

# ***PARENT'S RIGHT TO BE INFORMED IN THEIR PRIMARY LANGUAGE OR OTHER MODE OF COMMUNICATION***

## **LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY**

Parents of students with disabilities must be fully informed, in the form of communication they best use, about their child's identification, evaluation, placement, instruction, and reevaluation for special education services. To meet this intent, District forms, notices and procedural guides designed for parents of students with disabilities are developed to be legible and linguistically appropriate to the extent required by law.

So that parents are able to obtain further clarification of the content on any form, notice, or printed information provided to them, all such documents are to include a contact number(s) for parents to call if they have questions.

### ***REASONABLE ACCOMMODATIONS***

Parents are entitled to reasonable accommodations to enable their participation in their child's educational decision-making processes, to understand the content of forms and to participate in related meetings with school staff. These accommodations may include oral interpretation and written translation into the parent's primary language. The *Request for Reasonable Accommodations* form to be distributed to parents is available to schools on the Welligent IEP System *Downloads*.

### ***WRITTEN TRANSLATION REQUIREMENTS AND AVAILABILITY OF TRANSLATED FORMS***

#### ***SPECIAL EDUCATION FORMS***

Standard District special education forms, notices, and procedural guides including the *Are You Puzzled by Your Child's Special Needs?* Brochure and *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*, are available in the predominant languages of the District and may be ordered from the District Stores Warehouse at no charge to the school. The principal/designee at each school should maintain an adequate supply of these forms to address the linguistic needs of parents.

#### ***ASSESSMENT REPORTS***

Parents are entitled to request a written translation of an assessment report in order to be fully informed regarding the assessment results.

#### ***IEP DOCUMENTATION OF PARENT REQUEST FOR WRITTEN TRANSLATION***

During an IEP Team meeting, a parent's request for a written translation of the IEP must be indicated in Section N: *Procedural Safeguards and Follow-up Actions of the IEP*. Select the requested language and enter the specific pages for translation. When the status of the IEP becomes "Pending", the translation request will be automatically created and sent to the IEP Translation Unit.

If the parent has not requested the written translation at the IEP Team Meeting, yet after the meeting decides to request the translation of the IEP document, the parent must make the request in writing to the school site administrator. Schools shall assist the parent with putting the request in writing. The school administrator/designee then creates the request in the Welligent record IEP management screen.

Schools should maintain on-site documentation of these actions using the “*School Log of Translated IEP/504 Documents Provided to Parents*”. See LAUSD REF-6349.2 *Submitting Requests for Written Translation of Individualized Education Program (IEP) and Related Documents for more information*.

### ***SECTION 504 FORMS***

The parent brochure, *Section 504 and Students with Disabilities*, is available in Spanish and may be ordered from the District Stores Warehouse at no charge to the school. See the Educational Equity Compliance Office home page for more information, <https://achieve.lausd.net/eeco>.

### ***STUDENT SUPPORT AND PROGRESS TEAM FORMS AND NOTICE OF DISCIPLINARY ACTION FORMS***

Student Support and Progress Team forms and forms regarding disciplinary actions provided to parents should be translated into the primary language of the parents if the parents make such a request. If the parents do not request a written translation, or it is not feasible to provide a written translation, school staff should review the content of the documents orally in the primary language of the parents so that they are fully informed. Refer to <http://achieve.lausd.net/sspt> for more information.

### ***PARENT CONTACT INFORMATION***

Schools should identify school staff, including telephone number(s) that parents may contact if they are in need of further assistance regarding the content of any forms, notices, or procedural guides sent or given to them by school staff. Standard District forms include, in most cases, District contact information for parents to receive further information regarding the content of the documents; however, schools should also include school staff contact information for parents on these documents.

### ***ORAL INTERPRETATION REQUIREMENTS***

All District, nonpublic, and affiliated/dependent charter schools have a responsibility to provide parents with oral interpretation in the home language of the parent, when requested, at an individualized education program (IEP) team and Section 504 team meeting.

Site Administrators are responsible for:

- Completing and submitting the online protocol for the School Roster of Staff Eligible to Interpret at IEP Team Meetings, annually to the Division of Special Education, no later than October 16 of each school year via the Division of Special Education website.
- Identifying and utilizing eligible bilingual school site staff to provide oral interpretation at IEP team meetings and Section 504 team meetings when requested by parents(s)/guardian(s).

- Ensuring that eligible bilingual school site staff, who will be utilized by administrators to interpret at IEP team meetings, register and attend one of the oral interpretation trainings held throughout the District
- Maintaining a list of District-trained classified and certificated bilingual staff eligible to interpret at IEP team meetings at the school site.
- Follow District procedures required for working with an interpreter at IEP Team and Section 504 meetings.

### ***TRAINING FOR SCHOOL STAFF***

In recognition of the need for meaningful participation for non- or limited-English speaking parent(s)/guardian(s) at IEP team meetings, the Division of Special Education has designed training for bilingual school site staff, designated by the site administrator, to provide oral interpretation at IEP team meetings and Section 504 meetings. See LAUSD REF – 1596.10 *Oral Interpretation at an Individualized Education Program (IEP) Team Meeting* for more information.