

5550 DISAFFECTED STUDENTS

Purpose of Regulation: The Board of Education recognizes the need for Policies and Regulations that support the policies, in order to effectively govern the School.

A. Grades Kindergarten through 6

1. Each student's work habits, behavior, products, and records will be continually monitored for signs of disaffection by teaching staff members responsible for the student's instructional program. Such signs of disaffection might include, but need not be limited to, the student's:
 - a. Working below potential set by IQ indicators,
 - b. Depressed standard test scores,
 - c. Excessive absenteeism or truancy,
 - d. Change in personality or work habits,
 - e. Marked irritability, lassitude, or hypersensitivity.
2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.
3. Once a student is identified as disaffected, steps to offset the effects of disaffection may be initiated. Such steps may include:
 - a. A meeting with the learning disabilities teacher consultant to help teachers shape classroom strategies that might reduce disaffection,
 - b. Building on the student's strengths to help bolster his/her sense of self-worth,
 - c. Providing instructional alternatives to stimulate the student's interest by utilizing such devices as calculators, computers, educational games, and teaching machines,
 - d. Assigning the student to another teacher,
 - e. Transferring the student to another school in the district, and/or
 - f. Referring the student to the Child Study Team.

B. Grades 7 and 8

1. A disaffected student in the middle school may be identified by one or more of the following signs:
 - a. Argumentative behavior and truculence,
 - b. Willful disregard of school rules and lack of concern for others,
 - c. Disrespect for authority figures,
 - d. Excessive absenteeism or truancy,
 - e. Acting-out and/or aggressive behavior, and
 - f. Working below his/her potential.
2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.
3. Once a student is identified as disaffected, the following steps will be taken:
 - a. The student will be referred to the school guidance office for counseling where:
 - 1) The parent(s) or legal guardian(s) may be asked to seek outside support services; and/or
 - 2) The teaching staff members responsible for the student may be asked to observe the student, formally monitor his/her progress, and report regularly to the guidance counselor.
 - b. The student's schedule may be modified as necessary,

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- c. The learning disabilities teacher-consultant may be consulted, and
- d. The student may be referred to the Child Study Team.

Adopted: November 5, 2008