
BASIC SKILLS

In order to provide district pupils with the basic tools necessary for achievement of the New Jersey Student Learning Standards, the board directs development of strong basic skills courses at all levels of the schools.

The chief school administrator shall work with staff to:

- A. Infuse instruction in basic skills into courses of study at all grade levels and ensure the articulation of those skills from grade to grade; and
- B. Actively seek innovative and remedial programs to ensure that all district pupils acquire the basic skills suited to their grade level and capacity.

The district shall administer state tests as required by law and code and may administer standardized tests as appropriate to determine student achievement levels in basic skills. The state assessments to be utilized will be the Partnership for Assessment of Readiness for College and Careers (PARCC) for grades 3-8. The PARCC process, begun in the spring of 2015, with the End of the Year Assessment (EOY), WILL NOT be utilized by the Oxford Township School District as an indicator of student performance and curriculum mastery until the New Jersey Department of Education has determined the levels of mastery and levels of proficiency. These minimum proficiencies will be in place for one full school year before these measurements will be included in determining participation in either Basic Skills Instruction or the district's Gifted and Talented program. Student PARCC mastery level may be utilized as an ancillary score in the 2017-2018 school year for GATE. Student learning will continue to be evaluated through a variety of measures, including both traditional assessments, teacher evaluations, parental input and portfolios of student work, and will never be based on a single test score alone. State assessments are governed by New Jersey Statutes and all students in grade 3-8 are expected to be present in school for all regular scheduled assessments or for appropriate make-up schedule. The Chief School Administrator will be charged with developing protocols to address students who do not attend school for the assessments or who do not participate.

Students who may transfer into the district will have their records evaluated by the appropriate school personnel and if their performance is found to be below minimum proficiency levels on state assessments, their inclusion in a basic skills program will be considered. Parents, teachers and other appropriate school personnel will be part of the process.

If a child is found, through the evaluative process, to no longer need the basic skills services, he/she will be dismissed from the program.

The chief school administrator, or designee, will oversee the program and will work to provide the professional development and training necessary to provide the highest level of instruction.

Date:

First Adoption: September 20, 1994
Review Date: May 20, 2008
Revision and Adoption: June 26, 2008
Review Date: July 10, 2012
Revision Date and Adoption: August 23, 2012
Review Date: February 8, 2015
Revision and Adoption: February 26, 2015
Review Date: June 22, 2017
Revision and Adoption: July 20, 2017

Legal References:

<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-3.1, -4.1	Curriculum and Instruction
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts Hawkins-Stafford Elementary and Secondary Schools Improvement Amendments of 1988 (P.L100-297)

Possible

Cross References:

6122	Articulation
6140	Curriculum adoption
6141	Curriculum design/development
6142	Subject fields
6142.2	English as a second language; bilingual/bicultural
6146	Graduation requirements
6171.1	Remedial instruction
6171.3	At-risk and Title 1
6171.4	Special education

Key Words

Basic Skills, Remedial Education