

LANGUAGE ACCESS PROTOCOL

Cleburne Independent School District



1. Language Plan Statement

Cleburne Independent School District (CISD) has created the following language plan in order to provide timely, meaningful language access for Limited English Proficient (LEP) persons within all the programs and activities of Cleburne ISD. Cleburne ISD shall provide free language assistance services to LEP individuals who they encounter or whenever an LEP person requests language assistance services. All Cleburne ISD personnel will inform members of the public that language assistance services are available free of charge to LEP persons and that Cleburne ISD will provide these services to them.

2. Purpose and Authority

Following Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this Language Access Policy establishes guidelines for providing language access services to individuals that have Limited English Proficient and/or deaf or hard of hearing.

3. Definitions

- a. **Limited English Proficient** individual means any individual whose primary language is not English, and has limited or no ability to speak, understand, read, or write English.
- b. **Interpretation** is the process of orally rendering a spoken or signed communication from one language into another language.
- c. **Primary language** means the language which an individual communicates most effectively.
- d. **Translation** is converting written text from one language into written text in another language. 'Translation' is often misused to mean interpretation, but it is a written language.
- e. A **qualified interpreter or translator** is a trained professional who is a neutral third party with the requisite language skills, experience in interpretation or translation techniques, and knowledge in specialized content areas and technical terminology in order to effectively facilitate communication between two or more parties who do not share a common language.

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- f. **Simultaneous interpretation** is the process of orally rendering one language into another language virtually at the same time that the speaker is speaking with only a very short lag time.
- g. **Consecutive interpretation** is the process of orally rendering one language into another language after the speaker has completed a statement or question and pauses. The interpreter then repeats that statement into the other language.
- h. **Sight translation** is the rendering of material written in one language, completely and accurately, into spoken speech in another language.
- i. **Vital documents** are any materials that are essential to an individual's ability to access services provided by the company/organization or are required by law.

4. Language Data

Cleburne ISD shall conduct an annual/biennial review of language use and needs of its organization and its service population. Included in the review process will be information from sources such as intake, census, American Community Survey, Department of Education, the Office of Refugee Resettlement, etc.

Language Assistance Procedures

1. Determine the Need for Language Assistance

- a. Cleburne ISD will conduct an assessment for language needs assistance and notify the individual student/client of the right to an interpreter at no cost. Staff members who have subsequent contact will continue to assess the need for language assistance.
 - To assess the need for language assessment, staff should ask open ended questions and avoid asking questions that would allow for yes or no responses. For example, ask "how may I be of assistance?" instead of "do you need help?"
 - The LEP individual may speak more than one language, or may have limited proficiency in a secondary language. Staff shall identify the primary language of the LEP individual, and work to provide language assistance in the primary language of the individual.

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- A deaf individual may also be limited English proficient and not be proficient in American Sign Language. Staff shall work to identify the primary language of the deaf individual, and provide language assistance in the primary language of the individual.

2. Identifying Language

- a. Staff shall identify the language of the LEP or deaf individual.
- b. Staff may request bilingual/multilingual staff to identify the primary language of the LEP client.
- c. Use in-person, video remote interpreters, or telephonic interpreters to identify the language.
- d. Use an “I speak” card or poster to identify the primary language.
- e. Staff should determine the preferred mode of communication for a deaf or hard of hearing student/client, i.e. *Communication Access Realtime Translation (CART)*.

3. Procedures for Languages Services

- a. **Bilingual/Multilingual Staff**
Cleburne ISD shall ensure that its bilingual staff providing direct services in the student’s/client’s target language have been linguistically tested by Translation & Interpretation Network LLC (<https://tintranslation.com/>).
- b. **In-person Interpretation**
Cleburne ISD will contact Translation & Interpretation Network LLC to request in-person, onsite interpreters for languages not available in CISD. For Spanish and Marshallese, designated trained interpreters should be contacted.
- c. **Telephonic/Video Remote Interpreters**
Cleburne ISD will contact Translation & Interpretation Network LLC to provide OPI or VRI interpretation service. For Spanish and Marshallese, designated trained interpreters should be contacted.

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d. **Video Relay Services**

Cleburne ISD will contact Translation & Interpretation Network LLC to provide video relay services.

4. **Translation of Vital Documents**

- a. Cleburne ISD will make available to students/clients vital forms from all departments and materials in the most frequently encountered languages: Spanish and Marshallese.
- b. Written communication to the LEP individual should be translated into the primary language of the LEP individual.
- c. Cleburne ISD will contact Translation & Interpretation Network LLC to assist with the translation of vital documents. For Marshallese written translation, please email Tarjo Arelong at atarjo@hotmail.com

5. **Notice of Language Services**

- a. Signage will be placed in visible locations notifying individuals of the right to request an interpreter at no cost to the individual. Signage will be translated into the languages most frequently encountered by Cleburne ISD.
- b. Staff at the initial point of contact will notify LEP individuals of their right to an interpreter at no cost.

6. **Child/Student Interpreters Prohibited**

Staff are prohibited from using minor children to interpret. Students/clients shall be advised of their right to an interpreter at no cost.

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Staff Compliance

1. Training

Cleburne ISD will ensure that staff has been trained on the content of their Language Access Plan; how to identify the need for language access services; how to work with LEP and deaf individuals; how to provide language-accessible service in a culturally sensitive manner; how to work with an interpreter; and, interpreting best practices.

Translation & Interpretation Network LLC will assist the Cleburne ISD with dual-role interpreter training and language testing for bilingual staff as needed.

Internal Language Access Contacts

Cleburne ISD World Languages Department will serve as the Language Access Coordinator for the organization. It is the responsibility of each district level department and campus to budget for translation/interpretation services for their vital documents and meetings. TIN is set up as an approved vendor and may be contacted directly for document translation quotes.

Any questions about the process for requesting translation, interpretation, or training should be directed to Christy Burton at cburton@c-isd.com.

Monitoring and Assessment

1. Cleburne ISD staff shall be responsible for monitoring compliance with Cleburne ISD's Language Access Policy.
2. Cleburne ISD shall collect information on language use and need, including the primary language of students/clients; use and language of interpretation services; distribution of translated documents; frequency of contact with LEP or deaf individuals seeking services; and referrals of LEP or deaf individuals and the language of the referred LEP or deaf individual.

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3. Cleburne ISD shall monitor and review the effectiveness of the Language Access Policy and make changes as needed. Cleburne ISD should determine the frequency of reviewing the Language Plan.

Complaint Process

1. A complaint regarding the denial of language access services, or the quality of language access services, including interpreters or translated materials, may be made in person, or in writing.
2. The complaint should specify the date, individuals involved, and the nature of the student/client complaint (i.e. the interpreter was summarizing, or an LEP individual or deaf individual was denied services because they did not bring their own interpreter).
3. All complaints will be directed to the Language Access Coordinator, Christy Burton, at cburton@c-isd.com
4. The Language Access Coordinator will notify the parties within 30 days upon receipt of the complaint of the outcome.
5. Cleburne ISD staff will notify students/clients of the complaint process.
6. The complaint process will be included in the posted notification of the right to an interpreter.