

ASSESSMENT OF PUPILS FOR CONTINUING IN OR EXITING SPECIAL PROGRAMS

I. BASIC SKILLS IMPROVEMENT PROGRAM (BSI)

A. Parent-Teacher Consultation

Prior to the beginning of the school year parents of eligible BSI students are notified of their child's involvement in the program.

During the month of October parents receive written notice announcing a parent meeting. This meeting gives the parents the opportunity to become acquainted with their child's basic skills teacher and to become familiar with the program.

Monthly handouts are sent home identifying activities or projects that the parents can do with their child to help promote his/her abilities.

Progress reports are sent home along with the regular report card four times during the school year.

Evening and daytime conferences take place twice during the school year. Parents are encouraged to call when they have a concern regarding the program.

In June another parent meeting is held to evaluate the current program and to solicit suggestions from the parents to improve the program. Representatives from private schools also receive an invitation to attend this meeting should they intend to participate during the following school year.

B. Entrance/Program Needs Assessment

Students are identified for remedial instruction by district testing, teacher recommendation, report card grades, and performance level as compared to chronological level.

Grades 1 - 2

Students will be evaluated for placement with the use of end of year tests, report card grades, and teacher recommendation. The results will be analyzed to determine those students who will be required to participate in the BSI program.

ASSESSMENT OF PUPILS FOR CONTINUING IN OR EXITING SPECIAL PROGRAMSB. Entrance/Program Needs Assessment (continued)Grades 3 - 6

Students are administered the district's standardized tests in the spring of each school year in grades two through six. The results are analyzed and compared to the district MLP. Those students falling below the district MLP are required to participate in the BSI program. New students are evaluated based on their standardized testing from the previous district or in the absence of test results these students are administered the appropriate sections of the district's standardized tests. Students may also qualify for remedial instruction through teacher recommendation. Teachers identify students in need by student performance levels and report card grades. Multiple measures are then applied to all students who qualify. These measures include cognitive as well as noncognitive areas.

C. Exit CriteriaGrades 1 and 2

Students are evaluated by their BSI teacher at the end of each marking period for release from the program. To be eligible for release a student must:

- perform on or above grade level on a consistent basis for the basic skills teacher
- the classroom teacher is consulted by using a pre-release form. He/She has the opportunity to agree or disagree and state their reasons in writing
- the parent is requested to sign a release form indicating their approval
- the final decision to release a student from the program shall be made by the program supervisor.

Grades 3-6

Students are evaluated by their BSI teacher at the end of each marking period for release from the program. To be eligible for release a student must:

- be performing at or above their current grade level as reported by the computer data management system using the course test
- the classroom teacher is consulted by using a pre-release form. He/She has the opportunity to agree or disagree and state their reasons in writing
- the parent is requested to sign a release form indicating their approval

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C. Exit Criteria (continued)

Grades 3-6 (continued)

- receive a grade of C or better, in specified subject(s), on the most recent report card
- the final decision to release a student from the program shall be made by the program supervisor.

II. Gifted and Talented Program (Project T.H.I.N.K.)

Purpose: To provide the appropriate educational challenge and support for students with exceptional abilities in accordance with the state requirements. The state regulations define gifted and talented students as:

Those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

A. Identification Procedure

A district-wide assessment of all students in grades K-5 will be conducted at the end of each school year to determine potential candidates for the Gifted and Talented Program for the next school year. The criteria used in the district-wide assessment is as follows:

Grades K-1

Students will be evaluated for identification as candidates for the program using the following criteria:

1. Report card grades
2. Performance level as compared to chronological level
3. Homeroom teacher recommendation.

Grades 2-5

1. Attain a School Ability Index (SAI) score of 125 or higher on the Otis-Lennon School Abilities Test (OLSAT) or a test of similar nature. The Otis-Lennon will be administered to all students in grade 2. In subsequent years, students who meet all the other qualification criteria and who have not taken the OLSAT will be administered the OLSAT.
2. Attain a score of 95 NP or higher on the total battery of the district's standardized test. (Grades 2, 5)

A. Identification Procedure (continued)

3. Attain a designation of “Advanced Proficient” in both Language Arts/Literacy and Mathematics on the state required proficiency assessments. (Grades 3, 4)
4. Receive a program participation recommendation from at least three classroom teachers who have instructed the candidate during the current school year.
5. A minimum of six (6) students will be identified for each grade level at each school building for program participation. Should the minimum number of program participants not be identified by the above criteria, alternate criteria will be developed by the Superintendent to identify additional candidates for the program.

B. Acceptance into the Program

Students in grade 1 and 2 students who have been identified as candidates for the program will be notified by mail. Their classroom teachers will provide enrichment activities during the school year.

Nominated students for the grades 3-6 program who satisfy the requisite qualifications for entry into the program must successfully complete the following additional requirements to secure acceptance into the program.

1. Student Interview

The student will be successfully interviewed individually by the designated gifted and talented teacher in order to determine the level of interest and motivation in regard to participation in the program.

2. Parental Permission

Written parental permission for the student to participate in the program must be provided.

C. Transfer Students

Students who transfer into the Township of Franklin Public Schools may be screened for eligibility of participation in the Gifted and Talented Program. In order to be eligible for the program, transfer students must meet the established criteria. The data used to determine eligibility will be taken from the cumulative records of the student as well as current testing results using the district’s standardized tests. Unless the student has participated in a formal program for gifted and talented students in their immediately previous school district, teacher recommendations are required. Should teacher recommendations be required, the student will not be eligible for the program until one full marking period has been completed, at which time recommendations must be provided by at least three teachers. Also, the transfer student must meet the requirements cited in Section B.

D. Admission to Program through Re-evaluation

Students who have demonstrated unusually high performance but have not successfully met the requirements may qualify for retest or further screenings if authorized by the building principal.

In June of each school year all students in grades 3 through 5 whose OLSAT scores are 125 or higher but who have not previously been eligible for the Gifted and Talented Program will be re-evaluated to determine if more recent district standardized test scores, state required proficiency assessment, and teacher recommendations qualify them for eligibility.

E. Requirements for Continued Eligibility

Students admitted to the Gifted and Talented Program at any grade level, shall remain active participants through grade 6 unless they fail to perform appropriately. Reasons for dismissing the student are:

1. Low achievement in the regular classroom (i.e. D or F in any subject on the Report Card)
2. Disruptive behavior
3. Continued inability to emotionally handle the challenges of the program
4. Written parent request for student to withdraw from the program (readmission to the program at a later time will require requalification as a new candidate.

F. Procedures for Removal

1. A formal conference will be held with the student, parent(s), and Appeal Committee* to discuss the student's progress in both the classroom and the Gifted and Talented Program.
2. As a result of the formal conference, immediate withdraw may be recommended, or a conditional period may be determined as recommended by the building principal. If a conditional period is established, a contract shall be written, establishing the expectations to be achieved during the conditional period. A copy of the contract shall be sent to the parent(s). At the conclusion of the conditional period, a formal conference will be held with Principal. At this time, the final decision to continue or be dismissed from the program will be made by the building principal and communicated to all appropriate parties..

G. Appeal Procedure

1. Any parent prior to the end of the first marking period may request from the building principal an Appeal Request Form.

2. The Appeal Request Form shall be forwarded to the parent immediately upon request.
3. Upon the return of the Appeal Request Form a meeting will be scheduled with the Appeal Committee* and parent(s) to review the appeal and make a final decision.
4. The parent(s) shall receive written notification as to the final outcome of the appeal. Such notification shall be made by the Building Principal.

* The Appeal Committee shall consist of the building principal, the teacher of the gifted and talented, and other appropriate staff as designated by the Principal.

III. Bilingual/ESL/ELS Program

Bilingual/ESL/ELS students are those students enrolled in the district whose native language is not English. The New Jersey Administrative Code defines native language as "... the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil."

A. Entrance Criteria

1. The native language may be identified through;
 - registration survey completed by school personnel as part of the registration process or
 - school survey completed by classroom teachers.
2. These students are then screened to see if they scored below the established district reading norms as measured by the district's standardized test.
3. An English language proficiency test (MAC II Maculaitis Assessment of Competencies) in the areas of listening, speaking, reading and writing must be administered to students who scored below the established district reading norm as measured by the district's standardized test. Those students who fall below the following cut-off scores qualify for the program:

STANDARD SCORE CUT POINTS*				
Test Level	Grade	Fall	Spring	SEM**
Red	K	210	220	8
	1	566	588	14
Blue	2	548	564	12
	3	558	574	12
Orange	4	543	559	10
	5	556	569	11
Ivory	6	545	557	10
*For grades 1-6 cut points are set for Total Battery scores. For grade K, cut points are set in terms of total Speaking and Listening scores.				
**The standard error of measurement (SEM) of a test is a measure of reliability that represents the amount by which a score may vary due to errors of measurement. Thus, the larger the SEM, the greater the likelihood that a student might be misclassified. The SEM can be used to establish a band within which errors are most probable. For students whose scores fall within the band defined by the cut score plus or minus one SEM (e.g., 535 to 555 for Fall, 6 th grade), additional data should be used to corroborate the placements.				

B. Exit Criteria

Students must be assessed annually for exit with a language proficiency test (MAC II) and must exit from Bilingual/ESL/ELS programs when they attain the state established cut-scores on a language proficiency test.

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