

ASSESSMENT OF INDIVIDUAL NEEDS

Each student shall be assessed upon entrance into the school and assessed annually thereafter, to identify students not meeting the school proficiency levels.

The lead person shall develop procedures to implement a program of individual student needs assessment that shall include but not be limited to:

- A. Identifying school needs as the basis for development of mandated goals; development of staff inservice programs; selecting and approving instructional materials; staffing;
- B. Identifying and determining the needs of:
 - 1. Gifted and talented students;
 - 2. Disruptive students;
 - 3. Disaffected students;
 - 4. Potential dropouts;
 - 5. Students who exhibit one or more potential indicators of dyslexia or other reading disability;
 - 6. Students who require basic skills improvement programs;
 - 7. Students with limited English proficiency;
 - 8. Students who may require formal referral to the child study team for classification.

Policies addressing these specific groups and appropriate educational programs for them are listed in the cross references to this policy.

- C. Disseminating results of such assessments to parents/guardians and to appropriate staff and state and federal agencies as required without invading the privacy of the individual student.

The lead person/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 federal and state law.

Dyslexia Assessment

“Dyslexia” means a specific learning disability that is neurological in origin. It can be characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Difficulties typically 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (N.J.A.C. 6A:14-1.3).

Potential indicators of dyslexia 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;

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- 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
- F. Trouble in replication of content.

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.

Date: January 7, 2016

Key Words

Student Assessment; Assessment of Individual Needs

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:40-5.1 <u>N.J.S.A.</u> 18A:40-5.2 <u>N.J.S.A.</u> 18A:40-5.3 <u>N.J.S.A.</u> 18A:40-5.4 <u>N.J.A.C.</u> 6A:8-3.1 et seq. <u>N.J.A.C.</u> 6A:8-4.1 et seq. <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-4.1(d), -4.3(c)(d), -4.4 <u>N.J.A.C.</u> 6A:10-1.1 et seq. <u>N.J.A.C.</u> 6A:14-1.1 et seq. <u>See particularly:</u> <u>N.J.A.C.</u> 6A:14-3.3, 3.4, 3.8, 4.11, 4.12 <u>N.J.A.C.</u> 6A:15-1.1 et seq. <u>See particularly:</u> <u>N.J.A.C.</u> 6A:15-1.3, -1.10, -1.11 <u>N.J.A.C.</u> 6A:16-8.1 <u>N.J.A.C.</u> 6A:32-2.1 <u>N.J.A.C.</u> 6A:32-14.1</p>	<p>Evaluation of performance of each school Definitions relative to reading disabilities Distribution of information on screening instruments Screening for dyslexia, other reading disabilities Comprehensive assessment for learning disorder Implementation of the Core Curriculum Content Standard Implementation of the Statewide Assessment System Educator effectiveness Special Education Bilingual Education Establishment of intervention and referral services Definitions Review of mandated programs and services</p>
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No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	<p>*1100 Communicating with the public *2240 Research, evaluation and planning 4010 Goals and objectives</p>
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*4131/4131.1	Staff development; inservice education/visitations/conferences
*5111	Admission
5119	Transfers
*5124	Reporting to parents/guardians
*5125	Student records
*6010	Goals and objectives
*6141	Curriculum design/development
*6142.2	English as a second language; bilingual/bicultural
*6146.2	Promotion/retention
*6147	Standards of proficiency
*6147.1	Evaluation of individual student performance
*6160	Instructional services and resources
6161	Equipment, books and materials
*6161.1	Guidelines for evaluation and selection of instructional materials
*6164.2	Guidance services
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.3	At-risk and Title 1
*6171.4	Special education
*6172	Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.