

LANGUAGE ASSISTANCE PLAN Wake County Public School System

consistent with the voluntary Resolution Agreement executed by the Wake County Public School System ("WCPSS") of the District on November 14, 2012, the District hereby submits for review and approval by the United States Department of Education, Office for Civil Rights ("OCR") this Language Assistance Plan (the "Plan") for the District's LEP, "L1-D-01" ("LEP").

As discussed by council for the District and for OCR, the Wake County Board of Education (the Board) has authorized the Superintendent to develop and approve this Plan without further approval from the Board, provided that the Board retains final authority over all budgetary decisions related to Plan implementation. If, due to funding constraints, any portion of this Plan cannot be implemented, the District will promptly notify OCR of this fact, along with any alternative steps the District will take to meet the goals of the Resolution Agreement.

Part of the plan for the District to implement the following components of its Language Assistance Plan:

will include information about how to access the services and identify a District contact person who can answer any questions regarding parental communication and assist parents in accessing District services or translated documents. To the extent feasible, written notifications will be provided in the language understood by the LEP parents and parent handbooks, and in any District materials.

1. A Language Assistance Notice, printed in English as well as the top seven foreign languages believed to be spoken by LEP parents in the District (hereinafter, the "Top Seven Languages")¹ will be prominently displayed on the English language District website. The notice will read as follows: "Attention, parents: If you do not speak English or need free translational/interpretation services to conduct school processes, please call (919) 431-7703." By the end of the 2012-2013 school year, this same notice will be posted on each individual school website.

¹The District does not have the most current data on the languages spoken by LEP students in the District.

by the North Carolina Department of Public Instruction ("NCDPI") and the U.S. Civil Language Acquisition Act of 2002.

District identified as LEP, the Top Seven Languages for LEP students in the District are, in rank order: (1) Spanish, (2)

These languages were identified by the District based on the most recent 2008-09

language acquisition for LEP students and the most common languages spoken by LEP students in the District.

2. A slightly different version of the Language Assistance Notice described above, printed in English and the Top Seven Languages, will be prominently displayed in the language versions of the following documents: (1) Student/Parent Handbook, (2) Safeguards Handbook on Parents Rights (for special education services), (3) Special Education Due Process Handbook, (4) Special Education Grievance Handbook, and (5) Special Education Appeal Handbook.

3. The same notice described immediately above, in Spanish only, will be prominently displayed on the Spanish language District website and in the Spanish language version of the Student/Parent Handbook, Safeguards Handbook on Parents Rights (for special education services), Special Education Due Process Handbook, Special Education Grievance Handbook, and Special Education Appeal Handbook.

3. The same notice described immediately above, in Spanish only, will be prominently displayed on the Spanish language District website and in the Spanish language version of the Student/Parent Handbook, Safeguards Handbook on Parents Rights (for special education services), Special Education Due Process Handbook, Special Education Grievance Handbook, and Special Education Appeal Handbook.

4. Language Assistance notices will be prominently displayed in the front office of every school in the District's Office of Student Assessment and in the District's Center for International Enrollment.

4. Language Assistance notices will be prominently displayed in the front office of every school in the District's Office of Student Assessment and in the District's Center for International Enrollment. English and each of the Top Seven Languages: "Attention parents: If you do not speak

5. Parents who speak a language other than English and who are unable to understand documents associated with school enrollment or other matters will be directed to the District's Center for International Enrollment, which is staffed with fluent English-Spanish interpreters.

5. Parents who speak a language other than English and who are unable to understand documents associated with school enrollment or other matters will be directed to the District's Center for International Enrollment, which is staffed with fluent English-Spanish interpreters. Parents who are unable to communicate effectively with the District in English will be directed to the Center for International Enrollment, which will contact the parent for obtaining language assistance and will make arrangements to inform the parent telephonically through a qualified interpreter about how he or she can request language assistance.

6. Because of the size of the District, a single point of contact may not be able to field all

7. All parents identified by the District as I/ED parents in need of interpretation and/or translation services (see section 6 below) will receive a written notice...

Asking parents in a language they understand in writing... All parents and legal guardians so identified will be sent a letter asking if they...

1. Using data maintained in the CEDC, the District will identify all parents and legal guardians...

For meetings relating to their children's education and the language... letter will be translated into each of the Top Seven Languages... have indicated that one of these... printed in that language. Parents who have identified a language other than one of the... Languages")⁴: "For language assistance, please call (919) 431-7703.

2. The Home Language Survey has been revised to allow for more targeted collection of data on the language assistance needs of I/ED parents. Beginning January 7, 2012, the survey asks the following questions in addition to the three questions that have been asked historically: "Do you need translation services...?"

3. This data is used to identify I/ED students in the District. It has been compiled over the years by means of a Home Language Survey given to all new students to identify potential I/ED students.

4. Based on data from the CEDC, the District will identify all parents and legal guardians... school officials. Nevertheless, parents or guardians who have answered "yes" to any of these questions will be contacted with information about the availability of language assistance services. A compilation of the data included in the District's Home Language Survey have been revised to allow more targeted... parents' needs for translation and interpretation services being provided.

5. Based on data from the CEDC, the District will identify all parents and legal guardians... students in the District who may need language assistance services.

continue to be given to all new families as part of the registration process. Each school will have copies of, or the ability to print copies of, the survey in English and each of the Top Seven Languages. If parents/guardians are not able to understand the survey in

through a qualified interpreter in accordance with this Plan whenever feasible. These parents need language assistance in the database described in sections d through f of this Plan. The process for obtaining

3. Designated administrators and/or front office staff at every school will also be provided with a list of languages to be included in the survey. This document will help enable staff to overcome language barriers by asking parents to point to the language they speak so translation services.

4. A memorandum regarding the identification of IEP parents needing language memorandum will explain the process by which staff may notify the District of IEP needing language assistance in the database described in sections d through f of this

5. When parents call the designated phone number to request language assistance, staff will check the database described in sections d through f of this Plan. If not already identified as in need of language assistance, staff will call the parent to identify the need for language assistance. If not, staff will provide the necessary

6. Information gathered through all of the procedures described above will be used to complete the survey database for tracking language assistance needs of parents as described in sections d through f of this Plan.

7. A survey will be created and posted but not yet filled. Once hired, the Director of Translation Services will oversee all aspects of Plan implementation, including but not limited to making recommendations on supplemental procedures to implement this aspect of the Plan

needs language assistance without requiring additional conversation

1. The District affirms that generally it will accept a parent's assertion that he or she needs language assistance without requiring additional verification. The District

policy, with language assistance consistent with this Plan provided throughout the course of the appeal.

d. A process that ensures that each school building has a centralized list of LEP parents identified as needing language assistance services, the type of language assistance services that they need, and a log of the language assistance services provided to them by date of service, type of service (e.g., translation or interpreter services for special education, disciplinary proceedings) and service provider (including name position and

1. The District's Technology Department has built a database in the OASIS described above. Authorized staff at each school, as well as authorized central office staff, will be able to access this database to run reports, review information about the language needs and services provided to particular parents, and to add or supplement information. Screen shots of the OASIS application are attached to this Plan. District

2. A new central office position known as "Director of Translation Services" has been recommended on supplemental procedures to implement this aspect of the Plan.

A process that ensures that the central administration maintains a District-wide list of language assistance services that their need and a log of the language assistance provider.

1. See directly above. All authorized users will be able to access the same OASIS database from anywhere in the District.

f. A process to ensure that, when the children of LEP parents transfer from one building to another within the District, information regarding the language assistance needs of the systems is transferred to the building to which their children transfer.

1. See above. All authorized users will be able to access and update the same OASIS database from anywhere in the District. All relevant information recorded in OASIS will be accessible to all authorized users in the District.

2. A new central office position known as "Director of Translation Services" has been created and posted but not yet filled. Once hired, the Director of Translation Services will oversee all aspects of LEP implementation, including but not limited to training and professional development.

A process by which District staff that are likely to interact with an identified LEP parent will be able to determine the parent's potential need for language assistance services, the circumstances under which they may need assistance, the type of language assistance that they may need (translation services for the parent, and the availability of translated documents).

1. The OASIS system will allow administrators and data managers with specific educational interests to access detailed information about individual parents' language needs, including interpretation and translation services that have been requested and

school will use the OASIS system to provide each teacher and teacher assistant with written notification of the identified LEP parents of students in their respective classes.

When new students enroll between academic quarters, data managers will notify their teachers and teacher assistants if the parents of such students are identified in OASIS as LEP. Teachers and teacher assistants will also be able to request a current list of

identified LEP parents for use at any time. The District will provide training for all staff on a regular basis will receive instruction on the process by which they may request language

or that include notifications about how to request language assistance services.

2. A new central office position known as "Director of Translation Services" has been created and posted but not yet filled. Once hired, the Director of Translation Services will oversee all aspects of LEP implementation, including but not limited to training

h. A process by which District staff may obtain in a timely manner appropriate, qualified translators or interpreters.

translation program; the District's means to provide the services must be well

keeping with current practice, formal requests for interpretation or language services will be submitted to I AS staff by authorized school based or central office staff on forms delivered via email to a dedicated email address.⁷ All such requests will be logged into OASIS to ensure accurate record-keeping.

3. I AS staff include both District employees and independent contractors who meet the qualifications described in Section i of this Plan to provide interpretation and translation services in several languages.⁸ Interpretation services may be provided in person or telephonically, as needed. When feasible, interpretation and translation services will be provided by qualified LAS staff.

4. For interpretation services in languages other than the Top Seven Languages, or in any district will order the assistance of qualified interpreters via telephone from outside vendors who provide such services, such as Language Fon.⁹ All outside vendors will be

process. Every reasonable effort will be made to obtain translations in ten school days

⁷ In the future, the District will explore the availability of a secure web-based system for OASIS.
⁸ I AS staff can currently provide language services on-site in the following languages: Spanish, Arabic, Simplified

provides information on translation services and all of the qualifications described above with the exception of successful completion of an interview and written exam administered by LAS.

4. Ethical and Professional Guidelines for all Interpreters and Translators:

A. The role of an interpreter or translator is to convey oral or written messages delivered in one language into other languages fully, clearly and accurately

person or institution and should not offer editorial comments or inject personal opinions on substantive matters.

Interpreters and translators should not engage with parents or school personnel

school personnel

F. Interpreters should ask meeting participants to clarify anything they are not sure they understood.

confidentiality of all matters related to individual students consistent with applicable laws and policies.

applicable laws and policies.

5. Glossary of Educational Terms

A. Interpreters and translators will be given access to a Glossary of Terms listing public education.

created and posted but not yet filled. Once hired, the Director of Translation Services

implement this aspect of the Plan.

A process for notifying relevant District staff on an annual basis that the use of family members and friends as the sole means for the provision of language

issues of confidentiality, privacy, or conflict of interest, and that, such persons may not be

competent in some circumstances to provide quality educational services

such individuals to provide I/ED parents meaningful access to important educational

activities and a caution that even when I/ED parents have voluntarily chosen to provide

such individuals or institutions are provided with district resources and services

particular concerns about competency, quality, and accuracy of interpretations and that

it is generally inadvisable to rely solely on such children to convey information about their

1. On an annual basis, relevant District staff will receive a written notice substantially similar to the following: *WCLSS offers interpretation and translation services for parents needing language assistance through qualified district staff and outside*

and such persons may not be competent to provide accurate interpretations. The use of minor children in a critical sense concerning about the content, quality, and accuracy of interpretations, and children should not be relied upon to convey accurate

7/05.

2. The notice described above will be provided in memoranda and/or the Employee Handbook and will be accessible online via the District's intranet. Staff will also be reminded of the content of this guidance at periodic trainings.

3. A new central office position known as "Director of Translation Services" has been created and posted but not yet filled. Once filled, the Director of Translation Services

4. A process for identifying and translating to the extent feasible written documents that
as identified by the District, **English languages that are less predominant, such as**
assistance in understanding notices or communications with staff members. The District
will notify staff members that these translations are available.

1. Based on past experience and reports from departments that have had extensive experience providing written translations for IEP parents, including the Office of

and will continue to come from native Spanish speakers. On the other hand, the District remains that it is essential to have these services for all

initially be based on the best information currently available for assessing the likelihood that parents in various language groups may need interpretation or translation

District will for the 2012-2013 school year routinely translate the documents listed in

translated versions will be saved for future use and the appropriate staff will be made aware of the availability of those documents via notices on the Internet and at staff trainings. Additionally, the District will continue to gather and evaluate data on

make annual determinations as to whether any additional languages should be considered alongside Spanish as part of the group of “non-dominant” languages

the number and percentage of LEP parents who cannot understand and complete

documents in English or Spanish as well as the cost and availability of translation services in any particular target language(s). At a minimum and even if no other language groups are identified by the District as “non-dominant” for purposes of this section, all LEP parents identified as in need of written translations to understand school documents will be able to request oral “translation” of the documents listed in section k.2, below, by a qualified interpreter.

2. The following documents or document templates¹⁵ submitted by departments listed below or will be translated into Spanish by qualified translator(s)¹⁶. For document templates

individual students or individual records, such as teacher comments included in report cards, will be printed in English. In order to remind parents of the availability of

template will also include a statement translated into Spanish, substantially similar to the following: “Eos días interpretación o traducción servicios, please call (919) 421 7703.”

A. Academics – General:

- i. Report Cards*

B. Academics - Academically or Intelligently Gifted:

- i. Nomination Results*
- ii. District Notice for Evaluation*
- iii. Evaluation Results
- iv. Parent Consent for Services*

¹⁵ Appended above the list of languages into which the notices to parents listed below will be translated.

- v. Parent Observational Checklist Document
- vi. IOWA Assessment Explanation
- vii. IOWA Assessment Report*
- viii. Explorer Information
- ix. Parent Guide/Information
- x. Parent Invitation

ii. Written Directions for Parent Workshops

D. Testing:

- i. Parent Letter
- ii. Testing Calendar YR
- iii. Testing Calendar Women's Academy
- iv. Testing Calendar STEM
- v. Testing Calendar Traditional
- vi. Testing Calendar Modified

- i. Instruction for Free/Reduced Lunch Application
- ii. Free/Reduced Application*
- iii. Letter to Parents explaining Free/Reduced Lunch Process

F. Counseling and Student Services - Counseling

ii. "Spotlight on Students" Letters

- i. Parental Consent for Evaluation-Assessment*
- ii. Consent for Reevaluation*
- iii. Section 504 Student and Parent Rights
- iv. 504 Eligibility Determination Checklist*
- v. Parent Invitation to 504 Meeting for Students with Medical Conditions*
- vi. Parent Notice of 504 Meeting*
- vii. 504 Meeting Minutes*
- viii. 504 Meeting Minutes*
- ix. 504 Meeting Minutes*
- x. 504 Meeting Minutes*
- xi. 504 MDR Form*
- xii. 504 Accommodation Determination Worksheet*
- xiii. Request for IEP Team Involvement*
- xiv. 504 Accommodation Request*
- xv. 504 Meeting Minutes*

xvi. 504 Parent Request for Document Translation*

H. Counseling and Student Services – Second Chance Online Resources for

Education (“SCORE”) Program:

- i. Equipment Loan Agreement*
- ii. Getting Started
- iii. Minimum Operating Requirements
- iv. WCPSS Board Policy (6000-6446)
- v. Release of Information*
- vi. SCORE Academic Calendar
- vii. SCORE Community Sites
- ix. SCORE Student Handbook
- x. SCORE Whom to Call
- xi. SPAN Frequently Asked Questions
- xii. Transition Counselors

I. Family and Community Engagement:

- i. Annual WCPSS Parent/Student Handbook

<http://www.wcpss.net/espanol/>

J. Health Services:

- i. Parent Information on Head Lice,
- ii. Parent Information on Medication
- iii. Parent Request and Physician’s Order for Medication
- iv. Retrieval of Unused, Discontinued, or Expired Medication (10/12)
- v. End of School Year Medication Disposal – Traditional School (12/02)

K. Intervention Services – Before and After-School Care:

- ii. After School Fee Schedule
- iii. After School Student Application*
- iv. Before and After School Behavior Report
- v. Before School Application*
- vi. Before School Parent Information
- vii. Before Schedule and Fee
- viii. Enrollment Termination
- ix. Payment Schedule (all school calendars)
- x. Safe Arrival and Departure Procedures

L. Intervention Services – Tier II:

- i. Conference/Meeting Notice*
- ii. Informational Brochure
- iii. PEP Template*
- iv. Review Summary*

M. Intervention Services – Tier III:

- i. Parent Notification*
- ii. Parent Invitation*
- iii. Intervention Plan*

N. Magnet and Curriculum Enhancement Programs:

- 1. Applications

O. Office of Early Learning:

- i. Parent Title IX Title Acceptance Letter
- ii. Parent Letter – Ineligible for Title I, D, W
- iii. Parent Informational Booklet
- iv. Pre K Title 1 Welcome Letter (all calendars)

P. Social Work:

- i. Court Attendance Letter
- ii. Attendance Brochure
- iii. Tardy Brochure
- iv. 3 Day Unexcused Absence Letter (elementary)
- v. 7 Day Unexcused Absence Letter (middle, high)
- vi. 15 Day Absence Letter (middle, high)
- vii. 25 Day Absences Letter (elementary)
- viii. Board Policy on Attendance
- ix. Truancy Diversion Brochure
- x. McKinney Vento Rights
- xi. McKinney Vento Student Status Form (check 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100)

Q. Special Education Services:

- i. DEC 1 – Re-eval PRIOR NOTICE*
- ii. DEC 2 – Parental Consent for Evaluation/Reevaluation Prior Notice*
- iii. DEC 3 – Consent of Evaluation/Reevaluation

Delay: Serious Emotional Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech Impairment, Emotional Disturbance

- iv. DEC 4 – Individualized Education Program*
- v. DEC 5 – Prior Written Notice*
- vi. DEC 6 – Prior Written Notice (Change of Placement) *
- vii. DEC 6 – Consent for Services*
- viii. DEC 7 – Reevaluation

ix. Annual Review of Consent for Services/Individualized Education Program (Student Notification*)

Understanding*

Consent to Services – Parent and Student*

- xiii. IEP Progress Report*

Parent Consent for Services/IEP Meeting*

Student Reevaluation/IEP Review

- xvi. 30 Day Home/Hospital Review*
- xvii. Functional Behavioral Assessment*
- xviii. Behavior Intervention Plan*
- xix. Procedural Safeguards Handbook on Parents Rights
- xx. Parent Request for Documentation Translation*
- xxi. Parent Request for Documentation Translation*

R. Student Assignment:

- i. Affidavit of Residence*
- ii. Data Sheet*
- iii. Discipline Status*
- iv. School Enrollment Checklist*
- v. Parent Request Forms (i.e., Non-Routine, Deny Access, etc.)*
- vi. K Health Assessment*
- vii. K Parent Observation Form*
- viii. Records Request Form*
- ix. Joint Custody*
- x. Non-parental Affidavit*
- xi. Parental Affidavit*
- xii. Student Transfer Affidavit*
- xiii. Transfer Request*
- xiv. Transfer Appeal*

S. Student Due Process:

- ii. Notice of Suspension*
- iii. Letter from Principal Enclosing Suspension Notice (recommending long-term suspension)
factors)
- vi. Letter from Principal Enclosing Suspension Notice (recommending 265 factors)
- ix. Letter from Principal Enclosing Suspension Notice (recommending long-term suspension, EC)
factors, EC)

day suspension, EC)

- xvii. Letter from Superintendent Offering Alternative Education (EC)
- xviii. Letter from Superintendent Upholding Suspension Reduction Based on Mitigating Factors

xix. Letter from Superintendent Upholding Long Term Suspension (student

xxii. Letter from Superintendent Upholding Long-Term Suspension (parent did not appear at appeal)

to Meet Requirements of Alternative Education Program

xxiv. Letter from Superintendent Upholding Long Term Suspension (student enrolled in Alternative Education Program)

manifestation)

xxvi. Letter from Superintendent Providing Notice of Right to Transfer to Victim of Violent Offense Alternative Counseling/Education ("ACE") Dept.*

Education)*

Parent/Guardian*

xxvii. Notice of Demand to Appeal Long Term Suspension Decision Letter*
xxviii. Discipline Case File Header*

T. Title I:

- i. Letter to Parents re NCLB-Waivers
- ii. Family Night Flyer
- iii. Invitation to Family Night

ix. Letter to Parents re Qualification for Intervention Services / IAC Meeting

vii. Summer School Progress Report*

ix. Student-Parent-Principal Agreement Form

x. Summer School Notification Form

xi. Summer School Reminder Form

3. As additional documents or documents or document templates are translated into Spanish (or into other language groups later identified by the District "predominant") they will be added to the list of documents that documents themselves, will be made available to District staff who are likely to interact with IEP parents on a regular basis and have legitimate educational reasons to access the documents in question. This information will be disseminated to staff via the Intranet, internal memoranda, and/or periodic staff trainings.

4. IEP documents selected for translation will be translated in the course of or as a follow up to the meeting. IEP parents who speak one of the Top Seven Languages will receive the form in their native language. IEP parents who speak another foreign language will receive the form in English but will have the form

5. IEP parents who receive a suspension will receive a similar form along with the Notice of Suspension informing

6. IEP and 504 meetings, this form will be provided in one of the Top Seven Languages

7. IEP documents will be translated into English and will include the notice (translated into the Top Seven Languages) described in Section h.1. of this plan. IEP parents who have opted for such a translation

following:

- A. Any of the 504 documents listed in Section k.2.G of this Plan.
- B. Any of the special education documents listed in Section k.2.C. of this Plan.
- C. Any of the student discipline documents listed in Section k.2.S. of this Plan.

5. Through memoranda and other forms of training, District staff who are likely to interact

6. By means of the steps set out in sections a and h of this Plan, IEP parents in need of ways in which they may use to request language assistance.

7. The IEP documents listed in Section k.2.C. of this Plan will be translated into English if additional translations are necessary.

8. A new central office position known as "Director of Translation Services" has been created and posted but not yet filled. Once hired, the Director of Translation Services will oversee all aspects of Plan implementation, including but not limited to making

Date: 2/28/13

LIST OF EXHIBITS

1. Top Seven Languages spoken by identified LEP students in WCPSS as of January 14, 2012.

2. Top Fifteen Languages spoken by identified LEP students in WCPSS as of January 14, 2012.

(OASIS).

