

SUN Transition – North & South

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), and related disability designations such as Autism Spectrum Disorder (ASD). Oftentimes, students may have a medical diagnosis in one or more mental health areas. SUN Transition students need an intensive and customized staff-to-student ratio, an individualized transition curriculum, and a Federal Setting IV environment.

Student Profile

SUN Transition students have typically been served in a K-12 District 287 SUN program, or they have been referred due to their intensive social/emotional and behavioral needs. SUN Transition students require individualized programming which includes specialized staff expertise, increased staff support with high staff to student ratios, and an environmental space design that accommodates unique behavioral and sensory needs.

Mission/Goals

The mission of the SUN Transition program is to act as a “bridge” between school and adult life by maximizing the independence of young adults with disabilities. SUN Transition emphasizes the three transition areas of instruction – employment, independent living, and post-secondary; each student's program is individualized based on his/her assessed needs as described and defined in the student's Individual Education Plan (IEP).

Components

Academic Skills:

- The curriculum focuses on the three areas of transition: independent living, employment, and post-secondary training.
- Instruction in all areas utilizes a “hands on” approach.
- Although direct instruction in academics may take place, emphasis is in learning to apply academic skills in functional situations.

Social/Behavior:

- Students are 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 strengths, interests, target behavior, and intent, and recommends positive strategies that support individual students in increasing their calming and coping skills.
- Staff members are trained in Crisis Prevention Intervention (CPI) and/or Professional Crisis Management (PCM) 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.

Employment 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 are emphasized.
- SUN Transition students are given opportunities to work in a variety of settings, which may include an in-house vocational program (VET) and community jobs, based on their individual needs.

Family/Interagency:

- Parents and team members work together to develop appropriate IEPs, behavior plans, transition plans, etc.
- Staff work closely with parents, group home staff, county social workers, and other related medical staff.
- Staff may be a resource for families as the students make the transition into the adult world.
- Staff will work with the family and county students are transitioning into new environments.
- Interagency partners may include County Social Services, Mt. Olivet Crisis Coordination Program, a variety of group home agencies, and other consultants that specialize in this area.
- Use of consulting psychologist/psychiatrist to review student files to help coordinate support with various agencies outside of school may be provided.

Community-Based Services:

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

Inclusion:

- Instruction is provided in safe and meaningful participation in the community and/or school.
- Instruction is provided 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 are addressed through individualized movement and learning activities, as well as through community fitness activities.
- Activities that address unique sensory needs are provided throughout the student's day.

Program Core

Licensed Ratio: 2.7
Non-Licensed Ratio: 1.6

Staffing Includes	
- Licensed/Highly Qualified Instructors	- Educational Assistants
Support Staff	
- Behavior Support Specialist	- School Psychological Services
- Nursing Services	- School Social Worker
- Occupational Therapist	- Speech, Language, and Augmented Communication Therapist
- Other Support Staff, as needed	- Work Experience Coordinator
- Program Facilitator	

For further information contact:

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