

St. Johns County School District

School Based Enterprises at Pedro Menendez High School

Ms. Bonvallet's, Mrs. Bowker's and Ms. Wolfe's students at Pedro Menendez High School have begun the new year with their school based enterprises. Three mornings a week, the students sell coffee. Once a week, the students have a school-wide recycling program, recycling paper, cardboard and plastic bottles.



The students still participate in life skills learning and are seen here making grilled cheese sandwiches.



Contributed By: Debbra Bonvallet, ESE Teacher, Pedro Menendez High School

Important Dates:

- 8/28, 6:30-8:00 pm– Gifted Parent Advisory Committee Meeting, Otis Mason Elementary Media Center
- 10/2, 5:30-7:30 pm– Parent Advisory Committee Meeting, Fullerwood Center, 10 Hildreth Drive



ESE PARENT ADVISORY COMMITTEE

St Johns County Schools (SJCS), The ARC, Division of Vocational Rehabilitation (VR), Agency for Persons with Disabilities (APD), and Project 10 offer

Topic: **ANNUAL TRANSITION PLANNING**

Date/Time: 10/02/18 from 5:30 pm – 7:30 pm

Location: Fullerwood Training Center – 10 Hildreth, St. Augustine, FL 32084

As of 1997, federal law mandates that students with disabilities who have an IEP (Individual Education Plan) must begin a process called transition planning at age 14. This program is designed to connect students with the proper transition planning services that give them the important skills and career planning tools to better prepare them for a successful life after high school, whether it be in a college setting or in the community.

GOAL: The Parent Advisory Committee is bringing together the school system and community-based organizations to support students who are beginning or already involved in transition planning.

TAKE AWAY: Students and families will know more about transition planning services available at schools and in our community.

ACTION STEPS: Make appointments with community groups that can help students reach their goals or support the family during the transition planning process.

Target Audience:

Parents of students with disabilities

Students with disabilities age 14 and up

Teachers & administrators of students with disabilities

The purpose of the committee is to provide input to district staff regarding our ongoing effort to continuously improve services for students with disabilities.

Parents, Educators, Administrators, & Business Representatives are invited and encouraged to attend.





First Day of School—August 10, 2018



Creekside High School welcomes the Freshman Class of 2022!



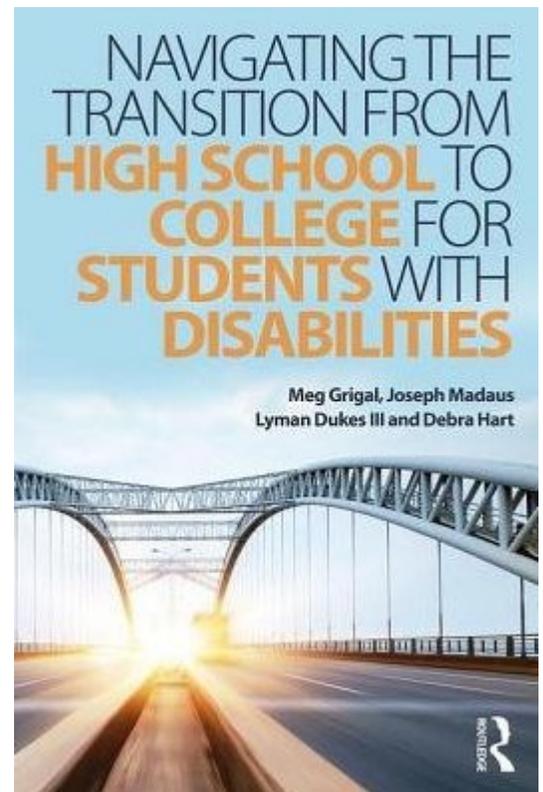
Contributed By: Ms. Presnell, ESE Teacher, Creekside High School



Student College Resource Guide

We are excited to share a dynamic and student-friendly 28 page downloadable *Student College Resource Guide*, from Grigal, Madaus, Dukes and Hart (2018). This document is a resource from Grigal and colleagues' new book, *Navigating the Transition from High School to College for Students with Disabilities*. The resource guide was written specifically by students and for students and with content accessibility in mind. You can download this free guide here:

[Click here to go to the Think College website, where you can download this free resource guide](#)



“WHAT I WISH I KNEW”

“There’s nothing quite like getting advice from someone who has been down the same road and really “gets it.” Here is some advice for high school students thinking about college from current or recent college students with disabilities”

Important Dates

Monday, Sept. 3 Labor Day/Student-Teacher Holiday

Monday, Oct. 15 Teacher Planning Day/Student Holiday

Wednesday, Oct. 24 Report Cards



CHEER ABILITIES

PARENTHERS

PRIDE is a co-ed inclusive Cheer Abilities All-Star team for athletes with intellectual and/or physical disabilities who want to cheer, have fun, and gain lasting friendships along the way.

Your athlete will increase confidence and will be motivated to reach their full potential in a positive, loving environment.

PRIDE practices at CFA JAX located on 7111 Davis Creek Road every Tuesday night from 5:30-6:30. Please email Kaley Presnell at kaley0324@gmail.com or call CFA JAX at 904-292-1134 for more information!



5

Conversation Starters for Discussing Supports and Services With Teachers

Schools offer a range of services to support students with learning and attention issues. Supports can take the form of people, places, things and actions. Use these questions to make the teacher an ally in getting help for your child.

1

What area do you think we should target for improvement?

Try to reach agreement with the teacher about what area should be targeted for improvement. Difficulties in areas like homework and organization are usually obvious to both parents and teachers. They make good areas for opening communication and working toward shared goals. If you agree that a particular academic area, such as reading or math, is a big challenge for your child, you can start there, too.

3

What supports and services at the school do you think will work best?

Discuss which support or service makes the most sense for your child right now. It's important to talk to the teacher about people, places, things and actions the school will use to help your child. The discussion can also include anything you can do at home to help.

2

What's a reasonable goal to set for my child?

The goal should be specific. Try something like "My child will hand in completed homework four out of five days this week" instead of "My child will get better at handing in homework." If the area is an academic skill, try "My child will correctly answer five double-digit addition problems" instead of "My child will learn double digit addition."

4

What time frame should we set?

Agree on a time to decide if the services and supports are working. Make the time frame no longer than two weeks. If the goal can't be achieved in two weeks, choose a more specific goal that can.

5

We've tried supports and services. What should the next step be?

If the simple supports and services were a success, you can ask, "What other similar things might help him?" If the plan wasn't successful, you can ask, "Are there other things at the school that could help more?" These questions will allow the teacher to comfortably describe supports and services at the school in the context of your child.

Source: <https://www.understood.org/en/school-learning/partnering-with-childs-school/working-with-childs-teacher/5-conversation-starters-for-discussing-supports-and-services-with-teachers#slide-5>

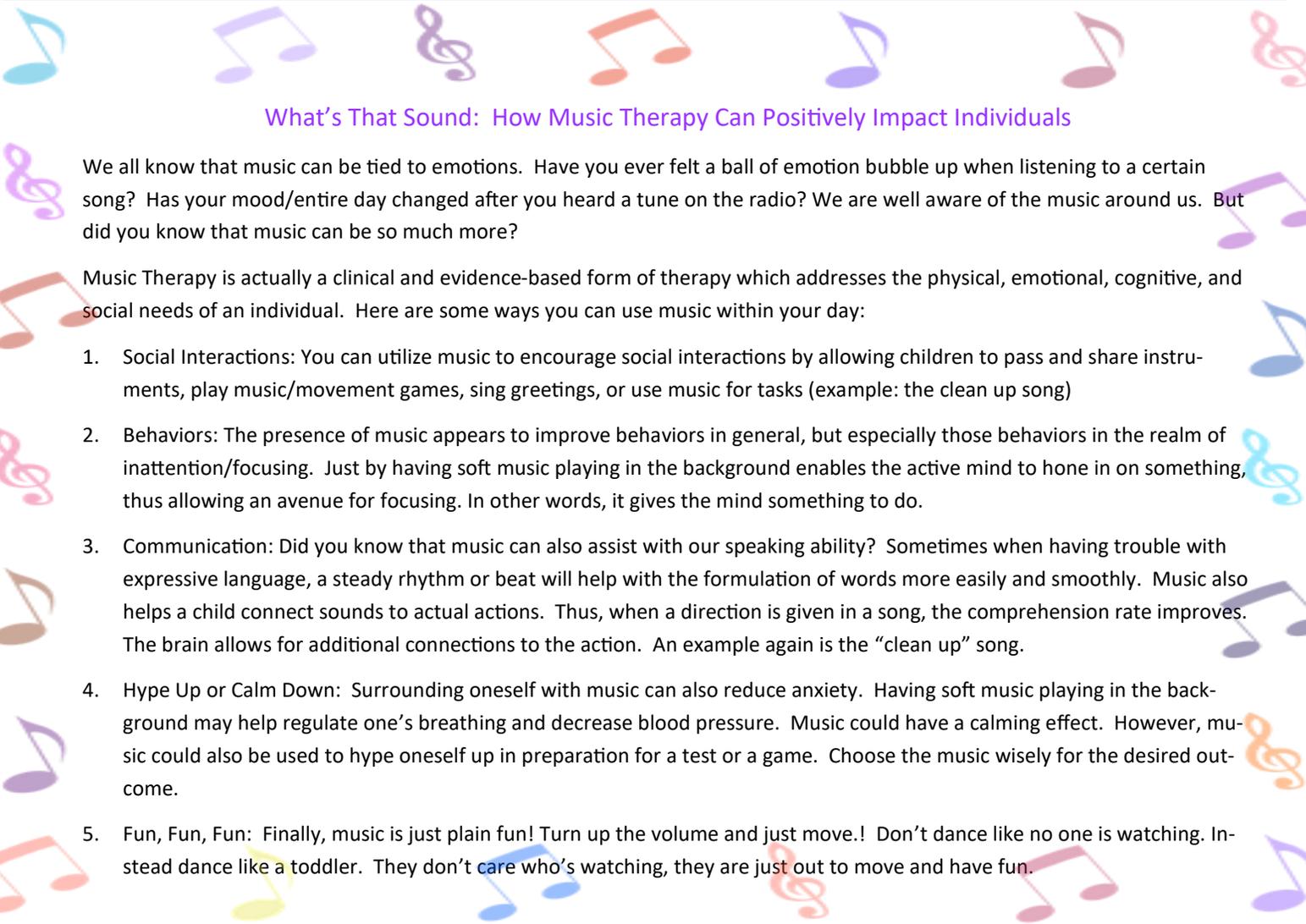


PONTE VEDRA BEACH, FLORIDA - August 17, 2018 - The Persbacker-Wyman Family Foundation has established a \$40,000 matching gift challenge in support of Sound Connections (sm), a music therapy outreach program offered by the Cultural Center at Ponte Vedra Beach that benefits children with special needs in four elementary schools in St. Johns County.

The Cultural Center challenges the community to help raise \$80,000 to sustain this outreach program for the 2018-2019 school year at Cunningham Creek, Ocean Palms, PVPV/Rawlings, and Valley Ridge Academy schools. From now until December 1st, 2018, every contribution of \$50 or over will be matched dollar for dollar up to \$40,000 - thus helping the center achieve it's \$100,000 goal needed. Without these funds, the program would not be possible.

The Cultural Center is also hosting a special event on October 6th to raise money for Sound Connections (sm), *The Sounds of Music*. This music-filled night will include a silent auction, dinner, and three musical acts performed by the children themselves, and our special guests, Players by the Sea and the St. Augustine Orchestra. Tickets are available at ccpvb.org or by calling 904-280-0614 x 1206. Funds raised by this event will be eligible for matching by the Persbacker-Wyman Family Foundation.

Contributions to the Sound Connections (sm) Matching Gift Challenge can be made online at ccpvb.org or at 904-280-0614 ext. 1206. All gifts to the Matching Gift Challenge are 100% tax deductible.



What's That Sound: How Music Therapy Can Positively Impact Individuals

We all know that music can be tied to emotions. Have you ever felt a ball of emotion bubble up when listening to a certain song? Has your mood/entire day changed after you heard a tune on the radio? We are well aware of the music around us. But did you know that music can be so much more?

Music Therapy is actually a clinical and evidence-based form of therapy which addresses the physical, emotional, cognitive, and social needs of an individual. Here are some ways you can use music within your day:

1. **Social Interactions:** You can utilize music to encourage social interactions by allowing children to pass and share instruments, play music/movement games, sing greetings, or use music for tasks (example: the clean up song)
2. **Behaviors:** The presence of music appears to improve behaviors in general, but especially those behaviors in the realm of inattention/focusing. Just by having soft music playing in the background enables the active mind to hone in on something, thus allowing an avenue for focusing. In other words, it gives the mind something to do.
3. **Communication:** Did you know that music can also assist with our speaking ability? Sometimes when having trouble with expressive language, a steady rhythm or beat will help with the formulation of words more easily and smoothly. Music also helps a child connect sounds to actual actions. Thus, when a direction is given in a song, the comprehension rate improves. The brain allows for additional connections to the action. An example again is the "clean up" song.
4. **Hype Up or Calm Down:** Surrounding oneself with music can also reduce anxiety. Having soft music playing in the background may help regulate one's breathing and decrease blood pressure. Music could have a calming effect. However, music could also be used to hype oneself up in preparation for a test or a game. Choose the music wisely for the desired outcome.
5. **Fun, Fun, Fun:** Finally, music is just plain fun! Turn up the volume and just move.! Don't dance like no one is watching. Instead dance like a toddler. They don't care who's watching, they are just out to move and have fun.

Abridged from: <https://www.cobbpediatric.com/2018/04/11/whats-that-sound-how-music-therapy-can-positively-impact-individuals/>

Author: Kelly Dale, School Psychologist

Upcoming Events

Make Money Work: Debit, Credit, & Charge Cards

September 4, 5:30 P.M.-6:30 P.M., A financial literacy workshop for students ages 15-20 who want to learn about money management and understand the benefits and disadvantages of using debit, credit, and charge cards. The Make Money Work program is designed for students who want to learn about the value of money, developing a healthy banking relationship, wise borrowing and spending, and protecting oneself from identity theft and fraud. There are a limited number of spots available. These workshops are open to students with various disabilities, as well as existing CARD constituents. Location: UF Developmental Pediatric Center, 6271 St. Augustine Rd., Suite 1, Jacksonville, 32217. Click [here](#) to register or for more information. Questions? Contact audrey.bringman@jax.ufl.edu

Discovering Capabilities: Circle of Supports & Solution Circles

September 11, 5:00 -6:30 P.M., Discovering Capabilities is a set of proactive and positive guided approaches used to plan for a meaningful future. Designed for students age 15-20 who want to engage in Person Centered Planning, Self-Determination, and Career Exploration activities. There are a limited number of spots available. Students must register for each session they wish to attend using the links below. These workshops are open to students with various disabilities, as well as existing CARD constituents. Registration is required. Register online by clicking [here](#). For more information contact anne.wilson@jax.ufl.edu.

Fall Back to Basics: Communication and Social Skills

September 11, 10:00 A.M.-12:00 P.M., A Training Series for Parents of Minimally Verbal Children with ASD and/or IND and Related Disabilities. Join our Lead Clinician Elise Summa, M.A., BCBA for this three-part series covering basics of behavior for early learners. The trainings are for caregivers only and will be held at the UF Developmental Pediatric Center. Reserve your spot by e-mailing Elise Summa at elise.summa@jax.ufl.edu

****New**** Visual Support Training

September 13, 6:00-7:00 P.M., Join us and learn how to use and create visual supports for children. Topics covered will include task analyses, token boards, visual timers, choice boards, First-Then boards, visual schedules, contingency maps, five point scales, social narratives/social stories, object schedules, adapted books, sentence starters, break cards, reward puzzles, calendars, and zones of regulation. This training is for parents and caregivers only. Click [here](#) to register online. For additional information contact Chelsea.pierce@jax.ufl.edu.

Girls' Circle Support Group

September 18, 5:30 P.M.-6:30 P.M., Girls' Circle is a support group and informational session, facilitated by Anne Wilson and Audrey Bringman, designed to engage young girls ages 14-19 with Autism Spectrum Disorders. The sessions will include discussions of topics such as personal grooming and hygiene, self-esteem, healthy friendships, social media safety, nutritious eating, and more! This group will be a forum to learn valuable independent living skills and to enhance social skills. We will also invite guests from partner agencies to offer advice, training, model good practices, and provide helpful tips. Girls must be active CARD Constituents, must commit to attending every session, and must register online [here](#). For more information contact audrey.bringman@jax.ufl.edu

Fall Back to Basics: The ABC's of Behavior

September 25, 10:00 A.M.-12:00 P.M., A Training Series for Parents of Minimally Verbal Children with ASD and/or IND and Related Disabilities. Join our Lead Clinician Elise Summa, M.A., BCBA for this three-part series covering basics of behavior for early learners. The trainings are for caregivers only and will be held at the UF Developmental Pediatric Center. Reserve your spot by e-mailing Elise Summa at elise.summa@jax.ufl.edu.



Growing up, champion swimmer Michael Phelps was continually criticized by teachers for his inability to sit still, and was formally diagnosed with ADHD when he was in fifth grade. After being on Ritalin for over two years, Phelps chose to stop using the drug and instead used swimming to help him find focus. His choice clearly paid off, as he ended his Olympic career as the most highly decorated Olympian of all time, boasting 22 medals (18 of them being gold).

http://www.huffingtonpost.com/2013/10/22/famous-people-with-disabilities_n_4142930.html

The Gifted Parent Advisory Council (GPAC) meets four times per year to exchange information between the community and the school district about ways in which we can improve our efforts in serving our gifted students. Learning opportunities are provided at each meeting.

Parents of K-12 gifted students from throughout the district are encouraged to come to all of the meetings.

We meet from 6:30-8:00 p.m. Here are the dates for 2018-19:

Gifted Parent Advisory Council and Parent Trainings

2018-2019

Tuesday, August 28	Otis Mason ES	6:30-8:00 p.m. Media Center
Thursday, November 15	Hickory Creek ES	6:30-8:00 p.m. Media Center
Thursday, February 28	Freedom Crossing Academy	6:30-8:00 p.m. Media Center
Tuesday, April 23	Palm Valley Academy	6:30-8:00 p.m. Media Center



Presents



Fun For All Ages:

- Face Painting
- Farm Animals
- Wagon Rides
- Food Vendors
- Pony Rides
- Funnel Cakes
- Snowcones



American
Ninja Warrior
Kyle Schulze
"Deaf Ninja"

CELEBRATING
THE CULTURE OF THE DEAF COMMUNITY

Saturday, September 29th

10am to 4pm \$5 per person (Under 3 Free)

Florida Agricultural Museum
7900 Old Kings Road North, Palm Coast, FL 32137
386-446-7630 www.floridaagmuseum.org





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(904) 547-7672 Jill.Tabala@stjohns.k12.fl.us

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Hospital Homebound, Orthopedically Impaired,
Traumatic Brain Injured, Visually Impaired, Virtual
School, Surrogate Parents, Private Instructional
Personnel, Parent Advisory Meetings

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Transition, Intellectual Disabilities, Alternate
Assessment, Diploma Options/Deferrals

Sonia Howley, (904) 547-7543 (office)
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Speech/Language Impaired, Deaf Hard of Hearing

Lisa Thacker, (904) 547-7530 (office)
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Autism Spectrum Disorders,
Access Points Curriculum

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Exceptional Student Education Department

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CHARACTER COUNTS!



Lori Sitch, Confidential Staff Secretary
(904) 547-7712 Lori.Sitch@stjohns.k12.fl.us

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.

We hope that you find this newsletter informative and useful. *Parents As Partners Newsletters* are posted to the St. Johns County School District web site at <http://www.stjohns.k12.fl.us/ese/>

