NOTES

Members Present: Miranda Gilbert, Denise Hegge, Blair Lyerly-Samuelson, Karen Kirscher, Tara Kline, Deborah Saddler, Dwayne Saddler

Facilitated By: Carol Potter, Executive Director

Guests: Brenda Blackmore, Director of Care and Treatment Programs
Kate Butkowski, Director of Alternative Programs
Colleen Carlson, Director of Special Education Programs
Tom Hannasch, Special Education Supervisor
Jen Lecy, Teacher on Special Assignment
Julie Midas, Director of Early Childhood Programs
Stephanie Wruck, Special Education Supervisor

■ Welcome

- Carol Potter, Executive Director of Student Services and Special Education welcomed everyone and gave a brief explanation of the Special Education Advisory Council (SEAC).
- Carol explained a typical Agenda, where the Special Education Leadership Team provides education on what we do. We ask for input and any needs that need to be addressed.
- Introductions of Leadership Team and Guests

■ Transition Audit – Kate Butkowski
The first thing that is thought of when we say Transition is “What happens at the end of school” But really it is from step to step, house to day care, day care to early childhood, early childhood to grade school, etc. Kate described the idea of what is a typical transition for a student with disabilities.

- Student focused planning
- Student development
- Interagency collaboration
- Family engagement
- Program structures

- Pre-school to Kindergarten, hold a meeting to address services needed
  - Kindergarten readiness – Student must be 5 by September 1, have updated immunizations and must receive an early childhood screening, approximately at age 3 ½
  - Self-help skills, rest, diet, know their name, needs met on own
  - Small and large motor skills,
  - Language and literacy skills, know letters, like to read book
  - Math skills, colors, shapes, numbers, patterns

- Elementary – Middle School
  - During grade 5 to look at next year, service model, what do they need to be successful, accessible materials to learn
  - Increase ability to transition independently, able to ask for help, greater independence, increased questioning, able to problem solve, physical development
  - Transition focus in Middle School in IEP meetings students are participating as much as they are able, basic skill development, prepare for conversations about life after high school.
  - Help child have realistic expectations about the future in Middle School, keep home communication open, being present, teaching kids to work with their disabilities. Teach self-advocacy

- Middle School – High School
  - Grade 9, credits count, shift is important, classes and services need for their interests and needs, mobility needs, ability to work with variety of people, sleep, food, goal setting for future.

- High School
  - About student need, strengths, weaknesses, classes are credit based. Deepening and strengthening skill base.
  - Realistic expectations, plan for what’s next, self-advocate, encourage them to be independent.

- 18-21 Programming
  - Look at transition goals and outcomes
  - How they compare to their peers.
  - Determine the student’s needs and desires
  - How to navigate work place skills, where their skill level is.
- Start to relate to family better
- Friends are important
- Voice their emotions, both negative and positive
- May not need the structured programming all the way to 21, but it is there.
- The students spend ½ day in job skills, ½ day in communication, budgeting, cooking, etc.
- Can participate in college classes, with qualification

**ECBC - Jen Lecy**

- St Cloud School District is 1 of 16 Districts across the State that were invited to participate in this Collaboration as a result of the Olmstead Act, to help provide employment opportunities for students with disabilities.
- It is a collaboration for job placement with County Social Services and Employers to help teach job skills.
- Find ways to partner with companies to provide employment for our students with disabilities.
- Held a reverse job fair to help make connections.
- A partnership with Greater St. Cloud Development Corporation

Carol Potter reported that a Consultant has been hired to help the School District with our transition programs, see what they should look like and help us make them better. Also, to be sure that instructionally we are keeping up with the whole work force. The full report will be provided to us mid to the end of March. Carol explained the concept of developing a portfolio for the students that they will have to take with them once they graduate and enter the work force.

**Adjourn**

Contact for comments/suggestions: District 742 Student Services - (320) 370-8071

**NOTE:** If you have a disability and need an accommodation in order to attend this event, please contact Student Services at w/tty, 320-370-8071 at least one week in advance of the meeting.