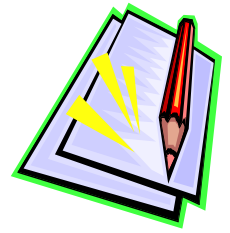


Providing Special Education Documents to Parents Who Do Not Speak English: Required Practices and Culturally Responsive Practices



Required Practices:

- Districts must provide written notice and obtain informed consent before conducting an initial evaluation for special education services, and initially providing special education and related services to a child with a disability (Operating Standards for Ohio's Schools Serving Children with Disabilities 3301-51-05).
- Written notice must be provided in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so (Operating Standards for Ohio's Schools Serving Children with Disabilities 3301-51-05).
- Informed consent means the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language or other mode of communication. (Operating Standards for Ohio's Schools Serving Children with Disabilities 3301-51-01).
- If the native language or other mode of communication of the parent is not a written language, school districts shall take steps to ensure that the notice [and other relevant information to obtain informed consent] is translated orally or by other means to the parent in his or her native language or other mode of communication so that parent understands the content of the notice [and other relevant information in order to provide informed consent] (Operating Standards for Ohio's Schools Serving Children with Disabilities 3301-51-05)
- School districts must provide a copy of the evaluation team report, the documentation of determination of eligibility, and documentation of continued eligibility to the parents within 30 days of the date of eligibility determination or prior to the IEP meeting (Operating Standards for Ohio's Schools Serving Children with Disabilities 3301-51-06).
- School districts shall provide, at no cost, a copy of the IEP to the parent of a child with a disability within thirty calendar days after the IEP meeting (Operating Standards for Ohio's Schools Serving Children with Disabilities 3301-51-06).

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Culturally Responsive Practices:

- School districts should make a “good faith effort” to provide information contained in, academic and/or behavior intervention plans, the evaluation team report, the IEP, and IEP progress notes in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.
- At the minimum, school teams could provide parents a summary of the information contained in intervention plans, evaluation reports, and IEP documents in the parents’ native language.

Resources that may assist school teams in providing intervention and special education documents to non-English speaking parents:

- The Lau Center and SERRC have copies of Whose IDEA is this? Parent Brochure in various languages.
- FREE TRANSLATION.COM will translate up to 1800 words at one time from English to a variety of languages. www.freetranslation.com (Beware of dialect differences and difficult to translate wording such as idioms and professional jargon).
- The International Family Resource Center: The Language Bank.
This program of the International Family Resource Center provides translation and interpretation services in more than 60 languages to organizations. For Language Bank services contact Jasna Secic at 707 Race Street Suite 300 Cincinnati, Ohio 45202 (513) 721-7660 or by email at jsecis@fsmail.org