



***ELL Education Program
Guidelines***

Parent
Involvement

August 2005

Parent Involvement

Frequently Asked Questions

Are schools required to communicate with parents of ELL?

YES. Schools must communicate appropriately and consistently with ALL parents. This may include sending written communications in the parents' native language and/or via other modes such as home visits, telephone calls, meetings, and online interaction.

Should schools require parents of ELL to communicate with their children in English?

NO. The issue is not the language of communication; it is the communication itself. Parents should communicate with their children in the language that allows them to express their ideas and emotions clearly. The use of the native language does not interfere in the children's learning of the English language.

Should schools communicate with parents in their native languages?

YES. School staff should make earnest attempts to facilitate communication with parents. Having interpreters during meetings, events, or telephone conversations help make families feel more welcomed and comfortable so they share vital information with school personnel.

Note that not all parents of ELL are non-native speakers of English. In many cases, native speakers adopt children from other countries. Additionally, many parents of ELL read and write English quite well and are just shy about speaking. Take the time to know the families in the school/district.

Do school staff required to notify parents if their child is LEP identified?

YES. Communication with parents regarding ELL programming decisions is required by state law. The school district must notify parents, in a language they can understand, within ten school days. For district receiving Title III, this notification must be annual and must include information about the district's Annual Measurable Achievement Objectives (AMAO). Additional requirements under Title III include parent involvement and outreach activities. See the Title III chapter for more information.

Overview

According to the National Education Association, parent/family involvement in your child's education can mean, but is not limited to the following:

- Reading to your child
- Checking homework every night
- Discussing your children's progress with teachers
- Voting in school board elections
- Helping your school to set challenging academic standards
- Limiting TV viewing on school nights
- Becoming an advocate for better education in your community and state
- Asking your child everyday, "How was school today?"

This chapter outlines some of the state and federal requirements and best practices for parent communication and parental involvement activity planning.

Why is parental involvement important?

When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school — and the schools they go to are better.

Researchers discover how important it is for parents to be actively involved in their child's education. Some of the findings of major research into parental involvement are listed below:

- The family makes critical contributions to student achievement from preschool through high school. A home environment that encourages learning is more important to student achievement than income, education level or cultural background.
- Reading achievement is more dependent on learning activities in the home than is math or science. Reading aloud to children is the most important activity that parents can do to increase their child's chance of reading success. Talking to children about books and stories read to them also supports reading achievement.
- When children and parents talk regularly about school, children perform better academically.
- Three kinds of parental involvement at home are consistently associated with higher student achievement: actively organizing and monitoring a child's time, helping with homework and discussing school matters.

- The earlier that parent involvement begins in a child's educational process, the more powerful the effects.
- Positive results of parental involvement include improved student achievement, reduced absenteeism, improved behavior, and restored confidence among parents in their children's schooling.

(To read more about these findings, refer to <http://www.nea.org/parents/index.html>.)

Parent/family involvement is essential to building successful schools. When schools and families work together to recognize and meet the emotional, intellectual, and physical needs of their school-age children, academic achievement is affected. To appeal to a variety of families including English Language Learners (ELL), schools need to be creative on how to engage parents as well as be flexible on the modes of plan delivery.

IMPORTANT: Parent involvement initiatives should be integrated within the culture of the school and district. It is the responsibility of every staff member to create a safe and friendly environment for students and their families.

Some common barriers to parental involvement, especially for those families who are new to the community and are ELL, include:

- Language barriers
- Cultural differences
- Parents not feeling welcomed
- Parents' feeling intimidated (size of school, the use of jargon, etc.)
- Parents not understanding the system
- Parents' feeling that they have nothing to contribute
- Lack of time or scheduling conflicts/difficulties
- Lack of transportation
- Lack of childcare

Some recommendations for addressing language barriers are described in Table 1.

Table 1: Suggestions for addressing language barriers

- **Language interpreters –**

Allow parents/guardians an opportunity to let the school staff know if an interpreter is necessary. Communication between staff is critical here. When a family arrives at the front office for initial intake,

make notes if the family brings a friend or neighbor to help with documents.

The Home Language Questionnaire is available online in multiple languages. A completed form should be on file for all students. http://education.state.mn.us/html/intro_english_lang_ques.htm

Provide training for school staff as well as for interpreters so everyone is familiar with district/school procedures and is consistently practicing appropriate communication strategies. For example, staff should speak directly to the parent and not to the interpreter, pause frequently to allow for interpretation, and review any school documents with the interpreter prior to the meeting with the parent(s) to lessen potential miscommunication.

Note: Be selective when using language interpreters. Peers and volunteers are great during Open House and informal occasions. However, if sensitive or private information is involved certified interpreters or staff that already is working with the student is recommended. A possible method of communication is via a conference phone where the interpreter is not physically present.

Also be aware of any gender preferences. Ask the parent/guardian if he/she would feel more comfortable speaking through a male or female interpreter before setting up the appointment. Awkwardness and/or reservations about speaking through a male or a female may limit communication.

To maximize use of interpreters, block appointments, when possible, so one interpreter may assist with several families within a designated amount of time.

Keeping lists of preferred interpreters is recommended.

- **Written translation –**

Effective newsletters, notices, memos, and other written communication – Schools may establish color codes for forms. For example, red might be used for all emergency and “read immediately” notices from the principal. Yellow may be used for lunch menus and other communication from child nutrition. Etc.

Another effective strategy to incorporate to notices home is to include visual cues. Enhance the message with pictures to demonstrate meaning, if possible. Or, just simplify the language. Try to keep sentences 10 words or less. Keep paragraphs short and to the point. Additionally, use active voice versus passive.

Note: Some documents may need to be translated and distributed to those families who may need them. However, do not make assumptions of the needs of ELL families. Many families have access to friends, relatives, or may have the strong English reading skills to receive the information from school. Before spending time and money translating documents, get to know the families.

Include the English version of the document with the translated one to ensure more accurate communication of information. For low incident languages and/or complex information, the use of interpreters may be more appropriate.

- **Community resources –**

Schools may tap into the resources that already exist in the community. Recruitment of families and business partners that may have similar language backgrounds and/or experiences offer schools a pool of people who could help with surveys, parent nights, committee discussions, and other outreach programming.

A secondary source of language interpreters could come from the world language department. Students

and staff may set up opportunities for language exchange.

Some recommendations for addressing cultural differences are described in Table 2.

Table 2: Suggestions for addressing language barriers

- **Learning communities -**

“Unless we as teachers re-open our own backgrounds to look anew at how we were schooled to deal with diversity and connection, we will be unable to create school climates and curriculum, which more adequately equip today's students to do so.” (<http://www.wcwoonline.org/seed/key.html>)

Professional development	<ul style="list-style-type: none">• Book studies <p>How to Conduct a Book Study Group</p> <p>Book study groups are an effective form of professional development and can be used by educators at all levels for their own professional growth or with students of any age, with some adaptation for younger readers.</p> <p>Following are five steps, from forming a book study group to implementing the discussion and follow-up strategies.</p> <p>STEP 1- Form a Book Study Group STEP 2 - Choose a Book and an Objective STEP 3 - Decide How to Read the Book STEP 4 - Read and Discuss the Book STEP 5 - Evaluate the Book and Plan for Future Book Study</p> <p>At the conclusion of the book study, take time to consider:</p> <ul style="list-style-type: none">• Did the book stimulate thought and discussion?• Did the group study meet the learning objectives?• How might the group study experience be improved? <p>Taking such evaluation into account will allow the group to bring in new members, re-form, or simply continue on, developing a new "cycle" of study.</p> <p>(http://www.pdkintl.org/bookstudy/home.html)</p> <p>For a possible list of titles for book studies, go to http://education.state.mn.us/html/intro_english_resource.htm.</p>
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Professional development	<ul style="list-style-type: none"> • Summer institutes/academies - <p>A summer academy/institute may serve as a valuable forum to discuss existing programs and initiatives, review practices and curriculum, and share effective strategies. During this event, typically lasting 2-5 days, staff are able to focus their undivided attention on the topics while build networks throughout the district/community.</p> <p>Districts have provided this development opportunity to kick off a long-term project and/or have included the institute as a culminating event or midpoint of a two-three years staff development plan.</p> <p>To maximize time and resources, focus on what works for all students and their families. Some possible topics are effective communication skills, the understanding of diverse family structures, myths and stereotypes exploration, and community outreach strategies.</p> <p>Role-playing and/or “fish bowl”/laboratory observations may be beneficial.</p>
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Professional development	<ul style="list-style-type: none"> • Curriculum review <p><i>“Without systemic understanding of gender, race, class, and other interlocking societal systems, individual educators who try to transform the curriculum will lack coherence and creative flexibility in dealing with current events and scholarship, old and new. Group conversation, intentionally structured, can support teachers and administrators in creating accurate, nourishing curriculum material, and pedagogical strategies that are more gender balanced, multi-culturally equitable, and globally attuned.”</i> (http://www.wcwoonline.org/seed/key.html)</p> <p>Invite ELL parents to be part of the conversation when reviewing texts and other instructional materials.</p>
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Professional development	<ul style="list-style-type: none"> • Conferences and other external training <p>Keep current with the latest professional development opportunities throughout the state and nation-wide. Encourage teachers and staff to continue building their knowledge base.</p> <p>When possible, offer scholarship/mini-grants for staff, provide substitutes or coverage when staff leave the building, and allow time to share with others upon return from the conference or training.</p>
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Professional development	<ul style="list-style-type: none"> • Cultural panels <p>Cultural panels may provide insight and perspective to static data.</p> <p>To facilitate effective cultural panels, take the time to prepare.</p> <ul style="list-style-type: none"> • What is the purpose of the panel? • Who is the audience? • How much do the panel participants know or understand about panel discussions? • What are other logistical considerations such as the use of interpreters? <p>Prior to the panel, a survey may help narrow down the topics covered and allow the panelists to gather their thoughts and prepare handouts, slides, etc., if applicable. Make sure to explain the structure of panel to the participants as well as go over any district/school policies that are relevant to the topics discussed. Make the panelist feel comfortable because the information shared is, in many cases, quite personal.</p> <p>Potential panelists -</p> <ul style="list-style-type: none"> • Community leaders • Former students • Current parents • Current students • Community partners
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<p>Community outreach</p>	<ul style="list-style-type: none"> • Invite families to numerous events that happen at school, not just ESL Night. Ask community members that may speak the same language or come from similar backgrounds to help with communication during concurrent sessions. • Ask parents to come to the schools to help with activities and events. Let the parents share aspects of their language and culture with the students and staff. • Some families may volunteer to carpool to bring interested families to events. • Go into the community where the families live, shop, and interact. Hold meetings in the local library or the neighborhood center. Set up information tables at social events and gatherings. • Acknowledge major holidays or dates on the school calendar/website. Feature articles about communities, events, families in the school newspaper and other publications.
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How can schools/districts be more welcoming for ELL parents?

School buildings can be intimidating for parents, especially if the edifice houses thousands of students. To help parents navigate on campus, post signs that are visible and easy to read. Train volunteers, security personnel, and front office staff to notice personal body language along with speech patterns. The tone of voice, pace, and facial expressions such as smiling communicate concepts even if the individual words used are in different languages. Be aware of the use of idiomatic expressions and jargon.

Inform parents of upcoming registration windows, Open House, or an event/activity, through mailings, phone calls, and flyers to peak their interest. By offering a variety of different languages, if applicable, parents feel more included in the school community. Advertising on local cable is another avenue to communicate with parents about school related topics.

For families new to the district, the Home Language Questionnaire (HLQ) will help staff establish the language that is most comfortable for parents. This document is available in multiple languages at http://education.state.mn.us/html/intro_english_lang_ques.htm. HLQ should be on file for all students as part of the district’s registration process.

Another approach to making ELL families feel welcomed is to offer a short orientation at the time of enrollment or at a later appointment. Many immigrant families are unfamiliar with the American school system. Typical school practices such as signing in at the front desk or calling the school when their child is ill may be new for some parents. Arrange several dates, times, and locations to accommodate a variety of family work schedules and/or cultural holidays.

How can a school/district “provide creative learning experiences for parents or guardians and their school-age children” (124D.895 Parental involvement programs)?

Family involvement programs must adapt to the needs and cultures of families. Logistical planning should consider convenient meeting times, transportation, and available childcare in addition to language needs.

To help parents better understand the school system, host workshops that include elements of the community culture. Depending on the demography of the school or district, staff may decide to offer several trainings each with a different ethnic culture in mind. The activities will vary in theme but have the same learning objectives for the parents.

Information on school policies, programs, procedures, and transitions should be clear and easily accessible to all families. Keep in mind that a school system is complex and each school within a district has its own flavor. Take the time to know the cultural and ethnic backgrounds of all families. Many parents/guardians of ELL may not be familiar with the processes and procedures and that relying on a student to be the key representative of the school puts undue stress and pressure on that student.

Other considerations include the different literacy levels of the students. Parents of secondary students may want to learn about how to select age appropriate novels that address their child’s reading level. Parents of younger children might focus on making alphabets with clay or drawing stories. Keep the workshop simple by targeting one oral language, writing, or reading objective. Take the time to explain and model the objective in great detail (<http://www.ascd.org/portal/site/ascd/menuitem.f30974e7fa59cfcdeb3ffdb62108a0c/>).

A sample parent workshop - Action Plan Worksheet

Area of Focus:	<p>Language Arts Academic Standards http://education.state.mn.us/html/intro_standards_language.htm</p> <p><u>KINDERGARTEN</u> Vocabulary Expansion <i>The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.</i></p> <p><u>Benchmarks</u></p> <ol style="list-style-type: none"> 1. Use words to describe and name people, places, and things. 2. Use words to describe location, size, color, shape and direction. 3. Use words to describe actions. 4. Use context to predict and infer word meanings. 5. Learn new words through explicit instruction.
Goal:	<ul style="list-style-type: none"> • Demonstrate questioning strategies with families so they may apply strategies at home with their children. • Encourage them to speak the language they feel most comfortable. Bilingual development is valuable and impacts the overall achievement of students in school.
Activity:	“Lucky Ladybugs”
What Will Be Done?	<p>Families make “edible ladybugs together and then children told stories about their ladybugs, which are considered lucky in the Latino community of our school” (http://www.ascd.org/portal/site/ascd/menuitem.f30974e7fa59cfccdeb3ffdb62108a0c/)</p> <p>Training facilitators model questioning strategies to help students build listening and speaking vocabularies.</p> <p>Participants actively create ladybugs and practice the questioning strategies with their children. Supplemental books, following the ladybug theme, may be given to families to take home.</p>
Who Will Do This?	<p>Latino families</p> <p>Note: Within the any community, there are differences in the country of origin, number of years or generations in the United States, economic status, education, and family dynamics. “Lucky Ladybugs” may only apply to the particular Latino community from which the example was referenced.</p> <p>To ensure that themes are authentic or culturally meaningful for the targeted audience, include parents of that community in the planning process.</p>
When? and Where?	Select a convenient location and time for the majority of parents. Consider the community center or clubhouse, nearby school versus a staff development building, or the local library. Be aware of working hours and holidays.
Materials/Resources	Make sure to plan for pre, during, and post activity/event.

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Needed:	<p>Materials may include flyers, supplemental books, art materials, aprons, markers, paper, snacks, camera, etc.</p> <p>Other considerations -</p> <ul style="list-style-type: none"> • Transportation = carpool, walking distance (weather permitting), bus lines • Extra space and support staff to provide childcare for younger children who are not currently in school • Interpreters = volunteers, students, staff, certified • Collaborative opportunities
Evidence of Success:	<ul style="list-style-type: none"> • Post-training parent survey (immediately following and subsequent survey at a later date) • Follow up/additional training participation • Academic progress of students

Additional online resources on parent/family involvement –

- ❑ OELA: National Clearinghouse for English Language Acquisition & language Instruction Educational Programs > School-Based Parent/Community Involvement Models *Selected Resources*

http://www.ncele.gwu.edu/resabout/parents/4_models.html

- ❑ National Parent-Teacher Association

www.pta.org

<http://www.pta.org/parentinvolvement/standards/appenda.asp>

- ❑ U.S. Department of Education

www.ed.gov

- ❑ National Coalition for Parent Involvement in Education

<http://www.ncpie.org/>

- ❑ National Network of Partnership Schools

<http://www.csos.jhu.edu/p2000/default.htm>

The LEP Parent Involvement Project was developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the

purposes of helping parents and caretakers with limited English see themselves as active participants in their children's learning.

<http://mnabe.themlc.org/>

In addition, two training videos are available in multiple languages at the Minnesota's Bookstore - Amharic, English, Hmong, Russian, Somali, Spanish, Arabic, Oromo, and Nuer.

***You Can Help Your Children at School
You Can Talk with Your Child's School***

<http://www.comm.media.state.mn.us/bookstore/category.asp?category=T&CatID=23>

Questions should be directed to:

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RELATED STATE LAWS

120A.22 Compulsory instruction.

Subdivision 1. Parental responsibility. The parent of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

124D.895 Parental involvement programs.

Subdivision 1. Program goals. The department, in consultation with the state curriculum advisory committee, must develop guidelines and model plans for parental involvement programs that will:

(1) engage the interests and talents of parents or guardians in recognizing and meeting the emotional, intellectual, and physical needs of their school-age children;

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- (2) promote healthy self-concepts among parents or guardians and other family members;
- (3) offer parents or guardians a chance to share and learn about educational skills, techniques, and ideas;
- (4) provide creative learning experiences for parents or guardians and their school-age children, including involvement from parents or guardians of color;
- (5) encourage parents to actively participate in their district's curriculum advisory committee under section 120B.11 in order to assist the school board in improving children's education programs; and
- (6) encourage parents to help in promoting school desegregation/integration.

Subd. 2. Plan contents. Model plans for a parental involvement program must include at least the following:

- (1) program goals;
- (2) means for achieving program goals;
- (3) methods for informing parents or guardians, in a timely way, about the program;
- (4) strategies for ensuring the full participation of parents or guardians, including those parents or guardians who lack literacy skills or whose native language is not English, including involvement from parents or guardians of color;
- (5) procedures for coordinating the program with kindergarten through grade 12 curriculum, with parental involvement programs currently available in the community, with the process under sections 120B.10 to 120B.11, and with other education facilities located in the community;
- (6) strategies for training teachers and other school staff to work effectively with parents and guardians;
- (7) procedures for parents or guardians and educators to evaluate and report progress toward program goals; and
- (8) a mechanism for convening a local community advisory committee composed primarily of parents or guardians to advise a district on implementing a parental involvement program.

Subd. 3. Plan activities. Activities contained in the model plans must include:

- (1) educational opportunities for families that enhance children's learning development;
- (2) educational programs for parents or guardians on families' educational responsibilities and resources;
- (3) the hiring, training, and use of parental involvement liaison workers to coordinate family involvement activities and to foster communication among families, educators, and students;
- (4) curriculum materials and assistance in implementing home and community-based learning activities that reinforce and extend classroom instruction and student motivation;

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- (5) technical assistance, including training to design and carry out family involvement programs;
- (6) parent resource centers;
- (7) parent training programs and reasonable and necessary expenditures associated with parents' attendance at training sessions;
- (8) reports to parents on children's progress;
- (9) use of parents as classroom volunteers, or as volunteers in before and after school programs for school-age children, tutors, and aides;
- (10) soliciting parents' suggestions in planning, developing, and implementing school programs;
- (11) educational programs and opportunities for parents or guardians that are multicultural, gender fair, and disability sensitive;
- (12) involvement in a district's curriculum advisory committee or a school building team under section 120B.11; and
- (13) opportunities for **parent involvement** in developing, implementing, or evaluating school and district desegregation/integration plans.

HIST: 1990 c 562 art 8 s 34; 1991 c 130 s 37; 1992 c 499 art 8 s 7; 1994 c 647 art 4 s 32,33; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 6 s 119,124; 2000 c 254 s 34

126C.15 Basic skills revenue; compensatory education revenue.

Subdivision 1. Use of the revenue. The basic skills revenue under section 126C.10, subdivision 4, must be reserved and used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Any of the following may be provided to meet these learners' needs:

- (11) substantial **parent involvement** in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian.

RELATED FEDERAL LAW

No Child Left Behind

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a

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written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

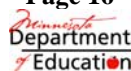
(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that

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- process, if such process includes an adequate representation of parents of participating children;
- (4) provide parents of participating children —
- (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- (d) **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-** As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —
- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- (e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —
- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 - (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
 - (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
 - (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
 - (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
 - (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.