

# Language Access Policy

## Revision History

Effective Date	Action Date	Revised
Date: January 11, 2023	<b>New Policy</b>	Date: January 10, 2023

### 1. Policy Statement

It is the policy of Dual Immersion Academy (DIA) to provide access to school services, programs, and activities for parents and students who have limited English proficiency and understand other languages other than English.

This policy builds consistent and meaningful communication in a language that a parent or guardian can understand among teachers, administrators, and parents and provide parents with the opportunity to be actively involved in their children's education and to be informed of the importance of the involvement of parents in directly affecting the success of their children's educational efforts; and groups and organizations that may provide instruction and training to parents to help improve their children's academic success and support their academic efforts.

### 2. Purpose and Authority

*In accordance with* Utah State Law [HB302](#). An LEA to adopt a policy facilitating assistance to students learning English and their parents.

### 3. Definitions

- 3.1. *Primary language means the language that an individual communicates most effectively in.*
- 3.2. *Limited English Proficient individual means any individual whose primary language is not English, and who has limited or no ability to speak, understand, read, or write English.*
- 3.3. Interpretation means simultaneous communication between a speaker of English and a speaker of another language.

3.4. Translation means written communication wherein the written words of one person are communicated to others in writing in a different language.

#### **4. Language Access Plan**

4.1. The Language Access Coordinator (designated by DIA) is responsible for implementing and updating this language access plan annually, including relevant training.

4.2. DIA will notify school personnel of this language access plan, the rights of parents and students to language assistance services, and the proper procedures to access language assistance services as outlined in this document.

#### **4.3. Determination of Primary Language**

4.3.1. DIA must determine within 30 (thirty) days of a student's enrollment (or, re-enrollment) the primary language spoken by the student and the parent or guardian of each student enrolled in DIA, and if such language is not English, whether the student and parent require language assistance to communicate effectively with the school.

4.3.2. DIA shall maintain an appropriate and current record of the primary language of each parent.

#### **5. Procedures for language services**

5.1. Consistent with this regulation, DIA shall provide translation and interpretation services to students and parents who require language assistance to communicate effectively with their school.

5.2. DIA may provide translation and interpretation services beyond those outlined in this policy.

#### **6. Interpretation Services**

6.1. DIA shall provide interpretation during regular business hours, to parents and students who require such services in order to communicate with the LEA regarding critical information about their child's education.

6.2. DIA may provide interpretation services at the school location where the parent or student is seeking to communicate or virtually.

6.3. Interpretation shall be provided for, but not limited to, the following activities:

- (a) Classroom activities;
- (b) Impromptu and scheduled office visits or phone calls;
- (c) Enrollment or registration processes;
- (d) The IEP process;

- (e) Student educational and occupational planning processes;
- (f) Fee waiver processes;
- (g) Parent engagement activities;
- (h) Student disciplinary meetings;
- (i) School community councils;
- (j) School board meetings;
- (k) Other school or LEA activities; and
- (l) Other interactions between the parents of a student learning English and educational staff.

## **7. Centrally Produced Critical Communications**

- 7.1. DIA shall identify documents that are distributed or electronically communicated to guardians containing critical information regarding their child's education, including, but not limited to: registration, application, and selection; standards and performance (e.g., a standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.
- 7.2. DIA shall procure translations of critical communication in a timely manner, in each of the covered languages and work with the office responsible for the critical communication to make such translations available to the schools.
- 7.3. Student-Specific Critical Documents.

DIA shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. Health;
- b. Safety;
- c. Legal or disciplinary matters; and;
- d. Entitlement to public education or placement in any special education, English language learner, or non-standard academic program.

### **Staff Compliance**

#### **1. Training**

*Staff will receive training on: the content of the language access policy; how to identify the need for language access services; working with a Limited English Proficiency (LEP);*

*providing language accessible service in a culturally sensitive manner; and interpreting best practices.*

#### Monitoring and Assessment

- 1. DIA shall be responsible for monitoring compliance with the organization's language access policy.*
- 2. DIA shall conduct a yearly review of the effectiveness of the language access policy and make changes as needed.*