

CHILD STUDY TEAM

The Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The Superintendent shall present to the Board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the Board for hiring the best qualified applicants. The child study team shall consist of a school psychologist, a learning disability teacher consultant and a school social worker, and for the purposes of evaluation and classification shall include pertinent information from certified school personnel making the referral.

When complete evaluations of pupils are necessary, the Superintendent shall recommend for Board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the pupil, shall also be involved.

Pupils who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

The Superintendent shall be responsible for the placement of classified children in accordance with the recommendation of the Child Study Team. Each out-of-district placement shall be reported to the Board. The Superintendent may place on home instruction, pending examination and classification, any identified child whose continued attendance is disruptive to the instructional program or harmful to the child himself/herself. Such an exclusion shall be promptly reported to the Board, in accordance with the Board's policy on the confidentiality of pupil information.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such pupil shall proceed promptly in strict accordance with law. The board shall review and adopt the regulations governing the referral process.

Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and/or such other examinations as may be deemed necessary by the child study team.

CHILD STUDY TEAM (continued)

Any decision by the basic child study team concerning the evaluation, classification and placement of a student shall include the full participation of that student's parents or guardian.

Disaffected Pupils~~Students at Risk~~

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for pupils ~~exhibiting disaffected behavior patterns at risk for school failure.~~ Child study team members may participate as part of the multidisciplinary team in making decisions regarding a student's placement in an alternative education program. ~~A survey of needs shall be conducted for each such pupil. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.~~

Disruptive Pupils

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this board (see Board Policy 5131 Conduct and Discipline). This implementation of the student code of conduct combined with consistent documentation shall provide data that may be used to identify the students that are at risk for school failure due emotional and behavior issues. ~~will identify the pupil who is disruptive.~~ Staff members shall report the names of pupils who disrupt the educational program to the appropriate administrator who shall initiate actions which will ensure the involvement of the pupil's family and the provision of counseling and assessment services, so as to determine the causes of the pupil's disruptive behavior. A request for pre-referral intervention or for referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the pupil are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

In accordance with state law and Board policy, ~~disruptive~~ pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for ~~expulsion~~ alternative educational placements.

Possible

<u>Cross References:</u>	4111	Recruitment, selection and hiring
	5114	Suspension and expulsion
	5120	Assessment of individual needs
	5131	Conduct/discipline
	5200	Nonpublic school pupils
	6010	Goals and objectives
	6146.2	Promotion/retention
	6164.2	Guidance services
	6171.4	Special education
	6172	Alternative educational programs

Key Words

CHILD STUDY TEAM (continued)

Child Study Team, Referrals, Disaffected Pupils, Disruptive Pupils, Disaffected Students, Disruptive Students

Date Adopted: 08/23/2005

Date Revised:

Rationale: Codified composition of child study team. Removed labeling of students as disruptive or disaffected. Removed the option of expulsion in a post-Bergenfield landscape.