



JACKSON COUNTY SCHOOL SYSTEM TRANSLATION PLAN

Interpretation and Translation Services for
Limited English Proficient Parents/Guardians

Translation Plan

Interpretation and Translation services
For Limited English Proficient Parents/Guardians

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Purpose

The Jackson County School System (JCSS) recognizes the importance of effective and meaningful communication with parents/guardians with limited English proficiency in order to support the goal of engaging and involving families further in their children's education and to ensure they have equal access to information communicated to all parents.

The purpose of this plan, interpretation is defined as spoken information provided in another language. Translation is defined as a written version of a document provided in a different language than the original version of the document.

In order to support linguistically diverse families, JCSS will:

- Develop and annually update (by November 1st of each year) a district plan for translation and interpretation that would be utilized at each individual school site;
- Provide families the opportunity to request written and/or oral communications in a language other than English, and inform families of the availability of these services at no cost to them;
- Identify families who have requested written and/or oral communications in a language other than English and maintain this information in a manner that is easily accessible to district and school staff;
- Ensure the availability and accessibility of interpreters and translators, and maximize available resources by providing guidance on determining the mode of communication that best serves families in any given situation;
- Ensure the quality of the interpretation and translation services are being provided by the district;
- Conduct regular surveys to assure families they are receiving communications in the language they have requested.

Federal Law

Under relevant statutory and case law, in order to avoid discrimination on the basis of national origin against persons with limited English proficiency, recipients of federal financial assistance from the U.S. Department of Education must take appropriate steps to ensure that persons with limited English proficiency receive the language assistance necessary to allow them meaningful access to services, free of charge.

The Office for Civil Rights [OCR] of the U.S. Department of Education relies on Title VI of the Civil Rights Act of 1964 and a May 25, 1970 memorandum created by the Office for Civil Rights entitled "Identification of Discrimination and Denial of Services on the Basis of

National Origin,” [“The May 25th Memorandum”] as it guidance in providing appropriate services to persons with limited English proficiency.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin. Under Title VI, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program to which this part applies.”

The May 25th Memorandum lists a number of “major areas of concern” relating to compliance with Title VI. Among them is the “responsibility of school districts to adequately notify national origin-minority group parents of school activities called to the attention of other parents.” These notices, the 1970 memo adds, “may have to be provided in a language other than English” in order to be adequate. This language allows for considerable flexibility as to when adequate notice necessitates interpretation or translation and when it does not. It is important to note that the May 25th Memorandum has never been withdrawn. In fact the United States Supreme Court upheld its provisions in a landmark 1974 decision, [Lau v. Nichols, 414 U.S. 563 (1964)]

Identification of LEP Parents and Guardians

Parents/guardians in need of language assistance should indicate the type of assistance needed, interpretation or translation and the language in which the assistance is needed on the Home Language Survey. Parents/guardians can also access the Interpretation/Translation Request form available on school website to submit a request to the school site to indicate interpretation or translation services are requested for a specific school event. In addition, school staff should make reasonable efforts to identify parents/guardians in need of interpretation and translation services through interaction and meetings.

From the information provided on the Home Language Survey, registrars, and other staff as assigned, will enter the language assistance needs as indicated by the parents/guardians in the student information system.

Documentation of Language Assistance Services Provided

To document and track the language assistance services provided to Limited English Proficiency parents/guardians, a log of interpretation and/or translation services will be available in the student information system on each student's individual record. The contact log will identify the date, the time, the contact type, the contact, and the details of

the contact. The contact log entry will be made by the staff member initiating the request for language assistance services. The contact log will be cumulative and a permanent part of the student's individual record in Infinite Campus.

The contact log may be used for:

- Section 504 meetings
- IEP meetings
- MTSS meetings
- Parent-Teacher Conferences

Notification of Interpretation and Translation Services

Families with a household communication language preference other than English are informed by each school upon enrollment of the availability of translation and interpreting services at no cost to them. This information is also posted on the district website and linked on school websites.

Effective Language Assistance to LEP Parents

Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- Registration and enrollment in school and school programs
- Language assistance programs
- Parent handbooks
- Report cards
- Gifted and talented programs
- Student discipline policies and procedures
- Special education and related services, and meetings to discuss special education
- Parent-teacher conferences
- Requests for parent permission for student participation in school activities

The following resources are available for written translations:

- brian.chandler@zabtranslation.com
- <http://www.carmazzi.com>

Translation and Interpretation Resources

The Federal Programs Assistant, identifies, and maintains a contact list of district employees who are qualified and approved to serve as interpreters and translators as well as outside individuals that provide contracted translation and/or interpretation services. This contact list, maintained and accessible at all times in Google Drive, is shared with all staff via email annually and as updates necessitate.

In the case of low incidence languages for which no in-person interpreter is available or for which written translations are deemed not to be feasible, **LanguageLine Solutions** will be utilized in order to meet the needs of interpretation and sight translation. **LanguageLine Solutions** will also be utilized in any other circumstance in which in-person interpretation is unavailable for any language.

The district's Federal Programs department will provide guidance, training, and technical assistance to staff on the process of ascertaining the need and the best means for providing interpretations and/or translations. In general, **written materials** routinely provided to parents/guardians in English must also be provided in high frequency preferred household communication languages. Current district demographics necessitate Spanish translations as a routine practice. A document is considered of particularly vital importance when it contains information that is critical for obtaining educational benefits or is required by law. In addition, when determining the priority of a particular document for translation, the district will consider the importance of the program, information, encounter, or service involved and the consequence to the family if the information in question is not provided accurately or in a timely manner. In instances in which a translation is not feasible for a particular document or for a given language represented within the document's intended audience, regardless of number or percentage, **LanguageLine Solutions** must be utilized to adequately convey the information orally to parents whose communication needs are not met in written format. Likewise, in live settings, such as parent workshops, conferences, or other face-to-face encounters, a district-approved source for oral interpretation (**LanguageLine Solutions**) will be provided to parents who have indicated a preferred household oral communication language other than English to the extent practicable.

Training of Interpreters and Translators

Any person who is providing services as an interpreter or translator must be proficient and competent in the languages being interpreted or translated and must have knowledge of the ethics and professional responsibilities involved in providing such language assistance services. The role of the interpreter is to ensure that accurate and effective communication occurs between all parties involved. The role of the translator is to ensure that the written word is accurately and meaningfully transcribed from the source language to the target language. To ensure competency and proficiency of all interpreters and translators within

the district providing language assistance services, persons providing such services will be required to attend the Interpreter and Translator Training offered by Jackson County School District.

Training includes information on legal requirements, ethics, confidentiality, information on the expected literacy level of the audience, and resources on specialized and technical vocabulary that may be needed.

In addition, all interpreters and translators providing services in the district must read and sign the **Interpreter Confidentiality & Non-Disclosure Agreement** kept on file in the Federal Programs Department.

All interpreters and translators who are involved in the special education process must have knowledge of and be able to use special education terms and have demonstrated proficiency in the language being interpreted or translated. Interpreters and translators requested for special education meetings must be requested through the District's Special Education Department.

Guidance Regarding Use of Family, Friends, or Children as Interpreters

The use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals raises issues of confidentiality, privacy, or conflict of interest, and, in many circumstances, such persons are not competent to provide quality, accurate interpretations. The district will not rely on such individuals to provide Limited English Proficiency parents/guardians with meaningful access to important programs and activities. Even when the Limited English Proficiency parent/guardian chooses to provide his/her personal interpreter or translator, the district should always ensure that a district interpreter/translator is present. This is to ensure that the interpretation/translation given is accurate. The use of minor children raises particular concerns about competency, quality and accuracy of interpretations. Children under the age of 18 years old cannot be bound to confidentiality regulations under FERPA. It is also not advisable to use such children to convey information about their own educational and/or complex information. Accordingly, minor children can never serve as interpreters or translators.