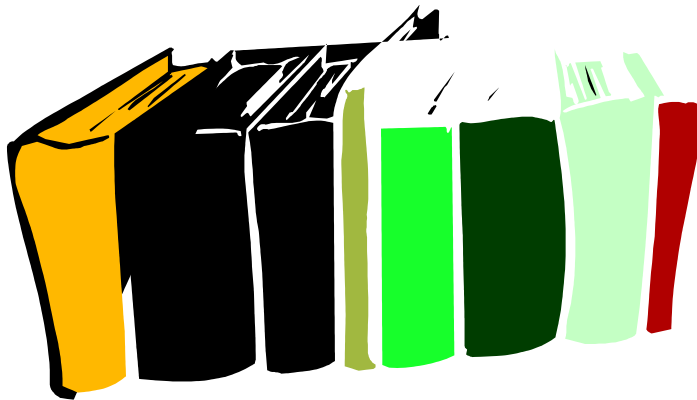


ACADEMIC SKILLS IMPROVEMENT PROGRAM



PARENT BOOKLET

**ACADEMIC SKILLS COORDINATOR
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ACADEMIC SKILLS IMPROVEMENT PROGRAM STRATEGY AND PHILOSOPHY

The Academic Skills Needs Assessment procedures are comprehensive and well planned. The procedure for selecting students involves a combination of measures including teacher rating forms, standardized test scores, student grades, teacher feedback and administrative review.

Academic skill interventions consist of teacher directed instruction and utilization of computer assisted instruction which helps meet the requirement of state and federal accountability legislation. With technology enriched instruction, teachers identify multiple instructional resources tied to specific standards. These resources may be incorporated into daily lesson and student assignments. Teachers are able to analyze student performance with diagnostic assessments correlated to standards. Personnel academic assistance plans are generated that identify appropriate resources and activities that are driven by student need.

These strategies and interventions are designed to address individual student needs and to create a customized learning plan leading to improved achievement and comprehension. Academic Skills teachers and coordinators continually monitor the program for areas of improvement and make adjustments as necessary.

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ACADEMIC SKILLS IMPROVEMENT PROGRAM**

PARENT SELF-HELP CHECKLIST

	<u>YES</u>	<u>NO</u>
1. I read aloud to my child every day.	_____	_____
2. If my child asks for it, I'll read the same book aloud repeatedly.	_____	_____
3. When I read aloud, my child sits on my lap or very close beside me and is in a position to follow along in the book.	_____	_____
4. My child has seen me read frequently.	_____	_____
5. My child has seen a man and a woman reading.	_____	_____
6. There are books, magazines, and newspaper in our home.	_____	_____
7. My child has books of his/her own and a place to keep them.	_____	_____
8. Books and magazines are an important part of my give-giving for each child.	_____	_____
9. Our conversations go beyond daily functions like eating, dressing, bathing. For example, we talk about what happened in our family and neighborhood, and why things are done the way they are.	_____	_____
10. I give my child opportunities to express himself/herself through art, play, and talking.	_____	_____
11. I am a concerned and interested listener, showing my child that his/her feelings and interests are important to me.	_____	_____
12. My child knows I value reading as much as I do watching TV.	_____	_____
13. I control the amount of time my child spends watching TV, and the types of programs.	_____	_____
14. I provide many interesting and varied experiences for my child.	_____	_____
15. I provide plenty of paper, pencils and crayons or a chalkboard for play activities.	_____	_____
16. We play games that help my child see differences and likenesses in objects in our home.	_____	_____
17. My child has a library card and a chance to use it regularly.	_____	_____
18. I transmit a positive attitude towards schools and teachers.	_____	_____
19. My child's hearing and vision are checked regularly.	_____	_____
20. I am sure my child receives a balanced diet.	_____	_____
21. I discuss the school day with my child.	_____	_____
22. I check to see that my child's homework is complete	_____	_____
23. I maintain an open dialogue with my child's teacher.	_____	_____

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MATHEMATICS SUGGESTIONS ACTIVITIES TO DO AT HOME

Activities to Do at Home

Number Concepts

- Count by 1's, 2's, 5's, 10's, etc.
- Count backward
- Count objects
- Put out a specified number of objects
- One-to-One matching
- Read and write numbers
- Put numbers in order
- Bingo
- Mental Math

Basic Facts

- Flash Cards
- Flash Card Games

Measure / Geometry

- Pour liquids
- Read ruler, measuring cup
- Read thermometer/temperature
- Cook/sew/help with shopping
- Read clock/ analog & digital
- Read calendar
- Read prices
- Handle money / make change

- Name shapes
- Make comparisons
longer/shorter
taller/shorter
larger/smaller
heavier/lighter
more/less

Probability and Statistics

- Read graphs in newspaper
- Sports statistics
- Play games using cards or dice

Calculator & Computers

- Learn to use one
- Play games with one
- Constructive use of the internet

Patterns and Functions

- Look for patterns in numbers
- Look for patterns in designs
- Color your own pattern

Logical Thinking

- Relate math functions together
- Play math games
- Do math puzzles

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Parent Information

READING SUGGESTIONS

These following suggestions are for enhancing your child's reading ability and for making reading more interesting for your child.

- γ Show a positive attitude about school. If you do, so will your child. You are a partner with the school in educating your child. Every child deserves interested happy parents, who will make an effort to really know and understand what is happening at school.
- γ Let your child see you read. This lets the child know that reading is important to you. Have books, magazines and newspapers visible and available. Children will usually imitate their parents.
- γ Provide opportunities for your child to find reading to be an enjoyable experience. Buy interesting books that are of your child's choosing. A child who owns a few good books usually enjoys reading.
- γ Let your child look through various children's magazines. If an interest is shown to one, subscribe to it. The child will enjoy receiving it in the mail.
- γ Display a few of your child's books where he or she is most of the time, such as on a table in the family room. Change the books frequently.
- γ Encourage your child to read about the things that are of interest to him or her, such as sports, hobbies, and animals.
- γ Develop the habit of taking your child to the library. The child should have a library card and select his or her own books. You may need to guide your child to books at the proper reading level.
- γ Show your child how to care for books. More respect for books and for reading will be developed if your child realizes how much you value books.
- γ Try letting your child read in bed. Extend reading a few minutes after the normal bedtime.
- γ Let your child read books to you. At other times read your own books at the same time and in the same area where your child is reading.
- γ Assist your child with new words. Do not make the child wait so long for assistance that he or she loses interest in the story.
- γ Encourage the reading of road signs, game directions, letters, advertisement, recipes, cereal boxes and milk cartons, as well as books and magazines. Help your child feel that reading is everywhere.
- γ Select books and stories concerning current television programs and movies. Very often the child will develop an interest in a book after having seen the story on television or in

the movies.

- γ Take your child on trips and excursions. Encourage interest in new experiences, people, and places. Be sure to point out and discuss interesting things to develop vocabulary. Taking your child shopping with you is a good way to give early experiences in reading and mathematics.
- γ Try to create a relaxed atmosphere in your home. Your child needs to feel respected and accepted. Be careful of putting your child under too much pressure.
- γ Show a real interest in your child's conversation. Encourage self-expression. Be a good listener.
- γ Try not to show disappointment if your child does not do as well as you expect. Show that you are pleased with your child's success no matter how small. Look for your child's strengths and be ready to praise when he or she does well.
- γ Never compare your child unfavorably with other children.
- γ Be sure your child gets plenty of sleep. Reduce the amount of TV watching. It will have an effect on school work the next day.
- γ Watch your child's diet. Learning to read requires a great amount of energy, so it is important for him or her to be well and alert. Limit the amount of sugar consumed as evidence seems to indicate that too much can contribute to poor nutrition.
- γ See that your child learns to take responsibility. This will make him or her feel confident and capable. Give your child the opportunity to make some decisions.
- γ Remember that reading is not just something to be learned. It is something your child should come to use for instruction, entertainment, satisfaction and fulfillment.

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Procedure for Parental Complaints

The following procedure is established for those instances when a parent is dissatisfied with a student's program. This parent should be given the opportunity to request and to make statements in support of removal from the program.

The following appeals procedure should be in effect:

1. Any parent expressing dissatisfaction with their child's placement and/or Academic Skills Improvement Program must forward a written letter to the principal of the school outlining their concerns.
2. Once the written parental communication is received, the principal shall contact the Academic Skills Improvement Program Coordinator to analyze the extend of the concern.
3. The principal and Academic Skills Improvement Program Coordinator will arrange a meeting with the parent(s) to apprise the parent(s):
 - a. that pupils who do not meet minimum statewide proficiency levels shall be placed in compensatory programs.
 - b. that the district is responsible for providing appropriate improvement skills programs of instruction to adequately meet the identified educational needs of the student.

Academic Skills Improvement Compact

The Hopatcong School District will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the State's student academic achievement standards.

Ways in which each parent will be responsible for supporting their children's learning, such as:

- monitoring attendance, homework completion and television watching
- volunteering in their child's classroom
- participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- ongoing communication (Parent-teacher conferences, progress reports, participating in their child's class or observation of classroom activities)

(Parent's Signature)

(Date)