

PARENTS AS PARTNERS

St. Johns County School District

Pacetti Bay Wildcats Strike GOLD!!

The Pacetti Bay Wildcats joined schools from all over the district on September 24th to participate in the annual Anastasia Lanes Bowling extravaganza for Special Olympics! With top numbers participating, our Wildcats took advantage of a great morning opportunity to show off their amazing catlike skills in the lane! Keith was a shining light in his lane as he knocked down numerous strikes and spares to pull out a first place win overall in the two game set. Chaz, Alex, Ben, Zach and Jason put in top performances themselves and posted top scores to bring new bling to The Bay!

The bowling tournament is the first of several events that will take place throughout the year. Everyone did an outstanding job competing and showing outstanding character. Our next Special Olympic event will be November 19th (Basketball) and will be at St. Augustine High School. Please mark your calendars and plan to come out and support all of these wonderful athletes.

Photo Caption: (Pictured left to right) Keith - 1st Place, Chaz -3rd Place, Alex 5th Place, Ben -5th Place, Zach -4th Place, Jason (not pictured) 2nd Place.



Important Dates

11/17, 4:30-5:30 p.m.-
Gifted Parent Advisory Committee
Meeting, Palencia Elementary

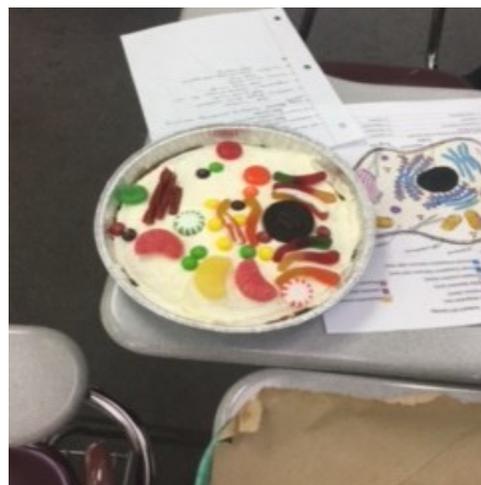
12/13, 6:00-7:30 p.m.—
Parent Advisory Committee
Meeting, Creekside High School

*Contributed By: Twila Powers, Assistant Principal,
Pacetti Bay Middle School*

Science Class at St. Augustine High School

The SAHS students in Mrs. Kilpatrick's classes have been working hard on a Biology unit about cells. The students learned about the different organelles that make up a cell. To display their understanding, the students created cell diagrams out of cake, using different types of candies to represent each part of a cell.

*Contributed By: Ms. Kilpatrick, ESE Teacher, St.
Augustine High School*



Reading Time at Wards Creek Elementary

Our first graders enjoy their reading time daily, especially when their friends come from our buddy classes. This little friend loves his time with his buddies. His teacher peeked in the window to check on him and he waved his arm to tell her to go away – he was having his reading time and did not want to leave. Inclusion is at the heart of Wards Creek because we know it is beneficial to all our students!



Contributed By: Edie Jarrell, Principal, Wards Creek Elementary



Switzerland Point Middle School Students “Rock” the Classics

On October 13th, students from Mr. Mack, Mrs. Joyner, Mrs. Swestyn, and Mrs. Pollinger’s classes took a field study trip to FSCJ to enhance their learning with a presentation of “School House Rock Live”. Classic songs like “Just A Bill” and “Conjunction Junction” were presented live in the Artist Series. Students participated in the interactive presentation that supported 9 different Access Points Standards related to the areas of math, science, and social studies. The classes topped off their experience with a picnic on the campus grounds.

Contributed By: Stacy Stackhouse, Assistant Principal, Switzerland Point Middle School



Ponte Vedra High School's Community Based Instruction

Hello, From Coach Rolison's class at Ponte Vedra High School. On October 20th my Self -Contained class visited Krispy Kreme on our Community Based Instruction (CBI) trip, where Mrs. Marie gave us a tour of the kitchen. Not only did we learn the process in which the doughnuts are made, we also learned about the variety of desserts that are made there. The whole class participated in a hands on activity with the machine that fills the doughnuts with the different flavor of fillings. Of course, the best part were the free samples and cool hats we got to wear. Special thanks to Krispy Kreme and Mrs. Marie for their generosity and giving back to our class with the tour.

Contributed By: John Rolison, ESE Teacher, Ponte Vedra High School



How to Organize Your Child's IEP Binder

Making an IEP binder is a great way to keep information organized and ready when you need it. An IEP binder can help you prepare for IEP meetings and stay up to date on your child's progress. This powerful tool can also help you communicate and collaborate with teachers and your child's IEP team. Here's what you need to get started:

- A three-ring binder
- Six tabbed section dividers
- A three-hole punch

Organizing an IEP binder with your child's evaluation reports, IEP, report cards and other paperwork may sound like a lot of work, but this guide walks you through what to gather and where to put it.

Start With the IEP Binder Checklist

To print the IEP binder checklist visit: https://www.understood.org/~media/57844e3ea81_2406caf6cdd_91ec4830b3.pdf. Put the checklist in the very front of your binder. The checklist has details about what you can put in each of the tabbed sections in your IEP binder.

The checklist has another very important purpose: You can update it as you add new paperwork. As your binder grows, this checklist will help you see what you've updated and when you updated it.

Label the Tabbed Section Dividers

Label the tabbed dividers for each of the sections of the checklist: Communication, Evaluations, IEP, Report Cards/Progress Notes, Sample Work and Behavior. Keep in mind that if you're just starting the special education process, you may not have much to put in each of these sections yet. Over time, here's what you'll be putting in each section— and why:

Tab 1: Communication

Print and fill out a school contact list: https://www.understood.org/~media/5_07be9a2afa_e418a84866_b5_f0ee8e0a4.pdf and put it in the front of this section. The contact sheet will help you quickly find and reach out to key people with questions or concerns.

Next is the parent-school communication log: https://www.understood.org/~media/9_a14750dfeca43e6a5fb22878932a68e.pdf. Print one out and use it to help you keep track of meetings, phone calls, emails and other important interactions you have with your child's teacher and school. As you fill out each entry, be sure to note what was discussed and what was decided.

The rest of this section is for letters and important emails. Put the newest ones on top, behind the communication log. Why keep printed copies of emails? Having a paper version in your binder means you'll have it on hand for meetings, so you can easily find and reference what was said.

As you file letters and emails in this section, remember to include a brief summary of each one in the communication log.

Tab 2: Evaluations

Start this section with the request or referral for evaluation. After that put in your consent to evaluate. Keeping these two documents together can help you see if the school completes the evaluation in a timely manner.



Tab 2: Evaluations (cont.)

Next comes the school-based evaluation report. (It's handy to have this in the same section as your request for evaluation, so you can match up each request with the evaluation results.) If your child has a private evaluation, include that here too.

Down the road, your child might have another school-based evaluation. If so, file it as a trio that includes the new request or referral and the new consent form. Put this new set of documents on top of the previous set.

Also, in this section, you may want to consider flagging key information with paper clips or sticky notes. Come up with a system that can help you quickly find what you want to discuss with the IEP team.

Tab 3: IEP

It's a good idea to start this section of your IEP binder with a copy of your rights and procedural safeguards the school gives you. That's because whenever you go to an IEP meeting, the IEP team will offer another copy. It's important information. But if you show the school you already have it, you can avoid taking home another big stack of paper!

In this section, file your child's IEP and the prior written notice for each meeting related to the IEP. Many schools attach meeting notes to the prior written notice form. Keep those notes here as well as your own notes from the IEP meeting.

The IEP needs to be updated annually. But you may have more than one meeting a year. And if changes are made to the IEP, put the newest plan and prior written notice on top, behind the procedural safeguards.

Tab 4: Report Cards/Progress Notes

The federal law, the Individuals with Disabilities in Education Act (IDEA), says you have to be updated on your child's progress toward his IEP goals at least as frequently as you get progress reports on his general education. Keep these progress notes and report cards in this section.

And if you want to keep track of your child's progress on your own, print and use this IEP goal tracker: <https://www.understood.org/~media/328234d1a7814bde9b2ad4b37b4ae3f4.pdf>. It can help you monitor your child's progress toward each annual goal in the IEP.

Tab 5: Sample Work

Use this section to file samples of your child's homework or classwork that show signs of progress or concern. (This is especially important for work that's noted on the goal-tracker form.)

It's a good idea to file samples at least monthly. And just like in the other sections of your IEP binder, put the newest stuff on top to help you find the most up-to-date information.

Tab 6: Behavior

In this section, file a copy of the school's code of conduct. If your child is in middle or high school, his teacher may have also sent home class-specific behavior plans and rules. Keep copies of these here, too.

Next comes your child's behavior intervention plan or behavior contract, if he has one. This is also the place to file disciplinary notices, if your child receives any. Why keep these in your IEP binder? Because your child has additional rights and protection if the behavior he's disciplined for could be related to his disability.

Want to read more? Visit: <https://www.understood.org/>

www.understood.org/en



Upcoming Events

CARD/FDLRS Satellite Clinic- November 7, 9:00 A.M.-5:00 P.M., The UF-Jacksonville Center for Autism and Related Disabilities (CARD) and the UF-Jacksonville Florida Diagnostic & Learning Resources System Multi-Disciplinary Center (FLDRS-MDC) offer clinics to outlying counties in order to more effectively serve their constituents. Sign up for a consultative appointment with clinicians who specialize in child psychology, behavior therapy, academic interventions, Autism Screeners, Transition, and more. Appointments are at no cost to the family. Location: the Auditorium at the Fullerwood Training Center, 10 Hildreth Drive. To schedule an appointment please contact chanel.baldwin@jax.ufl.edu, (904)633-0816.

Microsoft Gaming Party- November 12, 9:00 A.M.-10:00 A.M., Join CARD for a Gaming Party at the Microsoft Store at the St. Johns Town Center. Xbox One consoles will be set up in the theater space for gaming. While the children are gaming the parents have a breakout session on internet safety and parental controls. 40 spots available on a first-come, first-serve basis. To register, visit: <https://www.eventbrite.com/e/microsoft-store-gaming-party-tickets-22917527943>

2016 Seasons Of Hope– Application Deadline- November 13, The University of Florida, College of Medicine - Jacksonville, Center for Autism and Related Disabilities (CARD) wants every child to experience a pleasant and peaceful holiday season. It is with this wish that CARD and the Walgreens Corporation announce the fourth annual Seasons of Hope Dinner. Families will be invited to join us for a special evening of holiday festivities. Dinner will be served along with activities and games for children and a visit from a very special guest. The event will be held **Dec 15th**, 5:00-8:00 P.M., 2016 at the UNF University Center in Jacksonville. For more information and a digital copy of the application form visit: <http://www.hscj.ufl.edu/calendar/attachments/3686/seasonsofhope2016application.pdf>

CARD Constituency Board Meeting- December 1, 9:30-10:30 A. M., The public and individuals served by CARD are welcome to attend these meetings and provide input to the board and CARD staff. The meeting will be held in the UF Developmental Pediatric Center conference. Visit: <http://www.hscj.ufl.edu/calendar/attachments/3739/cardboardmeetingdec2016.pdf> for a flyer for this event.

Microsoft Gaming Party- December 10, 9:00 A.M.-10:00 A.M., Join CARD for a Gaming Party at the Microsoft Store at the St. Johns Town Center. Xbox One consoles will be set up in the theater space for gaming. While the children are gaming the parents have a breakout session on internet safety and parental controls. 40 spots available on a first-come, first-serve basis. To register, visit: <https://www.eventbrite.com/e/microsoft-store-gaming-party-tickets-22917527943>

24th Annual CARD Conference– Orlando- January 20-22, The purpose of this annual statewide conference is to provide information on state-of-the-art practices in areas that promote best practices in education, early intervention and quality community based life-styles for individuals with autism, deaf-blindness, and related disabilities. For more information go to <http://www.cardconference.net/>. The 24th Annual Statewide Autism Conference and PEPSA Pre-Conference, will take place January 20-22 2017, at the Florida Hotel and Conference Center



Jim Carrey: Jim Carrey's unique comedic abilities have catapulted his successful acting career. The funny man is known for his wild mannerisms on screen, and off. Carrey is one of many adults who suffer from Attention Deficit Hyperactivity Disorder, better known as ADHD. He admits that in school he would get in trouble for disrupting other students. Carrey learned to channel his energy and creativity into his acting career.

<http://www.teachhub.com/12-successful-stars-learning-disabilities>



BROOKS[®] Rehabilitation Pediatric Recreation

Horsin' Around at Hope
Meet and greet the horses, pet some ponies,
play fall games, and take pictures with a
miniature horse in costume!
All ages welcome.

Saturday October 22nd
1:00 pm – 4:00 pm

Hope Therapy
1591 Big Branch Road
Middleburg, FL 32068



Parent's Day Out

Brooks will provide an assortment
of activities focusing on children's
physical, cognitive, and social
skills. All events will be led by
Brooks clinicians and snacks will
be provided. Siblings are
welcome!!

Ages 4 and up
Saturday December 10th
1:00 pm – 4:00 pm

Brooks Family YMCA
10423 Centurion Pkwy N.



Brooks Lil' Putters
Hit the links with Brooks and The
First Tee of North Florida to take a
swing at the sport of golf!
Ages 6 - 17

Saturday November 12th
10:00 am – 12:00 pm

St. Johns Golf Club
205 St. Johns Golf Club Dr.
Saint Augustine, FL 32092



To register please call (904) 345 - 7501 or
email PediatricRecreation@BrooksRehab.org
3599 University Blvd S., Jacksonville FL 32216

BrooksRehab.org
#WeAreBrooks     

Making the Special Ed Connection[®]

Do you have a child with a disability of school age in Florida?

Learn where to find resources to help your child benefit from special education services at the Special Ed Connection[®]

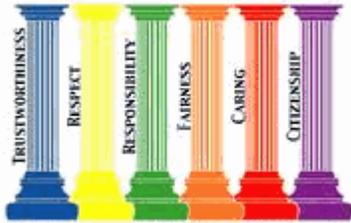
These resources include:

- A better understanding of special education topics.
- A way to be more actively involved in meeting the special education needs of your student.
- Smart Starts, a quick way to gain a better understanding of almost 450 special education topics, federal regulations, case law, assistive technology, and how the special education law applies to your family member.
- Special Ed Online Dictionary, which contains straightforward, easily understood definitions of more than 1,400 widely used terms.
- News and Updates, which can help you stay current on the latest news and developments in the special education community.
- Special Ed Round-Ups, an easy way to quickly access the latest news on hundreds of special education issues from autism to bullying to postsecondary transition and more.

The Florida Department of Education is proud to provide access to the Special Ed Connection[®] at no cost to families of students with disabilities. To find out how you can gain access to this valuable resource visit the web (<http://www2.nefec.org/fdlrs/parent/>) or call (386)239-3811.



CHARACTER COUNTS!



ST. JOHNS COUNTY SCHOOL DISTRICT

St. Johns County School District
Exceptional Student Education Department

Lisa Bell, Director Lisa.Bell@stjohns.k12.fl.us
(904) 547-7672 (office)
(904) 547-7687 (fax)

Jill Bullard, Executive Secretary
(904) 547-7672 Jill.Bullard@stjohns.k12.fl.us



Program Coordinator

Tina Kennon, (904) 547-7546 (office)
Tina.Kennon@stjohns.k12.fl.us
OT, PT, Assistive Tech, 504, McKay Scholarships

Sarah Coffin, Confidential Staff Secretary

(904)547-7712 Sarah.Coffin@stjohns.k12.fl.us

Lindsey Cooper, Confidential Staff Secretary

(904) 547-7713 Lindsey.Cooper@stjohns.k12.fl.us

Program Specialists

Michelle Conroy, (904) 547-8958 (office)
Michelle.Conroy@stjohns.k12.fl.us
Pre-K ESE

Helen DiMare, (904) 547-7692 (office)
Helen.Dimare@stjohns.k12.fl.us
Gifted Services

George Freeman, (904) 547-7704 (office)
George.Freeman@stjohns.k12.fl.us
Emotional Behavioral Disorders,
Mental Health Counseling, Behavior Specialists

Avery Greene, (904)547-7557 (office)
Avery.Greene@stjohns.k12.fl.us
Hospital Homebound, Orthopedically Impaired,
Traumatic Brain Injured, Visually Impaired, Virtual
School, Surrogate Parents, Private Instructional
Personnel, Parent Advisory Meetings

Leigh Ann Hale, (904)547-7678 (office)
Leigh.Hale@stjohns.k12.fl.us
Transition, Intellectual Disabilities, Alternate
Assessment, Diploma Options/Deferrals

Sonia Howley, (904) 547-7543 (office)
Sonia.Howley@stjohns.k12.fl.us
Speech/Language Impaired, Deaf Hard of Hearing

Lisa Thacker, (904) 547-7530 (office)
Lisa.Thacker@stjohns.k12.fl.us
Autism Spectrum Disorders, Access Points
Curriculum

Lydia Yeoman, (904)547-7697 (office)
Lydia.Yeoman@stjohns.k12.fl.us
Specific Learning Disabilities, Learning Strategies,
Other Health Impaired, FSA/EOC Waivers

Mission Statement: To identify and meet the unique educational needs of exceptional students and to provide support and resources to enhance educational opportunities so they become productive citizens.

ESE programs and services address the unique needs of students who are gifted in kindergarten through 12th grade and those with mild, moderate and severe disabilities from age three until they graduate with a regular diploma or until their 22nd birthday. ESE programs and services are designed to assist students in reaching their educational goals through the use of instructional and behavioral approaches which are research-based and exemplify best practices. Technology is used in many creative ways to meet student needs as well.

ESE services are available at all district schools for gifted students and students who have mild to moderate disabilities. PreK students with disabilities and students with more significant disabilities are served in cluster programs at selected sites. Program support is provided to students, parents and school personnel by program specialists based at the district office. Students with disabilities who are not eligible for services through the ESE program may be eligible for an accommodations plan under Section 504 of the Rehabilitation Act of 1973.

