

REPORTING TO PARENTS/GUARDIANS

N.J.S.A. 18A:35-4.9 requires adoption of policies and procedures on pupil promotion and remedial services which include timely reporting to and consultation with parents/guardians.

Schools receiving Title I funds are required to have a policy on parental involvement. This policy is to be developed with parental input and distributed to all parents/guardians of children in the program. If the school or district has a parental involvement policy that applies to all parents, that policy may be amended to meet the requirements of No Child Left Behind, if necessary

The Oxford Township Board of Education encourages the use of both informal and formal procedures by the staff as a means of helping parents/guardians keep informed about their child's progress. The school and the home have a shared responsibility to contact each other as often as necessary to share information that would affect a child's progress. At this informal level faculty and parents/guardians are encouraged to communicate by telephone, electronic mail, written mail, and through face-to-face parent-teacher conferences.

The formal process by which the school reports pupil progress is accomplished in a number of ways. A progress report is sent home for every student approximately 4-5 weeks after the start of the marking period and a report card is sent home four times each year. Parent-teacher conferences are also scheduled near the end of the first marking period of each school year.

No Child Left Behind adds requirements for parental notifications. Any district that receives Title I funds must notify parents/guardians that they may request information regarding the professional qualifications of their children's teachers. This information includes but is not limited to the teacher's educational degrees and licenses and whether he/she teaches under an emergency credential or waiver of licensing criteria. Qualifications of paraprofessionals providing services to their children must also be provided. Parents/guardians must also be notified of their children's level of achievement on required state assessments and whether their children have been assigned to or have been taught for four or more consecutive weeks by a teacher who is not "highly qualified." (See legal reference pages for file code 4111 and the federal law for a full definition of "highly qualified.")

If a school has been identified for program improvement, corrective action or restructuring based on failure to make "adequate yearly progress," it must promptly notify parents/guardians of the reasons for that identification and how problems will be addressed. Parents/guardians must also be notified of the option to transfer their children to another public school and the availability and effectiveness of supplemental educational services.

Notifications to parents/guardians must be provided in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.

REPORTING TO PARENTS/GUARDIANS (continued)

In accordance with board policy, the following guidelines are to be implemented when assessing and reporting pupil progress:

**Grading Symbols**

## A. Kindergarten;

- 3 = Met the standard
- 2 = Progressing toward the standard
- 1 = Limited progress toward the standard
- S= Satisfactory progress
- NA = Not applicable this marking period

## B. Grades One and Two

- 3 = Met the standard
- 2 = Progressing toward the standard
- 1 = Limited progress toward the standard
- S= Satisfactory progress
- NA = Not applicable this marking period

C. **Grades Three and Four**

- A = (90-100)
- B = (80-89)
- C = (70-79)
- D = (65-69)
- F = (50-64)
- S = Satisfactory
- NI = Needs Improvement
- U = Unsatisfactory

**Grades Five through Eight**

- A+ 97 - 100
- A 93 - 96
- A- 90 - 92
- B+ 87 - 89
- B 83 - 86
- B- 80 - 82
- C+ 77 - 79
- C 73 - 76
- C- 70 - 72
- D+ 67 - 69
- D 65 - 66
- F Below 65

**D. High Honor Roll: Grades 3-4:** A student must receive an average of 94 or above in ALL classes in order to be eligible for the High Honor Roll. Students MAY NOT receive a grade lower than a 90 in ANY class and a student must receive "S" or higher in conduct.

**E. Honor Roll: Grades 3-4:** A student must receive an average between 83 and 93 in ALL classes in order to be eligible for the Honor Roll. Students may not receive a grade lower than an 80 in ANY class and a student must receive "S" or higher in conduct.

F. **High Honor Roll: Grades 5-8:** A student must an A- or above in ALL classes in order to be eligible for the High Honor Roll. Students MAY NOT receive a grade lower than an 90 in ANY class and a student must receive “S” or higher in conduct.

G. **Honor Roll: Grades 5-8:** A student must receive A’s and B’s in ALL classes in order to be eligible for the Honor Roll. Students may not receive a grade lower than an 80 in ANY class and a student must receive “S” or higher in conduct.

#### H. Mid-Marking Period Progress Reports

All students will receive a brief progress report in the middle of each reporting period. The purpose of this report is to alert parents to any difficulties their child may be having in a particular subject area so that they may take steps to provide additional support to the student. We ask that these be signed and the signature portion returned to the school. Parents are encouraged to discuss these reports with their children and appropriate teachers.

Parents/ guardians will be notified when their child’s grade is in danger of falling below a “C” level.

The parents/ guardians will be notified:

- a. via direct telephone contact
- b. through the weekly classroom report from the teacher
- c. by utilizing the mid-marking period progress report
- d. using email

Parents/ guardians will be informed that a student who does not pass the class for the marking period may be asked to participate in additional academic support. Students who fail one or more classes may be required to attend summer remediation classes. The cost for summer remediation will be borne by the parents. If a student’s academic progress is deemed to be severe, they may be a candidate for retention. Retention may be utilized after the teachers have met with the parents and this is deemed to be in the best interest of the student.

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**Review Date: April 19, 2017 – No Changes**

**Legal References:** N.J.S.A. 18A:7E-2

through -5

N.J.S.A. 18A:11-1

N.J.S.A. 18A:35-4.9

N.J.S.A. 18A:40A-12

N.J.S.A. 18A:54-20

N.J.A.C. 6A:8-4.3

N.J.A.C. 6A:8-4.5

N.J.A.C. 6A:8-5.1

School report card program

General mandatory powers and duties

Pupil promotion and remediation; policies and procedures

Reporting of pupils under influence or believed to be using anabolic steroids; examination report, return home; treatment; evaluation of possible need and referral

Powers of board (county vocational schools)

Accountability

Public reporting

Graduation requirements

<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
<u>See particularly:</u>	
<u>N.J.A.C. 6A:14-1.1, -2.3, -2.4, -2.5, -2.6, -3.5, -7.9</u>	
<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
<u>See particularly:</u>	
<u>N.J.A.C. 6A:15-1.13, -1.15</u>	
<u>N.J.A.C. 6A:16-1.4</u>	District policies and procedures
 <u>N.J.A.C. 6A:10A-1.1 et seq.</u>	 <i>Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts</i>

See particularly:

<u>N.J.A.C. 6A:10A-2.2, -5.1(a)3, -5.3</u>	
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-7.1(d, k)</u>	General considerations
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements

Every Student Succeeds Act

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	1000/1010	Concepts and roles in community relations; goals and objectives
	2224	Nondiscrimination/affirmative action
	5020	Role of parents/guardians
	5120	Assessment of individual needs
	5125	Pupil records
	5126	Awards for achievement
	6010	Goals and objectives
	6146	Graduation requirements
	6164.2	Guidance services
	6164.4	Child study team
	6171.1	Remedial instruction
	6171.3	At-risk and Title 1
	6171.4	Special education

**Key Words**

Parents/Guardians; Reporting to Parents/Guardians; Role of Parents/Guardians