

CHILD STUDY TEAM

The Board shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The Superintendent or his/her designee will present to the Board for approval any newly developed or revised 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 pupils are necessary, the Superintendent or his/her designee will 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 may be considered for evaluation.

Teachers and administrators will 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 will be notified of such interventions. The members of the child study team will be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral will be made. The evaluation of each such pupil will proceed in accordance with law. The Board will review and adopt the regulations governing the referral process.

Evaluation of potentially eligible children for special education and related services may consist of, among other tests, evaluation and assessments, a psychological examination, an educational examination, a social case study, as well as such other examinations as may be deemed necessary by the child study team.

Disaffected Pupils

In addition to the educationally disabled, the child study team will consider and recommend appropriate remedies and/or programs for pupils exhibiting disaffected behavior patterns. A survey of needs will be conducted for each such pupil. If the survey indicates the advisability of a complete evaluation, a referral will be initiated. If the survey indicates a change in program, the child study team will 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. This implementation 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 that will ensure the involvement of the pupil's family, as well as where appropriate 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.

Date: April 30, 2012

Legal References:

<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

1990 Individuals with Disabilities Education Act, 20 U.S.C.A. 1400 et seq. - 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

PossibleCross References:

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
6171.4R	Special Education
6171.41R	Special Education -- Location, Identification and Referral
6171.42R	Special Education -- Free and Appropriate Education
6171.43R	Special Education -- Transition from Early Intervention to Preschool
6171.44R	Special Education -- Instructional Materials to Blind or Print Disabled
6172	Alternative educational programs