriculum for a high school diploma
- The requirements you need to receive a high school diploma in your school district
- Identify your learning styles and the necessary accommodations you need to be successful
- Be involved in your Career Development and Educational Development Plan (EDP) process by the time you finish 8th grade
- Be able to share your interests, strengths, and needs with others
- Be able to explain your disability and the necessary adjustments you use in your classes and school work
- Learn and practice skills needed to make decisions
- Look into the different technology tools you may need to help you succeed in school and in the community
- Check out local transportation options
- Practice skills needed to be self-supporting
- Learn and practice healthy living and your personal care needs

EDP's 101

What is in an Education Development Plan (EDP) and why do I need one?

Contains six (6) elements:

1. Personal Information
2. Career Pathway goals
3. Educational/Training goals
4. Career Assessment results
5. Plan of Action
6. Parent/Family consultation and endorsement

An EDP is:

- Started by the 8th grade and updated at least annually throughout high school
- Records personal and academic goals, high school course plan, post-secondary plans, assessment results and more
- Career Pathway alignment to the Sanilac ISD Career Technical Education Programs
- Documents future goals and plans
- Encourages early career and college exploration
- Required by Michigan law and supports the Michigan Merit Curriculum

Students A student's EDP provides:	Parents A student's EDP provides:	Educators A student's EDP provides:
<p style="text-align: center;">Awareness</p> <ul style="list-style-type: none"> • Choose Career Pathway based on interests • Choose the skills needed to be successful (including core classes) • Think about passions and interests <p style="text-align: center;">Relevance</p> <ul style="list-style-type: none"> • Take required classes for plans to run smoothly • Ask questions and follow directions in order to run your plans efficiently and stay focused • Have a backup plan for financial planning (paying for the dream) <p style="text-align: center;">Value</p> <ul style="list-style-type: none"> • Get plugged into interests, passions and skills needed for the 21st century • Explore new interests often • Understand and use available support systems (counselors, teachers, parents, friends) 	<p style="text-align: center;">Awareness</p> <ul style="list-style-type: none"> • Provides talking points between student and parent about the future • Parent and student become partners in the planning process • Aligns coursework and future goals <p style="text-align: center;">Relevance</p> <ul style="list-style-type: none"> • Access to relevant exploration opportunities • Keeps your student focused and on track to graduate on time • Provides real-world experiences linked to learning <p style="text-align: center;">Value</p> <ul style="list-style-type: none"> • Early planning saves money • Helps your student narrow career choices • Provides accurate career outlook and planning resources for the future 	<p style="text-align: center;">Awareness</p> <ul style="list-style-type: none"> • Career and interests assessments add value to the personal planning process • Teacher insight into student interests • EDP development required by 8th grade and updated or revised annually <p style="text-align: center;">Relevance</p> <ul style="list-style-type: none"> • Supplies connection between academics and career options • Course schedule based on student career plans and goals • Consistent message linking academics and future plans <p style="text-align: center;">Value</p> <ul style="list-style-type: none"> • Michigan Merit Curriculum (MMC)-graduation requirements • Career awareness provides current and detailed information for students • Career exploration provides students with experiential learning opportunities

Business

◆ A student's EDP provides:

<p>Awareness</p> <ul style="list-style-type: none"> • Early student career planning equals a focused student • Experiential workplace learning (i.e., job shadow, internship) • Win-Win: students make connections with business and industry experts creating informed future workforce 	<p>Relevance</p> <ul style="list-style-type: none"> • Students trained in essential workplace skills • Students have knowledge of employer needs • Adapted ability to changing skill demands 	<p>Value</p> <ul style="list-style-type: none"> • Focused students prepared for world of work • Saves employers money (requires less basic skills training and less turn over) • Investment in 21st century workforce
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Continue the Transition process in High School by:

- Updating your EDP and résumé
- Discussing and determining if you will be working toward a high school diploma and graduation
- Understanding your disability and keep documentation
- Identifying the accommodations you need and use to support learning in your classes and on school work
- Working with your high school counselor and/or transition coordinator for resources and guidance to support your postsecondary vision and goals
- Gathering information on colleges including the support services for students with a disability and the required documentation
- Considering a referral to Michigan Rehabilitation Services for an assessment of vocational needs
- Understanding the legal status with regard to decision making before and after the age of majority (age 18)
- Practicing independent life skills
- Working with the IEP Team to determine if you will need on-going support and services for learning and transition needs that will be continued after high school

Diploma or Certificate of Completion?

Discuss with your IEP Team and determine if you will be working toward a high school diploma or a local district certificate of completion. Work with your high school counselor and/or transition coordinator to choose the appropriate course of study and discuss the requirements needed.

Additional information can be found at michigan.gov/mde

Michigan Merit Curriculum (MMC)

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

The Michigan Merit Curriculum requires students in the class of 2011 to obtain a minimum of 16 credits for graduation. In addition, students in the class of 2016 will need to complete two credits of a language other than English in grades 9-12; or an equivalent learning experience in grades K-12 prior to graduation.

The MMC requirements can be met through alternative instructional delivery methods such as:

- Alternative course work
- Career and technology courses
- Industrial technology or vocational education courses
- On-line or virtual learning opportunities
- A combination of these programs

Personal Curriculum

The Personal Curriculum (PC) allows your school district's Board of Education to give a high school diploma providing you complete the personal curriculum, including as many of the content expectations of the Michigan Merit Curriculum as practicable. The Personal Curriculum may be requested by your parent, legal guardian, you (if you are emancipated).

High School Graduation Requirements

Each school district has incorporated the statewide graduation requirements into its own standards for graduation. It is important to know your district's graduation requirements including academic (courses and credits) and non-academic (community service hours, senior portfolio, etc.) requirements.

For information regarding high school requirements and curriculum go to the Michigan Department of Education website at www.michigan.gov/mde

Certificate of Completion

You may be awarded a local district certificate of completion if you receive special education services and have not met your district's high school diploma and Michigan Merit Curriculum requirements.

The local district certificate of completion provides the opportunity to:

- Transition from a high school program to a post high school program
- Continue public school eligibility until the student has achieved his/her transition goals or until aging out of eligibility
- Move from high school into the adult world with their peers

Post-High Options with a Local District Certificate of Completion

If you receive a local district certificate of completion rather than a high school diploma, you may be eligible for these options:

- Work with district transition coordinator and IEP team to explore post-high school options for education, employment, and community living services
- Attend a post high school program
- Continue to receive supports and services through an IEP until aging out of eligibility or until education and transition goals are achieved
- Receive an assessment of vocational needs through Michigan Rehabilitation Services (MRS) or the Michigan Commission for the Blind (MCB)
- Receive supports or services through Sanilac County Community Mental Health (SCCMH)
- Meet enrollment requirements to attend a community college
- Live independently without formal supports

Who is involved in your IEPT/Transition Meeting?

You, your family, your school, and community agencies are involved in your IEPT/Transition Meeting. Each person's participation is explained in the next few pages.

YOU - It is your right to attend your IEPT/Transition Meeting!

Tips to consider:

- Think about what you want for your future
- Give your opinion and share any information you feel is important at the meeting
- Invite people to the meeting who will help you plan for your future
- Identify your needs and have realistic goals in each of the four areas
- Have your objectives included in the IEP/Transition Plan
- Ask questions about things you do not understand
- Do your part and complete the activities written on your IEP/Transition Plan

Your Family

Tips for your family to consider:

- Attend your IEPT/Transition Meeting
- Invite people to the meeting to help you plan for your future
- Suggest what goals they believe you need in the four areas
- Be active with their agreement of the IEP/Transition Plan

Your School

Your school needs to:

- Give you and your family information about IEP/Transition Plans
- Help you write your IEP/Transition Plan
- Make sure you have an IEPT/Transition Meeting once a year
- Be active with their agreement of the IEP/Transition Plan

Adult Community Agencies

The Adult Community Agencies may:

- Attend your IEPT/Transition meeting if invited; your school district must have written, prior consent to invite any community agency to your IEP
- Give you and your family information on the agency
- Help you write your Transition Plan
- Be active with their agreement of the IEP/Transition Plan

When Does Transition Planning Happen?

Transition is discussed at your IEPT (Individualized Educational Program Team) meeting. The transition plan is considered before your IEPT meeting is held. The plan is written on your IEP forms and carried out throughout the year. Your transition plan is updated at least annually.

Before the meeting:

- Discuss who you would like to invite to your IEPT/Transition Plan meeting
- Ask what the meeting may be like
- Consider what you do well in (strengths) and things you need help with (weaknesses) in each of the transition areas

What happens at the IEPT/Transition Meeting?

Hopefully, everyone who is invited will attend your IEPT/Transition meeting to help you plan for your future.

- Everyone will introduce themselves
- You may be asked about your plans after high school in the following areas:
 - **Education (School)**
Are there plans to go to college or a trade school after high school?
 - **Employment (Job or Career)**
Have you considered a job or career after high school?
 - **Community Participation**
How well do you get along with others? Do you have any special interests or hobbies?
 - **Post-School Adult Living**
Do you know where you will live after high school? Are you capable of living on your own?

Be Prepared...

Transition IEP Points of Discussion

How do you see yourself once you are done with school?

- Where will you live? How will you live?
- What kind of job or career will you have?
- How will you be an active member of your community?
- What further schooling or training do you need? Where do you look to find information about further schooling or training?
- How will you accomplish your goals? How will you connect with agencies that can help you reach your future goals?

Where am I now?

- Is your EDP up to date and does it reflect your job or career interests?
- Does your EDP coordinate with your transition goals?
- How are your current academic skills? Are you on track to receiving a high school diploma or local district certificate of completion?
- Do you need a diploma to achieve your future goals?
- What skills do you possess for independent living? Strengths vs. Weaknesses
- Are there other transition services that you need to help you reach your goals?
- Are you ready to leave school?

Transition and the Student

It is important to be involved in your transition process, since it is based on your post-school vision. What you should do:

- Attend and participate at your IEP meeting
- Learn to lead the IEP meeting
- Invite those who may help plan for your future
- Actively participate in transition assessments
- Express your opinions, choices and goals in planning for your post-school vision
- Learn about your disability
- Gain information about post-school options
- Identify accommodations and supports that may be needed for employment, future education, or participating in the community
- Follow through on transition activities
- Ask questions about things not understood
- Learn about your civil rights under the law

Direct Your Own Transition/IEPT Meeting

An Eleven Step Agenda to a Self-Directed IEPT/Transition Meeting

1. State the purpose of the meeting
2. Introduce everyone
3. Review past goals
4. Ask for other's feedback
5. State academic and transition goals
6. Ask questions if you don't understand
7. Listen and respect different opinions
8. State the support you will need
9. Summarize your goals
10. Close meeting by thanking everyone
11. Promise—out loud—to work on IEP goals all year

Adapted from *Self-Directed Student Workbook*,
Center for Educational Research,
University of Colorado at Colorado Springs

Transition and the Family

Family members play an important role in the transition process.

These responsibilities are not limited to but may include:

- Attending the IEP Transition Meeting for support
- Advocating for a curriculum that will prepare the student for his/her postsecondary goals
- Helping the student learn about his/her disability and how to advocate for himself/herself
- Helping the student research education and employment options
- Inviting people to the meeting who will help plan for the student's future
- Assisting in the preparation for independence
- Becoming aware of rights and responsibilities under the law
- Assisting with making long-term plans and goals
- Gaining knowledge of resources and agencies that may help the student in the future
- Helping to follow through with the implementation of the transition plan
- Encouraging the student to be as independent as possible, at home and in the community
- Encouraging the student to utilize the career development and Educational Development Plan (EDP) process

Transition and your School

Responsibilities for your Transition Planning of your school may include:

- Supporting you in the Michigan Merit Curriculum (general education curriculum)
- Aligning the IEP goals, objectives, and transition services to your post-school vision
- Listening carefully to information provided by you and your family
- Using assessments for data driven decision making
- Providing information concerning your areas of strength and areas that need improvement
- Supporting community agencies by assisting in the referral process
- Helping prepare you to advocate for yourself and lead your own IEP and transition meetings
- Completing a Summary of Performance (SOP) and review the SOP with you
- Assisting you and your family to understand the available options in school and those that may be available during your adult life
- Advising you and your family they will be contacted for the State Performance Plan (SSP) Indicator 14 Post School Outcomes Survey, 1 year following school completion

Transition from High School to College

It is important for you to understand that college is different than high school. If you plan on going to college, here are some differences you can expect:

- Expect the work to be more independent and rigorous
- Grading is usually based on fewer but more extensive tests and assignments
- You may not have the same amount of support that you are used to
- Responsibility is up to you now!
- It is up to you to make sure you are taking notes and understanding what you read
- There may be a great deal more stress...but remember there are people who can help with this!

Providing the right documentation of your disability is your responsibility. Be sure to contact the Disability Support Services (DSS) at the college to request accommodations. **It is up to you!**

Transition and the Law

Individuals with Disabilities Education Act (IDEA) 2004 requires transition planning for all students who receive special education services beginning at age 16. Michigan Special Education recommends transition planning be considered at age 13. **300.660(a)(i)(ii) and 300.11(a)(b)(1)(2)**

Transition Services are a coordinated set of activities for a student with an Individualized Education Program (IEP) that:

- Are designed to support movement from school to post-high school activities, including vocational training, employment (including supported employment), continuing and adult education, adult services, independent living, and community participation
- Are based on an individual student's needs, taking into account his/her preferences and interests
- Include instruction, related services, community experiences, the development of employment and other post-high school adult living objectives, daily living skills and a functional vocational evaluation
- Begin with the postsecondary vision (goals) in the areas of employment, adult living, community participation, or education
- Discuss the factors to consider for a Free and Appropriate Public Education (FAPE)
- Identify the student's Present Level of Academic Achievement and Functional Performance (PLAAFP)
- Aligns a statement of needed transition services for the student's PLAAFP and postsecondary vision, in the areas of: adult living, daily living skills, vocational evaluation, employment, community experiences, related services, or further education
- Identify courses of study aligned with postsecondary vision (diploma, local district certificate of completion, vocational education)
- Are in alignment with your district's policies, regarding the use of the Personal Curriculum (PC) to support progress in the general education and the Michigan Merit Curriculum (MMC)
- Identify community agencies likely to provide current or future services
- Consider Least Restrictive Environment (LRE), Supplementary Aids/Services/Supports
- Determine state and district-wide assessments

Laws and Responsibilities...After High School the Rules Change

High School	College
Individuals with Disabilities Education Act (IDEA) Free Appropriate Public Education (FAPE)	Section 504 and Americans with Disabilities Act (ADA)- Accessibility and reasonable accommodations
Covers students until completion of high school graduation requirements	Covers students with disabilities regardless of age. Schools may not discriminate in recruitment, admission, or after admission, solely on the basis of a disability
Attendance is mandatory	Students decide to attend and will pay tuition
Schools are required to identify students with disabilities through assessments and the Individualized Education Program (IEP) process	Students are responsible for revealing and providing current documentation of a disability
Students receive special education and related services to address needs based on an identified disability	Formal special education services are not available
Services include individual accommodations based on the IEP	Reasonable accommodations may be made to provide equal access and participation
Individual student's needs may be addressed by program supports or school personnel, based on the IEP	No formal program support school personnel is provided
Progress toward IEP goals is monitored and communicated to the parents and/or the student	Students are required to monitor their own progress and communicate their needs to instructors
Schools assist in connecting the student with community support agencies to support transition needs as identified in the IEP	Students are responsible for making their own connections with community support services

Turning 18...The Age of Majority

In Michigan, once you reach the “age of majority” (turn 18) you are considered an adult and are granted legal independence. These rights are your responsibility once you reach the age of majority unless you have been assigned a power of attorney or a guardian.

A year before turning 18, you will be informed of your rights under IDEA during your IEP. You will be given a “Procedural Safeguards Notice” booklet to explain and help you better understand your rights.

Guardianship or Power of Attorney...Legal Representation

Guardianship

Guardianship exists only when a person is determined by a court to be incapable of managing some, if not all, of his or her affairs. **Not everyone needs a guardian. Guardianship needs to be addressed at the “age of majority” (age 18; the age when a child is considered an adult).** Guardianship is a legally recognized relationship between a competent adult (the guardian) and a minor child or an adult with a disability (the ward). The guardian is given the duty and right to act on behalf of the ward in making certain decisions affecting the life of the ward. The process of guardianship is accomplished in the probate court. There are many levels of guardianship to consider.

You may want to consider some less restrictive alternatives to guardianship.

- Limited Guardian
- Power of Attorney
- Conservatorship
- Representative Payee

Power of Attorney

A power of attorney is a document in which an individual is given legal permission to another person to make decisions on their behalf on matters that are specified. It is usually recommended that an attorney execute power of attorney because there are different types, but it is not required. A power of attorney may be designed to start immediately or take effect only under certain conditions.

For More Information Check Out These Resources

- School social workers, school psychologists or transition coordinator
- Sanilac County Probate Court—sanilacounty.net
- Sanilac County Community Mental Health— www.sanilacmh.org
- Michigan Protection and Advocacy Services— 1-800-288-5923 or website www.mpas.org

Connecting with Community Agencies...

Some individuals with disabilities may be eligible for services from Sanilac County adult service agencies to assist them in their post-school life.

The community agencies may help you and your family by:

- Providing information on services available through their agency
- Participate in your Transition IEP meeting and assist in developing the transition plan
- Align the Person Centered Plan (PCP) and the IEP supporting the postsecondary vision
- Assume responsibility for some of the transition activities as you leave school

Information and Helpful Hints

- You may have to fill out a detailed application to access supports and services from adult service providers
- Documentation of your disability will be required to determine eligibility for Social Security, Medicaid, Community Mental Health services, and employment service from Michigan Rehabilitation Services. **It is extremely important that you keep good records!**
- Services may not be provided immediately. There may be a waiting period
- Start early (before you get out of school) to help minimize gaps in services and support
- **Keep good records**, noting each conversation that occurs. Record the time, date, person you talked to and what was said. Also, keep a copy of any letters you write or receive from an agency
- **Keep records** on employment, letters of recommendations and a current resume on file
- **Keep medical records** and other treatment documentation related to your disability and your needs
- **Keep school records** such as, IEP forms, all high school transcripts, evaluations and testing, MET reports and therapists reports

Self-Determination

Transition plans will be more successful if you learn and practice self-determination skills

According to Field and Hoffman (1994, p.164), self-determination is the “ability to identify and achieve goals based on a foundation of knowing and valuing oneself.” Throughout all of the definitions of self-determination that have been offered, there is an emphasis on knowing oneself, making choices, taking control, believing in oneself, and taking action to reach one’s goal.

All IEP participants play an important role in the development of self-determination skills. Families are especially encouraged to use these strategies by Davis and Wehmeyer (1991) to develop their student’s self-determination skills:

1. Walk the tightrope between protection and independence. Allow your son or daughter to explore his or her world. While there are obvious limits to this, all parents have to “let go” and it is never easy.
2. Encourage your son/daughter to ask questions and express opinions. Involvement in family discussions and decision-making sessions is one way of providing this opportunity to learn.
3. Self-worth and self-confidence are critical factors in the development of self-determination. Model your own sense of positive self-esteem for your child.

Resources:

TACTS FACTS Technical Assistance for Collaborative Transition Services. Transition Services Project. Davis, S. & Wehmeyer, M.L. (1991). *Ten steps to independence: Promoting self-determination in the home*. Arlington, Texas: The Arc
Field, S. & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17, 159-169.

So how you can help your son/daughter achieve Self-Determination?

Here are a few suggestions:

- Treat your son/daughter with a disability as a capable human being by encouraging his or her efforts to explore, take healthy risks, and try out new situations.
- Provide opportunities for self-awareness by focusing on your son's/daughter's strengths and the qualities that make him or her special and unique.
- Let your son/daughter know that you enjoy spending time with him or her. Try to really listen when your son/daughter shares thoughts and experiences with you.
- Share your family stories, histories, and traditions with your son/daughter to help the son/daughter understand that he or she is a member of a family circle, with a permanent place in the larger scheme of things.
- Provide opportunities outside of school for interaction with others of different ages and backgrounds to help your son/daughter develop social confidence.
- Help your son/daughter experience success by encouraging him or her to build on known strengths and abilities.
- Acknowledge your son's/daughter's efforts toward a goal, not just the final product or accomplishment.
- Let them dream. Encourage their dreams by using their strengths and abilities to create realistic steps to their goals.
- Let your son/daughter take responsibility for his or her own actions.
- Acknowledge your son/daughter presence. Include your son/daughter in discussions with family and friends. Don't interfere unnecessarily to answer a question that was directed at your son/daughter.
- Give your son/daughter a chance to grow into a unique adult. Avoid using terms such as "shy", "lazy", or "clumsy" to describe your son/daughter.
- Respect your son's/daughter's need for privacy and time alone. Don't intrude unless it is absolutely necessary.
- Promote your son's/daughter's assertiveness (not aggressive) behavior as well as respect for others. Being assertive is an excellent way for your son/daughter to avoid being exploited or taken advantage of.
- Encourage your son/daughter to practice and use basic coping statements to handle difficult emotions such as anger, jealousy, or fear, but by all means, encourage their expression.
- Acknowledge your own sense of self-worth when appropriate.

Your healthy self-image will be a good role model for your son/daughter!

Adapted/Adjusted from - Bud Fredericks, NICHCY Transition Summary (1988) and TSP staff

Be Prepared...

Points of discussion for a Transition IEP

- Postsecondary Education
Trade School, College (2 or 4 yr), Employed (part-time/full time), Volunteer Work, Military, Vocational Training
- Work Experience
Paid or Unpaid
- Daily Living Skills
Household Management, Minor Home Repair, Meal Planning, Appointment Scheduling, Budgeting, Medication Use, Telephone Skills, Food Preparation, Time/Money/Calendar Skills, Clothing Selection and Grooming
- Living Arrangements
Independent, With Family, Supported (semi-independent)
- Leisure/Relationships
Hobbies, Team Sports, Individual Sports, Neighborhood Activities, Social or Service Clubs, Religious Organizations, Community Parks/Recreation Activities, Community Education in Crafts or Music
- Relationships
Friendships, Acquaintances, Close Friends, Significant Other Relationships
- Community Independence
Grocery Store, Bank, Library, Restaurant, Post office, Laundromat, Beauty Shop, Retail/Department Shopping
- Transportation
Own Car, Family Car, Public Transportation, Parent/Guardian Transports, Rides with Friends, State of Michigan ID, Driver's License, Voter Registration
- Strengths/Weaknesses
What is your son/daughter best at? What could he/she need more help with?
- Postsecondary Vision
What is it? What skills are needed to reach the vision? Does the course of study align with the vision?

Local Agencies

Blue Water Center for Independent Living

1042 Griswold Suite #2
Port Huron, MI 48060
810-987-9337
www.bwcil.org

Department of Human Services

515 S. Sandusky Road
Sandusky, MI 48471
810-648-4420
www.sanilacounty.net

Sanilac County Community Mental Health

227 E. Sanilac Avenue
Sandusky, MI 48471
810-648-0330
ACCESS: 1-888-225-4447
www.sanilacmh.org

Sanilac Intermediate School District

Central Office / Career Technical Preparation
Special Education Services
175 East Aitken Road
Peck, MI 48466
810-648-4700
www.sanilacid.org

Special Education Services
46 North Jackson Street
Sandusky, MI 48471
810-648-2200
www.sanilacid.org

Brown City Community Schools
LEA Designee
4400 2nd Street
Brown City, MI 48416
810-346-4700
www.bc.k12.mi.us

Carsonville-Port Sanilac Schools
LEA Designee
100 North Goetze Road
Carsonville, MI 48419
810-657-9393
www.carsonvilleportsanilac.com

Sanilac Intermediate School District (cont'd)

Croswell-Lexington Community Schools
LEA Designee
5461 East Peck Road
Croswell, MI 48422
810-679-1326
www.croslex.org

Deckerville Community Schools
LEA Designee
2633 Black River
Deckerville, MI 48427
810-376-3875
www.deckerville.k12.mi.us

Marlette Community Schools
LEA Designee
3197 Sterling
Marlette, MI 48453
989-635-4915
www.marlette.k12.mi.us

Peck Community Schools
LEA Designee
222 East Lapeer Street
Peck, MI 48466
810-378-5200 ext. 3100
www.peckschools.org

Sandusky Community Schools
LEA Designee
191 Pine Tree Lane
Sandusky, MI 48471
810-648-3401
www.sandusky.k12.mi.us

St Clair County Community College

323 Erie Street
Port Huron, MI 48060
810-989-5559
www.sc4.edu

STEP-Thumb Industries

1263 Sand Beach Road
Bad Axe, MI 48413
989-269-9929
www.thumbindustries.com

GSTMichigan Works!

575 West Sanilac Road
Sandusky, MI 48471
810-648-5800
3270 Wilson Street
Marlette, MI 48453
989-635-3561
www.gstmiworks.org

State Wide Agencies

The Arc Michigan

1325 S. Washington Avenue
Lansing, MI 48910
989-487-5426
800-292-7851
www.arcmi.org

Association for Children's Mental Health

6017 W. St. Joseph Highway Suite 200
Lansing, MI 48917
888-226-4543
www.acmh-mi.org

Autism Society of Michigan

2178 Commons Parkway
Okemos, MI 48864
800-223-6722
www.autism-mi.org

Children's Special Health Care Services

PO Box 30479
Lansing, MI 48909-7979
800-3593722
www.michigan.gov/cshcs

Citizens Alliance to Uphold Special Education(CAUSE)

3303 W. Saginaw, Suite F-1
Lansing, MI 48917
989-886-9176
800-221-9105
www.causeonline.org

Cystic Fibrosis Foundation of Greater Michigan

3835 28th Street, SE, Suite 105
Grand Rapids, MI 49546
616-942-2081
www.cff.org

Easter Seal Society of Michigan, Inc.

Services for Adults with Developmental Disabilities
Greater Flint Therapy Center
1420 W. University Avenue
Flint, MI 48504-4897
810-238-0475

Children's Services
2399 E. Walton Blvd.
Auburn Hills, MI 48326
248-475-6400
800-75-SEALS
www.mi.easterseals.com

Learning Disabilities Association of Michigan

PO Box 150015

Grand Rapids, MI 49515
989-485-8160
888-597-7809
www.ldaofmichigan.org

Michigan Coalition for Deaf and Hard of Hearing

PO Box 70035
Lansing, MI 48908
www.madhh.org

Bureau of Services for Blind Persons

Flint State Office Building
125 E. Union, 5th Floor
Flint, MI 48502
810-760-2030
www.michigan.gov/mcb

Michigan Department of Education-Low Incidence Outreach (MDE-LIO) Programs and Services

707 W. Kalamazoo St. PO Box 30742
Lansing, MI 48909
888-760-2206
www.mdelio.org

Michigan Parents of Children with Visual Impairments

215 Sheldon Avenue, SE
Grand Rapids, MI 49503
www.mpviweb.org

Michigan Protection and Advocacy Service

4095 Legacy Pkwy Ste 500
Lansing, MI 48911-4264
800-288-5923
www.mpas.org

Michigan Rehabilitation Services

Port Huron Main MRS Office
100 McMorrان Boulevard, 5th Floor
Port Huron, MI 48060
810-982-8571 or 810-648-4700 ext. 213
www.state.mi.us

Mott Children's Hospital

877-475-6688
www.mottchildren.org

United Cerebral Palsy of Michigan (UCP-MI)

3496 E. Lake Lansing Rd.
East Lansing, MI 48823
517-203-1200
www.ucp.org

Visually Impaired Information Center

38126 Summers St.
Livonia, MI 48154
734-421-6599
www.vi-info-center.org



It is the policy of the Sanilac Intermediate School District that no person shall, on the basis of religion, race, color, national origin, gender, handicap, age, height, weight, marital status or disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination during programs, activities, and employment. Inquiries regarding this policy should be directed to:

*Emma Navarro
Director of Special Education
46 North Jackson Street
Sandusky, MI 48471
(810) 648-2200.*