

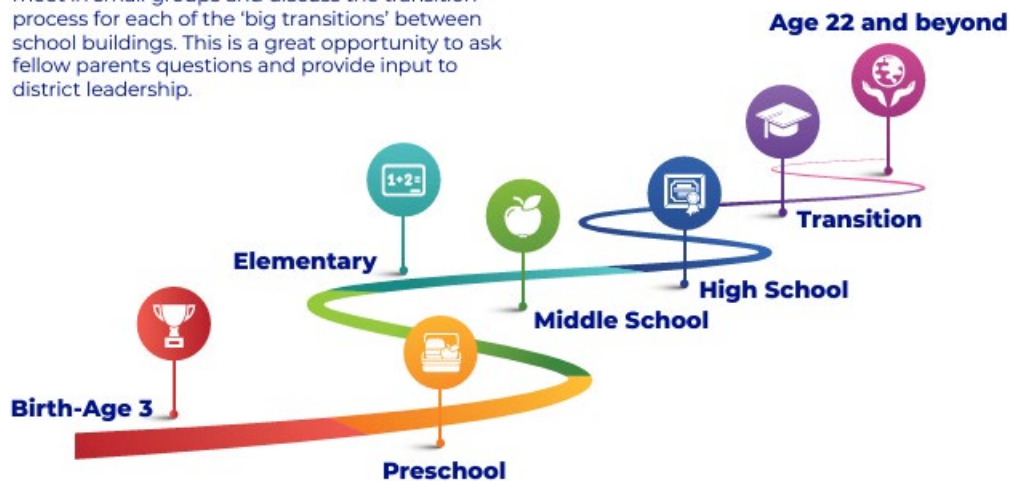
SEAC (Special Education Advisory Committee) Meeting

Topic: Transitions

March 14, 2024

During this meeting we met in small groups with district staff, families, and caregivers to discuss either past or upcoming transitions and asked questions/shared ideas. Those learnings are summarized in the following document.

Please join us for a meeting to discuss transitions. Parents and district special education leaders will meet in small groups and discuss the transition process for each of the 'big transitions' between school buildings. This is a great opportunity to ask fellow parents questions and provide input to district leadership.



Tips for all ages:

- Communicate, communicate, communicate! With the case manager, the teacher(s) and with your child. Know what's happening and be informed. Read emails coming from the schools and ask questions if you don't understand.
- Ask questions! Learn about the new building. Ask about the schedule. How are routines different in the new environment from the old? How does the support that you, as a parent, change as your child ages up? How could/should your child's level of involvement in IEP meetings change?
- It is your right to request an IEP meeting at any time and as many times as you deem appropriate to address the needs of your child. Transition meetings are intended to plan as best as you can, but adjustments may be required. Listen to your gut and communicate with your child's case manager. If you feel that the goals, objectives, and/or accommodations in the IEP are not working, request an IEP meeting and address it as a team.

Age 3 to Preschool + Preschool to Elementary (combined group)

- Parents can call for an IEP meeting at any time; you don't need to wait for the mandated yearly report.
- Working with the team and having clear communication lines are important for small tweaks to a child's day, but calling a meeting to get everyone on the same page can be necessary.
- Don't be afraid to take an active part in your child's services and education.
- Bring in outside information (e.g., other therapy reports, doctor's notes, etc.) for reference. The more information the team has, the better your child can be supported.

Elementary School to Middle School

- The elementary case manager and middle school SEBC (special education building coordinator) should start talking to each other regarding transition in the Q3-Q4.
- Key events for parents to watch for:
 - January middle school open house/registration (students + families)
 - Spring transition meeting (may be combined with IEP meeting if your child has a spring IEP renewal date)
 - Mid-August 6th grade open house (students only)
- If you have a child that has trouble with transitioning to new places, consider scheduling a 1:1 tour of the school with the SCBC in the spring.
- During the transition meeting, make sure that the IEP is written with the middle school environment in mind. Parents should ask lots of questions! You know your kid the best; advocate for what you think they will need and be open to trying one way and adjust once school starts.
- The transition to middle school is huge for all students. All 6th graders get extra support from the school staff for the first few months and will be contained primarily to a specific wing in the building.

Middle School to High School

- It's important to know your student's priorities and involve them in the transition and IEP meetings.
- The group learned about a program called "collab" is essentially a class that is team-taught by two teachers (one special education teacher and one general education teacher).
- Communication is key to success. Ask lots of questions.

High School to Transition

- This group spent time discussing the ins and outs of VRS and how the organization can assist with finding a job as well as exploring career areas of interest, including the trades industry.
<https://www.district279.org/academics/community-based-vocational-assessment-training>
- Sonni shared info regarding IEP generated diplomas and opportunities for learning how to manage college through the assistance of OEC Programs (<https://oec.district279.org/>) and taking classes at Hennepin Tech College.
- The paths are very different after high school depending on a student's setting level or the type of diploma they will earn.
- IEP Students in our group spend most of their time in the mainstream classroom, but struggle to keep up either academically, socially or have study skills challenges.
- Learn more about what graduation looks like and what opportunities are out there for students who bring IEPs into a college setting. Some schools will look at IEPs and make accommodations for students who need them. It's a great reminder to be sure students have an IEP that really spells out what they will need at a college level prior to them getting there.

If you have challenges during transition, or need to elevate concerns at any time, you can reach out to the following contacts based on where your student attends school.

Student Services Building Coordinators

Birth Preschool

Jan Bitzer

Willow Lane Early Childhood Center, Arbor View Early Childhood Center, Early Childhood Special Education
763-585-7302

BitzerJ@district279.org

Elementary School

Lawrence Coleman

Cedar Island, Edinbrook, Garden City, Park Brook, Zanewood

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Sarah Lancette, Ed.D.

Basswood, Fair Oaks, Fernbrook, Oak View, Palmer Lake, Rice Lake

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Michelle Humphrey

Birch Grove, Elm Creek, Crest View, Rush Creek, Weaver Lake, Woodland

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HumphreyM@district279.org

Middle School

Angela VanHee

Brooklyn Middle, Maple Grove Middle, North View Middle, Osseo Middle

763-391-7128

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High School

Laura McLuen, Ed.D.

Maple Grove Senior High, Osseo Senior High, Park Center Senior High, Osseo Alternative Learning Center,
279Online

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Transition

PC Clymer

Osseo Education Center

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