

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 recognizes parents as valued partners in the educational process and will incorporate parent/guardian and family 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 parent/guardian involvement will significantly increase a student's potential for academic success.

Therefore, APS recognizes parents as valued partners in the educational process and incorporates parent/guardian 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/GUARDIAN RIGHTS AND RESPONSIBILITIES

As full partners in a child's education, parents/guardians 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.

PARENT RIGHTS

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

- To a school environment for their child that is safe and supportive of learning
- To be treated with courtesy by all staff
- To be included as full partners in the educational process and to have access to the system on their child's behalf
- To a mutually supportive and respectful partnership with the school
- To expect school outreach ensuring all families have opportunities to participate, including those for whom English is not their primary language
- To opportunities for families to participate in the instructional process, particularly by engaging in school scheduled events and established structures like Parent Teacher Association groups and Instructional Councils

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

- To examine their child's curriculum materials
- To expect qualified teachers who follow the code of conduct
- To expect textbooks, materials, and supplies that reinforce learning
- To expect an instructional program that recognizes individual learning styles
- To receive assistance from school personnel to further their child's progress and improvement
- To expect their child receives a full day of education or instruction (as legally defined)
- 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 child is 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 child's classrooms
- 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, transcripts, attendance, test scores, grades, disciplinary records, Individualized Education Plans (IEP's), 504 plans, educational and/or social support plans, school counseling records, and school health records
- To question anything in their child'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 of their child's absence 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 child's progress in school and of the appropriate school personnel they should contact if problems arise
- To receive information about and to agree or deny permission concerning psychological testing involving their child
- To be informed of processes to address parent/guardian 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 partners in their child's education
- To support school, district, and classroom rules for student behavior and ensure that their child conduct themselves according to district standards
- To participate in decisions related to the child's education
- To instill in their child self-discipline and courtesy toward others
- To adhere to school rules and procedures
- To instill in their child a respect for teachers and authority
- To teach their child 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 child attends school every day
- To send students to school on time and prepared to learn
- To be informed of, acknowledge, and understand the rules applicable to their child's school
- To support learning that takes place in the classroom
- To ensure that homework is completed and turned in on time
- To work with their child at home in learning activities
- To engage in literacy activities with their child

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- To have high expectations for their child
- To be role models for their child
- To emphasize the value of education
- To remain involved with their child 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
Family Educational Rights and Privacy Act (FERPA), 20
U.S.C. Section 1232(g)

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

Procedural Directive Ref: APS Handbook for Student Success

NSBA/NEPN Classification: KBBA

Introduced:

Adopted: