

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

SUN Transition – North & South

Students with Unique Needs

Sites:

**SUN Transition North: Edgewood Education Center, 6601 Xylon Ave North
Brooklyn Park, MN 55428**

**SUN Transition South: South Education Center, 7450 Penn Avenue South
Richfield, MN 55423**

Target Population

Students aged 18-21, eligible for special education in the category of developmental cognitive disability (DCD) usually qualifying as severe/profound DCD, Autism, Fetal Alcohol Spectrum Disorders (FASD), and Emotional Behavioral Disabilities (EBD). The SUN Transition students often have additional Diagnosis & Statistical Manual of Mental Disorders (DSM)-IV diagnosis in a mental health area. SUN Transition students need intensive and customized staff-to-student ratio, customized transition curriculum, and a level IV segregated school environment. For all SUN Transition students, alternate space and additional supports would be necessary to accommodate their unique social/emotional, sensory and behavioral needs.

Student Profile

Students that are referred to the SUN Transition program have either been previously served in a Intermediate District SUN Richfield and/or Hosterman program, or are new students that are referred needing transition programming that addresses unique, intensive, and customized special education transition programming. The SUN Transition program is designed to educate students requiring customized programming which includes having additional staff expertise, intensified staff support with reduced ratios and environmental space design that accommodates unique behavior and sensory needs that may not be available in member districts or in other District 287 transition programs.

Mission/Goals

The mission of the SUN Transition program is to act as a “bridge” between school and adult programs for young adults with disabilities. SUN Transition emphasizes the transition areas of instruction – vocational, home living, community, leisure/recreation and post-secondary; each student’s program is individualized based on his/her assessed needs, described and defined in the student’s Individual Education Plan (IEP).

Components

Academic Skills:

- Curriculum focuses on five areas of transition: home living, jobs and job training, community participation, post-secondary training, and recreation and leisure.
- Instruction in all areas utilizes a “hands on” approach.
- Emphasis in learning to apply academic skills in functional situations.

Social/Behavior:

- Students treated as adults, with respect and encouragement to help them learn safe responsible and age appropriate social behaviors
- Behavioral instruction emphasizes five social guidelines: respectful touch, respectful distance, respectful language, respectful volume, and respecting property
- All SUN Transition students have a “Social Learning Profile” which identifies target behavior, intent, and recommends positive strategies that are supportive for the individual
- Staff members are trained in Crisis Prevention Intervention (CPI) techniques and implement those strategies with students in order to maintain a caring, safe, secure, environment.
- Reinforcement of individual social/behavioral goals and objectives are integrated into all activities.

Vocational Skills:

- Development of work habits, and skills such as staying on task, maintaining work area, meeting production standards, following routine, handling materials, initiating and maintaining work production, following safety rules, and recognizing and correcting errors.
- SUN Transition students are given opportunities in a variety of settings/environments, including VET and community jobs.

Family/Interagency:

- Parents and team members work together to develop appropriate IEP’s, behavior plans, transition plans, etc.

- Staff work closely with parents and group home staff and other related medical staff; through IEP process, daily notes, phone calls, and contact between SUN Transition licensed staff and home regarding health, medication, and concerns.
- Help families attend to students' needs for guardianship or conservatorship.
- Assist in the student transition from home to group home or from one group home to another.
- Partners have included Hennepin County Social Services, Mt. Olivet Crisis Coordination services, Mount Olivet Rolling Acres, and other consultants that specialize in this area.
- Use of consulting psychologist/psychiatrist to review student files to help collaborate support with various agencies outside of school.

Community-Based Services:

- Each student has county social worker through the transition unit of the Developmental Disabilities (D.D.) division
- County Transition Social worker coordinates the transition of the student from school to adult Day Training and Habilitation (DT&H) program.

Inclusion:

- Instruction includes safety and meaningful participation in the community and/or school.
- Instruction in areas such as pedestrian safety, problem solving, practicing safe behavioral skills, making purchases and accessing community activities.

Physical/Fitness and Motor:

- Individual leisure/recreation goals and objectives
- Developmental Adaptive Physical Education (DAPE) and/or YMCA
- Activities that address unique sensory needs

Program Core

Licensed Ratio: 2.7

Non-Licensed Ratio: 1.6

Staffing Includes:

Program Core

- Licensed/Highly Qualified Instructors
- Educational Assistants

Support Staff

- Program Facilitator
- School Social Worker
- Developmental Adaptive Physical Education (DAPE) Staff
- Work Experience Coordinator
- School Psychological Services
- Nursing Services

Other Support Staff, as needed

- Assistive Technology Specialist
- Audiologist
- Autism Specialist
- Behavior Specialist
- Communication Disorder Specialist (CDS)
- Due Process Facilitator
- Educational Audiology Specialist
- Low Incidence Specialists (Deaf/Hard of Hearing [D/HH], Blind/Visually Impaired [B/VI] and Physical/Health Disabilities [PHD] teachers)
- Job Coaches
- Materials Production Specialist (Braille, etc.)
- Occupational Therapy (OT) Staff
- Orientation & Mobility (O&M) Specialist
- Physical Therapy (PT) Staff
- Sign Language Interpreter

For further information contact

SUN Transition North: Kristi Bergstrom, Program Facilitator

SUN Transition South: Therese Feldmeier, Program Facilitator