

KB1 Parent Rights and Responsibilities

The Albuquerque Public Schools (APS) Board of Education believes that the success of a child's education is the result of a collaborative effort among parents, students, and the school. APS recognize parents as valued partners in the educational process and will incorporate parental involvement as a district core value. APS Board of Education policy, goals and core values recognize that parents have rights. APS also believes that active and regular parental involvement will significantly increase a student's potential for academic success.

Therefore, APS recognizes parents as valued partners in the educational process and incorporates parental involvement as a district core value. All school and district activities will give proper consideration to the involvement of parents.

Participants in the educational process deserve respectful and courteous treatment at all times. Schools reflect the richness and diversity of Albuquerque, and the district prohibits harassment and hostile environments of any kind, because students have the right to an education free of discrimination.

PHILOSOPHY OF PARENT RIGHTS AND RESPONSIBILITIES

As full partners in a child's education, parents have rights and responsibilities. It is the objective of APS to list, and communicate these rights and responsibilities in a format that is convenient and accessible for parents. Parents are defined as persons who in are in a parental relationship, according to state law.

PARENT RIGHTS

Parents, in their relationships with schools, have the right:

- To have a school environment for their children that is safe and supportive of learning
- To be treated with courtesy by all members of the school staff and as full partners in their children's education
- To be included in the educational process and to have access to the system on behalf of their children
- To work in a mutually supportive and respectful partnership with the school
- To expect school outreach to ensure participation of all families, including those for whom English is not their primary language
- To have opportunities for families to participate in the instructional process

Parents, in order to support high academic achievement for their children, have the right:

- To examine the curriculum materials of the classes in which their children are enrolled
- To expect qualified teachers who are good role models
- To expect textbooks, materials, and supplies that reinforce good learning
- To expect an instructional program that recognizes individual learning styles
- To receive assistance from school personnel to further the progress and improvement of their children
- To expect a full day of education for their children within the legally defined number of hours and days
- To have access to school performance data

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Parents, in order to be knowledgeable about their children's educational experience, have the right:

- To receive information concerning the academic performance standards, proficiencies or skills their children are expected to accomplish
- To be informed in advance about school rules, school calendars, activities, attendance policies, dress codes, and procedures for visiting the school
- To visit their children's classrooms to observe activities
- To have access to all educational records of a school district concerning their child in accordance with the Family Educational Rights and Privacy Act (FERPA). This includes, but is not limited to, attendance, test scores, grades, disciplinary records, counseling records (subject to the counselor privilege), and health and immunization information
- To question anything in their children's records that they believe is inaccurate or misleading or is an invasion of privacy
- To receive prompt responses to inquiries
- To be notified on a timely basis if their child is absent from school
- To be notified promptly about disciplinary action against their child
- To be included in any educational and/or social support plans
- To be informed of their children's progress in school and of the appropriate school personnel that they should contact if problems arise
- To receive information about psychological testing the school does involving their children and to agree or deny permission to give the test
- To be informed of processes to address parental concerns or available grievance procedures
- To confer with their child's teacher

PARENT RESPONSIBILITIES

Parents, in their relationships with schools, have the responsibility

- To treat school personnel with courtesy and as a partner in their children's education
- To support school, district, and classroom rules for student behavior and ensure that their children conduct themselves according to district standards
- To participate in decisions related to the education of their children
- To instill in their children self-discipline and courtesy toward others
- To adhere to school rules and procedures
- To instill in their children a respect for teachers and authority
- To teach their children to take care of school materials and facilities

Parents, in order to support high academic achievement for their children, have the responsibility:

- To ensure that their children attend school everyday
- To send students to school on time and prepared to learn
- To be informed of, acknowledge, and understand the rules applicable to their children's conduct while they are at school
- To support learning that takes place in the classroom
- To ensure that homework is completed and turned in on time
- To work with children at home in learning activities
- To engage in literacy activities with their child
- To have high expectations for their child

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- To be positive role models for their children
- To emphasize the value of education
- To remain involved with their children from preschool through high school

Parents, in order to be knowledgeable about their children’s educational experience, have the responsibility:

- To be knowledgeable of all communications from the school
- To promptly supply accurate, updated information (including current address and when available, current telephone numbers) to the school
- To monitor their child’s progress and communicate with the child’s teacher
- To become informed about the school’s policies and programs
- To confer with their child’s teacher

Board of Education Member: Policy Committee Chair

Administrative Position: Board of Education Services Office Executive Director
Chief of Schools

Department Director: Executive Director of Student, Family and Community
Supports

References:

Legal Ref: Section 22-5-4 NMSA 1978

Board Policy Cross Ref: BA Board of Education Goals
KB Family and Community Engagement

Procedural Directive Ref: Handbook for Student Success

NSBA/NEPN Classification: KBBA

Introduced:

Adopted:
