

Bernards Township Public Schools
Basking Ridge, New Jersey

Instructional Support Program
Middle School
Procedures Manual

Revised July 2006

**Bernards Township Public Schools
Basking Ridge, New Jersey**

Board of Education

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal
Education opportunities regardless of color, creed, religion, gender or handicap.*

Instructional Support Program Mission Statement

The primary mission of the Bernards Township Public Schools Instructional Support Program is to create the opportunity for all students to demonstrate higher levels of achievement as they progress through the district curriculum. The goal is to provide a challenging instructional support program through innovative and dynamic teaching strategies. Accountability, coupled with flexibility and cooperation with classroom teachers, will help provide high quality educational programs that meet the needs of the students and the performance standards developed under state and federal requirements.

This mission shall be accomplished by:

1. Ensuring high standards for all students and coordinating the efforts of administration, school personnel, and staff to help students attain these standards.
2. Providing students with an enriched educational program that affords them the opportunity to learn the skills and knowledge appropriate for the grade level.
3. Providing effective instructional strategies and challenging academic content that includes complex thinking and problem-solving experiences.
4. Coordinating services with other educational staff for meeting the specific needs of students.
5. Providing coordination between instructional support teachers and classroom teachers to ensure that both the developmental and remedial programs meet the educational needs of students.
6. Providing for frequent communication with parents to ensure their involvement in the instructional process.
7. Providing staff with opportunities for professional development.
8. Providing on-going assessments designed to measure student achievement that is aligned with state and district standards of performance.
9. Providing the instructional support staff with the necessary materials and training to carry out an innovative and dynamic program.

Entrance Process

The following process is to be followed for all students before entering the program except for transfer students. Transfer students receive services as needed. Entrance into the program should occur only at the beginning of a marking period.

1. A student is identified for instructional support services through the Intervention and Referral Services (I&RS) committee by multiple measures.
 - Students in grades K-8 who score below district established minimum levels of proficiency enter the instructional support program.
 - Classified students are included in instructional support if warranted by test scores and if specifically stated in the Individual Education Plan (IEP).
 - Limited English Proficiency (LEP) students are included in the instructional support program if warranted by test scores and after consultation with the English as a Second Language teacher.
2. A student who has been receiving instructional support in elementary school is re-evaluated at the end of 5th grade to determine placement for 6th grade.

Instructional Support Program Setting and Instructional Guidelines

A. Educational Setting

I. Language Arts:

- a. 6th grade: All students take reading and English. Students who require instructional support services may be assigned to a third language arts literacy class that is in lieu of their related arts cycles or foreign language. Students who choose to defer enrollment into their foreign language class may take Spanish only as a seventh grader or defer enrollment into a foreign language until ninth grade.
- b. 7th grade: All students take communication arts and English. Students who require instructional support services may be enrolled in a third language arts class in lieu of their related arts cycle or foreign language. Students who choose to defer enrollment into their foreign language class as 7th graders may only pick up a foreign language as a ninth grader.
- c. 8th grade: All students take communication arts and English. Students who require instructional support services may be enrolled in a third language arts literacy class in lieu of an elective(s).

II. Mathematics:

- a. 6th grade: All students are enrolled in 6th grade mathematics. Students who require instructional support services may be enrolled in a math support class in lieu of their related arts cycle or foreign language. Students who choose to defer enrollment

into their foreign language class as 6th graders may take Spanish only as a seventh grader or defer enrollment into a foreign language until ninth grade.

- b. 7th grade: All students take 7th grade mathematics. Students who require instructional support services may be enrolled in math support in lieu of their related arts cycle or foreign language. Students who choose to defer enrollment into their foreign language class as 7th graders may only pick up a foreign language as a ninth grader
- c. 8th grade: Students take Geometry, Algebra or Pre-Algebra. Students who require instructional support services may be enrolled in a math support class in lieu of an elective(s).

B. Instructional Guidelines

- I. The instructional support teachers instruct students in areas of reading, writing, and mathematics as indicated by state and local measures.

- II. Instruction must supplement, NOT supplant, basic curriculum.
 - a. Regular classroom teacher remains responsible for and continues to perform all required instructional duties.
 - b. The instructional support teacher coordinates instruction with regular classroom teacher to supplement basic curriculum in reading, writing, and math.
 - c. Communication between instructional support teachers takes place with classroom teacher on a regular basis via collaboration forms and/or formal or informal meetings.
 - d. Coordination with administration, school personnel, and support staff occurs to aid in the instructional and collaboration process.

- III. The duration and frequency with which the instructional support teachers deliver instruction and/or provide instructional suggestions are based on individual student needs and resources available and are determined by the building principal.

- IV. Instructional support teachers may deliver instruction and provide modeling for teachers to small groups, whole class, or individually based on the needs of the students and building. Instructional suggestions should be provided for identified students that can be carried out by the classroom teacher in a regular classroom setting.

Related Documents:

5th grade Recommendation Forms

Sample 6th grade letters

Sample 6th grade Program Choice form

Sample 7th grade letters

Sample 7th grade Program Choice form

Sample 8th grade letters

Sample 8th grade Program Choice form

Bernards Township Public Schools
Instructional Support Program

GRADE FIVE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ School: _____
Classroom Teacher: _____ Date: _____

LANGUAGE ARTS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
NJ ASK Score (Total Reading and/or Lang. Arts)	Reading: _____ Lang. Arts: _____	215 or below	
Report Card Language Arts Final Grade		"C" or below	
District Writing Sample Score		Combined score of less than 8	
DRA Score		DRA Text Level of 90 total score	

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

Copies of the student's current report card, writing samples, and other above mentioned assessments MUST be attached in order to complete the identification process.

Recommended for Enrollment:

Yes or No (Circle One)

Building Principal

Bernards Township Public Schools
Instructional Support Program

GRADE FIVE - END OF YEAR _____
TEACHER RECOMMENDATION FORM

Student Name: _____ **School:** _____
Classroom Teacher: _____ **Date:** _____

MATHEMATICS

ASSESSMENT	STUDENT SCORE	ENTRANCE CRITERIA	CRITERIA MET? (YES OR NO)
NJ ASK (Total Mathematics Score)		215 or below	
Report Card Mathematics Marking Periods Final Grades		"C" or below	
End of Unit Assessments		Must be attached	XXXXXXXXXXXXXXXX

Other teacher observations, assessments and/or anecdotal records:

Specific areas of teacher concern:

Teacher interventions already implemented to address areas of concern:

- | | | | |
|-----------------------|--------------------------|-----------------------------|--------------------------|
| Refocusing techniques | <input type="checkbox"/> | Home contact | <input type="checkbox"/> |
| Seat assignment | <input type="checkbox"/> | Previous Math Support Inst. | <input type="checkbox"/> |
| Additional 1 to 1 | <input type="checkbox"/> | Tutoring | <input type="checkbox"/> |
| Student pairing | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

Copies of the student's current report card and other above mentioned assessments
MUST be attached in order to complete the identification process.

Recommended for Enrollment:
Yes or No (Circle One)

Building Principal

WILLIAM ANNIN MIDDLE SCHOOL

70 QUINCY ROAD BASKING RIDGE, NEW JERSEY 07920 (908) 204-2610
FAX (908) 204-0244

NICK MARKARIAN
PRINCIPAL

KAREN HUDOCK
SCOTT GRABER
ASSISTANT PRINCIPALS

MARY KNELL
MARGE BRADLEY
CHERYL WHITE
STEVIE CHATELLIER
SECRETARIES

Dear Parent/Guardian:

Each school district in New Jersey is required to provide a support program for students who perform below district expectations in the content performance areas on their standardized tests.

The purpose of this program is to provide support and instruction in reading, writing and/or mathematics to those students in Bernards Township who scored at or below 215 on the New Jersey Assessment of Skills and Knowledge (NJ ASK) and who, through multiple criteria, have been deemed eligible for participation in this program. Your child, _____ has been identified in the area(s) below:

Reading Writing Mathematics

Students in sixth grade who have been identified as being eligible for remediation in reading, writing and/or mathematics will be placed in an appropriate support class designed to maximize the opportunity for individualized instruction between teacher and learner. In order to make room for the support class in your child's schedule, s/he will have to defer enrollment into either world language class or related art cycles. If a student chooses to delay participation in a world language class, he or she may still be eligible to start Spanish in the seventh grade.

At this time in your child's educational program, we hope that you agree with us that success in these academic areas is of utmost importance. Please complete the attached program choice form and return it to the William Annin Main Office to the attention of Karen Hudock, Assistant Principal. If you have any questions about the program, please call me at 908-204-2610 ext. 101 or the guidance department at ext. 114.

Sincerely,

Karen Hudock
Assistant Principal

WILLIAM ANNIN MIDDLE SCHOOL

70 QUINCY ROAD BASKING RIDGE, NEW JERSEY 07920 (908) 204-2610
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NICK MARKARIAN
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Program Choice Form

Directions: Please fill in the blanks below with the required information. For those students who will be enrolled in a support class, check off the class in which you would like to defer enrollment for the 2006-2007 school year.

I understand that my child _____ has been recommended for enrollment into a support class for _____.

We would like to defer enrollment into...

_____ a world language so that he/she can participate in the support class specified above.

_____ the related art cycle classes so that he/she can participate in the support class specified above.

Parent /guardian signature

Date

*Please return this form by July 21, 2006 to the William Annin Middle School Main Office c/o Karen Hudock.

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Students in seventh grade who have scored at or below 207 are eligible for remediation in language arts and will be placed in an appropriate support class designed to maximize the opportunity for individualized instruction between teacher and learner. In order to make room for the support class in your child's schedule, s/he will have to defer enrollment into either world language class or related art cycles. Students who defer enrollment into their world language class may not be eligible to begin that language until ninth grade.

At this time in your child's educational program, we hope that you agree with us that success in these academic areas is of utmost importance. Please complete the attached program choice form and return it to the William Annin Main Office to the attention of Nick Markarian, Principal. If you have any questions about the program, please call me at 908-204-2610 ext. 107 or the guidance department at ext. 114.

Sincerely,

Nick Markarian
Principal

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Directions: Please fill in the blanks below with the required information. For those students who will be enrolled in a support class, check off the class in which you would like to defer enrollment for the 2006-2007 school year.

I understand that my child _____ has been identified as needing support services in the area of **language arts**.

I would like to defer enrollment ...

_____ into a world language so that he/she can participate in the support class specified above.

_____ into the related art cycle classes so that he/she can participate in the support class specified above.

Parent /guardian signature

Date

*Please return this form by **July 21, 2006** to the William Annin Middle School Main Office c/o Nick Markarian.

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Students in seventh grade who have been identified as being eligible for remediation in mathematics will be placed in an appropriate support class designed to maximize the opportunity for individualized instruction between teacher and learner. In order to make room for the support class in your child's schedule, s/he will have to defer enrollment into either world language class or related art cycles. Students who defer enrollment into their world language class may not be eligible to begin that language until ninth grade.

At this time in your child's educational program, we hope that you agree with us that success in these academic areas is of utmost importance. Please complete the attached program choice form and return it to the William Annin Main Office to the attention of Nick Markarian, Principal. If you have any questions about the program, please call me at 908-204-2610 ext. 107 or the guidance department at ext. 114.

Sincerely,

Nick Markarian
Principal

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Directions: Please fill in the blanks below with the required information. For those students who will be enrolled in a support class, check off the class in which you would like to defer enrollment for the 2006-2007 school year.

I understand that my child _____ has been identified as needing support services in the area of **mathematics**.

I would like to defer enrollment ...

_____ into a world language class so that he/she can participate in the support class specified above.

_____ into the related art cycle classes so that he/she can participate in the support class specified above.

Parent /guardian signature

Date

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Students who scored at or below 209 will be scheduled for a support class. Those students that scored between 210 and 215 will have their needs met in the regular classroom

At this time in your child's educational program, we hope that you agree with us that success in these academic areas is of utmost importance. Please complete the attached program choice form and return it to the William Annin Main Office to the attention of Scott Graber, Assistant Principal. If you have any questions about the program, please call me at 908-204-2610 ext. 102 or in the guidance department at ext. 114.

Sincerely,

Scott Graber
Assistant Principal

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Directions: Please fill in the blanks below with the required information. For those students who will be enrolled in a support class, check off the class in which you would like to defer enrollment for the 2006-2007 school year.

I understand that my child _____ has been recommended for enrollment into a support class for **language arts**.

I would like to defer enrollment ...

_____ into a world language so that he/she can participate in the support class specified above.

_____ into a semester elective so that he/she can participate in the support class specified above.

Parent /guardian signature

Date

*Please return this form by **July 21, 2006** to the William Annin Middle School Main Office c/o Scott Graber.

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July 12, 2006

Dear Parent/Guardian:

Each school district in New Jersey is required to provide a support program for students who perform below district expectations in the content performance areas on their standardized tests.

The purpose of this program is to provide support and instruction in reading, writing and/or mathematics to those students in Bernards Township who scored at or below 215 on the New Jersey Assessment of Skills and Knowledge (NJ ASK) and who, through multiple criteria, have been deemed eligible for participation in this program. Your child has been identified in the area of **mathematics**.

Students who received a score of 200 or below are required to take a support class in lieu of an elective.

At this time in your child's educational program, we hope that you agree with us that success in this academic area is of utmost importance. Please complete the attached program choice form and return it to the William Annin Main Office to the attention of Scott Graber, Assistant Principal. If you have any questions about the program, please call me at 908-204-2610 ext. 102 or the guidance department at ext. 114.

Sincerely,

Scott Graber
Assistant Principal

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I understand that my child _____ has been recommended for enrollment into a support class for **math**.

I would like to defer my child's enrollment ...

_____ into a world language so that he/she can participate in the support class specified above.

_____ into an elective so that he/she can participate in the support class specified above.

Parent /guardian signature

Date

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Students who have been identified, as being eligible for remediation that scored above 200 will have their needs met in their mathematics class.

At this time in your child's educational program, we hope that you agree with us that success in this academic area is of utmost importance. If you have any questions about the program, please call me at 908-204-2610 ext. 102 or the guidance department at ext. 114.

Sincerely,

Scott Graber
Assistant Principal