

If my child is classified by the Child Study Team, is the information shared and will he or she be “classified” for the remainder of his/her school years?

All information on a classified student is completely confidential: only the student’s teachers, Child Study Team members and some members of administration see an IEP or other information. When a special education student moves on to another school system, the student’s confidential file will only be sent to the new school with the parents’ knowledge and approval. The progress of every classified student is reviewed annually and eligibility for Special Education is determined every three years.

Does the Child Study Team assist any other students?

The Child Study Team also provides preventative and support services to non-disabled students. Team members act as consultants to the general education staff and parents regarding interventions, resources, services and programs for students experiencing difficulties in learning.

How can I get more information?

For more information about the Child Study Team call:

- Ms. Patricia Dowd, Director of Special Services at 973-399-6800 Ext.1921
- Contact your child’s Principal to direct you
- Visit CSTs in each of our schools

CHILD STUDY TEAM OFFICE LOCATIONS:

TEAM A – BERKELEY TERRACE ELEMENTARY SCHOOL

TEAM B – MADISON AVENUE ELEMENTARY SCHOOL

TEAM C – UNIVERSITY ELEMENTARY SCHOOL

TEAM D – THURGOOD MARSHALL ELEMENTARY SCHOOL

TEAM E- UNIVERSITY MIDDLE SCHOOL

TEAM F- IRVINGTON HIGH SCHOOL

TEAM G – UNION AVENUE MIDDLE SCHOOL

SPECIAL SERVICES

CHILD STUDY TEAMS

Irvington Public Schools



What is the Child Study Team?

The Child Study Team consists of a school psychologist, a learning disabilities teacher consultant, a school social worker, and in some cases, a speech and language specialist.

What does each member of the Child Study Team do?

□ *School Psychologist*: Determines a child's intellectual, emotional and behavioral functioning.

□ *Learning Disabilities Teacher-Consultant*: Assesses a child's academic levels, learning strengths and needs, and helps develop instructional strategies.

□ *School Social Worker*: Evaluates a child's developmental history and home environment, and acts as a liaison between the home and the community.

□ *Speech and Language Specialist*: Assesses the child's communication abilities and provides services in the appropriate areas.

□ *Other specialists*: Physicians, psychiatrists, neurologists, counselors and nurses can be called upon to assist in evaluation and planning. These specialists are staff members in the district, or are brought in on an as-needed basis, to provide expertise in their specialty areas.

When do parents become involved?

Keeping parents involved and informed is vital. Parents are contacted by the school to discuss the need for an evaluation when a student is being considered for referral to the Child Study Team. Parents must give written consent before a child can be formally evaluated or classified.

What happens once a student is classified by the Child Study Team?

A Child Study Team member is designated and serves as the case manager for each student with a disability. The case manager is knowledgeable regarding the student's educational needs and program. He or she coordinates the development, monitoring and evaluation of the effectiveness of the Individualized Education Program. The IEP is a legally-binding written plan detailing the child's special educational program and services. The case manager helps facilitate communication between home and school and coordinates the annual review and reevaluation process.

What happens if my child gets placed in a special education setting?

The Irvington School District provides the best education possible to all students, regardless of learning ability. However, in order for a student to achieve to his or her full

potential he or she must be placed in an environment that encourages and supports the child learning. Through testing and deliberation, the Child Study Team, teachers and parents determine a student's placement in the "least restrictive" educational environment. For some, that may mean a resource center or self-contained special education program with smaller class sizes and individualized instruction that moves at each student's pace. For others, it may mean inclusion in a regular classroom with the support of a special education teacher or the assistance of an aide. Regardless of the setting, each student is provided with the instruction and support they need to achieve scholastic success.

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