

Language Access

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and their parents and families. The Board recognizes that students whose family members have limited English proficiency might also speak or be learning multiple languages and are assets to the community. It is crucial that the District seek to address language barriers and do so free of charge. To that end and as required by law the District will develop and adopt a plan for implementing and maintaining a language access program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current population of students and families who have limited English proficiency.

At a minimum, the District's plan for a language access program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- **Accessibility and equity.** This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- **Accountability and transparency.** This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- **Responsive culture.** This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- **Focus on relationships.** This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

The District will implement its Language Access Program by the 2023-2024 school year.

Identification of Families Needing Language Access Services

The District will accurately and in a timely manner identify parents/family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

The District will take reasonable steps to provide parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to parents who do not have limited English proficiency and to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;

4217 - Effective Communication
6000 – Program Planning, Budget Preparation, Adoption, and Implementation

Legal References:

Chapter 28A.155 RCW Special Education
Chapter 28A.642 RCW Discrimination prohibition
Chapter 49.60 RCW Discrimination – Human Rights Commission
Chapter 392-400 WAC Pupils
WAC 392-400-215 Student rights
Title VI of the Civil Rights Act of 1964

Management Resources:

2022 – June Issue
2019 - July Policy Issue
2016 - July Issue
OSPI website: Interpretation and Translation Services

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