

ROLE OF PARENTS / GUARDIANS

The Board believes that the education of children is a joint responsibility, one it shares with the parents/guardians and the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained and parental involvement in District concerns encouraged.

The schools shall foster communication between the home and the school for the student's benefit. The schools shall make reasonable effort to communicate in the native language of the parent/guardian. On a regular schedule, written reports will be issued or conferences will be held. In addition, parents/guardians will be contacted whenever the staff becomes aware of unsatisfactory progress, anomalous behavior or other areas of concern.

The Board recognizes the vital role of parents/guardians in the welfare and education of their children and the pivotal part they play in shaping character and values. Because parents/guardians are familiar with the needs, problems, gifts and abilities of their children, staff should seek to involve parents/guardians as much as possible in the planning of the individual program. Parents/guardians must, by law, be included in the development of certain educational programs for their children.

Parents/guardians can support their children's educational efforts by:

- A. Being familiar with the rules of the District;
- B. Being responsible for their child's punctuality, regular attendance, cleanliness, propriety of dress, physical health, and mental alertness;
- C. Cooperating with school staff in educational and disciplinary matters;
- D. Communicating to appropriate school staff changes in home life that may affect student conduct or performance. Parents/guardians are specifically required to inform the school of any changes in legal custody of the child;
- E. Taking an active part, when possible, in the affairs of the school and of the District;
- F. Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. Reading all communications from the school, and signing and returning them promptly when required.

The Superintendent shall develop procedures and regulations to implement this policy. These regulations shall include use of the parent/guardian's native language when necessary and feasible.

ROLE OF PARENTS / GUARDIANS (continued)

<u>Legal References:</u> N.J.S.A. 18A:35-4.9	Student promotion and remediation; policies and procedures
N.J.S.A. 18A:35-22	Notice to parents that child identified as eligible for enrollment; option of declining enrollment; involvement of parents in program
N.J.A.C. 6A:8-4.3	Accountability
N.J.A.C. 6A:14-1.1 <u>et seq.</u>	Special Education
N.J.A.C. 6A:10A-1.1 <u>et seq.</u>	Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts
<i>See particularly:</i> N.J.A.C. 6A:10A-5.3 through 5.5	
N.J.A.C. 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-12.1	Reporting requirements
N.J.A.C. 6A:32-12.2	School-level planning
34 CFR 200.1 to 200.89 - Part 200	

<u>Cross References:</u> *1220	<u>Ad hoc</u> advisory committees
*1230	School-connected organizations
*1250	Visitors
*5113	Absences and excuses
*5114	Suspension and expulsion
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*5125	Student records
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*6142.2	English as a second language; bilingual/bicultural
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147.1	Evaluation of individual student performance
*6162.4	Community resources
*6171.1	Remedial instruction
*6171.3	At-risk and Title 1
*6171.4	Special education

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

Key Words

Role of Parents/Guardians, Parents/Guardians

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