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# Parent Focus

May 2018

## Transitioning After Graduation

*By Central Office Staff*

Transitions are a part of everyone's life. It's a very exciting time when a child is transitioning from school to adulthood, but it can also be a stressful time. Parents of a student who is attending a Missouri School for the Severely Disabled school should be aware of the options that are available after graduation. The student could become employed at a non-supported worksite, a local workshop or may choose to attend a day program.

### Worksites and Workshops

In order for a person to be successful in these settings there are some necessary skills involved. Generally each worker must:

- Be able to take care of own toileting needs
- Be able to feed self
- Be clean and dress appropriately
- Be able to get on and off the bus if using public transportation or transportation provided by the workshop. In most instances the bus staff will assist a person in a wheelchair on and off the bus
- Be able to follow simple instructions and stay in the assigned work area
- Have some counting skills. (This is not required for all work situations)
- Follow rules and regulations set by the employer

### Day Programs

When individuals attend a day program they are not being paid to perform a duty. Therefore, the criteria in a day program are different. Requirements vary depending on the agency providing the program. Areas to be considered are:

- In some cases the individual does not have to be toilet trained
- Staff will assist with feeding and toileting
- Staff will assist individual on and off the bus or in and out of the car
- Staff will try to deal with behavioral problems and help the individual overcome the problem
- Staff will assist with grooming issues if necessary

In most day programs, the service provided is driven by a habilitative outcome. This is usually some type of life skill or personal care skill the individual and others involved in their care have chosen to focus on in order for the individual to become more independent.

Parents should work with their child's teacher during the transition period to become more familiar with the requirements of local day programs and workshops. Most agencies have a designated area they serve; this determines the availability of transportation provided to and from workshops and day programs.

To help the student prepare for transition to a possible worksite, workshop or day program, skill can be worked on at home, as well as taught at school. The students' parents and teacher can help the student work on skills and abilities relevant to a particular job or program. The transition period for IEP program begins when the student attains 14 years or earlier if needed. In developing IEP goals, the team should focus on skills acquisition needed by the student in adult life. Appropriate IEP goals will help the student's successful transition after graduation.

# Parent Focus

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*Information concerning other available resources, programs, etc., is not to be construed as an endorsement by Missouri Schools for the Severely Disabled for any specific product, organization, or philosophy.*

## Gateway/Hubert Wheeler School Recognizes 100th Day of School and Chinese New Year

By Donna Thomas



Student Tyrone practices counting with his teacher Marsha Allen.

On Wednesday, January 31st staff and students at Gateway/Hubert Wheeler School recognized the 100th Day of School. Each classroom depicted the number 100 in their own unique way. One paper bubble gum machine contained 100 colored candy circles while a school of 100 goldfish crackers swam in a blue paper fish bowl.

Staff and students also recognized the Chinese New Year. Upon entering the school, each student received coins in a red envelope. The red color of the envelopes symbolizes good luck.

Wrapping money in them is expected to

bestow more happiness on the receivers.

Students in each classroom created a craft project based on the 2018 Chinese zodiac sign the “dog”. A slideshow was presented showing each project with different breeds of dogs that were created.



Student Milton and teacher Dianne Scheffing pose with 100th Day of School project.

## Gateway Hubbert School Has Mock Super Bowl

By Dianne Scheffing, Teacher

On February 3<sup>rd</sup> students and staff participated in a mock Super Bowl at Gateway/Hubert Wheeler School. Students and staff were divided into the two teams with pod one being the New England Patriots and pod four being the Philadelphia Eagles. Each pod wore white t-shirts with the logo of the team they represented and had a player’s name and position printed on the back.

After introductions, there were three activities. The first was running down to the end of the gym retrieving a bean bag and placing it in a net. At the end of time, all bean bags were counted and the team with the most bean bags in the net was the winner.

The second game was the Tom Brady and Brian Hoyer quarterback toss. A hula hoop attached to a stand was the target for students who are ambulatory. A basketball hoop was placed on the floor for those students who were in wheelchairs. Each student was given five chances to throw the football through or in the hoop.



Students Nicholas, Nushawn, Mateo and staff Jermaine Hardimon, Tessa Bogowith, Henry Jenkins, Robin Mills and Chokaio Benton participate in mock Super Bowl.



Students Cornell, Milton, Ayiana, Devin and staff Ernestine Gathing, Stephanie Simmons and Monica Sheldon participate in mock Super Bowl.

The third game was the trivia game. A table was placed in the center of the gym. One student at a time, with the help of a staff member, went to the table to answer trivia questions about St. Louis history.

Scores for each team was recorded by office staff. At the end of the day, the winner was pod four. Each student was sent home with a certificate of participation.

## Mapaville Hosts SOUP-ER Bowl

By Rebecca Pille, Home School Coordinator

Most people have mostly likely participated in a canned food drive but have you ever participated in a SOUP-ER Bowl?

Mapaville students donated cans of soup prior to the 2018 Super Bowl. Students helped run the Mapaville SOUP-ER Bowl. Some of the tasks students completed were tabulating the number of soup cans by class, transporting the soup cans to the boxes at the front of the school and moving the footballs on the poster to reflect the total number of cans collected by each individual class.

Our culminating activity took place on Friday, February 2. A special tailgate lunch was served and students participated in football activities in the afternoon. Mapaville students surpassed their goal by 13 cans. The final count was 338 cans of soup. All of the soup cans were donated to Jefferson County Rescue Mission where one of our students' works.



Students and staff participate in canned food drive. Pictured front left to right: Cole, Wyatt, Jenna, Judah and Urijah. Pictured in the back row from left to right: Devin poses next to the chair while Matthew, Bonnie, Kaylee, Luke, Natalie, Kim, Logan, Pam, Nicole, Jackson and Cole.

## MO Guardianship: Understanding Your Options and Alternatives

Written by the Institute for Human Development, UMKC and reprinted with permission

### Why are you thinking about Guardianship?

Someone may be telling you that you or someone you love needs to have a guardian. It might be school staff (schools routinely send out a letter about guardianship when a child who has an IEP turns 17), a medical professional, a service coordinator, or even another parent.

There is often a general assumption that just because someone has a disability, mental health diagnosis, or is aging, he or she will need a guardian. In reality, everyone is presumed competent to make choices about their own lives when they become an adult, unless a court says otherwise. With the right supports, many people with disabilities or special healthcare needs are able to remain "their own person," making their own decisions and being in charge of their own lives. The trick is to find a balance giving the person enough support and protection so they can live a safe and healthy life without taking away their rights and freedom to make choices and decisions for themselves.

There are a lot of reasons why individuals with developmental disabilities, their families, and key supporters might be considering their guardianship options and alternatives for decision making support and/or protection. For example:

- You have a child with a developmental disability close to the age of 18.
- You have been told by an educator, service provider, or other professional that you need guardianship to maintain your rights to provide support and/or protection for someone you care about.
- Someone is pressuring you to file for guardianship.
- You or someone you know is, or is at risk for being, taken advantage of by others.
- You have fears and concerns in relation to your current guardianship status.
- You currently have a guardian, but don't think you need one, or you don't agree with the decisions they are making for you.
- The individual you are concerned about currently needs protection or assistance.

You are seeking information about guardianship because someone you care for or someone you work with is experiencing a difficult time.

Before pursuing guardianship, it is important you consider whether guardianship will achieve the outcome you desire. Guardianship is not a quick fix, it is a legal action that limits or denies a person the right to make their own decisions. It is important to consider the individual's needs for support and/or protection and then ask, "How will having a guardian address each specific need?"

# Assistance To Parents Of Children With Disabilities

By *Samantha Marsicovetere*

As a parent or guardian of a child with a disability, you may have questions about support and assistance available. Here is a list of information and resources to assist you in making decision for your child and family.

Division of Developmental Disabilities

<https://dmh.mo.gov/dd/>

(573) 751-4054

UMKC Institute for Human Development

<https://ihd.umkc.edu/>

(816) 235-1755

Department of Elementary and Secondary Education

Office of Special Education

<https://dese.mo.gov/special-education>

(573) 751-5739

Office for Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/addresses.html>

(816) 268-0550

MPACT Parents Training and Information

<http://www.missouriparentsact.org/>

(800) 743-7634

Missouri Social Security Office

<http://www.ssofficeolocation.com/missouri-social-security-offices-sos25>

(877) 405-9803

Centers for Medicare and Medicaid Services  
Medicare

<http://www.medicare.gov>

(800) 633-4227

Missouri Department of Insurance

<https://insurance.mo.gov/consumers/>

(573) 751- 4126

Missouri Department of Social Services

[http://dss.mo.gov/pr\\_health.htm](http://dss.mo.gov/pr_health.htm)

(573) 751-3425

MO Healthnet for Kids

<http://dss.mo.gov/mhk>

(855) 373-4636

Temporary Assistance for Needy Families

<https://mydss.mo.gov/temporary-assistance>

(855) 373-4636

Department of Health and Senior Services  
Special Health Care Needs

<http://health.mo.gov/living/families/shcn/index.php>

(573) 751-6246

Governor's Council on Disability

<https://disability.mo.gov/gcd/>

(573) 751-2600

Department of Labor and Industrial Relations

Missouri Commission on Human Rights

<https://labor.mo.gov/MOHUMANRIGHTS>

(573) 751-3325

Missouri Department of Mental Health

<https://dmh.mo.gov/>

(573) 751-4122

Division of Behavioral Health

<https://dmh.mo.gov/mentalillness/>

(573) 751-4942

Missouri Planning Council for Developmental Disabilities

<http://www.moddcouncil.org/>

(573) 751-8611

Missouri Protection and Advocacy

<https://www.moadvocacy.org/>

(573) 893-3333

The agencies provided above is not an all-inclusive list of resources available for parents of students with disabilities, nor is it intended to promote or endorse the agencies listed or the services they provide.



MISSOURI SCHOOLS FOR THE SEVERELY DISABLED

Website: [dese.mo.gov/se/mssd](http://dese.mo.gov/se/mssd)

**NOTE:** If you have items of interest for Parent Focus, please call 573-751-0706, 800-735-2966 (Missouri Relay) or forward them to Jessica Caddell, Missouri Schools for the Severely Disabled, P.O. Box 480, Jefferson City, MO 65102-0480; or send an email to [jessica.caddell@dese.mo.gov](mailto:jessica.caddell@dese.mo.gov).