

Parent / Teacher Conference TOOL KIT

A Tool Kit to Serve and Empower
Linguistically Diverse Families



PORTLAND PUBLIC SCHOOLS

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Message from Head of Language Access Services Department

Linguistically diverse students at Portland Public Schools:

Every year PPS serves approximately 10,000 students that speak a language other than English at home. We serve these students in over 100 languages every school year.

For most linguistically diverse families, PTC may be the only time they interact with their student's educators. For some, this is a completely new experience and it can be an intimidating one.

For many parents/guardians regardless of their language, conferences are a difficult time, because:

- ✓ They are fearful of hearing hard criticism about their kids.
- ✓ They don't understand how they can help their student.
- ✓ They don't have time to attend because they have multiple jobs.

Under the Office of Civil Rights, schools must provide meaningful access to district and school related information. Here are some considerations to meet the Title VI and Executive Order 13166 requirements:

- 1. Bilingual staff and teachers should not interpret unless they are able to conduct business fluently in the family's primary language.** This is sometimes called "monolingual communication in a language other than English." It does not involve interpretation or the translation between languages. However, it does require fluency in the non-English language, including fluency in agency terminology.
- 2. Many individuals have some proficiency in more than one language, but are not completely bilingual.** They may be able to greet a limited English proficient individual in his or her language, but not conduct agency business in that language. **The distinction is critical in order to ensure meaningful communication and appropriate allocation of resources.**
- 3. Using a professional interpreter is necessary and preferred.** However, if bilingual staff are asked to interpret or translate, they should be qualified to do so.

The value of trained interpreters:

Interpreters play a critical role in making families feel welcome in our schools and in supporting educators by:

- ✔ Bridging cultures.
- ✔ Impartial support for families.
- ✔ Helping parents feel included and important.



Parent/Teacher Conference Tool Kit: A Tool Kit to Serve and Empower Linguistically Diverse Families.

In 2019, we developed a tool kit to bridge the communications between schools, teachers, and linguistically and culturally diverse families during conferences.

We updated our Parent/Teacher Conference Tool Kit: A Tool Kit to Serve and Empower Linguistically Diverse Families. It contains information, guidance, and resources to assist staff preparation for the conferences.

This tool kit includes an outline of staff expectations and best practices to conduct conferences in other languages for educators and parents, a list of additional translated resources to aid educators communicate conferences to linguistically diverse parents and materials to inform families about their right to language access. This tool kit can also be found on the PPS Site Admin Portal and will continue to be updated over time.

We look forward to supporting your teacher-parent conferences with our linguistically and culturally diverse community at PPS.

Forward, Together!

Marifer Sager,
Head of the Language Access Services Department



Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- ✓ Registration and enrollment in school and school programs
- ✓ Language assistance programs
- ✓ Report cards
- ✓ Student discipline policies and procedures
- ✓ Special education and related services, and meetings to discuss special education
- ✓ Parent-teacher conferences
- ✓ Grievance procedures and notices of nondiscrimination
- ✓ Parent handbooks
- ✓ Gifted and talented programs
- ✓ Magnet and charter schools
- ✓ Requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit:

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.



What type of processes can school districts use to identify limited English proficient parents?

- ✔ School districts must develop and implement a process for determining whether parents are limited English proficient and identifying their language needs.
- ✔ The process should be designed to identify all limited English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- ✔ A school district may, for example, use a home language survey, to inquire whether a parent requires oral and/or written communication in a language other than English.
- ✔ The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that that the inquiry is designed to reach parents in a language they are likely to understand.

What steps must school districts take to provide effective language assistance to LEP parents?

- ✔ School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- ✔ School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- ✔ It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in and out of that language, or to translate documents.

What can I do if I have questions, want additional information, or believe a school is not complying with these requirements?

- ✔ You may visit the website of the U.S. Department of Education's Office for Civil Rights (OCR) at www.ed.gov/ocr or contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- ✔ You may visit the website of the U.S. Department of Justice's Civil Rights Division at www.justice.gov/crt/about/edu/ or contact DOJ at (877) 292-3804 or at education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.
- ✔ For more information about school districts' obligations to English learner students and limited English proficient parents, additional OCR guidance is available at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.



Top 10 language access best practices for teacher/parent conferences



Notifying parents about Language Access Services: you can send these cards as part of your school packages in the languages represented at your schools.

Display at your front desks the “We speak” cards (“Hablamos Español”, etc.). **These cards provide an easy access to parents to the language line** – a service available for families.



Run a school or program report with the languages spoken at your school and use it to schedule conferences.

Ask teachers to be mindful of families that have more than one student. Are they going to be traveling from one school to another? Is it possible to work in coordination with the other school to best scheduled families? Perhaps these conferences could be via Zoom or Gmeet?



Reserve parking spots close to the main entry for interpreters – this will speed up the process of them going from one location to the next.

Have maps, directions and at least two points of contact during the duration of your conferences. The point of contact should have an agenda with all the appointments, rooms, students and any last-minute changes.



Let the Language Access Team know when your schools will be taking lunch and dinner.

Have water available for your interpreters!



Ask your teachers to allocate enough time to communicate meaningfully with our linguistically diverse families.



Submit your confirmed appointments as early as possible.



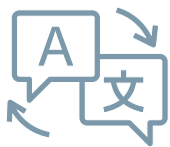


Welcoming students in our schools

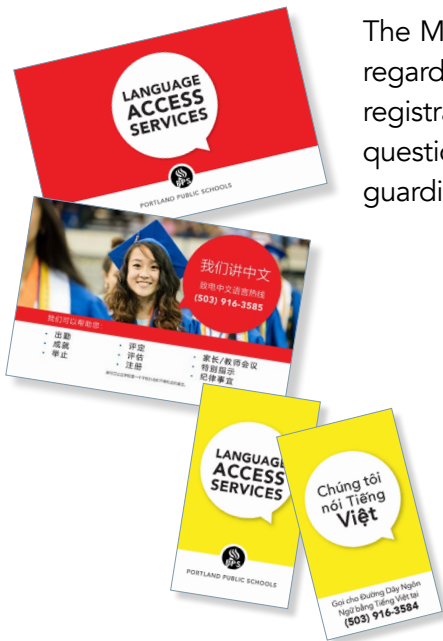
PPS is fortunate to have a diverse student/family community that brings different gifts to our schools. The reality of our student body calls for a constant implementation of racial equity and social justice lens, one that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

The role of language in disrupting and rebuilding supportive systems for all is critical at PPS. The words we choose to convey a message have a significant impact in making someone feeling safe and welcome. PPS Language Access Department takes care of translations, interpretations, use of the appropriate literacy levels for the general public, and the implementation of inclusive language and images (and the discontinuation of oppressive language and images).

Here are some helpful tips to make every student feel welcome:



1. Contact the Language Access Department to request the “We speak your language” cards. These cards have the information to the Multilingual Phone Services. To order cards email Netsanet Muleta at nmuleta@pps.net



The Multilingual Phone Services are available to families to communicate regarding attendance, achievement, behavior, assessment, evaluation, registration questions, special instruction, disciplinary matters and general questions. District’s Language Access staff are available to answer parents/guardians’ questions in the following languages:

- Chinese** _____ **503-916-3585**
- Russian** _____ **503-916-3583**
- Somali** _____ **503-916-3586**
- Spanish** _____ **503-916-3582**
- Vietnamese** _____ **503-916-3584**





- 2.** Display the “We speak your language” cards in your school’s front desk to inform families about the services available to them.



- 3.** Use people-first language. For example:

Person with a **disability** vs. disabled
People experiencing **houselessness** vs. homeless
Person of **color** vs. colored



- 4.** Ask people their preferred gender pronouns and practice to use and integrate gender inclusive pronouns.



- 5.** Use gender inclusive language when speaking in generalities or about groups of people that you do not know the individual pronouns. For example:

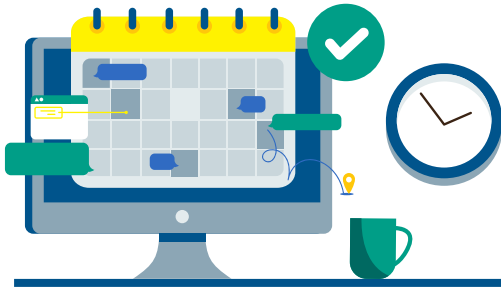
Staffing vs. manning
Everyone vs. ladies and gentlemen
They/them/theirs vs. he/him/his and she/her/hers).



- 6.** Submit request for interpreters (for oral communications) or translations (for written communications to the Language Access Department).

The Language Access Department provides meaningful language access to linguistically and culturally diverse parents by services to support effective communication between the district and its multilingual communities. We believe in language access as a pillar of our equity commitment.

Language Access & Justice | Interpreters | Written Translation | Transcreation | Captioning | Voiceover | Plain Language | Multilingual Communications | Multilingual PPS Family website: <https://ppsfamilysupports.com/>



How to Guide Scheduling Interpreters for Parent-Teacher Conferences

The Language Access Services department will provide interpreters for conferences using a combination of in-person, video conferences, and telephonic services (depending on the language).



Important Dates

The deadline for requests for parent/teacher conferences is **October 31**.

Please notice: Requests submitted after October 31 will be processed, but services may be difficult to obtain on short notice. We cannot guarantee services for those schools submitting requests past the deadline.

Scheduling Guidelines

The following guidelines help ensure you get an interpreter during high volume days:



Point of contact - Have one staff member designated as a point of contact to facilitate scheduling and communication regarding scheduling.



Get your chartfield - Make sure to get your school chartfield before submitting a request (you can get it from your principal's secretary or contact the Budget office).



Confirm appointment before creating a request- Please do not book interpreters until you have confirmed appointments with families. You can confirm your appointments with families by calling [LionBridge On-Demand](#).



Schedule conferences for the same languages consecutively as much as possible. Try to have a tight schedule for how many interpreters your school needs and for how long they are needed. This helps us secure interpreters for you.



Have multiple teachers schedule their conferences in blocks of time so that one interpreter can cover the conferences one right after the other.



Submit your conference request as early as possible and include all the needed information.



Sample: [Ideal LinguistLink request sample](#)



For video remote services - Submit one request per language and include a meeting link - we won't process requests with multiple languages and without links.



If you do not have enough appointments to make a two-hour block, please consider using [LionBridge On-Demand](#). You do not need to submit a request to use this service.



Keep in mind that an English-language conference that takes 15 or 20 minutes will take longer with an interpreter. Please extend the allotted time accordingly.

What to do if you have changes to your request



Let us know if you need to cancel your request ASAP – cancellation fees may apply for cancellations within less than 24 hours. You will need to submit a new request if you decide that you want to move forward with an interpreter.



We understand circumstances may dictate changes at short notice, and we will do our best to meet each request. Our hope is that the guidelines above will allow for better coverage during times of high demand for interpreters. We appreciate your cooperation and understanding.

NOTE: Due to high demand for interpreters for Parent Teacher Conferences (PTC), our department will not schedule any other type of meeting (for example IEP, Evaluations, etc.) on days specifically designated by the district for PTC.



Sample: Ideal LL request for PTC

Use the “description” section to add the link meeting (if applicable) and other important information you want the interpreter to know.

For video remote services - Submit one request per language and include a meeting link - we won't process requests with multiple languages and without links.

Project Number 12925-PPS

Project Name Benson H. S. Parent/Teacher Conferences - 11/23 - 11/24

Position [PPS-LAS] Video meeting

Description

Thinh Le - 11/24/2020 - 12:15 - 3:05 pm - 170 minutes needed

12:15 - 12:35 - AVID - Guth: <https://pps-net.zoom.us/j/82286670932> Meeting ID: 822 8667 0932

1:15 - 1:35 - Electric - Maceo: <https://pps-net.zoom.us/j/86343549803> Meeting ID: 863 4354 9803

2:15 - 2:35 - English - Bruer: <https://pps-net.zoom.us/j/83971711040> Meeting ID: 839 7171 1040

2:45 - 3:05 - Engineering - Gerber: <https://pps-net.zoom.us/j/88436668326> Meeting ID: 884 3666 8326

The screenshot shows the LINGUISTLINK interface. The main content area displays the project details from the sample form above. The right-hand panel shows the 'Project Status' section with a dropdown menu set to 'Confirmed', a 'Save' button, and a 'Participants' table with columns for Avatar, Role, and Name. The participants table lists several users with roles like Scheduler and Limited User.

Is this an Urgent Request? Yes

Is this an SpED appointment? No

Account Code 299-11311-541000-05000-S0350-3115

Dept Translation & Interpretation Services

In this section you can **track the status** of your request. Here is a glossary to help you understand the different statuses:

Glossary:

- Draft** – You are still working on this project (or forgot to click the “submit” button). The LAS team won't take action because your project has not been received.
- Pending** – The system received your request, but the LAS team is not yet working on it. We process requests on a first come first serve basis.
- QA check** – We received and tried to process your request but it is missing information. We will send you a message in the system. Reach out to the team soon!
- On-hold** – You reached out to the team to ask us to put a pause on this request.
- In-progress** – Your request was proposed to interpreters or partner vendors. We are waiting to find the right interpreter for you!
- Confirmed** – We found an interpreter. We will send you a message in the system with all the details.
- Cancelled** – less than 24 hours – You cancelled this request with less than 24 hours. Per our contracts you will have to pay for this request.
- Telephonic** – We could not find an interpreter available in-person. We found someone available via phone.

The screenshot shows the 'Project Status' section with a 'Change Status To' dropdown menu set to 'Confirmed'. There are 'In Progress' and 'Cancel' buttons above the dropdown. Below the dropdown, it shows 'Created 11 months ago' and 'Updated 11 months ago' with refresh icons. A 'Save' button is at the bottom.





Templates to Contact Families

Good manners are about more than fulfilling bare-minimum social obligations. They are an opportunity for us to connect to the people in our lives in a meaningful way. In an increasingly informal digital world, continuing to pull out pen and paper is a way to distinguish yourself. These materials are a great way to positively engage parents and guardians in their students' educational journeys. We have prepared these materials in all the languages supported at the district.

English

Create trust with linguistically diverse families by sending them invitations in their own language.

PTC are critical for both parents and schools. Be sure to follow up with families by sending them a printed reminder in their language.

Parent/Teacher Conference Invitation

Dear Parents/Guardians:
I would like to invite you to attend the November Parent-Teacher Conferences. Parent-Teacher Conferences are scheduled for all parents and are an important opportunity to learn about your student's progress and next steps in school.

I have scheduled the time and date for our Parent-Teacher Conference. The conference will include a time for us to discuss your student's strengths and challenges, highlight growth that has occurred over the course of the trimester, and make goals for the remainder of the year.

Please fill out the information below and return the lower part of this letter as soon as possible.

I look forward to meeting with you.

Teacher name: _____

School: _____

Please check one:

I will **NOT** be able to attend as scheduled

I will **attend**. Please schedule me for the following time: _____

Name of student: _____

Telephone number: _____

Parent's signature: _____

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Parent Teacher Conference Reminder:

School: _____

School Address: _____

Teacher: _____

Student: _____

Date: _____

Time: _____

Meeting Room: _____

If you are unable to attend, please let me know as soon as you are able.

I look forward to seeing you!

PORTLAND PUBLIC SCHOOLS

Thank you note – after attending PTC

Dear _____

Thank you for taking the time to meet with me during the November Parent Teacher Conference.

Your involvement in your student's education contributes to their progress in school. I am happy to be a partner in your student's education. You should be very proud of your child!

If you have any questions during this school year please do not hesitate in contacting me at:

PORTLAND PUBLIC SCHOOLS

Thank-you notes speak volumes and send the message that you care enough to invest yourself personally in acknowledging another in their language!

Spanish

Parent/Teacher Conference Invitation

Invitación a las reuniones conferencias de padres y maestros.

Estimados padres/madres: Me gustaría invitarle a asistir a las reuniones de padres y maestros de su hijo/a. Estas reuniones fundamentalmente están programadas para todos los padres y con una oportunidad importante para informarse sobre el progreso de su estudiante y las prácticas que se usen en la escuela.

He programado la hora y la fecha para nuestra reunión. Esta reunión incluye un tiempo para conversar acerca de los fortalezas y desafíos de su estudiante, informarle sobre el contenido académico del estudiante durante el transcurso de la misma y establecer metas para el resto del año.

Complete la información a continuación y envíe de regreso la copia adjunta de esta carta a mi oficina lo antes posible. **Espero reunirme con usted.**

Teacher name: _____
School: _____
Marque una de las siguientes opciones:
___ **NO** podrá asistir según lo programado.
___ **Asistirá.** Por favor, haga una cita en el siguiente horario:
Nombre del estudiante: _____
Número de teléfono: _____
Firma de los padres: _____

Parent Teacher Conference Reminder:

Recordatorio sobre las reuniones de padres y maestros.

Escuela: _____
Dirección de la escuela: _____
Estudiante: _____
Fecha: _____
Hora: _____
Ayuda de la reunión: Sí, no puedo asistir entonces por favor como padre/madre. ¿Hay algo que pueda hacer para asistir? ¿Hay algo que pueda hacer para asistir?

Thank you note - after attending PTC
Nota de agradecimiento - después de asistir a PTC

Estimado: Gracias por tomarse el tiempo para reunirse conmigo durante las reuniones de padres y maestros de noviembre. Su participación en la educación de su estudiante contribuye a su progreso en la escuela.

Me alegro al hecho de poder participar en la educación de su estudiante. ¡Debería estar muy orgulloso de su hijo!

Si tiene alguna pregunta durante este año escolar, no dude en comunicarse conmigo al: _____

Vietnamese

Parent/Teacher Conference Invitation

Thư Mời Cuộc Họp Phụ Huynh/Giáo Viên

Kính gửi quý vị (Phụ huynh) quý mến!
Tôi xin kính mời quý vị tham dự Cuộc Họp Phụ Huynh/Giáo Viên Tháng 11. Các buổi họp phụ huynh sẽ được tổ chức để các phụ huynh có thể chia sẻ với giáo viên về tiến độ học tập của con em mình và tìm hiểu về các chương trình học của trường.

Tôi đã sắp xếp sẵn ngày giờ cho Cuộc Họp Phụ Huynh/Giáo Viên của chúng tôi. Cuộc họp sẽ bao gồm thời gian để chúng tôi chia sẻ về những ưu điểm và thách thức của học sinh của bạn, và tìm hiểu về các chương trình học của trường.

Xin vui lòng điền thông tin bên dưới và gửi lại phần cắt của lá thư này cho tôi sớm càng tốt.
Tôi mong muốn được gặp quý vị!

Teacher name: _____
School: _____
Xin điền điều chọn một:
___ Tôi sẽ KHÔNG thể tham dự thì lịch trình
___ Tôi sẽ tham dự. Xin liên hệ cho tôi vào ngày gửi thư này:
Tên học sinh: _____
Số điện thoại: _____
Chữ ký Phụ huynh: _____

Parent Teacher Conference Reminder:

Nhắc Nhở Cuộc Họp Phụ Huynh/Giáo Viên.

Trường học: _____
Địa chỉ trường học: _____
Giáo viên: _____
Học sinh: _____
Ngày: _____
Thời gian: _____
Phòng họp: _____

Thank you note - after attending PTC

Kính gửi: Cảm ơn quý vị đã dành thời gian gặp gỡ tôi trong Cuộc Họp Phụ Huynh/Giáo Viên Tháng Mười Một. Việc quý vị tham dự là một phần quan trọng của học sinh và góp phần vào sự tiến bộ của học sinh trong trường.

Tôi rất vui được làm một công sự viên trong việc giáo dục con em quý vị. Quý vị nên hình dung về con em mình!

Nếu quý vị có bất kỳ thắc mắc gì trong năm học này, xin liên hệ với tôi tại: _____

Chinese

Parent/Teacher Conference Invitation

家长/老师会议邀请

亲爱的家长/监护人: 很高兴能邀请您参加11月家长会。家长会旨在与您交流孩子的学习情况，并了解您在学校的进步和下一步学习的重要机会。

我已经安排了家长会议的时间和日期。会议将提供一个时间给您和孩子讨论学习状况和成就。会议将在过去三个月的家长会之后，并为您今年的学习制定计划。

请填写以下表格，并尽快将表格寄回我的办公室。 **我期待与您见面!**

Teacher name: _____
School: _____
请选一项:
___ 我不能如期参加
___ 我会参加。请为我安排以下时间:
学生名字: _____
电话号码: _____
家长签名: _____

Parent Teacher Conference Reminder:

家长会提醒:

学校: _____
学校地址: _____
老师: _____
日期: _____
目标: _____
提醒: 我无法如期参加, 请尽快通知我!
会议安排: 我期待与您见面!

Thank you note - after attending PTC
感谢信 - 参加家长会后

亲爱的: 感谢您抽出宝贵时间与老师见面。您的参与对孩子的教育有着积极的影响。

很高兴能与您交流孩子的学习情况。您应该为您的孩子感到骄傲!

如果您在本学期有任何问题, 请随时联系我。

Somali

Parent/Teacher Conference Invitation

Martigaadka Shirarka Macaliminta/Waalidinta

Waalidinta/Deeqdaadka Qaadiyaha: Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta. Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta. Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta. Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta.

Waxaan walidinta macaliminta iyo deeqda macaliminta. Waxaan walidinta macaliminta iyo deeqda macaliminta. Waxaan walidinta macaliminta iyo deeqda macaliminta. Waxaan walidinta macaliminta iyo deeqda macaliminta.

Waxaan walidinta macaliminta iyo deeqda macaliminta. Waxaan walidinta macaliminta iyo deeqda macaliminta. Waxaan walidinta macaliminta iyo deeqda macaliminta. Waxaan walidinta macaliminta iyo deeqda macaliminta.

Teacher name: _____
School: _____
Fadlan mid doorto:
___ EMAX oo ayagaalga karo sida la qaybgalayo
___ Waxaan ka soo qaybgalaysanaynaa. Fadlan waalid iyo deeqda macaliminta oo soo doorto
Magaca ardayga: _____
Lambarka teleefoonka: _____
Sawirka waalidinta: _____

Parent Teacher Conference Reminder:

Xusuusinta Shirarka Macalinka iyo Waalidinta:

Iskaci: _____
Ciwigaadka: _____
Macalinka: _____
Ardayga: _____
Tariikh: _____
Waqtiga: _____
Codka: _____

Thank you note - after attending PTC

Qaadiyaha: Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta. Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta. Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta.

Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta. Waxaan ka soo qaybgalaysanaynaa waalidinta iyo deeqda macaliminta.

Haddii aad hayso wax su'aalo inta laga jiro sanad-dugaygaadani, fadlan waalid iyo deeqda macaliminta oo soo doorto.

Russian

Parent/Teacher Conference Invitation

Приглашение на встречу родителей с учителем

Уважаемые родители/родители! Приглашаю вас на встречу с учителем. Это возможность обсудить успехи и трудности вашего ребенка, а также узнать о достижениях в школе.

Я назначил время и дату нашей встречи с родителями. На встрече мы обсудим успехи и трудности вашего ребенка, а также узнаем о достижениях в школе.

Пожуйста, заполните форму ниже и отправьте ее в мой кабинет как можно скорее. **С нетерпением жду встречи с Вами!**

Teacher name: _____
School: _____
Пожуйста, выберите один:
___ Я НЕ смогу прийти в назначенное время
___ Я смогу прийти. Пожалуйста, напишите мне следующие варианты:
Имя ребенка: _____
Номер телефона: _____
Подпись одного из родителей: _____

Parent Teacher Conference Reminder:

Напоминание о встрече родителей с учителем.

Школа: _____
Адрес школы: _____
Учитель: _____
Ученик/ца: _____
Дата: _____
Время: _____
Вопросы для встречи: _____

Thank you note - after attending PTC
Благодарственное письмо - после встречи PTC

Уважаемый/ая: Спасибо, что нашли время встретиться со мной во время нашей встречи с родителями и учителем. Ваше участие в образовании вашего ребенка способствует успехам в школе.

Я счастлива быть партнером в обучении вашего ребенка. Вы должны очень гордиться своим ребенком!

Если у вас появятся какие-либо вопросы в течение этого учебного года, пожалуйста, свяжитесь со мной по адресу: _____



Resources to help linguistically diverse families prepare for the conferences

Tips for parents - attached

Parent/teacher conferences are a great opportunity for families to meet teachers, see the classroom, and learn about how students are doing in school. It's also a great time for families to ask questions or talk about any learning-related concerns.

Creating a partnership with your students' parents can make a big difference. Here are some helpful tips to send along with invitations and reminders, to help parents and guardians prepare for their conference.

English

PORTLAND PUBLIC SCHOOLS

Tips for a Successful Parent-Teacher Conference

Parent-teacher conferences are a time for parents/guardians and teachers to share information, discuss student progress and form relationships that will help students succeed.

You know more about your student than anyone at school. Your student's teacher (or teachers) needs to hear from you. And you need to hear from the teacher(s).

Do you need an interpreter?
If English is not your first language, please contact the school before the parent / teacher conference and request an interpreter to assist you during the meeting.

Notes about the conference

Follow-up plans

Teacher contact information

This publication was produced by the Portland Public Schools Office of School and Family Partnerships, Special Education & ESL Department. The Office of School and Family Partnerships provides support to schools to improve family engagement, to ensure that our schools are welcoming and family friendly, and to encourage family participation in student achievement. For more information, please visit our webpage: www.pps.net/departments/school-family-partnerships.
Portland Public Schools • 501 N. Dixon St. Portland, OR 97227 Portland Public Schools is an affirmative action and equal opportunity employer.

Preparing for Parent-Teacher Conferences

- Talk with your child to understand their questions and concerns about school.
- Make notes, listing your questions and concerns. Remember to share your child's strengths, and how your child learns best.
- Ask for a phone conference if you cannot attend your child's conference.

At the Parent-Teacher Conference Questions for the Teacher:

- How is my child doing socially? How do you support his/her social development in class?
- Is my child performing at grade level? Can you show me examples of my child's work in math, reading and writing that demonstrate his/her current performance level?
- How do you support differences in learning abilities and styles?
- How is my child's culture reflected in the classroom learning time?
- Does my child need extra help in any areas? What resources are available at schools?
- Do you have any suggestions to continue my child's learning at home? i.e. books, online learning programs, homework.
- Find out the best way and time to communicate with your child's teacher.

After the Conference

- Talk with your child about what the teacher told you, especially the positive comments.
- Talk about goals and make a plan to reach them together.
- Keep in touch with the teacher during the school year.

Student Support Services

Special Education/504

- How is my child's IEP/504 supported in the classroom?
- What is the contact information for their case manager _____?
- What inclusive practices have worked?

English Language Learners

- Given my child's English language abilities, how do you support their language development and progress in reading, math and writing?
- How is my child's culture reflected in the classroom learning time?
- What is the contact information for the ELD teacher?

Talented and Gifted (TAG)

- Given my child's level of achievement, how are their skills being supported in regards to their strengths?
- How are my child's learning needs being met?

• Special programs and services are listed here.



Consejos para una exitosa conferencia de padres y maestros
 Tips for a Successful Parent-Teacher Conference

Las conferencias de padres y maestros son el momento para que los padres/madres y maestros compartan información sobre el progreso del estudiante y formen relaciones que ayudarán a las estudiantes a tener éxito.

¿Necesita un intérprete?
 Si el inglés no es su primer idioma, por favor pida un intérprete con un intérprete de la conferencia de padres y maestros y así mismo para que se sienta cómodo durante la reunión.

Nota sobre la conferencia

Planes de seguimiento

Información de contacto del maestro

Para prepararse para las conferencias de padres y maestros

En la conferencia de padres y maestros

Servicio de apoyo para los estudiantes

Educación Especial/504

Estudiantes con Talento y Destino (TAG) por sus talentos y habilidades

Estudiantes bilingües

Lời khuyên để có một cuộc Họp Phụ Huynh và Giáo Viên Thành Công
 Tips for a Successful Parent-Teacher Conference

Các cuộc họp phụ huynh và giáo viên là thời gian dành cho các phụ huynh/ người thân và các giáo viên để chia sẻ thông tin về tiến bộ của học sinh và xây dựng các mối quan hệ mà cuối cùng sẽ giúp cho học sinh thành công.

Quý vị có cần Thông Dịch Viên không?

Chỉ cần vài phút

Kế hoạch tiếp theo

Thông tin liên hệ của giáo viên

Chuẩn bị cho Họp Phụ Huynh-Giáo Viên

Trong Buổi Họp Phụ Huynh-Giáo Viên

Sau Cuộc Họp

Các Dịch Vụ Hỗ Trợ Học Sinh

Giáo Dục Đặc Biệt / 504

Tài Năng và Năng Khảo (TAG)

Các Học Sinh Tiếng Anh

成功的家长教师会议的提示
 Tips for a Successful Parent-Teacher Conference

家长教师会议是家长和老师分享学生进步和建立关系帮助学生成功的时间。

您是否需要翻译?

关于会议说明

跟进计划

教师联系方式

家长教师会议准备

会议当天

会议结束后

学生支持服务

特殊教育 504

天才或资优生 (TAG)

英语语言学习者

Talooyn loogu talagalay Kulanka Waalidka-Maalacinta oo Guulaysta
 Tips for a Successful Parent-Teacher Conference

Kulanka waalidka maarka iyo walidka ayaa ah wakhtiga ay waalidka iyo maalmuqaal ay wadaagaan maalmuqaalka, ka wada hadan hannaanka ardayga iyo maarka abuurka iyo maarka abuurka iyo maarka abuurka.

Guulaysta ka saaban kulanka

Qorshaynta la socodka

Maalmuqaalaga lagala xidhiidho maalmuqaalka

Iku diyaarinta Kulanka Waalidka-Maalacinta

Maarka la socodka Kulanka Waalidka-Maalacinta

Kulanka ka dib

Aqoonyahada Tangara oo Ardayga

Waxbarashada Guuska ah/504

Duuka Talooynka oo Waalidka iyo Maalmuqaal

Maalmuqaalaga lagala xidhiidho maalmuqaalka

Советы для проведения успешной конференции родителей и учителей
 Tips for a Successful Parent-Teacher Conference

Конференция родителей и учителей - это время, когда родители и учителя могут поделиться информацией, обсудить успехи учащихся и сформировать отношения, которые помогут учащимся добиться успеха.

Нужен ли вам переводчик?

Заметки о конференции

Последующие планы

Контактная информация преподавателя

Подготовка к конференции родителей и учителей

Важные моменты конференции родителей и учителей

После конференции

Службы поддержки учащихся

Специальное образование / 504

Талантливые и одаренные (TAG)

Учащиеся с особыми потребностями



Materials to inform families about their right to language access

(printable materials)

Language access cards (Business cards size 2 in x 3.5 in): We created the [“We Speak Your Language”](#) to help you inform your families about their right to Language Access. These cards are business card size for their easy way of distribution and display. These cards come in the five supported languages available at the district. Make sure to display them in a visible place at your school/classroom.

You can order them directly at the print shop or contact us at languageaccess@pps.net.

Spanish



Vietnamese



Two vertical panels on a yellow background. The left panel features a white speech bubble with the text "LANGUAGE ACCESS SERVICES" and the PPS logo below it. The right panel features a white speech bubble with the text "Chúng tôi nói Tiếng Việt" and contact information below it.

LANGUAGE ACCESS SERVICES

Chúng tôi nói Tiếng Việt

Gọi cho Đường Dây Ngôn Ngữ bằng Tiếng Việt tại
(503) 916-3584


PORTLAND PUBLIC SCHOOLS

Chinese



Two vertical panels on a red background. The left panel features a white speech bubble with the text "LANGUAGE ACCESS SERVICES" and the PPS logo below it. The right panel features a white speech bubble with the text "我们讲中文" and contact information below it.

LANGUAGE ACCESS SERVICES

我们讲中文

致电中文语言热线
(503) 916-3585


PORTLAND PUBLIC SCHOOLS

Somali



Two vertical panels on a purple background. The left panel features a white speech bubble with the text "LANGUAGE ACCESS SERVICES" and the PPS logo below it. The right panel features a white speech bubble with the text "Waxaan ku hadalnaa SOOMAALI" and contact information below it.

LANGUAGE ACCESS SERVICES

Waxaan ku hadalnaa SOOMAALI

Wac Khadka Luqadda oo ah Soomaali
(503) 916-3586


PORTLAND PUBLIC SCHOOLS

Russian



Two vertical panels on a green background. The left panel features a white speech bubble with the text "LANGUAGE ACCESS SERVICES" and the PPS logo below it. The right panel features a white speech bubble with the text "Мы говорим по-русски" and contact information below it.

LANGUAGE ACCESS SERVICES

Мы говорим по-русски

Позвоните на языковую линию по тел.
(503) 916-3583


PORTLAND PUBLIC SCHOOLS

Language access cards (Post card size 8.5 in x 5.5 in): We created the "[Language Access Services for Families](#)" postcard size to give examples for families about examples of when to contact teachers, or their school. These cards are postcard size and you can send them with any written communications to your linguistically diverse families at the beginning of the school year.

This is also a tool to inform them about their right to Language Access. These cards come in the five supported languages available at the district. Make sure to display them in a visible place at your school/classroom. You can order them directly at the print shop or contact us at languageaccess@pps.net

Spanish



Vietnamese

LANGUAGE ACCESS SERVICES

PPS
PORTLAND PUBLIC SCHOOLS

Chúng tôi nói Tiếng Việt

Gọi cho Đường Dây Ngôn Ngữ bằng Tiếng Việt tại **(503) 916-3584**

Chúng tôi có thể giúp quý vị với:

- Vắng mặt, nghỉ học
- Thành tích
- Hành vi
- Lương định, đánh giá
- Đánh giá
- Ghi danh xin học
- Hợp phụ huynh / giáo viên
- Hướng dẫn đặc biệt
- Các vấn đề kỷ luật

Sở Học Chính Portland là một cơ quan tuyển chọn nhân viên theo hoạt động tích cực và cơ hội bình đẳng.

Chinese

LANGUAGE ACCESS SERVICES

PPS
PORTLAND PUBLIC SCHOOLS

我们讲中文

致电中文语言热线 **(503) 916-3585**

我们可以帮助您:

- 出勤
- 成就
- 举止
- 评定
- 评估
- 注册
- 家长/教师会议
- 特别指示
- 纪律事宜

波特兰公立学校是一个平权行动和平等机会的雇主。

Somali

LANGUAGE ACCESS SERVICES

PPS
PORTLAND PUBLIC SCHOOLS

Waxaan ku hadalnaa SOOMAALI

Wac Khaadka Luqadda oo ah Soomaali **(503) 916-3586**

Waxaan kaa caawin karnaa:

- Imaaraha
- Gurul gaaridda
- Hab dhaqanka
- Wax Qiimeynta
- Qiimeynta
- Diivaagelinta
- Kulmada Waalidka/Macallinka
- Tilmaamaha gaarka ah
- Arimaha anshax marinta

Dugiyada Dadweynaha Portland waxa kuwo taageera dadka laga tirada badan yahay iyo shaqa biyooye loo wada siman yahay. 2018-ka

Russian

LANGUAGE ACCESS SERVICES

PPS
PORTLAND PUBLIC SCHOOLS

Мы говорим по-русски

Позвоните на языковую линию по тел **(503) 916-3583**

Мы можем помочь вам с такими вопросами:

- посещенность
- успеваемость
- поведение
- тестирование
- оценивание
- регистрация
- родительские собрания
- специальное образование
- дисциплинарные взыскания

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