

# Miller Place Union Free School District

7 Memorial Drive, Miller Place, New York 11764-2036

Telephone: (631) 474-2700

Fax: (631) 474-9890

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Colleen Card

## School Reopening Task Force

**Meeting:** 3

**Subcommittee:** Special Education

**Date:** July 21, 2020

**Time:** 4:00 pm

**Hosts:** Sandra Wojnowski – Executive Director of Educational Services

Jeremy Koch – Administrator for Special Education

<b>Committee Members</b>	<b>Title</b>
Jeanette Acardi	Teacher
Cory Breines	Operations
Janine Brischler	Teacher
Dr. Marianne Cartisano	Central Office
Susan Craddock	Central Office
Stacey Curti	Teacher
Nicole Farley	Teacher
Maureen Feddern	Teacher
Amy Fischer	Teacher
Anthony Flammia	Parent
SallyAnn Garbe	Office Assistant
Laura Gewurz	Administrator
Maria Gianino	Nurse
Kristin Hennig	Parent
Allison Shirreffs Leek	Parent
Elizabeth Martin	Teacher
Jennine McCann	Teacher
Dawn McCarthy	Parent
Shannon McNulty	Teacher
Kristy Tarsia	Parent
Diana Tufaro	Administrator

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## Meeting Minutes

In this meeting, the focus is on how special education is impacted and will work with a hybrid model. Reopening decisions will be made in the first week of August. Emails that have come in have included topics for other subcommittees. Subcommittee email addresses were given to the committee members to send questions outside of special education to the appropriate committee.

An email regarding the regression was discussed. The referral process was discussed on page 116 in the NYSED Reopening Guidance.

The Steering Committee decided that all sub-committee meeting minutes would be posted on the website.

Evaluations for students who were in the process of being evaluated were discussed. Reevaluations, along with initials, have been taking place over the summer. The special education department is looking into a technology-based evaluation system to use in case of further closures.

The evaluations that have been conducted thus far has been at AMPS. The custodial staff was complimented on adhering to the evaluation schedule to ensure proper cleaning occurs between sessions. CSE meetings have been conducted through phone conferences thus far.

The district is in the process of switching from Microsoft 365 to Google Classroom. The hybrid model was discussed with the committee. Students would be in school buildings two days a week, on a remote platform for two days, and receive live instruction one day a week. A member clarified that work on the remote platform would not be live with a teacher through technology. A "Flipped Model" was mentioned, but the district would have to examine differing models' age-appropriateness to ensure all topics are covered.

For the integrated co-teaching classrooms (ICT), it is essential to look at options to work in small groups in person and through technology. Small groups of special education students will be appropriate as long as there is contact with non-special education peers during the school day.

If this hybrid model is utilized, students in a special class will have a modified hybrid model and be in the school building four days a week and one day live instruction.

Testing accommodations led the committee's discussion into extra spaces. It was explained that with spaces come more areas that must be cleaned.

Scheduling was discussed as far as splitting building schedules. Many scenarios have been looked at in isolation in how they impact individual students, staff, grade levels, buildings, and transportation.

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## Committee Questions

1. How does moving to Google and new devices impact out of district students? Some placements are already using a Google Platform and providing devices. If a placement requests a device for a student, our district will provide the device.
2. If there are ten special education students in a class, do they come together or split days 5 and 5? Right now, the district is looking to have students K-12 come in alphabetically. A thought would be to keep ICT students together in a cohort.
3. How will speech and other related services work in the hybrid model? Right now, OT/PT is being examined as possibly taking place when students are at home, so pullouts from the classroom are limited. We will continue to assess scheduling for speech and counseling as the providers are in-district staff members.
4. How will testing accommodations such as tests read going to be completed within the classroom? Testing accommodations will be discussed in the future.
5. Are acquiring trailers with HVAC to assist in increasing spacing and meet needs such as testing rooms or extra classrooms? At this time, tents have been purchased to help with spacing, but what happens in the future is to be determined. This is not just a space issue but a cleaning issue as well. The district is investigating the repurposing space.
6. How do hybrid students (ICT math, Special class ELA, SS & Sci) come into school on the secondary level? This type of schedule is going to have to be worked out.
7. If individualized education plans (IEPs) need to be changed, is there a way to expedite that? Changes can be completed through an amendment: no meeting.
8. Is there a plan if the special classes are full? The size of the classroom will determine the max number of students that can be in the classroom. A suggestion of staggering the grade levels was given, but the time to clean in between would be difficult as would transportation.

## Possible Items for next meeting:

- What is the procedure should the Governor issue a "Stop" and go full remote learning?
- How should "Live Instruction on Wednesdays look?"