

[EXT] Parents Bill of Rights Suggestions

Hortencia Benavidez <hortencia.benavidez@pmsnm.org>

Wed 1/2/2019 1:10 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Making information available in Spanish is important for our bilingual parents.

Could something be put in about departments being welcoming to parents, like Special Ed? I know that the "public school" should be all encompassing, but at times there is a disconnect between departments like special ed, bilingual ed and Indian ed. These departments need to be singled out I believe. Information about who the directors are need to be easily available to parents online. This is in section 6.30.14.8 B

Tencia Benavidez

HR ADMINISTRATOR

HUMAN RESOURCES – CENTRAL OFFICE

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[EXT] Rulemaking 6.30.14

Pauletta White <PWHITE@gmcs.k12.nm.us>

Wed 1/2/2019 2:59 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Cc:Pelayo, Icela, PED <Icela.Pelayo@state.nm.us>;

 1 attachment

G2G_ExecutiveReport_Fall2018_12.31.18.pdf;

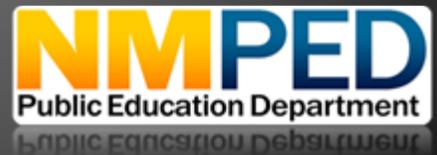
In regards to Parent and Family Bill of Rights 6.30.14.1

The rulemaking notice informs the public that the new rule will become effective on February 27, 2019. According to Dr. Pelayo's release of the G2G Executive Report on December 31, 2018, it states that for all rulemaking "the PED commits to a 12-month process for engagement, as recommended by tribal governors." This is stated four times on pages 1, 3 and 5. This was released to all American Indian tribal leaders by Dr. Pelayo.

Would you please clarify? Is the rulemaking process proceeding despite the recommendation from Mr. Ruszkowski for the 12-month timeframe? If so, please inform all tribal governors that the attached report is in error.

Thank you

Pauletta White, Ed. D
NMIEAC Secretary



FALL 2018

Indian Education Advisory Council
Government to Government Meeting
Indian Education Summit

November 25 – 28, 2018

The meeting report addresses the discussion through Tribal Consultation and action items requested from Tribal Leadership related to educational priorities addressing strengthening efforts and improving educational needs for Native American students.

Meeting Objectives and Update

- I. In accordance with the New Mexico Indian Education Act, the New Mexico Public Education Department (PED) Secretary of Education and Assistant Secretary of Indian Education convened a semi-annual government-to-government meeting with New Mexico tribal leadership and Tribal education directors for the express purpose of receiving input on the education of Native American students. To further strengthen efforts toward improving education for Native American students, the Indian Education Division invited Tribal leaders, Tribal education directors and staff, school district leaders and school district staff, educators, parents and community members to participate in a two-day government to government Tribal consultation meeting to address the following:
 - i) **Tribal Consultation** - Receiving input on the education of American Indian students
 - ii) **Work plan** – To have a clear overview of the framework to further strengthen activities toward improving education for Native American students and planning for 2018-2020.
 - iii) **Technical Implementation 2020** – A capacity building of Tribal Consultation on educational support systems and collaboration with Tribal governments and Public Education Department.
- II. Participating Tribal Leaders, Public Education Department, Indian Education Advisory Council and Indian Education stakeholders were welcomed by Santa Ana Pueblo Education Department.
- III. Milton Bluehouse, Jr., facilitated the meeting with introductory remarks focusing on positive and productive outcomes, and informing all participants of the importance of the Tribal consultation process with dialogue from Tribal Leaders and New Mexico Public Education Department including the Indian Education Advisory Council. The participants received an overview of the pre-consultation discussion with Tribal Leaders.
- IV. Updates from Public Education Department included: School Year 2017-2018 student achievement, graduation rates, school grades, PED rule making, Tribal Consultation, Cultural Competency and NM Indigenous curriculum.
- V. Lt. Governor Raymond Concha, Jr. presented the Tribal Leaders educational priorities developed during the pre-consultation meeting and Spring 2018 Government to Government held in Mescalero, NM on behalf of the Tribes present at the meeting. The Tribal educational priorities are described in the report with status updates.
- VI. Indian Education Advisory Council presented (5) five formal recommendations to the Tribal leadership for support in presenting a formal recommendation as part of the Indian Education transition packet.
- VII. In the spirit of positive and productive government-to-government consultation, the participating tribal leadership and representatives from New Mexico's Apache, Pueblo, and Navajo tribal governments presented formal tribal leadership recommendations to the New Mexico Public

Education Department. Two separate formal recommendations were presented as described in the report.

VIII. The following is the response to the 2018 Spring/Fall Government to Government formal recommendations presented by tribal leaders to the Public Education Department with status updates.

a) *Updated November 27, 2018 from May 1, 2018*

Action Items	Timeline	PED Status
1. Support the Indian Education Advisory Council (IEAC) tribal advisement.	Transition	<i>In Progress</i> - The IEAC will have an opportunity to present the finalized formal recommendation to the incoming administration in 2019.
2. Performance results in the NM PED Tribal Education Status Report are unsatisfactory. Develop plan and timeline to address performance results.	Ongoing Transition	<i>In Progress</i> - Opportunity for government to government transition smoothly – blue print for the next ten years using the state’s top-rated, federally approved ESSA plan. The state’s ESSA plan developed in the course of two years through consultation efforts with communities; incorporated continuity with goals and objectives to address the implementation building capacity.
3. Meaningful and timely tribal consultation on various rule making initiatives and curriculum development. Tribal consultations with LEAs shall be formal.	Ongoing	<i>In progress</i> – PED Indian Education Division has developed a guide for Tribal Consultation. Ongoing communication and consultation will be provided by Public Education Department to the 22 Tribes/Pueblos. Specifically on rulemaking, the PED commits to a 12-month process for engagement, as recommended by tribal governors.
4. Tribal access to educational data related to rulemaking processes to more fully understand rulemaking outcomes and tribal positions and input relative to the rulemaking initiative(s), and to	Ongoing	<i>In Progress</i> – Public Education Department commits to a twelve-month for any newly initiated rulemaking; The PED’s Policy Bureau will provide ongoing technical assistance and training related to the

<p>understand New Mexico Public Education Department (NM PED) methodology for decision making relative to tribal input and feedback.</p>		<p>rule making methodology process for decision making relative to tribal input and feedback. Specifically on rulemaking, the PED commits to a 12-month process for engagement, as recommended by tribal governors.</p>
<p>5. Invite and involve the NM Indian Affairs Department in NM PED tribal consultation and rulemaking meetings and processes.</p>	<p>Ongoing</p>	<p><i>In progress</i> - PED will support with advocacy and invitation from PED for NM Indian Affairs, and NM Legislators. Tri-Consultation Plans must include Tribes and School Districts. Specifically on rulemaking, the PED commits to a 12-month process for engagement, as recommended by tribal governors.</p>
<p>6. Establish a workgroup to assist NM PED on Secretary Ruskowski proposal to delay rulemaking for one year to support tribal involvement and tribal consultation. The workgroup shall be composed of tribal leadership, tribal educational directors, the IEAC, and NM PED Assistant Secretary of Indian Education.</p>	<p>Ongoing Transition</p>	<p><i>In Progress</i> – PED’s Policy Bureau and IED will work on supporting notification and clarification to Tribal leaders with sufficient time for response. Specifically, the PED commits to a 12-month process for engagement, on department rulemaking, as recommended by tribal governors. The PED’s Policy Bureau will develop a plan from initiation to completion – incorporating the results for tribal consultation.</p>
<p>7. Pre-K and CYFD data similar to TESR</p>	<p>Annually or as requested</p>	<p>Complete – Pre-K data is now included as part of the annual Tribal Education Status Report published by the Public Education Department. The TESR is available at: https://webnew.ped.state.nm.us/wp-content/uploads/2018/11/IED-2017-2018-TESR-Final.pdf</p>

<p>8. Tribal access to state funding information related to federal Impact Aid and school district distribution for more fully understand Impact Aid distribution throughout the state.</p>	<p>Ongoing Launch training in Spring 2019 as training has received input and feedback from Tribal Consultation</p>	<p><i>In Progress</i> –The School Budget & Financial Analysis Bureau in collaboration with Indian Education Division has developed training and technical assistance related to understanding of Impact Aid funds including the State Equalization Guarantee. Work with School Board Association to provide training on allocation of funding – share tribal educational priorities and data for better alignment.</p> <ul style="list-style-type: none"> i. Will Collaborate and partner with the School Board association. ii. Will Collaborate and partner with the Superintendents. iii. Cultural Competency Training will be offered to School board association and upon request from school boards. (All PED Bureaus will be included in the process and discussions.)
<p>9. Administrative and fiscal support for teachers who will be implementing newly developed rules. Example: Literacy and Alternative Demonstrations of Competency.</p>	<p>Ongoing</p>	<p>See Secretary Ruszkowski’s FY20 Budget Request to the Legislature, which proposes increasing funding by \$425 million, with the possibility of up to \$1 Billion over the next three fiscal year.</p>
<p>10. Multi-year funding grants and agreements instead of single year or annual funding grants/agreements; in alignment with other state agency practices related to multi-year funding grants and agreements.</p>	<p>Transition</p>	<p>Tribal leaders will advocate with their Legislators for a two-year funding cycle, as opposed to year-over-year, as suggested by Secretary Ruszkowski when reviewing best practices from other states that have this two-year stability cycle. Tribal leaders will advocate for this concept beginning immediately.</p>

<p>11. State – Tribal consultation to be held on appropriated date that supports tribal leadership and educational staff participation. Example: May 1st and the Pueblo of San Felipe’s Feast Day and the NM PED’s government-to-government meeting and Indian educational summit.</p>	<p>Transition</p>	<p><i>In progress</i> - Plan in advance dates of the semi-annual government to government meetings.</p>
<p>12. Continuity of state Indian education initiatives, rulemaking tribal consultation, and various projects during changes in leadership.</p>	<p>Transition</p>	<p><i>In Progress</i> – PED Indian Education will continue to support the Indian Education Act and duties outlined supporting the Native American student academic and cultural success, including advocating for 12-month rulemaking process. Specifically, the PED commits to a 12-month process for engagement, as recommended by tribal governors.</p>
<p>13. Develop and implement alternative assessment for teacher certification for tribal teachers.</p>	<p>Ongoing Transition</p>	<p><i>In Progress</i> – PED Indian Education Division has collaborated with the pertinent bureaus to plan, develop and implement a structure to support the 520 Native American Language and Culture certification, which will require Tribal consultation from the 22 Tribes/Pueblos.</p>
<p>14. New Mexico State governor to attend state – tribal government-to-government consultation meetings.</p>	<p>Semi-annual communication</p>	<p><i>In Progress</i> – As per the Indian Education Act, IED will continue to issue formal invitation to the Office of Governor, NM Legislators, and NM Indian Affairs to attend the semi-annual government to government meetings.</p>
<p>15. Tribal consultation on PARCC to address tribal concerns related to appropriateness of the test within tribal education, and understanding impacts on Native American student dropout rates.</p>	<p>Ongoing Transition</p>	<p><i>In Progress</i> – The spring 2018 PARCC results showed Native American children who are enrolled in districts and charter schools within Public Education Department authority have outpaced all others in terms of reading growth, advancing 8.2</p>

		<p>percentage points since 2015. In addition, math growth nearly doubled from 2017 to 2018, advancing from 2.2 percentage points to 4.1.</p> <p>The state’s student assessments can continue to be of the highest-quality, maintain year-over-year comparability, and become more specific to New Mexico’s students’ experiences. Tribal leaders will continue to advocate for and work with the PED on assessments.</p>
16. Access to Native American student dropout rates/data from 2010 to 2017.	Annually or as requested	In Progress – On an annual basis, the IED reports the student dropout rates on the previous school year as reported by districts into the Students Teacher Accountability Reporting System. The Tribal Education Status Report included. The IED will work closely with the PED Accountability Bureau to ensure accuracy of reporting.
17. NM PED to share tribal educational priority list with state legislative committees on education and the Interim Indian Affairs Committee.	Transition	This document will be shared with LFC, LESC, and the Interim Indian Affairs Committee.
18. NM PED and IEAC to share tribal educational priorities and recommendations with Lujan-Grisham transition team on education. Tribal leaders will also provide tribal education priorities and recommendations to the incoming Lujan-Grisham Administration.	Transition	This document will be shared with the Transition Team and copy will be provided to the new Secretary of Education.
19. Fill three (3) vacant positions on the Indian Education Advisory Council within FY18 Fourth Quarter.	Ongoing/Completed two of three	Completed – One nomination for Jonathan Hale made by the Navajo Nation and appointment by the Secretary of Education effective on 10/15/18. Awaiting one additional

		nomination from the Navajo Nation to fill vacant position. See #20 for details on vacant IEAC position.
20. Nominate tribal representative to At-Large representative for Head Start.	Completed	Completed – One nomination for Marsha Lena made by Early Childhood/Headstart and appointment by the Secretary effective on 07/21/18.
21. Continue 3 rd party facilitation of state and tribal government-to-government meetings and Indian education summits.	Ongoing Transition	In Progress – PED has agreed to continue to support the request of third-party facilitation for the government to government meetings.
22. Tribal consultation and side-by-side review, analysis, and compliance of NM PED rule making and NM PED State-Tribal Collaboration Act Collaboration and Communication Policy.	Ongoing	In Progress - The IED in conjunction with the Policy Bureau will develop a plan from initiation to completion – incorporating the results for tribal consultation.
23. Agenda for state and tribal government-to-government meetings be tribally driven. Example: development of tribal education priority list.	Transition	The PED’s IED will continue to collaborate and work with tribes to ensure agendas for government-to-government meetings are tribally-driven. The educational priorities will be shared with the Transition Team.
24. Support Yazzie vs. New Mexico court decision and funding for educational infrastructure, to include but not limited do: a. Needs assessment and technical assistance b. Educational buildings c. Libraries d. Broadband Internet e. Teacher housing	Ongoing - Transition	At this time, the ruling in the matter has not been finalized and therefore still pending. Once a final ruling has been issued, the State of New Mexico (the Legislature and the Executive) will determine next steps and determine how best address the issues contained in the ruling. See Secretary Ruszkowski’s FY20 Budget Request to the Legislature, which proposes increasing funding by \$425 million, with the possibility of up to \$1 Billion over the next three fiscal year.
25. Formal NM PED response (in writing) to the tribal educational	Completed	Completed – A meeting report, ongoing Tribal Consultation, Fall 2018

<p>priorities list developed on April 29th and shared with NM PED Secretary Christopher Ruskowski on April 30th, 2018.</p>		<p>Government to Government meeting and this response packet addresses the ongoing status update to the tribal educational priorities list developed at the Spring 2018 Government to Government meeting in Mescalero, NM.</p>
<p>26. Formal NM PED response (in writing) to the Formal Tribal Leadership Recommendations list of May 1st, 2018.</p>	<p>Completed</p>	<p>Completed – A meeting report, ongoing Tribal Consultation, Fall 2018 Government to Government meeting and this response packet addresses the ongoing status update to the tribal educational priorities list developed at the Spring 2018 Government to Government meeting in Mescalero, NM.</p>

IX. Conclusion:

The 2018 fall government to government meeting was designed to identify and address the Tribal educational priorities and to also better understand the challenges for which to build stronger and more meaningful State and Tribal relationships. The Tribal leadership’s pre-consultation meeting helped the New Mexico PED and tribal leaders to identify Tribal education priorities. The Tribal consultation meeting provided an opportunity for all participating tribal leaders and the Secretary of Education and Interim Assistant Secretary of Indian Education informed the discussion related to the identified priorities and to learn more about the unique opportunities and challenges for improving education for Native American students.

Both the Secretary and the PED team offered to create the continuity and stability that tribes are seeking, with increased funding and outcomes for Native American students.

As a whole, the government to government meetings provided a renewed baseline for a successful transition which will support stronger and more positive and productive government to government relationships. The New Mexico PED looks forward to constructive and creative solutions based working relationships with New Mexico’s Indian Pueblos, Tribes, and Nations.

X. Appendix:

Meeting Program

Tribal Leadership Meeting Participants

Formal Tribal Recommendations

[EXT] Another Parent's Bill of Rights Suggestion

Hortencia Benavidez <hortencia.benavidez@pmsnm.org>

Fri 1/4/2019 9:47 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

That these bill of rights be posted for all to see at school sites. They shouldn't be posted in the break room or bathroom.

Tencia Benavidez

HR ADMINISTRATOR

HUMAN RESOURCES – CENTRAL OFFICE

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[EXT] Public comment for Parent Bill of Rights proposed rule

Songtree Pioche <rodeomomsongtree@gmail.com>

Mon 1/14/2019 2:39 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Cc:Ruiz, Gloria, PED <Gloria.Ruiz@state.nm.us>;

 1 attachment

Letter for proposed rule POB.pdf;

Please accept my attached public comments for this very important rule.

Thank you,
Songtree Pioche

~You are capable of 20x more than you think~ Mark Devine

69F CR 5005 Bloomfield NM 87413

January 12, 2019

Policy Division
NM Public Education Department
300 Don Gaspar Ave Room 101
Santa Fe, NM 87501

Re: 6.30.14 NMAC, Parent Bill of Rights

Dear Lt. Governor Howie Morales,

Congratulations on your role in this very important time in New Mexico Education.

As an inaugural member of the NMPED Family Cabinet and Secretary's Family Advisory, I thank you for the opportunity to provide public comment on the proposed Parent and Family Bill of Rights.

My family and I live in Bloomfield, a community that borders the Navajo reservation in the 3rd district of New Mexico. We proudly represent 3 tribes, Taos Pueblo, Oglala Lakota, and Navajo. My children formerly attended Bloomfield Schools and presently attend Aztec School District. My daughter Cheyenne is in 11th grade, son Cash in 7th grade, and son Sanchez Jr. in 2nd grade. They represent regular education, gifted, and developmental delay.

My family and I fully support the Parents Bill of Rights and its intended purpose, goals, and the specific problems it addresses. By being informed of and exercising school choice we as a family collectively have been able to see the different approaches to parent and family engagement in two school districts. We have experienced significant personal growth and achievement in academics, athletics, and leadership.

My son Sanchez Jr., 2nd grade at Lydia Rippey Elementary in Aztec has shown measurable growth in his Istation scores in 18-19. Because of his hard work and with consultation between myself and the SPED director Dr. B, he has been transitioned into learning math with his peers in the regular classroom where he will continue to be monitored. In reading skills, by partnering with his teacher Ms. Botz, we ensure he has a minimum of 80 minutes of reading a week. I have been able to express my lack of access to books of all subjects and encouraged culturally relevant books for him to read to reach these goals. The teacher and librarian responded by allowing "book hauls" instead of just one book a week from the library. My son is thriving, has excitement for learning and makes reading and homework a priority sometimes doing his homework in the backseat on the way to school. He loves school and the achievement goals we set for him. These goals are well communicated, and the results show in data. He went from a F school to a B school.

My son Cash was in the first semester of his 6th grade year and was tanking at his previous D school in Bloomfield. At that time, I only knew how he was doing by reading his annual report card, which were always A's and B's. He began having behavior problems in a class taught by a long-term substitute teacher. I will always thank Mr. M for alerting me to these issues because I was able to reach out to mentors in my community and begin to research and understand symptoms of and needs of gifted students. I also discovered from the NM SPED Bureau technical assistance manual how Native Americans are consistently overlooked and underserved in this area. I received the resources I needed to immediately begin providing support for his academic and social & emotional needs.

After months of speaking to all levels of school personnel in Bloomfield, I was able to advocate for Cash to be tested by FTAP. He tested gifted but ended up having an IEP with low goals. I moved him to Aztec Koogler Middle School where there is a gifted teacher, program and home room in place for 6-8th grade. Within 2 months he was nominated for student of the month. On his IEP he has stated he would like to play collegiate basketball and then professionally in the NBA. Cash is point guard and currently co-captain of the Koogler Middle School 7th grade boys' basketball team. He will also participate in a MathCounts competition in March 2019 due to referral from his teachers. He maintains a 3.2-4.0 GPA. He is not perfect and when he begins to slip I get a call from teachers that understand my expectations for him, his dad and I are able to intervene and adjust. Cash has high potential that needs to be nurtured through parent engagement with educators and service providers through wrap around services, academic guidance, prompt access to his PARCC scores and other assessments outlined in the Parent Bill of Rights. I am excited for his academic and athletic career and later his contribution to the Native community and State of New Mexico.

My daughter Cheyenne has perhaps had the hardest time navigating through public education. She consistently struggles in Algebra and could work to improve in proficiency in science and writing. I believe had the previous district responded timely to my request for schedule changes to better support a 4 sport native athlete, had established wrap around services such as tutoring at school or in the evening and/or implements such as laptop to use at home for access to Khan academy or online books to access at home, Cheyennes' grades would have allowed her to continue to be eligible for sports in her sophomore year. Cheyenne requires strong academic guidance from both myself and her school, academic updates such as interpretation of data and direction to resources and enrichment opportunities. The Parent Bill of Rights will allow me to help her meet the rigor that college applications and courses require. Cheyenne has taken the ACT and has her eye on 3 colleges of her choice and 3 of her parents' choice which include NM higher education choices and tribal colleges.

In the last 2 years, I advocated for better communication at parent advisory councils, Indian education committee meetings, school board meetings and city council meetings. At Bloomfield, I was able ask for and through school partnership establish a gifted advisory council made up of parents and educators who make policy recommendations. The Federal Programs department and PACs began posting agendas and minutes on the new school website. The Indian Education Division awarded a grant to Bloomfield High School for tutoring. There was a first ever budget hearing where I spoke to 3 items (science lab fees being charged to parents, lack

of awarding of Indian education monies to students' enrichment need, and ethical concerns.) A community survey was conducted in late 2018 with intentions to update the Bloomfield Schools mission and values. The 2019-2022 strategic plan was approved at the 12/11/18 board meeting. At the state level, I was able to answer the call for culturally relevant curriculum and submit a recommendation. *100 Years: One Woman's Fight for Justice*, was added to the review process and according to DeAlva Calabaza, IED Director will be piloted in schools in 2019. These were hard earned accomplishments that required resiliency and uncommon resolve.

The burden of improving education must also include informed and engaged parents and guardians. It will allow a voice that speaks to the barriers or inequity families face at school and at home. By collaborating and using best practices proven in New Mexico and other parts of our nation, I believe the parent bill of rights and practical application of resources and tools such as www.nmengaged.com will improve communications and achieve the impact it strives to establish.

I humbly submit my evidentiary proof that parent engagement supported by the NMPED and the proposed Parent and Family Bill of Rights, will propel forward students, families and public education in the great state of New Mexico.

Tah aoh (Thank you in Tiwa)

Respectfully,



Songtree Pioche

Parent

Ambassador-Family Cabinet

Secretarys Family Advisory

505-215-3406

[EXT] Proposed Rule 6.30.14

Misti Oracion <mistioracion@gmail.com>

Sun 1/27/2019 1:34 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

NM Public Education Department,

Thank you for this proposed rule giving parents a Bill of Rights! I feel that everyone has to work as a team if we are going to move NM students out of 50th place. And although some schools are phenomenal at engaging families (and their student's success reflect it.) Many give lip service to "family engagement" while actually discouraging parent involvement. Or they equate "family engagement" to how many parents show up for the Fall Festival. These schools don't understand how to create true family engagement. This "Bill of Rights" would give parents a tool to allow them to engage and be involved and support their students.

As a parent, advocate, and former Family Liaison with Parents Reaching Out I have seen parents who advocate for their children and are retaliated against, parents who have to request repeatedly to learn what their child's reading and math levels are and if their children are on grade level, parents who are told it is "okay" that their child is several grade levels behind in reading, because "all of the kids in the school are really behind." These things are not okay, and a "Parent Bill of Rights" would say that the NM PED also feels it is not okay either.

I have heard teachers say that they know what is "best" for students because they spend more time with a child than their parents, I disagree, children only spend 12% of their time in school. I have heard teachers say that they love their students more than their parents do, I also disagree.

I truly believe all parents love their children, want the best for their children, and want them to succeed. For this to happen, parents need accurate information. Parents need to know what grade level their child is reading and performing in math. Parents are often misled with report cards filled with A's and B's when their child cannot read or perform math at grade level. Parents don't always know how to help and need instructions for the simple things they can do at home to help their child. I love that these are included in the Parent Bill of Rights!

I also appreciate that you are including *Transparency in school performance*. As a parent, I feel I have the right to know if my child's school is doing well or not. I also believe I have the right to change schools if my child's current school is not doing well. I chose the school my child currently attends (Public Academy for Performing Arts) based on NM PED's school grade report card, and I was happy that I was able to make an educated decision about the school I am entrusting my child with. Thank you!

I would love to see included in this rule, "Parents will not be retaliated against for advocating for their child." I think it is shocking how many parents have been retaliated against when they have advocated for their children, particularly parents whose children receive special education services.

I also think #6 could be written in more simple, parent-friendly language. I would suggest including, *What grade level the student is reading in and performing math at*. Parents do not always understand academic language and assessment data. However, a parent understands if their child is in fourth grade and they are reading at a second-grade reading level that there is a problem. Or if their seventh grader is performing at a fifth-grade mid-year level, they may want to be more involved.

I applaud the NM PED for giving parents a simple tool that allows them to engage. It is unfortunate that this best practice is not always happening, or that a rule needs to be created, but thank you for recognizing the need and acting! I support this rule!

Respectfully,
Misti Oracion
505-261-5809



Virus-free. www.avast.com

[EXT] NMPTA Feedback

Lou Ann Romero <laromero71@gmail.com>

Sun 1/27/2019 8:15 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Ruiz, Gloria, PED <Gloria.Ruiz@state.nm.us>;

 1 attachment

Parents' Bill of Rights with NMPTA feedback 1.24.19.docx;

Hello:

Please accept these recommendations from NMPTA. Thank you. Lou Ann

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 30 EDUCATIONAL STANDARDS – GENERAL REQUIREMENTS
PART 14 FAMILIES BILL OF RIGHTS
The word Rights

6.30.14.1 ISSUING AGENCY: Public Education Department, herein after the department.
 [6.30.14.1 NMAC - N, 2/27/2019]

6.30.14.2 SCOPE: This rule shall apply to all public schools in New Mexico.
 [6.30.14.2 NMAC – N, 2/27/2019]

6.30.14.3 STATUTORY AUTHORITY: Sections 22-1-1.1, 22-2-2, 22-5-15, and 22-2C-11 NMSA 1978.
 [6.30.14.3 NMAC – N, 2/27/2019]

6.30.14.4 DURATION: Permanent.
 [6.30.14.4 NMAC - N, 2/27/2019]

6.30.14.5 EFFECTIVE DATE: February 27, 2019, unless a later date is cited at the end of a section.
 [6.30.14.5 NMAC - N, 2/27/2019]

6.30.14.6 OBJECTIVE: The objective of this rule is to establish criteria for parent and family rights as they relate to districts and schools.
 [6.30.14.6 NMAC - N, 2/27/2019]

6.30.14.7 DEFINITIONS:

A. “Individual student report” means the report that indicates a student’s performance on the required state assessment using scale scores, performance levels, and performance indicators.

B. “Local education agency” or “LEA” means a school district or state-chartered charter school. **C. “Statewide assessment”** means the collection of instruments administered annually that assess student academic performance and students’ progress toward meeting New Mexico content standards in kindergarten through grade 12.

D. “Family engagement” means parent, teacher, school and district leader collaboration to drive student learning and achievement.
 [6.30.14.7 NMAC - N, 2/27/2019]

6.30.14.8 FAMILIES RIGHTS (We thought family includes parent and didn’t feel the need to indicate parent)

- A.** The department finds:
- (1) engagement and support of families in the education of children is an integral part of improving academic achievement, enhancing social and emotional development, and ensuring college and career readiness;
 - (2) access to student academic information encourages greater family engagement;
 - (3) family voice strengthens school communities and policies;
 - (4) community partnerships strengthens schools as well as student success

B. **Families** of public school children shall have all of the following **rights**

(1) **Community.** Schools shall implement activities that seek to **support two-way communication between families and schools and** create a welcoming environment that is family-friendly and **responsive** to the culture and languages of the **school** community.

(2) **Safety.** Parents, families, and students shall receive information that is not otherwise confidential, regarding their school safety plans and other policies and procedures.

(3) **Communication and scheduling.** Prior to the beginning of the school year, schools shall provide information to parents and families through any combination of phone calls, letters, welcome back events, **transition and orientation events**, emails, **texts, and/or** home visits. Information to be provided shall include, but is not limited to:

(a) opportunities for families to engage and be involved in during or after school activities;

(b) contact information for the school administration and

teacher;

(c) school and attendance policies;

(d) **online family handbook (offered on-line or in print; and**

(e) the school calendar.

(4) **Conferences.** Districts and schools shall make efforts to provide flexible scheduling for parent-teacher conferences with alternative methods of communication. Parent-teacher conferences shall include **opportunities for two-way communication and use of resources available to teachers, families, and students, and families should be provided an interpretation of** state assessment data in addition to course grades.

(5) **Academic guidance.** Schools shall offer families various methods and strategies that may help improve their children's academic success or to assist their children in learning at home.

(6) **Academic updates.** During the school year, teachers shall communicate with parents and families regarding their student's performance as it compares to overall grade level learning goals and college and career readiness. Such communications shall occur on a quarterly basis, at a minimum. Information shall include, but is not limited to, the following:

(a) mastery of grade-level standards and benchmarks;

(b) performance on formative assessments;

(c) qualitative data based on teacher observation; and

(d) examples of student work compared to exemplars, on

select assignments.

(e) **changes with classroom instruction that can impact the academic outcome and social emotional wellness.**

(7) **Academic performance.** Parents and families shall be provided student results on required statewide assessments, and shall be provided with their individual student reports no later than 30 days following receipt by LEAs.

(8) **Wrap-around services.** Schools shall provide, and notify parents about, mental health resources, social-emotional learning opportunities, and before and after school programs that may be available, including individualized information and resources detailing specific supports that address academic and social-emotional development of their student.

(9) Transparency in governance. District and school websites shall provide information, including district budget and school board meeting notices, agendas, **opportunities for public comment** and meeting minutes as required by the Open Meetings Act. School boards shall provide opportunities for families to engage in new policies, changes to policies and budget issues.

(10) Transparency in school performance. Parents and families shall have access to a **hard copy and/or** an online tool with school performance information, including a single summative rating capturing each school's performance, in a family-friendly format that is easy to understand **and in multiple languages** and offers an option to compare schools both nearby and New Mexico. Parents and families shall have the right to transfer their child from a perennially-failing or low-performing school to a higher-performing school without incurring any personal financial cost, in accordance with state statute.

[6.30.14.8 NMAC - N, 2/27/2019]

History of 6.30.14 NMAC: [RESERVED]

Welcome to the Framework for Family-School Partnerships in New Mexico: A Framework to create and support sustainable family engagement programs. The Framework builds capacity among educators and families so that they can partner to support student success, and is based on a wide body of evidence demonstrating the beneficial effects of family, school, and community partnerships in schools at all grade levels.

[EXT] Notice of Rulemaking: 6.30.14 NMAC, Parent Bill of Rights

rlbcsw13@aol.com

Tue 1/29/2019 8:05 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Thank you for the opportunity to offer comment on the proposed Rule.

I would suggest that the Parent Bill of Rights in its entirety, or at least a link to the PED website where the Bill of Rights is found, be included in a school's Student Handbook. This will ensure that all families have the opportunity to access the information.

New Mexico has one of the highest rates of grandparents raising grandchildren - by labeling it the "Parent" Bill of Rights, the title is not inclusive of family members that have this responsibility. Please consider renaming the rule to the "Family Bill of Rights".

Two-way communication between school and families is integral to student success. Does the process of implementation and distribution of the Rule include PD for school personnel on how to communicate with families about their Rights? The document should not be adversarial, but rather, a starting place to create a strong and supportive environment for students.

Renata Witte

[EXT] Comment to proposed rule 6.30.14 NMAC Parent Bill of Rights

MaryBeth Weeks <mbweeks@outlook.com>

Tue 1/29/2019 11:08 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

 1 attachment

Parents' Bill of Rights.docx;

Please see attached.

-MaryBeth Weeks

To Whom It May Concern:

I appreciate the opportunity to provide feedback on the proposed rule: 6.30.14 NMAC Parent Bill of Rights. First, I believe the proposed rule will be an empowering tool for families with students throughout the state. The Parent Bill of Rights sets the framework for meaningful conversation between families and schools, backed with research about the importance of family support and engagement to student success.

If signed, there must be every effort made to make this Parent Bill of Rights accessible to ALL families in the state, in multiple languages, and in parent friendly terms. This can happen any number of ways: press releases/conferences, social media, flyers, posters, email, texts, etc. Schools should be encouraged to include it as part of their school handbook at the beginning of the year.

The Parent Bill of Rights gives a lot of direction to families, and offers very little in the way of instruction for districts/schools. Please consider alternatives to help support district and schools in their endeavors to more meaningfully engage with families. This could be done via PD dollars directed to conversation and reflection at local schools on how they are supporting families in meeting these ten (10) Parent Bill of Rights. The state has already spent money and man-hours to develop and create www.nmengaged.com. The conversations surrounding reflection, and best practices of family engagement offer a strong argument for school administration to use this tool. With so many NM school struggling to offer these rights to families, it is important that LEA's are provided the supports they need to be successful.

Lastly, I would like to suggest that families also need direction to tools and resources to help strengthen their relationships with their students schools. As with www.nmengaged.com, money and man-hours have already been spent in the creation of The New Mexico Parent Guide which can be found by accessing the PEDs website. This tool should be included in the outreach efforts of making families aware of the ruling.

Should you have any questions, or need clarification please feel free to contact me. As a parent of seven (7) NM Public School Students I am excited by the proposed rule and opportunities for families to support and engage more meaningfully in the success of their students.

Regards,

MaryBeth Weeks
505/205-4255
mbweeks@outlook.com

**TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 30 EDUCATIONAL STANDARDS – GENERAL REQUIREMENTS
PART 14 *FAMILY BILL OF RIGHTS***

“Family/ Families” is inclusive of parents and I would recommend the name change from “Parents and Families Bill of Rights” to “Families Bill of rights.”

6.30.14.1 ISSUING AGENCY: Public Education Department, herein after the department.
[6.30.14.1 NMAC - N, 2/27/2019]

6.30.14.2 SCOPE: This rule shall apply to all public schools in New Mexico.
[6.30.14.2 NMAC – N, 2/27/2019]

6.30.14.3 STATUTORY AUTHORITY: Sections 22-1-1.1, 22-2-2, 22-5-15, and 22-2C-11 NMSA 1978.
[6.30.14.3 NMAC – N, 2/27/2019]

6.30.14.4 DURATION: Permanent.
[6.30.14.4 NMAC - N, 2/27/2019]

6.30.14.5 EFFECTIVE DATE: February 27, 2019, unless a later date is cited at the end of a section.
[6.30.14.5 NMAC - N, 2/27/2019]

6.30.14.6 OBJECTIVE: The objective of this rule is to establish criteria for parent and family rights as they relate to districts and schools.
[6.30.14.6 NMAC - N, 2/27/2019]

6.30.14.7 DEFINITIONS:

A. “Individual student report” means the report that indicates a student’s performance on the required state assessment using scale scores, performance levels, and performance indicators.

B. “Local education agency” or “LEA” means a school district or state-chartered charter school. **C. “Statewide assessment”** means the collection of instruments administered annually that assess student academic performance and students’ progress toward meeting New Mexico content standards in kindergarten through grade 12.

D. “Family engagement” means parent, teacher, school and district leader collaboration to drive student learning and achievement.
[6.30.14.7 NMAC - N, 2/27/2019]

6.30.14.8 *FAMILIES RIGHTS*

A. The department finds:

- (1) engagement and support of families in the education of children is an integral part of improving academic achievement, and ensuring college and career readiness;
- (2) access to student academic information encourages greater family engagement;

(3) family voice strengthens school communities and policies;
B. Families of public school children shall have all of the following rights`

(1) **Community.** Schools shall implement activities that seek to create a welcoming environment that is family-friendly and reflective of the culture and languages of the community.

(2) **Safety.** Parents, families, and students shall receive information that is not otherwise confidential, regarding their school safety plans and other policies and procedures.

(3) **Communication and scheduling.** Prior to the beginning of the school year, schools shall provide information to *families* through any combination of phone calls, letters, welcome back events, emails, *texts, and/or* home visits. Information to be provided shall include, but is not limited to:

(a) opportunities for families to engage and be involved in during or after school activities;

(b) contact information for the school administration and

teacher;

(c) school and attendance policies;

(d) *school handbook (offered on-line or as requested in print);*

and

(e) the school calendar.

(4) **Conferences.** Districts and schools shall make efforts to provide flexible scheduling for parent-teacher conferences with alternative methods of communication. Parent-teacher conferences shall include state assessment data in addition to course grades.

(5) **Academic guidance.** Schools shall offer families various methods and strategies that may help improve their children's academic success or to assist their children in learning at home.

(6) **Academic updates.** During the school year, teachers shall communicate with *families* regarding their student's performance as it compares to overall grade level learning goals and college and career readiness. Such communications shall occur on a quarterly basis, at a minimum. Information shall include, but is not limited to, the following:

(a) mastery of grade-level standards and benchmarks;

(b) performance on formative assessments;

(c) qualitative data based on teacher observation; and

(d) examples of student work compared to exemplars, on

select assignments.

(e) changes within a classroom environment that can impact the academic outcomes and social emotional wellness of students.

(7) **Academic performance.** *Families* shall be provided student results on required statewide assessments, and shall be provided with their individual student reports no later than 30 days following receipt by LEAs.

(8) **Wrap-around services.** Schools shall provide, and notify *families* about, mental health resources, social-emotional learning opportunities, and before and after school programs that may be available, including individualized information and resources detailing specific supports that address academic and social-emotional development of their student.

(9) Transparency in governance. District and school websites shall provide information, including district budget and school board meeting notices, agendas, *opportunities for public comment*, and meeting minutes as required by the Open Meetings Act. School boards shall provide opportunities for families to engage in new policies, changes to policies and budget issues.

(10) Transparency in school performance. *Families* shall have access to an online tool with school performance information, including a single summative rating capturing each school's performance, in a family- friendly format that is easy to understand and offers an option to compare schools both nearby and New Mexico. *Families* shall have the right to transfer their child from a perennially-failing or low-performing school to a higher-performing school without incurring any personal financial cost, in accordance with state statute.
[6.30.14.8 NMAC - N, 2/27/2019]

History of 6.30.14 NMAC: [RESERVED]

[EXT] Input for Parent Bill of Rights

Naomi Sandweiss <nsandweiss@parentsreachingout.org>

Tue 1/29/2019 11:43 AM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

On behalf of parents and family members of New Mexico children receiving special education and related services, thank you for the efforts to create the Parent Bill of Rights. As New Mexico's OSEP-designated Parent Training and Information Center, Parents Reaching Out encourages additional language relating to parents of children with suspected or established developmental delays, disabilities or complex medical needs. In particular, under IDEA and hopefully the NM Parent Bill of Rights, parents have the right to learn about resources to support their struggling children, to ask for and receive timely and appropriate educational evaluations and to work together with their child's team to ensure that they are aware of/receive all the supports necessary to ensure their child's educational progress.

Please let me know if I can provide additional information.

Sincerely,

Naomi Sandweiss

Naomi Sandweiss, MA

Executive Director

Parents Reaching Out

Albuquerque, NM

Phone: 505-247-0192 Toll Free: 800-524-5176

www.parentsreachingout.org



This email has been scanned for spam and malware by The Email Laundry.

[EXT] Input Regarding Parent and Family Bill of Rights

Adrian Sandoval <adrian@dlenm.org>

Tue 1/29/2019 3:39 PM

To:FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>;

Cc:Ruiz, Gloria, PED <Gloria.Ruiz@state.nm.us>;

 1 attachment

6.30.14 NMAC_Parents' Bill_WEBSITE FINAL.docx;

Here is the electronic version of my initial review and reflection of the current proposed regulation.

With the highlights in yellow, I am questioning the use of periods after each core area. I do not believe I have seen this in other regulations. You may want to check in order to ensure that formatting is consistent with previous regulation across the other bureaus.

Should you have any questions or concerns regarding my comments or recommendations, please feel free to contact me.

Also, please place me on your list to review future proposed regulation.

Thank you, and be well!

Adrian Sandoval
Professional Development Coordinator
Dual Language Education of New Mexico
Phone: 505-243-0648
Fax: (505) 243-0377

<https://www.lacosechaconference.org>

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 30 EDUCATIONAL STANDARDS – GENERAL REQUIREMENTS
PART 14 PARENT AND FAMILY BILL OF RIGHTS

6.30.14.1 ISSUING AGENCY: Public Education Department, herein after the department.
 [6.30.14.1 NMAC - N, 2/27/2019]

6.30.14.2 SCOPE: This rule shall apply to all public schools in New Mexico.
 [6.30.14.2 NMAC - N, 2/27/2019]

6.30.14.3 STATUTORY AUTHORITY: Sections 22-1-1.1, 22-2-2, 22-5-15, and 22-2C-11 NMSA 1978.
 [6.30.14.3 NMAC - N, 2/27/2019]

6.30.14.4 DURATION: Permanent.
 [6.30.14.4 NMAC - N, 2/27/2019]

6.30.14.5 EFFECTIVE DATE: February 27, 2019, unless a later date is cited at the end of a section.
 [6.30.14.5 NMAC - N, 2/27/2019]

6.30.14.6 OBJECTIVE: The objective of this rule is to establish criteria for parent and family rights as they relate to districts and schools.
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- A. “Individual student report”** means the report that indicates a student’s performance on the required state assessment using scale scores, performance levels, and performance indicators.
- B. “Local education agency”** or “LEA” means a school district or state-chartered charter school.
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 [6.30.14.7 NMAC - N, 2/27/2019]

6.30.14.8 PARENT AND FAMILY RIGHTS

- A.** The department finds:
 - (1) engagement and support of families in the education of children is an integral part of improving academic achievement and ensuring college and career readiness;
 - (2) access to student academic information encourages greater family engagement;
 - (3) parent and family voice strengthens school communities and policies.
- B.** Parents of public school children shall have all of the following rights:
 - (1) **Community.** Schools shall implement activities that seek to create a welcoming environment that is family-friendly and reflective of the culture and languages of the community.
 - (2) **Safety.** Parents, families, and students shall receive information that is not otherwise confidential, regarding their school safety plans and other policies and procedures.
 - (3) **Communication and scheduling.** Prior to the beginning of the school year, schools shall provide information to parents and families through any combination of phone calls, letters, welcome back events, emails or home visits. Information to be provided shall include, but is not limited to:
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 - (c) school and attendance policies; and
 - (d) the school calendar.
 - (4) **Conferences.** Districts and schools shall make efforts to provide flexible scheduling for parent-teacher conferences with alternative methods of communication. Parent-teacher conferences shall include review state assessment data in addition to course grades.

Commented [MOU1]: This should be first. Make sure language does not have a deficit lens. Partnering and supporting instead of engagement. Is it just the access to “academic info?” How is academic info defined?

Commented [MOU2]: Sounds like hoping

Commented [MOU3]: Does not take a hyphen here, as it is not directly modifying a noun.

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How do these support the gathering of parent and family voice mentioned in A 3? One thing to have access another is to understand and apply in partnership with schools?

Commented [MOU7]: What are the alternative methods? We can’t assume this is known. Are these to be the primary topics? Languages?

(5) **Academic guidance.** Schools shall offer families various methods and strategies that may help improve their children’s academic success or to assist their children in learning at home.

(6) **Academic updates.** During the school year, teachers shall communicate with parents and families regarding their student’s performance as it compares to overall grade level learning goals and college and career readiness. Such communications shall occur on a quarterly basis, at a minimum. Information shall include, but is not limited to, the following:

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[6.30.14.8 NMAC - N, 2/27/2019]

History of 6.30.14 NMAC: [RESERVED]

Commented [MOU8]: Why “may”? Can these be combined differently? Deficit lens and non-collaborative. Things to do to parents...not collaborate and build skills together.

Commented [MOU9]: Is this expected K-12? How much of this is fulfilled by “parent vue”? How much of this is pointing at the issues instead of affecting change around the issues? This is mostly one-way communication again.

Commented [MOU10]: Same as above.

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PROPOSED NEW RULE

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 30 EDUCATIONAL STANDARDS – GENERAL REQUIREMENTS
PART 14 PARENT AND FAMILY BILL OF RIGHTS

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PROPOSED NEW RULE

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Am in support along with the following
changes
6.30.14 Parents Bill of Rights

6.30.14.8 Parent and Family Rights

Part B

number (3) Communication & Scheduling

Rather than only communicating,
Prior to the school year my suggestions
are to:

School websites and calendars
will be updated weekly with access
to daily announcements open to staff
and students.

number (5)

Parents and students will
meet with guidance counselor or proper staff
to discuss next step plans beginning in 6th
grade with yearly follow ups throughout
their school career.

Carol Hernandez (6)
505-610-3273

Powerschool will not be
a substitute for this communication

I feel that the Parents Bill of Rights should
not just be a rule it should be a state law