



# POLICY

**Haddonfield  
Board of Education**

**STUDENTS**

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## **5550 DISAFFECTED STUDENTS**

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

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

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

Teaching staff members shall be alert to students experiencing difficulty in their classes. Any such student who does not appear to be disabled may be referred to the Intervention and Referral Service Team (IRT)

A disaffected student who may have disabilities shall be referred to the Child Study Team for evaluation in accordance with Policy No. 2460 and Regulation No. 2460.3 and 2460.7.

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

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

BOE Revised Date: 1/24/2019

BOE Approved Date: 2/28/2019



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## **R 5550 DISAFFECTED STUDENTS**

### 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 Building Principal or school counselor. 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:



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- 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 Building Principal or school counselor. 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,
    - c. The learning disabilities teacher-consultant may be consulted, and
    - d. The student may be referred to the Child Study Team.
- C. Grades 9 - 12
1. The disaffected high school student may be identified by the following signs:
    - a. A drop in school performance,
    - b. Decreased attentiveness and disinterest in school work,



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- 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.
2. The teaching staff member who observes a disaffected student will alert the guidance counselor to a possible problem.
  3. The guidance counselor will confer with the student's teacher, review the student's record, and meet with the student and his/her parent(s) or legal guardian(s).
  4. A remedial program will be recommended by the counselor and approved by the Building Principal. If such a program can not be defined, the student shall be referred to the Child Study Team.