

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

Notes from January 24, 2011
Los Angeles Unified School District
333. S. Beaudry Avenue, Room 2-201
Los Angeles, CA 90017

Attendees

Antonio Jose Camacho, Kathleen Mooney, Charlotte Henderson, Daniel Barnhart, Bill Ring, John Rogers, Juan Godinez, Patricia Hemphill, Sandy Escobedo, Nancy Franklin, Patricia A. Korn, Patricia Reynosa, Bonnie Stillwater, Paul Robak

Ground Rules and Meeting Norms

- The group discussed and agreed to the following norms:
- Participants agree to focus on the intended work
- Participants will keep comments short and relevant to ensure that goals are achieved
- Participants will place cell phones on vibrate to respect the group
- Members will make every effort to avoid redundancy

Charting Out the Action Plan

The participants discussed and agreed to meet the following timeline and goals:

Goal:

- Develop one document that includes a list of rights and responsibilities, the document should only make recommendations on how it should be implemented/used

Timeline

- Feb 2, second meeting
- Feb 7, draft and presentation to the task force
- Feb 28, final product

Common Knowledge and Content

Participants recommended to review existing materials, such as the the Title I Parent Involvement, NCLB Parents' Rights, and the LAUSD Parent/Student Handbook.

Blue Sky Process – Purpose/Vision

Participants identified the following recommendations/goals for the Working Group:

PURPOSE:

- o Clarify the role of the parent
- o Expectation of the **Rights of Parents**
 - Access info stub at the time parents are available
 - Equal access to resources – funding, programs, etc.
 - Parents have the right to be decision-makers on all school matters
 - Meaningful engagement
 - Building the capacity of parent involvement/advocate for their children at home and school
 - Advocate for all children
 - Welcoming environment to nurture equal partnership, PD sessions
 - Parents have the right to be Pro-Active participants

- Right to due process disciplinary measures
- o Build on policies that already exist
- o A tool for parents to set policy
- o Policy Rights and practices three components that are not fully challenged or implement

RESPONSIBILITIES:

- To be Pro-Active seeking ways to assist the school teacher
- To know what are the rules and follow thru
- Accurate information about the educational opportunities
- Be able to respond
- In the educational life
- To visit the school, teacher, counselor
 - To attend school 97% of the time
 - To support the school
- Parents have the right to understand the programs and the right to change programs, be informed of what they have, what can be and how to change
- How to advocate the school system – for the greater school
- Parents have the right to be notified
- Parents should have the right to select/elect their parent delegates to any Task Force or committee
- Parents to have the opportunity to have enriched programs
- Access to the school campus open door policy vs. not a welcoming environment
- Equal access to resources and provisions that the District has to its disposition as permissible by law
- To be active participants in a pro-active manner in the various endeavors of improving our education system.
- LEA makes legal assurances that the District will comply to receive the funding
- Draw policy and practices closer together “Hand fits the glove”
- Whether or not there is a law, the Bill of Rights has to be an opportunity, a common right to access information and be involved
- Build relationships, parents and staff
- Re-Inform parents responsibilities
- Align the Rights to the Ed Codes holding accountable to the law
- Welcoming Environments vs. closed door policy

THE RIGHT TO...

- Support advocates, the person who is supporting the child’s educational journey, being a parent, foster, grandparent, uncle, aunt or any person who will advocate for the child
- Be a reflection of what we value parents as equal partners
- Value authentic partnerships
- Build the parent’s capacity to be informed and to participants
- We are charged to create the parents’ rights – what about the staff – they should be like the other side of the coin
- Link to our vision – what are safe environments for our students when families are welcoming
- Accessibility of parent meetings or information
- Parent workshops/training
- Use technology to access information
- Parents understanding data-driven assessments
- Do not limit parental involvement to only the school level but to be involved at the beginning inception of any plan – at all levels
- Be part of decision-making

- The Bill of Rights should guide the educational system – the whole community
- Involve the community

Landscape and Barriers

- The document must link to the other documents being developed by the other work groups
- The document should incorporate rights already provided by parents by state and federal law
- Avoid re-inventing the wheel
- How to implement the document so that it meets its purpose

Next Steps

- Review notes
- Attend next meeting

OPEN DISCUSSION/QUESTIONS:

- What happens when rights have been violated
- Will this document impact all of the schools?
- A tool parents can use
- Access and opportunity – what does it look like for me?
- Opportunity gaps exist
- Accountability matrix
- Aligned with the curriculum