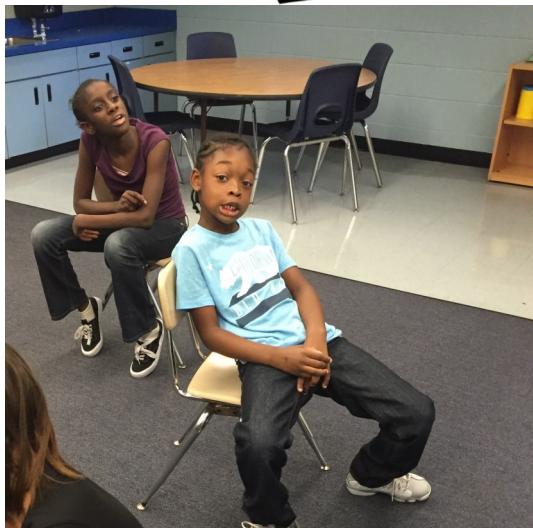
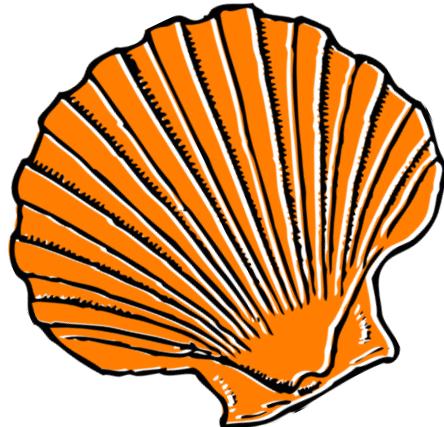


PARENTS AS PARTNERS

St. Johns County School District



A Note From Osceola Elementary

Osceola Elementary recently opened Intellectual Disabilities (InD) and Autism Spectrum Disorder (ASD) programs at our school, enabling students to attend their home zoned schools. The school year has gotten off to a fantastic start. These students have jumped right into their routines, attending resource classes and getting to know the school. We are so excited to have these friends join us and look forward to their contributions to our wonderful Wildcat family!

*Contributed by: Joy Reichenberg, Assistant Principal,
Osceola Elementary*



Important dates:

9/27, 5:30-6:30 p.m.— Gifted Parent Advisory Committee Meeting, Hickory Creek Elementary

10/4, 6:00-7:00 p.m.— ESE Parent Advisory Committee Meeting, School Board Auditorium



THE ACCESS POINTS CLASSES

Creekside High School is proud to announce the new name of what was once known as the Intellectual Disabilities or InD classes. The Access Points Classes is the new official name for the program since “Access Points” are the standards that the students in these classes are learning. Access Point standards are simply regular content standards that are modified according to the unique learning styles of our students with intellectual disabilities. The Access Points teachers Stephanie Triay, Kaley Still and Kris King feel that the name change was empowering for the students in their classes who proved last school year that they could meet the challenge of learning content from classes such as Algebra, Biology and World History. Ms. Triay and Ms. Still announced the name change at the first faculty meeting of the year at Creekside High School. The entire staff at CHS was quick to catch on to the name change and are excited about the new name of the program. The Access Points students at Creekside are excited for another fun year of learning under their new name.

Contributed by: Stephanie Triay and Kaley Still, ESE Teachers, Creekside High School

Positive Beginnings at PV/PV Rawlings

We are starting the school year off at PVPV/Rawlings in a very positive way! ESE students are choosing two or three positive affirmations at the beginning of each month and repeating these affirmations on a daily basis. These affirmations are chosen by the students and kept on a ring on their backpack or in their desk. Each week we find “evidence” of that affirmation so that it becomes more believable and apparent to the students. For example, with the positive affirmation “I am a good listener”, the students will list all the times they were good listeners that week either at home, school or at an outside activity. Positive affirmations have been shown to reduce stress which enhances the brain’s ability to solve problems and be creative. It is an easy and portable strategy that can be used at home and throughout the school day. Finding the evidence of the affirmations helps reinforce that the positive affirmation is actually true and real which further enhances self-esteem. We are excited to focus on our positives and be the best we can be!



Contributed by: Mary D'Errico, ESE Teacher,

PV/PV Rawlings Elementary





Upcoming Events

CARD/FDLRS Satellite Clinic– St. Johns County – August 29, 2016, 7:30 a.m.-3:00 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.

Sensory Friendly Films – Pete’s Dragon – August 27, 2016, 10:00 a.m. AMC Entertainment and the Autism Society have teamed up to bring families affected by autism and other disabilities a special opportunity to enjoy their favorite films in a safe and accepting environment on a monthly basis. Lights are brought up, sound is turned down, and families are allowed to bring their own snacks. Tickets are normal price. Movies are show at the AMC Regency 24 in the Regency Center Square.

For more information visit: amctheatres.com/programs/sensory-friendly-films

Ongoing CARD Clinics and Programs:

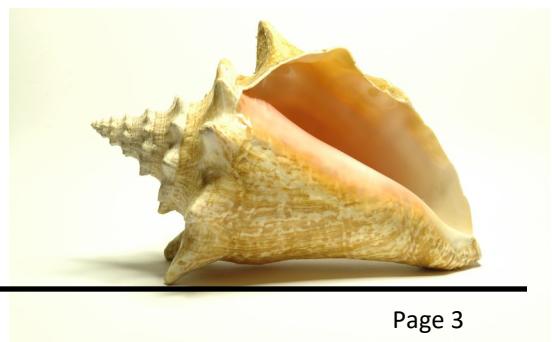
Percussion Lessons for Children With Autism- CARD Jacksonville offers group lessons for students with autism (must be accompanied by parent) with local instructor, Jay Brown, at no cost to the individual. For more information please contact Mr. Jay Brown at Jayan.Brown@jax.ufl.edu.

Behavioral Detective Social Skills Club- Club takes place at 5:00 P.M. to 6:30 P.M. every second and fourth Tuesday of the month. For children with Asperger’s Syndrome and high functioning autism (who are conversationally appropriate) ages 8 through 12. This club targets skills such as conversational skills, anger management, accepting making mistakes, being more flexible and more. For more information please contact Katrina Ressa at Katrina.Ressa@jax.ufl.edu.

Adult and Adolescent Social Skills and Support Groups- Dr. Maria Tapia, Licensed Psychologist with the UF Jacksonville's CARD program, runs several groups for adolescents and adults with Asperger’s Syndrome, as well as for their siblings and parents. If you are interested in joining any of these groups or gathering additional information, such as date, time and ages, please contact Dr. Tapia at Maria.Tapia@jax.ufl.edu.



<http://card.ufl.edu/>



FAMILY INVOLVEMENT IS AN ENORMOUS BENEFIT IN THE ACADEMIC LIVES OF STUDENTS

When parents/families are involved in the education of their children with disabilities, there are a plethora of positive outcomes. Research indicates that family involvement can have a stronger impact on students than parent education or family socioeconomic levels. Additionally, research shows that family involvement is correlated with increased academic achievement (Staples & Diliberto, 2010). Parent expectations and parental involvement have also been identified as evidence-based predictors of post-school education and employment (Test, Fowler & Kohler, 2013).

Models for promoting parent involvement are focused on encouraging parents to be active participants in transition planning by arming them with essential knowledge and skills. These essential components include knowledge of transition, community resources and supports for youth and family and information on disability-related legislation (Hirano & Rowe, 2016).

The Florida Department of Education, Bureau of Exceptional Education Student Services (BEESS) is equipping educators to help families connect with the services and resources they need to become an empowering force in the lives of their children. Family resources related to secondary transition are the primary focus of this Topical Brief.

References

Hirano, K. A., & Rowe, D. A. (2016). A conceptual model for parent involvement in secondary special education. *Journal of Disability Policy Studies*, 27(1), 43-53.

Staples, E. K., & Diliberto, A. J. (2010). Guidelines for successful parent involvement: Working with parents of students with disabilities. *Teaching Exceptional Children*, 42(6), 58-63.

Test, D. W., Fowler, C., & Kohler, P. (2013). *Evidence-based practices and predictors in secondary transition: What we know and what we still need to know*. Retrieved from

http://transitionta.org/sites/default/files/effectivepractices/Execsummary_PPs_2013.pdf



Keira Knightley: British star Keira Knightley wanted to be an actress since she was a toddler, but it wasn't an easy task. Knightley was diagnosed with dyslexia at the age of 6. Her parents forced her to focus on reading skills if she wanted to act. In a Boston Globe Article, Knightley credited her struggle with dyslexia for making her tougher and teaching her how far tenacity could take her. <http://www.teachhub.com/12-successful-stars-learning-disabilities>



CHARACTER COUNTS!



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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.

WOULD YOU LIKE TO RECEIVE THIS NEWSLETTER ELECTRONICALLY?

We hope that you find this newsletter informative and useful. The next issue of the Parents As Partners Newsletter will be posted to the St. Johns County School District web site at www.stjohns.k12.fl.us/dept/academicservices/ese.

If you would like to receive a copy via email, please send your email address to Sarah.Coffin@stjohns.k12.fl.us and we will gladly add you to our Parent Newsletter email list.

