Yelm Community Schools
Language Access Plan

TABLE OF CONTENTS

LANGUAGE ACCESS OVERVIEW

Effective two-way communication between school staff and students' families is essential for student success. Yelm Community Schools is dedicated to enhancing meaningful communication and ensuring access to district programs, services, and activities for students, parents, and families. In alignment with Title VI of the Civil Rights Act, House Bill 1153, and district policy 4218, Yelm Community Schools develops, adopts, and reviews a comprehensive plan for implementing and maintaining a culturally responsive language access program that fosters systematic family engagement and is tailored to the district's current population of students and families with limited English proficiency or who use American Sign Language.

IDENTIFICATION OF LANGUAGE ACCESS NEEDS

All parents and guardians enrolling their students in Yelm Community Schools are required to complete a home language survey as part of the enrollment process. The district uses the home language survey provided by the Office of Superintendent of Public Instruction (OSPI). Additionally, the enrollment packet is available to families in a language they can comprehend.

To assess the need for language support among parents and guardians, staff review the first question on the home language survey: "In what language would your family prefer to receive written communication from the school," and "Do you require an interpreter for meetings and phone calls (including ASL)?" Information gathered from the home language survey, particularly from question one, is recorded in the district's online student information system, Qmlativ, under the 'Family' section. This data enables district and building staff to identify and monitor which parents and guardians require language access services.

The district assesses its overall language needs for each school year by evaluating the language access services utilized in the previous year.

PROVISION OF LANGUAGE ACCESS SERVICES

SPOKEN LANGUAGE INTERPRETATION

To support parents and guardians needing spoken language interpretation, the district utilizes the following resources:

1. Over-the-phone interpretation via Language Line Solutions or LinguaLinx
2. District personnel, including bilingual teachers and paraeducators, bilingual front office staff, and bilingual education staff associates.
3. Over-the-phone interpretation via School Messenger for messages sent by the district.

All families requiring spoken language interpretation are entitled to these services. For pre-scheduled meetings, such as IEP meetings, staff will review the home language survey or Qmlativ to identify any parents or guardians in need of interpretation. If interpretation is deemed necessary, staff will assess whether to utilize over-the-phone interpretation or arrange for an in-person interpreter. All staff members can access the Language Line or LinguaLinx services at any time. Requests for in-person interpreters should be directed to the Language Access liaison.

In instances where a meeting is not pre-scheduled and language services are required, staff will evaluate the availability of an in-person interpreter within the facility. If no in-person interpreter is accessible, staff will utilize over-the-phone interpretation for services.

Families can also request interpretation by completing the Accessibility & Effective Communication form on the Yelm Community Schools district website.

To ensure personnel providing interpreter services are qualified to provide services, the district follows the following process:

- Over-the-phone services are vetted through the company and secured via contract. Periodically, trained district personnel will monitor interpretations conducted through Language Line or LinguaLinx to assess the quality of the service provided.
- District staff delivering services must provide evidence of appropriate credentials or training certifications that demonstrate their qualifications. This includes documentation from the courts, DSHS, or the OSPI Interpreter Training Modules.

SIGN LANGUAGE INTERPRETATION

To support parents and guardians needing sign language interpretation, the district utilizes the following resources:

1. District personnel competent in American Sign Language
2. American Sign Language Interpreters from outside contract agencies
3. Video remote interpretation

All families requiring American Sign Language interpretation are entitled to these services. For pre-scheduled meetings, such as IEP meetings, staff will review the home language survey or Qmlativ to identify any parents or guardians in need of interpretation. If interpretation is necessary, staff will request an in-person interpreter through the Office of Student Support and the Language Access liaison.

When a meeting is not pre-scheduled and sign language services are required, staff will assess the availability of an in-person interpreter within the facility. If no in-person interpreter is available, staff will use written communication tools to the best of their ability and make efforts to secure one. A meeting can be scheduled to ensure in-person interpretation is available if needed.

Families can also request interpretation by completing the Accessibility & Effective Communication form on the Yelm Community Schools district website.

To ensure that personnel providing sign language support are qualified, the district adheres to national and state guidelines regarding certification and qualifications. This includes, but is not limited to, the Educational Interpreting Proficiency Assessment (EIPA) score.

TRANSLATIONS

Families requiring written communication in languages other than English can access translated materials. District forms, such as enrollment paperwork and handbooks, are automatically translated annually through an approved vendor. Requests for additional translations originate at the school level with the building administrator and, if necessary, are routed to the Language Access liaison.

The district will translate, at minimum, the following documents:

- Registration and enrollment in school and school programs
- Attendance and discipline letters
- Special education related documents
- 504 plans
- Title I, Part A Parent Engagement Policy and Plans
- Handbooks
- Information related to district and building events (such as parent-teacher conferences)
- Report Cards

The district periodically evaluates the utilization of interpretation services by reviewing expenditures on these services, the number of interpretation requests, the number of special education meetings interpreted, and the attendance of families utilizing interpretation at district-wide events.

OVERSIGHT, STAFF TRAINING AND DEVELOPMENT

Language Access Liaison

All staff in Yelm Community Schools are required to follow the language access plan. The Language Access liaison is responsible for district oversight of the language access plan, including, but not limited to:

- Assisting with adopting a policy and plan related to the language access program, including modifications.
- Supporting implementation of a culturally responsive language access plan with systematic family engagement.
- Identifying and monitoring language needs within the district.
- Supporting allocation of resources for language access.
- Establishing standards for providing language access services in compliance with state and local policies.
- Monitoring the effectiveness of language access within the district.

Staff Training and Development

Annually, the Language Access liaison will train district and building administrators and office professionals on the language access plan for the current school year. Training will include:

- General overview of the plan
- Languages and prevalence within the district
- Processes and procedures for supporting spoken interpretation
- Processes and procedures for supporting sign language interpretation
- Processes and procedures for supporting translations
- One-page "how-to" document detailing key informational pieces from the plan

In collaboration with district and building administrators, the Language Access liaison will distribute the current year's language access plan and a one-page "how-to" guide to all

district employees. This information will also be uploaded to the district portal for immediate access.

Language access training may occur in the following settings:

- Back-to-school professional development for administrators
- Back-to-school professional development for office professionals
- Staff meetings
- Multilingual/Title III professional development opportunities
- Individual meetings with staff, as requested
- Individual meetings with grade levels, as requested

MESSAGING AND OUTREACH

The district offers translated versions of its website in languages other than English through a Google Translate widget. Information regarding interpretation and translation services is also readily accessible on the district website.

Across all buildings, the district utilizes visual displays to promote multilingualism.

School messenger allows the district to communicate with families through phone and email in a language they can understand, as documented in Qmlativ.

Online publications, such as district newsletters, are created through Smore, allowing for translation through the online publication.

Following interpreted meetings, families are provided with a feedback form to share their input on the quality of interpretation. Completed feedback forms are submitted to the Language Access liaison for documentation.

The district makes available to parents or guardians notices of their rights to translation/interpretation services by:

- Providing copies of the Rights Notification through OSPI located at each building
- Communicating directly with families through staff members
- Providing copies of the Rights Notification on the district's Language Access page.

MONITORING

To evaluate the effectiveness of language access services, the district seeks feedback from parents and guardians regarding the services provided. Families can share their input through feedback forms, direct communication with the Language Access liaison, and during the annual Title I, Part A, and TBIP/Title III reviews.

At the end of each school year, the Language Access liaison, in collaboration with district staff, conducts a self-assessment of the effectiveness of the language access program using the OPSI-provided self-assessment tool. Based on the findings of this assessment, the district will revise and update the plan as necessary.