

CHILD STUDY TEAM

The board of trustees shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The lead person 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.

When complete evaluations of students are necessary, the lead person shall recommend for board approval qualified persons or agencies to supplement the school team. Appropriate staff members, such as the nurse and teachers assigned to the student, shall also be involved.

Students 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.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such student 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 such other examinations as may be deemed necessary by the child study team.

Disaffected Students

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for students exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such student. 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 Students

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this board. This implementation will identify the student who is disruptive. Staff members shall report the names of students who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the student's family and the provision of counseling and assessment services, so as to determine the causes of the student'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 student are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

CHILD STUDY TEAM (continued)

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

Adopted: November 5, 2014

Key Words

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

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:46-3.1	Regional consultants for hearing impaired; appointment; duties
	<u>N.J.S.A.</u> 18A:46-5.1	Basic child study team services; provision by boards of education and state operated programs ...
	<u>N.J.S.A.</u> 18A:46-5.2	Participation by parent or guardian
	<u>N.J.A.C.</u> 6A:9-13.5	School social worker
	<u>N.J.A.C.</u> 6A:9-13.6	Speech-language specialist
	<u>N.J.A.C.</u> 6A:9-13.7	Director of school counseling services
	<u>N.J.A.C.</u> 6A:9-13.8	School counselor
	<u>N.J.A.C.</u> 6A:9-13.9	School psychologist
	<u>N.J.A.C.</u> 6A:9-13.10	Learning disabilities teacher-consultant
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services
	20 <u>U.S.C.A.</u> 1400 <u>et seq.</u> -	1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

**Possible**

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

\*Indicates policy is included in the Critical Policy Reference Manual.