Citywide Education Council

CEC District 75 Special Education

CITYWIDE DISTRICT 75 COUNCIL

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MINUTES
CALENDAR MEETING

The Working Meeting of the Citywide District 75 Council was held on Wednesday, **May 29, 2013** at 6:30 pm at Tweed Courthouse, 52 Chambers Street, NY. NY. The following people were in attendance.

*Note: Mr. Williams, President called the working meeting to order.
Call to Order at 6:38 PM the Calendar Agenda

1. **Roll Call**

Able Alagbe	Present
Charlene Carroll-Hall	Present
Gloria Corsino	Present
Maureen Dantzler	Present
Diamaris Magarin	Excused
Jackie Pierre-Louis	Present
Gloria Smith	Present
Joseph Williams	Excused
Aliya Rasool	Present

2. **Appointment of Time Keeper:**
Aliya Rasool

3. **Report of the President: Joe Williams**
Greetings Parents and Guest Speakers on behalf of the council members I would like to thank you for joining the Citywide District 75 Council during our monthly Calendar Meeting.

The President, Mr. Williams is not able to attend today's meeting and has asked for me to read the Presidents Report.

Recently, the council passed and submitted the Resolution to Protect Students Privacy. The Resolution was read during the Presidents Council and CPAC Meeting. CPAC also voted in agreement the Citywide District 75 Council that our children's information should remain private.

The Samuel Stern Awards on Friday was a wonderful event and inspirational as well as the Annual EPIC/Best Practices held in April. We would like to thank Gray and his team who work very hard every year to produce for the parents and students of District 75.

Our next Calendar Meeting will be held on June 19th at District 75 Main Office at 6:30 pm and we look forward to seeing you there.

I would like to take this opportunity to thank our guest speakers:

Andrew Hollander the Executive Director of Medicaid Operations with the Office of the Chief Financial Officer. We invited him to provide us with an update on Medicaid Reimbursements.

Catherine Jones, LCSW, Assistant Coordinator of YAI Network , Crisis Intervention & Affiliated Programs who will present on sexuality education regarding our youth.

Corinne Rello-Anselmi, Deputy Chancellor, Division with Disabilities and English Learners, with the NYC Department of Education.

I would like to open the meeting by asking Gary Hecht, Superintendent to give his report.

Thank you,

4. **Report of the Superintendent: Gary Hecht**
   Gary thanked the attendees and council for attending the calendar meeting. He also thanked CMs. Anselmi for attending as well. Gary also thanked the council for participating during the Samuel Stern Awards and EPIC. He mentioned that the Samuel Stern Awards and EPIC was a great success. For the months on May and June parent coordinators will have a series of Saturday Meetings for parents and students to attend. The few that have taken place in May have been a success. Quality Review: Schools within District 75 are doing well compared to the entire city. He mentioned that the Principal of 75Q will be retiring at the end of June.

5. **Catherine Jones, LCSW, Assistant Coordinator, YAI Network, Crisis Intervention & Affiliated Programs**
   See attached PowerPoint Presentation.

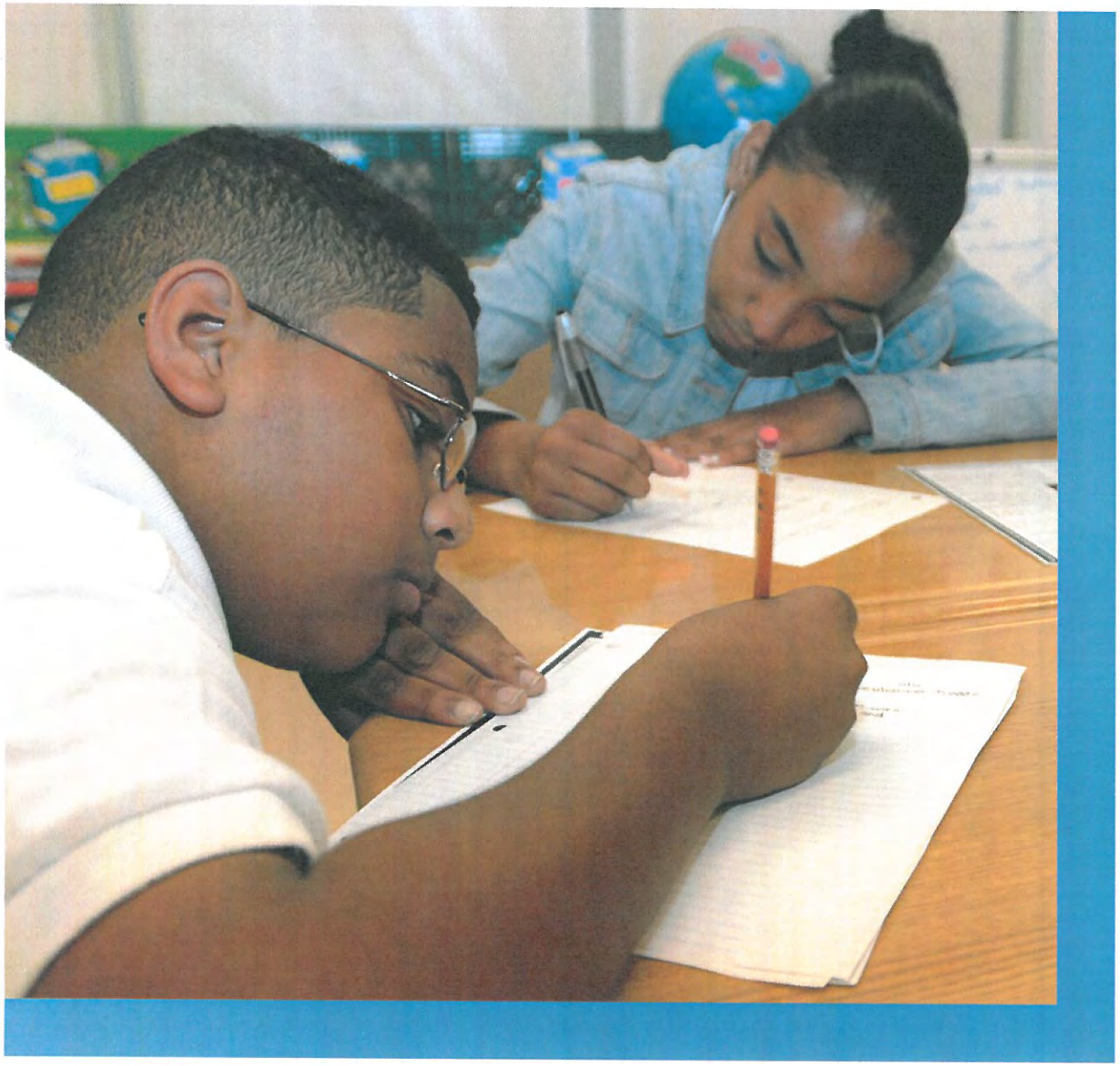
6. **Andrew Hollander, Executive Director of Medicaid Operations Office of the Chief Financial Officer, NYC Department of Education**
   See attached PowerPoint Presentation.

7. **Corinne Rello-Anselmi, Deputy Chancellor, Division of Students with Disabilities and English Language Learners, NYC Department of Education**
   Ms. Anselmi, informed the council that there was great information tonight and liked the agenda formatted by the council. She mentioned that through the year her department has looked at a lot of citywide initiatives and her department will be collaborating with District 75. The collaboration with District 75 and their expertise will be beneficial to her department. Ms. Anselmi and D75 had a recent conversation around the structure of the common core with children with IEPs. They wish to bridge the gap by having the kids understand but most important have the division understand that this is all of our children and that they need to be thought about regarding the common core, teacher effectiveness, college readiness and other initiatives that is important that we are at the table. Her work with Gary and his team throughout the year has come to the realization we are now more effective and that they need to stream line the structure. Not duplicate what was done as well as expand all of the resources to our students. They are looking closely at common core that is essential and looked at the referrals. During the first two years of the reform they saw the opportunity for inclusion and focused primarily on transition grades (kindergarten- 6 to 9th). They saw a slightly inclusionary opportunity for our students. But the question of what does it mean to have an inclusion program and for some reason many of our schools gave us a very simplified definition of the meaning of inclusion (more students for us to take). In her department the question is, what is the optimal opportunity for that student to meet and exceed their IEP in a least restrict environment for that particular child; the opportunity to engage with their peers and achieve. This reform is about individual students it is not an initiative that say that we do this and remain inclusion. She and Gary are looking at the projections for next year and see referrals to D75 have not grown exponentially they have sought of remained the same and we want to know why.

8. **Approval of Meeting Minutes**
   Gloria Corsino called a motion to accept the May 8, 2013 Working Meeting Minutes, Charlene Carroll-Hall motioned to accept the minutes, Gloria Smith, second the motion and all were in favor.

   Gloria Corsino called a motion to accept the April 17, 2013 Calendar Meeting Minutes, Charlene Carroll-Hall motioned to accept the minutes, Jackie Pierre-Louis second the motion and all were in favor.

Meeting Adjourned at 8:30 pm



Medicaid Claiming and the NYC Department of Education

NYC Department of Education

Dennis M. Walcott, Chancellor

May 29, 2013

Agenda

I. Overview

II. What can the DOE claim from Medicaid?

III. General requirements for claiming Medicaid

IV. Planning for the 2013-14 School Year

V. Current challenges to Medicaid claiming

VI. Comments and questions

Overview

The maximization of collection of Medicaid revenue is a Chancellor's priority for the DOE. The DOE can claim reimbursements when certain related services and transportation have been provided to students and various requirements from both the state and federal government have been met. Reimbursements collected from Medicaid will be used to support school budgets and services to offset ongoing fiscal challenges to school operations.

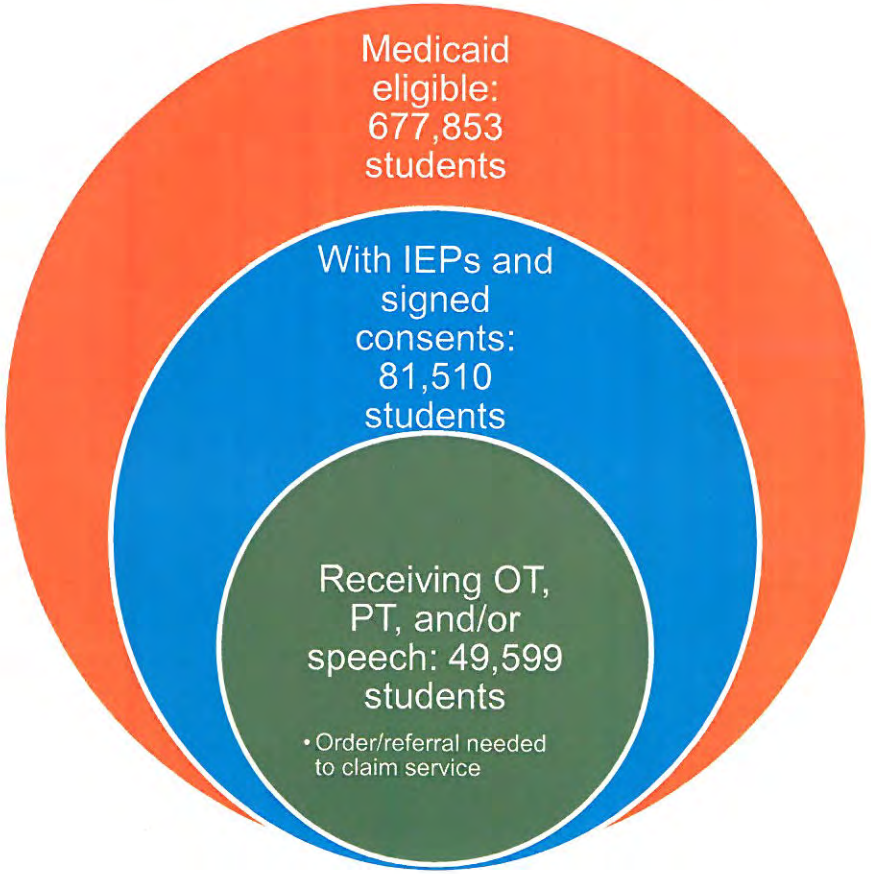
What services can the DOE claim?

Occupational Therapy	Physical Therapy	Speech/Language
Skilled Nursing	Counseling	Evaluations for Services
	Transportation	

What are the general requirements for collecting Medicaid reimbursements?

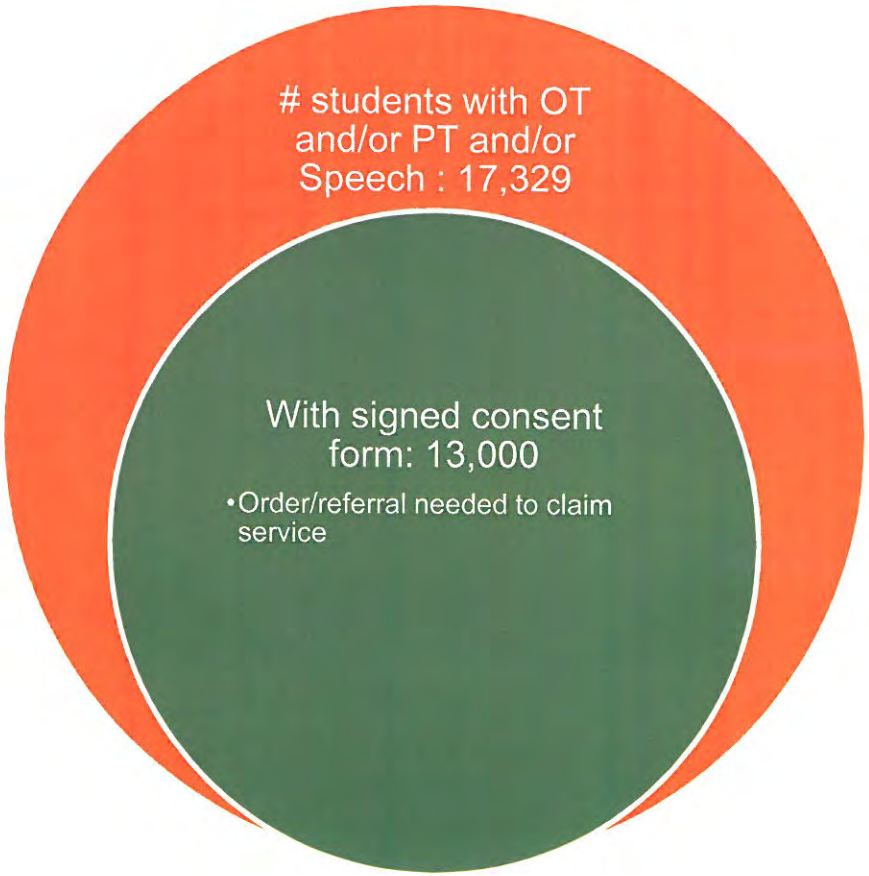
- There must be a signed consent form from the family
- There must be an order or referral documenting a medical necessity for the service
- The service must be provided in accordance with the IEP
- The service must be provided by a licensed and qualified service provider
- There must be documentation of the provided service, including progress notes where applicable

Who can we claim services for?



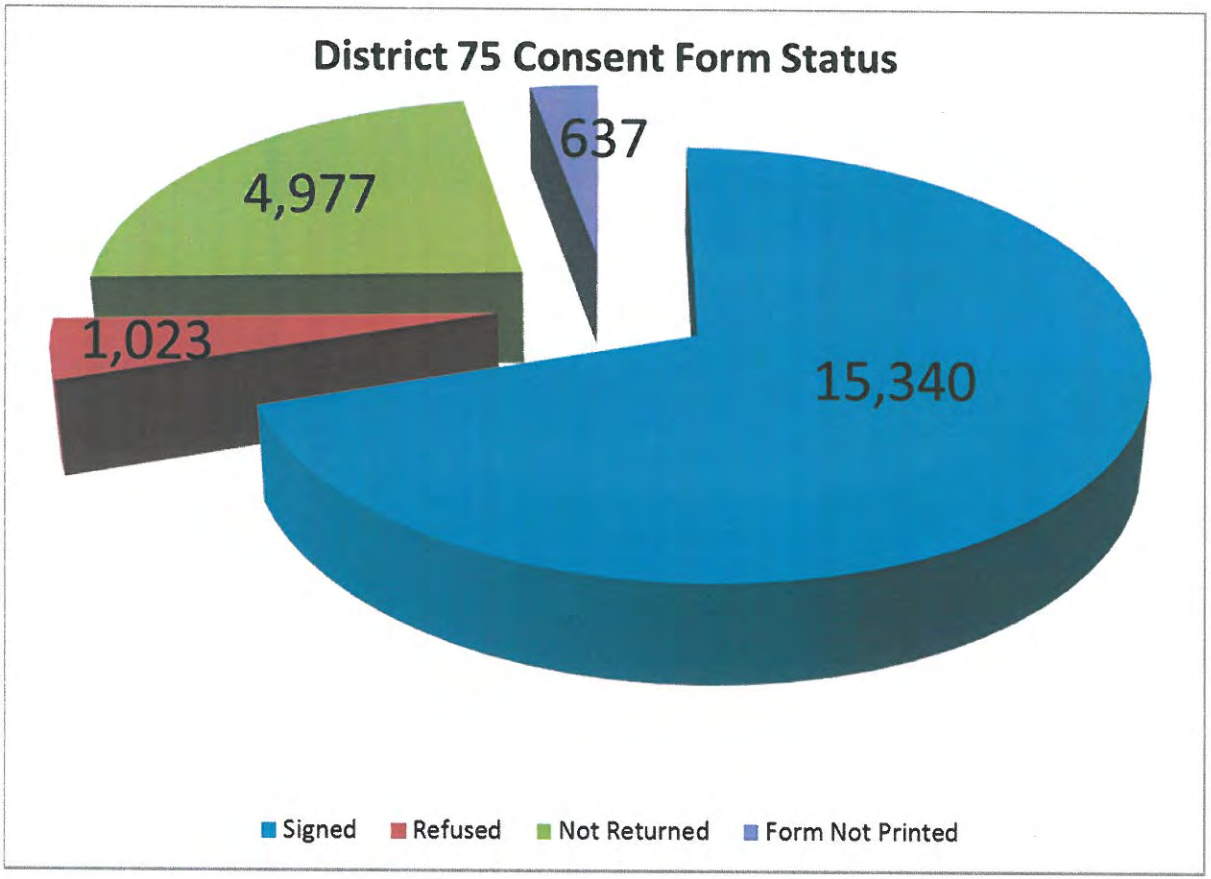
Number represents students in schools in Districts1-32 and 75. Receiving services per SEC as of 4/2/2013; Consent data from ATS as of 5/27/2013; Medicaid eligibility data provided by HRA and NYS.

Who can we claim services for in District 75?



Number represents students in schools in District 75. Recommended services per SESIS as of 3/1/2013; Consent data from ATS as of 5/27/2013; Medicaid eligibility data provided by HRA and NYS.

District 75 Consent Form Status



New initiatives to increase Medicaid claiming in FY14

- The DOE is procuring EasyTrac, software designed to track and collect the requirements for Medicaid claims; the software will be implemented in both pre-school and school age NYS approved non-public schools in FY14.
- The Office of Pupil Transportation is procuring hardware to be installed on buses to allow for drivers to electronically track when students are picked up at home and dropped off at school to assist with claiming transportation reimbursements.
- Collaboration with Charter schools to collect consents, obtain orders/referrals, and claim services.
- Increased distribution and collection of consent forms in DOE schools.

What offices at the DOE help with Medicaid?

Many divisions and offices in the DOE have a part in assisting to maximize Medicaid claiming.

Office of School Health

Division of Students with Disabilities and English Language Learners

Office of School Support

District 75

Division of Financial Operations

Financial Systems and Business Operations

Office of the Chief Financial Officer

Office of Related Services

Division of Instructional and Informational Technology

Division of Human Resources

Division of Operations

Office of Charter Schools

Office of Pupil Transportation

Office of the General Counsel

Office of Labor Relations

Items working against a maximum claim:

- Consent forms not returned.
- No physician's order for OT/PT; no referral for speech.
- UFT must allow for use of the SLP license in claiming; otherwise no speech can be claimed.
- PT may have been provided by therapist who did not attend a CAPTE accredited program.
- Students may not receive services as or when recommended on their IEP.

Medicaid: Myths and Facts

Myth: Signing a Medicaid consent form will impact my family's Medicaid benefits.

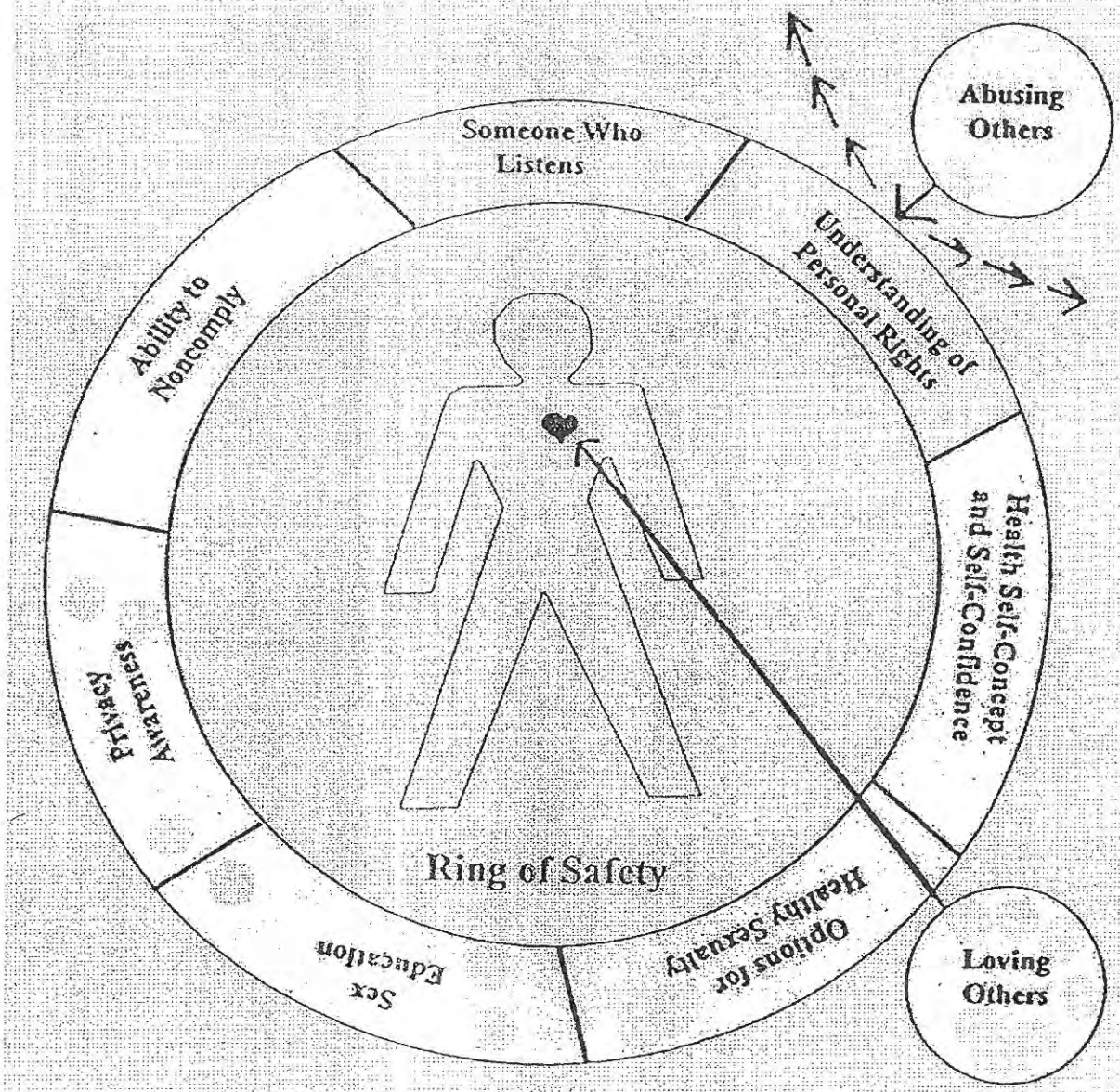
Fact: False. If your family receives Medicaid benefits, the lifetime coverage in place will not decrease and services that your family receives will not be affected in any way by the accessing of Medicaid benefits

Myth: My child will not receive services unless my family returns the Medicaid consent form.

Fact: False. Signing the form has no impact on service provision; services are provided to students regardless of Medicaid eligibility or consent form status.

Questions and comments

THE RING OF SAFETY



Sexuality Education: What parents need to know

Catherine Jones, LCSW
YAI
Assistant Coordinator
Crisis Intervention &
Sexuality Training Program

What is sexuality?

- Expression of self, constructed by culture and the social world
- Human (gender/ identity/orientation)
- Social
- Biological
- Behavior (learned, may be flexible)
- Reinforced-- by family, community, school and peers

Separating the Misconceptions

- People with ID/DD are not sexual
- People with ID/DD are overly sexual, or are sexually deviant
- People with ID/DD don't date, or aren't interested in dating
- People with ID/DD are not capable of giving consent for sex
- People with ID/DD don't have sexual orientation
- People with ID/DD don't have individual sexual preferences
- People with ID/DD need to be highly supervised in dating and relationships

Why sex education?

- Decreases the likelihood of abuse
- Combats myths & misinformation
- Promotes social skills, personhood, pleasure
- Reduces fear, anxiety, worry
- Increases self-awareness, gender comfort
- Allows maturity, healthy relationships

Education as abuse prevention

- Understanding healthy sexuality decreases vulnerability to sexual abuse
- Opportunities for healthy relationships (sexual or otherwise) combat unhealthy relationships
- Sexuality education is an opportunity to promote positive self-image, which decreases vulnerability
- People with skills and knowledge on sexuality are more prepared to avoid potentially abusive situations and to report abuse if it occurs

Legal issues

- Sexual consent requirements
  - Willingness
  - Age (17 in New York state)
  - Cognitive functioning (understanding of nature and consequences of sex)
  - Mental state (ability to make rational decisions)
- YAI consent determination tool
- YAI Relationships and Sexuality policy
- Guardianship does not trump sexual consent

Adolescent brain development/ puberty

Typically-developing	ID/DD
Biological:	
** Puberty development same	**Puberty development same
Difference is in cognition:	
** Affect/mood may be more regulated	** Affect/mood may be less regulated
** Understanding may come from subtle or implicit cues	** Need for more concrete teaching

Who should do the teaching?

- Where do you want your child to learn about sexuality?
  - Peers
  - Media
  - School
  - Parents

What to teach: Suggested age-appropriate training

Age	Training/education
3-5	Body parts, body image, communication, private vs. public
4-8	Where do babies come from (simplified), changes to growing body (own gender), abuse prevention
9-12	Hygiene, puberty, menstruation, emotional changes (self-esteem), sexual behavior, social skills
12-19	Relationships, pregnancy & reproduction, contraception, STDs, boundaries, social skills, sexual orientation, abuse prevention, consequences (laws)

What to teach: Areas of focus

- Body Image
- Self-esteem
- Being healthy
- Hygiene
- Puberty
- Social skills
- Private vs. public
- Sexual orientation
- Menstruation
- Abuse prevention
- Masturbation
- Relationships & boundaries
- STDs, birth control, pregnancy

Ring of Safety

- Tool by David Hingsburger
  - Healthy self-concept and self-confidence
  - Options for healthy sexuality
  - Understanding of personal rights
  - Someone who listens
  - Ability to non-comply
  - Privacy awareness
  - Sex education

How to teach

- It's not just about sex!
  - Social concepts (friendships, social skills) are as important as sexual concepts (masturbation, pregnancy prevention)
- Be proactive, not reactive: Teach the concepts *before* the issue presents itself!
- Stay neutral; avoid judgment.
- Use teachable moments
  - When asked specifically
  - When behavior indicates need
- Model appropriate boundaries by choosing private locations to discuss
- Use repetition, especially with key concepts
- Teach complex tasks in simpler, individual steps, and in chronological order

How to teach: Tools & activities

- Visual aids (Boardmaker, PECS)
- Social stories
- Video series (situational scenes)
- Video modeling (task-oriented)
- Games and worksheets
- Modeling and role play
- Community integration

Tips for encouraging participation

- Reinforcement
- Redirection activities
- Active listening
- Free association

Area of focus: Social Skills

- Stranger, acquaintance, friend
- Greetings
- How to begin and end a conversation
- Different types of personal space: social, intimate, personal
- Assertive communication
- Conversation cues: listening, waiting, responding

Area of focus: Abuse Prevention

- Ways to communicate sexual feelings appropriately
- Who is allowed to touch my body
- When something feels "icky…"
- Appropriate personal space
- Difference between sexual harassment and sexual abuse
- "No, Go, Tell…"
- Who to talk to if…

Resources

- *Sexuality: Your Sons and Daughters with Intellectual Disabilities.* Karin Melberg Schwier and Dave Hingsburger. (2000)
- *What's Happening To Me?* Susan Meredith (girl's version), Alex Firth (boy's version)..
- *Social Skills Picture Book.* Jed Baker. (2001)
- YAI Resource Center: www.yai.org/resources/r-c/

Contact Info

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