



# CITYWIDE DISTRICT 75 COUNCIL

CEC District 75  
Special Education

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## MINUTES CALENDAR MEETING

The Working Meeting of the Citywide District 75 Council was held on Wednesday, **October 19, 2011** at 6:00 pm at 52 Tweed Courthouse, Manhattan, NY 11101. The following people were in attendance.

\*Note: Mr. Williams, President called the Calendar Meeting to order.  
Call to Order at 7:45 PM the Calendar Agenda

### 1. Roll Call

Able Alagbe	Present
Charlene Carroll-Hall	Present
Maureen Dantzler	Present
Jackie Pierre-Louis	Excused
Allison Bridges-Matthews	Present
Diamaris Magarin	Present
Gloria Ann Smith	Present
Alicia Valeus	Excused
Joseph Williams	Present

### 2. Appointment of Time Keeper

Charlene Carroll-Hall

### 3. Secretary's Report: Approval of Meeting Minutes

September 1, 2011 and October 5, 2011 working meeting minutes were approved by the council at the end of the meeting. Gloria Smith, Treasurer of the council announced that she reviewed the minutes and they were in order. Joe Williams called a motion to accept the working meeting minutes. Gloria Smith Second the motion and all were in favor, none against. The motion to accept the working meeting minutes dated 9/1/11 and 10/5/11 were approved.

### 4. Gary Hecht, Superintendent, District 75 - Report of the Superintendent

Mr. Hecht, Superintendent of District 75 was not in attendance. Ms. Barbara Joseph, Deputy Superintendent of District 75 presented the Report of the Superintendent.

Ms. Joseph welcomed and acknowledged the members of the Citywide District 75 Council.

Pleased to be here tonight to address the council, parents, staff and friends of D.75. Gary Hecht supt. sends his regards and expresses his regrets that he can't be here tonight. I am especially pleased that Chancellor Walcott is joining us tonight.

District 75 had a very smooth start to the school year. We opened 60 new classes across the city in our 56 organizations. We currently are serving 21, 323 students less that our March projection. The current register is indicating that the special education reform is having an impact on the number of referrals to District 75 especially for students with emotional and behavioral challenges. More students with special needs are being taught in the LRE in their home zoned schools with the appropriate supports and services.

We are working closely with the Division of Portfolio Planning to identify and open new co-located sites in schools that are being new constructed for school year 12-13.

- D.2 M059 will have 72 seats for D.75 (169M)
- D.19 Spring Creek IS/HS 96seats
- D.9 X240 New Settlement 96 seats (17X)
- D.28 PS/IS 277 60 seats

30% of our PA and PTA's are up and running and we are working with the council and the presidents Council to get the other 70% organized and working to support schools.

District 75 schools have embraced the **Citywide's Instructional Expectations** for this year and are working with all our schools our administrators, staff, students and parents to align instruction to the selected CCLS to improve students' outcomes. This is challenging work; we have the same high expectations for our students and expect all instruction to be challenging and rigorous. The majority of our students are alternate assessment and it requires differentiating instruction to meet both the functional and academic needs of our students .

We are especially thrilled to have a network that has been selected to be part of the Talent management Pilot to look at ways to strengthen teacher practice in order to strengthen student work and skill development. Our goal is to prepare our students to be as independent as possible and prepare them for post secondary outcomes.

Helen Kaufman, Administrative Assistant Superintendent, Clinical and Support Service is here tonight to discuss what new with related services – movement towards Independence through OT/PT.

#### **5. Dennis M. Walcott, Chancellor, The New York City Department of Education**

Thank you to the council and thank you all of those in attendance and it's a pleasure to see you here. We are sorry for the gap in communication we found out that the UFT told you to come down, that took place otherwise as indicated to you outside we would have been better prepared if we knew before hand that the UFT informed you to come down they did not communicated to us. With a large compensated we are limited one of the women outside said you have a big building, you should have a big room and as I said the reality is this is the room that we have and we can't go beyond the fire code. We tried to accommodate people with seating outside. We have a lot of people here typically around questions on related service and on a staff point of view we will be glad to set up a meeting to address staff concerns and point of view. I don't think that meeting tonight was planned for that purposes; tomorrow we will have our capable staff address specific concerns at another meeting so you don't leave hear total frustrated after you came out in the rain and we will have specific answers to your questions.

You will hear from portfolio planning presenting on co-locations about the issue about co-location. Were making a considerate attempt to have one student population not a different student population and that is something I and were very big on. You will hear from Portfolio planning they came to present tonight a more specific and comprehensive presentation on co-locations, peek capacity of those co-locations and the role of portfolio planning is to make sure that we have that system as one system and functionality in various departments (portfolio planning with integration is cross functionality). The chancellor invited the audience to attend a meeting on October 25<sup>th</sup> at Seward Park High School Presented by David Coleman on Common Core Standards. Workshops will be provided on the common core standards.

Mr. Walcott informed the audience that one of his goals is to make ourselves accessible to you. Better planning on how they meet with parents and how the co-locations will affect them. So our goal is to get information out to folks and that there are other items, (i.e. what are my expectations and how we are going to raise the bar and the high level of achievement) we can address.

#### **6. Helen D. Kaufman, Administrative Assistance Superintendent Clinical & Support Services, District 75**

Ms. Kaufman mentioned how technology and strategies have changed in regards to related service. Currently there are 1700 related service providers within district 75. The student population has changed with an increased in alternated assessment, autism and E.D. diagnosis. Generalization is not easily achieved a students progression requires the work of a team vs. individual. The team requires parents, teachers and providers to work together. Related services goal is to assist students in benefiting from special education curriculum.

See below Ms. Kaufman presentation during the meeting:

#### **What's new in Related Services?**

- The Essential Question is: How can related services optimally support all students in meeting their instructional goals?
- IDEA or Individuals with Disabilities Education Act passed in 1975 guarantees FAPE to children to prepare them for further education, employment & independent living.
- It also provides for Related Services to meet the unique learning needs of students demonstrating results that provide educational benefit to students.

#### **Related Services:**

1. Are required when needed to assist a child with a disability to benefit from special education.
2. Are based upon an evaluation that talks about the specific need for service.
3. Are important, however, based upon a review of decades of the delivery of related service we recognize that each child with a disability may not require some or every related service to progress, but may be able to achieve similar results with alternative levels of support.

I.e. Adaptive Physical Education (APE), Get Ready to Learn Program (GRTL), Sports, Music Classroom/paraprofessional

The need for related services should be discussed prior to and at an IEP meeting. It appropriate that appropriate personnel is included in the meeting.

4. Based on the instructional needs of a student – related services at to be considered.
  5. Some service is easy to identify, others are not as clear. Do all students with one disability classification require a specific related service? i.e. Basketball team where each player had PT on their IEP?
6. The focus of the DSEELL'S is Educational Reform. We who provide related services to students are integrated into the reform.
7. When a related service is selected and mandated as well as how it is delivered to support instruction must be reflected in all recommendations. If it is not, the service may not have impact or merit.
  - The Reform addresses the provision in IDEA that a related service is delivered to support instruction –and we as administrators, staff and parents need to be thoughtful about what this entails.
  - How can we support, how can we collaborate to maximize instruction and maintain a thorough understanding of each aspect of the student's instructional program. Does a related service help or hurt.

**A few thoughtful questions - True or False:**

- a. – All students in this disability classification are entitled to any and all related services.
- b. – All students need related services because they are disabled.
- c. – “It can't hurt.”
- d. -- Parents expect it.
- e. – Is it better to issue an inappropriate mandate or undergo an impartial hearing.

8. Direct service can occur in a variety of settings and we want to see it take place in the areas where students need to learn the skill – the classroom, the gym, the playground, on the stairs. Remember: Natural environments and natural activities encourage natural outcomes

- A shift in the location of service accompanies a reduced focus on the traditional medical model of related service and gives greater attention to an Education Results Model.
  - The Instructional Team can put together suggestions on how and when therapy can best meet the needs of a student. Example of Sensory Gym –What's wrong with a sensory corner in the classroom?
  - Has the OT given suggestions to support the student in the classroom? Is the PT working with the gym teacher who can include some supports when implementing an APE program?
9. Related services provide for consultation with teachers and parents. Remember learning a skill requires practice for more than a ½ hour session on a given day.
    - The related service professional needs to provide ongoing, training, monitoring to support staff and parents. The days of only taking students to a therapy room are over. We expect documentation to show the service is needed whether it is a goal that can be implemented by a teacher or a therapist.
    - The IEP is a written commitment for the delivery of services to meet a student's educational needs. It must be written with care and illustrate why the related service is needed – the “Present Level of Performance” (PLOP) will highlight who provides the remediation – teacher, related service provider or paraprofessional.

**Things to consider when developing a plan for students:**

1. How much and what related service should be considered?
  2. Why do so many District 75 students receive individual therapy?
  3. Why does therapy go on indefinitely for many students?
  4. Do we have a management plan for years students are in receipt of any related service? How can we develop one?
- Wouldn't students benefit from being in the classroom more for instruction?
  - How can you learn if you are constantly being pulled off task?

7. **Elizabeth Rose, Director of Portfolio Management, NYC Department of Education**  
Please see attachment of Elizabeth Rose's Presentation for District 75 Planning Process.



**Division of  
Portfolio Planning**

**D75 Planning Process**

**NYC**  
Department of  
Education  
Dennis M. Walcott, Chancellor

October 19, 2011

For discussion purposes

**Presentation Overview**

- Introduction to Division of Portfolio Planning
- Planning Process
- Accomplishments for 2009-2011
- Strategic Priorities for 2012-2013
- The Public Review Process and Community Engagement

**NYC**  
Department of  
Education  
Dennis M. Walcott, Chancellor

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## The Division of Portfolio Planning

Working together to ensure that families have access to high-quality school options from Pre-K to 12

<b>SCHOOL DEVELOPMENT</b>	New York City's "Turnaround" Office. Provides interventions and supports to struggling schools, including Persistently Lowest Achieving (PLA) schools under Transformation and Restart.
<b>NEW SCHOOLS</b>	Works to identify exceptional leaders with outstanding school proposals to open new schools. Provides planning and Year 1 support for new schools, new school leaders, and intermediaries.
<b>CHARTER SCHOOLS</b>	Works to create more high-quality public options for children and families. Focused on attracting, developing, supporting, and holding charter schools to the highest standard.
<b>PORTFOLIO MANAGEMENT</b>	Leads the strategic planning and execution of portfolio strategies/structural changes to expand and enhance student and family choice, increase access to great schools, and improve learning conditions system-wide.
<b>ADMISSIONS &amp; ENROLLMENT</b>	Manages pre-kindergarten through high school admissions processes that are equitable and transparent in order to improve access to high-quality schools for children and families.
<b>EARLY CHILDHOOD</b>	Committed to giving families access to high-quality early childhood options that prepare our city's youngest learners with the skills and knowledge needed for college and career readiness.
<b>OPERATIONS</b>	Provides critical operational support services to the Division of Portfolio Planning.



For discussion purposes

## The Division of Portfolio Planning

### What are Structural Changes?

- Significant changes in school utilization, including:
  - Siting of new district and charter schools
  - Efficiently using underutilized space for new programs and schools
  - Turning around and phasing out schools that are not serving the needs of students
  - Grade reconfigurations driven by performance and demand considerations
- Zoning changes (district-wide or at individual schools)
- Improving access to programs that serve special populations, including G&T, programs for English Language Learners, D75, UPK, and CTE
- Implementing changes in enrollment/admissions policies



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## The Division of Portfolio Planning

### How does Portfolio work with D75?

- Portfolio staff work with D75 leadership throughout the year to ensure that D75 students and families have access to programs that meet their specific needs.
  
- Portfolio and D75 collaborate to analyze current supply and demand of programs in each borough and grade level, identifying gaps and planning for new programs and sites.
  
- This work is focused on:
  - 1.Planning for new construction buildings with customized D75 space
  - 2.Expanding successful current programs by securing more building space
  3. Identifying existing buildings that can accommodate new D75 programs

## The Division of Portfolio Planning

### Portfolio and D75 Accomplishments - 2009-2011

- Creation of 1,356 seats in new construction buildings
  
- New programs at Elementary, Middle & High School levels
  
- New seats in all 5 boroughs
  
- Strong collaboration between new schools and D75 programs

## The Division of Portfolio Planning

New D75 Capacity in New Construction 2009-2011					
Year Open	Borough	District	Grade Lvl	School/Building	D75 maximum seat capacity
2009	Queens		HS	Frank Sinatra HS	12-1:1 (MR, ED, LD) 96
2009	Bronx		HS	James Monroe HS	12-1:1 (MR & LD) 96
2009	Queens	24	HS	Q128	6:1:1 (AU) 60
2009	Brooklyn		HS	Sunset Park HS	12-1:1 (MR & LD) 96
2009	Brooklyn	19	ES	Q798 (PS 65 New Building)	6:1:1 (AU) 60
2009	Brooklyn	20	ES	E237	12-1:1 (MR) 96
2009	Staten Island	31	ES/IS	PS/IS 861	6:1:1 (AU) 60
2010	Manhattan	2	IS	M114	8:1:1 (AU) 24
2010	Bronx	9	PS/IS	X388	6:1:1 (AU) 60
2010	Bronx	11	PS/IS	X488 (Cahn Charter)	6:1:1 (AU) 60
2010	Bronx	7	PS/IS/HS	Mott Haven Campus	12-1:1 (MR) 96
2010	Queens	28	IS/HS	Metropolitan Campus	12-1:1 (MR & LD) 96
2010	Queens	28	HS	New Gateway HS	6:1:1 (AU) 60
2010	Manhattan	2	PS/IS	M276 - Battery Park	12-1:1 (MR & LD) 96
2010	Brooklyn	20	PS/IS	PS/IS 163 New Building	12-1:1 (MR) 96
2011	Queens	28	PS	PS 48 New Building	6:1:1 (AU) 60
2011	Manhattan	2	PS/IS	M071 - Spruce St School	6:1:1 (AU) 60



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## The Division of Portfolio Planning

### Upcoming New Capacity – Over 800 seats

Year Open	Borough	District	Grade Lvl	School/Building	D75 seats
2012	Bronx	9	PS/IS/HS	New Settlement	96
2012	Queens	28	PS/IS	Q277	60
2012	Queens	24	HS	Q585 - Mas peth HS	96
2012	Manhattan	2	PS/IS	M059	72
2013	Brooklyn	13	PS	PS 133	60
2013	Brooklyn	20	PS	PS 331	72
2013	Staten Island	31	PS	PS 48 New Building	72
2013	Queens	30	PS/IS	PS/IS 78 New Building	60
2013	Queens	30	IS/HS	Q404 - Hunter's Point	96
2013	Manhattan	2	PS/IS	PS/IS 281	60
2013	Manhattan	2	PS	PS 51	60



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## The Division of Portfolio Planning

### Using existing DOE facilities more effectively to support D75 programs

Re-locating programs into more appropriate facilities  
•Bronx – D10: P168X@Marion Avenue moved to Building X842

Securing additional rooms for D75 programs in response to sudden increases in student referrals

- Staten Island – New Dorp High School
- Brooklyn – 22K109

Prioritizing the creation of new D75 programs in recently vacated buildings

- Queens - 28X048
- Bronx – 10X844, 12X834, 8X840



For discussion purposes

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## Planning Initiatives for the 2012-2013 School Year



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## Portfolio Proposals Related to D75

### Proposals Designed to Improve D75 Services

- Program moves, expansions or consolidations
- Our goals are to:
  - Create better alignment between D75 programs and general education schools to facilitate inclusion at all grade levels
  - Locate D75 programs in buildings with specific amenities and facilities that meet student needs
  - Allow D75 Superintendent to organize programs and schools in the most instructionally and operationally sound way
- For proposals directly impacting D75, D75 leadership and principals engage with their parents and D75 Council to discuss potential changes as far in advance as possible.



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## Portfolio Proposals Related to D75

- **Manhattan**
  - New ES capacity at M059 building (233 East 56<sup>th</sup> Street); potential for better facilities for current program(s)
- **Brooklyn**
  - Proposal to expand The Children's School to K-8 organization
  - Potential to relocate P140@23K275 into more suitable K-8 space
  - Potential to relocate P053K @ P838K into integrated high school space
- **Queens**
  - New ES capacity in D24 and new HS capacity at Maspeth HS
- **Bronx**
  - New capacity at New Settlement
  - Assessment of all ES buildings to expand existing D75 programs to meet demand
- **Staten Island**
  - New capacity in 2013; evaluate existing space in current sites



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## Portfolio Proposals Related to D75

### Proposals Impacting Other Schools:

- For proposals on under-utilized space in buildings where D75 is already located, great care is taken to ensure that neither D75 space nor students are impacted.
- D75 leadership is briefed on proposals and have the opportunity to provide feedback on potential impact prior to finalizing any proposal
- In all cases, the D75 school and the D75 Council are included in the public engagement process as outline by A-190.

### Examples of Potential Proposals for 2012:

- 15K429 Brooklyn School for Global Studies – Under-Utilized space may be proposed for a co-located school
- 13K458 – Proposal to site Uncommon High School
- 04M372 - Esperanza Preparatory Academy Grade Expansion



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## The Public Review Process and Community Engagement



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