



PTA
everychild.one voice.

Late Summer
2016

TOGETHER WE WILL LEARN AND GROW

IN THIS ISSUE

PRESIDENT'S MESSAGE

by Maria Bombace

The entire executive board and I hope everyone had a wonderful summer break. We want to take this opportunity to thank the entire community for their continued support of Jericho SEPTA this year.

The SEPTA executive board has planned our amazing topics for 2016-17 school year, and we have really great presenters scheduled. We are looking forward to seeing everyone at these events starting in the fall. We will be sending the membership forms and speaker schedule home in September so please look out for it.

This past year we were able to award numerous grants to the district for various programs and products to enhance and assist the educational experience in our Jericho schools. I am happy to also report that we awarded SEPTA scholarships to eight exceptional students. All this is

made possible from membership dollars, donations, and fundraising events held throughout the year. Please continue to support Jericho SEPTA any way you can.



If you have any questions and want to know how you can get involved, please don't hesitate to contact me. Have a great fall!

Sincerely,

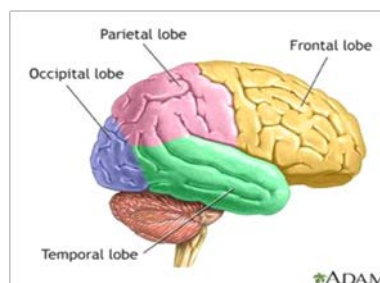
Maria

Maria Bombace



SEPTA SCHOLARSHIP RECIPIENTS & RETIREE AWARDS

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Recap of SEPTA meetings

Parenting Boot Camp: Say what you mean, mean what you say, and Understanding the Teenage Brain

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SEPTA Scholarship winners

by Susan Heilig

The SEPTA Executive Board recently presented Scholarship checks to eight Jericho Seniors. The Seniors were chosen for their accomplishments during their high school years by their Guidance Counselors.

Each student was honored by their Counselor for embracing their issues and working twice as hard to overcome them, and succeeding during the meeting. SEPTA President, Maria Bombace, our SEPTA Vice President, Lisa Albert, and our Treasurer-elect, Esther Reich, along with the Director of Pupil Personnel Services, Dr. John Castronova presented each student with a check, along with a plaque thanking them for their hard work.



SEPTA President and Vice President presented to the retirees of the school district, Certificates of Appreciation for their years of dedication and support to the Jericho students.



LISA GUIDICE'S SPEECH QUOTE:

"It's the people that no one imagines anything of, who do the things that nobody can imagine."

FROM THE MOVIE, THE IMITATION GAME"

PPS 2016 Summer Professional Development Updates



By Dr. Joseph Sapienza, Curriculum Associate 6-12, Pupil Personnel Services (PPS)

This summer, the Pupil Personnel Services Department offered many of our special education teachers and student support aides the opportunity to participate in Crisis Intervention Prevention training this summer. Our Guidance Counselors/Social Workers/Nurses/Psychologists & Special Education Facilitators also participated in Studies of the Mind, which is a workshop based on the practice of mindfulness. Social Thinking was the topic of discussion during our professional development opportunity for Speech and Language teachers. Teachers in our English as a New Language (ENL) program also participated in a workshop on teaching English Language Learners (ELL).

AROUND TOWN



Congratulations

To the Members and the Newest Inductees of the National Honor Society, April, 2016. Job well done!

Late Summer Reading:

Susan Yellin, an attorney and Director, Advocacy and Transition Services, The Yellin Center for Mind, Brain, and Education. Ms. Yellin is an author of the award winning book Life After High School: A Guide for Students with Disabilities and Their Families and is the author of a regular column for ADDitude Magazine's print and online editions as part of their "Ask the Experts" feature.

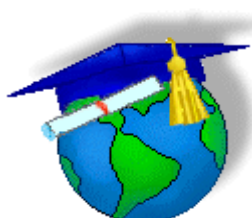
FAST FACTS

Students that required additional schooling over the summer as part of their lesson plan continued with resource room and small classes. Lessons continued at Jackson Elementary, as well as in other buildings, as maintenance on the buildings continued.

JERICHO PUBLIC LIBRARY: RSVP

What Is Dyslexia? What Can You Do About It? with Glenna B. Rubin, Ph.D. Wednesday, October 5th at 7:00 PM Learn the signs, symptoms and myths about dyslexia. Bring your questions to this interactive program

Congratulations to the Graduating Senior Class of 2016!



**The World Is
Yours To Conquer**

Boot Camp: Say what you mean, mean what you say! SEPTA meeting recap: Parenting Workshop

by Nicole Weidenbaum, M.S. Ed., SAS and Jayne Eaton-Bove, M.S.

Behavior: The activity of living organisms: human behavior includes every that people do. – Cooper, Heron, & Heward, 2006

Learning: Relatively permanent changes in behavior that come about as a result of experiences with one's own actions in particular situations and the consequences they produce. – Newman, Reeve, Reeve & Ryan, 2003.

Specific Deficits that may predispose Individuals to engage in Problematic behavior: Limited access to reinforcement; low tolerance to change; difficulties with unstructured time; restricted leisure skills repertoire; confusion; difficulties with waiting or delaying reinforcement; inability to exercise appropriate control over their environment; academic deficits; social deficits; cognitive deficits.

Behavior (Response): Definition: observable action. Form does not dictate function – "cookbook" of treatments for topographies of problem behavior; may be multiple functions for one form; multiple forms may serve same function; behavior can acquire more functions over time.

What are the functions of behavior? Escape/ avoidance; attention; tangible/ access; sensory/ internal.

Successful Interventions: Determine *why* a behavior is happening; *teach & reward* the appropriate behaviors; *reduce* the inappropriate behaviors.

Applied Behavior Analysis: Principles of Behavior: lawful relations between behavior and the variable that control it.

Antecedent/ Behavior/ Consequence.

Antecedent: Definition: event or interaction that precedes the behavior. Controls behavior through its relation to the consequence (reinforce / punisher).

Applied Behavior Analysis: Principles of Behavior: lawful relations between behavior and the variables that control it.

Reinforcement: Reinforcement – to strengthen or increase. Reinforces may be positive or negative, but by definition will

strengthen a behavior, it is either missed or it is not a reinforce.

Punishment: to weaken or decrease. Punishment may be positive or negative, but by definition will weaken behavior. If a punisher does not function to weaken a behavior, it is either misused or it is not a punisher.

Shaping: Definition: the reinforcing of successive approximations of the desired behavior.

When to develop a Behavior Intervention Plan (BIP):

Behavior impacts one or more of the following areas: Academic/ educational achievement; social development; physical development; work or living situation. Persists despite consistent interventions; Risk to safety of person or others; may result in more restrictive placement

What you should ask yourself:

What is the function of the behavior?

What should be taught?

What is the replacement behavior for the maladaptive behavior that is occurring?

Under what conditions should the replacement behavior occur?

Is there any shaping involved? If so, what are you shaping?

What are you reinforcing?

Catch your child being good!!!



MISSION STATEMENT

SEPTA is a district wide PTA and is open to everyone. It is comprised of parents, teachers and administrators, who support a greater awareness of special education. Special Education includes Learning Center, Resource Rooms, OT, PT, Speech Services, Assistive Technology, Accommodations and specialized instruction. SEPTA benefits all Jericho District families by providing the most current information on a variety of topics that arise from the preschool years through high school. SEPTA also provides Scholarships, grants to our teachers, and special programs at our monthly meetings, as well as supporting many school district programs, and activities through your membership dollars and donations.

STUDENTS BEAUTIFY THE GROUNDS

by Tal Ourian

Jericho Middle School and High School Students took their green thumbs, and worked to beautify the Administration Building, and Café 126 back patio using money from SEPTA to purchase plants.

Thank you to all the students and teachers for their assistance in making our campus beautiful.



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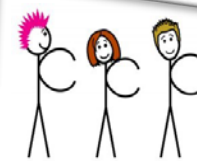
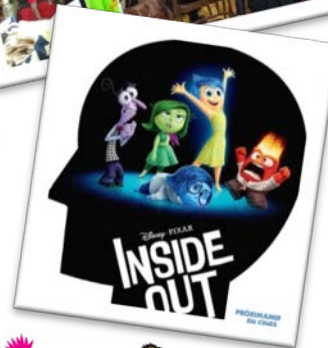
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SEPTA 2015-16 in Pictures

Some of the SEPTA STAR Contributors, Events, and meetings.



AT THE DAY IN THE LIFE OF COOL BEANS CAFÉ AND CATERING

BY BRITTANY DELVECCHIO



The 2:03 bell rings and within minutes Jericho High School's hallways are flooded with the noisy chatter of students making their way to their next class. Through the shuffling of footsteps and talk about class lessons and upcoming exams, you can hear the unmistakable, cheerful greeting, "Welcome to Cool Beans! How may we help you?" The students in the Career and Skills Development Class don their aprons and spring into action to meet and greet the afternoon Cool Beans rush with tons of smiles and excellent customer service. What an amazing idea to have the students in the class learn firsthand a variety of job skills within the high schools' walls through the development of a café.

The Career and Skills Development Class, otherwise known as C.A.S.D., was created to deliver a specialized curriculum that focused on the development of independent living and career skills. To further these skills, Dr. Sapienza created the concept for Cool Beans Café. Cool Beans Café had its grand opening across from the High School Learning Center in 2010. As the years went by, so did the café's popularity. Before they knew it, lines were forming as students, teachers, and staff members waited for that perfect cup of coffee or a light snack.

Running Cool Beans Café and Catering is a fun task that each student in the class looks forward to. We are open during 10th and 11th period, however, preparation for the café begins much earlier. Each morning, students make their way

down to Cool Beans Café with their clipboards and inventory lists. They go through each item on their list, recording what items need to be restocked. Once supplies are checked, the students head back to the classroom to create the shopping list. The shopping list is then given to the students in the class who participate in community job sites. Those students board the bus to Shop Rite where they partake in jobs around the grocery store and complete food shopping. Back at school, prior to our 10th period opening, we restock the shelves, prepare the coffee machines and set up the counter tops.

During hours of operation, a number of things happen to pull together one successful coffee shop. Those students who are working in Cool Beans for the day decide on who will be acting as manager. The manager hangs the staff pictures and delegates responsibilities. While one student works the register, our barista makes coffee, tea and hot cocoa. The other students take turns waiting on customers. The students love visits from our regular customers and always give them a big thank you for their continued support.

While providing career experience was the original intent behind Cool Beans Café, it has also presented students with a different type of learning. Working in the café has afforded the students opportunities to interact with the school community. Often you will hear the excited greetings teachers and staff members as they pass by and

engage in conversations with Cool Beans staff. The students not only practice skills necessary for socialization and communication, but many of them have formed friendships with students throughout the high school.

Our job is not complete when the customers disappear. After closing, the students work hard to keep the equipment and counter tops clean. We follow a closing procedure checklist that preps the café for the following day. Once the Café closes, that is when we get ready for any catering events. The class is responsible for providing snacks for SEPTA events. Our culinary creativity is put to the test as the student's research new and fun recipes to share at the monthly SEPTA meetings. Some of the class favorites include, "Be My Valentine" sugar cookies, "April Showers" cupcakes, and of course those famous Double Chocolate Chunk cookies. I am sorry, Ladies and Gentlemen, but that recipe is one that will have to remain with C.A.S.D. class.

It has been a busy year for Cool Beans Café and Catering, and as the year comes to a close, I have the opportunity to reflect on all of the fun the class, and I, had. Having spent three years in Bethpage High School, I was nervous about a new start. I quickly got over my nerves with the never-ending support of school staff members, and of course with the help of the amazing group of students, I am fortunate to spend each day with. They have incredible personalities that anybody should be so lucky enough to know. I am so thankful to have a home here at Jericho, and I look forward to new experiences and adventures that are in store for the C.A.S.D. class in the upcoming years.

COOL BEANS CAFÉ

A SHARED RECIPE.

**Turkey Burger Sliders**

Total Time: 25 min

Prep: 15 min

Serving Size: 12 mini burgers

INGREDIENTS

1 1/2 pounds ground turkey	Freshly cracked pepper
1/3 cup fresh parsley, minced	2 tablespoons olive oil
1/2 teaspoon ground cumin	12 mini burger bun, warmed in the oven
1/2 teaspoon smoked paprika	12 slices tomato
2 cloves garlic, minced	1 cup thinly sliced red onions
2 shallots, minced	Mustard
1 egg yolk	Ketchup
Sea salt	Mayonnaise

DIRECTIONS

1. Mix together the turkey, parsley, cumin, paprika, garlic, shallots and egg yolk in a large bowl.
2. Sprinkle with salt and pepper and mix.
3. Divide the turkey mixture into 12 equal portions and, using your hands, shape into 12 small burgers about 3 1/2 inches wide.
4. Heat the oil in a pan and cook the burgers until a thermometer inserted into the center registers 165 degrees F, about 3 minutes per side.
5. Serve the burgers on the mini buns with the lettuce, tomato and onions.
6. Garnish with mayonnaise, mustard and ketchup to your liking.

RECAP: UNDERSTANDING THE TEENAGE BRAIN

by Danielle Largotta-Smith, Psy.D., Jericho High School & Dr. Caryl Oris

This was a very lively meeting filled with lots of discussion. Dr. Smith and Dr. Oris worked as a team teaching those in attendance about the teenage brain.

They explained that we, as parents, act as brakes on our teenagers' decisions.

It is known that there are two main growth spurts: 0- 18 months and again from 10- 13 years of age. During these growth spurts the brain "prunes its self of information that it no longer needs", or "use it or lose it." During the teen age years, for example, a child that has lost interest in an instrument will lose the ability over time to play, as they aren't practicing so the brain will "lose it".

One of the abilities of the teenage brain is to produce the feel good hormone called Dopamine. Teenagers love dopamine as it secretes from the emotional center of the brain.

Teen accidents are increased as they become distracted when driving, especially when friends are in the car.

Risk taking during the teenage years is also increased. They are developing an identity; developing autonomy and independence; and developing self-awareness

The Prefrontal Cortex which functions in planning and organizing and regulating moods; as well, as controlling impulses does not completely hook up till age 24 years, on average for teenagers. The description of having a great motor, but lousy brakes was given for this time period.

We, as parents, are very important as we can stop them from doing risky things. They presenters explained that the teen brain was wired for risk, and it was our job as parents to steer them toward "positive risks".

Being connected to an adult creates less stress on a teenager, as well as less anxiety, depression, self-harm, substance use, as well as teen pregnancy.

We can send them toward positive risks such as a new skill or sport; audition for school volunteer work or a play, even summer employment, for examples.

During the teenage development of the brain pre frontal cortex, sleep deprivation with less than 8.5 to 9.5 hours of required sleep will lead to higher deprivation, obesity, diabetes, and school absences has been proven.

A discussion on how the use of tablets, smart phones, computers and other electronic devices give off an emission of blue light and how it is affecting them. Blue Light emissions stop the production of melatonin; the hormone that helps you fall asleep. It also helps create Macular Degeneration (a silent condition that can steal your sight). It was suggested by our presenters that elementary age children should use these devices for no more than one hour, and all others for no more than two hours, as it strongly affects sleep hygiene and is a player in not letting the students fall asleep.

Dr. Smith said in her home, electronic devices are not permitted in any bedroom in the house and must be left in the kitchen to be charged. The noises (beeping of incoming messages, emails) will also keep waking children and adults out of a sound sleep, and making them even more sleep deprived.

It was suggested by a parent in the room to use a white noise machine, or sleep mediation app that will help you fall into a deep sleep, much like the heartbeat of the mother did for the growing fetus.

Dr. Smith and Dr. Oris played several games with parents and staff volunteers

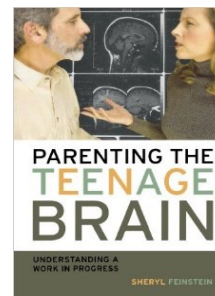
to show how stress, and anxiety can affect teenager's brains and their ability to learn under pressure for a test.

Everyone was given a scan code marked A, B, C, D. Questions were asked and a cell phone scanner app picked up the answers and posted them in real time on the white board in the Middle School Library. Dr. Gately said that several teachers were using this method of teaching with their students with much success.

Dr. Gately was our volunteer test taker with a 35 question addition math test. 5 volunteers kept walking around him for two minutes with a scripted line which they kept repeating every time they were in front of him. Lines of self-doubt (you can't learn this); do your homework; I'm can't learn; and others. After two minutes were up, Dr. Smith checked his math test. Dr. Gately was only able to do one question, as the verbalized self-talk was so disabling.

Everyone in the audience asked questions. It was a highly informative meeting where lots of really good information was given out.

Dr. Oris gave away two books on the Teenage Brain as part of contest at the end of the evening. Everyone agreed, she and Dr. Smith should speak again, as the information being presented keeps changing and growing.



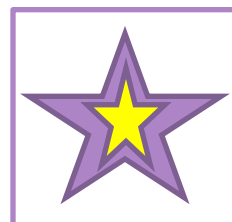
MOVIE UNDER THE STARS in print

Thank you to all those Jericho Families and staff that came out to support our Fundraiser for SEPTA. Thank you Elizabeth Marchand, of Cantiague Elementary for sending this to the local papers. The money raised will be used toward Grants & Scholarships.



**JERICHO
SEPTA STAR**

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