ELL PARENT ENGAGEMENT TOOLKIT

Compiled by Mid-West RBERN
The purpose of the ELL Parent Engagement Toolkit is to provide school districts with guidance in developing a strong foundation of ELL parent involvement in the school community.

The New York State Department of Education Office of Bilingual Education and World Languages has created a multitude of resources available in languages other than English in order to address the inequity. The central guiding principles of the state’s policies of equal access and programming are contained within the landmark document *Parents’ Bill of Rights for New York State’s English Language Learners*. Ensuring that the rights set forth for parents of ELLs are being honored is a central tenet of this toolkit. The following examples are intended to help schools put into place a more coherent vision for ELL parent engagement through a foundation of reflection and shared understanding.

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**Mid-West RBE-RN**

[www.monroe2boces.org/rbern](http://www.monroe2boces.org/rbern)

585-352-2790

*Created by Chelsea Cummings, September 2016*
Self-Assessment for Schools on ELL Parent Engagement

How do families support their children’s education in our school?

How do teachers communicate with families in our school?

What types of activities does the school sponsor that involve families?

How do teachers share information about academics and behaviors with families?

How do we communicate across language differences?

What do you think are some highlights of our school?

- Rigorous instruction
- Clubs and student groups
- Athletics
- Technology

- Facilities
- Safe learning environments
- Other:

# Family Needs Assessment

**District:** ___________________________  
**School:** ___________________________

<table>
<thead>
<tr>
<th></th>
<th>I agree</th>
<th>I disagree</th>
<th>I do not know</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I understand the information I receive on how I can help my child at home.</td>
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</tr>
<tr>
<td>2.</td>
<td>My child’s teacher meets with me at least once a year.</td>
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<td>3.</td>
<td>If I have a question or concern about my child, I am able to contact someone to help me right away.</td>
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<tr>
<td>4.</td>
<td>I know that there are many different ways I can be involved with the school.</td>
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<tr>
<td>5.</td>
<td>I receive updates and understand the progress that my child is making at school.</td>
<td>[ ]</td>
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<tr>
<td>6.</td>
<td>My child receives a good education at this school.</td>
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<tr>
<td>7.</td>
<td>I am asked about my hopes for my child’s future.</td>
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<tr>
<td>8.</td>
<td>My child’s school respects all cultures and diversity.</td>
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<tr>
<td>9.</td>
<td>My child’s school is a friendly environment for students, parents, and families.</td>
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<tr>
<td>10.</td>
<td>My child feels safe at school.</td>
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</table>

How can the school support my involvement in my child's learning?

________________________________________________________________________________________

________________________________________________________________________________________

Questions:

________________________________________________________________________________________

________________________________________________________________________________________

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**OPTIONAL: Complete if you would like to be contacted**

Parent Name: ___________________________  
Contact Information: ___________________________

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School Environment Assessment

What knowledge would a parent need in order to access the school building and information?

Is signage around the building clear and in the languages of the school community?

How does a parent navigate security?

Is there multilingual staff in the office or language services in place to communicate with non-English speaking parents?

Do parents have access within the school to information about community resources available to them?

Is there a parent room or parent resource center available within the school? If so, are multiple language resources available?

How does the school treat parents who do not speak English?

Mid-West RBERN. Adapted from: Rubin, R., Abrego, M. H., & Sutterby, J. A. (2012). Engaging the families of ELLs: Ideas, resources, and activities. Larchmont, NY: Eye on Education.
<table>
<thead>
<tr>
<th></th>
<th>Parent Communication Checklist</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<td>1.</td>
<td>At registration, parents are given essential information about the school in their home language.</td>
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<td>2.</td>
<td>During the ELL identification process, parents are given the HLQ and notifications in their home language.</td>
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<td>3.</td>
<td>Parents receive notifications about school delays and closures in their home language.</td>
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<td>4.</td>
<td>All staff is familiar and comfortable with the ways to reach parents of students in their home language.</td>
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<td>5.</td>
<td>Parents are able to call the school and communicate their needs.</td>
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<td>6.</td>
<td>Parents have multiple opportunities throughout the year to meet with staff with an interpreter.</td>
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<td>7.</td>
<td>Interpreters and translators secured by the school are qualified and have cultural competency.</td>
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<td>8.</td>
<td>Information about events and other communication requiring follow-up is provided in the parents' home language.</td>
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<td>9.</td>
<td>School staff makes home visits to gain insights into the family and how to best meet the needs of the child.</td>
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<td>10.</td>
<td>Any school and classroom newsletters sent out are also available in the languages of school families.</td>
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<td>11.</td>
<td>Parents are recruited to as community liaisons to verify that families have received key information in their home languages.</td>
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<td>12.</td>
<td>School policies support any effective method for establishing communication with families, including emails, personal cell phone calls, and texting.</td>
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<td>13.</td>
<td>Parents can access a designated space within the school to read information in their home language about school events, academics, and community resources.</td>
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<td>14.</td>
<td>Families’ home languages and cultures are respected throughout all interactions with the school.</td>
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Teacher Home Visits

Pre-Planning:

- Attending staff have been trained in culturally competency.
- An invitation has been sent in the home language of the parents.
- Parents have indicated the time and place (home or community setting) most convenient and comfortable for them.
- A qualified interpreter has been secured to accompany staff on the home visit.

What are the objectives of the home visit?

What do I need to ask?

What do parents need to know?

How will parents and staff maintain communication?

Reflection:

- Staff learned ways to connect the home experiences of the child with classroom content.
- Parents expressed their own needs and desires for their child in the school.
- Staff and parents discussed norms of parent-school interactions in the U.S. and expectations for future communication.

Mid-West RBE-RN
ELL Parent Orientation

Per CR-Part 154-2.3, all districts must provide parents of identified ELLs with a high-quality orientation session prior to the ELL student’s final placement in a program. This session lays out the mission and structure of ENL and bilingual education in New York State schools, as well as information regarding standards and assessments.

**Scheduling the Parent Orientation:**

Within 5 days of administration of the NYSITELL and a student’s designation as an ELL, send to parents in home language:

- NYSITELL results and student’s proficiency level
- Information about the Parent Orientation session

**Resources for Planning and Conducting the Parent Orientation:**

- **A Guide for Parents of English Language Learners in New York State:** This ten page parent friendly booklet includes BE and ENL program descriptions, Frequently Asked Questions about ELLs and Multilingual Learners, Facts about Bilingualism and Bilingual Education, links to ELL parent resources, and tips on “Participating in Your Child’s Education.” This booklet has been translated into 25 languages, including the top ten ELL home languages in NYS.  

- **Information on the New York State Identification Test for English Language Learners (NYSITELL):** This booklet offers a brief introduction to the NYSITELL, describing its purpose and format and outlining proficiency levels and corresponding ELL services. It has been translated into 22 languages, including the top ten ELL home languages in NYS.  

- **Information for Parents on the New York State English as a Second Language Achievement Test (NYSESLAT):** This booklet offers a brief introduction to the NYSESLAT, describing its purpose and format translated into 25 languages, including the top ten ELL home languages in NYS.  

  NYSESLAT sample items with annotations can be found here:  

- **Parent Guide to Understanding the NYSESLAT Score Report:** This document is intended to help families, students, educators, and the public to better understand the NYSESLAT, and interpret the 2016 NYSESLAT Score Report for each ELL. Available in English and in Spanish, Chinese, Arabic, Russian, and Bengali.  

- **Parent Bill of Rights:** This one page document summarizes critical rights concerning educational access and programming for ELLs and their parents and persons in parental relation. The bill also includes information on how parents, persons in parental relation, and students can contact our ELL Parent Hotline at (800) 469-8224 or OBEWL at 518-474-8775 if they have questions or complaints. The Parent Bill of Rights has been translated into eleven languages, including the top ten ELL home languages in NYS.  
Parent Notification Letters: A series of letter templates that can be used by schools to notify parents or persons in parental relation regarding a student’s ELL status:
- NYSITELL score and eligibility for ELL services (translated into 15 languages)
- NYSITELL score and non-eligibility for ELL services (translated into 17 languages)
- NYSESLAT score and continuation of services (translated into 26 languages)
- NYSESLAT/Assessment score (as applicable) and exiting ELL status (translated into 26 languages)
- Student Placement Form to notify parents of school placement options (translated into 26 languages)
http://www.nysed.gov/bilingual-ed/schools/parent-notification-lettersforms

Parent Orientation Video—ELL Programs in NYS: This whiteboard animation video runs approximately ten minutes and is to be shown during ELL parent orientation. The video describes the ELL identification and assessment process and outlines in detail various available program options. It also describes the differences between ENL and the various BE program models. The video is currently available in English, Spanish, Haitian, Arabic, Russian, French, Traditional Chinese, and Simplified Chinese, with more translations to come.

ELL Parent Hotline: This resource, operated by the New York State Language Regional Bilingual Education Resource Network (RBE-RN) serves as a mechanism for parents of ELLs and persons in parental relation to inquire about their rights and the delivery of services for their children based on state regulations. Via a dedicated website and a phone line (800 469-8224), parents can inquire and receive responses in the top ten ELL home languages in NYS. NYSED has printed and distributed bookmarks with full hotline information, translated in the top ten ELL home languages in NYS.
http://steinhardt.nyu.edu/metrocenter/ellparenthotline

Activities for Family Night and for Home

A successful transfer of school skills and practices into the home requires schools to ask parents about their needs and challenges and to encourage families to make connections that do not require a great deal of knowledge or resources. The following activities serve as examples of how teachers and parents can facilitate those connections through everyday settings.

**Activity for Family Night: Grocery Store Flyers**

**Purpose:** To demonstrate to parents different activities that can be done with a free grocery store flyer and to provide parents with a list of activities they could do at home with their children.

**Participants:** Families with children and teachers

**Preparation and Resources:**
- Collect enough grocery store flyers for all the families expected at event
- If appropriate, have different rooms to divide families by grade level
- Food group charts
- Paper, scissors, glue

**Description of Activity:** Grocery store flyers can be used as a basis for many different activities depending on the level of the students. Some activities would be appropriate at many grade levels while others might require the children to already have certain skills.

**Pre-K–6:** Encourage families to discuss the items in the grocery store flyer with their children in their native language. They can discuss when the food would be eaten, how it would be prepared, and what else the children like to eat with that food.

**Pre-K–1:** Encourage families to cut out and paste down items that they would like for breakfast, lunch, dinner, and snacks.

**2–6:** Provide families with a copy of the food pyramid and explain each level. Have families find items in the flyer that would go in each category of the food pyramid. They could cut and paste them into categories, write them down, or just discuss them.

**2–6:** Encourage families to find the most expensive items in the flyer. In their native language, encourage families to discuss what types of items are most expensive. Have families find the least expensive items in the flyer. What types of items are they?

**3–8:** Encourage families to select items they would like to eat and add up the cost of the items. For a more challenging activity, talk about how many pounds of meat, vegetables, or fruit might be needed to feed their family and have them multiply the per pound price by the number of pounds needed and then add the costs together.

**3–8:** Have families pretend they have $50 to spend on food from the flyer. What would be the healthiest choices that would add up to no more than $50?

**4–8:** Look at the sale prices. What is the difference between the sale price and the regular price? What percentage discount is this?

**Options:** Ask families what ideas they have for using the grocery store flyer with their children. This will help families think of activities they can do at home.

Activity for Parents to Do At Home: Grocery Store Math

**Purpose:** The grocery store offers many opportunities to develop math concepts ranging from basic counting to more complex percentages. This should be done during the family’s regular trip to the grocery store.

**Participants:** Family member and student. Activities can be adapted for prekindergarten through high school.

**Preparation and Resources:** Notes should be sent home in the native language explaining the assignment. The teacher may also want to provide a special sheet for recording findings. Students will need paper and pencil and perhaps a calculator.

**Description of Activity:** The student goes to the grocery store with the family member. Based on the instructions sent home, the family member asks the student to do math related to the shopping (see options below). The student reports back to the teacher what they did at the grocery store.

**Options:** There are many options for activities, such as:

- Young students can be asked to count items. For example, the family member may say they need five apples and the child finds and counts five apples.
- Have students weigh fruits and vegetables sold by the pound and determine what the cost will be for the amount being purchased.
- Older students can be taught to look at prices per ounce on signs and compare them for similar products.
- Students can determine how much is needed of items. For example, if two buns come in packages of eight, how many packages do you need to buy?
- Determine the price of items after taking the advertised discount. For example, if an item is 20 percent off, what will be the price of the item after taking off the 20 percent?
- Determine the price of items after taking a coupon discount. How does this price compare to other brands without the coupon?
- Use a calculator and keep track of the total cost of items placed in the cart. How does this compare to the actual cost at checkout?

# Resources for ELL Parent Engagement

## Parent Communication

**Ontario Ministry of Education**
Information for parents regarding health, safety, student learning, and more. Offered in many languages.

[www.edu.gov.on.ca/eng/parents/multilanguages.html](http://www.edu.gov.on.ca/eng/parents/multilanguages.html)

Searchable database of translated forms in many languages and on many topics.

[https://webapps1.philasd.org/tdm/](https://webapps1.philasd.org/tdm/)

**State of Washington Office of Instruction of Public Instruction – Migrant and Bilingual Education**
Editable letter templates to set up a home visit with parents. Available in 36 languages.

[http://www.k12.wa.us/MigrantBilingual/HomeVisits/default.aspx](http://www.k12.wa.us/MigrantBilingual/HomeVisits/default.aspx)

**State of Washington Office of Instruction of Public Instruction – Migrant and Bilingual Education**
Translated surveys for parents so that educators may learn what parents have experienced through their children’s ENL program. Available as a multiple-choice or open-ended survey and in 36 languages.

[http://www.k12.wa.us/MigrantBilingual/TranslatedMaterial.aspx](http://www.k12.wa.us/MigrantBilingual/TranslatedMaterial.aspx)

## Supporting Parents in the Home and Community

**Univision Clave al Éxito (Key to Success) – Parent Academy**
For Spanish-speaking parents, a series of five video chapters covering many aspects of how parents can be engaged in their children’s education.


**Univision Clave al Éxito (Key to Success) – ELL Students**
For Spanish-speaking parents, a collection of tips and informative articles to help their children succeed in school.


**Family Reading Partnership**
Exemplary community-based family reading program with resources that may be worth translating.

[www.familyreading.org/great-ideas/](http://www.familyreading.org/great-ideas/)
School Environment

**Washoe County School District Family Friendly Schools Walk-Through Rubric**

Rubric for schools to self-assess the school environment from a parent perspective. Could provide the basis for an adapted version for culturally and linguistically diverse families.


**Wisconsin Department of Public Instruction – Organizing a Successful Family Center in Your School**

Resource guide detailing the purpose, structure, and benefits of successful family centers that connect families to school and community resources.


Learning Opportunities for Staff and Educators

**Harvard Family Research Project – Family Involvement Professional Development**

Resources and training tools for all stakeholders in family engagement. Includes teaching cases, interactive tools, and simulations.

[http://www.hfrp.org/family-involvement/professional-development](http://www.hfrp.org/family-involvement/professional-development)

**Cultural Orientation Resource Center - Videos for Learning about Refugee Youth**

Access to two videos, *A New Day* and *Be Who You Are*, available in multiple languages that assist refugee families and school personnel in learning about the adjustment of refugee families and youth to their lives in the U.S.


Funding Opportunities

**Lowe’s “Toolbox for Education Grant”**

Lowe’s offers a grant specifically for parent teacher groups.


**Target Education Grants**

Target sponsors numerous partnerships with schools.


**Donors Choose**

Teachers can post projects in need of funding and donors choose which projects to support.

[https://www.donorschoose.org/teachers](https://www.donorschoose.org/teachers)
**Evaluación de las Necesidades que tiene la Familia**

<table>
<thead>
<tr>
<th>1. Entiendo la información que recibo de cómo puedo ayudar a mi hijo en el hogar.</th>
<th>□</th>
<th>□</th>
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</thead>
<tbody>
<tr>
<td>2. La maestra de mi hijo se reúne conmigo por lo menos una vez al año.</td>
<td>□</td>
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</tr>
<tr>
<td>3. Si tengo preguntas o preocupaciones a cerca de mi hijo, puedo ponerme en contacto con alguien que me ayude rápidamente.</td>
<td>□</td>
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<tr>
<td>4. Sé que hay distintas maneras de como puedo participar en la escuela.</td>
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<tr>
<td>5. Recibo información y entiendo el progreso que mi hijo está teniendo en la escuela.</td>
<td>□</td>
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</tr>
<tr>
<td>6. Mi hijo recibe una buena educación en esta escuela.</td>
<td>□</td>
<td>□</td>
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<tr>
<td>7. Me preguntan cuáles son las aspiraciones que tengo para mi hijo en el futuro.</td>
<td>□</td>
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<tr>
<td>8. La escuela de mi hijo respeta todas las culturas y la diversidad.</td>
<td>□</td>
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<tr>
<td>9. La escuela de mi hijo es un ambiente amigable para estudiantes, padres y familias.</td>
<td>□</td>
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<td>10. Mi hijo se siente seguro en la escuela.</td>
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¿Cómo la escuela puede apoyar mi participación en el proceso de aprendizaje de mi hijo?

________________________________________________________________________________________

________________________________________________________________________________________

Preguntas:

________________________________________________________________________________________

________________________________________________________________________________________

**OPCIONAL: Complete si usted quiere que nos pongamos en contacto**

Nombre del Padre/Madre: ___________________________ Información de Contacto: ___________________________
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<tr>
<td>1.</td>
<td>انا افهم المعلومات التي اتلقاها لمساعدة طفلي بالمنزل</td>
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<td>2.</td>
<td>اقتبل مع معلمة طفلي على الاقل مره بالعام</td>
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<td>اذا كان لدي اي سؤال او استفسار خاص بطفلي استطيع التواصل مع الشخص المختص لمساعدتي</td>
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<td>4.</td>
<td>اعلم ان هناك طرق عديدة و مختلفة للمساعدة والمشاركة بالمدرسة</td>
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<td>5.</td>
<td>اتلقي التحديثات وافقتهم مستوي التقدم الذي بحقه طفلي بالمدرسة</td>
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<td>6.</td>
<td>يتلقى طفلي تعليم جيد بهذه المدرسة</td>
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<td>تم سوالي عن ما هي امالي و طموحاتي لمستقبل طفلي</td>
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<td>8.</td>
<td>تحترم مدرسة طفلي كل الثقافات وتنوع الاشخاص</td>
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<td>9.</td>
<td>مدرسة طفلي بيئة صديقة للطفال واولياء الامور و الابرة</td>
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<td>10.</td>
<td>يشعر طفلي بالامان داخل المدرسة</td>
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كيف تستطيع المدرسة دعم مشاركتي في تعليم طفلي؟

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<td>اكمل البيانات في حالة الرغبة في الاتصال</td>
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اسم ولي الامر: ______________________________ |
بيانات الاتصال: ______________________________
### परिवारको मुल्यांकन चाहिएको

| नं | मैल जानकारी बारे मैल बच्चालाई कसरी घरामा महत्त्व गर्न सक्छ भने कुरा बुझ्दैको
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**स्कूले मैल बच्चाले सिकनेको मैल संतापातालाई कसरी सहयोग गर्न सक्छ।**

______________________________

**प्रश्नहरु:**

______________________________

**इच्छाधिन: सम्पर्क गराउन वाहानु हुन्छ भने तल भरुँस**

आमाखानुको नाम: ___________________________ सम्पर्क जानकारी: ___________________________
## Qiimaynta Baahida Qoyska

<table>
<thead>
<tr>
<th>Dagmada:</th>
<th>iskuulka:</th>
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<tbody>
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</table>

1. Waan fahansanahay akhbaarta aan helay eek u saabsan sida aan guriga ugu caawin karo ilmahayga. [ ] [ ] [ ]

2. Ilmahayga macalinkiisu waxa uu ila kulmaa ugu yaraan halmar sanadkii. [ ] [ ] [ ]

3. Hadii aan qabo wax su’aal ah ama wax cabasho ah waxa aan awoodaa in aan laxiidiidho qof icaawin kara. [ ] [ ] [ ]

4. Waan ogsoonahay in ay jiraan siyaabo kala duwan oo aan oga qeyb qaadan karo iskuulka. [ ] [ ] [ ]

5. Waxaan helaa warbixinta kusaabsan ilmahayga iyo horumarka waxbarasho ee uu samaynayo. [ ] [ ] [ ]

6. Ilmahaygu waxa uu ka helaa waxbarasho wanaagsan iskuulka. [ ] [ ] [ ]

7. Waxa la iwaydiyaa rajada aan qaaboo mustaqbalka ilmahayga. [ ] [ ] [ ]

8. Ilmahayga iskuulkiisu waxa ay xushmeyaan dhaqamada iyo kala duwaanshaha. [ ] [ ] [ ]

9. Ilmahayga iskuulkiisa waa goob u saaxiiba ardayda, waalidinta iyo qoysaska. [ ] [ ] [ ]

10. Ilmahaygu waxa uu darema amni marka uu iskuulka joogo. [ ] [ ] [ ]

Sidee buu iskuulku kaaga caawin karaa in aad kaqayb qaadato taagerida waxbarasho ilmahaaiga?

__________________________________________________________________________

su'aalo:

__________________________________________________________________________

__________________________________________________________________________

_Dhookh: Buuxi hadii aad u baahantahy in lagula soo xidhiidho_

Magaca wa'aalidka: __________________________ Akhbaarta lagala xidhiidhi karo:
<table>
<thead>
<tr>
<th>မိမိကို အကြောင်းပြောပြီးနောက် မစောင်းသွားခဲ့လေမြး</th>
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စာရင်းကို ဖိုးမှုအောက်ရှိနေရမှာ အခြေချက်ကို ဖန်တီးပါလိုလျှင် ခရီးစဉ်များ ဖြန့်ချိုးပေးပါမည်။
<table>
<thead>
<tr>
<th>家庭需求评估</th>
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<table>
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<tr>
<th>区：_________________________</th>
<th>学校：_________________________</th>
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</table>

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<tr>
<th>1. 我理解所收到的关于在家可以如何帮助孩子的信息。</th>
<th>我同意</th>
<th>我不同意</th>
<th>我不知道</th>
<th>备注</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 我孩子的老师每年至少会和我见一次面。</td>
<td></td>
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<tr>
<td>3. 如果有关于孩子的疑惑或顾虑，我可以马上联系别人来帮助我。</td>
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<tr>
<td>4. 我知道自己可以通过很多种不同的方式参与到学校教育中。</td>
<td></td>
<td></td>
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<tr>
<td>5. 我会收到有关孩子近况的信息，了解他在学校取得的进步。</td>
<td></td>
<td></td>
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<tr>
<td>6. 我的孩子在这所学校受到了良好的教育。</td>
<td></td>
<td></td>
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<tr>
<td>7. 学校会向我了解我对自己孩子未来的期望。</td>
<td></td>
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<tr>
<td>8. 我孩子就读的学校尊重不同的文化和多样性。</td>
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<tr>
<td>9. 我孩子就读的学校对同学、学生父母和其他家人都很友好。</td>
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<tr>
<td>10. 我的孩子在学校感到很安全。</td>
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</table>

在参与孩子学习方面，学校可以为我提供哪些支持？

________________________________________________________________________________________

________________________________________________________________________________________

问题:

________________________________________________________________________________________

________________________________________________________________________________________

可选：如果您希望我们联系您，请填写以下信息

家长姓名：_________________________ 联系方式：_________________________
Evalyasyon Bezwen Fanmi yo

Distri: _______________________________ Lekòl: ____________________________

<p>| | |</p>
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<thead>
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<tr>
<td>1. Mwen konprann enfòmasyon yo banm m sou kijan mwen ka ede pitit mwen an lakay mwen.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>2. Anseyan pitit mwen an fè reyinyon avè m omwen yon fwa chak ane.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>3. Si mwen gen yon kesyon oswa preyokipasyon konsènan pitit mwen an, mwen kapab kontakte yon moun pou ede mwen toutswit.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>4. Mwen konnen gen plizyè fason diferan mwen ka patisipe nan aktivite lekòl yo.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>5. Mwen resevwa mizajou epi mwen konprann pwogrè pitit mwen an ap fè nan lekòl la.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>6. Pitit mwen an ap resevwa yon bon edikasyon nan lekòl sa a.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>7. Yo mande m ki espwa mwen genyen pou avni piti mwen an.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>8. Lekòl pitit mwen an respekt e tout kilti ak divèsite.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>9. Lekòl pitit mwen an se yon anvivònan favorab pou elèv, paran, ak fanmi yo.</td>
<td>[ ] [ ] [ ]</td>
</tr>
<tr>
<td>10. Pitit mwen an santi l an sekirite nan lekòl la.</td>
<td>[ ] [ ] [ ]</td>
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Kijan lekòl la kapab sipòte patisipasyon m nan aprantisaj pitit mwen an?

Kesyon yo:

OPSYONÈL: Ranpli la si w ta renmen yo kontakte w

Non Paran: ____________________________ Kowòdone: ____________________________