

The District of Columbia Public Schools (DCPS) is committed to ensuring every student feels loved, challenged, and prepared to positively influence society and thrive in life by providing rigorous and inclusive learning environments for all students. Reaffirming DCPS' mission to provide a world-class education regardless of background or circumstance, language access helps build and maintain a strong relationship of inclusion with the District of Columbia's linguistically and culturally diverse communities who do not use English as a primary language.

This policy conveys CPS

III. DEFINITIONS

Access or participate means to be informed of, participate in, and benefit from public services, programs, and activities offered by DCPS at a level equal to English proficient individuals. (D.C. Code § 2-1931(1))

Bilingual employee means an employee who has been determined by DCPS to be proficient in both the English language and a language other than English. (see4 DCMR § 1299.1)

Individualized education program (IEP) means a written statement that specifies the special education and related services to be provided to meet the unique educational needs of a child with a disability, as required by the Individuals with Disabilities Education Act. (see20 U.S.C. § 1401(14))

Interpretation means oral/verbal conversion of the meaning of a dialogue from one language to another language and vice versa. There are three (3) types of interpretation, which can take place either in person or remotely via telephone or videoconferencing:

x

documents are generally defined as applications, notices, complaint forms, legal contracts, and outreach materials published in paper or electronic format that inform individuals about their rights or eligibility requirements for benefits and participation and leaves it up to agencies

D. Oral Language Services

All DCPS schools, public contact central office teams, and public contact contractors or grantees are required to provide oral language services to LEP/NEP individuals who seek to access or participate in DCPS services, programs, and activities.¹⁴ This includes providing oral language services to parents/guardians of English learner students to ensure parents/guardians are provided information about English learner services or eligibility in a language they understand. Unlike written translations, the requirement to provide oral language services is not limited to the aforementioned covered languages.

The type of oral services provided by DCPS schools and public contact central office teams must be determined based on:

- x The number or proportion of LEP/NEP individuals served or encountered, or likely to be served or encountered, by the school or team;
- x The frequency with which LEP/NEP individuals come into contact with the school or team;
- x The importance of the service provided by the school or team; and
- x Available resources.¹⁵

DCPS schools must offer oral language services over the phone, in person, or through videoconferencing in the primary languages of all individuals identified as LEP/NEP or those whose primary means of communication is not spoken English. Oral language services include and must be provided through:

- x Placement of bilingual staff in public contact positions, whenever reasonably practicable;
- x Provision of experienced and trained staff interpreters;
- x Contracting with telephone interpreter programs; and
- x Contracting with private interpreter services, or using interpreters made available through

Except in emergency situations related to student health and safety or in the event that an LEP/NEP individual insists otherwise,¹⁸ DCPS staff are prohibited from relying on DCPS students or other family members

G. Training

All DCPS employees and affiliated individuals in public contact positions must be proficient in the requirements and legal obligations for serving LEP/e6 (r)-1.7 vu-0 0iccessmo23s9 -0 0 1e()Tj4e2(o)-4.1 (m)-4.3scn51.5

