

# **OCR Self-Assessment Guide - Notice to Parents EQUAL EDUCATIONAL OPPORTUNITIES FOR**

## **LIMITED ENGLISH PROFICIENT STUDENTS DISTRICT SELF ASSESSMENT GUIDE**

The Guide is designed as a tool to assist District staff in obtaining a comprehensive overview of the District's practices and procedures with regard to equal educational opportunities for limited-English proficient students. Office for Civil Rights (OCR) staff will also review responses to the Guide as part of its Profile, Assessment, and Resolution review process. Please circle the answer under each statement that best responds to the statement, indicating in the Comments if a statement does not apply. Other comments may also provide to explain an answer.

OCR anticipates that a team of individuals in each school that OCR schedules to visit will complete the Guide. Team members should be individuals who are most knowledgeable of the District's policies and procedures relative to the issue being reviewed by OCR. This would include administrators, teachers, and paraprofessionals. The schools that OCR will visit will be identified in follow-up telephone discussions between District officials and OCR staff. OCR may not visit every school in the District; however, each District school is welcome to complete the Guide.

The questions in the Guide should be answered as related to the particular school, not to the District as a whole, except where specifically noted. A copy of the completed Guides are to be returned to OCR, along with responses to the Profit Data Request, within the time frame agreed to between OCR and District officials.

## OCR Self-Assessment Guide - Notice to Parents

<b>School:</b>	<b>Date:</b>	<b>Completed By:</b>
<p>Respond to each question using the scale provided; 5 indicating "Always" to 1 indicating "Never". Use the Comments section to clarify any response, Particularly those you have rated with a two or one.</p>		
Question	Rating	Comment
1. Does the district communicate with parents of students with a primary home language other than English and LEP students in a language the parents understand?	5 4 3 2 1	
2. Does the district use interpreters or translators to assist in communicating with parents who do not speak English?	5 4 3 2 1	
3. Does the district provide training for interpreters or translators?	5 4 3 2 1	