

K–12 Language Access Back-to-School

An Operational Action Guide for School District Administrators

Phase 1: Student Intake & Language Preferences

Status	Task ID	Checklist Item / Action Required	Assigned To	Target Date
☐	1.1	Record Home Language Surveys: Confirm all incoming student HLS forms are registered in the main portal.		--- / --- / ----
☐	1.2	Update SIS Flags: Ensure parent language preferences and modality needs are updated in the Student Information System.		--- / --- / ----
☐	1.3	Deploy "I Speak" Cards: Place visual language identification cards at front desks, health offices, and counseling suites.		--- / --- / ----

Phase 2: Special Education & IEP Readiness

Status	Task ID	Checklist Item / Action Required	Assigned To	Target Date
☐	2.1	Audit IEP Timelines: Cross-reference 30/60/90-day IEP review schedules against parent language preferences.		--- / --- / ----
☐	2.2	Pre-Book On-Site Interpreters: Schedule in-person linguists 5–7 business days in advance for initial/complex IEP meetings.		--- / --- / ----
☐	2.3	Request Dedicated Pools: Secure a preferred pool of vetted ASL (RID/BEI) and spoken-language interpreters for vocabulary consistency.		--- / --- / ----
☐	2.4	Secure Document Pipeline: Establish a confidential workflow to submit evaluation summaries to certified translators prior to meetings.		--- / --- / ----



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Phase 3: Infrastructure & Remote Service Setup

Status	Task ID	Checklist Item / Action Required	Assigned To	Target Date
☐	3.1	Centralize Procurement: Route all requests through district-level master agreements to eliminate off-contract spending.		--- / --- / ----
☐	3.2	Test VRI Equipment: Verify Wi-Fi stability, tablets, webcams, and audio speakers in primary IEP conference rooms.		--- / --- / ----
☐	3.3	Distribute Remote Credentials: Provide staff with quick-reference OPI/VRI credentials (<12s connect time for Spanish; <23s for other languages).		--- / --- / ----
☐	3.4	Confirm Privacy & FERPA: Ensure active language service providers maintain signed confidentiality acknowledgments and FERPA protocols.		--- / --- / ----

Phase 4: Staff Guidance & Service Governance

Status	Task ID	Checklist Item / Action Required	Assigned To	Target Date
☐	4.1	Qualified Interpreter Policy: Remind staff about rules prohibiting minor students or unvetted bilingual staff from interpreting official matters.		--- / --- / ----
☐	4.2	Outbound Call Briefings: Train administrative staff on initiating 3-way OPI calls for attendance follow-ups and family outreach.		--- / --- / ----
☐	4.3	District-Level Audit Log: Monitor completed requests quarterly to track language trends, evaluate modality usage, and adjust annual spend.		--- / --- / ----

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Audit Sign-Off & Notes

Auditor Name / Title:

Audit Completion Date: ____ / ____ / ____

Notes / Next Steps:

Comprehensive Language Access Solutions



**Video Remote
Interpreting**



**Over-the-Phone
Interpreting**



**ASL
Interpreting**



**Translation
Services**



Localization



**Resources
for you**



**Human expertise + AI
technology** for precision
& efficiency



Scalable, **secure**, and
culturally relevant
communication



We plant a tree for every
survey or testimonial
shared by clients and
collaborators



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