

PROPOSED REVISION



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COMMUNITY RELATIONS

Language Access Plan

In order to allow parents/guardians/**family members** with limited English proficiency (**LEP**) to make well-informed decisions about their child's education, the district will communicate vital district information in a language that the parent/guardian/**family member** can understand. Vital district communications are those that contain information that is critical for accessing the district's educational programs or is required by law.

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 2023-24 school year.

Parent/Guardian Identification of Families Needing Language Access Services

The district will **accurately and in a timely manner** identify **LEP** parents/guardians/**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.

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Written Translation

The district will provide a written translation of district documents identified as vital for each LEP group that constitutes at least five percent of the district's total parent/guardian population or 1,000 persons, whichever is less.

If the district is unable to translate a vital district 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 still provide the information to parents/guardians in a language they can understand through competent oral interpretation.

Oral Interpretation

The district will take reasonable steps to provide **LEP** parents/guardians/**family members with limited English proficiency with** competent oral interpretations of vital district communications, such as parent-teacher conferences, special education meetings, and meetings regarding student discipline. The district will provide such services upon request **of the LEP parent(s)/guardian(s)** and/or when it may be reasonably anticipated by district staff that such services will be necessary.

Staff Guidance

The superintendent will designate a staff member to serve as the Language Access Liaison/Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator's name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

School administrators and other appropriate staff as determined by the **superintendent or designee Language Access Liaison/Coordinator** will receive guidance on meaningful communication with **LEP** parents/guardians/**family members with limited English proficiency**, best practices for working with an interpreter, how to access an interpreter or translation services, language services available within the district, and other information deemed necessary by the **superintendent or designee Language Access Liaison/Coordinator** to effectuate the language access plan **and program**.

The **board will periodically review, evaluate, and further update this policy based on pertinent data, including the data collected according to the accompanying procedure. This review will also include community feedback collected according to this policy and the accompanying procedure and with opportunity for participation from the school community, including school personnel, students, parents, families, and the community members superintendent is authorized to establish procedures and practices for implementing this policy.**

The board will annually review the district's spending on language access services and consider whether budget adjustments are needed to effectively engage with families who would benefit from Language Access services.

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Cross references:

<u>Board Policy 2213</u>	<u>Transitional Bilingual Instruction Program</u>
<u>Board Policy 3115</u>	Enrollment Rights and Services for Homeless Students
<u>Board Policy 3122</u>	Attendance
<u>Board Policy 3210</u>	Nondiscrimination
<u>Board Policy 3300</u>	Student Discipline
<u>Procedure 4218P</u>	Language Access Plan
<u>Board Policy 6000</u>	<u>Program Planning, Budget Preparation, Adoption and Implementation</u>

Legal references:

<u>Chapter 28A.155 RCW</u>	Special Education
<u>Chapter 28A.642 RCW</u>	Discrimination prohibition
<u>Chapter 49.60 RCW</u>	Discrimination—Human Rights Commission
<u>Chapter 392-400 WAC</u>	Student Discipline
<u>Title VI of the Civil Rights Act of 1964</u>	
<u>OSPI website: <i>Interpretation and Translation Services</i></u>	

Adopted: June 6, 2017
Updated: February 2018
Updated: May 2019
Updated: June 2019
Updated: September 2019
Updated: February 2020
PROPOSED: July 2022