Communication with Parents in Languages Other Than English

The Elementary and Secondary Education Act, Title I, Sec. 1112(c)(4) states that local education agencies (LEAs) must provide information to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

The Office for Civil Rights (OCR) is the federal agency responsible for ensuring compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. OCR regulations regarding communication with parents cross several federal and state programs within the Georgia Department of Education (GaDOE). As such the Department has compiled the following flow chart, with linked resources, for LEA guidance when determining how and when to communicate with parents in languages other than English.

**RESOURCES**

OCR Resources Available in Other Languages
OCR English Learner Toolkit (see chapter III)

**RESOURCES**

Parents and Family Engagement

**RESOURCES**

Barrow County Communication Plan
Dear Colleague Letter, January 7, 2015

Dear Colleague Letter, January 7, 2015
Section D
National Interpreter and Translator Association and Organizations [Toolkit page 156]

TIP: Schools must provide appropriate and competent interpreters as defined by OCR.

**RESOURCES**

Communications and Family Toolkit – Engaging the Families of English Language Learners in their Local Schools and Communities

**RESOURCES**

Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and Schools and Districts that Served Parents with Limited English Proficiency

TIP:

Orally interpret communication that ensures the family has meaningful access to information about what is going on in their child's school or district.

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.

The LEA communicates with the parents to the extent practicable.

Rule of thumb – if parent must sign it, ensure parent can understand it.

**RESOURCES**

English Languages Toolkit for SEAs and LEAs. Chapter III
Federal Funding for Translation & Interpretation Services

Does the LEA have a written Family-School Communication Plan, including a collection of documents already translated?

No

Yes

Yes, and there are existing methods available in the district with which to communicate with parents who understand this language.

Communicate with parents using the existing resources.

TIP:

It is recommended that each LEA develop a Communication Plan.

**RESOURCES**

Barrow County Communication Plan

Dear Colleague Letter, January 7, 2015
Section D
National Interpreter and Translator Association and Organizations [Toolkit page 156]

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**RESOURCES**

Communications and Family Toolkit – Engaging the Families of English Language Learners in their Local Schools and Communities

**RESOURCES**

Barrow County Communication Plan

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**RESOURCES**

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**RESOURCES**

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The LEA communicates with the parents to the extent practicable.

Rule of thumb – if parent must sign it, ensure parent can understand it.

**Additional Resources Related to Specific Programs**

- Title I, Part A, Section 1116 (Parent and Family Engagement)
- Parents of English Learners
- Title I Part C, Education of Migratory Children
- MEP, Non-Regulatory Guidance
- Title III, Part A Language Instruction for English Learners and Immigrant Students
- Federal Funding for Translation & Interpretation Services
- OCR
- Internal OCR “What to Look For”
- ESOL
- Statewide Contract for Interpretation Services
- Ensuring EL Students Can Participate Meaningfully and Equally in Educational Programs
- Requirements for Districts Serving ELs
- ESCR, Form Bank
- IDEA / Special Education
- Parent’s Rights
- For Funding Questions see Federal Funding for Translation and Interpretation Services

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