Translation Policy of 2015.

I. Translation Policy of 2015.

This policy supersedes past or existing DCPS policy on language access, including the DCPS Interpretation and Translation Policy of 2015.

II. First Street, NE

This policy does not address DCPS requirements to ensure that English learner (EL) students can participate meaningfully and equally in educational programs. For information about EL support, please visit the DCPS Supports for English Learners website at [https://dcps.dc.gov/service/supports-english-learners](https://dcps.dc.gov/service/supports-english-learners).

This policy supercedes past or existing DCPS policy on language access, including the DCPS Interpretation and Translation Policy of 2015.

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1 This policy does not address DCPS requirements to ensure that English learner (EL) students can participate meaningfully and equally in educational programs. For information about EL support, please visit the DCPS Supports for English Learners website at [https://dcps.dc.gov/service/supports-english-learners](https://dcps.dc.gov/service/supports-english-learners).

2 See D.C. Code §§ 2-1931, et seq.; see also D.C. Code § 2-1931(3) (designating DCPS as a covered entity with major public contact).

3 This policy supersedes past or existing DCPS policy on language access, including the DCPS Interpretation and Translation Policy of 2015.
III. Language Access Policy

Bilingual (Bilingual) students: Students with limited English proficiency (LEP) or English learners (EL) are eligible for DCPS outreach and enrollment assistance. The purpose of outreach is to ensure that students and their families are informed about their rights under District law. (D.C. Code § 2-1913(1))

Individualized education program (IEP) (Individualized education program (IEP)) students: Students with disabilities are entitled to a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). This includes services and supports that are necessary for the student to access the general education curriculum. (20 U.S.C. § 1401(9))

Translation (Interpretation) students: Students who are eligible for translation (Interpretation) services under Code § 2-1913(1) are entitled to receive those services in their native language. This includes students who are eligible for Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs). (D.C. Code § 2-1913(5))

Nepali (Nepali) students: Nepali students are eligible for translation (Interpretation) services under Code § 2-1913(1) and are entitled to receive those services in their native language. (D.C. Code § 2-1913(5))

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5 D.C. Code §§ 2-1391, et seq.

6 5-1 DCMR § 3012.1.


9 See D.C. Code § 2-1933(a); 4 DCMR § 1205.2.
Language Access Policy

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English Language Access Policy

D.C. Code § 2-1931(7). With respect to education documents, vital documents include lead water testing results for DCPS public schools provided to the Chief Operating Officer by the Department of General Services that show a lead concentration over 5 parts per billion. See DC Code § 38-825.01a(a)(2).

Information about a parent’s/guardian’s preferred language for correspondence can be found in the student's Aspen record under the “Student” tab. See LAD Canvas page, available at https://dcps.instructure.com/courses/146048, for more information on how to obtain families' language preferences from Aspen.

Data sources include the number of English learners served by DCPS, the number of families expressing a preference to receive communications in a non-English language, and DC census and demographic data. See LAD Canvas page, available at https://dcps.instructure.com/courses/146048, for the list of languages that meet the threshold in each school.
D.  ያሆ (Oral) ከህክምና

The District of Columbia Public Schools (DCPS) Language Access Policy provides for the following services:

- DCPS is committed to providing language access to all students and staff. The Language Access Policy aims to ensure that all students and staff are able to communicate effectively in their preferred language.
- DCPS has a Language Access Unit (LEP/NEP) that provides language access services to students and staff. The Language Access Unit includes bilingual staff who can provide language access services in a variety of languages.
- If a student or staff member needs language access services, they can contact the Language Access Unit. The Language Access Unit can provide services such as interpreting, translation, and language assistance.
- DCPS encourages all students and staff to use the Language Access Unit to ensure effective communication.

In addition to providing language access services, DCPS also provides other services such as education, training, and professional development to staff. DCPS is committed to providing a supportive and inclusive learning environment for all students.

14 See DC Code § 2-1932(a).
15 D.C. Code § 2-1932(b).
16 D.C. Code § 2-1931(6).
17 School staff can attempt to resolve such concerns by, for example, ending the call and calling the Language Line back for a different interpreter or ending the meeting early and arranging for a different interpreter.
E. Disabilities (Individuals with Disabilities Education Act) LEP/NEP

1. LEP/NEP individuals who are eligible for services under IDEA LEP/NEP can sign a form to document that an LEP/NEP individual has waived this right.

See 34 CFR § 300.322(e).

LAD Canvas page, available at https://dcps.instructure.com/courses/146048, for the interpretation waiver form to document that an LEP/NEP individual has waived this right.
Language Access Policy

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G. Language Access Policy

The Language Access Policy of the District of Columbia Public Schools (DCPS) is designed to ensure that all students and staff have equal access to educational programs and services. DCPS recognizes the importance of language access to the educational success of students, particularly those who are English language learners and those with limited English proficiency. The policy aims to ensure language access for all students by providing language assistance services, programs, and materials in multiple languages, including English.

DCPS recognizes that providing language access is essential for the learning and development of students and the overall success of the educational system. The policy is designed to meet the needs of all students, including those who are English language learners, students with limited English proficiency, and students with disabilities who have limited English proficiency.

The policy includes the following provisions:

1. Notice of Funding Availability (NOFA): DCPS provides notices of funding availability to stakeholders to inform them of funding opportunities and the process for applying for funding.

2. Requests for Proposal (RFP): DCPS issues requests for proposals to solicit proposals from stakeholders for language access programs and services.

3. Memorandum of Agreement (MOA): DCPS enters into memoranda of agreement with stakeholders to formalize the terms and conditions for the provision of language access services.

4. Stakeholders: DCPS collaborates with stakeholders such as partners, organizations, and schools to ensure effective language access for all students.

H. Points of Contact

For more information or assistance, please contact the Language Access Liaison at languageaccess@dcps.edu or 202-444-5100.

The Language Access Division of DCPS is committed to providing language access services to all students and staff. If you have any questions or concerns, please contact the Language Access Division at languageaccess@dcps.edu or 202-444-5100.
I. Language Access Policy

The Language Access Policy of the District of Columbia Public Schools is designed to ensure equitable access to educational and administrative services for all students and staff, regardless of language proficiency. This policy is implemented across all DCPS departments to ensure that all English language minority students and staff receive the same level of support and services as their English-speaking counterparts.

The Language Access Division (LAD) is responsible for managing this policy. It is located at 4400 Iowa Ave NW, Suite 1242, Washington, DC 20011. For more information, you can contact Vicki Javier, the Language Acquisition Director, at vicki.de-javier@k12.dc.gov, or by phone at 202-868-6508.

V. Policing for Adequate Pressing and Understanding

The Language Access Policy is enforced by the DCPS Office of the Ombudsman (OHR) to ensure that all students and staff have access to the necessary support and services. The OHR is located at 2001 20th Street NW, Suite 300, Washington, DC 20009. To report any issues, you can contact the OHR at 202-727-4559 or by email at ohr_language_access@dcps.dc.gov.