

Meeting Notes

Faculty and parents giving introductions

6:41 meeting start Sara Griswold discusses topic for this evening to be Transition for after High School.

Mrs. Griswold Transition plans unfold at 15 years of age. This plan helps to set up life after High School

Main areas are education, career and living.

Casemanager and teachers collect data about the students using various assessments.

Interest Inventories, questionnaires, surveys, etc.

Goals depending on student can be clear and known or can be discovered throughout High School.

These goals can change from year to year or be consistent.

Area #1 Education Goals such as “I will join the army.” “I will enroll in a local community college.” Activities are there to help support the goals. These could include a research paper, college application, job applications, making a resume, etc. All specific to the student.

Area #2 Employment Working as a mechanic, opportunity center, working in supportive employment. Community experience is there to support the employment goals. This could be “working towards secondary employment skill. Example include, youth group, etc.

Area #3 Living “I will live on my own, living with friends and in the home.

Outside agencies Tri County Regional Center serves individuals and families in California. Tricounty services are not necessarily given to students with IEP’s. Requirements are different, Developmental disabilities are included and intellectual disabilities. TriCounties provide great services only if Student is eligible.

Other outside agencies Department of Rehabilitation This program helps students to get work, sustain employment. These services are lifelong. Goal is to help students stay successfully employed.

Bridges program Focuses on High School students in there Junior year. These students must be motivated to start working. This is a State funded program.

Certificate of Completion Students who set the goal to achieve the certificate need a meaningful course of study that prepares them for the next “environment”
Students that use this focuses on specific domains

Transitional programs 12+ located at student school of residence. WIN program is located at Santa Barbara City College.

Their goals are

Functional skills

Life skills

Diploma students These students need to meet district requirements for English, Math, Science, Physical education, etc. These students sometimes go to Santa Barbara City College after graduation. These services on the IEP end after graduation. City College has a Disability Program for students.

Disabilities services and programs for students It facilitates access to campus, curriculum, and programs. Evaluate & verify eligibility for services.
Determine academics accommodations and services
Facilitate implementation of academic accommodations and services. DSP does not provide assistive technology for students.

Accommodations at SBCC Student is responsible for utilizing extra time through the DSPS office. They need to initiate themselves.

Behavior support plan Student is required to follow the code of conduct like any other student. Students at the college will need to meet the fundamental requirements of course.

Sara Discusses that students should know what their IEP is in High School and advocate for themselves.

Question from Parent (Cathy) about taking courses at SBCC, students who are dual enrolled do not qualify for IEP services at SBCC. Teachers at DPHS do teach City College courses at DPHS for students who are dual enrolled. The IEP would be qualified on the campus at DP.

Sara discusses that DSPS students need to advocate their needs at the college level.

SBCC main campus is not the only place that offers continued learning.

The Center for Lifelong learning is another educational institution

Career Skills Institute This in person institute helps students get skills in a specific area and get a badge when they have met the skill. They can use this skill towards employment. These programs are extensions through Santa Barbara City College.

These programs help students become vocationally ready.

We should be make students more prepared for life after High School.

7:17 pm. Terri Bowen SSEPAC minutes December meeting, new person that is in charge of Special education. Frann Wagner is doing well to communicate with parents and teachers. The meeting had the expression that the school year started off smooth and had more staff. This year we hired many paraeducators. There are still not enough for coverage but generally better. The reason being the hiring deadlines are coming up sooner so employees can get the good teachers and paraeducators sooner rather than later.

Requests were made to go out to UCSB and talk to the teacher training students to recruit teachers and employees.

Superintendent committed to recruiting spare staff in case vacancies pop up. 4 para educators hired and 2 teachers.

Parent Square Good form of communication for parents,

Parents Daily Bulletin has too much information and it is kind of tedious.
Monthly Bulletin is long but is for the students.

Question from parent If no email viable, is there another way?
Lauren Parent Square does send text messages to account.

Community advisory committee They do 4 meetings a year. Committee is looking for parent or child of specials needs, teacher. Meetings are in Buellton. See Becca Wrench for info on Community Advisory Committee.

SSEPAC meetings coming up at DPHS March 13th and May 8th both on Tuesday

John Schutler Setting up a committee for Special Education. This committee will help build the transition program for students. Contact John Schutler.

Terri Any contact info or items of interest please sign the clipboard.

Sara Under DPHS website you can view the SSEPAC meeting info, meeting notes, etc. If you want translated slides from the meeting please let Sara know.

End meeting 7:32 P.M