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**Note:** Title I of The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires districts to conduct effective outreach to inform parents of English learners about how to be involved in their children's education by providing notices and information in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

The Texas Education Agency and the Statewide Parent and Family Engagement Initiative's [Title I, Part A Parent and Family Engagement Handbook](#)<sup>1</sup> has information regarding family engagement requirements. Additional resources, including TEA's templates for family engagement plans, can be found on [ESC Region 16's website](#).<sup>2</sup>

The US Department of Education [Dear Colleague Letter addressing English Learner Students and Limited English Proficient Parents](#)<sup>3</sup> and [Chapter 10](#)<sup>4</sup> of the [English Learner Tool Kit](#)<sup>5</sup> offer guidance on strategies for meaningful communication with limited English-proficient parents. In addition, the fact sheet, [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#),<sup>6</sup> answers common questions about the obligations of schools when communicating with parents and guardians who do not speak, read, or write English proficiently because it is not their primary language.

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<sup>1</sup> Title I, Part A Parent and Family Engagement Handbook:  
<https://www.esc11.net/cms/lib3/TX21000259/Centricity/Domain/489/Title%20I%20Parent%20and%20Family%20Engagement%20Handbook.pdf>

<sup>2</sup> Region 16 Website: <https://www.esc16.net/page/title1swi.home>

<sup>3</sup> US Department of Education Dear Colleague Letter, English Learner Students and Limited English Proficient Parents:  
<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

<sup>4</sup> Chapter 10 of the English Learner Tool Kit:  
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

<sup>5</sup> English Learner Tool Kit:  
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

<sup>6</sup> Information For Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them:  
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

### **Language Identification**

The District will develop and implement a process for determining if parents and guardians are limited English proficient (LEP) and, if so, what is their primary language.

- The district will evaluate responses to the Home Language Survey completed during new student registration to determine whether parents or guardians are LEP. The HLS shall be administered in English and Spanish.

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### **Interpretation and Translation Services**

To ensure that LEP parents and guardians have adequate notice of and meaningful access to information about programs, services, and activities in a language they can understand, the District will:

- Translate written communications, when needed, such as information regarding progress reports, report cards, and permission slips; and
- Provide translation or interpretation services, when needed, for meetings, such as parent/teacher conferences, IEP meetings, and disciplinary proceedings.

To the extent practicable, the District will provide a LEP parent or guardian who seeks language assistance with written translation of information communicated to non-LEP parents. Whenever such written translations are not practicable, the District will ensure that LEP parents are provided oral translations of the written information. For such purposes, the District will arrange for access to interpreters and translators who have knowledge of specialized educational terms and concepts.

The District will inform LEP parents and guardians about the availability of free language assistance services, including interpreters and translators:

- The District's website is translatable.
- The District's Facebook Page is translatable.
- The District's emails are sent in parents' primary language.
- Title I Parent and Family Engagement Policies and Compacts are provided in English and Spanish.
- Other translation services are noted: "available upon request."