

Supervisors of Instructional Support Services Report

May 2005

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1. During the month of May, we have been attending a larger number of IEP meetings at our sending schools, including those for 9th grade special needs students who have applied to ECTS for the 2005-06 school year. We have shared program guides, and suggested course prerequisites. These meetings have allowed us to gather information about the students' special needs so that we can prepare for their arrival in September.

Discussion (Pat): Scenario regarding mentally retarded student who completed an application and was accepted into the Auto Body Repair program. During a preliminary visit to our Auto Body lab, he demonstrated impulsive, inappropriate behaviors that raised serious questions about the appropriateness of the placement. I attended a 20 minute meeting at the sending school and shared with a team of professionals my concerns about the students' ability to succeed in this program. After discussion, it was determined that this student had a basic lack of ability to function socially and safely in the Auto Body lab environment. A team decision was made to provide alternative programming for this student at the home school.

This reinforces the importance of our involvement in gathering information in the admissions process and making appropriate decisions about enrollment in our career and technical programs.