

NONDISCRIMINATION/EQUAL OPPORTUNITY

(LIMITED ENGLISH PROFICIENT-INTERPRETER AND TRANSLATOR SUPPORT SERVICES FOR STUDENTS AND PARENTS/GUARDIANS)

Yuma Elementary School District will ensure access to District Programs by providing interpreters and translators when reasonable for all Limited English Proficient (LEP) students and their families.

DEFINITIONS

Interpreter - is a person who is fluent in the languages necessary in order to facilitate accurate communication between two (2) or more individuals who do not speak in the same language.

Translator – an individual who provides a written communication in a second language having the same meaning as the written communication in the first language.

Limited English Proficient (LEP) - is a person who, as a result of national origin, is limited in his or her English proficiency.

Predominant Language – any language other than English where one hundred (100) or more speakers of that language are currently enrolled in the District.

Support Services - is any service not related to regular classroom instruction, i.e., lockers, individualized education program (IEP), Section 504, parent/teacher conferences, student discipline, free and reduced lunch, health/medical services, etc.

LEP List – is a list the District maintains and continuously updates in a database that contains the names of all currently enrolled LEP students or their parents/guardians. This list is used to identify individuals in need of reasonable interpreter/translation necessary to gain access to support services.

Identifying Limited English Proficient (LEP) Parents

Individuals are identified as LEP in the District:

- The District identifies parents/guardians with LEP through its Primary Home Language Other Than English (PHLOTE) home language survey form. A completed PHLOTE home language survey form is obtained from each parent or guardian who enrolls a new student in the District. The PHLOTE home language survey can be requested from a parent or guardian by the Federal Program Director, a teacher or other school personnel.
- Self-identification. Each parent/guardian who enrolls a new student in the District will be asked; 1) what is the primary language used in the home regardless of the language spoken by the student; 2) what language is most often spoken by the student; and 3) what language the student first acquired.
- School Personnel Identification. As school personnel meet and work with parents/guardians, they may identify them as LEP and request that a parent or guardian

complete a PHLOTE form or ask a principal to place the student or parents/guardians on the LEP list.

- The completed PHLOTE home language survey forms will be maintained in the relevant student's records. District personnel are responsible for creating and maintaining an LEP list in a central database. The language information obtained through the PHLOTE home language survey form will be available to relevant staff, including teachers, counselors, administrators, registrars, and office staff, who all have access to student records.

NOTICE TO PARENTS/GUARDIANS

The District will:

- Provide notice to all LEP students, parents/guardians that interpreter services are available to them at no cost.
- Post and maintain, in a prominent public place, a bilingual sign informing students, parent/guardians and family members that interpreter services are available to them at no cost.
- Have available in registration materials the opportunity to identify themselves as a speaker of a language other than English.
- The Federal Programs office will coordinate language services.

PROVISION OF INTERPRETER/TRANSLATOR SERVICES

Interpreter Services – When reasonable, the District will provide an interpreter at the school, department, program or activity site where a LEP person is in need of information regarding academic, administrative, or legal issues.

Interpreter Services will be provided for, but are not limited to, the following events:

Academic:

- Teacher conferences
- Counselor meetings
- Tutoring
- Supplemental Services
- Electives & Special Area
- Summer School
- Any transportation event

Administrative:

- Attendance issues
- Registration
- Extracurricular activities
- Public meetings
- Policy & Procedures
- Grades and report cards

Legal:

- IEP team meetings/assessments
 - 504 Assessment
 - Student Discipline hearings
 - Law enforcement
 - Child Protective Services
 - Free and reduced meals
 - Health or medical emergency
 - Discrimination complaints
 - Student manifestation hearing
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- Translation Services for Predominant Languages – The District will timely (no more than 30 days) translate core documents and district-wide communication routinely sent to parents/guardians into predominate languages where the District has a student population of one hundred (100) or more. The list of core documents will be updated.
 - Translation Services for Non-predominant Languages – Upon request and to the extent reasonable in time and financially feasible, the District will provide translated documents in situations involving special education, Section 504, and disciplinary proceedings. Information in non-translated documents will be interpreted orally in a language the LEP parent understands.

DISTRICT STAFF TRAINING

All relevant administrative, certificated, and support staff employees will be trained annually regarding their responsibilities to identify, notify, provide and document services to LEPs. A list of approved interpreters and/or translators will be reviewed and updated annually.

The District will certify interpreters/translators through testing, training and evaluation. All translators and interpreters will view the training video annually and record evidence of participation.

QUALITY CONTROL

The District will conduct periodic site and/or desktop audits to verify that LEP students and parents/guardians who are in need of interpreter/translation services are actually receiving them and will take corrective action when necessary.

The District will, on an ongoing basis, maintain records concerning interpreter/translation job performance and will take corrective action when necessary.

COMPLAINT/DISPUTE RESOLUTION

Parents/legal guardians who believe they are not receiving interpreter/translation services as provided for by this policy may request a meeting with a school principal or appropriate staff person to present their concerns. An interpreter will be provided for this meeting. Every attempt will be made by the District to resolve the parent's/legal guardian's concern.

If the issues/concerns are not resolved through this conference, parents/legal guardians may request a meeting with a designated representative of the Superintendent for further review.

The designated representative of the Superintendent will make the final decision and notify the parents/legal guardians of that decision.

All LEP parents/guardians will be notified of this complaint resolution procedure at the beginning of every school year.