



Language Access Policy

Draft 1

Date of Last Change: January 2026
Authorized By: Utah State Board of Education

1. **Purpose:**

- 1.1. Each student at USDB is entitled to a quality academic program. To fully integrate families, effective communication is essential for resolving problems and ensuring that health and safety needs are met, thereby preventing issues during disciplinary matters and in compliance with legal requirements. This policy is designed to ensure that USDB adheres to these standards of communication when interacting with users of a second language and compliance with State Board Rule 277-716
- 1.2. The USDB Language Access Plan ("LAP" or "Plan") is established to ensure access to agency services, programs, and activities for individuals with limited English proficiency and those who understand languages other than English.

2. **Policy Statement and Guidance**

- 2.1. This policy outlines the USDB's communication and support to students learning English, their parents or guardians, and their families.
- 2.2. This policy is designed to foster consistent and meaningful communication in a language that parents or guardians can understand among teachers, administrators, and parents.
- 2.3. The policy is intended to provide parents with the opportunity to be actively involved in their children's education and to be informed of the importance of the involvement of parents in directly affecting the success of their children's educational efforts; and groups and organizations that may provide instruction and training to parents to help improve their children's academic success and support their academic efforts.

- 2.4. The USDB shall review this language assistance plan for efficacy annually.
- 2.5. USDB administrators and school staff are responsible for notifying each parent and student who requires language assistance services of their right to free language assistance, including a complaint procedure.

3. **Definitions:**

- 3.1. **Primary language:** refers to the first language spoken by a student.
- 3.2. **Spoken Interpretation** means simultaneous communication between a speaker of English and a speaker of another language.
- 3.3. **ASL Interpretation** is the process of converting spoken into ASL or vice versa in real-time to facilitate communication between people who use ASL and a spoken language.
- 3.4. **Written Translation** means the written communication wherein the written words of one person are communicated to others in writing in a different language.
- 3.5. **Language Access Coordinator:** The language access coordinator designated by USDB, who is responsible for implementing and updating this language access plan annually and attending any relevant training.

4. **Notification**

- 4.1. USDB will notify school personnel of this language access plan, including the rights of parents and students to language assistance services, as well as the proper procedures for accessing these services, as outlined in this document.
- 4.2. The USDB will provide contact information and resources on its website for translation and interpretation services, thereby clarifying access to these services for parents. To request interpreter services, visit the USDB website and complete the form included [here](#).

5. **Determination of Primary Language**

- 5.1. USDB schools must determine within 30 (thirty) days of a student's enrollment (or, re-enrollment) the primary language spoken by the student and the parent or guardian of each student enrolled in the school, and if such language is not English, whether the student and

parent require language assistance to communicate effectively with the school.

- 5.2. The school shall maintain an accurate and up-to-date record of the primary language spoken by each parent.

6. Obligation to Provide Language Assistance Services

- 6.1. USDB schools and offices shall, consistent with this regulation, provide translation and interpretation services to students and parents who require language assistance in order to communicate effectively with their school.
- 6.2. The USDB may provide translation and interpretation services beyond those outlined in this regulation.

7. Interpretation and Translation Services

- 7.1. The USDB shall provide interpretation services during regular business hours to parents and students who require these services to communicate effectively with the USDB regarding critical information about their child's education.
- 7.2. Depending upon availability, such interpretation services may be provided either at the location where the parent or student is seeking to communicate or virtually.
- 7.3. Interpreters and translators will be certified, and interpretation shall be provided for, but not limited to, the following activities:
 - 7.3.1. classroom activities;
 - 7.3.2. impromptu and scheduled office visits or phone calls;
 - 7.3.3. enrollment or registration processes;
 - 7.3.4. the Individual Education Program (IEP) process;
 - 7.3.5. student educational and occupational planning processes;
 - 7.3.6. fee waiver processes;
 - 7.3.7. parent engagement activities;
 - 7.3.8. student disciplinary meetings;
 - 7.3.9. school community councils;
 - 7.3.10. school board meetings;
 - 7.3.11. other school or LEA activities; and
 - 7.3.12. other interactions between the parents of a student learning English and the educational staff.
- 7.4. Interpretation is prohibited by the following individuals:

- 7.4.1. Students under the age of 18 may not be used as interpreters or translators.
- 7.4.2. Family members over the age of 18 may be used at the parent's request.
- 7.4.3. Staff must ensure that parents are informed that services are provided at no cost to them.
- 7.5. Approved Providers: USDB utilizes State contracts for ASL and Spoken translation when the USDB interpreters and translators are unavailable.

8. Qualifications of Interpreters and/or Translators

- 8.1. Translation of critical communication will include, but is not limited to:
 - 8.1.1. Use of contracted interpreting services for on-site/over-the-phone interpreter
 - 8.1.2. Work with schools to ensure critical communication is communicated to all parents
 - 8.1.3. Student-specific critical information will be provided in the covered language for the following, but not limited to, a student's:
 - 8.1.3.1. Health
 - 8.1.3.2. Safety
 - 8.1.3.3. Legal or disciplinary matters
 - 8.1.3.4. Entitlement to public education or placement in any special education, English language learner, or non-standard academic program.

9. Compliance and Grievance Procedure

- 9.1. Responding to Complaints
 - 9.1.1. When a complaint alleging a violation of this policy is submitted to the school principal, Title III Coordinator, or Civil Rights Coordinator, a response will follow the established grievance procedures.
 - 9.1.2. Documentation will include basic information:
 - 9.1.2.1. Complainant's name and address
 - 9.1.2.2. The specific details and considerations of the complaint include, but are not limited to, the following:
 - 9.1.2.2.1. What rights were violated – who, what, when,

- where, how, and how much
 - 9.1.2.2.2. Witnesses (where relevant)
 - 9.1.2.2.3. School or District's alleged discrimination in full detail
 - 9.1.2.2.4. Date of the alleged violation
 - 9.1.2.2.5. Action and preferred language
 - 9.1.2.2.6. Signature of the complainant
 - 9.1.2.3. Documentation of the resolution should include specific actions, timelines, and follow-up that were taken to resolve the complaint, along with the name of the staff member who addressed the concern.