



Sample Language Access Policies for a Supervised Visitation and Safe Exchange Program

*Not intended as model supervised visitation
policies or procedures.*

SAMPLE

Please adapt and adjust these sample policies as needed to meet the needs of your organization and community. We have inserted Inspire Action Visitation Center (IAVC) as sample language.

Meaningful Language Access for Families with Limited-English Proficiency at "Inspire Action Visitation Center (IAVC)" **

PURPOSE

To describe the procedures for ensuring families with limited-English proficiency are able to participate in supervised visitation and exchange services offered by IAVC.

POLICY

It is the policy of IAVC to provide meaningful access for families with limited-English proficiency needing supervised visitation and exchange services. Staff shall provide free language assistance services to individuals and families with limited English proficiency (LEP). Staff will inform families that language assistance services are available free of charge to LEP persons and that IAVC will provide these services to them.

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this policy establishes guidelines for providing language accessible services to individuals that are limited English proficient and/or Deaf or Hard of Hearing.

1. Definitions

- a. An individual with limited English proficiency means any person 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 that an individual communicates most effectively in.
- 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 medium.

- e. A qualified interpreter or translator is a trained professional who is a neutral third party with the requisite language skills, experienced in interpretation or translation techniques, and knowledgeable 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.
- 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 renders said 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 organization or are required by law.

PROCEDURE

1. **How to determine the need for language assistance:**
 - a. Prior to either parent attending an orientation appointment and commencing services IAVC staff will identify any language assistance needs. IAVC staff will contact the Inspire Action County Court or referring entity to identify any language assistance needs of participant family members. If the Inspire Action County Court or referring entity has not identified any language assistance need, IAVC staff will conduct an assessment for the need for language assistance for all participating family members. Staff should contact the Inspire Action County Courts and notify the parent(s) of the right to meaningful language access. 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, asking: “Can you tell me the reason services are needed?”
- 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.
- 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.

b. Request for language assistance from the parent or child.

2. Identifying language

- a. Staff shall request the individual or companion and identify the language of the LEP or Deaf individual.
- b. Staff may request bilingual/multilingual staff or volunteers to identify the primary language.
- 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 individual as interpretation or Communication Access Realtime Translation (CART).

3. Procedures for language services

- a. Bilingual/multilingual staff
 - For formal and informal referrals, communication with Limited English Proficient (LEP) speaking individuals will be directed to bilingual/multilingual speaking staff. Telephonic interpretation will be used for all other languages.

- Orientation with parents and children will be conducted by bilingual staff when available. Orientation in other languages will be facilitated by interpreters.
- b. In-person Interpreters
- In-person interpretation will be provided by Interpretation Services. Staff will schedule interpretation services by emailing schedule@interpserv.com. Interpretation requests should be made at least 3 weeks prior to the scheduled meeting.
- c. Telephonic/video remote Interpreters
- Remote interpretation will be provided by RemoteIntServ. Staff will schedule remote interpretation services by calling 1-800-XXX-XXXX.
4. **Translation of Vital Documents**
- **The** organization will make available translated orientation materials, application forms, visitation plan, and schedules.
- For other languages, staff should use an interpreter to sight translate the document into the individual's primary language.
 - Written communication to the LEP individual should be translated into the primary language of the LEP individual.
5. **Notice of language services**
- 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 the organization. Staff at the initial point of contact will notify individuals of their right to an interpreter at no cost.
6. **Children should not be used as interpreters**
- Staff should not use children or youth to interpret. Program participants shall be advised of their right to an interpreter at no cost to the **program participant**.



For further assistance and support contact:



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