

MINUTES FROM SEPTA MEETING ON OCTOBER 14, 2009

Meeting was led by Doreen Rooney and Eleanor Evangelista - Co-Presidents

Meeting was started by introducing the new SEPTA board

Doreen Rooney - Co-President

Eleanor Evangelista - Co-President

Sharon Shearon - VP Membership

Angela Asher - Corresponding Secretary

Theresa Hrivnak - VP Programming

Paul Kim - Treasurer

Attendance sheet was passed around for all to sign.

Guest speaker - Andrew Levin

Treasurer - \$40,7063.00 in account

Three scholarships of \$1,200.00 were given to 3 students

2 Fundraisers - Calendars and Lord and Taylor were held.

Work program -\$6,100.00 - plenty of money work program

Programming - December 8 meeting Introduction to Positive Behavior Enforcement Workshop

How to address issues without yelling or meltdowns. More consistent parenting.

Danny Bernstein backyard sports his program focuses kids fun and sportsmanship

Membership - 242 compared 200 last year. New members 99 - returning members 143 - 88 from faculty.

Angela Asher - communications

3 thank you notes from scholarship recipients. They appreciate the work we do.

Received donation to school to work program

New business

Fully functional website being updated www.eastchestersepta.org

Updating with resources, activities, and any feedback

Running SEPTA Appreciation Cocktail Reception 60 members that join on October 29 at La Tuta Bella Restaurant.

Lord and Taylor accepted bid to participate in benefit bash. Tickets are \$5.00 each or 5 for \$20.00. 20% off also 15% for cosmetics and perfume. You can pre-purchase items as early as Nov. 7 - pick out your stuff and they will hold to be picked up at another day .

Increase socialization - sponsoring movie day on Dec. 5. Clearview classroom companion rental fee for whole theater discounted rate for see newly released dvd. \$3.50 per person includes popcorn and beverages. Volume will be lowered and lights on for sensory kids.

Meeting adjourned.

First guest speaker Noreen urso

Welcomed new septa board, dr. teranova, mrs. Sullivan

Spoke about programs in Eastchester introduced teachers began with elementary

What school, what program they work on k-12 thanked all teachers for coming out. Thank you to jk and np – gave present, flowers.

Speech, ot comm. Development programs, co teaching programs.

Elementary

Carolyn porta first grade waverly – co-teaching model – special ed teacher gen ed teacher and ta in class. Share time split time between classes to help kids within g class. Ta supports kids when not in classroom. New component chance to be pulled out for services. Best of both worlds. Get needs met in classroom and pulled out for specific skills. Kids feel comfortable with setting modifications: I hear and I forget I see and I remember id o and I understand. Tries to break down for children. Kids get more out of this program. Sensitive to making sure kids feel successful. Partnership.

Gina lerner – self contained class at averly class ratio is 12 1 2 high kids get small group instr have additional support staff. Many kids to mainstream into kindergarten 1 behavioral mod plan – allows to address individual behavior goals. Iep dictates curriculum. Mod 1 and k reading curriculum. Benefits: kids get to practice skills 1 on 1 also small group setting anywhere from 2-5 students not 25 kids gives them skills for mainstream setting

Kelly cavalla – waverly

Self contained k 1 class additional staff support to help each kid. Use applied behavior analysis to reach goals. Group instruction social skills with peers on similar level. Sometimes push into other classes for role modeling. Bathroom routines, handwashing, eating. Curriculum based on iep

Christa garen psychologist waverly

Focus on pre referral system. Puroo support teaches to address issues kids have. If parent or teacher has concern. Team meets to discuss cases ist meeting. Meetings strengths and eek are discusses teacher 1 issue wants to improve. Each case reviewed every 6 weeks.

Melissa sher psychologist waverly

Sos social skills in out schools run by michelle dunn. Pull out sessions to teach social rules and practice social skills in class mpeer mentoring and parent support

Pull out sessions: kids are pulled out 1 a week. Role play social skills rules are drilled demonstration and practice. Notebook is maintained bby kids. Write personal stories store homework. Communication with parents. Share lessons with teacher so kids can bring it into classroom. Rules are addressed.

Into classroom of kids and eliver lessons fairness, tolerance all people have strengths and eeknesses

Peer mentoring: peer mentor to each sos member. Kids are recruited b teacher and trained by Melissa schur. Coaching during recess help kids play and maintain conver. Kids are monitored by Melissa. List home of each mentor for pladates. Party for all kids to get to know each other "buddies"

Parent support: hoemework each week to practice skills

Karie urena: learning special ah modified ela program. Primary durng day small groups or ela. Multi sensory approach to teaching. Learning auditor, kinest teactilly, visually concenpts in reacing. Touching and feeling . reacing block 8 areas of approach. Paf (1 approach) also Wilson learning system. Both are similar. Begin with daily drill for kids, hear, see, touch cards. Sound card drill.

Cards can be put onto smartboards. Each kid is given a board ith words. Move onto dicttion. Putting concepts into writing. Address speillling. Controlled text messages reading for comprehension. Hering, touching she is in 4th grade.

Christian speech and language path general ed population

Some kids pulled out in small groups. Other indirect work with teacher – teach teacher different strategies. All aspects of lang: express, fluence, articulation , speech. Listening comprehension – listening rules. Different strategies: listen to stories and expected to visualize and stragegies to help remember. Short story read: sequence of story asked for. Questions asked to give example of how kids are

Nicholas Lindsay yones – 5th grade greenvale

Math workshop:

What is math workshop: a tier 2 intervention designed to provide students

Twice a week in periods of 45 minutes. In 1st classroom outside of kids room

Addressed comments from parents: are children missing something by attending math workshop: no kids are pulled out during morning time.

This is not a place of math instruction in class in addition to.

Criteria for math workshop

Entire grade level administers the same assessment.

I analyze the data and determine a cut off for students eligibility

Send letters home to parents. Kids who score below cut off are eligible.

Categories for math workshop at Greenvale

Review old skills

Pre-teach – mirrors what is being taught in classroom

Re-teach

Study multiplication and division facts

Do kids leave mw

Yes. Kids are monitored . move out of mw when they are performing well and mastering skills.

Joe Guanine

Self contained class in at commun development 12 students 9 fifth and other 4th grade. Action research project. 5th grade are being integrated into mainstream classes. Kids are rotated. Each kid is treated as indiv

Highlights

Integration into mainstream class – some kids are fully main. Socially and academically driven. Formal and informal assessments take place. Ongoing communication between parents and teacher. Collaboration is major reason for success.

Believes self advocacy to children. Kids who can self advocate they can speak up and have strengths sharpened.

Each kid is assessed at beginning of year. Functional behavioral assessment. Acquire academic and social skills for success in this world. Behavior intervention plan.

Barbara Gargani – Greenvale 3 grade special ed resource

Collaborative co teaching model: half hour each day PAF program multisensory program. Everything broken down. Multisensory. See hear words. Dictation and structured reading.

Kids get same skills in gen ed classroom. Kids work in smaller groups according to what skills need to be worked on. Pull out is identical, but modified and broken down. Program has support. TA also supports kids throughout the day.

Also go into other classrooms to provide support to other kids. Once or twice a week for 45 minutes.

Teachers guide as to what should be reinforced

Lynn Pravda speech and language pathologist – why we're successful. Excellent staff development. If any teacher wants training, ask super, principal always get yes. Everyone works together as a team. When kids leave kinder staff members go to waverly meet with teachers, special ed teachers and psycho. Know all kids when they get to element. Hand placed in classrooms. Before going to middle school meet with guidance and figure out services for kids at middle school level. Kids are individually taught.

Try to deliver all services that mainstream kids are getting. Well versed on curriculum meet with teachers regularly. Attend parent teacher conferences.

Gianna Leishman introduces teachers from ms and hs (taking ee's place)

No one program for one child. Each kid has strengths look for strengths to help kids succeed.

Danielle castaldo comm. Dev 2 teacher – 4 self contained programmed ration 12 – 1 grades 5 to eight.
All kids have expressive deficie all are iep driven all kids are general accessed take same tests

Cd1 are modified. Indepence respon and ownershop each grade level varies. 6th graders are given more hand holding. Th graders are told, 8th grade homework isposted kds are given more responsibility. Prepare for hs more respon for each year. Kids take ownership gives kids confidence for hs. 5 6th grade kids rom mr guinnes class.

PATRICK O'CONNOR – 6TH GRADE SUPPORT SEMINAR SPECIAL ED

Teaches modified ela

Parallels general ed curriculum – address skills –

Designed around students needs (some are reading based, social based, speech and language)

Same skills taught, but at different levels (may take more time, more hand holding) skills need to be modeled over and over

Work is differentialled and leveled. Lessons don't necessary work year afer year. Always tweaking lessons according to kids.

All students have an iep (for all math and ela mod classes)

Example of how ela class can be run re vocabulary. Test may have a picture to prompt memory of definition. Incorporate visual presentation.

Learning lab diane romaneck (middle school)

Pre teach and re-teach (support class)

Prepare for tests and quizzes

Support organizational strategies

Offer extended time to complete classroom tests

Review directions or homework and long term assignments

Communicate regularly with teach teachers and support staff

Informal assessments – do now when kidswalk into classroom

Kathy reilly – hs

Co-taught classes different from ms – spec ed teacher and content teacher together daily. Same teachers deliver instruction, assess, parents, behavior management. Available or help after school. Model is 10 years old. Same curriculum as mainstream kids. More guided notes. Graphic organizers. Expectation is that kids will pass regents. Success rate is into 90% range. Co-teachers support each other

Emily chazen – ela mod self contained class also co teaches in collaborative class

Use same curriculum as mainstream. Read same books, perhaps not as many. Speed is slower. Material is nys regent driven. Self contained class has more vocabulary – not in mainstream = helps to understand. More graphic organizers.

Deborah zeller – colab teacher – earth science and cd class

Cd is next level things are broken down even further. Hs social skills are acquired while doing academics. Kids are directed to ask classmates to help. Kids get together to share ideas and learning from each other. Academics are covered at slower rate.

Nora Flynn – continuum services communication development class

Nys alternative assessment – do state standard

Did romeo and juliett with adaptive language (today's version)

Class gets out into community – go to stores, figure out prices

Class café on Fridays “the café” invite staff from ms, hs and district office. Prepare on Thursday. Walk to trader joes. Purchase items, wrap items, and sell them on Friday morning. Kids set up cash register. During café everyone has a job – changes every half hour. Skills are learned – change making, handling money.

Skills: prevocational, social, math

Lena martino – transition coordinator and school to work partnership program

When a student with a disability is preparing to leave the school system it is critical that the students, families, and school systems work together in partnership to ensure the students receive the services needed for successful transition. This means that the student is continuing to live a productive life and is a full member of the community and society after graduation.

Works closely with families and students to assist and advocate for the best transition plan that will work for each student as they enter adulthood. Families and students need to learn to advocate for themselves as well as accessing all agencies and services that they are eligible for

Steps for successful transition;

Ddso registration

Ssi benefits

Medicare service coordination

Guardianship

Special needs trust

Nys cares list

Yesid

Adult agencies

Supported employment

Day habitation programs

Recreational services

Paratransit

Post secondary colleges

School to work partnership program

Allows students (not freshman year) to go out into community to learn work skills with people that are not in special ed. Learn to work with co-workers who expect typical behavior. Train business owners to help kids complete jobs. Kids learn, make friends, able to go into community and know people. Gives opportunity to work in real work environment and be treated like a real employee. Kids get paychecks twice a month funded by septa.

Lake isle nutrition center

Trying for lord andtaylor

Lake isle cou

Critiaze lauralita – psychologics for school to work program

Push into class 3 times a week. Everyone has a partnet. Talk about weekends, appropriate conversations. Must ask and answer each other.

Talk about ways to greet a boss, a friend. Who do you tell if you need to leave work early. Feelings, vocabulary

Guest speaker Andrew Levin special plans for a special life

Goal of presentation: for parents to take action