

Malverne School District
Office of Special Education

To: Dr. Lorna R. Lewis
From: Meredyth I. Martini
Re: Committee on Special Education Recommendations
Date: February 1, 2022

Purpose of Enclosure:

Schedule G attached contains recommendations made by the Committee on Special Education.

Action Requested:

Request that the Board of Education approve the recommendations at the February 8, 2022 Board of Education meeting.

Enclosures:

Specific recommendations made by the Committee on Special Education for meetings held on 10/15/2021, 11/15/2021, 11/23/2021, 12/03/2021, 12/07/2021, 12/14/2021, 12/15/2021, 12/21/2021, 01/05/2022, 01/12/2022, 01/21/2022, and 01/28/2022.

Specific recommendations made by the Sub-Committee on Special Education for meetings held on 12/03/2021, 01/04/2022, 01/06/2022, and 01/11/2022.

Specific recommendations made by the Committee on Preschool Special Education for meetings held on 01/06/2022, 01/13/2022, 01/20/2022, and 01/27/2022.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason		Decision	Disability	Recommended School
11/15/2021				CSE	Requested Review	Classified	Autism	South Side High School
		<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
		Adapted Physical Education	09/01/2021	06/24/2022	6:1	3	6 day cycle	40 mins
		Consultant Teacher Services	09/01/2021	06/24/2022	Direct	3	Weekly	1 hr
		Consultant Teacher Services	09/01/2021	06/24/2022	Direct	3	Weekly	1 hr
		Special Class - Language Arts	09/01/2021	06/24/2022	12:1:1	1	Daily	40 mins
		Special Class - Math	09/01/2021	06/24/2022	12:1:1	1	Daily	40 mins
		Special Class - Reading	09/01/2021	06/24/2022	12:1:1	1	Daily	40 mins
		Special Class - Science	09/01/2021	06/24/2022	12:1:1	1	Daily	40 mins
		Special Class - Social Studies	09/01/2021	06/24/2022	12:1:1	1	Daily	40 mins
		Behavior Intervention Services	11/15/2021	06/10/2022	1:1	2	Daily	1 hr
		Occupational Therapy	09/01/2021	06/10/2022	1:1	2	6 day cycle	30 mins
		Physical Therapy	09/01/2021	06/10/2022	1:1	1	6 day cycle	30 mins
		Speech/Language Therapy	09/01/2021	06/10/2022	1:1	3	6 day cycle	30 mins
		Consultant Teacher Services	07/06/2021	08/23/2021		3	Weekly	1 hr
		Consultant Teacher Services	07/06/2021	08/23/2021		3	Weekly	1 hr
		Special Class	07/26/2021	08/23/2021	12:1+2	1	Daily	4 hrs
		Occupational Therapy	07/26/2021	08/23/2021	Small Group	1	Weekly	30 mins
		Physical Therapy	07/26/2021	08/23/2021	Small Group	1	Weekly	30 mins
		Speech/Language Therapy	07/26/2021	08/23/2021	Small Group	2	Weekly	30 mins

BOE Info: CSE met for a program review at the request of Rockville Centre. This student previously attending the [REDACTED] and this is his first year within the high school. Based on the various reports provided and parent information, it is the recommendation of the Committee to send out packets to different high school programs. District agreed to provide 2 hours per day of additional behavior intervention services until the new placement starts.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
12/15/2021				CSE Initial Eligibility Determination Meeting	Ineligible		Student is Parentally Placed in a Nonpublic School
BOE Info: This CSE meeting was held as an initial eligibility meeting for this student, referred by his mother who has concerns regarding his hand dominance, fine motor and articulation skills. Though he is of kindergarten age, his parents kept him in preschool due to a very late birthday. In class, his teacher reports him as a talkative student who has fair preacademic skills. He is not fidgety in school but can be rigid when completing assignments. Results of the psychoeducational, speech/language, and occupational therapy evaluations were reviewed. Noted articulation errors made were developmental. Fine motor skills emerged as average. Based on results of the evaluations, committee discussion, teacher/parent input, the CSE did not find this child eligible for special education services, at this time. The parent participated in the meeting via WebEx and was in agreement with the findings.							

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
12/21/2021				CSE Initial Eligibility Determination Meeting	Ineligible		Malverne High School

BOE Info: CSE did not deem this student eligible for special education at this time.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
12/14/2021				CSE	Program Review	Classified	BOCES Jerusalem Avenue School
Program/Service Start Date End Date Ratio Freq. Period Duration							
Special Class	01/03/2022	06/24/2022	9:1+2	1	Daily	5 hrs	
Counseling	09/09/2021	06/24/2022	1:1	1	Weekly	30 mins	
Counseling	09/09/2021	06/24/2022	Small Group (2:1)	1	Weekly	30 mins	
Speech/Language Therapy	09/09/2021	06/24/2022	Small Group (2:1)	1	Weekly	30 mins	
Speech/Language Therapy	09/09/2021	06/24/2022	1:1	1	Weekly	30 mins	
Special Class	07/02/2021	08/13/2021	6:1:1	1	Daily	2 hrs 30 mins	
Counseling	07/02/2021	08/13/2021	Small Group (2:1)	1	Weekly	30 mins	
Speech/Language Therapy	07/02/2021	08/13/2021	1:1	1	Weekly	30 mins	

BOE Info: CSE met to discuss this student's placement. Team reported this student would benefit from a change from the 6:1:1 to a 9:1:2. All members were in agreement with this change. It would be effective 1/3/21. Parent was present and in agreement with the recommendations.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee	Reason	Decision	Disability	Recommended School
12/14/2021				CSE	Requested Review	Classified	Learning Disability	Malverne High School
Program/Service Resource Room Program								
Start Date 03/01/2022								
End Date 06/24/2022								
Ratio 5:1								
Freq. 1								
Period Daily								
Duration 40 mins								
BOE Info: CSE met to review this student's current progress. Based on the CSE discussion there was no need to make any changes. At this time, the IEP will remain the same.								

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
12/07/2021							
Program/Service Start Date End Date Ratio Freq. Period Duration Special Class 01/03/2022 06/24/2022 12:1:1 1 Daily 3 hrs 30 mins Counseling 01/03/2022 06/10/2022 Small Group 1 Weekly 30 mins Speech/Language Therapy 12/08/2021 06/10/2022 Small Group 2 6 day cycle 30 mins							
BOE Info: CSE met for initial eligibility meeting for this [REDACTED] grade student. This student is a new entrant from the [REDACTED]. This student was deemed eligible for special education when transitioning from CPSE to CSE. Parents had student start kindergarten with his current IEP but elected to remove him from the school due to the remote nature of the program. Family moved to Malverne and this student started in September in his age appropriate grade (first grade). All evaluations were conducted since this was considered an initial meeting as well as seeking information about this student's present levels of performance. Based on all the evaluations, this student was deemed eligible under the Speech or Language Disability classification. Recommendations coincide with NYC and this student will receive support through a 12:1:1 classroom. Related services CO and SLP) were recommended as well. An occupational therapy evaluation was conducted. Based on his performance, he was not recommended for that additional related service. Parents were present and participated in the CSE meeting.							

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee	Reason	Decision	Disability	Recommended School
01/05/2022	██████	██	██	CSE	Parent Request	Classified	Learning Disability	Malverne High School
<u>Program/Service</u>			<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Integrated Co-teaching Services			09/09/2021	06/24/2022		2	Daily	40 mins
Special Class			09/09/2021	06/24/2022	12:1:1	1	Daily	42 mins

BOE Info: CSE met for a program review of this █ grade student. This student had a recent medical situation (vitreous hemorrhage in her right eye) that resulted in no vision and required bed-rest. At this time, her vision has returned in the right eye but parents report she continues to be at risk for another episode. It should be noted that in September 2018, she had a detached retina in her left eye that continues to have medical oil in resulting in no vision in that eye. Student is cleared to returned to school. CSE recommended a vision evaluation to determine any additional services that would be warranted at this time, as well as appropriate accommodations in and out of the classroom. Parents were in agreement with this recommendation. Currently this student does leave class a few minutes early to avoid the traffic in the hallways in between periods. This will continue. A plan will be devised to address a reoccurrence of the hemorrhage while in the hallways.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
12/15/2021				CSE	Classified	Learning Disability	Davison Avenue Elementary School
Program/Service							
Resource Room Program			Start Date	End Date	Ratio	Freq. Period	Duration
			09/09/2021	06/24/2022	5:1	1 Daily	40 mins
Occupational Therapy			09/13/2021	06/10/2022	Small Group (3:1)	2	6 day cycle 30 mins

BOE Info: CSE met for a program review as per the parents' request. This grade student is new to Davison Avenue (as our students' transition in third grade) and began receiving special education services January 2021 for a learning disability (dyslexia). Student's present levels of performance were reviewed as well as his progress toward his IEP goals. The most noticeable change is his willingness to apply strategies to attack unfamiliar words and to self-correct while reading. This student's grade in the general education classroom are between 85-100 with only the spelling list modified. The classroom and test accommodations are proving effective to address his reading disability. Parents acknowledge the growth may be inconsistent at times and would like consistent communication pertaining to their son's progress so they can work in conjunction with the team. Special Education teacher will meet again with parents mid to late January to review his progress. At this time changes to his IEP were in the management section and classroom accommodation sections based on CSE's discussion.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/12/2022				CSE	Initial Eligibility Determination Meeting	Classified PP Within District Dual Enrollment	Student is Parentally Placed in a Nonpublic School
Program/Service Resource Room Program Start Date 01/18/2022 End Date 06/24/2022 Ratio 5:1 Freq. 1 Period Daily Duration 40 mins							
BOE Info: This CSE meeting was held as an initial eligibility meeting for this child who is parentally placed in a nonpublic school. He was referred due to concerns regarding his academic progress, specifically, his reading level and ability to retain and recall information. The meeting was held via WebEx. His teacher reports that he is a very active boy who shows a strong interest in learning. He has a difficult time remembering information and can struggle with concepts. Results of the evaluations were reviewed. He shows low to high average cognitive skills, with a strength in verbal comprehension. Academic evaluation results indicate low academic skills across reading and writing. However, testing of limits indicated higher abilities. The child shows a significant weakness in basic reading skills, such as decoding and encoding, which therefore impact his ability to demonstrate reading comprehension and sentence writing skills. Based on the results of the evaluations, parent/teacher input and committee discussion, the CSE found this child to be eligible for special education services as a student with a Learning Disability. Resource Room services are recommended. Accommodations were discussed and reviewed. The parents participated in the meeting via teleconference and were in agreement with the recommendations discussed.							

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
11/23/2021	[REDACTED]	[REDACTED]	[REDACTED]	CSE	Program Review	Classified	Other Health Impairment
	Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
	Adapted Physical Education	09/01/2021	06/24/2022	NA	1	Daily	41 mins
	Special Class	09/01/2021	06/24/2022	8:1+2	4	Weekly	1 hr
	Special Class	09/01/2021	06/24/2022	12:1:1	3	Daily	41 mins
	Job Coach	09/01/2021	06/24/2022	1:1	5	Weekly	3 hrs
	Travel Training.	09/01/2021	06/24/2022	Small Group (4:1)	2	Weekly	45 mins
	Special Class	07/05/2021	08/13/2021	12:1+1	1	Daily	3 hrs

BOE Info: CSE met to discuss this student eligibility to remain in school one year post-COVID based on guidance from the NYSED. Participants stated this student was not given opportunities related to his transition planning that would set him up for post-secondary plans. This year, this student is able to go back into the community and work again in various locations. CSE agreed to the 22-23 school year.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
10/15/2021				CSE	Classified	Other Health Impairment	BOCES Career Prep. High School
Program/Service Start Date End Date Ratio Freq. Period Duration							
Special Class	09/09/2021	06/24/2022	9:1+2	5	Weekly	5 hrs	
Counseling	09/09/2021	06/24/2022	1:1	2	Weekly	30 mins	
Counseling	09/09/2021	06/24/2022	Small Group (3:1)	1	Weekly	30 mins	

BOE Info: CSE met in a program review to discuss this student's progress thus far this school year. Based on this student's input, there will be additional strategies used both in counseling and throughout the school day to help her avoid escalating a situation. Student is supposed to be participating in outside counseling through the foster agency but she does not want to attend at this time. There were no changes made to her IEP at this time. Foster agency participated in the meeting.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

<i>Meeting</i>	<i>Alt ID#</i>	<i>Age</i>	<i>Grade</i>	<i>Committee Reason</i>	<i>Decision</i>	<i>Disability</i>	<i>Recommended School</i>
12/03/2021				CSE Requested Review Transfer Student	Classified	Other Health Impairment	Davison Avenue Elementary School
	Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
	Special Class	12/06/2021	06/24/2022	12:1:1	1	Daily	3 hrs 30 mins
	Counseling	09/13/2021	06/24/2022	Small Group	1	Weekly	30 mins

BOE Info: CSE met on this previously classified new entrant. Student is from the ██████████ School District. CSE agreed to provide a special class and counseling as per his previous IEP. Parent was present and in agreement with the recommendation. There was a translator present as well.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/21/2022				CSE	Classified	Multiple Disabilities	South Side Middle School
Program/Service							
Adapted Physical Education							
			Start Date	End Date	Ratio	Freq. Period	Duration
			09/01/2021	06/24/2022	6:1	3 6 day cycle	40 mins
			09/01/2021	06/24/2022	12:1:1	1 Daily	3 hrs 30 mins
Special Class							
			09/13/2021	06/10/2022	Small Group	2 6 day cycle	30 mins
Occupational Therapy							
			09/13/2021	06/10/2022	Small Group	2 6 day cycle	30 mins
Physical Therapy							
			09/13/2021	06/10/2022	1:1	1 6 day cycle	30 mins
Speech/Language Therapy							
			09/13/2021	06/10/2022	Small Group (3:1)	2 6 day cycle	30 mins
Speech/Language Therapy							
			07/01/2021	08/23/2021	12:1:1	1 Daily	4 hrs
Special Class							

BOE Info:

CSE for a program review of this student attending Southside Middle School. CSE discussed the continued need for a 1:1 LPN during the school day and on the school bus. RVC Physician reviewed the updated medical management plan. Based on the information provided by this student's doctor, a 1:1 LPN is not necessary. Supervision is necessary. CSE will change the IEP to reflect a 1:1 monitor during the school day as well as on the school bus. RVC school nurse shared she will train the 1:1 monitor as well as all staff in the classroom to be available to support this student. Student will be included in this training as a means to develop self-advocacy skills and independence. For school trips an RN will still be apart of her IEP. School will provide ample time to secure an RN for the trips.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason			Decision	Disability	Recommended School
01/21/2022				CSE	Program Review	Classified		Autism	Calhoun High School
Program/Service		Start Date	End Date	Ratio	Freq.	Period	Duration		
Adapted Physical Education		01/31/2022	06/09/2022	8:1	3	6 day cycle	41 mins		
Consultant Teacher Services		09/01/2021	06/24/2022	Direct	3	Weekly	1 hr		
Consultant Teacher Services		09/01/2021	06/24/2022	Direct	3	Weekly	1 hr		
Special Class		01/31/2022	06/09/2022	8:1+1	7	Daily	41 mins		
Behavior Intervention Services		01/31/2022	06/10/2022	1:1	40	Yearly	1 hr		
Behavioral Intervention Services Consultation		01/31/2022	06/09/2022	1:1	20	Yearly	1 hr		
Occupational Therapy		09/01/2021	06/10/2022	1:1	2	6 day cycle	30 mins		
Parent Counseling and Training		01/31/2022	06/09/2022	1:1	5	Yearly	1 hr		
Physical Therapy		09/01/2021	06/10/2022	1:1	1	6 day cycle	30 mins		
Speech/Language Therapy		09/01/2021	06/10/2022	1:1	3	6 day cycle	30 mins		
Speech/Language Therapy		01/31/2022	06/09/2022	Small Group (5:1)	3	6 day cycle	30 mins		
Consultant Teacher Services		07/06/2021	08/23/2021		3	Weekly	1 hr		
Consultant Teacher Services		07/06/2021	08/23/2021		3	Weekly	1 hr		
Special Class		07/26/2021	08/23/2021	12:1+2	1	Daily	4 hrs		
Occupational Therapy		07/26/2021	08/23/2021	Small Group	1	Weekly	30 mins		
Physical Therapy		07/26/2021	08/23/2021	Small Group	1	Weekly	30 mins		
Speech/Language Therapy		07/26/2021	08/23/2021	Small Group	2	Weekly	30 mins		

BOE Info: CSE met to discuss a new placement for this student that is currently attending RVC Schools (Southside High School). Based on a screening BMCHSD reported they have an appropriate program for him at Calhoun HS. Participates shared their observations and recommendations for the program and related services. Parents participated in the meeting and were in agreement with the recommendations. Student will begin on January 31, 2022.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/28/2022				CSE	Classified	Learning Disability	BOCES Jerusalem Avenue School
Program/Service Start Date End Date Ratio Freq. Period Duration							
Special Class	11/01/2021	06/24/2022	6:1:1	1	Daily	5 hrs	
Counseling	11/01/2021	06/24/2022	1:1	2	Weekly	30 mins	
Counseling	11/01/2021	06/24/2022	Small Group (2:1)	1	Weekly	30 mins	
Speech/Language Therapy	11/01/2021	06/24/2022	Small Group (2:1)	1	Weekly	30 mins	

BOE Info: This CSE meeting was held as a requested review for this previously classified transfer student. The student previously attended BOCES Jerusalem Ave as a Malverne student last school year, but moved to ██████ in December 2020. She did not attend school while living in ██████. She has recently moved back to Malverne and has accepted placement at Jerusalem Ave in a 6:1:1 setting. Previous related services and accommodations are recommended to reconvene; Counseling is recommended 2x/Week (1:1), 1x/Week (2:1), and Speech/Language Therapy is recommended 1x/Week (2:1). She will have the use of a BIP and time out room, if necessary. During her screening, she was noted to squint often. Her parent reported that she broke her glasses and it was encouraged that she follow up with the eye doctor soon. Preferential seating, close to the front of the room, is recommended to be added to her IEP. The committee discussed concerns with an appropriate grade level, as she was only exposed to the 3rd grade curriculum for a few months. Social concerns with appropriate peer relationships were also discussed. Based on academic and social/emotional functioning, the CSE agreed that she will enter 4th grade, however, this may be reassessed in the future. Updated evaluations were to be conducted prior to COVID and her leaving Jerusalem Ave. Consent for these evaluations will be sent home (Psychological, Educational, Updated BIP). The district accepts BOCES goals. The student's mother participated via phone and was in agreement with the recommendations discussed.

1/28/2022 Parent signed an IEP Amendment Consent Form to remove the bus harness.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School		
12/03/2021				Sub CSE	Requested Review	Classified	Learning Disability	Howard T. Herber Middle School	
<u>Program/Service</u>									
Integrated Co-teaching Services				<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
				09/09/2021	06/24/2022		4	Daily	40 mins
Special Class				09/09/2021	06/24/2022	12:1	1	Daily	42 mins

BOE Info: The CSE met on this student in a review meeting. Teacher reports indicate that this child struggles in most of her academic areas. Her basic skills are below expected grade level across all domains.

The CSE considered a more restrictive environment but her mother requested that we continue to implement strategies to give her time to improve. CSE decided to make no change at this time. Parent attended via telephone and was in agreement. This student is recommended to continue to be classified as learning disabled and receive special education services in an inclusion class.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/06/2022				Sub CSE Requested Review Transfer Student	Classified	Speech or Language Impairment	Maurice W. Downing Elementary School

Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
Speech/Language Therapy	09/25/2021	06/10/2022	Small Group	2	6 day cycle	30 mins

BOE Info: This CSE meeting was held as a review for a new entrant. The student was previously classified as a student with a speech/language impairment. His teacher reported that he acclimated nicely to the classroom and school. He participates nicely and retains learned information. He has made nice progress this school year, in both his academics and his speech/language skills. In regards to his reading skills, he is currently reading on an independent level C and being instructed on a level D. His speech therapist reported that his intelligibility has improved. He presents with phonological processes in his speech. He is currently working at eliminating them at the word level. He benefits from prompting to use his strategies to eliminate the processes at the conversation level. Furthermore, he benefits from strategies to slow down his rate of speech. This will continue to be targeted. Based on the information presented, teacher report, provider report and committee discussion, the CSE recommended that this student receive speech/language therapy services. The student's parent participated in the meeting and was in agreement with the recommendations.

Committee Recommendations for Board of Education Review with Details 0

Meeting	Alt ID#	Age	Grade	Committee Reason					Decision	Disability	Recommended School	
01/11/2022				Sub CSE					Amendment - Agreement No Meeting	Classified	Other Health Impairment	Maurice W. Downing Elementary School
Program/Service				Start Date	End Date	Ratio	Freq.	Period	Duration			
Occupational Therapy				09/13/2021	06/10/2022	Small Group	2	6 day cycle	30 mins			
Physical Therapy				01/24/2022	06/10/2022	Small Group	1	Weekly	30 mins			
BOE Info: This amendment-agreement no meeting was done in order to add physical therapy services. Based on the results of a physical therapy evaluation, the CSE recommends that this student receive physical therapy services in addition to the occupational therapy services. The student's parent signed consent to amend the IEP without having a CSE meeting and were in agreement with the changes made.												

Committee Recommendations for Board of Education Review with Details 0

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/04/2022				Sub CSE	Classified	Other Health Impairment	Howard T. Herber Middle School
Program/Service							
Integrated Co-teaching Services				Start Date	End Date	Ratio	Freq. Period
				09/09/2021	06/24/2022		4 Daily
Special Class				09/09/2021	06/24/2022	12:1	1 Daily
Counseling				09/13/2021	01/04/2022	sm. group	1 Weekly
						40 mins	
						42 mins	
						30 mins	

BOE Info: The CSE subcommittee met in an Annual Review meeting for this 6 grade student who was re-classified midway through this school year. The student has been successfully supported in the ICT setting with counseling as a related service., She has benefitted from additional teacher support and testing accommodations. the committee is recommending continuation of her placement in ICT for the 2021-2022 school year with Counseling as a related service. the meeting was held via Webex and all participants including the student's parent's were in agreement with the recommendations. 01/04/2022 Parent signed IEP Amendment Consent Form removing Counseling as a Related Service

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/06/2022				CPSE	Initial Eligibility Determination Meeting	Classified Preschool	Preschool Student with a Disability To Be Determined
Program/Service Special Class in an Integrated Setting Speech/Language Therapy Start Date 01/18/2022 01/18/2022 End Date 06/24/2022 06/24/2022 Ratio 15:1+1 1:1 Freq. 5 2 Period Weekly Weekly Duration 5 hrs 30 mins							
BOE Info: This CPSE meeting was held as an initial eligibility meeting for this student. The meeting was conducted via WebEx. The student was referred by her parents, who are concerned with her delays in conversational and social language skills. She has not outgrown certain excitable behaviors, such as flapping. She was previously evaluated through EI but found ineligible. She does not currently attend a day care or preschool. Results of the evaluations were reviewed. She displays average to superior cognitive skills. Ratings on the Vineland and BASC were average/adequate. She required frequent redirection and needed continued visual and verbal support to move through the evaluation. Eye contact was noted to be fleeting, while speech was repetitive, perseverative, and rote in nature. Receptive and expressive speech emerged within the average range, though pragmatic speech is considered to be severely delayed. She was approximately 50% intelligible. Phonological processes were noted to be delayed and articulation fell within the 4th percentile. Fine motor skills fell within the 8th percentile. Grasping fell within the 5th percentile, while VMI emerged in the 25th percentile. Based on the results of the evaluations, parent input and committee discussion, the CPSE found this student to be eligible as a preschooler with a disability. Due to social/emotional, attentional and language concerns, the structure of an integrated setting in a special class center based preschool is recommended. Speech is recommended 2x30/week. Packets will be sent to various programs with appropriate settings seeking immediate and/or September placement. In consideration of the detailed behavioral observations and parent input, a diagnostic evaluation through an educational evaluation is recommended in order to further assess the student's functional needs. The student's parents participated in the meeting and were in agreement with the recommendations discussed.							

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/13/2022				CPSE Initial Eligibility Determination Meeting	Ineligible		
BOE Info: This CPSE meeting was held as an initial eligibility meeting for this student. The meeting was held via WebEx. The student was referred by her parents, who express concerns with her speech. Her words can slur together at times and she can present with a lisp. She attends a local preschool full time. Her teacher expresses that she does not use her speech as much as the rest of the class. She often follows her peers rather than initiates. Results of the evaluations were reviewed. Cognitively, she demonstrates average skills. Results of the speech/language evaluation indicate average expressive and receptive language for her age. Some phonological errors were noted, but are considered developmental. She was intelligible. Results of OT and PT evaluations indicate average fine and gross motor abilities. She can sometimes demonstrate a lack of awareness in her surroundings, which may cause her to bump into things. This appears to be due to distraction or excitement, not a gross motor delay in strength. The committee discussed the student's age as a factor, as she has a late birthday and may be much younger than her peers in the 3 year old class at her preschool, therefore, may present differently in regards to her skills. However, based on the results of the evaluations, she is developmentally appropriate compared to other children her same age. Based on the results of the evaluations, parent/teacher input, and committee discussion, the CPSE did not find this student to be eligible for special education services, at this time. Both parents participated in the meeting and were in agreement with the discussion and findings.							

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/20/2022	██████	██████	CPSE	Requested Review	Classified Preschool	Preschool Student with a Disability	Preschool Itinerant Services Only

Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
Speech/Language Therapy	11/29/2021	06/24/2022	1:1	3	Weekly	30 mins

BOE Info: This CPSE meeting was held as a Requested Review for this previously classified preschooler. The meeting was held via WebEx. An OT Evaluation was recommended at the time of his initial classification. Parents and teacher both report improvement in his overall speech skills. Fine motor skills are nicely emerging in the classroom. Results of the evaluation were reviewed. Overall fine motor skills, including grasping and visual integration, fell within the average range. Based on the results of the evaluation and parent/teacher report, the CPSE did not find this child eligible for OT services at this time. He will continue to receive ST 2x30/week. The student's parents participated in the meeting and were in agreement with the discussion.

01/20/2022	██████	██████	CPSE	Requested Review	Classified Preschool	Preschool Student with a Disability	Preschool Itinerant Services Only
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Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
Occupational Therapy	01/24/2022	06/24/2022	1:1	2	Weekly	30 mins
Speech/Language Therapy	01/02/2022	06/24/2022	1:1	2	Weekly	30 mins

BOE Info: This CPSE meeting was held as a Requested Review meeting for this previously classified preschooler. The meeting was held via WebEx. The purpose of the meeting was to review a recent occupational therapy evaluation, which was requested at his time of transition from EI to CPSE. The student's classroom teacher reports that he has very weak handwriting and struggles to write or trace, even with markers. He struggles to open his pencil case and unzip his lunchbox. At times, he will sit silently instead of engage in fine motor activities in the classroom. Results of the evaluation were reviewed. Overall fine motor emerged within the 5th %tile, with grasping falling at the 5th percentile as well. He demonstrated immature grasping patterns and weak bilateral integration skills for his age. VMI skills were below average. Based on the results of the evaluation, teacher report and committee discussion, the CPSE recommends OT 2x30 for this student. His parent participated in the meeting and was in agreement with the recommendations discussed.

Committee Recommendations for Board of Education Review with Details (February 8, 2022)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
01/27/2022				CPSE Initial Eligibility Determination Meeting	Ineligible		

BOE Info: This CPSE meeting was held as an initial eligibility meeting for this student. The meeting was held via WebEx. He currently attends a local day care five days a week. The referral was made after the teacher reported increasing concerns regarding the student's attention span in school. He can become bored easily and needs extra assistance to attend to tasks. In school, he needs a lot of redirection and prompting. He is a very active child. Results of the evaluations were reviewed. Psychological evaluation indicates average cognitive abilities for his age. Speech/Language evaluation indicates average overall language skills. Based on the results of the evaluations, parent and teacher report and committee discussion, the CPSE did not find this student eligible as a preschooler with a disability, at this time. Positive behavior strategies were discussed, such as reinforcement and reward systems. If behaviors increase and begin to greatly impact the student's ability to learn, a re-referral may be made in the future. The student's parents participated in the meeting and were in agreement with the recommendations discussed.