



CITYWIDE DISTRICT 75 COUNCIL

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CEC District 75
Special Education

MINUTES CALENDAR MEETING

The Calendar Meeting of the Citywide District 75 Council was held on Wednesday, **September 19, 2012** at 6:00 pm at P369K@HB69-Adams St High School, 283 Adams Street, Brooklyn, NY. The following people were in attendance.

*Note: Mr. Williams, President called the calendar meeting to order.
Call to Order at 6:21 PM the Calendar Agenda

1. Roll Call

Able Alagbe	Present
Charlene Carroll-Hall	Present
Maureen Dantzler	Excused
Diamaris Magarin	Present
Gloria Ann Smith	Excused
Joseph Williams	Present
Aliya Rasool	Excused

2. Approval of Meeting Minutes

No quorum: the minutes will be voted on at the next Calendar Meeting in November.

3. Reading of the Resolution: Citywide District 75 Council 2012-2013 Fiscal Budget

No quorum: the resolution will be read and voted on during the next Calendar Meeting in November.

4. Report of the President

Without a doubt, the summer of 2012 has been one of the best that I've had in a long time.

In June, I worked in conjunction with the arise coalition to identify more than thirty-five parents that were experiencing problems with the Special Education reform. We prepared parents on how to navigate the new Special Education Reform system to ensure that in September their children will be placed in schools that can meet their IEP requirements.

I collaborated with the Principal of hospital schools to set up a program to include parents, so that they can participate in parent associations while their children are in the hospital and keep up with their school work while hospitalized.

I met with governor Cuomo's Education Reform Commission to discuss the Special Education Reform concerns in the committee report. In July I attended the commission's hearing in New York City and have been asked to submit a written testimony about my concerns and to provide my input in the commission's report due in December 2013. The report will be issued following hearings to be held in seven cities in the State of New York.

I was selected as one of the first thirty-five parents from across the country to participate in a parent advocacy training organized by the Ohio State University's African American Studies Program. The purpose of this training was to empower African American parents to properly advocate for their children with special needs, and go back to their communities and arm other parents with the tools to advocate for their children with special needs.

5. Report of the Superintendent

Gary Hecht, Superintendent of D 75 welcomed the parents and council he continued by mentioning the school year started off well. Busing for the most part has been good for the students in the district. His office has not received many complaints and that it's a good indicator.

Apple did a video shoot featuring D 75 and they are interested in the district daily use and education instructions with students using the I-pad. The shoot provided us to speak about the opportunity for us to use I-pads to enhance instruction and also to improve communication with students. It's a great opportunity to showcase D75 best practices on technology.

D75 host a meeting for our administrators on August 29th and the educational guest speaker was from Apple. Were supportive of working with Apple and they are with us in sharing best practices.

We will be having 27 quality reviews this year, we haven't resolved which schools that will be involved but it will be at least half of D 75 schools. When we get a list of the schools up for review I will let you know. All schools will receive a progress report; we have approximately 23 schools that will receive a progress report. We don't have any final information but when the schools receive their information we will share with the council.

We have several new principals located in D75 programs in the Bronx at 811X, 754X, 17X and 721X. Instruction has started off a great. D75 is working with Tweed with the citywide great expectations; our departments have focused on instruction which is the common core learning standard. It gives us opportunity to work closely with the staff at central. Some of the staff at the district has been selected as common core learning fellows. They are part of an initiative that is being rolled out by central focusing on come core learning standards in all of the schools.

There are no major issues with placement this year. All of our students were placed as they were articulated into D 75 and we worked closely with parents for the school year. Inclusion seats we did have some problems and worked closely with our staff to resolve issues.

6. Special Education Reform Focus-District 75: Corinne Rello-Anselmi, Deputy Chancellor, Division of Students with Disabilities and English Learners Language Learners

Ms. Anselmi provided her career history with the DOE. She began working at Health Conservation that did not define the students in the classes. Her first teaching assessment was in a elementary schools, 5th grade class with 15 year old boys, largely minority who were not able to read and write.

She spent 28 years at the school as a special education teacher, resource room teacher, crisis intervention teacher, AP and Principal. During that time took 8 self contained classes to a total of an inclusion model with a resource room multiple sets a lot of the things the reformers are now talking about in a time that it was unheard of. Throughout the 28 years, the school became noted for its work around all students. Ms. Rodriguez, former Deputy Chancellor asked for Ms. Anselmi to work with her as a Deputy within the regional structure. After a year, working with the regional offices it, changed back to the district and the DOE went into support organizations. She continued her work with special education as a leader of a Knowledge Management team of 32 who focused on professional development. Thereafter she became Deputy Cluster Leader for Brooklyn that oversaw 324 schools spanning the five boroughs. She focused on how things were done within the five boroughs and the mission and vision.

All thought this reform talks about special ED primarily and students identified with disabilities. It's a core belief that this reform that it's about all kids. It's about the struggling student sitting in a classroom; a teacher tends to immediately identify and evaluate, and say this child needs to go someplace else to learn because we can't be doing it in this classroom. What we look to do in the reform is to strengthen the general ed. teacher's capacity around servicing all students about building a rigorous curriculum with very talented teachers and support service delivered in a least restricted environment.

The reform is no longer a reform but a practice that is now becoming in betted in all of our classrooms. The reform has had truths and myths about it; one rumor because of the reform District 75 going away, there will be no more self-contained classes-everyone goes inclusion, the schools have got to service them and figure it out. We were about to open the schools and there is this presumption and the message became convoluted both by the parents, schools and the educators. In July we began a

strategic messaging to school communities (e.g. parent coordinators, teachers, principals), advocates by providing them with the facts about the reform. What the reform is really about, is asking that before we make decisions to take children out of a main stream environment that we consider the possibilities for that child to whatever extent possible be included in activities in a school which they are found.

Special Education Reform NYC Schools

<http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/spedReform.htm>

Special Education Reform Reference Guide: School Year 2012-2013

<http://schools.nyc.gov/NR/rdonlyres/4C52B390-1162-4D9F8ED00D96E14B55/0/SpecialEducationReformReferenceGuide060512.pdf>

Meeting Adjourned at 8:30 pm