

Policy

ROLE OF PARENTS/GUARDIANS

The Plainfield 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 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 will make every effort to involve parents/guardians as much as possible in the planning of the individual program. All parents/guardians are expected to review with their children the school compact, an agreement between home and school incorporating shared responsibilities and partnerships for student learning. Parents/guardians must, by law, be included in the development of certain educational programs for their children.

Parents/guardians are requested to keep the school apprised of changes in factors in the home situation which may affect pupil conduct or performance. Parents/guardians are specifically requested to inform the school of any changes in legal custody of the child.

Parents/guardians are responsible for their child's punctuality, attendance, hygiene and propriety of dress.

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

Adopted: **May 20, 1997**
Readopted: **May 19, 2009**

Key Words

Role of Parents/Guardians, Parents/Guardians

Legal References: <u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.S.A.</u> 18A:35-22	Notice to parents that child identified as eligible for enrollment; option of declining enrollment; involvement of parents in program
<u>N.J.A.C.</u> 6A:8-4.3	Accountability
<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
<u>N.J.A.C.</u> 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>	
<u>N.J.A.C.</u> 6A:10A-5.3 <i>through 5.5</i>	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

No Child Left Behind Act of 2001, Pub. L. 107-110. 20 U.S.C.A. 6301 et seq.

ROLE OF PARENTS/GUARDIANS (continued)Manual for the Evaluation of Local School Districts**Possible**

<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	Pupil 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.