

LAUSD PARENT ENGAGEMENT TASK FORCE MEETING
Parent Bill of Rights and Responsibilities Working Group
Special Meeting

Friday, March 4, 2011
333 S. Beaudry Avenue, Room 17-163
Los Angeles, CA 90017
9:00 a.m. – 10:30 a.m.

Attendees: Charlotte Henderson, Bill Ring, Paul Robak, Patricia Korn, Kathleen Mooney, Sandy Escobedo, Juan Godinez, Reginald Green, Oscar Cruz, Nancy Franklin

Welcome and Introductions

Kathleen Mooney called the meeting to order at 9:05 a.m.

Review Working Group Report

The group reviewed key elements of the draft recommendation report and made changes. The topics covered included:

- *Parent Rights*
- *Parent Responsibilities*
- *Working Group Recommendations*

The group prioritized their recommendations, summarized and built consensus for the final working group recommendations. The draft documents are attached.

The opportunity for public comments was given.

I. Task Force Recommendations

Parent Bill of Rights and Responsibilities Working Group Recommendations

Context: This document was developed with the understanding that LAUSD, as a **public** education system, is funded by taxpayer money. Therefore, staff has the responsibility – as servants of the public – to provide a quality education to *all* children regardless of race, gender, nationality, and economic status. Finally, this document is founded on the belief that an effective public education system is key to a vibrant democracy and a productive economy, fundamental to strengthening the vitality of our everyday lives. The document presents a framework of the core principles of an effective parent-school partnership and delineates the fundamental rights and responsibilities of a parent that has a child enrolled in a publically funded LAUSD school. It is important to note that this document was informed by the local, state, and federal policies around parent involvement¹ and is not designed to usurp those legal rights but is designed to support and enhance the availability of the rights due to parents under the law. This document is **not** a summary of those legal rights², **nor** is it a comprehensive list of what parents and schools “**can or should**” do to support children’s education. As such, this document goes beyond a simple summary or “can do” list by describing the **core components** of an effective parent -school partnership. Finally, this document was created to inform the development and implementation of public education policies and programs that seek to **authentically** engage parents.

Recommendation 1: Adopt the *Parent Bill of Rights and Responsibilities* as a framework of the core principles of effective parent-school partnerships and invite key stakeholders to endorse it and require all school staff and parents to sign it every year. (See below ; for more detail see *Parent Bill of Rights and Responsibilities Working Group Report*)

LAUSD PARENT RIGHTS

Parents are entitled to access a **free and high quality education** for their children in a safe, healthy and supportive learning environment that prepares students for college and 21st century careers. The school system is responsible for:

- Providing **tailored education programs** to all students including those with unique learning needs (gifted students, English language learners, special education students, students with special academic or social needs, etc);
- Ensuring that all educators are held **accountable** for the performance of students and for effectively engaging parents in ways that increase parents’ involvement in the students’ education;
- Embracing **family/community networks** that provide resources and services to support student learning and development;

Parents are entitled to a **welcoming environment** in which parents can develop productive and personal relationships with educators and staff to support their child’s education. The school system is responsible for:

- Providing effective **training to school administrators, teachers and staff** so parents are welcomed, valued and respected as equal partners;

¹ LAUSD Title I Parent Engagement Plan, California Education Code Section 51100-51102, Federal ESEA law

² For a summary of parent rights in local, state, and federal policy, see: the LAUSD bulletin Number BUL-2680, September 1, 2006, LAUSD Parent Student Handbook 2010-11, and see various federal laws and state education codes.

- **Communicating** with parents in a timely manner using parent-friendly and culturally-appropriate formats and multiple communication strategies (home visits, one-on-one meetings, phone calls, conferences, mailings, email, website, marquees, etc.);
- **Overcoming obstacles** that may prevent parent involvement at home and at school (language barriers, time limitations, lack of accessibility during normal school hours, child care needs, transportation issues, etc.);
- Ensuring that **student information** needed for parents' to understand their child's academic status **are easily accessible**, in a format that parents can understand, and are proactively shared and explained to all parents;
- Ensuring that **decision-making and school procedures are transparent** and that key educational information and particularly public documents (policies, school rules, school plans, budgets, etc.) are easily accessible, in a format that parents can understand, and are proactively shared and explained to all parents;

Parents are entitled to a school system that proactively **involves/engages parents** and includes parents in leadership roles. The school system is responsible for:

- Adhering to the spirit and intent **parent rights** included in local, state and federal law;
- Providing all parents and all staff sufficient and meaningful **opportunities to work and learn together** for the purpose of developing partnerships in support of student learning;
- Providing multiple **parent education experiences** that are designed to strengthen a parent's capacity to support their child's learning at home and at school (parenting skills, nurturing a learning environment at home, knowing how school works, understanding their child's academic status and the child's plans for improvement, etc.);
- Maintaining **effective parent/family resource centers** that are accessible to parents, led by qualified and trained administrators with a staff of trained parent educators (chosen with parent input), and that provide multiple programs and services to address the specific and annually identified parent needs of the communities they serve;
- Ensuring parents' understanding of **performance measures** and the school **options** available to them in seeking the best learning environments for their children.
- Proactively and meaningfully **involving parents as active participants** at school, local district, and district levels in such matters as governance, budgeting, school improvement, decision-making, and volunteerism and providing necessary training and supports to continually develop new parent leaders at each school;

LAUSD PARENT RESPONSIBILITIES

In order to create a strong foundation for life-long success, parents shall create a **supportive environment at home** that promotes the value of education, sets high expectations, and supports the learning taking place in school. Parents are responsible for:

- Developing **strong communication links** with each child such that a parent knows their child's needs, anxieties, and strengths;
- Being positive **role models** by exemplifying and instilling values of respect, good citizenship, discipline, healthy living, etc;
- Providing their children with a **rich learning opportunities** (reading at home, talking with children about their hopes and dreams and about how they are doing in school, visiting community events and significant community sites, accessing community resources such as libraries and afterschool/summer programs, etc.) ;
- Ensuring that their children **attend school** every day and that **homework is completed** and turned-in on time;

Parents have a responsibility to **communicate and build relationships with administrators and teachers** to discuss how best to support their child's learning. Parents are responsible for:

- Participating in **learning opportunities** and differentiated training programs that increase a parent's capacity to support their child's learning at home and at school;
- Learning about school and student **performance measures**;
- Meeting with teachers and administrators and building cooperative relationships to **ask questions** and **discuss issues** regarding their child's progress and needs;
- **Responding to communication** from their child's school in a timely manner;
- Learning about **school rules and procedures**;
- **Attending school meetings and activities** regarding issues that impact their child.
- **Choosing** the best school available to their child;
- **Being willing to take part in surveys**, focus groups and other activities to collect parent feedback and satisfaction levels;
- When possible, **volunteering** at school events and in school committees and attending training to learn more about issues that impact the school, their leadership skills, and their ability to advocate for all students.

Recommendation 2: Link the *Parent Bill of Rights and Responsibilities* to the *Parent Engagement Accountability System* to insure that parents' rights are upheld throughout the district, including the development of a process and structure for parents to submit complaints if they perceive their rights to be violated and the inclusion of parent engagement as a key component of educator and principal evaluation.

Recommendation 3: Assign a high level staff person in the Superintendent's Office to oversee a Parent Engagement Ad-hoc Committee, to include parents and community members, to monitor the implementation of the resolution and conduct an "audit" to assess if current policies and practices are supporting parent rights.

Recommendation 4: Implement the other recommendations submitted by the *Parent Bill of Rights and Responsibilities* Working Group. (See below; for more details see *Parent Bill of Rights and Responsibilities* Working Group Report.)

Parent Bill of Rights and Responsibilities Working Group Recommendations:

- Establish the Parent Engagement Ad-hoc Committee** to monitor the implementation of the resolution and conduct an audit of all LAUSD departments to assess if parent rights (based on local, state and federal policy) are incorporated into all appropriate policies and practices.
- Adopt an official definition of parent engagement and parent involvement and identify "best practices"** of authentic and exemplary models of parent engagement across LAUSD and from other districts. Develop these "best practices" into case studies to be shared across the district with staff and parents.
- Develop an accountability structure** to keep schools, not only Parent/Family Resource Centers, accountable for engaging parents.
- Invite stakeholders to endorse the Bill of Rights and Responsibilities.**

- E. **Require that all LAUSD Board Members and employees sign the Parent Bill of Rights and Responsibilities;** have parents and teachers and all school staff sign the document every year.
- F. **Revamp parent engagement trainings for staff, teachers, and parents.**
- G. **Implement a clear process and structure for parents to submit complaints** if they perceive their rights to be violated.
- H. **Revamp the selection, hiring, training, and monitoring of Parent/Family Resource Center staff.**
- I. **Encourage and support schools to have an active Parent Engagement Committee that develops plans,** sets priorities, assesses parent engagement work, and identifies needed funding and staffing
- J. **Assess the interpreting/translating skills** available at school sites to insure that translation and interpreting resources are available as needed

II. Next Steps: Realizing the Recommendations of the Task Force

The work of the Parent Engagement Task Force provides an important step toward ensuring that every child in this District has the opportunity to learn from effective educators. Now, the Superintendent and district staff must take these recommendations, and work toward putting them into practice in partnership with the very stakeholder groups who worked together on this Task Force.

Implementation Goals and Objectives

Parent Bill of Rights and Responsibilities Working Group

Year 1 (2010 - 11 school year)

- Develop an LAUSD Parent Engagement Ad-hoc committee (includes internal and external stakeholders and is co-chaired by LAUSD Superintendent's Office, a LAUSD parent leader, and a nonprofit partner) to develop, document, and implement a plan of action to insure the ten (10) prioritized recommendations from the Parent Bill of Rights and Responsibilities working group are implemented within a three year period.
- Begin work on all prioritized recommendations.
- LAUSD Parent Engagement Ad-hoc committee reports, in writing, to the Superintendent and the Board of Education quarterly.

Year 2 (2011-12 school year)

- Parent Engagement Ad-hoc committee active and reporting to the Superintendent and the school Board quarterly.
- Official definition of parent engagement and parent involvement finalized.
- Process for identifying and documenting "best practices" finalized and active.
- Initial accountability system finalized and being integrated into existing accountability structures.
- Active campaign to invite all stakeholders to endorse the *Parent Bill of Rights and Responsibilities* is in place and garnering results
- Process being developed to have all LAUSD staff and Board Members sign *the Parent Bill of Rights and Responsibilities* each year.
- Parent Engagement Professional Development and parent trainings being revamped and piloted.
- Selection, training, and monitoring process for Parent Center/Family Resource Center staff being revamped and piloted.
- Parent Engagement Committees are being formed at school sites and supported by the district.
- Interpreting and translating resources are being evaluated and shortcomings are being addressed.

Year 3 (2012-13 school year)

- Parent Engagement Ad-hoc committee active and reporting to the Superintendent and the school Board quarterly.
- Work continues on all recommendations.
- Accountability data is assessed and improvements to the system are initiated.

Parent Bill of Rights and Responsibilities Working Group Report

Draft as of 2/23/11

BACKGROUND

The Los Angeles Unified School District Board of Education passed the *Parents as Equal Partners in the Education of their Children* resolution on December 14, 2010. As a result of this resolution, LAUSD formed a taskforce of key stakeholders entrusted to develop four district tools to **engage and equip parents to participate in their children's education at school and at home**. The taskforce consisted of four work groups, including a workgroup to develop a *Parent Bill of Rights and Responsibilities*.

The development of the *Parent Bill of Rights and Responsibilities* document was guided by the following principles as stated in the resolution:

- Parents are the first and lifelong teachers of their children;
- Parents are knowledgeable and critical advocates for their children;
- Parents are equitable partners in education requiring access to all pertinent information about their child's school environment, instructors, and educational options and school site personnel;
- Parents are inseparable from the academic success of their children and;
- Parents are equally accountable for educational outcomes.

Beyond the principles outlined in the resolution, this document was developed with the understanding that LAUSD, as a **public** education system, is funded by taxpayer money. Therefore, staff has the responsibility – as servants of the public – to provide a quality education to *all* children regardless of race, gender, nationality, and economic status. Finally, this document is founded on the belief that an effective public education system is key to a vibrant democracy and a productive economy, fundamental to strengthening the vitality of our everyday lives.

OBJECTIVES

In order to improve student success by strengthening parent engagement, this document seeks to accomplish 3 objectives:

- Clarify the role of parents and the school system as equal partners in the education of students;
- Validate parents' expectations of the public education system; and
- Underscore the responsibilities of parents in supporting their children's education.

The document presents a framework of the core principles of an effective parent-school partnership and delineates the fundamental rights and responsibilities of a parent that has a child enrolled in a publically funded LAUSD school. It is important to note that this document

was informed by the local, state, and federal policies around parent involvement³ and is not designed to usurp those legal rights but is designed to support and enhance the availability of the rights due to parents under the law. This document is **not** a summary of those legal rights⁴, **nor** is it a comprehensive list of what parents and schools “**can or should**” do to support children’s education. As such, this document goes beyond a simple summary or “can do” list by describing the **core components** of an effective parent -school partnership. Finally, this document was created to inform the development and implementation of public education policies and programs that seek to **authentically** engage parents.

DRAFT

³ LAUSD Title I Parent Engagement Plan, California Education Code Section 51100-51102, NCLB XXXXX

⁴ For a summary of parent rights in local, state, and federal policy, see: the LAUSD bulletin Number BUL-2680, September 1, 2006, LAUSD Parent Student Handbook 2010-11, and see various federal laws and state education codes.

IMPLEMENTATION RECOMMENDATIONS

In order to ensure that this document triggers the institutional changes required to develop an authentic and effective parent-school partnership, the Work Group identified key recommendations on how to strengthen and use the *Parent Bill of Rights and Responsibilities*:

Strategy	Roles	Parameters
A. Establish the Parent Engagement Ad-hoc Committee to monitor the implementation of the resolution and conduct an audit of all LAUSD departments to assess if parent rights (based on local, state and federal policy) are incorporated into all appropriate policies and practices.	- LAUSD creates an Ad-hoc committee. - Superintendent and Board Members monitor progress and take action as needed.	- Ad-hoc committee should be chaired by LAUSD, Superintendent's Office, a nonprofit partner,, and a parent leaders. The committee should include internal and external stakeholders and be responsible for supporting and monitoring the implementation of the resolution and these recommendations. (Selection process for choosing the non-profit and the parent leader must be developed.) - Ad-hoc committee should report to the LAUSD board quarterly. - Ad-hoc committee should support school site teams who want to monitor the implementation of these rights and responsibilities and the resolution at the school level.
B. Adopt an official definition of parent engagement and parent involvement and identify "best practices" of authentic and exemplary models of parent engagement across LAUSD and from other districts. Develop these "best practices" into case studies to be shared across the district with staff and parents.	LAUSD conducts research or subcontracts aspects of the work based on Ad-hoc committee recommendations.	- Reference best practices already identified by research centers, think-tanks, and universities. - Best practices should focus on such practices as parent engagement training, creating a welcoming environment, including parents in the instructional practices of teachers, etc.
C. Develop an accountability structure to keep schools, not only Parent/Family Resource Centers, accountable for engaging parents.	- LAUSD develops new procedures and policies with input from Ad-hoc committee. - LAUSD introduces resolutions if necessary.	- Defines parent engagement indicators; integrates into existing structures; collects data indicators and makes results public. - Includes parent engagement as a key component of principal and teacher evaluations incorporating LAUSD parent engagement indicators into the evaluation process.

D. Invite stakeholders to endorse the Bill of Rights and Responsibilities.	LAUSD and community partners develop and implement a public relations campaign.	Develop consensus among stakeholders.
E. Require that all LAUSD Board Members and employees sign the Parent Bill of Rights and Responsibilities; have parents and teachers and all school staff sign the document every year.	- District includes Parent Bill of Rights and Responsibilities in ‘opening year packet’ for each school staff member. - District integrates Parent Bill of Rights and Responsibilities into the LAUSD Parent/Student Handbook. - Schools include the document as part of the “back to school night” activities.	- Create clear expectations from the moment employees join LAUSD; revisited every year as a foundation for teacher-parent partnerships. - The document, that will be signed, should state that engaging parents and supporting these parent rights and responsibilities is a part of the employee’s evaluation. - Insure training is available every year to support the follow-through needed by staff (see recommendation E.).
F. Revamp parent engagement trainings for staff, teachers, and parents.	- LAUSD insures that all in-place teachers and staff receive parent engagement training . - LAUSD insures that key learning objectives in the staff training are incorporated into parent leader training . - LAUSD works with teacher and administrator certification programs to Insure parent engagement training is in all certification programs.	- Training should support the accountability indicators. - Training should incorporate LAUSD parent leader and community organization input. - Develop an activities-based training module on the Parent Bill of Rights and Responsibilities to be included in the Parent/Family Resource Center training toolkit. - Develop a glossary of terms to support the Parent Bill of Rights and Responsibilities to support consistent understanding of the items included. - Develop parent-friendly summary of parent’s rights as documented in local, state and federal policy. - Provide easily accessible language training for staff and parents in order to facilitate communication with each other.
G. Implement a clear process and structure for parents to submit complaints if they perceive their rights to be violated.	LAUSD identifies a person or unit to collect and address the complaints.	For example: School sites have a ‘parent complaint’ team made up of 2 staff and 2 parent leaders to review all parent complaints and respond and/or refer appropriately.
H. Revamp the selection, hiring, training, and monitoring of Parent/Family Resource Center	LAUSD establishes new procedures with input from the Ad-hoc committee.	Develop an accountability matrix; frequent reporting; evaluate knowledge and skill acquired by parents.

staff.		• Clarity who the direct manager is of the Parent/Family Resource Center Coordinators at each site; hold those credentialed managers accountable. • Mandatory training for Parent Center/Family Resource Center staff; tie trainings to accountability indicators and Parent Bill of Rights and Responsibilities. • Possible Parent/Family Resource Center staff selection team change to include parents as 51% of the hiring team.
I. Encourage and support schools to have an active Parent Engagement Committee that develops plans , sets priorities, assesses parent engagement work, and identifies needed funding and staffing	• LAUSD develops criteria and tools to support the Parent Engagement Committees (include staff, parents, students, and community members) at all schools.	• Incorporate Parent Engagement Committee criteria and tools in parent engagement staff and parent leader training.
J. Assess the interpreting/translating skills available at school sites to insure that translation and interpreting resources are available as needed	• LAUSD includes interpreting /translating needs and school responsiveness in accountability matrix	• School sites and local districts should document translation and interpreting needs at each site and document resources available in relation to needs.

PARENTS' RIGHTS

Parents are entitled to access a **free and high quality education** for their children in a safe, healthy and supportive learning environment that prepares students for college and 21st century careers. The school system is responsible for:

- Providing **tailored education programs** to all students including those with unique learning needs (gifted students, English language learners, special education students, students with special academic or social needs, etc);
- Ensuring that all educators are held **accountable** for the performance of students and for effectively engaging parents in ways that increase parents' involvement in the students' education;
- Embracing **family/community networks** that provide resources and services to support student learning and development;

Parents are entitled to a **welcoming environment** in which parents can develop productive and personal relationships with educators and staff to support their child's education. The school system is responsible for:

- Providing effective **training to school administrators, teachers and staff** so parents are welcomed, valued and respected as equal partners;
- **Communicating** with parents in a timely manner using parent-friendly and culturally-appropriate formats and multiple communication strategies (home visits, one-on-one meetings, phone calls, conferences, mailings, email, website, marquees, etc.);
- **Overcoming obstacles** that may prevent parent involvement at home and at school (language barriers, time limitations, lack of accessibility during normal school hours, child care needs, transportation issues, etc.);
- Ensuring that **student information** needed for parents' to understand their child's academic status **are easily accessible**, in a format that parents can understand, and are proactively shared and explained to all parents;
- Ensuring that **decision-making and school procedures are transparent** and that key educational information and particularly public documents (policies, school rules, school plans, budgets, etc.) are easily accessible, in a format that parents can understand, and are proactively shared and explained to all parents;

Parents are entitled to a school system that proactively **involves/engages parents** and includes parents in leadership roles. The school system is responsible for:

- Adhering to the spirit and intent **parent rights** included in local, state and federal law;
- Providing all parents and all staff sufficient and meaningful **opportunities to work and learn together** for the purpose of developing partnerships in support of student learning;
- Providing multiple **parent education experiences** that are designed to strengthen a parent's capacity to support their child's learning at home and at school (parenting skills, nurturing a learning environment at home, knowing how school works, understanding their child's academic status and the child's plans for improvement, etc.);
- Maintaining **effective parent/family resource centers** that are accessible to parents, led by qualified and trained administrators with a staff of trained parent educators (chosen with parent input), and

that provide multiple programs and services to address the specific and annually identified parent needs of the communities they serve;

- Ensuring parents' understanding of **performance measures** and the school **options** available to them in seeking the best learning environments for their children.
- Proactively and meaningfully **involving parents as active participants** at school, local district, and district levels in such matters as governance, budgeting, school improvement, decision-making, and volunteerism and providing necessary training and supports to continually develop new parent leaders at each school;

PARENTS' RESPONSIBILITIES

In order to create a strong foundation for life-long success, parents shall create a **supportive environment at home** that promotes the value of education, sets high expectations, and supports the learning taking place in school. Parents are responsible for:

- Developing **strong communication links** with each child such that a parent knows their child's needs, anxieties, and strengths;
- Being positive **role models** by exemplifying and instilling values of respect, good citizenship, discipline, healthy living, etc;
- Providing their children with a **rich learning opportunities** (reading at home, talking with children about their hopes and dreams and about how they are doing in school, visiting community events and significant community sites, accessing community resources such as libraries and afterschool/summer programs, etc.) ;
- Ensuring that their children **attend school** every day and that **homework is completed** and turned-in on time;

Parents have a responsibility to **communicate and build relationships with administrators and teachers** to discuss how best to support their child's learning. Parents are responsible for:

- Participating in **learning opportunities** and differentiated training programs that increase a parent's capacity to support their child's learning at home and at school;
- Learning about school and student **performance measures**;
- Meeting with teachers and administrators and building cooperative relationships to **ask questions** and **discuss issues** regarding their child's progress and needs;
- **Responding to communication** from their child's school in a timely manner;
- Learning about **school rules and procedures**;
- **Attending school meetings and activities** regarding issues that impact their child.
- **Choosing** the best school available to their child;
- **Being willing to take part in surveys**, focus groups and other activities to collect parent feedback and satisfaction levels;
- When possible, **volunteering** at school events and in school committees and attending training to learn more about issues that impact the school, their leadership skills, and their ability to advocate for all students.

APPENDIX A

Glossary of Terms (to be developed at a later date)

- Entitlement
- Parent Involvement
- Parent Engagement
- Transparency
- Effective Parent/Family Resource Center
- Parent/Family Resource Center
- Tailored education programs
- Family/community networks
- Performance Measures
- Appropriate training
- Welcoming Environment
- Supportive Environment at Home

APPENDIX B

References (To Be Developed at a later date)

Informe de la Mesa de Trabajo del Acta de Derechos y Responsabilidades de los Padres
Borrador al 23 de febrero de 2011

Antecedentes

La Junta de Educación del Distrito Escolar Unificado de Los Ángeles aprobó la Resolución Padres Como Socios Iguales en la Educación de sus Hijos el 14 de diciembre de 2010. Como resultado de esta resolución, el LAUSD formó un grupo de trabajo de los principales interesados encargado de desarrollar cuatro herramientas del distrito para contratar y equipar a los padres para participar en la educación de sus hijos en la escuela y en casa. El grupo de trabajo integrado por cuatro subgrupos de trabajo, incluye una mesa de trabajo para desarrollar un Acta de Derechos y Responsabilidades de los Padres.

El desarrollo del Acta de Derechos y Responsabilidades se guió por los siguientes principios como se indica en la resolución:

- Los padres son los primeros maestros de sus hijos y esto perdura toda la vida
- Los padres son personas informadas y vitales que abogan por sus hijos
- Los padres son asociados equitativos en la educación y esto requiere que tengan acceso a toda la información pertinente sobre el entorno escolar de sus hijos y sus instructores, opciones educativas y el personal del plantel escolar
- Los padres y el éxito académico de sus hijos son algo inseparable
- Los padres son igual de responsables con respecto a los resultados educativos

Más allá de los principios esbozados en la resolución, este documento fue desarrollado en el entendimiento de que el LAUSD, como un sistema de educación pública, se financia con el dinero de los contribuyentes. Por consiguiente, el personal tiene la responsabilidad - en el servicio del público - de proporcionar una educación de calidad a todos los niños independientemente de su raza, sexo, nacionalidad y estatus económico. Por último, este documento se basa en la creencia de que un sistema eficaz de educación pública es clave para una democracia vibrante y una economía productiva, fundamental para el fortalecimiento de la vitalidad de nuestra vida cotidiana.

OBJETIVOS

Con el fin de mejorar el éxito de los estudiantes mediante el fortalecimiento de la inclusión de los padres, este documento busca lograr tres objetivos:

- Aclarar el papel de los padres y el sistema escolar como socios iguales en la educación de los estudiantes;
- Validar las expectativas de los padres del sistema de educación pública, y
- Subrayar las responsabilidades de los padres en el apoyo a la educación de sus hijos.

Contexto: El documento presenta un marco de los principios básicos de una asociación efectiva entre el padre y la escuela y delinea los derechos fundamentales y las responsabilidades que el padre con un hijo matriculado en una escuela del LAUSD financiada públicamente tiene. Es importante señalar que este documento fue informado por las políticas de participación de los padres locales, estatales y federales y no está diseñado para usurpar los derechos legales, sino para apoyar y mejorar la disponibilidad de los derechos que corresponden legalmente a los padres. Este documento **no** es un resumen de los derechos legales [2], **ni** es una lista completa de lo que los padres y las escuelas "**pueden o deben**" hacer para apoyar la educación de los niños. Como tal, este documento va más allá de un simple resumen o la lista de los que se puede hacer" con la descripción de los componentes básicos de colaboración efectiva entre la escuela y el padre de familia. Por último, este documento fue creado para informar

sobre el desarrollo y aplicación de políticas de educación y programas públicos que buscan incluir auténticamente a los padres.

RECOMENDACIONES DE APLICACIÓN

A fin de garantizar que este documento desencadena los cambios institucionales necesarios para desarrollar una alianza eficaz y auténtica con los padres, el Grupo de Trabajo identificó las principales recomendaciones sobre cómo fortalecer y utilizar el Acta de los Derechos y Responsabilidades de los Padres:

Estrategia de generación del conocimiento	Funciones	Parámetros
A. Establecer un comité temporal de Inclusión de Padres para supervisar la aplicación de la resolución y llevar a cabo una auditoría de todos los departamentos del LAUSD para evaluar si los derechos de los padres (según política local, estatal y federal) se han incorporado en todas las políticas y prácticas apropiadas.	- LAUSD crea un comité Ad-hoc - Los miembros de la Junta y el Superintendente monitorean el progreso.	-El Comité Especial debe ser presidido por el LAUSD, la Oficina del Superintendente, y un socio sin fines de lucro y deben incluir grupos de interés internos y externos. - El Comité Especial debe informar a la junta del LAUSD trimestralmente - Apoyo a los equipos del plantel que desean supervisar la aplicación de estos derechos y responsabilidades
B. Invitar a las partes interesadas a respaldar el Acta de Derechos y Responsabilidades.	LAUSD y socios de la comunidad desarrollan e implementar una campaña de relaciones públicas.	Desarrollar un consenso entre las partes interesadas
C. Desarrollar un módulo de capacitación para los padres sobre el Acta de Derechos Y Responsabilidades que deben incluirse la Caja de Herramientas para la capacitación de los padres en el Centro de Padres/Familias	LAUSD adapta la caja de Herramientas del Centro de Padres	Metodología interactiva
D. Requerir que todos los Miembros de la Junta del LAUSD y empleados firmen el Acta de Derechos y Responsabilidades y hacer	Las escuelas incluyen el documento como parte de las actividades de la "noche de regreso a la escuela"	Crear expectativas claras desde el momento que los empleados se unen al LAUSD; revisado cada año como fundamento

que los padres y maestros firmen el documento cada año.		de una asociación de padres y maestros. · Asegúrese de que la capacitación está disponible cada año para apoyar el seguimiento necesario a través de la firma de este documento por parte del personal · El documento, a ser firmado, debe indicar que la inclusión de los padres y el apoyo a estos derechos y responsabilidades de los padres es parte de la evaluación de los empleados
E. Elaborar resúmenes sencillos de entender para los padres sobre los derechos de los padres que estén comprendidos en la política local, estatal y federal.	· LAUSD desarrolla materiales	· También se incluye en la Caja de Herramientas del Centro de Padres y Familia · Derechos de las resoluciones del LAUSD, el código estatal de educación, y la ley NCLB. · Incorporar este documento en la capacitación del personal en la inclusión de los padres y toda la capacitación de los miembros de consejo de la escuela.
F. Adoptar una definición oficial de inclusión de los padres y la participación de los padres e identificar las "mejores prácticas" de los modelos ejemplares auténticos de participación de los padres en el LAUSD y de otros distritos. Desarrollar estas "mejores prácticas" en los estudios de caso para ser compartida en todo el distrito con el personal y los padres.	· LAUSD lleva a cabo investigaciones o subcontratos	· Referencia a mejores prácticas ya identificadas por los centros de investigación, grupos de pensamiento y universidades. · Las mejores prácticas deben centrarse en las prácticas tales como el capacitación de inclusión de los padres, creando un ambiente acogedor, etc.
G. Desarrollar una estructura de rendición de cuentas que mantenga las escuelas, no sólo los padres / Centros de Familia, responsables de involucrar a los padres.	· LAUSD desarrolla nuevos procedimientos · LAUSD introduce resoluciones si es necesario	· Define los indicadores de inclusión a los padres; recoge datos sobre los indicadores y la hará pública,

H. Incluye participación de los padres como un componente clave de las evaluaciones del director y el maestro que incorpora indicadores de inclusión de los padres del LAUSD.	· LAUSD desarrolla nuevos procedimientos	· Vincular el desempeño con la rendición de cuentas.
I. Implementar un proceso claro y la estructura para que los padres presenten quejas si perciben que sus derechos sean violados	· LAUSD identifica a una persona o unidad para recoger y atender las quejas	· Por ejemplo: Las escuelas tienen un equipo de " quejas de los padrea" denuncia un equipo formado por dos funcionarios y dos líderes de los padres para revisar todas las quejas de los padres y responder y / o referencia adecuada.
J. Renovar la capacitación de los padres para el personal, maestros y padres de familia.	· LAUSD trabaja con programas de certificación de maestros y administradores para cerciorarse de que hay capacitación sobre la inclusión de los padres en todos los programas de certificación · LAUSD asegura que todos los maestros y el personal reciben capacitación sobre inclusión para padres	
K. Renovar la selección, contratación, capacitación y supervisión de los padres coordinadores / Centro Familiar	· El LAUSD establece nuevos procedimientos con el aporte del comité ad-hoc.	· Planilla de rendición de cuentas, reportes más frecuentes; evaluar los conocimientos y habilidades adquiridos por los padres · Claridad en cada plantel con respecto a quién es el jefe directo del Centro de Recursos para las Familias/los Padres · Capacitación/0} obligatoria para el Coordinador del Centro de Padres/ Enlace con la Comunidad / · Posible cambio de selección de equipo que incluiría padres como el 51% del equipo de contratación para todo el personal del Centro de Recursos para los Padres/y Familias

Elaborar un glosario de términos para apoyar el Acta de Derechos y Responsabilidades de los Padres	· El Comité Especial desarrolla un glosario de términos para asegurar que las personas, al leer el Acta de Derechos y Responsabilidades, son claros acerca de lo que algunos términos significan para las personas que desarrollaron el documento.	·
M. Alentar a las escuelas a tener un Comité de Participación de Padres para desarrollar planes, establecer prioridades, evaluar el trabajo de participación de los padres, e identificar los fondos	· El LAUSD desarrolla los criterios y herramientas para apoyar el desarrollo del trabajo de Comité de Padres en todas las escuelas, que incluye personal, padres, estudiantes y miembros de la comunidad.	
Proporcionar capacitación en idiomas fácilmente accesibles a los educadores con el fin de facilitar la comunicación con los padres	·	
Evaluar las habilidades de interpretar en las escuelas para asegurar que hay servicios de traducción e interpretación disponibles según la necesidad	·	

DERECHOS DE LOS PADRES

Los padres tienen derecho a tener acceso a la máxima calidad de la educación, para sus hijos en un entorno saludable y solidario ambiente de aprendizaje seguro que prepara a los estudiantes para la universidad y las carreras del siglo 21. El sistema escolar es responsable de:

- Ofrecer **programas de educación adaptados** a todos los estudiantes incluyendo aquellos con necesidades de aprendizaje (alumnos superdotados, estudiantes del idioma Inglés, educación de los estudiantes especiales, los estudiantes con necesidades académicas o sociales, etc.);
- Asegurar que todos los educadores tienen que rendir **cuentas** por el desempeño de los estudiantes y para la participación efectiva de los padres de manera que se aumenta la inclusión de los padres en la educación del estudiante.

· **Acoger las redes de familia/comunidad que proporcionan recursos y servicios para apoyar el aprendizaje del estudiante y el desarrollo;**

Los padres tienen derecho a un **ambiente acogedor** en el que los padres pueden desarrollar relaciones productivas y personales con los educadores y personal para apoyar la educación de sus hijos. El sistema escolar es responsable de:

- Proporcionar capacitación eficaz a los administradores de la escuela, los maestros y el personal para que los padres sean bienvenidos, valorados y respetados como socios iguales.
- **La comunicación** con los padres de manera oportuna con formato apropiados a la cultura y sencillos de entender y múltiples estrategias de comunicación de los padres (visitas domiciliarias, reuniones personales, llamadas telefónicas, conferencias, correo, correo electrónico, página web, letreros, etc.);
- **Superar los obstáculos** que pueden impedir la participación de padres en el hogar y en la escuela (las barreras del idioma, las limitaciones de tiempo, falta de acceso durante el horario escolar normal, la atención de las necesidades del niño, los problemas de transporte, etc.);
- Asegurar que la **toma de decisiones y procedimientos de la escuela sean transparentes** y que la educación clave de información políticas, reglas escolares, expedientes de los estudiantes, los planes de la escuela, presupuestos, etc.) son de fácil acceso, en un formato que los padres puedan entender, y es proactivamente dada a todos los padres;

Los padres tienen derecho a un sistema escolar que **incluye/involucra de forma proactiva a los padres** y ofrece oportunidades para que ejerzan funciones de liderazgo. El sistema escolar es responsable de:

- La adhesión al espíritu e intención de los derechos de padres incluidos en la ley local, estatal y federal;
- Proporcionar oportunidades significativas y múltiples para que los padres **se** involucren y participen activamente en la escuela, el distrito local, y el distrito en asuntos tales como la gobernanza, la presupuestación, la mejora de la escuela, la toma de decisiones, y el voluntariado;
- Proporcionar a todos los padres y todo el personal **suficientes oportunidades** para trabajar y aprender juntos con el fin de desarrollar asociaciones en apoyo del aprendizaje del estudiante;
- Proporcionar **oportunidades de aprendizaje** y capacitación necesarias para fortalecer la capacidad de los padres de apoyar a su hijo con el aprendizaje en el hogar y en la escuela (habilidades de los padres, la promoción de un ambiente de aprendizaje en casa, sabiendo cómo funciona la escuela, la comprensión del desempeño académico, de la condición de hijo de su y de los planes de mejora, etc.);
- Proporcionar **oportunidades de liderazgo** y capacitación necesaria para desarrollar activamente un equipo de liderazgo de padres continuo en cada escuela;
- **Mantener centro de recursos de padres/familias efectivos que sean accesibles a los padres, encabezados por los administradores cualificados y formados con un equipo de educadores de padres entrenados (elegido con participación de los padres), y que ofrecen múltiples programas y servicios para atender las necesidades específicas de los padres de las comunidades que atienden;**
- "Asegurar que los padres comprenden las medidas de **rendimiento** y las **opciones de** la escuela a su disposición en la búsqueda del mejor entorno de aprendizaje para sus hijos.

RESPONSABILIDADES DE LOS PADRES

Con el fin de crear una base sólida de éxito en la vida, los padres deben crear un entorno favorable en el hogar, que promueve el valor de la educación, establece altas expectativas, y apoya el aprendizaje que tiene lugar en la escuela. Los padres son responsables de:

- El desarrollo de **fuertes vínculos de comunicación** con cada niño de manera que el padre conoce las necesidades de su hijo, la ansiedad, y los puntos fuertes;

Ser modelos positivos ejemplificando e inculcando valores de respeto, civismo, disciplina, vida sana, entre otros;

- Proporcionar a sus hijos ricas oportunidades de aprendizaje (la lectura en casa, hablar con los niños acerca de sus esperanzas y sueños y sobre cómo van en la escuela, visitar eventos comunitarios y lugares de importancia comunitaria, el acceso a recursos de la comunidad tales como bibliotecas y programas fuera del horario escolar y programas de verano, etc.);
- Asegurarse de que sus hijos asistan a la escuela todos los días y que la tarea se completa y se regresa a tiempo;

Los padres tienen la responsabilidad de **comunicarse con los administradores y maestros** para discutir la mejor manera de apoyar a su hijo el aprendizaje. Los padres son responsables de:

- Participar en **las oportunidades de aprendizaje** y programas de formación diferenciados que aumentan la capacidad de los padres para apoyar a sus hijos y su aprendizaje en el hogar y en la escuela;
- Aprender acerca de **las medidas de rendimiento de los** estudiantes y la escuela;
- Reunión con los maestros y administradores y la creación de relaciones de cooperación para **hacer preguntas y discutir temas relacionados con** el progreso de su niño y sus necesidades;
- **Dar respuesta a la comunicación** de la escuela de su hijo en el momento oportuno;
- Aprender acerca de **las reglas y procedimientos**;
- **Asistir a las reuniones de la escuela y las actividades** relativas a las cuestiones que afectan los niños y su capacidad de abogar por el éxito académico de su hijo.
- **La elección de** la mejor escuela a disposición de su hijo;
- **Estar dispuesto a participar en las encuestas**, grupos focales y otras actividades para recoger opiniones de los padres y determinar los niveles de satisfacción;
- **Cuando sea posible ofrecerse de voluntario** en eventos escolares y en los comités escolares y de formación a fin de aprender más acerca de los problemas que afectan a la escuela, sus habilidades de liderazgo y su capacidad de abogar por todos los estudiantes.

APÉNDICE A

Glosario de términos (que se desarrollarán en una fecha posterior)

- **Derecho**

Participación de los Padres

- **Inclusión de los Padres**

- Transparencia
- Centro Efectivo de Recursos para los Padres/Las Familias
- **Centro de Recursos para los Padres / Familia**
- Programas de Educación ajustados
- Redes de Familia y Comunidad

Medidas de Desempeño

- **Formación adecuada**
- **Medio Ambiente Acogedor**
- **Ambiente de apoyo en el hogar**

Apéndice B:

Referencias (a desarrollarse en una fecha posterior)

[1] El Plan de Inclusión de Padres de Título I del LAUSD, Código de Educación de California Sección 1100-51102, NCLB XXXXX.

[2] Para un resumen de los derechos de los padres en la política local, estatal y federal, ver: el LAUSD Boletín Número BUL-2680, 1 de septiembre de 2006, Manual de Padres y Estudiantes

DRAFT