



Regulation of the Chancellor

Number: **A-663**

Subject: **Language Access for Parents**

Category: **STUDENTS**

Issued: **June 20, 2025**

SUMMARY OF CHANGES

This regulation supersedes Chancellor's Regulation A-663 dated June 26, 2009.

The purpose of this regulation is to outline the procedures for ensuring that parents of students enrolled in New York City Public Schools, including parents who communicate in a language other than English, are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Portions of this regulation have been reorganized for clarity and ease of understanding, and to update links to current resources. This regulation has also been renamed to reflect the full spectrum of Language Access services available to Parents. The substance of the regulation has been modified as follows:

Changes:

Section I. Definitions

- Adds definitions of key terms: DOE, School, Parent, Limited English Proficient Parent, Emergency Contact Card, Office of Language Access, Language Access Coordinator, and Parent-facing School Staff.
- Updates definitions of key terms, including Interpretation and Translation.
- Removes definitions of outdated terms.
- Covered Languages are increased to the twelve most common Parent-preferred languages, other than English, identified by the DOE.

Section II. Determination of Preferred Language of Communication

- Replaces references of "primary language" with "preferred language," in accordance with current practices.
- Clarifies the requirement that schools maintain a record of each Parent's preferred language and how such information shall be maintained.
- Adds that Parents' preferred language information shall be accessible to staff who interact with Parents, except where prohibited by State or federal law regarding student records or by court order.

Section III. Obligation to Provide Language Assistance Services

- Revises and reorganizes this section for clarity.

- Clarifies the requirement to provide Translation and Interpretation services.
- Defines Critical Communications.

Section IV. Language Assistance Services Beyond the Requirements of this Regulation

- Clarifies that the DOE may provide language access services beyond the requirements of this regulation.

Section V. Designation of School-Based Staff as a Language Access Coordinator

- Adds requirement that each principal designate a Language Access Coordinator who will be responsible for supporting the language assistance services within the school and outlines the duties of this position.

Section VI. School-Based Language Translation and Interpretation (LTI) Plan

- Updates the name of the LTI Plan and the list of items that must be contained in the plan.
- Adds that the DOE will review each school's plan.

Section VII. Training

- Adds requirement that all parent-facing school staff receive language access training.
- Provides for supplemental training for LACs.

Section VIII. How Parents can Request Language Access Services

- Clarifies methods for parents to request language access services.
- Updates the contact information for requesting language access services.

Section IX. Parental Notification

- Clarifies schools' responsibility to provide parents information on the availability of language access services, including how to obtain such services and the ability to provide feedback or submit complaints about such services.

Section X. Record Retention

- Clarifies requirements for record retention.

Section XI. Inquiries

- Updates current contact information for the relevant point of contact to submit inquiries.



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ABSTRACT

This regulation supersedes Chancellor’s Regulation A-663 dated June 26, 2009. It establishes the procedures for ensuring that parents of students enrolled in New York City Public Schools, including parents who communicate in a language other than English, are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education.

I. DEFINITIONS

For purposes of this regulation:

- A. Covered Languages refers to the twelve most common Parent preferred languages, other than English, identified by the DOE, except that any newly Covered Languages shall be implemented prospectively following the issuance of this regulation.¹
- B. DOE refers to the NYC Department of Education.
- C. Emergency Contact Card refers to a form submitted by parents annually that contains emergency contact and Parents’ preferred language information.
- D. Interpretation means the process of converting spoken communication from one language into an equivalent spoken communication in another language, accurately preserving the meaning, tone, and intent of the original message.
- E. Language Access Coordinator (LAC) refers to a designated school staff member who is responsible for supporting the language assistance services within the school.
- F. Language assistance services means translation and/or interpretation for LEP Parents.
- G. Limited English Proficient (LEP) Parent refers to a Parent who does not speak English as their home language and/or who describes themselves as having a limited ability to read, speak, write, or understand English and/or who prefers to communicate in a language other than English.

¹ The prior version of this Regulation, issued on June 26, 2009, defined Covered languages as “the nine most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education.”

- H. Office of Language Access (OLA), and any successor, refers to the office within the DOE that provides and oversees language assistance services.
- I. Parent refers to the child's parent or guardian or any person in a parental or custodial relationship to the child. This includes: birth or adoptive parent, step-parent, legally-appointed guardian, foster parent, and "person in parental relation" to a child attending a school. "Person in parental relation" refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, living outside the state, or abandonment of the child.
- J. Parent-Facing School Staff means school supervisors, school support staff (e.g. secretarial, clerical, or other administrative titles), Office of School Health School-Based Nurses, community coordinators or assistants or associates, family workers, school counselors, school social workers, school psychologists, teachers, and paraprofessionals, all of whom likely interact with LEP Parents.
- K. School refers to a school within the NYC school district.
- L. Translation means the process of converting written text from one language into an equivalent written text in another language, accurately preserving the meaning, tone, and intent of the original content.

II. DETERMINATION OF PREFERRED LANGUAGE OF COMMUNICATION

- A. Schools shall determine, within 30 (thirty) days of a student's enrollment, the preferred written and oral languages of the Parent(s) of each student enrolled in the school.
- B. Schools shall maintain an appropriate and current record of the preferred languages of each Parent, and such information will be accessible to school staff who interact with the Parent. Such information must be maintained in the Automate the Schools (ATS) database, on the student Emergency Contact Card, in the Student Profile, an online application that provides student information to school staff, or any successor databases, documents, or applications. Parents shall have the opportunity to update their preferred language on the Emergency Contact Card, or similar form. Schools must update ATS, or any successor database, accordingly.
- C. Parents' preferred language information shall be accessible to staff who interact with Parents, except where prohibited by State or federal law regarding student records privacy or by court order.

III. OBLIGATION TO PROVIDE LANGUAGE ASSISTANCE SERVICES

- A. Translation of Critical Communications into the Covered Languages
 - a. Critical Communications are communications related to enrollment, academic standards, programs, events open to Parents, school closures, health, safety, legal or disciplinary matters, and entitlement to public education.

- i. The DOE shall identify and translate into the Covered Languages non-student-specific written Critical Communications, such as centrally created forms, academic calendars, and parent handbooks, that are distributed or electronically communicated to all, or substantially all, Parents of students within the School(s) or class(es). To the extent feasible, the translations will be disseminated at or about the same time as the English versions. If a translation is not contemporaneously available, the DOE shall provide, upon request, a translation as soon as possible, provided the document continues to be relevant.
- ii. In exigent circumstances, such as an emergency evacuation of a school building, where a school cannot send out a contemporaneous translation of communications concerning those circumstances, the school shall provide, as soon as possible, a communication, through translation or interpretation, in the Parent's preferred language, which may be a non-Covered Language, providing information concerning the exigent circumstances.
- iii. For student-specific written Critical Communications, such as Individualized Education Programs (IEPs), Section 504 Plans, and student evaluation reports, the DOE shall, upon request, provide a translation to LEP Parents whose preferred language is a Covered Language, and, to the extent practicable, to Parents whose preferred language is not a Covered Language.
- iv. Schools shall provide translations of student-specific written Critical Communications into the Covered Languages that are not provided by OLA.

B. Interpretation

- a. The DOE shall provide interpretation services at the following Citywide/District meetings in the Covered Languages the DOE anticipates will be the most prevalent preferred language(s) of LEP Parents in attendance:
 - i. Panel for Educational Policy meetings
 - ii. Citywide/Community Education Council meetings
 - iii. Citywide parent meetings organized by central offices
 - iv. District Leadership Team meetings and parent events organized by District Offices
- b. The DOE shall provide interpretation services to LEP Parents whose preferred language is a Covered Language and who request such services to communicate with DOE staff regarding Critical Communications regarding their child's education including, but not limited to, parent teacher conferences, suspension hearings, special education meetings, annual parent teacher meetings for English Language Learners, and Section 504 meetings.

- c. To the maximum extent practicable, the DOE will provide interpretation services in languages beyond the Covered Languages.
- d. Interpretation may be provided either in-person at the location where the parent is seeking to communicate, virtually, or by telephone, depending upon availability.
- e. LEP Parents may choose to rely on an adult friend/companion or relative for interpretation services.
- f. Students and other children (minors under the age of 18) may not serve as interpreters for DOE staff and LEP Parents during special education meetings or at any formal or informal meeting where student achievement and/or student conduct are discussed.

IV. LANGUAGE ASSISTANCE SERVICES BEYOND THE REQUIREMENTS OF THIS REGULATION

- A. The DOE may provide translation of scripts for audio or video communications into the Covered Languages.
- B. The DOE may provide translation and interpretation services beyond those outlined in this regulation, including for languages that are not Covered Languages.

V. DESIGNATION OF SCHOOL-BASED STAFF AS A LANGUAGE ACCESS COORDINATOR

- A. At the beginning of each school year, each principal shall designate at least one staff member to serve as the Language Access Coordinator (LAC) who will be responsible for supporting the language assistance services within the school. The LAC should be an assistant principal or other school administrator who has knowledge of general school operations, parent communications strategy, and the ability to relay information to school staff. The LAC's duties shall include:
 - a. Turnkey information about resources and updates on available supports to other school staff.
 - b. Assist with Parent questions and concerns related to language assistance services.
 - c. Be familiar with the school's communication strategy for reaching out to Parents (written communications and Parent events).
 - d. Be aware of the language needs of the School's Parent population.
 - e. Provide guidance during the development of their School's Language Translation & Interpretation (LTI) Plan within the Comprehensive Education Plan (CEP).
 - f. Provide guidance on how to utilize the Translation & Interpretation Services Funds distributed to the School annually through a School Allocation Memorandum (SAM).
 - g. Be aware of concerns regarding language assistance services and assist in responding to such concerns.
- B. LACs shall be trained in accordance with Section VII of this regulation.

VI. SCHOOL-BASED LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

- A. As part of its CEP, each School must review and complete the annual LTI Plan to address its language assistance needs consistent with the requirements of this regulation. The LTI requires information on the following:
 - a. Name of person designated as the LAC.
 - b. Identification and assessment of LEP Parent population.
 - c. Identification of written Critical Communications and in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs.
 - d. Plan to ensure staff awareness of language access requirements and available resources.
 - e. Provision of notice to Parents on the available language assistance services.
 - f. Methods for the School to solicit and implement feedback on its provision of language assistance services.
- B. Once a school submits its completed LTI Plan, that plan shall be reviewed by the DOE following the timelines established for the review and finalization of the CEP.

VII. TRAINING

- A. Each principal must ensure that Parent-Facing School Staff complete language access training developed by OLA, at time periods designated by the DOE, which shall be at least every other year, on the policy and procedures set forth in this regulation, as well as school staff's language access responsibilities, language access supports available to school staff, best practice guidance, and ethical standards of practice.
- B. In addition, the DOE shall provide supplemental training for LACs, developed by OLA, at least every other year.

VIII. HOW PARENTS CAN REQUEST LANGUAGE ASSISTANCE SERVICES

Parents who wish to receive language assistance services should either:

- A. Contact their School's principal or parent coordinator,
- B. Call the DOE at 718-935-2013, or
- C. Visit schools.nyc.gov/hello to access the Translation and Interpretation Services Request Form.

IX. PARENTAL NOTIFICATION

- A. The DOE's website shall provide information in each of the Covered Languages concerning the rights of parents to language assistance services, and how to access and provide feedback on such services.

- B. Schools are responsible for annually providing each Parent, electronically or otherwise, consistent with the provisions of this regulation, information regarding the availability of free translation and interpretation services, including:
 - a. How to access or obtain such services, and;
 - b. How to provide feedback regarding the services, including difficulties in obtaining services and how to submit an inquiry or complaint.
- C. Schools, as well as offices that regularly meet with Parents, are responsible for annually posting, in a conspicuous location at or near the primary entrance to such School or office, a poster in each of the Covered Languages indicating the availability of language assistance services. OLA will distribute translated posters in the Covered Languages at the beginning of the school year. Posters are also available to staff at <https://infohub.nyced.org/nyc-doe-topics/office-of-language-access/translation-resources>.
- D. Each School at which the Parents of more than 10% of the students at such School speak a preferred language that is neither English nor a Covered Language shall obtain from OLA a translation into such language of the materials required pursuant to this section and shall post and provide such materials in accordance with this section.
- E. Each School's safety plan shall provide that Parents in need of language assistance services receive interpretation support to communicate with school staff and shall contain procedures for ensuring that LEP Parents can find the School's administrative office and communicate with administrators.

X. RECORD RETENTION

- A. OLA shall maintain the following records:
 - a. The number of distinct documents translated by its staff or DOE contracted vendors and the general nature of such documents.
 - b. The number of meetings and telephone calls at which it provides interpretation services, via a contracted vendor, and the languages for which it provides such services.
 - c. Documentation regarding its annual budget for language assistance services.
 - d. The number of DOE employees who provide language access services on a full-time basis.

XI. INQUIRIES

For inquiries, feedback, complaints or assistance regarding this regulation, contact:

Office of Language Access
NYC Department of Education
28-11 Queens Plaza North - 4th Floor
Long Island City, NY 11101
Visit schools.nyc.gov/hello