

Communication with LEP Parents

The District takes reasonable and financially feasible steps to communicate with parents who only speak and understand a language other than English.

Definitions

For purposes of this procedure, “predominant foreign language” is a language that is spoken by at least twenty percent (20%) of the relevant population. A “low-incidence foreign language” is any language that is spoken by at least five families.

When calculating percentages or numbers of families for these definitions, the relevant population for District-wide communications is all families with children in the District. For building-wide communications, the relevant population is all families with children in the school. All percentages and numbers are determined by a review of responses to completed Home Language Surveys (HLS) regarding languages spoken at home.

Identifying LEP Parents

The District identifies parents with limited English proficiency (LEP parents) through its Home Language Survey. The HLS is available in English and in any “predominant foreign language,” as defined by this procedure. A completed HLS is obtained from each parent or guardian who enrolls a new student in the District. The HLS will ask parents/guardians: (1) whether a language other than English is spoken in the home and, if so, what language; and (2) if the parent/guardian understands English and, if not, what language he/she understands. Blanks will be available so that LEP parents from less-predominant language group(s) can indicate language proficiencies.

Completed HLS forms will be maintained in the relevant student’s records. A copy of the HLS will also be sent to the Title Office where the language information will be entered into the Student Information System, Infinite Campus (IC). The language information obtained through the HLS will be available to relevant staff, including teachers, counselors, administrators, registrars, and office staff, who all have access to student records and IC. Relevant staff will receive notification and/or training each year as to the location of the HLS information in student records and on IC.

Translation and Interpretation Services for LEP Parents

All District business, including District documents, building-level documents, and verbal communication at all levels, will be conducted in English.

The District will automatically translate, to the extent reasonable and financially feasible, those District-wide communications that are routinely sent to parents in English into the predominant foreign language(s) for the District. Many of those District-wide translations, such as the District newsletter and Rapid Communication System (“RCS”) communications, will be sent home immediately to parents who have indicated the need for communication in a predominant foreign language on the HLS. Other documents will be provided to parents contemporaneously with being provided in English to other

parents, or shortly thereafter. Staff can submit requests to their building principals to have other District-wide documents translated into the District's predominant foreign language(s). Translation requests will be granted for documents that relate to discipline or educational programs for specific students, programs or activities for students, and other documents that implicate the health, safety, and welfare of students. Translated documents will be made available to staff and parents in either the District's main office or the building office.

With respect to other District- and building-wide communications, the District will translate, to the extent reasonable and financially feasible, into any predominant foreign language for the District or building, respectively, those communications that are sent home to parents in English and that include information related to an educational or extra-curricular program or activity of the District, the school, or any partner of the District or school (e.g., field trips, educational programs and services, sports, extra-curricular activities). The District will also translate, to the extent reasonable and financially feasible, information in other documents that are sent home to parents in English and that relate to the health, safety, or welfare of students, as identified by the building principal. Building principals should utilize the procedures outlined below regarding requests for translations and interpretations from the Title Office to obtain translations of these types of documents.

The District will provide interpreters for LEP parents/guardians where one is available, and where it is reasonable and financially feasible to do so. A parent may elect to provide his or her own adult translator, other than the student at issue, as long as he or she confirms in writing with District staff that he or she has been notified that the District will attempt to obtain an interpreter on his or her behalf and that he or she declined that service. If a parent/guardian does not provide a translator, teachers and other staff who have need to communicate with LEP parents/guardians are responsible for securing an interpreter from the building level or requesting one from the building principal. Teachers should first coordinate with building administration to obtain an interpreter if the communication is routine in nature and does not require confidentiality. Building staff, including family school liaisons, ELL teachers, and other bilingual staff hired to support the language needs of ELL students, should be utilized if possible before resorting to the Title Office. Where such informal services cannot be obtained, or in situations that require confidentiality (e.g., IEP meetings, discipline meetings and hearings, expulsions), the building principal should request an interpreter from the Title Office following the procedures outlined below.

Requesting Translation or Interpretation from the Title Office

When staff members and administrators need to coordinate with the Title Office to obtain translations or interpreters in situations other than those outlined above, these procedures should be followed. The staff member or administrator, upon recognizing that a translation or interpretation is needed, should complete a Translation or Interpretation Request Form, available on the District's intranet website, and submit the form to the building principal. The building principal will submit the request to the Title Office. Except in cases of a bona fide emergency, as determined at the discretion of the District, requests for interpretation and translation services must be made at least ten (10) school days prior to the date and time for which the services are requested. The Title Office will respond to the request at

least two (2) school days prior to the date and time for which the services are requested. Interpretation and translation services will be provided, subject to scheduling constraints, for all situations that require confidentiality (e.g., Individualized Education Program (IEP) meetings and discipline meetings and hearings, including expulsions), parent teacher conferences, and other situations impacting the health, safety, or welfare of a student, as identified by the building principal. The building principal should submit the form to the District Translator responsible for scheduling interpreting services. A list of available translators and interpreters will be maintained by the Title Office and will be available on the District's website.

If a request for interpretation or translation services relates to a predominant foreign language for the District, the District Translator will coordinate with District translators and/or interpreters to provide the translation and interpretation. For translations and interpretations in other languages, the District Translator will contact the District's third-party contractor, Bridges, to obtain a quote and the availability of Bridges staff to conduct the interpretation or translation. Interpretations and translations will be provided where financially feasible to do so, based on the budget set for interpretations and translations for the school year in question. If the translation or interpretation is to be provided, the District Translator will contact the requesting District staff member that the request has been granted. If a translator or interpretation is not available at the requested time, the District Translator will work with the requesting District staff member and the parents/guardian, if relevant, to reschedule at a time when interpretation services are available. If a translation or interpretation cannot be provided, even with an extension, the District will communicate with the parent/guardian in English and will provide the parent/guardian information, if available, regarding third-party language assistance services available in the area that the parent/guardian can contact.

The District Translator will document all requests for translations and interpretation services and responses to those requests for all schools. The Title Office will evaluate those records and relevant policies, procedures, and guidance annually to ensure effective communication is being made with LEP parents.

Notification to LEP Parents

The District 300 Parent/Guardian Handbook is given to each student in English each year, and includes language indicating who to contact at the District for translation and interpretation assistance. For students whose parents have indicated the need for communication in a predominant foreign language for the District, the student will receive a copy of the Handbook in that predominant foreign language. All students will also receive a copy of a document with language indicating who to contact at the District for translation and interpretation services translated into all low-incidence foreign languages for the District for which translation is available through the District's third-party contractor, Bridges. The handbooks and document with the language indicating who to contact at the District for translation and interpretation services will also be available on the District's website.