

Language Access

University Place School District is committed to effective, efficient and meaningful, two-way communication with students, their parents and families. Similarly, the district is committed to promoting access to programs, services and activities for all students and families. The district recognizes that students whose family members have limited English proficiency might also speak or be learning multiple languages and are assets to the community. In service to those with limited English proficiency, the District seeks to address language barriers at no cost to families in need of language access support. To this 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 family engagement, and is tailored to the District's current population of students and families with limited English proficiency.

Development of the District's language access program will include input from stakeholders and will adhere to the principles of cultural responsiveness, accessibility, equity, accountability, transparency, and positive relationships. The policy will also incorporate the procedures that accompany this policy and address:

Parent Identification

The District will 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 of students with limited English proficiency 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 of the parents/family members with limited English proficiency 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 enrollment. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- required registration, and application materials;
- 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;
- student/parent handbook;
- the District's Language Access Plan and Program and related services or resources available; and
- school closure information

If the District is unable to translate documents it determines to be vital due to resource limitations, or if only 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 in a language they can understand through oral interpretation when such interpretation is requested.

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. The Language Access Coordinator’s name and contact information will be shared with parents and the public on the district’s website, in regular district publications and in other locations.

All school administrators, registrars, enrollment staff, certificated staff and other appropriate staff as determined by the superintendent, will receive guidance on how to access an interpreter, translation services and other language services available within the District.

Appropriate district staff, as determined by the superintendent, will also receive guidance on the interaction between this policy and the District’s policy on effective communication with students, families, and community members with disabilities.

Review and Update

The District will periodically review, evaluate, and, when necessary, update this policy and its associated procedure based on pertinent data. This review will also include community feedback with opportunity for participation from the school community, including school personnel, students, parents, families, and community members.

The district will monitor expenditures necessary to implement an effective language access program and provide this information to the board on an annual basis.

The District will provide for effective communication with students’ families who are deaf, deaf and blind, blind, hard of hearing, or need other communication assistance.

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

Cross References: 3210 - Nondiscrimination
 4129 - Family Involvement
 4217 - Effective Communication

Legal References: 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: 2016 - July Issue
 OSPI website: Interpretation and Translation Services

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