

Individualized Education Plan

If a child is found to have an educational disability through the CSE, a plan called an Individualized Education Plan (IEP) will be written to support the child. The plan will include special education services, as well as related services, program modifications, and/or testing modifications that it was determined your child needs.

Most of the time these services are available within our school buildings, and often within the same classes your child attends now. Some students with severe disabilities attend programs in other buildings through cooperative agreements with DCMO BOCES.

**Parental consent is needed prior to implementing the IEP.

Special Education Services Include:

Direct Consultant Teacher Services
Indirect Consultant Teacher Services
Resource Room
Special Class Instruction

Related Services Include:

Assistive Technology
Counseling
Occupational Therapy
Physical Therapy
Speech and Language Therapy

You may have more questions

A more comprehensive resource about the evaluation process and special education can be found here:

www.p12.nysed.gov/specialed/publications/policy/parentguide.htm

And of course, feel free to ask questions throughout any of this process. There is no such thing as a "stupid" question!

Contact Us

Phone: 607-988-5034

Fax: 607-988-5070

Mail: 2641 STATE HIGHWAY 7
P.O. BOX 483
OTEGO, NY 13825

Director of Special Programs:

Katherine Mazourek
kmazourek@unatego.stier.org

Special Programs Secretary:

Jessica Marino
jmarino@unatego.stier.org

School Psychologist:

Jennifer Potrzeba
jpotrzeba@unatego.stier.org



Committee on Special Education

What is the CSE and
how can I get my
child tested?



This brochure was created by Jen Potrzeba during the Spring of 2020, courtesy of the Corona Virus.

Unatego Central School District

What is the CSE?

The Committee on Special Education is the main committee that serves students with disabilities in grades K through 12. In order to be classified by the CSE, a student must be found to have an educational disability, through the referral process described in this brochure.

I think my child needs more help. What should I do?

First, always talk to your child's teacher first. They can help you decide if making a referral to the CSE is the right step. There are many ways students can receive extra help outside of special education, including academic intervention services, after-school homework help, school counseling, etc.

If your child isn't already receiving any of those types of help, it usually makes sense to request those supports first.

Making a Referral

Teachers can request a referral by completing a "Request for Referral." Contact your principal for this paperwork.

Parents can also make a referral. They should call the Special Programs office and ask that a Referral form be sent to them.

After the Special Programs Office receives a referral, the office will send the parent a packet that includes a consent form and other paperwork describing what evaluations are being proposed. Parental consent must be returned before the student can be evaluated.

What should I tell my child?

Tell your child that someone will be working with them a few times, and to try their best. Usually we try to avoid using the word "test," as this can make them nervous. If they ask why this is going to happen, explain that we want to see how well they are learning in school and to find out what their teachers can do to help them learn the best way.

Multi-Disciplinary Evaluation

Once parental consent is obtained, a multi-disciplinary evaluation will be conducted. New York State requires that districts complete these evaluations within 60 calendar days of the date that parental consent was received.

Depending on the specific concerns about the student, this may include several of the evaluation types listed here. These won't be all conducted on the same day, and the providers do their best to minimize the impact of missing classes and activities for your child.

Types of Evaluations:

Classroom Observation- An observation of the child is a required component of an initial CSE Evaluation. The child will be observed in their educational setting by a school psychologist, special education teacher, or other qualified professional.

Physical Examination- A physical examination is also a required evaluation component in NYS. Usually the school district already has a recent physical exam on file, and this is used to determine if any physical or medical factors interfere with the learning process, such as vision or hearing.

Social History- A psychologist, special education teacher, or other professional will contact you to gather background information about your child. You may be asked to complete a social history questionnaire or other paperwork about your child.

Psychoeducational Evaluation- Conducted by the school psychologist, this evaluation typically includes an examination of a child's ability to learn, academic achievement skills, and any emotional or behavioral factors that may contribute to learning difficulties.

Speech and Language Evaluation- Conducted by a Speech and Language Pathologist, for the purpose of identification of articulation, language and communication disorders.

Types of Evaluations, Cont.

Occupational Therapy Evaluation- Conducted by an Occupational Therapist. An assessment of primarily fine motor skills involving balance, coordination, strength, visual motor control, speed and dexterity.

Physical Therapy Evaluation- Conducted by a Physical Therapist. An assessment of primarily gross motor skills involving balance, coordination, strength, visual motor control, speed and dexterity.

Functional Behavior Assessment- An intensive process of gathering and analyzing information in order to determine the purpose or intent of a child's behavior. This type of evaluation is usually conducted when behaviors are severe or are significantly interfering with learning.

Eligibility Determination

After the evaluations are complete, parents, teachers, and any specialists who evaluated the child will attend an eligibility meeting. At this meeting, we discuss whether the child has an educational disability, as defined by New York State.

In NY, students must display a disability in one of 13 categories, such as Emotional Disturbance, Hearing Impairment, Intellectual Disability, Learning Disability, Other Health Impairment, Speech and Language Impairment, Visual Impairment, etc.

In order to qualify for special education services, a child must not only have a disability, but that disability must be significantly interfering with their educational performance or ability to benefit from general education. This is an important distinction, as not all students with a disability qualify for special education services.

If a child does *not* qualify for special education services, they may still qualify for a Section 504 Plan. In addition, other supports are available to general education students, including school counseling, academic intervention services, after school homework help, etc.