AGENDA

**Members Present:** Celeste Hains, Cindy Owen, Blair Lyerly-Samuelson, Rebecca Schlough

**Not Present:** Tiffany Frank, Pam Funk, Melissa Gaetz, Miranda Gilbert, Lynn Grewing, Heather Helmer, Brianna Inkster, Joanie Meyer, Lyle Kritzeck, Amanda Langner, Suzy McIntyre, Florence Orionzi, Michelle Vasek, Jessica/Richard Buck, Susann Sieberlich, Romona Schaefer, Annah/Jeremy Frost, Susan Leenerts, Shannon Backlund, Billi/Jonathan Rudningen

**Facilitated by:** Carol Potter, Executive Director

**Guests:**
- Brenda Blackmore, Director of Special Education Programs
- Kate Butkowski, Director of Alternative Programs
- Tom Hannasch, Special Education Supervisor
- Jeff Horton, Director of Student Services
- Jen Lecy, Teacher on Special Assignment
- Julie Midas, Director of Early Childhood Programs
- Kris Pitt, Special Education Supervisor
- Laurel Schoborg, Teacher on Special Assignment
- Beth Watkins, Teacher on Special Assignment
- Stephanie Wruck, Special Education Supervisor

- Welcome
  - Carol Potter welcomed everyone.
Transitions - Jen Lecy, Laurel Schoborg, Beth Watkins

- Transition from one school to another, or one site to another, from one year to another, or from school to the work setting
- Topics
  - Current Professional Development for educators
  - MCIS
  - Update on 18-21 programs
  - Employment Capacity Cohort with MDE
  - Transition Resource Guide
  - FOCUS report on Transition
  - Transition Information

Quote: “Begin with the end in mind”

- The purpose of special education is to prepare children to lead “productive and independent adult lives to the maximum extent possible.” This planning typically begins in grade 9 and continues until the student graduates. When considering transition, the focus is the future plan of the student outside of high school and the hopes and dreams of the student.
- Students, parents, educators and community service providers meet together to discuss a transition plan as part of the annual Individualized Education Program (IEP) planning process.
- Minnesota Career Information Systems (MCIS)
  - MCIS is a tool that helps students build their electronic portfolios over time.
  - Assessments in MCIS help users:
    1) identify occupation clusters that match student likes;
    2) identify interests and match them to specific occupations;
    3) learn about salary ranges that match their lifestyle needs;
    4) identify learning strengths and weaknesses;
    5) identify and self-assess soft skills needed for employment.
- Programming for Students 18-21
  - InStep
    - Setting for young adults who require moderate to significant support
    - Focus is on jobs and job training, post-secondary education, community participation, home and daily living, and recreation and leisure
    - On-site, non-paid work situations for students to observe and learn
    - Off-site vocational experiences
    - Promote self-direction and independence
    - Located at Roosevelt Education Center
  - Community Options 2 (CO2)
    - Setting for young adults with developmental/cognitive disabilities or autism spectrum disorders
In partnership with SCSU College of Education
- Students explore vocational preferences and/or interests at the SCSU campus and throughout the St. Cloud community.
- Vocational experiences include food service, office work, retail, general cleaning, child care, technology, library services, journalism, medical, recycling and laundry
- Goal is for students to utilize skills, interests, and experiences to locate a job in the community
- Often utilize Metro Bus transportation to access job sites
- Located at Mitchell Hall, a residence hall on SCSU campus

• Employment Capacity Building Cohort
  - Currently in Year 3 of cohort with the Minnesota Department of Education
  - Focus is on assisting secondary students with cognitive impairments in finding competitive, integrated educational opportunities in jobs that they enjoy
  - Meet monthly with a team of parents and community partners to discuss these opportunities, and also meet with other schools in the cohort at MED three times a year.
  - WACOSA has been involved in the discussion about supporting a variety of work options for young adults, including competitive employment

• Community Transition Interagency Committee (CTIC)
  - Teachers from Tech, Apollo, CO2, and InStep currently meet four times a year with individuals from transition agencies around the St. Cloud area (i.e. Arc Midstate, county social workers, Vocational Rehabilitation counselors, other area special education teachers) to share resources and ideas to help with transition programming for students.
  - In the process of planning a Transition Fair for students and families, likely to take place in October 2018

Feedback is appreciated.
1. What are your overall fears for your child’s transition from school services?
2. What are your overall dreams for your child’s transition from school services?
3. How do you define your role as your child prepares to transition from school services?
4. What can school staff do to assist parents and guardians with this process?
5. How do we ease the transition piece for parents?

Jen, Laurel and Beth asked for input by sending an email, calling, etc. They would like to hear any suggestions or ideas to help parents to realize that there are resources and help in connecting with these resources.
- It was stated that the “Team Approach” is very important from the start. This Team will stay with you through the entire process if developed early.
- Advocate at a young age

■ Community Education Programming and Future Ideas –  
Blair Lyerly-Samuelson, Community Education Specialist for District 742

- Blair presented information on opportunities for after school programs for SPED students, i.e. Kids connection and after school child care programs.
- Blair stated that focus is on how we program for middle school age, all kids, after school care, middle school enrichment, programs and care.
- Blair distributed Youth Enrichment brochure and Project Challenge brochures for age 16 and up. Discussion, help and suggestions for getting this word out in our community are needed and appreciated.
- Blair distributed a questionnaire with general questions about what sort of programming for children with disabilities may be of interest, etc. She asked that the group answer the questions and return to her in the District 742 Community Education Office.
- Suggestion: This questionnaire be provided to building administrators/principals for them to send out to targeted parents for their feedback.
  - Blair will work on creating a Google Survey and provide to the building administrators/principals at certain sites for them to distribute. A hard copy survey would be beneficial, also.
  - Private schools do not know about the ARISE program or project challenge. They should be connected.
  - It was suggested that these resources/information should be provided to case managers and supervisors.
  - Also provide catalogs at open houses, IEP Meetings, student conferences. i.e. ARISE, Miracle League
  - Comment: The electronic sign up for Community Education classes is good, but needs a little tweaking. It was thought that there are too many steps to register and a bit cumbersome.
  - Please contact Blair with questions
  - The questionnaires can be returned to Student Services office and they will forward to Blair.
  - Blair will work on the electronic survey.

■ Adjourn