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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 1st Session, 2019**

|                        |                                    |                            |                  |
|------------------------|------------------------------------|----------------------------|------------------|
| <b>Bill Number</b>     | <u>SB617</u>                       | <b>Sponsor</b>             | <u>Lopez</u>     |
| <b>Tracking Number</b> | <u>.212706.1</u>                   | <b>Committee Referrals</b> | <u>SEC/ SPAC</u> |
| <b>Short Title</b>     | <u>Education Family Engagement</u> |                            |                  |
| <b>Analyst</b>         | <u>Stiles</u>                      | <b>Original Date</b>       | <u>2/26/19</u>   |
|                        |                                    | <b>Last Updated</b>        | <u></u>          |

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**BILL SUMMARY**

Synopsis of Bill

Senate Bill 617 (SB617) would require public schools to develop a system that actively and inclusively engages with families and community members and supports teachers to establish an effective, inclusive, safe, comfortable, and respectful school environment.

**FISCAL IMPACT**

SB617 does not contain an appropriation.

House Appropriations and Finance Committee Substitute for House Bill 2 appropriates \$1.45 million dollars to the Public Education Department (PED) for parent and family engagement. PED notes professional development and training is necessary for schools and educators to acquire support to provide effective family engagement programs at the schools; however SB617 does not allocate any resources to the department. PED further states monitoring the requirements of SB617 would require an additional FTE.

**SUBSTANTIVE ISSUES**

SB617 would enact a new section of the Public School Code requiring all public schools to develop a system that actively engages with all families providing necessary support to teachers in each public school to establish an effective academic environment that supports the success of each student; collaborate with family and community members; adhere to the federal Americans with Disabilities Act of 1990 and the federal Individuals with Disabilities Education Act integration mandates to serve all students in the most integrated setting appropriate; engage the expertise existing within community organizations to assist in information sharing and capacity building; seek to educate families and students with disabilities of their rights, responsibilities and procedural safeguards in relation to special education; ensure the safety, comfort, and respect of family and community members when they visit a public school; and handle family or community questions and concerns professionally and ethically and respond with respectful treatment of family and community members.

Research shows establishing quality family, school, and community partnership programs leads to positive outcomes for youth. Family engagement has also been shown to improve student-teacher relationships. The U.S. Department of Education notes family engagement is becoming an integral part of education reform efforts because students are more successful and the community benefits when families, communities, and schools work together. An inclusive, safe, comfortable, and respectful school environment helps students to feel safe, engaged, and supportive. A positive environment for all students serves to educate the whole child, and is critically related to school success.

PED notes the Public School Code does not currently require family engagement or advocate for students with disabilities. PED notes SB617 would be strengthened if it included cultural and linguistic responsiveness in the requirements for family and community engagement. PED further notes SB617 does not specify how school districts would report the status of family and community engagement programs to the department.

### **ADMINISTRATIVE IMPLICATIONS**

PED notes if the administration and monitoring of SB617 would be required to be conducted by PED, additional support by an FTE would be necessary. PED further notes professional development would be necessary at the school level to support the mandates in SB617.

### **OTHER SIGNIFICANT ISSUES**

New Mexico School for the Blind and Visually Impaired (NMSBVI) notes NMSBVI hosts a parent weekend on campus, parent in-services, and trainings on topics such as the IEP process, reading with a blind child, making books accessible, learning braille, how to feed a child with feeding difficulties, and blindness awareness training.

### **SOURCES OF INFORMATION**

- LESC Files
- New Mexico School for the Blind and Visually Impaired (NMSBVI)
- Public Education Department (PED)

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