



# CITYWIDE DISTRICT 75 COUNCIL

45-18 Court Square • Suite 260 • Long Island City, New York 11101  
Email: [D75council@schools.nyc.gov](mailto:D75council@schools.nyc.gov) • Office: 718.752.7393 • Fax: 718.752.7481

CEC District 75  
Special Education

## MINUTES CALENDAR MEETING

The Calendar Meeting of the Citywide District 75 Council was held on Wednesday, **November 16, 2011** at 6:00 pm at 94M @267M: Battery Park City School, 55 Battery Place, Manhattan, NY. The following people were in attendance.

\*Note: Charlene Carroll-Hall, Council Member called the Calendar Meeting to order.  
Call to Order at 6:35 pm the Calendar Agenda

1. **Roll Call**

Able Alagbe	Present
Gina Peña-Campodónico	Present
Maureen Dantzler	Excused
Charlene Carroll-Hall	Present
Marion R. Lopez	Absent
Allison Bridges-Matthews	Absent
Diamaris Magarin	Present
Gloria Ann Smith	Absent
Alicia Valeus	Present
Joseph Williams	Excused

2. **Appointment of Time Keeper**

Alicia Valeus, Council Member

3. **Secretary’s Report: Approval of Meeting Minutes**

There was no quorum minutes table to next meeting on December 7, 2011.

4. **Reading and Vote of Resoultion#21: Filling A Vacancy**

There was no quorum the resolution will be read and voted on December 7<sup>th</sup> 2011.

5. **Report of the President: Joe Williams**

Report of the President is tabled to next meeting on December 7, 2011. Mr. Williams, President was excused due to family concerns.

6. **Report of the Superintendent: Gary Hecht,**

Gary Hecht informed the attendees last year that was on the persistently dangerous list are no longer on the list. However the state comes out with a possible persistently dangerous list and we have three schools based on incidents 368K, 37R and 140K. 37R students with autism and alternate assessment students; if a student bites we have to inter the incident in a report and we know it’s a manifestation of the students disability. The state does not see it that way; if the individual has to go to the doctor the level of the incident becomes much greater. We have our assessment and behavioral team work with parents, students and staff so they can better understand the behavior and develop a plan for the student. This coming school year 12-13 we have five new school in district 24Q-8 new classes, district 28Q-five new classes (PS/IS), district 2M new school at 59<sup>th</sup> street-six classes , district 9X;eleven new classes, district 19K location at Spring Creak HS. Our Best Practice Fair we haven’t finalized a date the located is the Adams Street HS in Brooklyn, the flyer will be distributed next month. On December 1<sup>st</sup> two of our staff members will be moving on to two different positions within the DOE. Channel 13 sponsors a work shop event for parents, school community on March 17 at the Hilton Hotel D75 will be in attendance to present on technology (for Sp.Ed. students) and the common core standards. There has been controversy regarding related services for the student. D75 is not in the practice of terminating service for its students. I am challenging all my related service providers as to the relevance of the services that they support to the instruction. How is that service improving student outcome with

their instructional capacity? For many years the system was not accountable to any of the student. We all are held accountable to all the students we service. When a student who is 21 and over who graduate and a parent calls me to ask for help because an agency won't accept their child, that upset me. As a parent you know what your child needs but we need to re-evaluate the IEP and show the child's progress, support that progress, inform the parent of the progress and take it from there. We can't having students sitting home any longer.

## 7. **IEP: Know Your Rights, Godfrey Rivera, Co-Director, Metropolitan Parent Center Sinergia**

Mr. Rivera introduced himself to the attendees he provided flyers and information Sinergia. Mr. Rivera presentation is attached, please see below.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

NO document has greater importance to a student with a disability and his or her parents or primary caregiver than the IEP!

### **Godfrey Rivera Metropolitan Parent Center March 2, 2011**

The IEP is the actual package of services and supports developed to meet a child's needs

The IEP is an agreement between parents and school personnel. The IEP is an educational and legally binding contract that describes and documents the personnel, services and obligations necessary for providing the specially designed instruction for a student with a disability. The IEP is based on the student's **unique** academic, social and behavioral needs.

Parents must receive copies of all evaluation reports that will be discussed prior to the IEP meeting. The IEP team must consider parents' concerns, the child's strengths, the results of the initial or most recent evaluation(s) and other information about the student provided by the parents.

#### Parent Participation:

- ❖ Parents must be given 5 school days notice before they attend the IEP meeting
- ❖ Meetings must be scheduled at a mutually agreed time and place
- ❖ If parent cannot attend, the school must use other methods to ensure parent participation:
  - Individual phone call
  - Conference call
  - Other

#### Purposes of the IEP:

1. Planning based on quality information obtained during evaluation of the child's needs
2. Services are designed and implemented to meet these needs
3. The child is provided with opportunities to pursue individual goals selected for him or her

#### The IEP Team:

- ◆ Parent
- ◆ Regular education teacher
- ◆ Special education teacher
- ◆ LEA (district) representative\*
- ◆ A person who can interpret evaluation results
- ◆ Others with knowledge or expertise
- ◆ Child, when appropriate

\* qualified to provide or supervise special education and knows about general curriculum and LEA resource  
IDEA states that these factors must be included in the IEP:

- ✚ Report on the child's present level of educational performance, learning characteristics, social/physical development and management needs

- ✚ A classification of the child's disability
- ✚ Measurable annual goals, including academic & functional goals
- ✚ The recommended program to address the child's needs
- ✚ How disability affects involvement and progress in the general curriculum

Other IEP factors, continued

- The IEP must include a description of all supplementary aids and services, and program modifications or supports and...
- How progress will be measured and when reports will be issued
- The extent to which the child will not participate with non-disabled children in regular education classes or activities
- ***If the child has behaviors that interfere with his learning (or the learning of others), behavior strategies and supports must be considered***

Test Modification

Test modifications are special strategies that enable students with disabilities to take the same tests other students take these modifications must be clearly and specifically stated in the IEP Students with severe disabilities may participate in **alternative assessments**

**Examples of test modifications**

- ❖ Extended time to take test
- ❖ Special place to take test
- ❖ Special setting (individual or small group)
- ❖ Word processor with spell check
- ❖ Method of presentation (# of questions per page, large type, etc.)
- ❖ Someone to read test questions/directions
- ❖ Breaks (duration /and at what intervals)
- ❖ Assistive technology (tape recorder, computer, magnification devices, etc.)

State and district testing:

**All children with disabilities must participate in all general State and district academic assessments**

- Accommodations as needed
- Alternate assessments as indicated in the IEP
- Aligned with State academic standards
- If the IEP team determines alternate assessment is needed, a statement of why—
  - ◆ child cannot take regular assessment
  - ◆ the alternate assessment is appropriate
- Date services and modifications begin, and their frequency, location, and duration

IEP review and revision

- ▶ **The IEP team reviews** the IEP periodically, not less than once a year, to see if goals are being met
- ▶ **The IEP team revises** the IEP to address:

- ✓ Lack of progress toward goals and in the general education curriculum
- ✓ The results of any reevaluation
- ✓ Information provided to or by the parents
- ✓ The child's anticipated needs
- ✓ Other matters

#### Types of IEP Review

- **Annual Review:** The goals and service plan of an IEP must be reviewed annually .People who contribute to the review must include: the (special and regular education) teachers, a school representative, service providers, a person with knowledge of the appropriate evaluation procedures and the parent or provider]
- **Triennial Review:** Conducted every three years and must include a complete set of evaluations and assessments used. There should be a clear record of the child's progress and difficulties under the current IEP plan
- **Requested Review:** An IEP review may be requested by the parent, teacher or school administrator

#### The Family's Role in IEP Development

- **Parents are intended to be FULL PARTICIPANTS in the IEP process. They are equal partners with school personnel in making important decisions**
- **Parents have valuable information to offer regarding their child's development, needs and behaviors**
- **Parents can monitor the progress and effect of IEP goals**
- **Parents offer particular cultural and linguistic factors that affect the development and implementation of the IEP**

#### IEP Suggestions

- ✿ Make sure you agree with the IEP team recommendations **before** you give consent to the IEP
- ✿ Make sure you have a copy of the IEP
- ✿ Make sure your child's teacher(s) has a copy of the IEP available in the classroom and is familiar with the goals and objectives
- ✿ Are the IEP goals measurable?
- ✿ Write down your priorities and questions
- ✿ Know who will attend the meeting

## **8. Rethink Autism, Jamie Pagliaro, Executive V.P.**

Jamie Pagliaro was invited to present to the parents of District 75 his program Rethink Autism. It is an Affordable Web-Based Tools & Remote Professional Service that offers parents and professionals immediate access to effective and affordable Applied Behavior Analysis-based treatment tools; for the growing population affected by autism spectrum disorders. Rethink Autism's curriculum is based on the educational intervention that time and continual research has proven most effective in the treatment of autism: applied behavior analysis (ABA). A video was presented on how teachers engage with students in proving the repetitive lessons along with applauding their out come (students).

For more information regarding Rethink Autism please visit: <http://www.rethinkautism.com/default.aspx>