

# **ESOL PARENT LEADERSHIP COUNCIL**

## **Guidelines for a School-Based Parent Leadership Council**

### **Purpose of a school-based Parent Leadership Council**

- The purpose of the school-based Parent Leadership Council is to encourage parental involvement and participation in the implementation of LEP programming and academic achievement initiatives. The PLC shall help inform parents of LEP students of the opportunities to be involved in their students' education and to be represented on existing school and district advisory committees. Furthermore, parents shall be involved in making revisions to the District LEP Plan, and monitoring its implementation.

### **What schools should have a PLC?**

- Any school with a small number of LEP students might consider hosting a school-based ESOL Parent Leadership Council.
- Any school with 30 or more LEP students should host a school-based Parent Leadership Council.
- An existing council, e.g., School Advisory Council, Title I, etc., may serve as the school PLC if it is comprised of a majority of parents of LEP students. Issues dealing with the education of LEP students should be part of each agenda.

### **Who should participate in the PLC?**

- At least 51% of the membership of the PLC should be parents of LEP students.
- ESOL paraprofessionals and teachers, as well as one representative from Guidance and one from Administration, should be members of the PLC.
- Community members and students are encouraged to participate in the PLC.
- At least one faculty representative on the PLC should speak the predominant language of the majority LEP population of the school.

### **Governance Structure**

- Each PLC shall elect a Chairperson and a Co-Chairperson, each of whom should be a parent of a LEP student.
- Each PLC shall elect or appoint a Secretary to maintain a list of names of members, addresses and telephone numbers, minutes of meetings, and notices sent to LEP parents in their home language, unless clearly not feasible.
- Each PLC shall elect or appoint a representative to the School Advisory Council and the school Parent Teacher Association.
- Each PLC shall also elect or appoint one representative to the District ESOL Parent Advisory Council. \*

- Elections of officers shall occur at the first meeting of the school year.

### **Meetings**

- The school-based Parent Leadership Council shall be established at the beginning of the school year and shall hold at least 4 meetings during the school year.
- Documentation of the meetings including invitations, flyers, sign-in sheets, agendas, and minutes, should be maintained at the school and copies should be sent to the District ESOL Office.

### **Recommended Topics / Activities for PLC Meetings**

- Overview of ESOL program services and the Florida Consent Decree
- Leadership training and recruiting of LEP parent volunteers to work in the school
- Second language learning program models
- District curriculum / Florida Sunshine State Standards
- Understanding the school system / programs available / contact people
- FCAT and promotion / retention
- College and career preparation
- Cultural adaptation
- Tips for parenting
- Tips for helping your child succeed in school
- Plan a LEP awards program / incentives for LEP students
- Organize after-school mentoring / tutoring for ESOL students
- Organize English language classes for parents

### **Potential Presenters**

- Title I representative
- Immigration lawyer
- Health department
- Farmworkers
- Adult schools
- Mexican consulate
- Colleges and technical centers

\* The Polk County District ESOL Parent Advisory Council shall be comprised of representatives from each of the school-based Parent Leadership Councils, one member from the District ESOL Office, and other administrators, counselors, teachers, paraprofessionals and community members. A majority of the members of the District ESOL Parent Advisory Council shall be parents of LEP students

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The District ESOL Parent Advisory Council shall meet at least 2 times per school year. Its purpose is to encourage parental involvement through

- leadership training,
- orientation to the District's ESOL Program services and monitoring procedures,
- promoting opportunities to participate on existing school and district advisory committees, and
- involving parents in the revision and implementation of the District LEP Plan.