



World Autism Awareness Month

April 1st marks the beginning of World Autism Awareness Month. In honor of this day, iconic landmarks including the Empire State Building and Niagara Falls “Light it Up Blue.” Please join Autism Speaks on April 2nd by wearing the color blue!

If you are interested in participating in the Autism Speaks Walk on June 2, 2019, please visit their registration site: act.autismspeaks.org/Westchesterfairfield



Council for Special Education (CEC) 2019 Conference

Tesfa and I had the fortunate opportunity to attend the 2019 Winter CEC Conference in Indianapolis, Indiana. Aside from the -12 degree temperature, the experience was incredible. Some of the numerous highlights included the Keynote Speaker, Dan Habib whose bio states: “Before his son Samuel was diagnosed with cerebral palsy, photojournalist Dan Habib rarely thought about the inclusion of people with disabilities. Now he thinks about inclusion every day. Habib’s award-winning documentary film, Including Samuel, chronicles the Habib family’s efforts to include Samuel in every facet of their lives. The film honestly portrays his family’s hopes and struggles, as well as the experiences of four other individuals with disabilities and their families. Including Samuel is a highly personal, passionately photographed film that captures the cultural and systemic barriers to inclusion.”

Dan Habib has since created “Who Cares About Kelsey?”, Mr. Connolly has ALS, and many other short films on disability-related topics. Mr. Habib is a filmmaker at the University of New Hampshire's Institute on Disability. He has recently released his new documentary, Intelligent Lives (<https://intelligentlives.org/>), which examines our society's narrow perceptions of intelligence.”

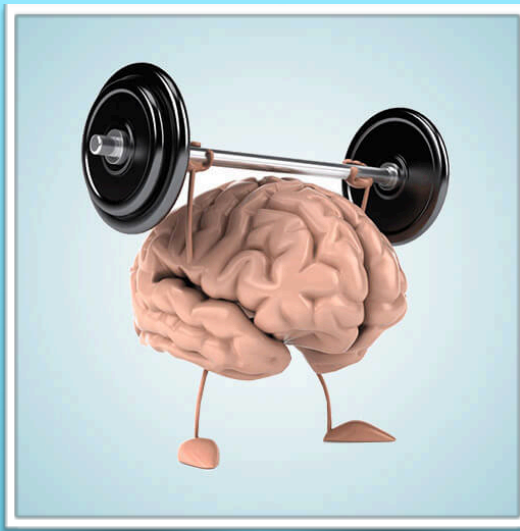
Throughout the conference, Tesfa and I filled our days with workshops. Some of the titles included:

- Learning Profiles of Bright Students with Executive Dysfunction
- Applying Knowledge of Text Structure to Support Content-Area Comprehension and Learning
- Personalized Learning Pathways to Improve Literacy and Student Mindset Outcomes
- Reading Support Strategies for Students with Disabilities
- Intensive Reading and Writing Interventions for Student with Dyslexia and Specific Learning Disabilities
- Exclusionary Discipline for Racially Diverse Students with Disabilities
- Using UDL to improve learner outcomes
- Effective Literacy Instruction for Students with Cognitive Disabilities
- An Overview of Dyslexia Legislation in the United States



SEPTA Fundraiser Trivia Night

Tesfa and I had a great night on Saturday, February 9, 2019, during the Annual SEPTA Trivia Night. It was an event in which about 100 Hastings-on-Hudson community members came together for a fun evening of Trivia. SEPTA has reported the evening was a wonderful success in that they raised close to \$10,000! There were many unique auction and raffle items, some of which were donated by the three schools (Parking spaces during Back to School Night, Principal of the Day, etc). SEPTA has shared with us that they are very thankful for everyone's support!



Hillside Physical Education Program

Beginning September of 2017, our Physical Education teacher, Ms. Ericka Melvin introduced a program called Brain Gym at Hillside Elementary School for all of our K-4 Integrated Co-Teacher classes. “Paul Dennison, an educator in the field of Kinesiology created a series of Brain Gym® movements to directly target and stimulate the brain to help children reach their academic potential. The idea behind Brain Gym® is to use physical movement to access different parts of the brain. Parents and educators can use these types of movements to help their child or student based on behavior, comprehension or retention, organization, executive function, and communication.” Integrated Learning Strategies(2017)

Brain Gym is based on the foundation of PACE (Positive, Active, Clear and Energetic). Its purpose is to focus and calm the body to get one ready for learning before any new activity. PACE may be done anytime an individual feels they are lacking focus and unable to pay attention.

Ms. Melvin is working towards becoming a fully certified Brain Gym Instructor which would allow her to be a Trainer of this methodology. As she completes each course, she will integrate the new models into the program. All children in the Integrated Co-Teacher physical education classes K-4 are participating in this program. Ms. Melvin has presented Brain Gym methodology at Hillside faculty meeting and plans to meet with individual teachers to expand the use of PACE steps into all classrooms. If you have any questions, please feel free to reach-out to Ms. Melvin at melvine@hohschools.org

Target:Areas of the Brain	Target:Area of Education	Target:Movement Purpose	Brain Gym Exercise
Laterality	Auditory, taking notes, Speech, retention, critical thinking, problem solving, creativity	Midline Movements	Cross Crawls
Centering	Focus, attention, fidgeting, following directions, listening to the teacher, executive functioning	Energy Exercises	Brain Buttons
Focus	Anxiety, anxiousness, tantrums, meltdowns, sensory overload, stress	Lengthening Exercises	Hook-Ups Fingers



Guidelines for Translation

The following documents will be provided to Limited Proficient Parents and Guardians in their home language:

- Special Education Procedural Safeguards
- Parents Guide to Special Education
- Meeting Notices
- Prior Written Notices (PWN's)
- Progress Reports
- Teacher Reports
- Evaluation Summary (the summary portion of standardized evaluations completed)
- Social History
 - This can also be completed with a translator in person or over the telephone

A translator will be provided for all Committee of Special Education (CSE) Meetings for Limited Proficient Parents and Guardians:

- Initial Meeting
- Reevaluation Meeting
- Annual Review
- Program Review

Los siguientes documentos se proporcionarán a los padres y tutores de habilidad limitada en su idioma natal:

- Garantías procesales de educación especial
- Guía para padres sobre educación especial
- Avisos de reuniones
- Avisos previos por escrito (PWN)
- Reporte de progreso
- Informes de los maestros
- Resumen de la evaluación (la parte del resumen de las evaluaciones estandarizadas completadas)
- Historia social
 - Esto también se puede completar con un traductor en persona o por teléfono.

Se proporcionará un traductor para todas las reuniones del Comité de Educación Especial (CSE) para padres y tutores con dominio limitado:

- Reunión inicial
- Reunión de reevaluación
- Revisión anual
- Revisión del programa

Contact Information

Beth Haberman

Classified students in grades 9th through 12th, students are in out of district placements, or parentally placed, and special transportation needs.

habermanb@hohschools.org

Theresa Terry

Classified students in grades 5th through 8th and assistive technology needs.

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Alexine Hollocou

CPSE students and classified students in grades Kindergarten through 4th grade.

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Annual Review Season

We are now beginning our Annual Review season!

What does this mean? When we meet as a Committee we will discuss and review the following information:

- your child's progress from the 2018-2019 school year
- your child's current performance (academically, socially, and physically)
- your child's specific strengths
- standardized test results (reevaluation meeting)
- statewide and districtwide assessments
- areas of need in academics, speech and language, social/emotional development and/or motor skills
- goals for the 2019-2020 school year
- recommended programs and services for the 2019-2020 school year
- program modifications and testing accommodations
- post secondary goals and transition needs for students 15 years old and above

Members of the Committee include:

- Chairperson
- Parent(s) or Guardian(s)
- Student (not mandatory)
- General Education teacher
- Special Education teacher
- Psychologist (not mandatory unless it is a reevaluation or increase in services)
- Speech and Language Therapist (not mandatory unless classification is SLI and it is a reevaluation)
- Occupational Therapist (not mandatory)
- Physical Therapist (not mandatory)
- School Counselor (not mandatory)
- Parent member (not mandatory)

Important Dates

Late Start:

Upcoming Community
Conversations

Thursday, March 7, 2019
-Farragut Middle School
6:30 PM-7:30PM

Tuesday, March 21, 2019
- Hillside Elementary
School 6:30 PM-7:30PM

Tuesday March 26, 2019
- Hastings High School
6:30 PM-7:30PM

