

119 schools and students; and

120 (c) expect employers to recognize the need for parents and members of the community  
121 to participate in the public education system in order to help students achieve and maintain  
122 excellence.

123 (3) (a) Each local school board shall adopt a policy on parental involvement in the  
124 schools of the district.

125 (b) (i) The local school board shall design its policy to build consistent and effective  
126 communication among parents, teachers, and administrators.

127 (ii) The policy described in Subsection (3)(b)(i):

128 (A) shall include parents or family, when appropriate, of children learning English,  
129 regardless of prevalence of children learning English in the geographic area in which the LEA  
130 is located; and

131 (B) may include assistance from community organizations to assist through a preferred  
132 method of communication.

133 (c) The policy shall provide parents with the opportunity to be actively involved in  
134 their children's education and to be informed of:

135 (i) the importance of the involvement of parents in directly affecting the success of  
136 their children's educational efforts; and

137 (ii) groups and organizations that may provide instruction and training to parents to  
138 help improve their children's academic success and support their academic efforts.

139 Section 3. Section 53G-7-221 is enacted to read:

140 **53G-7-221. Policy supporting students learning English, parents, and families.**

141 (1) An LEA shall adopt a policy addressing the LEA's communication and assistance to  
142 students learning English, their parents, and their ~~§~~ [family] families ~~←§~~ .

143 (2) The policy shall provide:

144 (a) guidance on the appropriate use of an interpreter and recommended interpreter  
145 qualifications, including certification or education-specific experience, for the following:

146 (i) classroom activities;

147 (ii) impromptu and scheduled office visits or phone calls;

148 (iii) enrollment or registration processes;

149 (iv) the IEP process;

- 150 (v) student educational and occupational planning processes;
- 151 (vi) fee waiver processes;
- 152 (vii) parent engagement activities;
- 153 (viii) student disciplinary meetings;
- 154 (ix) school community councils;
- 155 (x) school board meetings;
- 156 (xi) other school or LEA activities; and
- 157 (xii) other interactions between the parents of a student learning English and
- 158 educational staff;

159 (b) guidance on the appropriate use of a translator or interpreter for the translation or  
 160 interpretation of:

- 161 (i) registration or enrollment materials, including home language surveys and English
- 162 learning program entrance and exit notifications;
- 163 (ii) assignments and accompanying materials;
- 164 (iii) report cards or other progress reports;
- 165 (iv) student discipline policies and procedures;
- 166 (v) grievance procedures and notices of rights and nondiscrimination;
- 167 (vi) parent or family handbooks; and
- 168 (vii) requests for parent permission; and

169 (c) any other guidance, including guidance on when oral interpretation is preferable to  
 170 written translation, to improve instruction and assistance by teachers, counselors, and  
 171 administrators to a student learning English ~~§~~ [§] and ~~§~~ the student's parents and family.

172 (3) The state board shall provide to an LEA notification of LEA requirements  
 173 described in this section, a model of the policy described in this section, and guidance and  
 174 technical assistance regarding existing requirements in relevant statute, administrative rule, and  
 175 federal law.

176 Section 4. Section **63A-2-501** is enacted to read:

**Part 5. Educational Interpretation and Translation Services**

**Procurement Advisory Council**

**63A-2-501. Definitions.**

As used in this part: