

NORTH CALDWELL PUBLIC SCHOOLS
NORTH CALDWELL, NEW JERSEY

- GUIDANCE AND COUNSELING SERVICES
- IDENTIFYING DISRUPTIVE PUPILS AND PROVIDING THEM WITH SERVICES
- IDENTIFYING DISAFFECTED PUPILS AND PROVIDING THEM WITH SERVICES

Board Approval: September 16, 2014

GUIDANCE AND COUNSELING

Board Policy No. 2411

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist pupils in making and implementing informed educational and occupational choices including academic, career and personal/social development.

The Guidance program will:

- Involve teaching staff members at all appropriate levels
- Honor the individuality of each pupil
- Be integrated within the total educational program
- Be coordinated with available resources of the community
- Be available equitably to all students and prohibit biased materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, social or economic status or disability
- Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the students and monitors the efficacy of such referrals

PURPOSES: COUNSELING /CONSULTING SERVICES

Counseling Services

The purpose of guidance and counseling services is to assist pupils in self-examination, self-evaluation and analysis of alternatives so that each pupil can benefit most fully from his/her education and life experiences.

Counseling services will include:

- Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior and referral to assistance where appropriate.
- Crisis counseling to assist pupils undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.

Consulting Services

The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual pupils.

Consulting services will include, but not be limited to:

- Identification of pupil needs
- Identification, evaluation and program implementation of pupils with special needs
- Development and implementation of preventive and supportive programs to address such problems as pupil attendance, violence, suicide (etc.)
- Alerting professional staff to the purposes, functions and availability of guidance and counseling services
- Encouragement of cooperation among teaching staff members and parent(s) or legal guardian(s) in resolving individual pupil problems and addressing pupil needs
- Establishment and maintenance of relationships with state and local agencies for the purpose of professional referral and the sharing of experiences

PERSONNEL

Pupil guidance and counseling will be the responsibility of the classroom teacher who may draw upon the services of other, more specialized staff members as required. The building principal may assign the school social worker and/or school psychologist to individual cases as he/she deems appropriate upon notification and approval of the parent.

Consulting services will be the responsibility of the building principal, members of the Intervention and Referral Services committee and/or members of the Child Study Team.

PREVENTION

Prevention is delivered via a three-tier model that includes primary prevention, secondary prevention and early intervention.

Primary Prevention

Primary prevention is delivered by the classroom teacher and/or building principal to hinder the development of problematic student behavior. Activities to address behaviors relate to school and/or classroom rules and procedures.

Procedures

The classroom teacher provides primary prevention through:

- Instructional program and related classroom discussions
- Social Decision Making lessons/discussions
- Communication with parent through regular parent conferences, as well as conferences/communication as needed to address specific concerns
- Collaboration with special teachers/related services staff (physical education, art, vocal music, Spanish, academic tutorial, case manager of classified students, school psychologist, school social worker, school nurse, speech therapist etc.)
- When applicable, collaboration with behaviorist, occupational therapist or physical therapist

- Seek assistance of building principal. Request a conference with the building principal to provide him/her with background information
- Submit request for Intervention and Referral Services

The building principal provides primary prevention through:

- Conference with the teacher to become aware of the problem
- Provide guidance and counseling service directly to pupil
- Enlist assistance of other certified staff members, as needed, including the school social worker and school psychologist. Ensure that proper notification procedures have been followed
- Contact parents to review situation and enlist their assistance to meet the goals and purposes of the guidance program
- Referral to Intervention and Referral Service
- Referral to Child Study Team

The parent assists with the provision of primary intervention by:

- Working collaboratively with school personnel to reinforce the goals/purpose of the guidance and counseling program

Secondary Prevention

Secondary prevention utilizes programs offered to students who, because of problems affecting someone close to them or in their environment, may develop problems without special attention. These students are considered at-risk students.

Early Intervention

Early intervention employs the use of strategies with students who have demonstrated developing symptoms of problematic behavior. These interventions include, but are not limited to, counseling, academic assistance, educational support and behavioral support.

GUIDANCE AND COUNSELING IN THE INSTRUCTIONAL PROGRAM

The opportunity for the classroom teacher and/or other appropriate certified staff to provide guidance and counseling are found in the following curriculum areas:

- Family Life
- Health
- Social Decision Making/Problem Solving
- Social Studies
- Science (Problem Solving)
- Study Skills/Work Habits

DISRUPTIVE PUPILS

Board Policy No. 5560

The Board of Education believes that the pupils of this district are entitled to an education free from undue disruption. Pupils who willfully disrupt the educational program shall be subject to the discipline procedure of the North Caldwell School district. Every reasonable effort shall be made to determine and remediate the cause or causes of a chronically disruptive pupil's unacceptable conduct.

Definition of Disruptive Pupil

A pupil who has difficulty establishing good relationships with peers and adult authority figures and who exhibits a pattern of conduct which is in defiance of school rules or regulations and which hinders academic success for other pupils as well as for himself or herself.

Disruptive pupils manifest chronic behaviors which can be described as disruptive to the school environment and their own educational experiences. The following signs may indicate a disruptive pupil in the elementary grades:

- Unsatisfactory grades in citizenship or work habits
- Worsening negative attitude
- Disobedience and willful disregard of rules
- Lack of concern for the rights of others
- Argumentative behavior and truculence
- Disregard for authority
- Fighting with classmates

Procedures

Any of the following steps may be followed, singly or in combination, to deal with the elementary pupil who has been identified as disruptive:

- In-school detention
- Out-of-school suspension
- Use of behavioral modification, as well as other techniques designed to change disruptive classroom behavior
- Intervention by the principal
- Referral to School Psychologist and/or School Social Worker
- Parent-teacher conference
- Referral to Intervention and Referral Services

Educational Program Services

- Modified educational program designed by Intervention and Referral Services committee

- Implementation of conflict resolution techniques
- Enrollment in social skills group
- Child Study Team evaluation as needed
- Special Education services
- School suspension and home instruction

DISAFFECTED PUPILS **Board Policy No. 5550**

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.

Definition

A "disaffected pupil" is a pupil 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 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
- Pupils lacking interest in school and avoiding involvement in school activities

Behavioral Signs

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:

- Working below potential set by IQ indicators
- Depressed standard test scores
- Excessive absenteeism or truancy
- Change in personality or work habits

- Marked irritability, lassitude or hyper sensitivity

Procedure

The teacher or other professional staff member who observes signs that a pupil may be Disaffected will confer with the building principal. 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 discussed/proposed.

Once a pupil is identified as disaffected, steps to offset the effects of disaffection shall be initiated. Steps may include:

- Notification of the parent(s) or legal guardian(s)
- Meeting with the Learning Disabilities Teacher Consultant to assist the classroom teacher to develop and implement classroom strategies that may reduce disaffection
- Building on pupil's strengths to help bolster his/her sense of self-worth
- Social skills group and/or counseling
- Providing instructional alternatives to stimulate the pupil's interest by utilizing such devices as calculators, computers, educational games etc.
- Assigning the pupil to another teacher
- Referring the student to the Intervention and Referral Services committee
- Referring the student to the Child Study Team for evaluation