



Proposed Language Access Plan

Developed by the Village of Oak Park's Office of Diversity, Equity, and Inclusion



"Language is the road map of a culture. It tells you where its people come from and where they are going".

-Rita Mae Brown



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Executive Summary: Language Access Plan for the Village of Oak Park

The Village recognizes the importance of equitable access to public services for individuals with Limited English Proficiency (LEP). This Language Access Plan (LAP) aims to address and remove language barriers for anyone seeking services through the Village, thus ensuring that all can fully participate in the social, economic, and civic life of the Village.

Purpose and Objectives: The LAP outlines policies, procedures, and resources needed to guarantee that LEP and English Language Learner (ELL) individuals have meaningful access to services, rights, and programs offered by the Village. By providing translation, interpretation, and multilingual staffing, Oak Park seeks to meet both practical needs and legal requirements, ensuring clear communication and safeguarding community safety.

Legal Mandates: Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 13166, and the Americans with Disabilities Act (ADA) requires municipalities receiving federal funding to ensure meaningful access for LEP individuals. This plan highlights Oak Park's commitment to legal obligations, aiming to uphold residents' rights to language assistance. Below, also further emphasizes the legal mandates around providing language access services.

- ❖ **Title VI of the Civil Rights Act of 1964:** Prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance. Under Title VI, recipients of federal funds must take reasonable steps to ensure meaningful access to their services for Limited English Proficient (LEP) individuals.
- ❖ **Executive Order 13166:** Issued in 2000, this order requires federal agencies and recipients of federal funds to provide meaningful access to LEP individuals. It mandates that recipients of federal funds develop and implement a language access plan to ensure compliance with Title VI.
- ❖ **Americans with Disabilities Act (ADA):** While the ADA primarily addresses the rights of individuals with disabilities, it also intersects with language access in situations where individuals with both disabilities and limited English proficiency require accommodations, such as sign language interpretation or other language assistance services.
- ❖ **Section 504 of the Rehabilitation Act of 1973:** Prohibits discrimination on the basis of disability in programs receiving federal financial assistance, which can include provisions for accessible communication, overlapping with language access needs for individuals with dual disabilities (e.g., deafness and limited English proficiency).

Four-Factor Analysis: Village staff conducted a Four-Factor Analysis to assess the needs of LEP residents:

1. **Population:** Approximately 13% of Oak Park residents are LEP, primarily speaking Spanish, Polish, Chinese, and Tagalog.
2. **Service Encounters:** LEP individuals frequently engage with Village services such as police, parking, health programs, and housing.
3. **Program Importance:** The services offered significantly impact public safety, health, residents' rights, and overall civic engagement making language accessibility essential.



4. **Resources:** The Village Board has allocated resources in years prior for interpretation and translation services to meet community needs effectively.

Commitment to Cultural Competency: The LAP emphasizes training for Village staff on cultural competency and the effective use of interpretation services. This ensures the staff can provide equitable and respectful services, fostering an inclusive community.

Key Services:

- In-house multilingual staff and contracted interpreters/translators
- Interpretation devices for real-time communication
- Web-based video remote interpretation (VRI) services
- Telephonic interpretation for brief or urgent encounters
- ASL interpretation for individuals who are Deaf or Hard of Hearing (D/HOH)

Conclusion: The Village of Oak Park is committed to ensuring that all residents, regardless of language proficiency, can fully access public services. By implementing this Language Access Plan, Oak Park upholds its commitment to diversity, equity, and inclusion, striving to eliminate barriers and promote a welcoming, inclusive community for all.



Overview

What is Language Access?

Language access refers to the ability of individuals who have limited proficiency in the English language (Limited English Proficient, or LEP individuals) to obtain and understand information, services, and resources in a language they can comprehend. This concept ensures that non-English speakers or those with limited English skills can effectively communicate with public agencies, healthcare providers, educational institutions, and other organizations to fully participate in social, economic, and civic life.

Language access involves providing services such as translation of written materials, interpretation services (both in-person and via phone or video), multilingual staff, and the development of language access plans. These services are essential for promoting equity and inclusion, ensuring that all community members, regardless of their language skills, have meaningful access to public services, programs, and rights.

Language access is crucial for local governments for several reasons:

- **Inclusivity and Equity:** Providing language access ensures that all residents, regardless of their language proficiency, can access essential services and participate fully in community life. This promotes equity and inclusivity, allowing everyone to benefit from public services¹.
- **Legal Compliance:** Many local governments are legally required to offer language access services under laws such as Title VI of the Civil Rights Act. This law mandates that programs receiving federal funds must provide meaningful access to people with limited English proficiency (LEP)³.
- **Effective Communication:** Language access improves communication between residents and local government officials. This is vital for community-building and ensures that important information, such as emergency alerts and public health updates, reaches all community members².
- **Resource Efficiency:** Having a well-planned language access strategy can lead to more efficient use of resources. Instead of reacting to language needs as they arise, a proactive approach helps in better planning and resource allocation¹.
- **Community Trust:** When residents see that their local government is making efforts to communicate in their preferred languages, it builds trust and encourages greater civic participation



Purpose of a Language Access Plan

The Language Access Plan (LAP) is a guide on needed policies, procedures and practices to remove language barriers that can inhibit or even prohibit limited English proficient (LEP) or English Language learners (ELL) persons from accessing assistance and/or understanding important rights, obligations, and services, or from communicating accurately and efficiently in a variety of interactions with the Village. This Language Access Plan is intended to assist the Village of Park's personnel in ensuring language accessibility in communications/interactions with the public.

The Case for Language Access in Oak Park

The Village of Oak Park ("Village") serves an area of four and one-half square miles located eight miles west of downtown Chicago. Oak Park has a population of 54,583 (based on 2020 Census). The Village's population is diverse in income levels, age, and professions with a stimulating mixture of racial, religious and ethnic groups. Oak Park is a Home Rule community and operates under the Council--Manager form of government, in which an elected legislative body, consisting of the President and a Board comprised of six Trustees, hires a professional Manager to oversee the day-to-day operations of all governmental services and programs, and carry out the policy directives set out by the elected officials.

The Village provides a multitude of services to its citizens in the form of police and fire protection, street maintenance and construction, community relations, housing programs, traffic control, forestry, public health services, animal control, water and sewer, building and code enforcement, economic development, and general administrative functions.

Four-Factor Analysis: Although not a legal mandate per se, municipalities receiving federal funds are encouraged to use the Four-Factor Analysis outlined by the U.S. Department of Justice. This analysis helps determine the extent of language access services needed by considering:

- **The number or proportion of LEP individuals in the service area.**
 - Overall, around 13% of Oak Park residents speak a language other than English. U.S. Census data shows that Oak Park's largest growing primary language is Spanish with 6.2% or 3,144 individuals. Additionally, the Oak Park population has 2.3% or 1,178 individuals that speaks English less than "very well." This does not account for people who are not residents with language access needs, staff will collect this data through the implementation of the LAP.
- **The frequency with which LEP individuals encounter the program.**
 - This aims to understand how often LEP/ELL will interact with the program or services. The DEI office continues to monitor and collect this information. The



official rollout of language access services will help collect better data on the frequency.

- **The nature and importance of the program or service.**
 - To be an open and transparent government, it is vital to address all language barriers that impact residents' ability access services, and information from the Village.
- **The resources available to the municipality and costs.**
 - The current Village Board has approved funds in support of language access. These resources can be used for translation and interpretation services.

Primary languages Spoken in Oak Park

Language Spoken at Home and Ability to Speak English, 2018-2022

	Oak Park		Cook County	
	Count	Percent	Count	Percent
English Only	44,167	86.9	3,193,013	64.8
Spanish	3,144	6.2	1,018,252	20.7
Slavic Languages	447	0.9	207,625	4.2
Chinese	258	0.5	66,850	1.4
Tagalog	479	0.9	48,548	1.0
Arabic	68	0.1	47,889	1.0
Korean	165	0.3	26,224	0.5
Other Asian Languages	426	0.8	66,944	1.4
Other Indo-European Languages	1,453	2.9	204,171	4.1
Other/Unspecified Languages	245	0.5	45,958	0.9
TOTAL NON-ENGLISH	6,685	13.1	1,732,461	35.2
Speak English Less than "Very Well"*	1,178	2.3	670,031	13.6

Source: 2018-2022 American Community Survey five-year estimates.

Universe:

*For people who speak a language other than English at home, the ACS asks whether they speak English "very well," "well," "not well," or "not at all."



Definitions

- **Consecutive interpretation:** 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 that statement into the other language.
- **Cultural Competence:** to the ability of individuals and organizations to understand, appreciate, and effectively interact with people from diverse cultural backgrounds. This involves recognizing and respecting the different values, beliefs, behaviors, and customs that exist among various groups, and incorporating this understanding into one's communication, decision-making, and service delivery.
- **Cultural Competency:** is a critical skill in fields such as healthcare, education, social services, and public administration, where professionals encounter diverse populations regularly. It requires a commitment to ongoing learning, self-reflection, and adaptation to reduce cultural biases and improve the effectiveness and inclusivity of services. By fostering cultural competency, organizations and individuals can better serve diverse communities, promote equity, and create environments where all individuals feel respected and understood.
- **English Language Learner:** An individual whose primary language is not English and who has limited or no ability to speak, understand, read, or write English.
- **Identification:** The process of assessing who may need language access support and gathering information to better inform programmatic needs.
- **Interpretation:** The process of orally rendering a spoken or signed communication from one language into another language.
- **Language Access Services:** Services that ensure meaningful access to programs, services, and activities for individuals with limited English proficiency. This includes interpretation, translation, bilingual services, and other strategies to reduce language barriers.
- **Limited English Proficient (LEP) Individual:** A person who does not speak English as their primary language and who has a limited ability to read, write, speak, or understand English. LEP individuals may require language assistance to access services or navigate systems effectively.
- **Notice:** The process of informing LEP/ELL community members of available free language services and how to access them.
- **Primary language:** The language in which an individual most effectively communicates in.
- **Qualified interpreter or translator:** 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 to effectively



facilitate communication between two or more parties who do not share a common language.

- **Sight Translation:** The rendering of material written in one language, completely and accurately into spoken speech in another language.
- **Simultaneous interpretation:** 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.
- **Translation:** 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.
- **Vital Documents:** Any materials that are essential to an individual's ability to access services provided by the organization, or are required by law.

Policies

General Language Access Policy

1. Policy Statement

It is the policy of this Village to ensure all persons in need of language access assistance services are provided in a timely and equitable manner. Village Staff will provide reasonable accommodations to English Language Learners (ELL)/ Deaf individuals to ensure equitable access to participate in services, activities, programs, and other benefits. Language assistance will be provided through use of certified multilingual staff, contracts with interpretation and translation services, or technology, and telephonic interpretations services. All staff will be provided notice of this policy and procedures, and staff will be trained annually.

Policy for Notice

Notice of Language Services

The Village of Oak Park will ensure reasonable notice and communication of language access services. The public will be informed that the services are free, timely, instructions on accessing services.

Signage will be placed in visible locations throughout Village Hall 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. For example, "Se Habla Espanol" decals at the front entrance of Village Hall.



I Speak cards/buttons/nameplates to help identify what language an individual speaks, and to identify what language an interpreter will need to speak to communicate effectively with that individual. “I speak” cards are also called language identification cards and contain the text “I speak <insert name of language>” in a variety of languages. They are intended to help an individual point to a language they understand. Staff at the initial point of contact, will notify individuals of their right to an interpreter at no cost in a translated script.

Policies for Identification

Staff will refer to interpretation guides to assess if a member from the public may need interpretation support. All front lobby staff will have a script with “I need an interpreter” translated in the primary languages for the community.

Staff shall not make any assumptions about an individual’s primary language based on their race, nationality, and ethnicity. Additionally, an accent is not an indicator of language access needs.

Policies for Interpretation

The Village of Oak Park will reasonably provide an interpreter for any individual needed to access programs, services, and activities for free.

General Guidelines for All Interpretation Services

- ❖ **Prioritization of Services:** The appropriate interpretation service will be determined based on the context and needs of the individual. For quick, routine interactions, handheld devices or telephonic interpretation may be used. For more complex or ongoing communication needs, ASL interpreters or VRI should be prioritized.
- ❖ **Confidentiality and Ethics:** All interpreters and staff must adhere to strict confidentiality guidelines and ethical standards to protect the privacy and rights of LEP and D/HOH individuals.
- ❖ **Continuous Improvement:** The Office of DEI will regularly review and update these policies based on feedback, changes in community needs, and advancements in technology to ensure that the Village of Oak Park remains at the forefront of providing equitable and accessible language services.

Policies for Public Meetings

The Village of Oak Park will provide interpretation services for free for all public meetings upon request. The general public will be adequately notified of this service.



Policy for Interpretation Devices

To facilitate immediate and effective communication with LEP individuals, the Village of Oak Park will provide interpretation devices, including handheld language translation devices and headsets for real-time interpretation during formal meetings, and to all operating Departments based on service need.

Handheld Language Translation Devices:

Availability and Usage: Handheld translation devices will be available at all Village service points, such as front desks, customer service areas, and other public-facing offices. These devices will be used for routine and brief interactions with LEP individuals.

Training and Maintenance: Staff will receive training on using handheld devices effectively, including selecting the correct language and troubleshooting common issues. Devices will be regularly maintained, and any malfunctioning devices will be promptly repaired or replaced.

Record Keeping: Staff must document each use of handheld translation devices, noting the date, language used, and nature of the interaction. This information will be submitted to the Office of DEI to monitor device usage and service effectiveness.

Headsets for Real-Time Interpretation:

- **Setup and Coordination:** Headsets for real-time interpretation will be provided at Board meetings, formal meetings, and public events where LEP individuals are expected to attend. The Office of DEI will coordinate with interpreters to ensure real-time translation is available for all relevant languages.
- **Training and Instructions:** Staff will be trained on setting up and operating headsets. Attendees will be provided with instructions on using the headsets and adjusting the volume. The equipment will be tested before each meeting to ensure proper functionality.
- **Post-Event Procedures:** After the meeting or event, headsets will be collected, sanitized, and stored for future use. Any technical issues encountered during the event will be reported to the Office of DEI.

Policy for Telephonic Interpretation

To provide immediate language assistance in situations where face-to-face or video interpretation is not feasible, the Village of Oak Park will utilize telephonic interpretation services.

Access and Use:

Telephonic interpretation services will be available at all Village departments and service points. This service is ideal for longer interactions or when an in-person interpreter is not available. Staff will be trained to access telephonic interpretation services efficiently, including the use of designated phone lines and secure connections.

**Documentation and Follow-Up:**

Staff must document each use of telephonic interpretation, including the date, time, language, and context of the interaction. This documentation will be submitted to the Office of DEI for record-keeping and quality control. Any issues with telephonic interpretation services, such as difficulty connecting or poor audio quality, should be reported immediately to the Office of DEI for resolution.

Policy for Web-Based/Video Remote Interpretation (VRI)

To ensure effective communication in situations where visual cues are essential, the Village of Oak Park will provide web-based or video remote interpretation (VRI) services.

VRI services will be used when non-verbal communication or sign language interpretation is necessary, and an in-person interpreter is unavailable. This service is particularly useful in legal settings, medical consultations, and formal meetings. The Office of DEI will collaborate with the Communications department to ensure that VRI is set up and tested before any scheduled use, ensuring reliable internet connections and proper functioning of audio-visual equipment.

Training and Equipment:

- Staff will be trained to use VRI platforms, including how to initiate a video call, adjust camera angles, and ensure clear audio.
- The Village will invest in high-quality audio-visual equipment to support VRI and provide technical support to troubleshoot any issues during use.

Feedback and Evaluation:

- After each use of VRI, feedback will be collected from both staff and service recipients to assess the effectiveness of the interpretation. This feedback will inform future updates to policies and procedures.

Policies for Interpretation Requests

Supervisors should work with staff to determine when interpretation services are needed. Then submit to the Office of DEI at least two weeks prior to service request. DEI staff will work to accommodate any immediate or urgent requests.

Requesting External Language Interpretation Services:**When to Request:**

- **Complex or Sensitive Interactions:** Supervisors should determine if external interpreters are needed for complex or sensitive interactions, such as legal proceedings, medical consultations, or public safety situations, where precise and professional interpretation is crucial.



- **Unavailable Language Proficiency:** When the required language is not available among in-house staff, and there is a need for an external interpreter with specific language skills.
- **High-Stakes Public Meetings or Events:** For public meetings, hearings, or community events where a significant number of LEP individuals are expected, and the content discussed may impact public health, safety, or legal rights.
- **Certification Requirements:** When the interpretation requires a certified or sworn interpreter, such as in adjudication settings, or when dealing with legal documents and contracts.

Utilizing In-House Bilingual/Multilingual Staff:

When to Use In-House Staff:

- **Routine Interactions:** In-house bilingual/multilingual staff should be used for routine, day-to-day interactions with LEP individuals, such as answering questions at the front desk, assisting with forms, or providing basic information about Village services.
- **Immediate Needs:** For immediate or unplanned interactions where an in-house bilingual staff member is available and competent in the required language, allowing for quick and efficient communication.
- **Non-Sensitive Information:** When the information being communicated is non-sensitive and straightforward, not requiring the nuanced interpretation that might necessitate a professional interpreter.

Using Language Interpretation Devices:

When to Use Language Devices:

- **Immediate Access Situations:** Use language interpretation devices, such as telephonic or video remote interpretation (VRI), when immediate language assistance is needed, and no in-house staff is available in the required language.
- **Short Interactions:** For short or simple interactions where setting up an in-person or scheduled remote interpreter would not be practical.
- **After-Hours Communication:** When language assistance is needed outside of regular working hours, and accessing in-house staff or external interpreters is not feasible.

General Guidelines:

- **Prioritization of Methods:** Supervisors should prioritize using in-house bilingual staff for routine interactions. Requests for external interpreters should be made for more complex situations, and language devices are a secondary option for immediate or after-hours needs.
- **Quality Assurance:** The Office of DEI will regularly assess the effectiveness of the interpretation services provided, whether through in-house staff, requested services, or devices, to ensure clear, accurate communication.



- **Confidentiality:** All interpreters, whether in-house or requested, must adhere to strict confidentiality standards, especially in complex situations.
- **Feedback and Improvement:** The Office of DEI will collect feedback from staff and LEP individuals on the effectiveness of the interpretation services used and use this feedback to continuously improve the Village's language access policies and practices.

Policy for American Sign Language (ASL) Interpreters

The Village will ensure that ASL interpreters are available to facilitate communication for D/HOH individuals during all Village programs, services, and activities where verbal communication is essential. This policy aims to eliminate communication barriers and provide full access to all public services.

Policies for Culturally Competent Interpreters

The Village will ensure that all contracted and multilingual staff are adequately trained or certified from a culturally responsive lens. As interpretation is not only communicating what a person has said, it requires commitment to being culturally aware, responsive, and attune to the needs of the population that is being served.

Policies for Authorized Interpreters

In general, an interpreter will be deemed competent in their ability to provide proof of training, tests, and/or demonstration of simultaneous interpretation, with an overall understanding of government specific vocabulary. Competence will be determined at the discretion of the Village Manager or their designee.

Policies for Prohibited Interpreters

Department staff should avoid using the following individuals to provide language assistance services absent emergency circumstances.

- Family members
- Neighbors
- Friends
- Acquaintances
- Bystanders
- Opposing parties



Policies for Multilingual Staff

The Village values the linguistic diversity of our employees and recognizes the importance of multilingual skills in serving the equally diverse community of Oak Park. To support and compensate for these skills, we will offer a multilingual pay differential. Employees who demonstrate fluency in another language, as assessed by testing will receive financial compensation in their base salary and / or in accordance with their collective bargaining agreement. The policy will apply to all full-time, part-time, and union employees. will utilize multilingual staff that is representative of the identified primary languages in the Oak Park community. These languages are English, Spanish, and American Sign Language.

Multilingual staff will be utilized primarily in a secondary support role for community members that come into Village Hall seeking services, support, and other resources. Staff will be assessed on their language fluency and will be expected to uphold the same standards of ethics as contracted interpreters.

Policies for Translation

Staff will determine a process for translating documents classified as “vital”. A vital document is paper or electronic written information or material that contains content critical for accessing a program or activity. Documents not deemed vital will be translated upon request. Whether or not a document (or the information it solicits) is ‘vital’ may depend upon the importance of the program or activity, information, encounter, service, or benefit involved, and the impact to the individual with LEP/ELL if the information in question is not provided accurately or in a timely manner.

Vital documents intended for the general public, or a broad audience may include, but are not limited to:

- Public outreach or educational materials.
- Claim or application forms including their instructions.
- Forms of written material related to individual rights.
- Notices of outreach or community meetings or training.
- Press releases announcing activities or matters that affect communities with LEP.
- Notices regarding the availability of language assistance services provided by the component at no cost to individuals with LEP, where applicable in light of the component’s mission and operations.
- Certain consent orders, decrees, Memorandum of Agreement, or other types of pleadings or litigation materials.



Policies for Translators

The Village will ensure that translators abide by code of ethics, confidentiality, and are culturally competent. Materials that are translated require the ability to not only translate from one language to another but in addition must be culturally relevant to the desired community. The Village Manager and/or their designee will require demonstration of competency at their discretion.

Similar to the policy for interpreters, the Village will not use translators that are friends, family, children, or volunteers or Google translate. Except in exigent circumstances may those listed will be used.

Ethic Policy for Translators

Interpreters are required to accurately convey the original speech into the target language, maintaining all elements of the source message without alteration. This includes preserving the syntax and semantics to ensure the translation flows naturally in the target language. Interpreters must avoid any distortion of the message, which means no additions, omissions, explanations, or paraphrasing are allowed. They should faithfully reproduce all hesitations, repeated phrases, and any mixed-language words present in the source speech. Additionally, culturally specific terms or expressions that lack a direct translation in English or hold multiple meanings should be carefully preserved to maintain their original intent. The interpreter should strive to keep the original tone, style, and register of the speaker intact. If there is any doubt or misunderstanding about what the speaker has said, the interpreter should promptly seek clarification. Any errors made during the interpretation/translation process must be identified and corrected as quickly as possible to ensure accurate communication.

Limitations of Practice

Interpreters and translators shall limit their participation in those matters in which they serve and will not give advice to the parties or otherwise engage in activities that can be construed as the practice of law.

Rights of those Receiving Language Access Service

Any person or party has the right to abstain from any language access services provided by the Village in lieu of their own provided service support.

Policies on Staff Training

The Village is committed to providing comprehensive training to all staff to ensure effective communication with Limited English Proficient (LEP) individuals and individuals who are Deaf or Hard of Hearing (D/HOH). The following training policies outline the essential components and



best practices for equipping staff with the necessary skills and knowledge to meet the diverse needs of the community.

Training Components:

- 1. Identification of Individuals with LEP and Specific Language Needs:**
 - Staff will be trained to recognize signs that an individual may have limited English proficiency and assess their specific language needs.
 - Training will include the use of "I Speak" cards, language identification posters, and other tools to help identify the primary language of LEP individuals.
- 2. Identification of Individuals Who Are Deaf or Hard of Hearing (D/HOH) and Their Preferred Communication Methods:**
 - Training will cover how to identify individuals who are D/HOH and understand their preferred communication methods, such as American Sign Language (ASL), lip-reading, or Communication Access Realtime Translation (CART).
 - Staff will learn to engage with D/HOH individuals in a respectful and effective manner, utilizing appropriate resources and technology.
- 3. Understanding Legal Requirements:**
 - Training will provide an overview of the legal mandates related to language access, including Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act (ADA).
 - Staff will learn about the Village's obligations to provide language assistance to LEP individuals and ensure effective communication for individuals who are D/HOH.
- 4. Village of Oak Park (VOP) Language Access Policies and Plans:**
 - Staff will be trained on the specific language access policies and plans of the Village, including how and when to access language assistance services.
 - This training will include procedures for requesting external interpreters, utilizing in-house multilingual staff, and using language devices.
- 5. Accessing and Providing Language Assistance Services:**
 - Training will cover the process for accessing and providing language assistance services, including the use of qualified multilingual staff, in-house interpreters and translators, or contracted personnel.
 - Staff will learn the appropriate situations for each type of service and how to effectively coordinate these resources.
- 6. Use of Plain Language:**
 - Training will emphasize the importance of using plain language to communicate effectively with all individuals, particularly those with limited English proficiency.
 - Staff will practice simplifying complex terms and using clear, straightforward language to improve understanding.
- 7. Best Practices for Working with Interpreters and Translators:**
 - Staff will receive training on best practices for working with interpreters in person, over the telephone, or via video remote platforms.



- Training will also cover how to work effectively with translators to ensure that written materials are accurately and clearly translated into the target language.

8. Interpreter Ethics and Professionalism:

- Training will include a module on interpreter ethics, emphasizing the importance of accuracy, confidentiality, impartiality, and professionalism.
- Staff will learn the ethical standards interpreters must adhere to and how to support these standards during interactions.

9. Cultural Competency:

- Staff will undergo cultural competency training to better understand the diverse cultural backgrounds of community members and reduce biases in communication.
- Training will focus on fostering respect, empathy, and cultural sensitivity in all interactions.

10. Tracking and Evaluation of Language Assistance Services:

- Staff will be trained on best practices for tracking the use of language assistance services, including documenting the type of service used, language provided, and any feedback or follow-up required.
- Training will emphasize the importance of continuous evaluation and improvement of language access services.

11. Technical Training for Qualified Multilingual Staff:

- The Village will offer ongoing additional technical training to qualified multilingual staff to maintain and enhance their language assistance skills.
- This may include interactive online courses, workshops on interpreter ethics, and training on new language access technologies.

12. Effective Communication with D/HOH Individuals:

- Training will cover best practices for communicating effectively with D/HOH individuals, including the use of ASL interpreters, CART services, and other assistive technologies.
- Staff will learn how to create a welcoming environment that respects the communication preferences of D/HOH individuals.

Training Delivery Methods:

- **In-Person Workshops:** Conducted by the Office of DEI or external experts, providing interactive sessions with practical exercises, role-playing, and group discussions.
- **Online Training Modules:** Available on the Village's internal portal for self-paced learning, covering core content with quizzes and case studies.
- **Ongoing Professional Development:** Access to webinars, seminars, and external courses to keep staff updated on best practices and emerging trends in language access and cultural competency.

Evaluation and Continuous Improvement:



- **Pre- and Post-Training Assessments:** To evaluate understanding and retention of the material, helping to identify areas for further focus.
- **Feedback Collection:** Staff will be encouraged to provide feedback on the training programs, which will be used to improve future training efforts.
- **Regular Reviews:** The Office of DEI will regularly review and update training content to ensure it remains relevant and effective, incorporating new legal requirements, technologies, and community needs.

Policies for Performance Measurement and Evaluation

The Language Access Plan (LAP) will be periodically assessed and, where appropriate, updated to ensure that the scope and nature of language assistance services provided under the plan reflect updated information on relevant LEP populations' needs, experiences, and changes best practices. The review should gather data to assess the effectiveness of component language assistance services.

This may include:

- Conducting an inventory of languages most frequently encountered.
- Identifying the primary channels of contact with LEP community members (whether telephonic, in person, correspondence, web-based, etc.).
- Identifying the extent to which language assistance services were requested, needed and/or accessed by individuals with LEP.
- Reviewing plans and protocols.
- Reviewing the annual cost of translation and interpreter services
- Consulting with outside stakeholders
 - Understanding preferred methods of communication of individuals who are D/HOH that seek and receive programs and services to map out communities and learn about overall communities' language needs.

Procedures

Internal Language Access Contacts

VMO- DEI Office

Responsibilities:

- Serve as the central point of contact for all language access-related inquiries and issues within the Village.



- Develop and maintain the Language Access Plan, ensuring compliance with federal, state, and local mandates.
- Coordinate with all Village departments to identify language access needs and provide resources, including training and language service providers.
- Monitor the implementation of the Language Access Plan, conduct regular assessments, and report findings to Village leadership.
- Facilitate community engagement to understand the language needs of the community better and ensure that services are accessible to all residents, particularly those with limited English proficiency (LEP).

Procedures:

- **Regular Meetings:** Organize monthly meetings with interdepartmental language access team to review service requests, identify emerging language needs, and address any issues.
- **Training Programs:** Develop and implement training programs for Village staff on cultural competency, effective use of interpretation and translation services, and compliance with language access policies.
- **Feedback Collection:** Establish a process for collecting and reviewing feedback from both staff and the community regarding language access services to identify areas for improvement.
- **Resource Management:** Maintain an up-to-date list of qualified interpreters and translators, including contact information, languages covered, and rates. Ensure all departments have access to this list.

ADA Coordinator

Responsibilities:

- Ensure that language access services comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.
- Provide specialized guidance on language access services for individuals with both limited English proficiency and disabilities, such as providing sign language interpretation or CART services.
- Collaborate with the DEI Office to integrate language access with disability access policies, ensuring all services are inclusive and accessible.

Procedures:

- **Coordination with DEI Office:** Participate in regular meetings with the DEI Office to align efforts in providing accessible services to LEP individuals with disabilities.
- **Accessibility Audits:** Conduct regular audits to assess the accessibility of language services for individuals with disabilities and report findings to the DEI Office.



- **Training and Awareness:** Develop and provide training for Village staff on the intersection of language and disability access, focusing on best practices for providing equitable services.
- **Complaint Management:** Establish a process for handling complaints related to language access and disability services, ensuring timely responses and resolution.

Clerk's Office

Responsibilities:

- Serve as a frontline resource for residents seeking information or services in a language other than English.
- Provide access to vital documents in multiple languages as identified by the Language Access Plan.
- Maintain records of language access requests and services provided to ensure compliance and facilitate future planning.

Procedures:

- **Language Identification:** Use "I Speak" cards and other tools to assist residents in identifying their primary language. Train frontline staff to utilize these tools effectively.
- **Document Translation:** Ensure that all vital documents, such as forms, notices, and public outreach materials, are translated into the primary languages identified in the Language Access Plan.
- **Service Coordination:** Coordinate with the DEI Office to ensure that interpreters are available for in-person, telephonic, or video-based interpretation as needed.
- **Data Collection:** Keep a log of all language service requests, including the type of service (e.g., translation, interpretation), language requested, and the outcome. Provide quarterly reports to the DEI Office to support ongoing assessment and improvement efforts.

Procedures for Interpretation

To ensure effective communication with Limited English Proficient (LEP) individuals Village staff should utilize the services of a Language Service Provider (LSP) in the following circumstances and follow the outlined steps to access these services.

When to Utilize Language Services:

1. **Immediate Need for Language Assistance:**
 - Whenever an LEP individual needs assistance during any in-person, telephonic, or virtual interaction.



- During situations where, critical information must be conveyed accurately, such as legal, medical, emergency, or public safety matters.
- When providing services, completing forms, or explaining rights, responsibilities, or procedures to ensure the individual fully understands.
- 2. Scheduled Meetings and Appointments:**
 - For scheduled appointments or meetings involving LEP individuals, such as community consultations, hearings, or interviews.
 - When advanced notice is given, staff should schedule an interpreter or translator ahead of time to ensure availability.
- 3. Translation of Vital Documents:**
 - For translating vital documents that are necessary for an individual's access to services or are required by law (e.g., legal notices, health and safety instructions, public service announcements).
 - When a document is identified as critical for understanding important rights, obligations, or services provided by the Village.
- 4. Events and Public Meetings:**
 - During public meetings, community events, or any public outreach activities where a diverse audience, including LEP individuals, is expected.
 - When providing information that affects the health, safety, or rights of the community members.
- 5. Emergency Situations:**
 - In any emergency situation where accurate and timely communication with LEP individuals is crucial for safety and effective response.

Procedure for Requesting External Language Interpretation Services:

Supervisor Review: Supervisors should work with staff to determine if interpretation services are needed based on the context and language requirements.

Submission to Office of DEI: Once the need for interpretation is identified, supervisors should submit a request to the Office of DEI at least two weeks prior to the service date. For immediate or urgent requests, DEI staff will make every effort to accommodate.

Coordination by DEI Office: The Office of DEI will coordinate with the language service provider to schedule an interpreter, providing details about the event or interaction, the language required, and any specific terminology or content to be covered.

Procedure Using Language Interpretation Devices

Availability of Devices: The Office of DEI will ensure that telephonic and VRI devices are readily available and accessible to all staff members, particularly those in frontline positions.



Training for Device Use: Staff will be trained by the Office of DEI on how to operate language devices effectively, including how to connect to the appropriate language service and how to facilitate communication using these tools.

Document Usage: After using the device, staff should document the interaction, noting the date, time, language, and any relevant details, and submit this information to the Office of DEI.

Procedures for Requesting American Sign Language (ASL) Interpreters

Advanced Requests: Individuals or their representatives should request ASL interpreter services at least two weeks before the event, program, or service. Requests can be made directly through the Office of Diversity, Equity, and Inclusion (DEI).

Emergency and Short-Notice Requests: For urgent or unexpected needs, the Office of DEI will make every effort to provide an interpreter as soon as possible, leveraging partnerships with local and regional ASL service providers.

Coordination and Scheduling:

The Office of DEI will maintain a roster of qualified ASL interpreters, including their availability, areas of expertise, and certification status.

Upon receiving a request, the Office of DEI will schedule the ASL interpreter and provide them with a detailed briefing on the event, including any specialized terminology or context to ensure accurate and effective communication.

Service Confirmation and Notifications:

Once an ASL interpreter has been secured, the Office of DEI will confirm the booking and notify both the requester and the interpreter. This confirmation will include logistical details such as the event location, time, and any specific requirements.

In cases where an ASL interpreter cannot be provided, alternative communication methods, such as Video Remote Interpretation (VRI), will be arranged and communicated to the requester promptly.

Quality Assurance:

Post-event, the Office of DEI will collect feedback from both the D/HOH individuals and the staff to evaluate the effectiveness of the ASL interpretation service. This feedback will be used to improve future services and maintain high standards of communication accessibility.



Procedures for Determining Bilingual/Multilingual Staff

Village Staff Language Access Pilot Program

- Starting in January 2025 through June 2025 limited staff will participate in a pilot program for providing interpreter and translator services for Village Hall.
- The program will seek three to five fluent Spanish speakers and one ASL interpreter.
- Staff selected to participate will be required to provide bi-weekly feedback to help gauge the programmatic needs for language access services.

Application Process for Bilingual/Multilingual Staff

- Interested staff will discuss first with their supervisor interest in applying to participate in the pilot program.
- Upon supervisor approval, staff will then fill out the application for consideration.
- The DEI office will review applications with HR, and VMO.
- Applicants will be tested on their fluency.
- Staff that passes their fluency tests will be notified and then will begin training.

Identification of Bilingual/Multilingual Staff:

- Maintain an updated list of staff members who are proficient in languages other than English, including their specific language skills and certifications.
- Ensure bilingual/multilingual staff have demonstrated proficiency through standardized language assessments or certifications.

Role of Bilingual/Multilingual Staff:

- **Primary Role:** Bilingual/multilingual staff may provide direct services in their proficient language, such as answering questions, filling out forms, or explaining policies and procedures.
- **Supplementary Role:** In cases where no professional interpreter is available, bilingual/multilingual staff can provide interim language assistance, but they should not be relied upon for complex or legal situations that require professional interpretation.

Guidelines for Using Bilingual/Multilingual Staff:

- Bilingual/multilingual staff should only aid in their certified languages to ensure accuracy and effectiveness.
- They should introduce themselves to the LEP individual and clarify their role in providing language assistance.
- If bilingual/multilingual staff are asked to provide interpretation for more complex situations, such as legal or medical discussions, they should refer to a qualified interpreter to avoid any conflict of interest or miscommunication.



Training and Professional Development:

- Provide regular training to bilingual/multilingual staff on cultural competency, confidentiality, and the ethical standards of language assistance.
- Encourage staff to participate in ongoing language proficiency training and certification programs to maintain and improve their language skills.

Record Keeping and Feedback:

- Document all instances where bilingual/multilingual staff provide language assistance, including the type of assistance provided and any follow-up required.
- Collect feedback from both staff and LEP individuals on the effectiveness of the language assistance provided by bilingual/multilingual staff to identify areas for improvement.

Quality Assurance:

- Periodically review the performance of bilingual/multilingual staff to ensure they provide accurate and effective language assistance.
- Implement a process for staff to report any issues or concerns regarding the provision of language assistance to ensure continuous improvement.

Procedure Utilizing In-House Bilingual/Multilingual Staff:

Maintain Staff List: The Office of DEI will maintain an updated list of bilingual/multilingual staff, including their language proficiencies and contact information.

Training and Competence: Supervisors and staff should be trained to identify when their language skills are sufficient for the interaction and when it might be necessary to escalate to a professional interpreter.

Record Keeping: Staff should document the use of in-house language assistance, including the staff member's name and the type of assistance provided, and submit this to the Office of DEI for record-keeping.

To ensure that Limited English Proficient (LEP) individuals who are also not literate in their primary language receive equitable access to vital information, the Village of Oak Park should follow these protocols:

1. Identify the Need for Assistance:

- During initial interactions, staff should assess if an LEP individual is also not literate in their preferred language. This can be determined by directly asking in a



respectful manner if the individual needs assistance understanding written documents.

- Use plain language and visual aids (such as images or symbols) to help determine the individual's literacy level in their preferred language.

2. Provide Oral Interpretation of Vital Documents:

- Offer to provide an oral translation of the vital documents through a qualified interpreter. This may be done in-person, via telephone, or through video remote interpreting (VRI), depending on the context and the urgency.
- The interpreter should read the document aloud in the individual's primary language, ensuring that the interpretation is accurate, clear, and culturally responsive.

3. Ensure Understanding and Comprehension:

- After providing the oral interpretation, staff should ask open-ended questions to confirm the individual's understanding. For example, "Can you explain what this document is about in your own words?"
- Encourage the LEP individual to ask questions about any parts of the document they do not understand.

4. Use Visual Aids and Simplified Language:

- Where possible, provide visual aids, diagrams, or simplified versions of the document content to aid comprehension. This could include using pictograms or other culturally relevant symbols.
- Ensure that any supplementary materials are provided in the individual's primary language.

5. Provide Access to Additional Support:

- If the individual requires further clarification or has additional questions after the initial interpretation, offer to arrange a follow-up session with an interpreter.
- Inform the individual of any community resources or advocacy organizations that can provide additional support or assistance in understanding the document's content.

6. Document the Interaction:

- Multilingual staff will document all interactions when they provide interpretation or translations, the language used, the name of the interpreter, and any significant questions or concerns raised by the individual.
- Note any follow-up actions required, such as scheduling another session with an interpreter or providing additional resources.

7. Maintain Confidentiality and Sensitivity:

- Ensure that all staff members are trained to handle these situations with the utmost confidentiality and sensitivity, recognizing the potential vulnerability of individuals who are both LEP and non-literate.
- Reassure the individual that their information will be kept confidential and that the services provided are at no cost to them.

8. Feedback and Continuous Improvement:



- Encourage LEP individuals to provide feedback on their experience to help improve language access services. Provide a mechanism for collecting this feedback, such as a follow-up call or a feedback form (available in multiple formats).
- Use feedback to identify any gaps in service and implement changes to improve the accessibility and quality of language assistance.

Staff Training Procedures

To ensure that the Village employees are equipped to provide effective language assistance and adhere to the Language Access Plan (LAP), the following staff training procedures have been established.

1. Training Schedule and Frequency:

- **Initial Training:** All new employees must complete mandatory language access training within the first 60 days of employment. This training will cover the fundamentals of the LAP, including the legal mandates, the importance of language access, and the practical application of language services.
- **Annual Refresher Training:** All employees must undergo annual refresher training to stay updated on any changes to the LAP, new tools or resources available, and to reinforce best practices in providing language assistance.
- **Specialized Training:** Employees in roles with frequent interactions with LEP individuals, such as frontline staff, will receive additional in-depth training every six months. This training will focus on practical scenarios, advanced communication techniques, and cultural competency.

2. Training Content:

- **Overview of Language Access and Legal Requirements:**
 - Introduction to the Language Access Plan and its objectives.
 - Overview of federal, state, and local laws (e.g., Title VI, ADA) that mandate language access.
 - The role of Village employees in ensuring compliance with these legal requirements.
- **Identification of Language Needs:**
 - Techniques for identifying LEP individuals and assessing their language needs.
 - Proper use of "I Speak" cards, digital tools, and open-ended questions to determine the primary language of an individual.
 - Understanding cultural cues and avoiding assumptions based on appearance or accent.
- **Utilizing Language Services:**



- Step-by-step procedures for accessing in-person, telephonic, and video remote interpretation services.
- Guidelines for requesting document translation and scheduling interpreters for meetings and events.
- Best practices for working effectively with interpreters and translators, including briefing, maintaining communication flow, and ensuring accuracy.
- **Cultural Competency:**
 - Trainings on how to be culturally responsive with a focus on diverse populations served by the Village.
 - Strategies for overcoming cultural barriers and biases in communication.
 - The importance of respecting cultural differences and promoting an inclusive environment.
- **Handling Complex Situations:**
 - Training on managing interactions in high-stress or emergency situations where language assistance is crucial.
 - Role-playing exercises to simulate real-world scenarios and enhance staff confidence in using language services.
 - De-escalation techniques and maintaining professionalism when language barriers create challenges.
- **Documentation and Reporting:**
 - Procedures for documenting the use of language services, including recording the type of service, language, and any follow-up actions.
 - Guidelines for reporting any issues or challenges encountered during the provision of language services.
 - Collecting and submitting feedback from both staff and LEP individuals to improve language access efforts.

3. Training Delivery Methods:

- **In-Person Workshops:** Interactive sessions led by the DEI Office or external language access consultants. These workshops will include presentations, group discussions, and role-playing exercises to engage participants.
- **Online Training Modules:** Self-paced online courses available on the Village's internal portal, covering the core elements of language access. These modules will include quizzes and case studies to reinforce learning.
- **Ongoing Support and Resources:**
 - Access to a centralized online resource library containing training materials, guidelines, and updates on language access services.
 - Availability of "refresher" video tutorials and quick-reference guides for easy access during day-to-day operations.

4. Evaluation and Continuous Improvement:



- **Training Assessment:** All training sessions will include pre- and post-assessments to evaluate participants' understanding and retention of the material. Results will be used to identify areas needing additional focus or improvement.
- **Feedback Mechanisms:** Collect feedback from participants after each training session to assess the effectiveness of the training and make necessary adjustments.
- **Annual Review:** The DEI Office will conduct an annual review of the training program, incorporating feedback, new legal requirements, and emerging best practices to keep the training content relevant and effective.

Complaint/ Community Feedback Process

The Village is committed to providing meaningful access to all programs, services, and activities for individuals with Limited English Proficiency (LEP) and those who are Deaf or Hard of Hearing (D/HOH).

If a person(s) feel that they have not been provided with meaningful access to any Village service, program, or activity due to language barriers, they are encouraged to file a formal complaint. The Village will address all complaints promptly and strive for a resolution within 60 business days. This policy ensures that LEP individuals and D/HOH individuals receive equitable access to services.

Procedure for Submitting Complaints:

Who Can File a Complaint?

Any individual who believes they have been denied meaningful access to a Village service, program, or activity due to language barriers can file a complaint. This includes individuals who are LEP or D/HOH, their representatives, or advocates.

How to Submit a Complaint:

Complaints can be submitted in person, by mail, or via email. A complaint form will be available at all Village offices and on the Village website. Complaints can be emailed to DEI@oak-park.us. Or completed forms should be sent to:

- **Office of Diversity, Equity, and Inclusion (DEI)**
- **Village of Oak Park**
- **123 Madison St**
- **Oak Park, IL 60302**

Information Required for Complaint:

The complaint should include the complainant's name, contact information, the date of the incident, the Village department or service involved, and a detailed description of how meaningful access was not provided.

**Review and Investigation:**

Upon receipt of the complaint, the Office of DEI will review and acknowledge it within ten business days. An investigation will be conducted, which may involve interviews with the complainant and other relevant parties to gather additional information.

Resolution Process:

The Office of DEI will aim to resolve the complaint within 60 business days. If additional time is needed, the complainant will be informed of the delay and a revised timeline will be provided.

After the investigation is complete, a written response detailing the findings and any corrective actions will be sent to the complainant after Village Manager or designee review.

Right to Appeal:

If the complainant is not satisfied with the outcome, they may request a secondary review by an independent review panel. Instructions for requesting a secondary review will be provided in the written response.

Confidentiality:

All complaints and related investigations will be handled with the utmost confidentiality to protect the privacy of all parties involved.



Implementation Plan

Quarter 1

- Staff Pilot Program applications open and reviewed
- Issue RFP for contracted services
- Begin Phase One of identifying and translation of vital documents
- All staff training commences

Quarter 2

- Staff Pilot Program kick off
- All staff training continues
- Begin collecting Language Access data

Quarter 3

- Begin analyzing feedback and overall data
- Develop and finalize report
- Develop community feedback form

Quarter 4

- Share report with Village Manager and Department Heads
- Update Board on Language Access program



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Appendix



Village of Oak Park - Language Access Complaint Form

Please complete and sign this form to file a complaint regarding the denial of language access services or the quality of language access services provided. Submit the completed form to the Office of DEI at the address provided below or email it to DEI@oak-park.us.

I. Complainant Information:

Name: _____

Contact or Home Address: _____

City/State/Zip: _____

Cell Phone: _____

Home Telephone: _____

Primary Language: _____

II. Description of Complaint:

Name of Department and/or Program/Service/Activity Involved: _____

Name of Individual(s) Involved (if known): _____

Address Where Incident Occurred: _____

Date of Incident: _____

Description of How You Were Not Provided Meaningful Access:

(Please be specific and attach additional pages if necessary)



Village of Oak Park - Language Access Complaint Form

III. Signature and Date:

Signature: _____

Date: _____

Return Completed Form To:

Office of Diversity, Equity, and Inclusion (DEI)
Village of Oak Park
123 Madison St
Oak Park, IL 60302

The Village of Oak Park is committed to improving access to its programs, services, and activities for all individuals, including those with Limited English Proficiency and those who are Deaf or Hard of Hearing. The Office of DEI will respond to this complaint within thirty (30) days of receipt. If you have any questions, please contact us at DEI@oak-park.us.



Your Right to an Interpreter

You have the right to an interpreter at no cost to you. Please point to your language. An interpreter will be called. Please wait.

Albanian

Shqip

Keni të drejtën për përkthyes falas gjatë vizitës mjeksore. Ju lutem tregoni me gisht gjuhën që flisni. Ju lutem prisni, do t'ju gjejme një përkthyes për viziten mjekësore.

Amharic

አማርኛ

የለምንም ወጪ, አስተርጓሚ የማግኘት መብት አለዎት። የሚናገሩትን የሚርዱትን ቋንቋ በመጠቀም የመልክቱ። አስተርጓሚ አስኬጠራ ድረስ አባከዎ ይታገሱ።

Arabic

عربي

يحق لك الحصول على خدمات ترجمة فورية دون أي مقابل. يُرجى منك أن تشير بإصبعك إلى لُغتك كي نستدعي المترجم المعني. . يُرجى منك الإنتظار لحين استدعاء المترجم.

Armenian

Հայերեն

Դուք իրավունք ունեք առանց որևէ վճարի թարգմանիչ ունենալ: Խնդրում ենք մատնանշել ձեր լեզուն և ձեր համար թարգմանիչ կկանչենք: Խնդրում ենք սպասել:

Bengali

বাংলা

আপনার অধিকার রয়েছে বিনামূল্যে একজন দোভাষী পাওয়ার। অনুগ্রহ করে আপনার ভাষা কোনটি তা দেখিয়ে দিন। একজন দোভাষীকে ডাকা হবে। অনুগ্রহ করে অপেক্ষা করুন।

Cape Verdean Creole

Criolu di Cabu Verdi

Nhôs tem direito a um intérprete gratuito di nhôs língua. Mostra qual qui nhôs língua pa nô podi tchoma intérprete. Nhôs aguarda um momento, por favor. □

Chinese - Simplified

中文

你有权利要求一位免费的传译员。请指出你的语言。传译员将为你服务，请稍候。

Chinese - Traditional

中文

你有權利要求一位免費的傳譯員。請指出你的語言。傳譯員將為你服務，請稍候。

Dari

دری

شما حق دارید که یک مترجم داشته باشید بدون آنکه پولی بابت آن بدهید. لطفاً به زبان خود اشاره کنید. یک مترجم برایتان درخواست خواهد شد. لطفاً منتظر بمانید.

French

Français

Vous avez droit gratuitement aux services d'un interprète. Veuillez indiquer votre langue. Nous allons contacter un interprète. Veuillez patienter si'il vous plaît! □

German

Deutsch

Sie haben kostenlosen Anspruch auf eine/n Dolmetscher/in. Bitte deuten Sie auf Ihre Sprache. Ein/e Dolmetscher/in wird gerufen. Bitte warten Sie. □

Greek

Ελληνικά

Είναι δικαίωμά σας να χρησιμοποιήσετε διερμηνέα χωρίς καμία χρηματική επιβάρυνση. Σας παρακαλούμε, υποδείξτε τη γλώσσα που μιλάτε. Θα ειδοποιηθούμε ένα διερμηνέα. Παρακαλώ περιμένετε.

Haitian Creole

Kreyòl Ayisyen

Ou gen dwa a yon entèprèt gratis. Tanpri montre nou lang pa w la. N ap rélé yon entèprèt pou ou. Tanpri ret tann.

Hebrew

עברית

יש לך את הזכות למתורגמן ללא כל עלות לך. אנא הצבע על השפה שלך. המתורגמן ייקרא. אנא המתן.

Hindi

हिंदी

आपको बिना कोई शुल्क दिए दुभाषिया सेवा पाने का अधिकार है। कृपया अपनी भाषा को इंगित करें। दुभाषिया को बुलाया जाएगा। कृपया प्रतीक्षा करें।

Hmong

Hmoob

Koj muaj cai txais kev pab txhais lus dawb tsis them nyiaj. Thov taw tes rau koj hom lus nov. Mam hu tus txhais lus. Thov nyob tos. □

Italian

Italiano

Avete diritto ad un interprete. Il servizio è gratuito. Indicate la vostra lingua e attendete; un interprete sarà chiamato al più presto.

Japanese

日本語

通訳を無料でご利用になれます。該当する言語を指示して下さい。通訳を手配いたしますのでお待ち下さい。

<p><i>Khmer</i></p> <p>ខ្មែរ</p> <p>លោកអ្នក- និងទីស្នាក់នៅអ្នកបកប្រែដោយឥតគិតថ្លៃ។ សូមមេត្តាចង្អុលទៅភាសារបស់លោកអ្នក។ គេនឹងកោះ ហៅអ្នកបកប្រែម្នាក់មក។ សូមមេត្តាអរគុណ។</p>	<p><i>Korean</i></p> <p>언어</p> <p>여러분은 무료로 전문 통역자의 도움을 받을 권리가 있습니다. 왼쪽의 “한국어”를 손가락으로 가르켜 주십시오. 전문 통역자에게 연결될 것입니다. 잠시만 기다려 주십시오.</p>	<p><i>Laotian</i></p> <p>ລາວ</p> <p>ທ່ານມີລິດຂໍນາຍແປພາສາໂດຍບໍ່ເຈັງຄ່າ. ກະລຸນາຊີ້ໃສ່ພາສາຂອງທ່ານ. ນາຍພາສາຈະຖືກເອົາມາ. ກະລຸນາລໍຖ້າ.</p>
<p><i>Persian</i></p> <p>فارسی</p> <p>شما حق دارید که یک مترجم داشته باشید بدون آنکه پولی بابت آن بدهید. لطفاً به زبان خود اشاره کنید. یک مترجم برایتان درخواست خواهد شد. لطفاً منتظر بمانید.</p>	<p><i>Polish</i></p> <p>Język Polski</p> <p>Macie prawo do korzystania z usług polskiego tłumacza. Usługa ta jest na nasz koszt. Proszę wskazać swój język. Proszę czekać. Łączymy z tłumaczem.</p>	<p><i>Portuguese</i></p> <p>Português</p> <p>Você tem o direito a um intérprete de graça. Por favor aponte para a língua que você fala. Um intérprete será chamado. Por favor espere.</p>
<p><i>Russian</i></p> <p>Русский</p> <p>Вы имеете право на услуги бесплатного переводчика. Укажите, пожалуйста, на Ваш язык. Переводчик будет вызван. Пожалуйста, подождите. □</p>	<p><i>Serbo-Croatian</i></p> <p>Srpsko-Hrvatski jezik</p> <p>Vi imate pravo na besplatnog prevodioca. Molimo vas da pokažete na vaš govorni jezik. Prevodilac će biti pozvan. Hvala i molimo vas da sačekate.</p>	<p><i>Somali</i></p> <p>Soomaali</p> <p>Waxaad xaq u leedahay in tarjumaan lacag la'aan ah laguugu yeero. Fadlan farta ku fiiq luqaddaada. Tarjumaan ayaa laguugu wacayaa. Ee fadlan sug!</p>
<p><i>Spanish</i></p> <p>Español</p> <p>Usted tiene derecho a un intérprete gratis. Por favor, señale su idioma y llamaremos a un intérprete. Por favor, espere.</p>	<p><i>Swahili</i></p> <p>Swahili</p> <p>Ni haki yako kuwa na mtafsiri bila malipo yoyote. Tafadhali chagua lugha yako kati ya hizi. Mtafsiri ataitwa. Tafadhali ngoja.</p>	<p><i>Tagalog</i></p> <p>Tagalog</p> <p>Ikaw ay may karapatan na magkaroon ng tagapagsalin na walang bayad. Ituro ang iyong wika. Ang tagapagsalin ay tatawagin. Maghintay.</p>
<p><i>Thai</i></p> <p>ไทย</p> <p>ท่านมีสิทธิขอสามแปลภาษาโดยไม่เสียค่าใช้จ่ายใดๆ กรุณาชี้ที่ภาษาของท่าน กรุณารอสักครู่ เราจะโทรศัพท์เรียกสามให้ท่าน</p>	<p><i>Ukrainian</i></p> <p>Українська</p> <p>У Вас є право на безплатного перекладача. Будь ласка, вкажіть на Вашу мову, і Вам покличуть перекладача. Почекайте, будь ласка. □</p>	<p><i>Urdu</i></p> <p>اردو</p> <p>آپ مفت ترجمانی کی خدمات کے مستحق ہیں۔ براہ کرم اپنی زبان کی طرف اشارہ کیجئے۔ آپ کے لئے ایک ترجمان کا انتظام کیا جائیگا۔ براہ کرم انتظار کیجئے۔</p>
<p><i>Vietnamese</i></p> <p>Tiếng Việt</p> <p>Quý vị có quyền được một thông dịch viên miễn phí. Xin chỉ vào ngôn ngữ của quý vị. Chúng tôi sẽ gọi một thông dịch viên. Vui lòng chờ trong giây lát.</p>		

