

Alloway Township Board of Education District Policy Manual

Students

Needs Assessment Of Individual Pupils

Series 5000

Policy 5120

Date Adopted: October 26, 1999 Date Revised: December 16, 2003

September 23, 2014

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Each pupil shall be assessed upon entrance into the district's schools and beginning in grade three shall be assessed annually thereafter, to identify pupils not meeting district proficiency levels.

The Superintendent/designee shall develop procedures to implement a program of individual pupil needs assessment that shall include but not be limited to:

- A. Identifying district needs as the basis for development of mandated goals; development of staff in-service programs; selecting and approving instructional materials; staffing;
- B. Identifying and determining the needs of:
 - Gifted and talented pupils;
 - Disruptive pupils;
 - Disaffected pupils;
 - Potential dropouts;
 - Pupils who require basic skills improvement programs;
 - Pupils with limited English proficiency;
 - Pupils who may require formal referral to the Child Study Team for classification;
 - Pupils who exhibit one or more potential indicators of dyslexia or other reading disabilities.
- C. Disseminating results of such assessments to parents/guardians and to appropriate staff, state and federal agencies as required without invading the privacy of the individual pupil.

The Superintendent/designee shall review all individual assessment procedures annually to ensure that they serve the purposes for which they are intended. At all times, these procedures shall be in full conformity with New Jersey law.

Dyslexia Assessment

Dyslexia is a specific learning disability that is neurological in origin and is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. The difficulties that typically result from dyslexia result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

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Indicators of Dyslexia

Potential indicators of dyslexia and/or other reading disabilities include, but are not be limited to:

- A. Difficulty in acquiring language skills;
- B. Inability to comprehend oral or written language;
- C. Difficulty in rhyming words;
- D. Difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words;
- E. Difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and/or.
- F. Trouble in replication of content.

In accordance with the provisions of NJSA 18A:40-5.3, the Board of Education shall ensure that each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected by the Board of Education no later than the student's completion of the first semester of the second grade.

Students enrolling or transferring into the district in kindergarten or grades one through six who exhibit potential indicators of dyslexia or other reading disabilities and who have not been previously assessed, shall be assessed using the Board-selected age-appropriate screening instrument(s). Students shall be assessed at the same time as other students enrolled in the student's grade if possible. If other students enrolled in the student's grade have previously been screened, the assessment shall be conducted within 90 calendar days of the date the student is enrolled in the district.

The screening shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

If the results of the assessment substantiate that the student possesses one or more potential indicators of dyslexia or other reading disabilities, the student shall receive a comprehensive assessment for the learning disorder.

If the diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, appropriate evidence-based intervention strategies shall be provided to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

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Legal References

- NJSA 18A:7A-10 Evaluation of performance of each school
18A:40-5.1 Definitions
18A:40-5.2 Distribution of information on screening instruments
18A:40-5.3 Dyslexia screening
18A:40-5.4 Assessment for learning disorders
- NJAC 6A:8-3.1 et seq. Implementation of the Statewide Assessment System
6A:8-4.1 et seq. Implementation of the Statewide Assessment System
6A:8-5.1 Graduation requirements
6A:14-1.1 et seq. Special Education
6A:15-1.1 et seq. Bilingual Education
6A:16-8.1 Establishment of intervention and referral services
6A:30-1.1 et seq. Evaluation of the Performance of School Districts
6A:32-2.1 Definitions
6A:32-14.1 Review of mandated programs and services
- No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.