

LANGUAGE ACCESS PLAN

FEDERAL WAY
PUBLIC SCHOOLS
Each Scholar: A voice. A dream. A **BRIGHT** future.

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Purpose

The Federal Way Public Schools' Language Access Plan affirms the district's strategic plan and Pillar Two, belief and value of strong family partnerships. The FWPS Language Access Plan is a guidance tool for staff members to use to strengthen family partnerships.

Schools must communicate with all parents and guardians in a language they can understand. This includes notifying parents/guardians whose primary language of communication is not English or who have limited proficiency in English - in a language they can understand - about all programs, services, and activities that are called to the attention of other parents and guardians. The Language Access Plan will help ensure that FWPS provides high quality and appropriate language services to parents and guardians. The guide provides the resources staff members need to engage with limited English proficient parents and guardians.

The district must ensure timely, meaningful communication of essential information, including but not limited to information regarding: language assistance programs, safety plans, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for permission for student participation in district or school activities, student-led conferences, parent handbooks, highly capable and advanced programs, and any other school and program choice options. Language access is funded primarily through basic education and in some cases through program-specific funding such as Transitional Bilingual Education Program (TBIP).

Title VI Regulations/Chapter 28A, 642 RCW/Chapter 392-190 WAC

Please refer to FWPS' policy and procedure 4218 to learn more about language access in Federal Way Public Schools.

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Safe Climate and Strong Relationships with Families and Community

Our second Pillar recognizes that

"SCHOOLS CAN'T DO IT ALONE."

Therefore, we will embrace parents, caregivers, and the entire Federal Way community as vital partners in the education of all of our scholars. We will nurture trust and mutual respect among home-school-community through shared responsibility for student access, proactive communication, and meaningful stakeholder voice.

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Definitions

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Limited English Proficiency (LEP)

LEP persons are individuals who are unable to communicate effectively in English either verbally or in writing, or both, because their primary language is not English and they have not developed fluency in the English language. A person with LEP may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Although FWPS does not use the federal and state term, LEP, we have included the term to align to federal and state verbiage.

LEP Parent

Refers to the parent(s) or guardian(s) of a student enrolled in the District who have limited English proficiency, even if the student is proficient in English.

Primary Language

The primary language spoken by a scholar's parent or guardian, or the predominant language spoken in the scholar's home. Parents/guardians may have more than one primary language and/or dialect.

Language Services

A broad spectrum of services used or required to facilitate communication and understanding between speakers of different languages, and typically includes interpretation and translation services.

Interpretation

The act of contemporaneous communication between a speaker of English and a speaker of another language wherein the words of one person are communicated to others orally in a different language. This also includes interpretation through Sign Language.

Translation

Means the written communication between a speaker of English and a speaker of another language wherein the written words of one person are communicated to others in writing in a different language.

Parent/Guardian Identification

The process by which FWPS identifies LEP families is through the Home Language Survey that is a part of the annual registration process. The Multilingual Services Department monitors student registrations and provides a monthly enrollment report to school and district leaders.

Language Services

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Language services can be accessed in a variety of ways:



- By calling or emailing the school, teacher, school leader or district office
- Through district mailings, Synergy email, Remind, notices and the district website
- Leaving a voicemail message on the district's designated language hotline
- Through the use of the language services provider that offers live interpreter services
- Questions regarding access should be sent to the office of multilingual services via phone or email.

The following describes how staff members access the language services provided by the district. All supporting documents for obtaining language assistance services are located and stored on the shared district J Drive. Please contact Kevin Calixto at kcalixto@fwps.org if you need support locating your J Drive.

Sign Language interpretation

The district employs sign language interpreters who are available to interpret at school events and meetings. Services are accessible through our guest employee system (Frontline). Scheduling a sign language interpreter requires submitting a request in the Frontline system. If an in-district interpreter is not available, staff should contact our sign language interpreter coordinator, Nancy Sutherland, nsutherland@fwps.org.

Interpretation and Translation

The district maintains an updated list of competent and trained guest interpreters and translators.

Interpretation and translation services are accessible through our guest employee system (Frontline). Scheduling a guest interpreter requires submitting a request in the Frontline system.

If an interpreter is not available through Frontline, staff should access telephonic interpreting services through the district's preferred service provider (Language Link).

General Guidance for Scheduling Interpreters and Translations

School leaders will work with teachers and support staff to ensure a clear internal system to access interpreters and translators.

Interpreters

- Required for in-person or virtual conferences and family events.
- Confirm the language the family speaks.
- Schedule interpreters at least five business days prior to events. Brief the interpreter on the meeting and its details.
- Monitor Frontline to determine filled/unfilled guest interpreter requests.
- Confirm the parents' attendance through the interpreter.
- Schedule extra time for the meeting to allow interpretation to occur.

Translations

- Email translation requests with advance notice of **at least 10 business days to translations@fwps.org**. Send the original, modifiable documents in an electronic format, Microsoft Word is recommended (no PDFs) and indicate the date by which the translation is needed. A single request may include multiple languages of a document.
- Submit the translation request form with the document(s) to be translated.





FWPS Language Hotline for Families

The district maintains voicemail lines in the top seven languages spoken by families. The voicemail lines are monitored daily.

FWPS Language Hotline:
253-945-2198

Communication for families needing information in a language other than the identified top seven is provided upon request at the building level.

Synergy Mail Translation

ParentVUE allows for two-way communication between teachers and parents in multiple languages. Parents can set their preferred language on the login page of ParentVUE or on mobile app. Parents will receive an email containing the message from their child's teacher(s). Parents may also use ParentVUE to send a message to their child's teacher(s).

Notices

An effective way to ensure families with limited English proficiency can meaningfully access program services is to provide notices about the availability of language assistance services. Central Office, Administration and Teaching staff are notified of LEP families via marker in Synergy - the district student management system. FWPS will provide notices to LEP parents and guardians in the following ways:

- Essential, non-student specific district documents, i.e., Rights and Responsibilities Handbook
- Website notices and translated webpages
- Family flyer
- Important document notice in multiple languages

All notifications provided to LEP families will include both the phone number and email for the Multilingual Services Department as well as the name and number of the district civil rights compliance officer. The Multilingual Services Department will collaborate with all district departments to create a key list of essential, non-student specific District documents that will be translated into non-English languages each year and into which languages.

Professional Development



All employees and staff members are family and community ambassadors. As such, each member of the FWPS staff will receive professional development in the area of language access. A professional development calendar will be created and published each spring for the following year. At a minimum each staff member will complete the yearly professional development through SafeSchools that reviews the FWPS policy and general information about staff responsibility regarding language access.

Professional Development Year At-A-Glance

AUDIENCE	MODE	DATE
Guest Interpreters and Translators	Live or Virtual	July *On demand upon hire*
All staff	SafeSchools	August
Office Managers and Front Office Staff Members	Live or Virtual	August *Office Manager Meeting*
Leadership Team	Live or Virtual	August *Principal Meeting*

Evaluation

The Multilingual Services Department will evaluate the Language Access Plan and its components on a regular basis. A self-evaluation will be conducted yearly. The department will seek feedback and input from the following:

- Family surveys and focus groups
- Interpreter and translator surveys
- Staff surveys

The Multilingual Services Department will maintain and update a database of interpreter and translation services requested, including the primary language(s) and names of the student and the student's parents; the school building involved; the source of any interpreter used (e.g., guest staff interpreters, contract interpreters, telephone interpreter lines); the reason for or purpose of the request; the date of the request; and the name of the interpreter.

To ensure that interpreters and translators have the knowledge in both languages of any specialized terms or concepts, the district works in partnership with Language Link to ensure interpreters have been trained in the roles of an interpreter, translator. In the hiring process, interpreters are screened and vetted by the Multilingual Services Department and receive training on best practices.

After the completion of translation or interpretive service, families will be provided with the option to complete a feedback survey. In the fall of 2021 the district will gather a representative group of LEP families to seek input around appropriate feedback questions with the lens of continual improvement of translation and interpretation.

The process to review current District Interpreters and Translators will include a yearly summary of performance to include the number of times services were rendered as well as feedback from any survey results from LEP families who have accessed services.

Additionally, the department will monitor Language Access through evaluating progress on the internal Language Action Plan, monitoring family communication languages, and language services utilization tracking.



Building Roles and Responsibilities

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Building level roles and responsibilities in supporting LEP families include:

Principal/Assistant Principal

- Partnering with families and community to support student learning
- Ensuring access to information and materials in the families' preferred language
- Foster a multicultural and multilingual school environment

Teacher

- Collaborating with families to meet student need

Family Liason

- Collaborating with families to meet student need
- Providing resources and supports

Counselor

- Collaborating with families to meet student need
- Providing resources and supports





District Contacts and Resources

For District Staff: Resources, including interpreter/translator list, Language Link instructions, forms, and guidance documents can be found on the district shared drive at **J:\Language *Access Plan.***

ROLE	CONTACT INFORMATION	RESPONSIBILITIES
Multi-tiered Systems of Support	**Sonia Nicholson** *Executive Director of Categorical Programs & ML Services* snicholson@fwps.org 253-945-2002	• *Oversee and implement the district wide systems of support to include the Language Access Plan.* • *Strategic systems coordination for our scholar's academic, social emotional, and behavioral needs with regular evaluation of systems for Language Access.* • *Regularly assess and improve the language assistance program.*
Civil Rights Compliance Officer	**Cienai Wright-Wilkins** *Executive Director of Equity for Scholar and Family Success* compliance@fwps.org 253-945-2160	• *Coordinates and monitors the district's compliance with state and federal laws, regulations, and guidelines that prohibit discrimination on the basis of sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression or identity, disability, and the use of a trained guide dog or service animal by a person with a disability.* • *Oversees prevention efforts to avoid civil rights violations from occurring.* • *Implements the district's discrimination complaint procedures.* • *Investigates complaints alleging discrimination based on the protected classes listed above.*

District Contacts and Resources

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ROLE	CONTACT INFORMATION	RESPONSIBILITIES
Multilingual Services Office Manager	***Zahra Javid*** *Coordinator of Office Operations* zjavid@fwps.org 253-945-2094	• *Coordinates payment for guest interpreters and translations.* • *Coordinates with HR on the district's current list of guest interpreters and translators.*
Language Access	**TBD** *Language Access Coordinator* 253-945-2140	• *Coordinate and publish the district language access plan.* • *Maintain database of qualified interpreters and translators.* • *Assist with staff training on the utilization of language assistance services when serving families.* • *Coordinate and manage requests for interpretation and translation.* • *Manage budget to provide language assistance services.* • *Regularly assess and improve the language assistance program.* • *Coordinates translations.* • *Ensures that the designated language pages on the website are accurate and updated each year.*
Sign Language Interpretation	**Nancy Sutherland** *Sign Language Interpreter Coordinator* nsutherland@fwps.org 253-945-2155	• *Coordinates sign language interpretation.* • *Coordinates payment for guest sign language interpreters.* • *Coordinates with HR on the district's current list of guest sign language interpreters.*
Language Link	Instructions on how to access Language Link can be found here: **J:\District Interpreters**	• *Provides on-demand interpretation in over 240 languages and dialects.* • *Access through the telephone or Zoom (voice only requests).*

District Contacts and Resources

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ROLE	CONTACT INFORMATION	RESPONSIBILITIES
Guest Interpreters and Translators	A current list of district interpreters and translators can be found here: **J:\District Interpreters**	• *The FWPS employs guest interpreters and translators that represent approximately 20 languages.*
Frontline	**Nessa Lemalu** *Guest Employee and Absence Management Specialist* nlemalu@fwps.org 253-945-2027	• *Coordinates with the Multilingual and Student Support Services Departments to ensure up-to-date information on guest interpreters.* • *Manages the Frontline System.*
Voicemail Service	253-945-2198	• *Voicemail services for the top seven languages spoken.*
Translations	translations@fwps.org	• *Email account to submit all translation request.*