



Citywide Council on Special Education

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2/24/2010 CALENDAR MEETING MINUTES

The Calendar Meeting of the Citywide Council on Special Education was held on Wednesday, February 24, 2010 at 6:30 p.m. at 811Q: Queens High School of Teaching, 74-20 Commonwealth Blvd., Bellerose, NY 11426.

1. Roll Call

Charlene Carroll-Hall	Present
John Englert	Excused
Charles Henderson	Present
Diana Marenfeld	Present
Ellen McHugh	Excused
Tom Ryan	Present
Able Alagbe	Present
Gloria Gonsalves	Present

2. Approval of Meeting Minutes Dated 1/20/10

Meeting minutes for 1/20/2010 Tom made a motion for approval of meeting minutes, Charlene second and all council members approved.

3. Report of the President – John Englert

Tom Ryan, 1st Vice President of the CCSE will be delivering the President's Report this evening as John Englert is attending the Panel for Educational Policy (PEP) Meeting in Manhattan. There are a few items to report on.

- a) As you know, we had reported last month that we submitted comments to the Proposed Capital Plan for 2010-2014 on January 8th to the DOE/SCA. Due to the severity of the issues, we had requested a response within 10 days. Unfortunately, we had to embarrass the DOE/SCA at a hearing on 2/11/10 in District 1 so that we could get some attention on the safety issues that we raised. We received a response this week on our comments and are reviewing them. We will keep you updated.
- b) A quick update regarding the proposed changes to Chancellor's Regulation D-150. The PEP is voting this evening on the new Regulations and it is

expected that the Regs will be passed, whereby reserving at least 2 seats on the CCSE for District 75 with the remaining seats to parents of children with IEP's in the Community School Districts. The good news is that there was a lot of feedback from District 75 parents on the proposed Regulations. So much feedback that the Chancellor is writing Regulations which will require a District 75 Education Council. We are currently in touch with Michael Best, the DOE's attorney and hope to see a draft copy of the Regulations very shortly. We will keep you posted as soon as information becomes available. Congratulations to everyone as our combined voices have been heard.

c) In case you weren't aware, there is a huge struggle going on right now with space. District 75 programs and schools will be displaced to make way for Charter Schools or general ed enrollment without following the process of consulting the parents of the children being effected. Hearings have been held and tonight the PEP will vote on the following:

a. **Girls Prep Charter School – Grade Expansion at the Expense of District 75**

b. **Harlem Success Academy II (HSA II) at the expense of PS 138M**

The last of the hearings for the Clinton relocation and PS138@33M is scheduled for the evening of 3/11/10 with the PEP vote scheduled later in the month.

It is imperative that as many parents as possible become active, write to your elected officials and show up to the hearings that effect D75 programs within your community.

This concludes the President's Report.

4. Report of the Superintendent – Bonnie Brown

Gary Hetch, Deputy Superintendent provided the Report of the Superintendent for Ms. Brown regarding the following:

- o D75 is working closely with the Office of Portfolio Development for space in the Bronx. Two mini buildings have been identified P140X and P834X to serve students. One building will provide services to students with emotional challenges, which are currently on a waitlist and the other building will serve students who have been identified with autism.
- o D75 has come out its first Alternate Assessment High School Directory. This will give students articulating to high school an opportunity to have a choice, based on their interests. It was noted that if a student travels on a school bus they should not be on the bus for more then 90 minutes, if traveling within a borough. If traveling outside a borough the time should not exceed 105 minutes.

- D75 will be opening a program in Gateway High School (former Jamaica High School).
- Articulation for middle and high school students should be completed by the end of March. Parents will be notified by D75 Placement Office.
- D75 is working closely with the Chief achievement Office in implementing the New Special Education Reform. The first phase of the reform will begin in September with 200 schools selected from the various Children's First Networks. The goal is to maintain students referred to special education within their current school with the appropriate supports. Both the superintendent and deputy have been working closely with CFN's.
- D75 will have a CFN which will consist of staff in the following areas: budget, human resources, school liaisons, procurement and timekeeping.
- Chapter 683 will begin on July 6 and end on August 13. All staff rosters have been sent to schools. The district is ahead of schedule.
- There will be several moves for September:
P176X@169 will be moving to Van Ness (a new school)
P168@33M will be moving.

Parents will have an option as to where they would like their child to attend.

The Office of Portfolio Development has indicated that they will work much more closely with D75 in the event that moves need to occur in the future.

- Discussed Protocol for resolving building issues for multiple schools in 1 building.
 - First there is a Building Council meeting consisting of all the principle's in the school to resolve issue
 - If the Building Council resolves issue, then okay
 - If the Building Council cannot resolve issue, then the Network leaders of the school are brought in to meet with the principle's to resolve issue
 - If Network leaders resolve issue, then okay
 - If Network leaders cannot resolve issue, then the Superintendent for the School building are bought in to resolve issue
 - The Superintendent and Tweed work together to resolve issue.

5. Transition: High School to Adulthood: Employment, Training or College?

Curtis W. Flaherty, AHRC, Director of Adult Day Services

The focus of AHRC Adult Day Services is to support people with intellectual and other developmental disabilities, traumatic brain injury, and autism spectrum disorders in overcoming the changes they face in an effort to live a self determined and meaningful life in the community.

AHRC Adult Day Services use “Service Living” to provide people with opportunities to contribute to their communities. Service Learning is doing for others and learning from the experience. It benefits both the individual and the community.

Laura McCaffrey, AHRC Dept. Employment & Business Services

Since 1949, AHRC NYC’s, employment and business service department has established partnerships with the local NYC business community. AHRC has helped companies find reliable employees who can and want to do entry level work. AHRCNYC provides rewarding employment for all individuals in their programs leading to long term success, person satisfaction and economic self sufficiency.

The process of the training program is as follows:

- A person is referred to the program
- An assessment takes place
- Pre-Employment services are provided
- Job Development is takes place
- A job match takes place
- A job interview
- A job placement
- Travel routing
- Job site orientation
- Job coaching services
- Intensive Support until able to stand on your own
- Long term support and assistance

Stella Woodruff, Kingsborough Community College

KCC continuously strives to support students and achievement, to offer general education and major programs that will allow students to achieve their goals, to provide arrange of students, and to wisely manage the resources viable. The college supports an atmosphere that embraces and promotes academic excellence, student, facility and staff diversity, and innovation.

Every CUNY college has an office which assists students with disabilities (SWDs). The name of the KCC’s office is the Access-Ability Center.

- Students who are eligible for reasonable accommodations present documentation to the center.
- Students self-identify or are referred by professor or others.
- Participation in the program is voluntary and confidential.
- Every student that seeks accommodation is assigned a counselor.
- Counselors are available, by appointment, to provided academic and

- career planning, personal counseling, study skills development, registration assistance and delivery of reasonable accommodations.
- Counselors encourage students to develop self advocacy skills
- Counselors also make on-and off campus referrals as needed. Access-Ability tutors provide individualize tutoring as a service who request it.

Ben-Ami Freier, Queensborough Community College, Director, Services for Students with Disabilities

QCC's Office of Services for Students with disabilities is in place to facilitate the academic success of students with disabilities through the provision of appropriate educational supports and settings while nurturing personal development. Services and programs available are:

- SSD Lab: array of assistive technology, specialize hard and software, tutoring services, testing with accommodations, books on tape/CD/E-text provided as needed.
- Advocacy: Liaison with academic departments and the college, contact with out side agencies and the Board of Education.
- CUNY Assistive Technology Services: research and implementation assistive technology providing technological access for all CUNY campuses.
- Learn & Earn Program: a specialize transitional program for students with learning disabilities sponsored through VESID, Abilities Inc. and QCC.
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Meeting adjourned at 9pm