



Yakama Nation Tribal School

"Knowledge for Generations to Come"

Policy: 4218P

Section: 4000 - Community Relations

Language Access

The following procedures are intended to implement Policy 4218, establish meaningful, two-way communication between Yakama Nation Tribal School and parents/family members with limited English proficiency, and promote access for such parents and families to the all school programs, services, and activities.

A. Definitions

1. Persons with **"limited English proficiency"** are individuals who are unable to communicate effectively in English either verbally or in writing, or both, because their primary language is not English, and they have not developed fluency in the English language. A person with limited English proficiency may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Staff are urged to remember that limited English proficiency may be context-specific—e.g., a parent may have sufficient English language skills to understand, communicate and/or exchange basic information with a teacher, but they may not have sufficient skills to communicate detailed, specific information needed in a particular context, like an IEP meeting, a 504 meeting, or a student discipline hearing.
2. **"Primary language"** means the primary language spoken by a student's parent or guardian, or the predominant language spoken in the student's home. Parents may have more than one primary language and/or dialect.
3. **"Language services"** refers to a broad spectrum of services used or required to facilitate communication and understanding between speakers of different languages, and typically includes interpretation and translation services.
4. **"Interpretation"** means the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language.
5. **"Interpreter"** means a spoken language or sign language interpreter working in a public school, as defined in RCW 28A.150.010, to interpret for students' families, students, and communities in educational settings outside the classroom.
6. **"Translation"** means the process of communicating the meaning of a written source-language text into an equivalent target language text in such a way that the content of both texts can be considered the same.
7. **"Qualified Interpreter"** means an interpreter who is able to interpret effectively, accurately, and impartially, both receptively and expressively using necessary specialized vocabulary.

B. Language Access Program

The language access program will include completion of the following activities:

- Adopting or developing a language access plan that outlines how language access needs will be identified, resources allocated, and standards established, and monitoring of effectiveness implemented (additional information about how to develop the language access plan is provided in a subsequent section of this procedure);
- Administering the self-assessment developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services (additional information about the self-assessment is provided in a subsequent section of this procedure);
- Using the guide developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for developing, implementing, and evaluating language access policy, procedures, and plan. The processes for developing and evaluating the language access policy, procedures, and plan must engage staff, students' families, and other community members in ways likely to result in timely and meaningful feedback, for example partnering with community-based organizations and providing translation and interpretation in languages that are understood by students' families;
- Periodically reviewing language access policy and procedures to incorporate necessary updates;
- Collaborating with community-based organizations on how to work effectively with interpreters and families; and
- Reviewing, updating, and publishing, at least annually, information about the school district's language access plan, policy and procedures, and language access services, including the need for, and spending on, language access services. The information



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3. An appropriate and current record of students' families' primary language will be maintained and used to inform the language access plan and program.

D. Interpretation and Translation Services

1. YNTS will collaborate with community-based organizations on how to work effectively with interpreters and families.
2. As materials become available, YNTS will make reasonable efforts to implement the toolkit developed by the Language Access Technical Assistance Program of the Center for the Improvement of Student Learning, including the self-assessment, guide, and best practices.
3. Each school and District office will provide free oral interpretation services to those parents/family members who require language services to communicate effectively during any interaction with YNTS that is significant to the student's education. Free translation of vital documents will be provided as required below.
4. All interpretation and translation will be provided by competent professionals as demonstrated by certification or similar means. Reasonable steps will be taken to ensure that interpreters and translators have the knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and that they have been trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
5. The Parent is welcome to invite additional persons to participate in discussions. Although a parent may decline the offer to provide an interpreter, YNTS should consider whether having an interpreter as the communication lead is still required.

Students and other minor children under the age of 18 may not serve as interpreters for school staff and parents during any formal or informal meeting or process.

6. YNTS will facilitate staff access to appropriate interpretation and translation services in order to communicate with parents and families with limited English proficiency consistent with federal and/or state law and this policy and procedure. YNTS will strive to be aware of and plan for the language access needs. For a planned program, activity, meeting, or event, staff should initiate the request for language aid or services at least three days ahead of time. Requests will be answered as soon as possible. For unplanned and urgent communication, staff should request language assistance and try to arrange for such as soon as it is known that language assistance is needed. If an interpreter cannot be found that day, open communication should be maintained, and an interpreted meeting should be scheduled as soon as possible. If no interpreter can be present, staff should utilize remote interpreting services to communicate with parents and families.
7. The following interpretation and translation services are currently available:
Centerpoint Language Services - (509) 457-2870, centerpointlanguageservices.com
Apple Valley Interpreting Service - (509) 248-3880, yvis.com

Staff will be informed of when and how to access interpretation and translation services and the administrator responsible for ensuring the availability of such services. District staff may contact, Maria Diaz, by phone at (509) 865-4778 ex. 6315 or at Maria_Diaz@yakama.com with questions or concerns, or to obtain information or assistance regarding interpretation and translation services.

8. Administrators, including those involved with registration and enrollment, certificated staff, and other appropriate staff as determined by the superintendent, will receive guidance and information regarding:
 - a. the rights of parents and families with limited English proficiency under state and federal law to language access services;
 - b. the importance of meaningfully and effectively communicating with parents and families with limited English proficiency;
 - c. the most effective ways to communicate with parents and families with limited English proficiency regarding the available language services;
 - d. the importance of utilizing competent translation and interpretation services when communicating with parents and families with limited English proficiency;
 - e. the availability of translation and interpretation services, whether through in-person interpretation, telephonic services, online services, or video-conferencing;
 - f. the mechanisms and processes for accessing translation and interpretation services when working with parents and families with limited English proficiency, including ensuring the correct language service is being accessed, checking for parent/family understanding once interpretation has commenced, and proper vetting of translations for audience-appropriate content; and
 - g. the process for reporting concerns or complaints.



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9. **Interpretation Services:** Whenever requested by a parent or families or whenever staff can reasonably anticipate that interpretation services are necessary to meaningfully communicate with parents or families regarding important information about the student's education or school activities, YNTS will provide interpretation services in accordance with this procedure.

Such interpretation services may be provided either at the location where the parent or family member is seeking to communicate or by electronic means, such as telephone or video conferencing.

Upon three days' notice that such services are required, YNTS will provide interpretation services at public meetings organized or sponsored by YNTS (e.g., board meetings).

10. **Translation of Vital Documents:** YNTS will identify vital documents that are distributed or electronically communicated to all or substantially all parents containing important information regarding a student's education, including but not limited to:
- a. registration, application, and selection;
 - b. academic standards and student performance;
 - c. safety, discipline, and conduct expectations;
 - d. special education and related services, Section 504 information, and McKinney-Vento services;
 - e. policies and procedures related to school attendance;
 - f. requests for parent permission in activities or programs;
 - g. opportunities for parents to access school activities, programs, and services;
 - h. student/parent handbook;
 - a. the Language Access Plan and related services or resources available;
10. school closure information; and
11. any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or policy.

Written translation of vital documents will be provided for each language group that constitutes at least 5 percent of the total parent population. If YNTS is unable to translate a document due to resource limitations or if a small number of parents require the information in a language other than English such that document translation is unreasonable, oral interpretation will still be provided in a language they can understand.

Written translations of vital documents by machine/computer translation programs will not be used or issued to parents and families with limited English Proficiency without prior review and editing by a certified translator for those languages where testing for certification exists. For all languages where testing for certification does not exist, a qualified translator will be utilized.

All documents and information posted or issued by YNTS for parents and families should contain a notice in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

9. **Translation of Student-Specific Documents:** All reasonable steps will be taken to provide parents and families with translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
- a. health;
 - b. safety;
 - c. legal or disciplinary matters; and
 - d. entitlement to public education, eligibility for special education services, placement in the English Language Learner Program, the Highly Capable Program, accelerated courses such as Advanced Placement, or any other non-standard academic program.



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10. **Alternatives to Translation:** When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, YNTS will provide an attached notice to parents and families in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

D. Providing Information to Parents and Families

1. The language access plan, policy, procedures, and services will be reviewed, updated, and published annually. The information must include notice to families about their right to free language access services and the contact information for the language access liaison/coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.
2. Staff will be notified of this policy annually. Staff will be regularly provided updated written guidance regarding how and when interpretation and translation services should be accessed.
3. Parents and families will also be annually notified regarding the process for filing complaints through the nondiscrimination policy if they believe that such services have not been appropriately provided.
4. Upon enrollment, information regarding available interpretation and translation services and the YNTS complaint process will be provided to parent (s) or family members who may have limited English proficiency. Reasonable steps will be taken to provide information required by this section in the primary language spoken predominantly in the home.
5. YNTS offices will post in a conspicuous location at or near the primary entrance to the school or office a sign in primary languages spoken in the district concerning the rights of parents to translation and interpretation services and how to access such services.
6. To the extent practicable, the website will provide information in designated languages concerning the rights of parents to translation and interpretation services under federal and state law and how to access such services.

E. The Collection and Analysis of Data

YNTS will annually collect and periodically analyze the following language access and language access service information:

- The language in which each student and student's family prefers to communicate;
- Whether a qualified interpreter for the student's family was requested for and provided at meetings reported in OSPI's Comprehensive Education Data and Research (CEDARS) student data system.
- Other data on provision of language access services, as required by OSPI.

YNTS will submit the information collected as required by OSPI.

YNTS will provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services.

Discrimination Complaints

Discrimination based on national origin, which includes language and limited-English proficiency, is prohibited. The language access liaison/coordinator will communicate with the district's Civil Rights Compliance Coordinator. Anyone may file a complaint alleging discrimination based on language or the district's failure to provide language access services using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

Adoption Date: **07.19**
Classification: **Essential**
Revised Dates: **06.22**



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must include notice to families about their right to free language access services and the contact information for any school district language access coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.

Developing a Language Access Plan

The language access plan will be developed to ensure compliance with the language access policy and all other language access requirements. The language access plan will establish the following:

- Who is responsible for implementing the plan, including administrators, workgroups, committees, or other staff who will be responsible for overseeing the language access work, developing and modifying the language access plan, establishing and implementing operational procedures (i.e., how staff may access interpretation and translation services), and monitoring and evaluating the effectiveness of the language access plan and services.
- Staff training on the language access policy, procedure, and plan, including the frequency, curriculum, and target personnel who will participate in the training.
- Identification of the language access needs in the district and the services that will be provided. The plan will include a list of the languages that students, parents, and families communicate in and the prevalence of those languages. The plan will also identify the languages in the district that vital publications most commonly must be regularly translated into, in alignment with this procedure.
- How outreach will be conducted to parents and communities with language assistance needs and the actions needed to implement an effective system for gathering feedback.
- What resources will be allocated for the provision of language access services.
- A description of the timeframe, objectives, and benchmarks for work to be undertaken.
- The approach to monitoring and evaluating the effectiveness of the language access plan and services, and the process for modifying the language access plan and operating procedures in response to feedback and changing language needs.
- In developing and modifying the language access plan, self-assessment data and other collected feedback will be used.
- In developing the language access plan, the standards for providing language access services as outlined in this procedure and the policy will be adhered.

Self-Assessment

- In developing the language access plan, the language access coordinator/liaison will administer a self-assessment to assess the efficacy of communication with people with language assistance needs and inform language access planning, including evaluating the following areas:
 - How individuals with language access needs interact with YNTS
 - How well YNTS is providing language assistance services
 - How well YNTS is identifying individuals with language access needs
 - Whether school staff receive appropriate training on the language access and policy and plan
 - How notice of language assistance services to its community
 - Whether there is an effective process for monitoring and updating language access policy and plan.
- In implementing the self-assessment, the language access coordinator/liaison will engage with community members, leaders, and organizations that have the inherent knowledge about cultural and language access needs.
- The coordinator/liaison may administer the self-assessment tool developed by the OSPI Language Access Technical Assistance Program of Center for Improvement of Student Learning for evaluating the provision of language access services.
- The coordinator/liaison will re-administer the self-assessment on a periodic basis.

C. Identification of Families Needing Language Access Services

1. Upon student enrollment and periodically through a student's education, YNTS will utilize a survey to identify parents who need language access services and the languages in which they may need assistance. The survey will be translated into the most commonly known languages spoken in the district and will be included in the standard enrollment packet provided to all parents.
2. Schools must determine within thirty (30) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language services to communicate effectively with the school.



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Targeted Student means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

Complainant means the person who has reported the harassment, intimidation, or bullying.

C. Behaviors/Expressions

"Harassment," "intimidation," and "bullying" are separate but related behaviors directed toward students. Although this procedure defines the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying."

Harassment refers to any malicious act, which causes harm to any student's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student including physical or educational harm. Bullying can also occur through technology (sharing pictures, videos, or text messages) and is called electronic bullying or cyberbullying.

Expressions of Harassment Intimidation and Bullying may include but are not limited to threats, rude comments or gestures, unwanted touching, rude jokes, notes, texting, social media, gossip, rumors, voyeurism and sexting (the electronic transmission of sexually explicit images, videos, and/or text messages).

It is considered a violation of the state HIB law if any of the above behaviors are occurring.

D. Relationship to Other Laws

This procedure applies only to conduct toward students as reflected in RCW 28A.600.477 – Prohibition of Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying
2. [RCW 28A.640.020 – Sexual Equality](#)
3. [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 – The Law Against Discrimination](#)

Compliance will be ensured with all state laws regarding harassment, intimidation, or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, or YNTS from taking action to remediate harassment or discrimination based on a student's membership in a legally protected class under local, state, or federal law.

E. Prevention

1. Dissemination

The school and website will prominently post information, as provided by OSPI, on reporting harassment, intimidation, or bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the HIB Compliance Officer. Policy and procedure will be available in a language that families can understand.

Annually, the superintendent will ensure that language provided by OSPI summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and offices and/or hallways, and is posted on the website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC.

2. Education

Annually, students will receive age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying at