

## Language Access Plan

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/guardians and family members with limited English proficiency at no cost to the family. The District will establish, implement, and maintain a language access plan in service of the District's population of students and families who are speakers of diverse languages.

At a minimum, the District's language access plan will incorporate the procedures that accompany this policy and address:

### Parent Identification

The District will accurately, and in a timely manner, identify parents/guardians with limited English proficiency and provide them information regarding the language access resources available within the District in a language they understand.

### Interpretation (oral)

The District will take reasonable steps to provide parents/guardians with limited English proficiency with competent interpretation of information about any program, service, and activity provided to English-speaking parents/guardians. The District will provide interpretation in a language the parents/guardians understand in order to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request of the parents/guardians and/or when District staff determine that such services will be necessary.

### Translation (written)

The District will provide written translation of vital documents for identified languages, as needed, in alignment with the strategic plan. 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;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and related services or resources available;
- school closure information; and

- any other documents notifying parents/guardians of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District cannot translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will provide the information to parents/guardians in a language they understand through competent interpretation (oral).

### **Staff Guidance**

All school administrators and those who have the most interaction with the public such as registrars and enrollment staff, office managers, secretaries, certificated staff and other appropriate staff will receive training on meaningful communication with parents/guardians with limited English proficiency. Training will include, but not be limited to, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the Superintendent to fully implement the language access plan.

The Superintendent is authorized to establish procedures and practices for implementing this policy.

#### **Cross References:**

2110 – Multi-Lingual Learners  
3210 – Non discrimination  
4129 – Family Involvement  
4217 – Effective Communication

#### **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

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