



# **SCHOOL BOARD ACTION REPORT**

**DATE:** 8/14/2017  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Michelle Ota, Director, English Language Learners (ELL) and International Programs, (206) 252-0072 / [mota@seattleschools.org](mailto:mota@seattleschools.org); Wyeth Jessee, Chief of Student Supports, [rwjessee@seattleschools.org](mailto:rwjessee@seattleschools.org)

**For Introduction:** September 20, 2017  
**For Action:** October 4, 2017

## **1. TITLE**

Adopting new School Board Policy No. 4218, Speakers of Diverse Languages

## **2. PURPOSE**

This Board Action Report introduces Board Policy No. 4218, Speakers of Diverse Languages, in compliance with State and Federal law to fulfill the rights of parents/guardians of district-enrolled students to access information about the education of their child in a language they can understand.

## **3. RECOMMENDED MOTION**

I move that the School Board adopt new Board Policy No. 4218, Speakers of Diverse Languages, as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

### **a. Background**

The Department of English Language Learners (ELL) and International Programs, Division of Student Support Services, is pleased to announce the introduction of a new policy and procedure that affirm the rights to translation and interpretation, and related bilingual services, of parents/guardians who speak diverse languages. Nearly twenty percent of the parents/guardians of District-enrolled students speak a language other than English.<sup>1</sup>

In the 2016-17 school year, Seattle Public Schools (SPS) was home to 13,600 students with a home language other than English.<sup>2</sup> These students represented 25% of the total district enrollment. Of these students, 12,661 or 93%, were students of color.<sup>3</sup> Thus, access to translation and interpretation services for the parents/guardians of students who are speakers of diverse languages is a core component of racial equity, furthering districtwide work to eliminate opportunity gaps.

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<sup>1</sup> English Language Learners (ELL) and International Programs data, Spring 2017.

<sup>2</sup> PowerSchool, WA Language at Home is not English. April 28, 2017.

<sup>3</sup> PowerSchool, WA Language at Home is not English; Federal Race/Ethnicity (reported at the time of enrollment) is not C (Caucasian). April 28, 2017.

Community-wide efforts to elevate the language access needs of District parents/guardians who speak diverse languages were galvanized in the spring of 2016. In April, bilingual parents, community members, and education advocates from the community-based organization (CBO) OneAmerica testified before the school board. This testimony brought attention to the urgent need for more comprehensive and equitable bilingual services to promote educational access amongst parents/guardians who speak diverse languages.

Testimony brought by community leaders and OneAmerica emphasized the need for more bilingual staff to support parent communication with school and district staff, more transparent and accessible means for parents to access translation and interpretation resources, and a consistent commitment to funding comprehensive language access services. One of the primary concerns raised pertained to the correlation between experiences of equity and parent involvement; namely, that if parents/guardians cannot access information about their child's education in a language they can understand, they have decreased options for actively participating in the education of their child. Parents/guardians who cannot access timely, relevant information from the school and district are not fully informed, and therefore less likely to experience a sense of welcome, collaboration, and empowerment in relation to decision-making about the education of their child. Speakers stressed the need for channels to promote parent participation and leadership, and that invite communication in the primary language of the parent/guardian.

Following testimony on the salience and urgency of measures to guarantee the rights of SPS parents/guardians to language access, the Board moved to allocate \$250,000.00 as one-time funding for the provision and promotion of translation and interpretation services. The fund was ultimately utilized by the Department of ELL and International Programs in the 2016-17 FY to hire 1.0 FTE Bilingual Family Center Coordinator responsible for facilitating translation and interpretation requests; a \$30,000.00 contract with Linguistica for telephonic interpretation services; a 0.5 FTE Vietnamese Sp/Ed Bilingual Student Services Facilitator; and the cost of translation of District vital documents, and updates to these.

Further impetus for District adoption of policies to uphold parent rights to language access resulted from action by the Washington State School Directors' Association (WSSDA). In July 2016, the WSSDA published model policy and procedure 4218 – Language Access Plan, providing a baseline standard and guidance for school districts in Washington State to adopt policies in accordance with the mandate of the State for parents/guardians to access information about the education of their child in a language they can understand.

Specifically, the WSSDA guiding documents echo directly from the Equity and Civil Rights Office of the Office of the Superintendent of Public Instruction (OSPI), which plainly states “all parents have the right to information about their child's education in a language they can understand.”<sup>4</sup> The Equity and Civil Rights Office provides resources to

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<sup>4</sup> Equity and Civil Rights, State of Washington Office of Superintendent of Public Instruction (OSPI). <http://www.k12.wa.us/Equity/Interpretation.aspx>. Accessed 10 August 2017.

promote and ensure educational access for all students in public schools throughout Washington, and indicates state and federal legislation that uphold the rights of parents/guardians to translation and interpretation services. For more detail on the legislative mandate on this subject, please see the attachment “State and Federal Legislation Regarding the Right to Language Access.”

With these indisputable mandates from the state and federal government, OSPI Equity and Civil Rights Office has developed very clear and specific standards for districts throughout the state. These include that the parent/guardian has a right to interpreter regardless of whether they speak some English, and independent of the ability of their child to communicate in English. Schools should not use students or other minor youth to interpret communications with parents. Translators and interpreters should be competent and trained, and aware of the ethics of interpretation. The district and schools should provide translated information in the top languages spoken by parents/guardians, and ensure that when translation is not feasible, parents can access an oral explanation of the information.

As SPS has not yet adopted a policy that speaks to each of the points outlined by OSPI and the WSSDA, staff strongly recommends that a new specific policy be approved by the Board in order for parent rights to be protected and upheld. This motion to adopt new Board Policy No. 4218, Speakers of Diverse Languages, clearly articulates the District’s commitment to fulfilling the state and federally mandated rights of parents/guardians to access information about the education of their child in a language they can understand.

The proposed new policy and procedure highlight the importance of consistent and equitable access to translation and interpretation services as a crucial component of greater efforts of District staff to close opportunity gaps and increase educational access for underrepresented students and families within Seattle Public Schools. The policy, and especially the procedure, not only provide clear guidance for staff at schools and central office to better access available resources, they create channels for empowerment of parent/guardian speakers of diverse languages, to facilitate their greater engagement in decision-making pertaining to the education of their child.

b. **Alternatives**

**Telephonic Interpretation Services**

Through OSPI Equity and Civil Rights Office, Department of Enterprise Services offers schools and districts a [contract for phone interpretation](https://fortress.wa.gov/ga/apps/ContractSearch/ContractSummary.aspx?c=05614) (<https://fortress.wa.gov/ga/apps/ContractSearch/ContractSummary.aspx?c=05614>). This service offers interpreters for over 170 different languages, and can be used 24 hours a day, 365 days a year. No advance scheduling or appointment is needed for use. This resource allows school staff to communicate with speakers of diverse languages through an interpreter on the phone, and can also be used for in-person meetings with the interpreter on speakerphone.

***Rationale***

We do propose use of telephonic interpretation services, specifically Linguistica, in order to communicate with parents who speak languages other than those spoken by designated bilingual staff. As it can be accessed in the moment, this is an especially important resource for urgent / immediate communication with bilingual parents, and can fill in the

gap whenever bilingual staff are not available to interpret. However, telephonic interpretation cannot take the place of in-person interpretation with District staff. When consulted, parents/guardians of SPS students and CBO staff stressed the importance of face-to-face communication with staff who work for SPS and are thus familiar with topics and concerns that may arise. Interpretation with SPS staff also promotes the sense of welcome and empowered decision-making that are at the core of District efforts to improve parent and family engagement. Furthermore, with telephonic interpretation the interpreter is not able to view any physical document, and thus is not ideal for any meeting wherein a student-specific document is under consideration, e.g. a Notice of Disciplinary Action (NDA), or Individualized Education Plan (IEP), etc. With telephonic interpretation staff can read portions of a document aloud, which can then be interpreted, but otherwise the option to access an interpreter via phone does not permit the exchange of any physical text / information.

### **Outside Agencies**

Rather than hire bilingual student services facilitators to translate district vital documents, SPS could send documents for translation to outside agencies.

#### ***Rationale***

The amount of regular, ongoing and evolving districtwide communications requires staff who can be responsive to emergent requests for translation. Additionally, certain vital documents require marginal edits from year to year. When translations are conducted by SPS staff, in-house, reference can be made to translations from previous years, thus promoting efficiency and consistency. Conversely, outside agencies bill per word (between \$0.16 and \$0.30) and do not distinguish portions of text that may be captured in a past translation. The overall price of a translation from an outside agency is typically higher than extra time paid to SPS bilingual staff.

### **c. Research**

**Seattle Public Schools** – <http://www.seattleschools.org>

Total Enrollment: 54,500

Languages: top nine (9) Spanish, Somali, Chinese (Cantonese, Mandarin, Toishanese, Unspecified), Vietnamese, Amharic, Tigrigna, Oromo, Arabic; 143 total (for detail about parent communication languages, please see the attachment “Seattle Public Schools Parent Communication Languages”)

Bilingual Staffing: In 2016-17, Bilingual instructional assistants in 80 schools; JSCEE Bilingual Student & Family Advocates (3.0 FTE); JSCEE Bilingual Student Services Facilitators (4.0 FTE); Seattle World School (SWS); Bilingual Student Services Facilitators (2.0 FTE)

Web: Google translate feature (in 2016-17)

Interpretation & Translation: school-based and central office staff provide translation and interpretation for special education services, discipline hearings, and other parent-staff communications; Linguistica telephonic interpretation available for urgent communications and those with languages not spoken by bilingual staff.

Policy: *Board Policy 2110: Transitional Bilingual Instruction; Superintendent Procedure 216ISP: Special Education and Related Services for Eligible Students; Board Policy 4129: Family Engagement; Board Policy 4130: Title I Family Involvement*

### **Benchmarking Data**

Staff researched practices in Highline Public Schools, Tukwila Public Schools, Oakland Unified School District, Portland Public Schools, and the New York Department of Education. For more detail, please see the attachment titled “Benchmarking Data.”

### **5. FISCAL IMPACT/REVENUE SOURCE**

For the 2016-17 school year, we received a \$250,000 one-time allocation with support of the School Board to meet compliance with a new state mandate regarding translation and interpretation services. The \$250,000 was used to create an improved service model to families with enhanced accuracy and continuity of translation and interpretation services in addition to historical monies being spent within departments and schools. To implement policy #4218 and continue to meet the needs of our students and families whose primary language is not English, we added \$82,776 to the budget of \$371,807 (FY 2016-17) to create a total amount of \$454, 583 for translation and interpretation services for FY 2017-18.

The following can *currently* be funded in FY 2017-18, given the existing limitation of resources to implement Policy No. 4218:

<b>Item</b>	<b>Cost</b>	<b>Category</b>	<b>Notes</b>
1.0 FTE Bilingual Family Coordinator	89534.00	Staff	For compliance given volume of requests
1.0 FTE Somali Student Services Facilitator	89091.00	Staff	For compliance
0.5 FTE Vietnamese Student Services Facilitator	44545.50	Staff	For compliance
1.0 FTE Amharic/Oromo Student Services Facilitator	89091.00	Staff	For compliance
0.5 FTE Chinese Student Services Facilitator	44545.50	Staff	For compliance
Contract for Telephonic Interpretation Services - Linguistica Int'l - <i>to be used for urgent / emergency communication, and for parents who speak languages beyond the top nine (9) in SPS (Spanish, Somali, Chinese, Vietnamese, Amharic, Tagalog, Tigrigna, Oromo, Arabic)</i>	15000.00	Service	<u>~ 450 hours @ \$0.57 per minute</u> <u>- Linguistica International</u> <u><a href="http://www.linguisticainternational.com">www.linguisticainternational.com</a></u> <u>m 1 (866) 908-5744</u>
<b>\$371,807 TOTAL</b>			

The following is *proposed* in FY 2017-18, for implementation in compliance with state and federal mandates pursuant to Board action on this motion to adopt policy No. 4218:

<b>Item</b>	<b>Cost</b>	<b>Category</b>	<b>Notes</b>
0.5 FTE Bilingual Family Coordinator	44767.00	Staff	For compliance given volume of requests
1.0 FTE Somali Student Services Facilitator	89091.00	Staff	For compliance
0.5 FTE Vietnamese Student Services Facilitator	44545.50	Staff	For compliance
1.0 FTE Amharic/Oromo Student Services Facilitator	89091.00	Staff	For compliance
0.5 FTE Chinese Student Services Facilitator	44545.50	Staff	For compliance

Contract for Telephonic Interpretation Services - Linguistica Int'l - <i>to be used for urgent / emergency communication, and for parents who speak languages beyond the top nine (9) in SPS (Spanish, Somali, Chinese, Vietnamese, Amharic, Tagalog, Tigrigna, Oromo, Arabic)</i>	15000.00	Service	<u>~ 450 hours @ \$0.57 per minute</u> <u>- Linguistica International</u> <u>www.linguisticainternational.com</u> <u>1 (866) 908-5744</u>
Translation & Interpretation - <i>Parents of GenEd students - for communication needs involving Attendance / Truancy, Counseling / Graduation, Discipline/Student Rights, Health / Safety &amp; Security, Open House/Welcome Night, PTSA meetings, Race &amp; Equity Team, other</i>	84773.00	Service	\$13.00 / student @ 6,521 students whose parents speak a language other than English (WA_LanguageAtHome is not 639; LEP=N as of 8/15/2017)
Interpretation for Special Education <u>Parents of SpEd students - IEPs &amp; related, requiring consent</u> <i>As of 2/22/2017: of 1,421 students who qualify for special education services do not list English as either their primary or secondary language, approximately 400 are served at schools without a bilingual IA who speaks the language of the family.</i>	28000.00	Service	\$35.00 / hr @ 2 hrs @ 400 students \$35.00 / hr based on average for bilingual IA & outside agency
Translation - All Languages <i>Translation Team - Districtwide Communications - includes staff at JSCEE &amp; school based (IAs) - Includes urgent requests from Communications, including Supt. Letters, School Messenger recordings, etc.</i>	13500.00	Service	9 languages @ \$30.00 / hr @ 5 hrs / month @ 10 months
Fonts Software for Translations (For characters in *Amharic, Arabic, Chinese, *Tigrigna, Vietnamese)	400.00	Materials	4 character sets @ \$100 / each (*Amharic & Tigrigna use the same characters)
Printing Costs - Color, 11x17", laminated parent notices to be displayed on-site at schools and central offices	492.00	Materials	150 posters @ \$3.28 each
Printing Costs - Color, 8.5x11, laminated language identifier cards for use on-site at schools and central offices	378.00	Materials	150 sheets @ \$2.52 each
<b>\$454,583 TOTAL</b>			

The revenue source for this motion is: \$250,000.00 School Board Smart Goal Fund

Expenditure:  One-time  Annual  Multi-Year  N/A  
Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Tier 2: Consult/Involve

Tier 2: Consult/Involve was identified as the appropriate level of engagement with the community per the District's Community Engagement tool.

Staff from the Department of ELL and International Programs utilized various channels for community engagement, seeking insight and feedback from parents/guardians of SPS students, as well as CBO staff and other members of the community. Methods for community engagement included:

- **July 1 – August 5, 2017:** Informational Tabling and Outreach at Community Events  
Saturday, July 1, 2017: Somali Community Festival  
Wednesday, July 26, 2017: Columbia City Farmers' Market  
Saturday, August 5, 2017: New Holly Fun Fest
- **July 12, 2017:** Dialogue and Listening Session with staff at OneAmerica
- **July 17 – August 4, 2017:** Language Access Survey – Parent Experiences with Translation and Interpretation Services; translated in Spanish, Somali, Chinese, Vietnamese, Amharic, Tagalog, Tigrigna, Oromo and Arabic  
Monday, July 17, 2017: Distributed via SchoolMessenger  
Monday, July 17, 2017: Delivered in person to El Centro de la Raza, Refugee Women's Alliance (ReWA), Horn of Africa Services, Vietnamese Friendship Association, and Casa Latina
- **July 28 & August 8, 2017:** Informational and Listening Sessions  
Friday, July 28, 2017: presentation and dialogue at Casa Latina for *Mujeres Sin Fronteras* women's empowerment group (14 participants + staff)  
Tuesday, August 8, 2017: Parent & Staff Outreach, survey collection at El Centro de la Raza

The survey received 452 responses from speakers of 10 languages. The focus of the survey was the experiences of parent/guardian speakers of diverse languages (those who speak languages other than English) with language access services in SPS, namely translation and interpretation. The survey responses and feedback received highlighted the need for:

- greater availability of bilingual staff to support parent communication needs with district and school staff, for more personalized and consistent parent participation;
- training / professional development for school-based staff gain awareness of available resources and offer improved, more consistent service to bilingual parents and families; and
- training / professional development for bilingual staff to offer consistent and correct interpretation and translation for parents, especially high-stakes communications.

For more information about the survey responses, please see the attachment, "Language Access Survey Responses."

Parent feedback has informed the trainings that will be offered to bilingual and non-bilingual staff in the 2017-18 school year. It has also informed the web redesign project and translated web content being made available. It supports the proposal for hiring of more bilingual staff based at JSCEE, to support parent communication requests districtwide.

## 7. **EQUITY ANALYSIS**

ELL & International Programs staff met with the Race and Equity team in order to evaluate the preparation for community outreach and the overall impacts of intended policy from a racial equity lens. The toolkit allowed us to frame the narrative about this motion in terms of race and opportunity gaps. By coming back to our data and incorporating a race and equity lens, we determined that 93% of students whose parents speak a language other than English are *students of color*. The Equity analysis centered our narrative on the ways in which race and racialized experiences of access impact overall parent experiences with language access. It also strengthened our understanding and conclusions that fulfillment of language access needs are not limited to the availability of translation and interpretation services, but rather that these services constitute a crucial starting point for more robust and rigorous participation amongst parents of color in educational decision-making.

The Equity analysis has led our team to take pause and reflect sincerely about feedback shared by parents and community partners. Not only do we need more available bilingual staff, we need greater commitment from our non-bilingual educators to partner with bilingual staff in the interest of parents and families who speak diverse languages. A profound shift in culture must be catalyzed districtwide, such that considerations for language access become a new norm, rather than an after-thought or add-on. Authors of district communications must consistently consider the needs of parent speakers of diverse languages, and time communications accordingly so that parents/guardians receive information in a timely manner, and can still engage with opportunities that require their active response.

## 8. **STUDENT BENEFIT**

Oral and written communication of vital educational information in the primary language of the parent/guardian is not only mandated by state and federal legislation: it contributes to robust family engagement and has a positive impact on student achievement, ultimately reducing opportunity gaps.

## 9. **WHY BOARD ACTION IS NECESSARY**

- Adopting, amending, or repealing a Board policy
- Legal requirement for the School Board to take action on this matter

## 10. **POLICY IMPLICATION**

This motion aligns with the following Board Policies and Superintendent procedures, facilitating the ability of District staff to comply with these documents:

- Board Policy No. 2110, Transitional Bilingual Instructional Program
- Superintendent Procedure 2110SP, Transitional Bilingual Instructional Program
- Superintendent Procedure 2161SP, Special Education and Related Services for Eligible Students
- Superintendent Procedure 3210SP, Nondiscrimination



- Board Policy No. 4129, Family Engagement
- Superintendent Procedure 4129SP, Family Engagement
- Board Policy No. 4130, Title I Family Involvement
- Superintendent Procedure 4130SP, Title I Family Involvement

For a list of relevant excerpts from these policies, please see the attachment, “Excerpts from Related Policies and Procedures.”

**11. BOARD COMMITTEE RECOMMENDATION**


This motion was discussed at the Board Executive Committee meeting on Thursday, August 24, 2017. The Committee reviewed the motion and moved it forward to the Full Board with a recommendation for approval.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the guidelines for delivery of services for Speakers of Diverse Languages will be implemented and made available to District staff. For more details, please refer to the attachment, “Detailed Timeline for Implementation.”

**13. ATTACHMENTS**

- NEW Board Policy No. 4218, Speakers of Diverse Languages (for approval)
- NEW Superintendent Procedure No. 4218SP, Speakers of Diverse Languages (for reference)
- State and Federal Legislation Regarding the Right to Language Access
- Seattle Public Schools Parent Communication Languages
- Language Access Survey Responses
- Excerpts from Related Policies and Procedures
- Detailed Timeline for Implementation

	<p>Speakers of Diverse Languages</p>	<p>Policy No. 4218</p> <p>[DATE]</p> <p>Page 1 of 3</p>
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It is the policy of the Seattle School Board to promote and encourage the participation of all parents/guardians of District-enrolled students in the education of their child. The Board honors and values the participation of parents/guardians who are speakers of diverse languages, and is committed to improving meaningful communication and access to District programs, services and activities for such parents/guardians empowered by language access at no cost to parents/guardians, students, or families. The intent of this policy is to establish, implement, and maintain a language access plan in service of the District’s current population of parents/guardians 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/Guardian Identification**

The District will identify parents/guardians who speak languages other than English accurately and in a timely manner, and will provide them information in a language they can understand regarding the language access resources available within the District.

**Interpretation**

The District will take reasonable steps to provide parents/guardians who are speakers of diverse languages with oral 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 their student’s education. The District will provide such services upon request of the parents/guardians and/or when District staff may determine that such services are necessary.

**Translation**

The District will provide written translation of vital documents for the top four language groups in the District other than English, or those for which the parent population is at least 1000 persons. For purposes of this policy, “vital documents” include, but are not limited to, those related to:

- Registration and enrollment in school;
- Grades, academic standards, student performance, and graduation;
- Safety, discipline, and conduct expectations;
- Student/Parent handbook;
- Policies and procedures related to attendance, absences, and withdrawal;
- Parent permission for activities or programs;
- School closure information;
- Opportunities to access programs or services—including highly capable, advanced placement, and English language learner programs;
- Special education and services for students with disabilities, Section 504 information, and McKinney-Vento services; and
- All other documents which notify parents of their rights under relevant state legislation, or which contain information or forms that pertain 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 the number of families that require the information in a language other than English is so small that translation of the document cannot be achieved within reason, the District will provide the information to the parents/guardians in a language they can understand by means of competent interpretation (reading and explanation of the document aloud).

### **Staff Guidance**

All school administrators, particularly those who have the most interaction with the parents and guardians, such as enrollment staff, school secretaries, registrars, certificated staff, and other appropriate staff will receive guidance on meaningful communication with parents/guardians empowered by language access. Such staff will receive copies of the internal Language Access Guide, and have access to training on 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 effectuate the language access plan.

Appropriate District staff 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.

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

Adopted: [DATE]

Revised:

Cross Reference: 2110; 2161; 3210; 4129; 4130

Related Superintendent Procedure: 4218SP

Previous Policies:

Legal References: Chapter 28A.642 RCW; Chapter 49.60 RCW; WAC 162-28-040; WAC 392-190;  
WAC 392-160-015; WAC 392-172A-03100; Title VI of the Civil Rights Act of 1964

Management Resources: WSSDA Policy News: July 2016

# Superintendent Procedure 4218SP Speakers of Diverse Languages



Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Larry Nyland, Superintendent

## Introduction

Seattle Public Schools (SPS) serves students from 147 countries of origin, representing 143 primary languages. We are committed to facilitating educational access and empowerment for all students, while honoring their diverse language backgrounds and the primary languages of their parents/guardians. The Board and Superintendent recognize the necessity of providing consistent language access for speakers of diverse languages, those parents/guardians whose primary language is not English. Oral and written communication of vital educational information in the primary language of the parent/guardian is not only mandated by state and federal legislation: it contributes to robust family engagement and has a positive impact on student achievement, ultimately reducing opportunity gaps.

The intent of this procedure is to create and sustain systems to implement Policy No. 4218, and thus establish and maintain meaningful communication among the District, school staff, and parents/guardians who are speakers of diverse languages, thereby facilitating access for such parents/guardians to the services, programs, and activities of the District and the schools. Furthermore, this procedure reinforces and extends the considerations and intentions of Superintendent Procedure 4129SP, Family Engagement, which sets forth the implementation of a District-wide climate of welcome for family involvement to support student learning and youth development in all schools.

## Definitions:

**“Primary language”** refers to the principal language in the student’s home; the language spoken most by parent/guardian of a District student. Parents/guardians may speak more than one primary language.

**“Language services”** means the range of services used and/or required to facilitate communication and promote understanding amongst speakers of different languages, including (but not limited to) interpretation and translation services.

**“Interpretation”** is the process by which the spoken word is used to transfer meaning between languages. It refers to contemporaneous oral communication between two or more speakers of different languages, wherein the words of one person are communicated orally in another language. In the context of this District, it specifically refers to communication between an English speaker and a speaker(s) of another language.

The District will make a reasonable effort to use interpreters who have demonstrated language proficiency. Such interpreters employed by the District in the capacity of a

bilingual student services facilitator or a bilingual instructional assistant will demonstrate proficiency through a combination of education, professional experience, training, assessment, and/or certification. Other interpreters may be employed by an outside vendor contracted to offer interpretation services.

**“Translation”** is the process of communicating ideas expressed in writing from one language to another. It refers to written communication between speakers of two different languages. Generally, a speaker of English and a speaker of another language wherein the written words of one person are expressed to others in written form in another language.

The District will use translators who have demonstrated language proficiency. Such translators employed by the District in the capacity of a bilingual student services facilitator or a bilingual instructional assistant will show proficiency through a combination of education, professional experience, training, assessment, and/or certification. Translators for languages not represented amongst District staff will be provided via an outside vendor contracted to offer interpretation services.

**“Parent/guardian speakers of diverse languages”** are the parents/guardians of a student or students enrolled in the District who benefit from access to interpretation and/or translation for communication in English. The language access needs of parents/guardians are independent of the student’s fluency in English. This term does not refer to any family members of the student besides the student’s parents/guardians.

Other entities refer to “limited English proficiency” (“LEP”) to define the experience of these parents. SPS honors and values our multilingual parents and families, and understands their ability to speak languages other than English as an asset, rather than a deficit. SPS uses “parent/guardian speakers of diverse languages” to recognize the parents/guardians who speak primary languages other than English and do not communicate fully in English orally, in writing, or both. We recognize that such parents may need language access services to support communication in any area of language expression: speaking, listening, reading, and/or writing. We understand that a parent/guardian may have the English fluency to understand, communicate and/or exchange foundational information with school or District staff (i.e. greetings, contact information, etc.), but may require language support in order to communicate detailed, specific information needed in a context such as an IEP meeting, a 504 meeting, or a student discipline meeting.

### **Implementation:**

The Department of Student Support Services, English Language Learners (ELL) and International Programs, shall oversee the implementation of this procedure. Effective implementation of the procedure requires 1) clear identification of parent/guardian speakers of diverse languages, 2) notification of parent/guardian rights to language access, 3) consistent and comprehensive delivery of translation and interpretation services, and 4) collection and analysis of data on services provided. Together these activities facilitate opportunities for parent/guardian speakers of diverse languages to engage in informed decision-making for the educational achievement of their student(s).

The procedure will be implemented through the following:

## **A. Parent/Guardian Identification**

No later than thirty (30) days from the time of enrollment, the District will determine 1) the primary language spoken by the parent/guardian of each student enrolled in the school, and, if such language is not English, 2) whether the parent requires language access services to communicate effectively with the District. At the time of student enrollment, Seattle Public Schools will use the enrollment form to identify such parents empowered by language access and the languages in which they need assistance.

1. Seattle Public Schools' [Enrollment Form](#), "Information for Parents/Guardians": The SPS Enrollment Form allows the parents/guardians to indicate the language used for spoken communication and (written) correspondence. Besides English, the Admission Form is also available in the top four (4) languages spoken by District parents and guardians: *Spanish, Somali, Chinese, and Vietnamese*.<sup>1</sup> Enrollment staff will be oriented, via annual trainings, to assist parents/guardians in indicating the preferred language for communication, and to identify those parents/guardians who may be considered parent/guardian speakers of diverse languages. Language access information, derived from parent/guardian responses on the Admission Form, will be captured at the time of enrollment and stored in student records on PowerSchool, in order to be readily visible to District and school staff who view a given student's profile on PowerSchool.
2. Office of Superintendent of Public Instruction (OSPI) [Home Language Survey \(HLS\)](#): The OSPI Home Language Survey asks the parents/guardians, "In what language(s) would your family prefer to communicate with the school?" and thus allows the parents/guardians to indicate the preferred language. However, the HLS does not distinguish the preferred language for oral communication and written correspondence. The survey will be translated and made available in the nine (9) most commonly spoken languages in the District: Amharic, Arabic, Chinese, Oromo, Somali, Spanish, Tagalog, Tigrigna, and Vietnamese, at minimum. The survey will be part of the standard enrollment process completed by all District parents.
3. The District will maintain a current record of the primary language spoken by a student's parents; such record will be available to the school staff via PowerSchool Demographics. Periodically, and at minimum annually, the District will remind parents/guardians to update the PowerSchool information indicating languages for which parents/guardians may need assistance. This will be accomplished as follows:
  - a. The language access flyer (translated in top 9 languages) will be included in the first-day packet sent home to families with the option for parents to send updated information back to the school;

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<sup>1</sup> The top four languages spoken by District parents/guardians, in order of prevalence, are determined to be Spanish, Somali, Chinese, and Vietnamese, according to District data as of 1/09/2017.

- b. If a parent/guardian expresses a need for language access services, the parent/guardian may update the parent language information accordingly, in PowerSchool, or may solicit the assistance of school staff to update the record in PowerSchool.

## **B. Notification of Parent Rights to Language Access**

1. The OSPI Home Language Survey notifies parents/guardians of their right to translation and interpretation services, provided by the District and free of charge to the student and parent(s). It will be used by the District at the time of student enrollment, in addition to facilitating the identification of parents/guardians who need language access services, as well as the languages in which they may need assistance.
2. At the time of enrollment, the District will also ensure that information regarding available interpretation and translation services and the District's complaint process is provided to all parents/guardians. District staff will take steps to provide such information in the primary language of the parent/guardian.
3. A Language Access flyer, translated in the top nine (9) languages spoken by the parents/guardians of District-enrolled students, will be provided annually and sent by all schools to parents/guardians in the first day packet.
4. All District buildings will display a Language Access poster, translated in the top nine (9) languages spoken by the parents/guardians of District-enrolled students, to notify parents/guardians of their right to translation and interpretation services, provided by the District free of charge to the student and parents/guardians.
5. The District website will display readily-accessible information in the top nine (9) languages regarding the rights of parents/guardians to translation and interpretation services under federal and state law, including clear instructions for parents/guardians to access such services.

## **C. Interpretation and Translation Services**

1. In order for parent/guardian speakers of diverse language to communicate effectively with District and school staff in any interaction significant to the student's education, and consistent with Policy No. 4218, every school and District office will provide interpretation services to all parents/guardians, free of cost to the student, parents/guardians or family. Furthermore, each school and District office will provide free translation of vital documents as required and detailed below (*see Section 8*).
2. Interpretation and translation will be provided by District staff in the top nine (9) languages spoken by the parents/guardians of students enrolled in the District, which are as follows: *Amharic, Arabic, Chinese, Oromo, Somali, Spanish, Tagalog, Tigrigna, and Vietnamese*. Whenever a request emerges for a language beyond the aforementioned, interpretation and translation services will be provided via an outside agency on contract with the District, such as Linguistica



Language Line (telephonic interpretation) or World Language Services, LLC (in-person interpretation), or Dynamic Language Center (translation).

3. Whether an interpreter or translator is employed by the District or an outside agency, the District will provide interpretation and translation by competent and fluent speakers of the language in need, as evidenced via education, professional experience, training, assessment, and/or certification. The District will also take steps to ensure that:
  - a. District bilingual student services facilitators and instructional assistants who serve as interpreters and translators exercise knowledge of specific terms or concepts to be used in the given communication in both languages; and
  - b. District bilingual student services facilitators and instructional assistants who serve as interpreters are aware of and have participated in training on the:
    1. Role of an interpreter;
    2. Ethics of interpreting and translating; and
    3. Need to maintain confidentiality.
4. Parent/guardian speakers of diverse languages may *voluntarily* elect to decline the District or school's offer of an interpreter, and instead may refer to an adult friend, companion, or relative for language and interpretation support, but *school staff may not suggest this as an alternative to providing appropriate language and interpretation services.*

Furthermore, *students and other minor children under the age of 18 may not serve as interpreters for school staff and parents/guardians during any formal or informal meeting or process.*

5. On behalf of the District, the Bilingual Family Coordinator will facilitate staff access to appropriate interpretation and translation services in order to communicate with parents empowered by language access consistent with federal and state law, and this policy and procedure. If no interpreter can be present, the Bilingual Family Coordinator will help District and school staff use a Linguistica Language Line to communicate with parents/guardians.
6. The following interpretation and translation services are currently available in the District:
  - a. Interpretation:
    - Bilingual Student Services Facilitators & Bilingual Instructional Assistants (IAs) – *Interpret in the top nine (9) languages spoken by parents/guardians of students enrolled in the District. Staff should initiate request by contacting IAs in their building, or request coordination assistance from the Bilingual Family Coordinator; see details below.*
    - Contracts with Outside Agencies – *When interpretation requests involve a language other than the top nine (9) District languages, or when no Bilingual IA can be located to interpret, the Bilingual Family Coordinator will facilitate access to interpretation from an outside agency either by phone or in-person.*
  - b. Translation:

- Bilingual Student Services Facilitators & Bilingual Instructional Assistants (IAs) – *Translate in the top nine (9) languages spoken by parents/guardians of students enrolled in the District. Staff should initiate request by contacting IAs in their building, or request coordination assistance from the Bilingual Family Coordinator; see details below.*
- Contracts with Outside Agencies – *When translation requests involve a language other than the top nine (9) District languages, or when no District translator is available, the Bilingual Family Coordinator will facilitate access to translation via an outside agency.*

District staff may contact the Bilingual Family Coordinator by phone at (206) 743-3545 or [languages@seattleschools.org](mailto:languages@seattleschools.org) with questions or concerns, or to obtain information and support in order to access interpretation and translation services.

7. District staff, including administrators, registration and enrollment staff, ELL certificated staff, bilingual instructional assistants, and other appropriate staff designated by the Superintendent, will receive information and access to training on:
  - a. Parent rights to District language access services, in accordance with state and federal law;
  - b. The vital need for meaningful and effective communication with parent/guardian speakers of diverse languages;
  - c. Ways to notify parent/guardian speakers of diverse languages of language services available through the District;
  - d. The need to use competent translation and interpretation services for communication with parent/guardian speakers of diverse languages;
  - e. The availability of translation and interpretation services within the District, whether through in-person interpretation or telephonic services;
  - f. The processes for accessing translation and interpretation services when working with parent/guardian speakers of diverse languages, including ensuring the correct language service is being accessed, checking parent understanding once interpretation has commenced, and appropriate vetting of translations for audience-appropriate content; and
  - g. The process for reporting concerns and complaints.
  
8. **Interpretation Services:** The District will provide interpretation services according to this procedure whenever a parent/guardian requests interpretation, or when school staff or District officials expect that interpretation services are necessary to communicate meaningfully with parents regarding vital information about their child’s education or school activities.

With a minimum of three days’ notice that such services are required, the District will provide interpretation services at public meetings organized or sponsored by the District (e.g., board meetings).

9. **Translation of District Vital Documents:** The District will identify and disseminate translations of vital documents which are distributed to all or most

parents/guardians and which contain important information regarding a student's education, including but not limited to:

- a. Registration and enrollment in school;
- b. Grades, academic standards, student performance, and graduation;
- c. Safety, discipline, and conduct expectations;
- d. Student/Parent handbook;
- e. Policies and procedures related to attendance, absences, and withdrawal;
- f. Parent permission for activities or programs;
- g. School closure information;
- h. Opportunities to access programs or services—including highly capable, advanced placement, and English language learner programs;
- i. Special education and services for students with disabilities, Section 504 information, and McKinney-Vento services; and
- j. All other documents which notify parents of their rights under relevant state legislation, or which contain information or forms that pertain to “consent or filing complaints under federal law, state law, or District policy”.

The District will provide written translations of vital documents for the top four (4) languages, at minimum, spoken by the parents/guardians of District-enrolled students. The District may regularly provide translation of the top nine (9) languages spoken by parents/guardians. If limited resources prevent the District from translating a document, or if the total number of parents who require the information in another language is so small that translation of the document is unreasonable, the District will make the information available to parents in a language they can understand, i.e. through oral interpretation of the document.

The District will not rely on written translations of vital documents by machine/computer translation programs, nor will these be distributed to parent/guardian speakers of diverse languages without review by a District-approved translator.

Vital documents that are newly issued or updated by the District for parent/guardian speakers of diverse languages will be accompanied a notice that free translation and/or interpretation services are available with instructions for how to request a free translation or interpretation of the document.

**10. Translation of Student-Specific Documents:** The District will provide parents/guardians, in a language they can understand, a translation of any document that contains information specific to an individual student regarding, but not limited to, a student's:

- a. Health;
- b. Safety; and
- c. Legal or disciplinary matters.

**11. Alternatives to Translation:** When translation for a document otherwise required to be translated is unavailable, or cannot reasonably be achieved, such as in an emergency situation, a school or District office will provide an attached notice to parents that free translation and/or interpretation services are available with instructions for how to request translation or interpretation of the document.

#### **D. Staff Awareness and Compliance Regarding Parents' Right to Language Access**

1. All District buildings will visibly display signage, at or near the primary entrance to the school or office, in the top nine (9) languages spoken by parents/guardians of District students, concerning the rights of parents/guardians to translation and interpretation services and how to access such services.
2. District staff will be made aware of this policy annually. Staff will be provided the written Language Access Guide indicating the availability of interpretation and translation services and processes for requesting such services. The guide will be updated as needed to communicate services available to District staff and parent/guardian speakers of diverse languages.
3. Parents/guardians will also be annually notified regarding the process for filing complaints through the District's nondiscrimination policy and procedure if they believe that such services have not been appropriately provided.

#### **E. Collection and Analysis of Language Access Data**

The District will periodically collect and analyze data related to language access in order to document a list of primary languages spoken predominantly in the homes of students and their parents/guardians. Such information will assist in guaranteeing the provision of appropriate language access services, and guide the District in the effectively planning and budgeting for services required to communicate with students and their parents/guardians.

Approved: [DATE]

Revised:

Cross Reference: School Board Policy No. 4218

Attachment, “State and Federal Legislation Regarding the Right to Language Access”

Federal legislation that informs the rights of parents/guardians to language access services includes [Title IV Regulations \(https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html\)](https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html), in particular Title 34—Education, Subtitle B—Regulations of The Offices of The Department of Education, Chapter 1—Office for Civil Rights, Department of Education, Part 100—Nondiscrimination Under Programs Receiving Federal Assistance Through The Department of Education Effectuation of Title VI of The Civil Rights Act of 1964.

The section titled “**§ 100.1 Purpose**” declares “no person in the United States shall; on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education.”<sup>1</sup>

Section “**§ 100.3 Discrimination prohibited**” expounds further, “A recipient under any program to which this part applies *may not*, directly or through contractual or other arrangements, *on ground of race, color, or national origin...* (vi) *Deny an individual an opportunity to participate in the program through the provision of services or otherwise or afford him an opportunity to do so which is different from that afforded others under the program...*”<sup>2</sup>

Finally, under “**§ 100.5 Illustrative application**”, the crucial clarification is made that, “(h) In some situations, even though past discriminatory practices attributable to a recipient or applicant have been abandoned, the consequences of such practices continue to impede the full availability of a benefit. *If the efforts required of the applicant or recipient under § 100.6(d), to provide information as to the availability of the program or activity and the rights of beneficiaries under this regulation, have failed to overcome these consequences, it will become necessary under the requirement stated in paragraph (i) of § 100.3(b)(6) for such applicant or recipient to take additional steps to make the benefits fully available to racial and nationality groups previously subject to discrimination.* This action might take the form, for example, of special arrangements for obtaining referrals or making selections which will insure that groups previously subjected to discrimination are adequately served,”

and that “(i) Even though an applicant or recipient has never used discriminatory policies, *the services and benefits of the program or activity it administers may not in fact be equally available to some racial or nationality groups.* In such circumstances, *an applicant or recipient may properly give special consideration to race, color, or national origin to make the benefits of its program more widely available to such groups, not then being adequately served.*”<sup>3</sup>

Collectively, these clauses are interpreted to constitute the basis in federal law for the protection and enforcement of the rights of parents/guardians to language access services such as translation and interpretation in the context of public education as provided by the District.<sup>4</sup>

Per OSPI, the state-level legislation that mandates the rights of parents/guardians to language access services includes [Chapter 28A.642 RCW \(http://app.leg.wa.gov/rcw/default.aspx?cite=28A.642\)](http://app.leg.wa.gov/rcw/default.aspx?cite=28A.642), specifically RCW 28A.642.010.

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<sup>1</sup> **Authority:** Sec. 601, Civil Rights Act of 1964; 78 Stat. 252; 42 U.S.C. 2000d

<sup>2</sup> **Authority:** Sec. 601, 602, 604, Civil Rights Act of 1964; 78 Stat. 252, 253, 42 U.S.C. 2000d, 2000d-1, 2000d-3

<sup>3</sup> **Authority:** Sec. 601, 602, Civil Rights Act of 1964; 78 Stat. 252; 42 U.S.C. 2000d, 2000d-1

<sup>4</sup> **APPENDIX A TO PART 100 -- FEDERAL FINANCIAL ASSISTANCE TO WHICH THESE REGULATIONS APPLY: Part 1 – Assistance Other Than Continuing Assistance to States including** “48. Bilingual education programs (20 U.S.C. 880b-880b-6)”, and **Part 2 – Continuing Assistance to States including** “5. Grants to States to assist in the elementary and secondary education of children of low-income families (20 U.S.C. 241a-242m).”

In the section of this document titled “Discrimination prohibited—Definitions”, the RCW stipulates that districts that do not comply with the provisions of the referenced chapter may be subject to a termination of moneys apportioned from the state.<sup>5</sup> Sections pertaining to District communications of policy and procedure for Harassment, intimidation and bullying prevention, rights of complainants, including the appeals process, clearly state that the information “must be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.”<sup>6</sup>

Finally, at the state level the WAC 162-28-040, “English language limitations and national origin discrimination” conveys the most specific and relevant legislation for the rights of parents/guardians to language access. The law clearly states, “*It is an unfair practice for public and private schools to fail or refuse to provide equal educational opportunity to children who are deficient in English language skills because of their national origin. Schools attended by such children shall meet the following standards:*

“(1) Where inability to speak and understand the English language excludes children based on national origin from effective participation, the district must take steps to ensure all programs and activities do not bar such students from fully participating...

“... (5) *School districts have the responsibility to adequately notify parents, regardless of their national origin, of school activities which are called to the attention of other parents. In order to be adequate, such notice may have to be provided in a language other than English.*”<sup>7</sup>

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<sup>5</sup> 2010 c 240 § 2., Sec 6. <http://apps.leg.wa.gov/wac/default.aspx?dispo=true&cite=392-190&full=true>.

<sup>6</sup> 392-190-059 Harassment, intimidation, and bullying prevention policy and procedure—School districts; 392-190-060 Compliance—School district or public charter school—Designation of responsible employee—Notification; 392-190-065 Compliance—Complaint procedure—School district or public charter school; 392-190-070 Compliance—Appeal procedure—School district or public charter school.

<sup>7</sup> <http://apps.leg.wa.gov/wac/default.aspx?cite=162-28-040>. Access 11 August 2017. Statutory Authority: RCW **49.60.120**(3). WSR 00-01-177, § 162-28-040, filed 12/21/99, effective 1/21/00; Order 17, § 162-28-040, filed 6/28/74.]

Attachment, “Seattle Public Schools Parent Communication Languages”

**Internal Data**

Source: ELL & International Programs Data Analyst, 2/24/2017

**Key:**

<b>1,000+ Speakers</b> Translation required for compliance	<b>SPS designated bilingual staff</b> Translation available per request	<b>Not spoken by SPS bilingual staff</b> Translation per request with outside agency reasonable given total # of speakers	<b>Not spoken by SPS bilingual staff</b> Translation per request with outside agency for student-specific docs / parental consent

**Parent Communication Languages:**

Contact Language	Count of Parents	SPS designated bilingual staff?
Spanish	2944	Y
Somali	1692	Y
Vietnamese	1394	Y
Cantonese	815	Y
Amharic	600	Y
Tagalog	489	Y
Tigrinya (Tigrigna)	421	Y
Oromo (Ethiopia)	394	Y
Arabic	240	Y
Mandarin	210	Y
Toishanese	209	Y
Japanese	108	
Russian	106	
Cambodian	97	
French	92	
Chinese-Unspecified	81	
Korean	75	
Soninke	72	
Ilokano	66	Y
Thai	61	
German	58	
Lao	55	
Mongolian	52	
Swahili	42	Y
Farsi	37	
Samoan	34	
Mien	33	
Portuguese	32	
Hindi	27	

Nepali	27	
Urdu	26	
American Sign Language	20	
Phillippine	20	
Cham	18	
Wolof	16	
Bulgarian	15	
Swedish	15	
Burmese	14	
Khmer	14	
Romanian	14	Y
Polish	13	
Hebrew, Modern	13	
Maya-Quiche	13	
Italian	13	
Danish	13	
Dutch	13	
Other African Langs & Dials	13	
Tibetan	12	
Bengali	12	
Cebuano	11	
Punjabi	11	
Mandingo	10	
Mandinka	10	
Norwegian	9	
Albanian	9	
Czech	8	
Turkish	8	
Tongan	8	
Tamil	7	
Chuuk	7	
Min Nan	7	
Nuer	7	
Other Phillipine Langs & Dia	6	
Twi	5	
Visayan	5	
Bosnian	4	
Fula	4	
Creole	4	
Kirundi	4	
Ethiopic	4	
Hmong	4	



Bisaya	4	
Telugu	4	
Marathi	4	
Catalan	4	
Maay	4	
Kosraean	3	
Ukrainian	3	
Estonian	3	
Taiwanese	3	
Dinka	3	
Karen	3	
Armenian	3	
Finnish	3	
Krio	3	
Pampangan	3	
Afrikaans	3	
Pashto	3	
Kannada	3	
Hungarian	3	
Ibo	3	
Latvian	3	
Taishan	2	
Sogdian	2	
Chin	2	
Creole (Haitian)	2	
Bangala	2	
Persian	2	
Edo	2	
Kirgiz	2	
Slovak	2	
Georgian	2	
Gujarati	2	
Akan	2	
Malayalam	2	
Kurdish	2	
Assamese	2	
Sahaptian	2	
Marshallese	2	
Serbo-Croatian	2	
Mixteco	2	
Shona	2	
Fallani	2	

Croatian	1	
Nanai	1	
Fulfulde	1	
Uzbek	1	
Fukienese	1	
Kikuya	1	
Balinese	1	
Yap	1	
Indonesian	1	
Zapoteco	1	
Greek	1	
Malay	1	
Pohnpeian	1	
Kikuyu	1	
Igbo	1	
Mam	1	
Trukese	1	
Other East Ind Langs & Dial	1	
Mokilese	1	
Bilen	1	
Unknown	1	
Tamazight	1	
Palaun	1	
Anuak	1	
Lithuanian	1	
Kanjobal	1	
Sotho	1	
Yoruba	1	
Hawaiian	1	
Bemba	1	
Stoney	1	
<b>Grand Total</b>	<b>11143</b>	

Attachment, “Language Access Survey Responses”

Total Survey Respondents

Language (of survey)	Online SurveyMonkey	Paper survey	Total
English	324	4	328
Spanish	50	9	59
Somali	2	4	6
Chinese – traditional	38		38
Vietnamese	11		11
Amharic	4		4
Tagalog	2		2
Tigrigna	1		1
Oromo	1		1
Arabic	2		2
	435	17	452

Quotes from survey respondents:

“Is it possible for the district to provide interpretation at PTA meetings? I feel bad not being able to keep up with the spoken English at the meetings. I feel grateful to be able to send my children to a Dual Language school with teachers I can talk to in Spanish. That makes a big difference for our family and I wish more families had an opportunity like this to attend a Dual Language school. I wish though that one of the office secretaries was bilingual.”

“It is great when Direct conversations between teachers & parents happen easily for spontaneous chats (like you would for any family), with an interpreter you can just call up in the moment. It is also great when families are supported and encouraged to not ask siblings or other family members to interpret. Thank you!”

“To me it seems a huge injustice and a disgrace that a school district the size of Seattle cannot provide professional interpretation and correct translation for bilingual families. REGARDLESS it should be the case but even more so when there is an IEP or disciplinary issue. I have witnessed many cases, including my own, where there has been a lack of communication, misunderstanding, and even people who have been offended because the ELL staff does not have the preparation nor (at times) the vocabulary to allow us to understand what is going on with our children. Please, I beg you, utilize professional interpreters / translators to help bilingual families in the Seattle School district. This is a way to respect our culture and our families.”

(Original Spanish: “*A mi me parece una injusticia y una desgracia muy grande que un distrito escolar del tamaño de Seattle no pueda proveer interpretación y traducción profesional y correcta para las familias bilingües. En TODO caso eso es cierto pero MAS AUN en casos donde hay un IEP o un asunto de disciplina. He visto muchos casos, incluso en mi caso, donde han habido faltas de comunicación, malentendidos e incluso personas que se han ofendido porque el personal de ELL no tiene la preparación ni (a veces) el vocabulario para hacernos entender que esta pasando con nuestros hijos. Por favor, les ruego, ocupen interpretes/traductores profesionales para ayudar a las familias bilingües del distrito escolar de Seattle. Es una forma de respetar nuestra cultura y nuestras familias.*”)

“I believe that as parents we must have more personal communication with the teachers, not by email or phone.”  
 (Original Spanish: “*Yo pienso que los padres tenemos que tener más comunicacion con los maestros personal mente no oor medio de email ni teléfonos.*”)

“Each School should have an interpreter to help families have better communication about the development of the children, in gatherings or important meetings should be translated.”

(Original Spanish: “*Cada escuela debería tener un intérprete para ayudar a las familias a tener mejor comunicación sobre el desarrollos de los niños , en las juntas o reuniones importante debería ser traducidas.*”)

“Improve the service and assistance at the Schools, the main office is very friendly, but (at) my child’s school there is a need to improve the service respect toward (those of us with) families who do not communicate in English. Sometimes the community does not know about opportunities for their children because the Schools do not concern themselves about their parents, and this is why the children do not perform highly, or take advantage of opportunities, because as parents we do not know how to support our children.”

(Original Spanish: “*Mejorar el servicio de atención dentro de las escuela, la oficina principal es muy agradable, pero la escuela de mi hijo le falta mejorar el servicio y respeto hacia los padres que no nos comunicamos en inglés. A veces la comunidad no sabe las oportunidades de sus hijos porq las escuelas no se preocupan por sus padres, y por eso los hijos no rinden o no toman todas las oportunidades, porq los padres no sabemos como apoyar a nuestros hijos.*”)

“For me it is important for there to be an interpreter so that we can support the success of our children more also we will have more knowledge of what exists in the school.”

(Original Spanish: “*Para mi es importante que exista intérprete por qué así podemos apollar más a nuestro hijos para el éxito también tendremos más conocimiento delo existe en la escuela.*”)

“Google Translate > does not provide good translation that can be easily understood. You need professional translations on the website, not automated translations.”

(Original Spanish: “*Google Translate > no provee buenas traducciones que se puedan fácilmente entender. A Vds. les necesitan traducciones profesionales del website, no traducciones automáticas.*”)

“I hope that any information or email information will be accompanied by a Chinese translation in the future, so that parents know their daughter's information in school.”

(Original Chinese: “我希望日后学校寄任何资料或 email 信息都附有中文翻译，让家长知道女儿在学校的信  
息。谢谢！)”)

“School should give children every piece of paper in Chinese, because parents do not understand English, the children get back the paper, parents do not know what [it is]”

(Original Chinese 学校给回孩子的每一张纸张都应该是中文的，因为家长不懂英文，孩子拿回来的纸张，家  
长都不知道是什么事)

“Hope to provide language translation services as soon as possible to more people who can benefit from them. More hope we can save more diversified language education!”

(Original Chinese 希望能尽快提供语言翻译服务给更多的受益人。更希望我们能够保存更多的多元化语言教  
育！) )

Attachment, "Excerpts from Related Policies and Procedures"

### **Board Policy 2110: Transitional Bilingual Instructional Program**

"The district and its staff shall: A. Communicate, whenever feasible, with parents of English language learners in a language they can understand". (Legal References: RCW 28A.180 Transitional Bilingual Instructional Program; WAC 392-160 Transitional Bilingual Instruction Program; WAC 162-28-040 English language limitations and national origin discrimination.)

### **Superintendent Procedure 2110SP: Transitional Bilingual Instructional Program**

"Communication with parents/guardians should be provided, when feasible, in the parents' primary language."

### **Superintendent Procedure 2161SP: Special Education and Related Services for Eligible Students**

"Parents Whose Native Language is not English: The District shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting or other meetings, *including arranging for an interpreter for parents with deafness or whose native language is other than English.*"

"After the reevaluation is completed, *the school psychologist will both invite parents to a meeting to review the results of the reevaluation, and will provide a Prior Written Notice after the meeting of the results of the reevaluation to parents in their primary language*".

"IEP Team: Parents are members of the IEP team and will have the opportunity to participate fully. *The District will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English.*"

"Use of Restraint, Isolation and Other Uses of Physical Intervention:

Parent/Guardian Notification: The building administrator or designee will: a. Make a reasonable effort to verbally inform the student's parent or guardian of the incident within twenty four hours of the incident. Efforts will be made to inform parents/guardians by the end of the school business day; and b. Send written incident report as soon as practical but postmarked no later than five school business days after the incident. *If the school customarily provides the parent or guardian with school-related information in a language other than English, the incident report will be provided to the parent in that language.*

"Informed consent means that *the parent or adult student: 1. Has been fully informed of all information that is relevant to the activity for which the District is asking consent, and that the information is provided in his or her native language or other mode of communication*"

"Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. *If the native language or other mode of communication of the parent is not a written language, the District will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve: 1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or 2. Providing notice orally if the written language is not a native language.*" (Cross Reference: Policy Nos. 2161, 2415, C62.00; Chapter 28A.155 RCW; Chapter 392-172A WAC)

### **Superintendent Procedure 3210SP: Nondiscrimination**

"The District will devise and use materials, orientation programs, and counseling techniques that will encourage participation in all school programs and courses of study without regard to a student's membership of a protected category."

### **Board Policy 4129: Family Engagement**

This motion for the Board to adopt Policy No. 4218, Speakers of Diverse Languages, reinforces and extends the considerations and intentions of Superintendent Procedure 4129SP “Family Engagement”, which sets forth the implementation of a District-wide climate of welcome for family involvement to support student learning and youth development in all schools. Parents/guardians feel a greater sense of welcome and belonging in the school community of their child when they are able to access information about their child’s education in a language they can understand.

“The Board recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children’s education. *The Board is committed to the creation and implementation of culturally inclusive and effective school-family partnerships throughout the school district and in each school, and believes these partnerships to be critical to the academic success of every student.*”

“*The Board recognizes that family engagement in education has a positive effect on student achievement and is an important strategy in reducing the education opportunity gaps.* The intent of this policy is to create and maintain a districtwide climate conducive to the meaningful engagement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools. In order to create and maintain this climate, *schools will provide a welcoming atmosphere to family members of their students.*”

### **Superintendent Procedure 4129SP: Family Engagement**

“Plans should be tailored to the realities of school families, be culturally relevant to the school population and delineate strategies to greater family participation in education (particularly families who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).”

“Communicating: Regular and effective two-way communication between all families and schools regarding student achievement, district policies and procedures, local school operating procedures, and an individual child’s progress.”

“All families are encouraged to be advocates and to participate as partners in decision making affecting student success.”

“District Administrators and Staff will... Provide assistance for families to understand topics such as the state academic content standards, and state and local academic assessments, and how to monitor a child’s progress and work with educators to improve the achievement of their children.”

“School Staff will: Politely welcome all visiting family members upon their arrival at a school; Treat all families and community members with dignity and respect; be sensitive to cultural differences and life circumstances among families, *including providing information in native languages where appropriate.*”

### **Board Policy 4130: Title I Family Involvement**

In order to fulfill the requirements of 4130, “Parental involvement means the participation of parents in *regular, two-way, and meaningful communication* involving student academic learning and other school activities, including ensuring that parents: A. Play an integral role in assisting their child’s learning; B. Are encouraged to be actively involved in their child’s education at school; and C. *Are full partners in their child’s education and are included, as appropriate, in decision-making...*” the schools and District must offer resources to facilitate such regular communication with parent speakers of diverse languages.

“Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, *with particular attention to participation of parents with limited English proficiency...*”

**Superintendent Procedure 4130SP: Title I Family Involvement**

Compliance with this stipulation of 4130SP, “The school district will take the following actions to ensure that *information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand...* To the extent needed and practicable, *distribute the Title I Family Involvement policy in multiple languages or formats*” requires either school-based or central office staff to support the translation of materials with information for parent speakers of diverse languages about programs, meetings, or other activities at their child’s school.

4130SP further states that “each school offering Title I, Part A services will have a separate school building parent involvement policy... To the extent practicable, *the policy will be provided in a language the parents can understand...*”, which would require resources to fund translation of the parent involvement party at Title I schools with significant populations of parents who are speakers of diverse languages, whether the policy be translated by district bilingual staff, or an outside agency.

Attachment, “Detailed Time for Implementation “

<p>May-June 2017</p>	<p>1. Creation of central hub for translation and interpretation requests Phone line: (206) 743-3550 (<i>routed to JSCEE staff who speak Spanish, Somali, Vietnamese, Amharic, and Oromo</i>)          Email account: <a href="mailto:languages@seattleschools.org">languages@seattleschools.org</a>          Website: <a href="http://www.seattleschools.org/languages">http://www.seattleschools.org/languages</a></p>
<p>July 2017</p>	<p>2. SPS Web Redesign (Public) –          Publication of Language Buttons linked to Translated Web pages Top six (6) languages:          Spanish: <a href="http://www.seattleschools.org/spanish">http://www.seattleschools.org/spanish</a>          Somali: <a href="http://www.seattleschools.org/somali">http://www.seattleschools.org/somali</a>          Chinese: <a href="http://www.seattleschools.org/chinese">http://www.seattleschools.org/chinese</a>          Vietnamese: <a href="http://www.seattleschools.org/viet">http://www.seattleschools.org/viet</a>          Amharic: <a href="http://www.seattleschools.org/amharic">http://www.seattleschools.org/amharic</a>          Tagalog: <a href="http://www.seattleschools.org/tagalog">http://www.seattleschools.org/tagalog</a></p>
<p>August 2017</p>	<p>3. Updated contact for requests – by August 18, 2017          Phone line: (206) 743-3550 (<i>WILL route to JSCEE staff who speak Spanish, Somali, Vietnamese, <b>Chinese</b>, Amharic, <b>Tagalog</b>, Oromo, and Arabic</i>)</p> <p>4. NewsBrief update with Access info – for August 23, 2017          Link to public &amp; internal web resources</p> <p>5. Professional Development for Staff: Wednesday, August 23<sup>rd</sup>          Promoting Language Access I: Working with Interpreters and Translators</p> <p>6. SPS Web Redesign (Public) – by August 25, 2017          Translated Vital Docs added to Translated Web pages  <i>(top six languages; see above)</i></p> <p>7. SPS Web Redesign (Internal) – by August 25, 2017          Creation of MySPS webpage for Translation and Interpretation  <a href="http://mysps.seattleschools.org/languages">http://mysps.seattleschools.org/languages</a></p> <ul style="list-style-type: none"> <li>- Language Access Poster</li> <li>- Language Access Summary</li> <li>- Guide to Telephonic Interpretation Services (Linguistica)</li> <li>- Language Access Guidelines (Requests, Resources &amp; Services)</li> <li>- Language Access QRDs</li> </ul> <p>8. NewsBrief update with Access info – for August 30, 2017          Link to public &amp; internal web resources; announce Board intro on September 6, 2017</p>
<p>September 2017</p>	<p>9. NewsBrief update with Access info – for September 6, 2017          Link to public &amp; internal web resources; reminder Board intro on September 20, 2017</p> <p>10. Distribution of Language Access Poster – by September 30, 2017</p> <p>11. 11”x17”, color, laminated; at every school, to be displayed visibly in the main office or primary site of parent engagement with school staff; accompanied by laminated parent language identification sheet</p> <p>12. NewsBrief update with Access info – for September 13, 2017          Link to public &amp; internal web resources; reminder Board intro on September 20, 2017</p> <p>13. Professional Development for Staff: Tuesday, September 19<sup>th</sup> Promoting Language Access II: Essential Skills and Ethics of Interpretation</p> <p>14. NewsBrief update with Access info – for September 20, 2017</p>



	<p>Link to public &amp; internal web resources; reminder Board intro on September 20, 2017</p> <p>15. BOARD INTRO – Wednesday, September 20, 2017 NEW Policy 4218 and Superintendent Procedure 4218SP intro to the School Board</p> <p>16. NewsBrief update with Access info – for September 27, 2017 Link to public &amp; internal web resources; announce Board action on October 4, 2017</p> <p>17. Professional Development for Staff: Wednesday, September 27<sup>th</sup> Promoting Language Access I: Working with Interpreters and Translators</p>
October 2017	<p>18. BOARD ACTION – Wednesday, October 4, 2017 NEW Policy 4218 and Superintendent Procedure 4218SP adoption by the School Board</p> <p>19. JSCEE Translation &amp; Interpretation Team – Date TBD Meeting with Parents, Community Leaders &amp; CBO Partners</p> <p>20. Professional Development for Staff: Tuesday, October 24<sup>th</sup> Promoting Language Access II: Essential Skills and Ethics of Interpretation</p> <p>21. Professional Development for Staff: Wednesday, October 25<sup>th</sup> Promoting Language Access I: Working with Interpreters and Translators</p>
November 2017	<p>22. Professional Development for Staff: Tuesday, November 1<sup>st</sup> Promoting Language Access III: Essential Skills and Ethics of Translation</p>
December 2017	<p>23. JSCEE Translation &amp; Interpretation Team – Date TBD Meeting with Parents, Community Leaders &amp; CBO Partners</p>
January 2018	<p>24. Professional Development for Staff: Wednesday, January 10<sup>th</sup> Promoting Language Access I: Working with Interpreters and Translators</p> <p>25. Professional Development for Staff: Tuesday, January 23<sup>rd</sup> Promoting Language Access II: Essential Skills and Ethics of Interpretation</p> <p>26. Professional Development for Staff: Tuesday, January 30<sup>th</sup> Promoting Language Access III: Essential Skills and Ethics of Translation</p>
February 2018	<p>27. JSCEE Translation &amp; Interpretation Team – Date TBD Meeting with Parents, Community Leaders &amp; CBO Partners</p>
March 2018	<p>28. Professional Development for Staff: Tuesday, March 20<sup>th</sup> Promoting Language Access II: Essential Skills and Ethics of Translation</p> <p>29. Professional Development for Staff: Tuesday, March 27<sup>th</sup> Promoting Language Access III: Essential Skills and Ethics of Translation</p>
April 2018	<p>30. JSCEE Translation &amp; Interpretation Team – Date TBD Meeting with Parents, Community Leaders &amp; CBO Partners</p>
June 2018	<p>31. JSCEE Translation &amp; Interpretation Team – Date TBD Meeting with Parents, Community Leaders &amp; CBO Partners</p>