



Administrative Regulation 1515

MEANINGFUL ACCESS

Document Translation / Language Interpretation

Responsible Office: Office of Academics - Department of English Language Learners

PURPOSE

This administrative regulation shall prescribe the steps taken to provide meaningful access to Limited English Proficient (LEP) persons through document translation and language interpretation in the Washoe County School District ("District").

REGULATION

1. Document Translation

- a. The District shall translate significant documents into the non-English language of each regularly encountered Limited English Proficient group eligible to be served or likely to be affected by the program or activity in an understandable and uniform format, and to the extent practicable, in a language that the parent/guardian can understand.
- b. On an annual basis, the list of significant documents shall be reviewed and, if necessary, revised. The Superintendent or his/her designee shall maintain the list of significant documents, which may include:
 - i. Registration form;
 - ii. Emergency notification card;
 - iii. Home language survey;
 - iv. Field trip permission form;
 - v. Health inventory form;
 - vi. Notices of discipline proceedings that could result in an out-of-school suspension, expulsion, or referral to an alternative educational program;
 - vii. Posters regarding the Meaningful Access notice;
 - viii. FERPA notification;
 - ix. Attendance letters;
 - x. Special Education Summary Report, Prior Written Notice form, Notice to Parents and Procedural Safeguards for special education students; and

- xii. Accommodation Plans and Notice of Rights for 504 students.
 - x. Notice to parents, to include information related to school and parent programs, meetings, and other activities.
 - c. The District shall take reasonable steps to ensure meaningful access to District programs and activities by Limited English Proficient persons. While designed to be a flexible and fact-dependent standard, the starting point is an individualized assessment that balances the following four factors:
 - i. The number of Limited English Proficient persons eligible to be served or likely to be encountered in the District;
 - ii. The frequency with which Limited English Proficient individuals come in contact with the District;
 - iii. The nature and importance of the program, activity, or service provided by the District; and
 - iv. The resources available to the District and costs.
2. Language Interpretation
- a. The District will advise the parents/guardians with limited English proficiency that they have the right to an interpreter at no cost to them for significant events. Parents/guardians with limited English proficiency may be identified through the District's student records management system (currently "Infinite Campus" or "IC").
 - b. The District will provide interpreters when requested when an event takes place that could materially affect a student's placement or educational progress, when there is a health or safety emergency, or when the parent/guardian requests a conference with the student's teacher. This is not a static list but will be determined on a case-by-case basis. Such events could include, but will not necessarily be limited to, the following:
 - i. Suspension and Expulsion hearings,
 - ii. Teacher/Parent conferences;
 - iii. Special Education meetings;
 - iv. Section 504 meetings; and
 - v. Visits to school counselors.
 - c. Notice will be posted at schools for any Limited English Proficient group of a specific language that has 100 or more students enrolled in the District.

This may include the following languages: English, Spanish, Chinese, Tagalog, and Tongan. Notice will be included in yearly enrollment packets.

- d. The District may provide an interpreter at its expense at other events. The decision to provide an interpreter shall be based upon:
 - i. The number of people to be served or likely to be encountered who speak that language;
 - ii. The frequency with which individuals who speak that language come in contact with the District;
 - iii. The nature and importance of the program, activity, or service provided by the District; and
 - iv. Available District resources and costs.
- e. Parents/Guardians may waive their right to an interpreter provided at District expense and provide their own interpreter at their own expense.
 - i. A written waiver of the right to have an interpreter must be signed by the parent/guardian. Such waiver shall be placed in the student's cumulative folder.
 - ii. If a parent/guardian waives the right to an interpreter at District expense, the District may still require an interpreter to be present to ensure accuracy.
 - iii. Limited English Proficient persons may feel more comfortable when a trusted family member or friend acts as an interpreter. Parents/guardians, however, should take special care to ensure that family, caretakers, and other informal interpreters are appropriate in light of the circumstances and subject matter of the meeting or interest in accurate interpretation.
 - iv. In many circumstances, family members (especially children) or friends are not competent to provide quality and accurate interpretations. Issues of confidentiality, privacy, or conflict of interest may also arise.
- f. Interpreters provided at District expense shall meet minimum qualifications as established by the District's Department of English Language Learners. The District shall maintain a list of individuals who meet the minimum qualifications and the language that each interprets.

- g. The Department of English Language Learners will develop criteria to ensure that interpreters meet minimum standards of qualification. The criteria will include:
- i. Proficiency in both English and the language to be translated or interpreted;
 - ii. Holds a high school diploma or equivalent diploma.
 - iii. Has a bachelor's degree in target language or completed Interpreter/Translator certification from a higher education institute or three years' experience interpreting in the targeted language.
 - iv. Ability of the interpreter to interpret accurately;
 - v. Knowledge of interpreter's ethical obligations;
 - vi. Knowledge of school-related issues, such as the need to maintain confidentiality under the Family and Educational Right to Privacy Act ("FERPA") and the Individuals with Disabilities in Education Act ("IDEA"); and
 - vii. Knowledge of terms and concepts that are used in the daily operation of District programs and services.

DEFINITIONS

1. Limited English Proficient (LEP) - Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English may be LEP and may be eligible to receive language assistance with respect to the particular service, benefit, or encounter (from the U.S. Office for Civil Rights). These individuals may also be known as English Language Learners (ELL).
2. Translation means converting written text from one language to another language.
3. Interpretation means converting spoken language from one language to another language.

DESIRED OUTCOMES

1. Through this document,
 - a. the District shall encourage all parents/guardians to be engaged in the academic achievement of their students; and,
 - b. the District furthers its commitment to prohibit discrimination in its educational programs and activities.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This document reflects the goals of the District’s Strategic Plan.
2. This document aligns with the following governing document(s) of the District:
 - a. Board Policy 1505, Visitors to District Property
 - b. Board Policy 5036.1, Family Engagement
 - c. Administrative Form 1516, Waiver of Right to Interpreter
3. This document complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
 - a. Chapter 389, Examinations, Courses, Standards and Diplomas
 - b. Chapter 392, Pupils
4. This document is compliant with federal laws and regulations, to include:
 - a. 20 U.S.C. § 7801(25), Definitions
 - b. 45 C.F.R. Part 80, Non-Discrimination Under Programs Receiving Federal Assistance...
 - c. Title VI of the Civil Rights Act of 1964
 - d. Executive Order 13166, Improving Access for Persons with Limited English Proficiency (2000)

REVIEW AND REPORTING

1. This administrative regulation shall be reviewed as part of the bi-annual review and reporting process, following each regular session of the Nevada Legislature. The Board of Trustees shall receive notification of any required changes to the guiding policy as well as an audit of the accompanying governing documents.
2. Additional administrative regulations and/or other associated documents may be developed as necessary to implement and support this administrative regulation.

REVISION HISTORY

Date	Revision	Modification
8/31/2006	1.0	Adopted as Administrative Procedure SUP-P001
4/20/2007	1.1	Revised
3/15/2016	2.0	Revised: Converted to Administrative Regulation 1515; reviewed language to ensure compliance

		with and federal laws and regulations; replaces SUP-P001
6/15/2016	2.1	Updated waiver information, corrected typo