

PARENTS AS PARTNERS
St. Johns County School District
Volume 10, Issue 5



Congratulations!



Project | SEARCH®





An intensive 3-day camp focused on individual skill development, strength and conditioning and team play. Functional assessments will be included for each player to evaluate skills, identify goals and monitor progress.

June 21 - 23

Session 1	9 - 11:30 a.m.
Lunch	11:30 a.m. - 1 p.m.
Session 2	1 - 3:30 p.m.

Players can sign up for 1 or both sessions. For players wishing to sign up for only 1 session, they will be registered for the morning session. All players are encouraged to stay for the team lunch (bring your own lunch).

Location

Christ Church
6045 Greenland Road, Jacksonville, FL 32258

Limited spots available!

To register, email PediatricRecreation@brooksrehab.org or call (904) 345-7501.

Follow Us Online

Facebook.com/groups/[brookspediatricrecreation](https://www.facebook.com/groups/brookspediatricrecreation)
Instagram - Brooks Pediatric Recreation



Partners in Policymaking®



The application period for the 2021-2022 Partners in Policymaking season is open until JUNE 30, 2021.

The FDDC is now accepting applications to join this year's class of Partners in Policymaking. We're looking for talented, motivated, and dedicated Floridians who are looking to have an impact in their communities. The program will consist of six two-day sessions beginning in September and lasting through February of 2022. Eligible participants are people with developmental disabilities and parents of children with developmental disabilities. Individuals participating in the program will attend advocacy training and skill-building workshops designed to transform them into skilled and effective advocates.

Be ready to roll up your sleeves, get to work, and change your life!

You can view more information about PIP and complete an application at: <https://www.fddc.org/partners-in-policymaking/>

Applications are due by midnight on June 30, 2021.

2021-2022 Class Schedule

SESSION 1 – September 10 and 11, 2021:

SESSION 2 – October 8 and 9:

SESSION 3 – November 12 and 13:

SESSION 4 – December 10 and 11:

SESSION 5 – January 20 and 21, 2022:

SESSION 6 – February 25 and 26, 2022:



Training Advocates to Step Up to Leadership Roles

Partners in Policymaking (PIP) participants are people who have a developmental disability or are parents of children with developmental disabilities. Partners must be Florida residents. Individuals attending the program will participate in advocacy skill workshops, resource development, and leadership training by national experts.

Stacey Hoaglund, PIP Project Coordinator, shoaglundpartner@gmail.com
1-954-252-8764



Dates
June 14 - July 30
9AM-1PM
Extended Day
Available for
Kids camp Only



KIDSCAMP:

June location is @
St. Johns Academy 32084

July is @ Fruit Cove
Baptist ROC building
32259

YOUTH CAMP:

@ Bridge of Life Church
32084



Specialty Camp

2 CAMPS: ELEMENTARY
GRADES & 6TH-12TH GRADES

Life Skills

ACTIVE & FUN

PROFESSIONAL
INSTRUCTORS

FAITH- BASED

STRUCTURED

Socialization

Special Adaptation

go to <http://abilitytreefc.org> for details

Understanding Your Child's IEP

Below is a link that will take you to a series of parent videos called “Understanding your Child’s IEP” Each video is 10 minutes or less.

<https://www.fdlrsnefec.org/technology-services/elearning-on-demand> at the bottom of the page under parent services.

These videos can also be accessed via padlet <https://padlet.com/fdlrsnefec/understandiep> where a few other useful resources for parents can be found.



Contributors Wanted!

Are you a Parent/Caretaker of a Child with Autism Spectrum Disorder? (previously referred to as Asperger’s Syndrome, Autistic Disorder, or pervasive developmental disorder not otherwise specified)

Reflect

Share

Make a
Difference!

If so, please consider sharing an inspirational story, poem, quote, prayer, or some reflections with fellow parents/caregivers to give them encouragement and hope!

For details, please contact Dr. Sandra Rebeor at
s.rebeor@hotmail.com

Upcoming Trainings & Community Events

****Updated** Social Skills Gamegroup**

Biweekly, Tuesdays, 5:00 PM – 6:00 PM. The CARD/FDLRS-MDC Game Group is a bi-weekly opportunity for quality social interactions with peers. The focus is on social communication, career exploration, everyday life discussions and building meaningful relationships within the group. All this while engaging in game play! Prerequisite Requirements: Teens must be between ages of 13-19 years and registered with CARD or FDLRS-MDC, and speak with your CARD/FDLRS-MDC point of contact in order to determine if your teen meets the prerequisite skills needed to partake in this group. All group meetings are now held online via Zoom. CARD and FDLRS-MDC are discretionary projects of the Florida Department of Education. These grant funded programs do not charge for their services. For more information please contact Gina Bauer at 904.633.0769 or email gina.bauer@jax.ufl.edu. Click [here](#) to register online.

Sibshops

June 16. Begins at 5:00PM, Sibshop is a gathering of siblings across the ages to create community, build support and share in the stories that make us unique as the sibling of individuals with developmental, intellectual, social-emotional, and medical disabilities. Click [here](#) to register. For more information please contact Audrey.bringman@jax.ufl.edu.

CARD-Jacksonville – Online Training Videos

The Center for Autism and Related Disabilities (CARD) in Jacksonville has added new online trainings to it's website. These trainings can be viewed at any time from the resources page at <https://hscj.ufl.edu/pediatrics/autism/resources.aspx>. The trainings include: An Overview of Sensory Needs of Students with Disabilities, by Marlena Jenkins, Using the Visual Strengths of Students with ASD with Tangible Supports, by Chelsea Pierce, Toilet Training for Children with Autism Spectrum Disorders and Developmental Disabilities, by Elise Summa, Underlying Language Difficulties in Children with Specific Learning Disabilities, by Ashley Parker. Note: participants will need to register a name and email address before viewing the training.

DID YOU KNOW?

At a young age Simone Biles was diagnosed with Attention Deficient Hyperactive Disorder (ADHD). Simone is an American artistic gymnast with a combined total of 30 Olympic and World Championship medals. She is the most decorated American gymnast and the world's third most decorated gymnast.

<https://www.respectability.org/2018/02/olympic-disability-champion-simone-biles-makes-history-mesmerizing-many/>

https://en.wikipedia.org/wiki/Simone_Biles

Simone Biles





SEL Resources

Though summer is a wonderful, necessary time for children to rest and recuperate from a challenging year, students naturally engage with fewer people. Fewer interactions with peers and adults results in the SEL skills students utilize daily not being practiced as often. As a school district, we recognize the need to keep students engaged in social emotional practices over the summer. Resources for students and families can be found on the [Social Emotional Learning](#) (SEL) page of the [Mental Wellness Portal](#) on the district website. We hope these resources will be a benefit to you and your families.

Elementary Resources

[SEL Summer Passport](#) – a fun activity from Second Step in which students can print and create a passport they stamp as they accomplish goals through natural social interactions.

[SEL Choice Board](#) – a choice option in which students and families can set weekly goals using the skills of self-awareness and self-management among others. Your child's accomplishments can be featured on the SJCSO social media platforms by emailing a photo with your child's name, age, grade, and school to David.Barnes@stjohns.k12.fl.us.

Secondary Resources

[SEL Summer Challenge](#) – a social media campaign in which students accomplish weekly goals aligned to both SEL competencies and the CHARACTER COUNTS! 6 Pillars of Character.

[Virtual High Fives](#) – a second social media campaign emphasizing messages of hope, help, and strength to student peers across the district.





Offer weekly virtual meetings to prepare students for transition back to school buildings

St. Johns County (Fla.) School District students with emotional and behavioral disorders who are learning remotely participate in a weekly virtual group meeting to prepare for their return to the school building, said Avery Greene, exceptional student education program specialist. Special education directors may want to schedule similar meetings to the ones described below to prepare students with EBDs for reentry. The goal is to prevent social-emotional issues from impeding learning and facilitate progress on goals.

In the meetings, students discuss "highs" and "lows" of the week of distance learning to establish and deepen relationships and trust with each other and the teacher.

The group discusses their concerns about returning and identifies positives about getting back to in-person learning, Greene said. Sharing their similar experiences helps students realize they're not alone in their concerns. "It validates how they feel," she said.

Students also work on recognizing their own insecurities and building a skill set to be able to cope with perceived and legitimate setbacks, Greene said. For example, a peer may say something to them that they may perceive as negative, but they may have misinterpreted what the peer meant. "They have to recognize the difference between what they think is being said and what is actually being said and not take it personally and compound it with their own insecurities," she said. "We have to empower these students to know their worth."

One group session covered the difference between a setback and a failure, Greene said. Missing school for mental health issues was a setback students could overcome, not a failure. Students were able to talk about other setbacks they might experience on returning to the school building, such as struggling to complete assignments and feel comfortable socially, and role-play how they could respond to challenging situations in the building, such as seeking the support of their go-to person. "It was imperative the students were given time to discuss these concerns," she said.

The key is that students build these connections with other students before they return to the school building, Greene said. "More than anything they need to make connections," she said. "Everything just circles back to that."

[*Era Nissman*](#) covers autism, school psychology, and IEP team issues for LRP Publications.

February 23, 2021

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Review specificity, intensity of feelings with students with EBDs

Students with emotional and behavioral disorders may not have been able to practice identifying and regulating their emotions while learning at home. They may have only interacted with their parents and may not have connected deeply with peers. This may make it more challenging for them to handle stressors when they return to school buildings. They may perceive every challenge as a crisis, said Avery Greene, exceptional student education program specialist at St. Johns County (Fla.) School District.

Special education directors should ensure students participate in activities before transitioning back to school buildings that can help them properly identify and respond to their emotions, Greene said. They need to be able to access education and work toward their IEP goals.

For example, staff should help students go beyond vague words, such as "sad" and "mad," and explore what being grumpy, annoyed, offended, and other emotions may look and feel like when they have them, Greene said.

Work with students so they can identify the intensity of the emotion they're feeling, Greene said. For example, they can learn how to rank their feelings on a scale of one to 10 and recognize when the emotion is not as strong or as urgent as they initially thought.

Students may benefit from keeping journals to better share with others, such as a teacher, peer, or parent, what they are feeling, Greene said. Students can identify in writing their emotions with specific words, then rank them, then share with others what they are experiencing.

The process usually helps students realize that what initially seemed like a crisis was just a rush of emotions, Greene said. "Correctly identifying the emotion helped them figure out why they were feeling that way," she said. "[They can] better communicate their feelings with those around them by thinking before speaking."

[Cara Nissman](#) covers autism, school psychology, and IEP team issues for LRP Publications.

February 23, 2021

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Changes to the ESE Department



Lisa Bell
ESE Senior Director



Tina Powell
Director for ESE Services



Jessica Richardson
Director for Curriculum



Program Specialists

Lynn Adkins (904)547-7697 (office)

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Specific Learning Disabilities, Curriculum
Support-Secondary, Learning Strategies

Helen DiMare, (904) 547-7692 (office)

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Gifted Services

George Freeman, (904)547-770 (office)

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Emotional Behavioral Disorders, Mental
Health Counseling, Behavior Specialists,
Private Instructional Personnel

Avery Greene, (904)547-7557 (office)

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Hospital Homebound, Visually Impaired,
Virtual School, Surrogate Parents, Parent
Advisory Meetings

Leigh Ann Hale, (904)547-7678 (office)

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Transition, Intellectual Disabilities, Alter-
nate Assessment, Diploma Options/
Deferrals

Sonia McGonigle, (904) 547-7543

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Speech/Language Impaired, Deaf/Hard of
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Kristen Logan, (904) 547-7709 (office)

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Curriculum, Other Health Impaired, Ortho-
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jured, FSA/EOC Waivers

Jennifer Sparks, (904) 547-7580 (office)

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Curriculum Support-Elementary

Lisa Thacker, (904) 547-7530 (office)

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Autism Spectrum Disorders, Access Points

St. Johns County School District

Exceptional Student Education

Lisa Bell, Senior Director

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Tina Powell, Director of ESE Services

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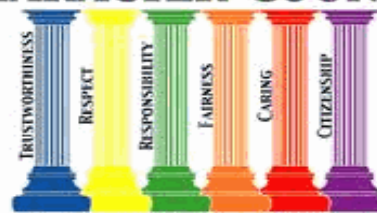
(904)547-7546 (office)

OT/PT, Assistive Tech, 504, McKay Scholarships

Jessica Richardson, Director for ESE Curriculum

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CHARACTER COUNTS!



ST. JOHNS COUNTY SCHOOL DISTRICT

Jill Sumner, Executive Secretary

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

Carlyn Whitty, Confidential Staff Secretary

(904) 547-7712 Carlyn.Whitty@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/>