

## **5550 DISAFFECTED PUPILS**

The Board of Education believes that the educational needs of all pupils should be served. The Board will make every reasonable effort to identify and serve disaffected pupils whose learning is impeded by environmental circumstances, the pupil's attitude, or an inappropriate instructional program.

For the purposes of this policy, "disaffected pupil" means the pupil who is performing well below his/her social or academic capacity and who has instructional needs that are not being met by the regular instructional program.

Disaffected pupils may include pupils unable to function properly within a traditional school program; pupils of average or above average intelligence and ability who achieve below their potential; pupils unable to establish occupational or future goals; pupils with a pattern of behavior problems, including problems with attendance and tardiness; pupils who lack motivation, direction, and decision making ability; pupils who possess a poor self-image; pupils suffering stressful family settings; pupils hostile toward adults and authority figures; pupils in difficulty with community and law enforcement agencies; and pupils lacking interest in school and avoiding involvement in school activities.

Teaching staff members shall be alert to pupils experiencing difficulty in their classes. Any such pupil who does not appear to be disabled may be referred to the Intervention and Referral Services (I&RS) Committee.

A disaffected pupil who may have disabilities shall be referred to the Child Study Team for evaluation in accordance with Policy 2460.

N.J.A.C. 6A:16-7.1 et seq.  
N.J.A.C. 6A:14-1.1 et seq.

First Reading: March 27, 2018  
Adopted: April 24, 2018

## **R 5550 DISAFFECTED PUPILS**

- A. Grades Pre-Kindergarten through 5
1. Each pupil's work habits, behavior, products, and records will be continually monitored for signs of disaffection by teaching staff members responsible for the pupil's instructional program. Such signs of disaffection might include, but need not be limited to, the pupil'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,
    - f. Alienation from peers.
  2. The teacher or other professional staff member who observes signs that a pupil may be disaffected will confer with the guidance counselor. If it is determined that concern about the pupil's welfare is warranted, the pupil's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the pupil's disabling attitude will be proposed.
  3. Once a pupil is identified as disaffected, steps to offset the effects of disaffection may be initiated. Such steps may include:
    - a. Referral to the Intervention & Referral Services (I & RS) Committee
    - b. A meeting with the learning disabilities teacher consultant to help teachers shape classroom strategies that might reduce disaffection,
    - c. Building on the pupil's strengths to help bolster his/her sense of self-worth,
    - d. Providing instructional alternatives to stimulate the pupil's interest by utilizing such devices as calculators, computers, educational games, and teaching machines,

- e. Assigning the pupil to another teacher,
- f. Transferring the pupil to another school in the district, and/or
- g. Referring the pupil to the Child Study Team.

**B. Grades 6, 7 and 8**

1. A disaffected pupil in the intermediate 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,.
  - g. Alienation from peers.
2. The teacher or other professional staff member who observes signs that a pupil may be disaffected will confer with the guidance counselor. If it is determined that concern about the pupil's welfare is warranted, the pupil's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the pupil's disabling attitude will be proposed.
3. Once a pupil is identified as disaffected, the following steps will be taken:
  - a. The pupil 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) Referral to the I&RS Committee

(3) The teaching staff members responsible for the pupil may be asked to observe the pupil, formally monitor his/her progress, and report regularly to the guidance counselor.

- b. The pupil's schedule may be modified as necessary,
- c. The learning disabilities teacher-consultant may be consulted, and
- d. The pupil may be referred to the Child Study Team.

**C. Grades 9 - 12**

1. The disaffected high school pupil may be identified by the following signs:
  - a. A drop in school performance,
  - b. Decreased attentiveness and disinterest in school work,
  - c. Marked irritability, lassitude, and hypersensitivity,
  - d. Evidence of class cutting, excessive absence, and/or truancy,
  - e. An inability to articulate occupational or educational goals, and
  - f. Hostility towards authority figures,
  - g. Alienation/isolation from peers
2. The teaching staff member who observes a disaffected pupil will alert the guidance counselor to a possible problem.
3. The guidance counselor will confer with the pupil's teacher, review the pupil's record, and meet with the pupil and his/her parent(s) or legal guardian(s).
4. Referral to the I&RS Committee
4. A remedial program will be recommended by the counselor and approved by the Principal. If such a program can not be defined, the pupil shall be referred to the Child Study Team.