

District:

School:

Family, Language and Culture:

1. How does the school honor and reflect the diversity of families, including their languages and cultures?
2. Are staff members trained in engaging diverse families and communities?
3. Are parent meetings and school events scheduled with interpreters present on dates and times that facilitate LEP parent participation

Language Identification Procedures:

1. What is the process for determining parents' language needs (HLS)?
2. Does the LEA or school have the HLS translated into the language(s) common to the community and have qualified interpreters available to help parents complete the survey accurately?

Interpretation and Translation Services:

1. What is the process for providing language assistance to LEP parents or guardians?
2. How does the LEA inform LEP parents about the availability for free language assistance services, including qualified interpreters and translators?
3. What is the process for acquiring qualified and trained interpreters and translators?
4. What is the process for determining that the LEA staff is competent and appropriate to serve as interpreters or translators?
5. How does the LEA ensure that interpreters and translators have knowledge of all specialized educational terms and concepts?

Parent Notification

1. What procedures are in place for LEP parents to be informed of programs, services, and activities in a language they understand?
2. How does the LEA ensure that translated written communications—including information regarding progress reports, report cards, and permission slips—are provided in a language that LEP parents understand?
3. What is the process for providing translation or interpretation services, when needed, for parent-teacher conferences, IEP meetings, and disciplinary proceedings?

Partnerships:

1. What parent, school, and community partnerships exist at the SEA-, LEA-, and school levels?
2. What learning and leadership opportunities are available for LEP parents?