Georgia’s Systems of Continuous Improvement
Communicating with Parents in a Language They Can Understand

ESOL Conference
February 5 & 7, 2019
Presented by:

Dr. Margaret Baker, Title III / ESOL Program Manager

Julie Eldridge, English Learner Support & Title III Coordinator, Barrow County

Amy Song, Title I, Part A, Family-School Partnership Program Manager
Develop an understanding of requirements for communicating with parents in languages other than English

Develop a familiarity with the Georgia Department of Education’s *Communicating with Linguistically Diverse Parents* resources

Develop a knowledge of exemplar local education agency (LEA) practices
Why do we need to communicate with parents in a language they can understand?
Office for Civil Rights
Parent Communication Requirements

https://www.youtube.com/watch?v=zFZwQfxck0M&feature=youtu.be

Title III, Part A, Language Instruction for English Learners and Immigrant Students

- Communicating with Parents of English Learners about Title IIIA Outreach Activities that enhance or supplement language instruction educational programs for EL students.

Sec. 3115 (c) (3)
Title I, Part C
Educating Migratory Children

Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965 (Section VII, Parental Involvement)

U.S. Department of Education
Office of Elementary and Secondary Education
Communicating with Parents about Special Education

• Procedural Safeguards 34 C.F.R. §300.504

• Prior Notice 34 C.F.R. §300.503

• Parent Participation 34 C.F.R. §300.322
34 C.F.R. § 300.504 (d) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of §300.503(c).

Paragraph (a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents-

(1) Upon initial referral or parent request for evaluation;
(2) Upon receipt of the first State complaint and upon receipt of the first due process complaint in a school year;
(3) In accordance with the discipline procedures; and
(4) Upon request by a parent.
IDEA Part B
Prior Notice by the Public Agency

34 C.F.R. § 300.503 (c) Notice in understandable language. (1) The notice required under paragraph (a) of this section must be—
(i) Written in language understandable to the general public; and
(ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

(2) If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure—
(i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
(ii) That the parent understands the content of the notice; and
(iii) That there is written evidence that the requirements in paragraphs (c)(2)(i) and (ii) of this section have been met.
IDEA Part B
Prior Notice by the Public Agency

34 C.F.R. § 300.503 (a) Notice. Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the public agency—

(1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
(2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
IDEA Part B Prior Notice by the Public Agency

34 C.F.R. § 300.503(b) Content of notice. The notice required under paragraph (a) of this section must include—

(1) A description of the action proposed or refused by the agency;
(2) An explanation of why the agency proposes or refuses to take the action;
(3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
(4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
(5) Sources for parents to contact to obtain assistance in understanding the provisions of this part;
(6) A description of other options that the IEP Team considered and the reasons why those options were rejected; and
(7) A description of other factors that are relevant to the agency's proposal or refusal.
IDEA Part B
Parent Participation

34 C.F.R. § 300.322(e) Use of interpreters or other action, as appropriate. The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

34 C.F.R. § 300.322(a) Public agency responsibility—general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—
(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
(2) Scheduling the meeting at a mutually agreed on time and place.
IDEA Part B
Parent Participation

34 C.F.R. § 300.322(b) Information provided to parents.

(i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
(ii) Inform the parents of the provisions relating to the participation of other individuals on the IEP Team who have knowledge or special expertise about the child, and provisions relating to the participation of the Part C service coordinator at the initial IEP Team meeting for a child previously served under Part C of the Act.
Communicating with Parents about Special Education

**Technical**
- Clearly defined
- Experts provide solutions

**Adaptive**
- Human elements
- Relationships
- Engagement and commitment to process

*Source: Dr. Ronald Heifetz and Dr. Ronald Linsky*  
*Center for Public Leadership, Harvard University*
Ga Parent Mentor Partnership (GaPMP)

The GaPMP is parents and professionals working together to improve outcomes for students with disabilities by enhancing communication and collaboration between families, educators, and the community.

http://www.parentmentors.org/
Ga Parent Mentor Partnership (GaPMP)

- An initiative of the Georgia Department of Education, Division for Special Education Services & Supports
- Partially funded with IDEA funds to impact student achievement by increasing family engagement
- A Parent Mentor is a parent of a child with a disability who is currently or has previously received special education related services through an IEP
Title I Translation / Interpretation Requirements

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) outlines that [certain] information must be provided “to the extent practicable, in a language parents can understand” [§1112 (e)(4)]
Title I, Part A, Section 1116(f)
Parent and Family Engagement

In carrying out the parent and family engagement requirements of Title I, Part A, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency ...), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

http://partnerships.gadoe.org
Title I Parent Notification of Student Eligibility for Supplemental Language Support Services

Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4)

http://partnerships.gadoe.org
How do we determine which parents and what materials?
Flow Chart - Communicating with Parents in Languages Other Than English

Federal Programs’ English Learner Programs webpage at http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/English-Learner-Programs.aspx
Federal Funding for Translation and Interpretation (FFTI)

(Federal Programs Handbook – Chapter 10)

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Federal-Programs-Handbook.aspx
January 7, 2015

Dear Colleague:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services. That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing. It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the EEOA. (In the enclosed guidance, Title VI and the EEOA will be referred to as “the civil rights laws.”) In addition, ED administers the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (Title III). Under Title III, ED awards grants to SEAs, which, in turn, award Federal funds through subgrants to school districts in order to improve the


https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf
Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs

English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

This fact sheet provides an overview of the joint guidance, but does not attempt to comprehensively address all of the issues in the guidance. While this fact sheet focuses on the responsibilities of school districts, the guidance makes clear that SEAs also have legal obligations toward EL students and limited English proficient (LEP) parents. The guidance is available at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student’s language background and identify students whose primary or home language is other than English.

- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading, and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.

- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

Resources

https://ncela.ed.gov/family-toolkit

In multiple languages
Resources

LANGUAGE-FOCUSED FAMILY ENGAGEMENT

Multilingual learners flourish when school staff engage with families in respectful and affirming ways. This is especially true when staff acknowledge the special role that language plays in families' lives. Families of multilingual learners play a critical role in their children's language development, and care deeply about their children's language use and language education. However, common school-based family engagement practices often overlook or exclude language education when engaging with families of multilingual learners. Family engagement practices that target families of multilingual learners should include the language learning and development that occur in and out of school.

Language-Focused Family Engagement

Language-focused family engagement keeps the unique needs and experiences of multilingual learners and their families, including language education, at the center of every home-school interaction. It accounts for the key considerations outlined in the WIDA ABC's of Family Engagement.

What are some examples of best practices for communicating with parents in languages other than English?
Barrow County School System’s
Translation & Interpretation Services Plan

Julie Eldridge
English Learner Support & Title III Coordinator
julie.eldridge@barrow.k12.ga.us
Plan Components

• Purpose & Overview
• Federal Law
• Board of Education Policy
• Identification of Household Communication Preferences
• Notification of Translation & Interpretation Services
• Translation & Interpretation Resources
• Quality Assurance & Training of Translators / Interpreters
• Evaluation & Monitoring
Purpose & Overview

• Meaningful communication
• Defining interpretation & translation
• District commitments:
  • District/School plans for language assistance & parent engagement
  • Informing parents of services & how to request them
  • Identification of LEP parents, their communication preferences, & maintenance of this data
  • Adequate availability & accessibility
  • Quality assurance/vetting procedures
  • Audits
Identification of Household Communication Preferences

• Parent communication preferences (voice & written)
  • embedded in district registration form
  • maintained in student information system
    ➢ *accessible* to administrators, teachers, counselors
Notification of Translation & Interpretation Services

• Registration staff inform parents/guardians who indicate a communication preference other than English of the availability of language assistance services at no cost to the family.

• Multilingual signage at each school site

• Language Assistance Services Parent/Guardian Feedback
  • Parent/guardian experience survey
  • Complaint form
Translation & Interpretation Resources

• Language and Cultural Diversity Specialist
• Decision Tool
  ➢ Survey Monkey
• District Approved Interpreters & Translators
  ➢ Employees
  ➢ Contracted individuals
• Language Line
  ➢ Language Line Direct
• Translation and Interpretation Vendors
  ➢ Statewide contract
  ➢ Other vendors
Quality Assurance

• Recruitment

• Training
  ➢ Standards of Practice for Educational Interpreters
Evaluation & Monitoring

• Audits
• Survey link
• Complaint form
Your promising practices!
# Title IIIA & ESOL Contacts

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Webpage [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx)
Title III: Language Instruction for English Learners and Immigrant Students

Dr. Meg Baker
Title III - A / ESOL Program Manager
mbaker@doe.k12.ga.us  (678-794-3695)

Webpage http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx

Title III Regional Service Areas FY19
http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Main%20Page/TitleIII_DataMap.pdf
Special Education Services and Supports Contact

Anne Ladd, Family Engagement Specialist
aladd@doe.k12.ga.us
404-657-7328

HelpDesk
spedhelpdesk@doe.k12.ga.us
404-657-9968

Webpage: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx
Title I, Part C Education of Migratory Children

Jose Israel Cortez, Program Manager
Migrant Education and Refugee Programs
Phone: 229-546-3248
Email: jcortez@doe.k12.ga.us

MEP Staff https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/MEP-Staff-Contact-Information.aspx

Webpage http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx
# Title I, Part A, Family-School Partnership Program Contact Information

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