

Community District Education Council District 26

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MINUTES FROM CALENDER/ PUBLIC MEETING

Date: Monday, April 16, 2012

Time: Public Meeting - 7:00 P.M.; Business Meeting to follow

Location: MS 67- 51-60 Marathon Pkwy, Little Neck, NY 11004-Room-B44A

The meeting of the Community District Education Council of District 26 (CDEC26) was called to order by Jeannette Segal, President at 7:15 p.m.

PUBLIC MEETING

Roll Call -

Present: Vijayalaxmi Hegde, Jeannette Segal, Susan Shiroma, Lucy Vieco, Michelle Fields, Ricky Chan, Pankaj Kapur, Meghan Dinegar & Lori Butera Stein (District Family Advocate)

Excused- Daniel O’Gallagher

Unexcused – Hong Keng Tan

Also in attendance: Anita Saunders, Community Superintendent

Jeannette welcomed everyone and stated that this is a follow meeting from the Chancellor’s Town Hall Meeting regarding Phase 2.

Jeannette introduced Anita Saunders, Community Superintendent to do her report.

Superintendent’s Report

CDEC Meeting

MS 67

April 16, 2012

7:00 P.M.

- Welcome

- Chancellor’s Address
 - NYU Research Alliance for NYC Schools:
 - 26 new middle schools = 12 traditional public schools and 14 charter schools
Goal for 2013 – 14 additional traditional public schools and 14 charter middle schools
 - 150 new educators recruited in a 10 week apprenticeship program. Recruits drawn primarily from NYC Teaching Fellows and begin teaching, September 2012

- Middle school Leadership Internship program to attract middle school principals in partnerships with Teach for America. Additionally, LEAP, New Leaders for New Schools, Leadership Academy. Currently, 25 future middle school principals learning in middle school apprenticeships
 - NYC Council, an extension of campaign for middle school success is partnering with DOE to spent \$5 million to support literacy among middle school students
 - Middle School Quality Initiative – 18 schools intensive professional development for teachers for helping students improve literacy; especially focusing on non-fiction texts
 - \$15 million from NYS Textbook Loan (NYSTL) to be used for non-fiction books in science and social studies among other subjects
 - April 16 2012 – Schools can begin ordering new and redeveloped classroom library collections through Core Curriculum.
- Race To Nowhere – Instruction and Panel Discussion – March 27th
 - SLT Training – April 3rd – Lori Butera
 - NYS-ELA Grades 3-8 – April 17 -19; Math - April 25-27
 - PS 188 – Amandita Guha, Grade 5 – Wellness Poster Contest Runner Up –Elementary School. Amandita’s poster gives a strong message about the importance of physical activity and good nutrition. It will be used on posters and calendars distributed Citywide to help promote student wellness

PS 94 – Pantabots – 1st place – Queens Competitors; 2nd place NYC Javits Center, March 16th - Solved a Lego problem – built a robot along a prescribed course. Worldwide competition.

Quote:

“The only thing that separates successful people from the ones who aren’t is the willingness to work very, very hard.”

Helen Gurley Brown, American Author, businesswoman

Jeannette introduced the guest speakers from the DOE:

Lauren Katzman, Executive Director of Special Education; Shona Gibson, Executive Director of Operations; Andrew Hollander, Director of Strategic Planning who will discuss the implementation of **reforms to improve academic outcomes for students with disabilities** throughout the City in September 2012. The goals of this reform is to close the achievement gap between students with disabilities and their peers without disabilities; to increase access to participation in the general education curriculum for students with disabilities; and to build school-based capacity to support the diverse needs of students with disabilities through greater curricular, instructional, and scheduling flexibility.

Shona Gibson started out by asking parents in the audience who had children with disabilities, how many teachers, special education teachers & paras.

Shona started out by asking

A. Why the reform is needed” and explaining why.

It’s supported by research; 4 yr graduation rate (since 2009, 24% of special education students have graduated); 97% graduation rate in which they are trying to close the gap; need a system to focus on long-

term outcomes for students with disabilities; special education students will be able to attend their zoned schools and be placed in general education classrooms and the system will focus on long-term outcomes for the students with disabilities. The DOE found that a large number of students who had IEP's but were testing at grade level were still placed in the special education classes.

B. NYC's Special Education Reform: Guiding Principles

1. Every school should educate and embrace the overwhelming majority of students with disabilities that they would serve if the students did not have an IEP. 2. All schools and students with disabilities are held accountable for goals that are standards-based. IEPs should reflect Common Core Standards and emphasize long-term educational outcomes. 3. All schools should have the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of students with disabilities with accountability outcomes.

C. What the research shows... The more time students with disabilities spend in a general education classroom, the higher their scores on standardized tests of reading and math; the fewer their absences from school; the fewer their referrals for disruptive behavior; and the better their outcomes after high school in the areas of employment and independent living.

These results were found for all students with disabilities, regardless of:

- their classification;
- the severity of their disability;
- their gender; or their family's socio-economic status.

(Wagner, Newman, Cameto, Levine, & Garza, 2006)

The performance of students without disabilities is not compromised by the presence of students with disabilities. In fact, they derive benefits from their involvement.

D. How is NYC reforming Special Education?

Equity of Access to Schools and Classrooms; Access to Common Core Standards; Development of High-Quality IEPs

Students with disabilities access the general education curriculum using the full continuum of special education services, in the least restrictive environment appropriate.

E. How will this impact schools & what does this mean for schools?

Instruction: *Universal Design for Learning*

Develop High-Quality IEPs: *Provide access to Common Core standards for each individual student*

Students with disabilities access the general education curriculum using the full continuum of special education services, in the least restrictive environment appropriate

School-wide Structures and Resources: *Utilize staff and resources innovatively*

Flexible Programming: *Use the full continuum of services*

F. Unified Service Delivery System

This will represent the types of special education services included in the continuum of services.

Related Services Provided as Support Throughout the Continuum

Non-Special Education - Strategies to Maintain Student in General Education and to Support Achievement of Standards; Declassification Support Services

Referral for Special Education - General Education with Related Services - General Education with Special Education Teacher Support Services - Integrated Co-Teaching

Special Class Services - Special Education Support Part-Time in Community Schools, Part-Time & Special Class - Special Class Full-Time in Community Schools - Special Class Full-Time in Specialized Public Schools - State Supported/Operated Schools and SED Approved Non-Public Schools - Home/Hospital/Instruction (Temporary)

Example of Special Education part-time in schools:

Student receives INDIRECT SETSS 2x/week, once for History once for Science. During that time his special education and general education teachers consult on making the content accessible for that subject for the week.

September 2012 Enrollment & Admissions Practices

Equity of Access to Schools and Classrooms

- Schools will be required to serve students with disabilities who enter in articulating grades**
- Schools will be expected to meet the needs of students in their school who are identified for special education services**
- High schools will be asked to admit and serve a percentage of students with disabilities equivalent to the percentage of students with disabilities in their district or borough**

Questions were presented to the speakers for clarification and explanations.

Question presented to guest:

One of the Department of Education's main focuses has been the study of data. We as educators have been immersed in data for the past number of years. We analyze data to progress each of our students and our schools. In doing this we need to differentiate instruction for every child. In analyzing the District 26 data for individual schools and for the district as a whole, as well as following many of our special education students over the ensuing years, we have found that the current model with students attending schools with already existing successful special education programs has been, for the lack of a better word, very successful. We are a high performing district with high performing schools that already meet the tenets of successful Phase 1 schools.

My question to you and the Department of Education is: Why not differentiate to meet the needs of each district by allowing those districts that have been successful to continue the work that they are doing and the models they are using, and select districts that have not met AYP for special education students to move forward with the special education reform? This differentiation of policy was utilized under the current mayor and the previous chancellor when successful high achieving schools were allowed to opt out of implementing the mandated core curriculum. After all, Phase 1 of the special education reform has only been in place for two (2) years and there cannot be data to show if there are long term benefits for our special education students.

Statement by the speaker:

At the turning 5 meetings, parents of special education students were told that they should research schools and that they could apply to any other school that they wanted their children to attend, as well as their home zoned school. Many parents have applied to schools that are not their zoned schools and are now told that they must be on a wait list and the principals have been directed not to accept them because at this time they are not in categories 1, 2, or 3. The parents are very distressed that they were told one thing and are unable to take advantage of the opportunities they thought would be available to their children. This does not match what you have previously stated.

Guest speakers gave clarification in regard to the questions asked.

Meeting adjourned at 8:45 p.m.

Respectfully submitted by Marian Mason, Administrative Assistant, CDEC 26.