

Wissahickon School District

Procedures for Communicating with Limited English Proficient Parents/Guardians

Wissahickon School District adopts these written procedures addressing communications with Limited English Proficiency (“LEP”) parents or guardians. LEP parents are parents or guardians whose primary language is other than English and who have limited English proficiency in one of the four domains of language proficiency (speaking, listening, reading, or writing) (collectively referred to as “LEP parents”). The following procedures are intended to address the means through which and under what circumstances the District expects staff will communicate essential information to LEP parents in a language they can understand.

A copy of these procedures will be made available on the District’s website and to employees on the Employee Sharepoint. The District’s student handbooks will also include a reference to where parents can find the procedure.

1) Identification of LEP parents.

- a) Home Language Survey. Upon every student’s initial registration in the District, the Registrar must ensure that the person registering the student fills out the Home Language Survey. The District currently offers a Home Language Survey available in English, Spanish, Simplified Chinese, Vietnamese and Korean, which have been languages common in the District community at varying times in the past.
- b) The District will attach to the Home Language Survey a cover page translated into less common languages spoken in the community that explains how a parent may receive an interpretation of the Home Language Survey. If a parent requests translation of the Home Language Survey, District registration staff will assist the parent in obtaining an interpretation of the Home Language Survey using telephonic interpreter services.
- c) Following a student’s registration, the District’s Registrar will forward the Home Language Survey and other registration materials to the building principal where the child will be enrolled. The building principal or his/her designee will review the Home Language Survey and determine if the parent(s)/guardian(s) of the student indicate that they are an LEP parent. In addition to identifying LEP parents through the Home Language Survey process upon enrollment, staff members will be instructed to inform the student’s building principal when staff members obtain information (e.g. through handwritten notes, conferences, phone calls) that an enrolled student’s parent(s) or guardian(s) is not proficient in English but has not been previously identified as an LEP parent.
- d) Building lists of LEP parents were reviewed at the start of the 2018-2019 school year to determine the language needs of LEP parents of presently enrolled students, as reflected in the home language surveys. The building principal will maintain the list of all LEP parents whose children are being educated in the building. The building principal will update the list as new students with LEP parents enroll, as LEP parents are identified thereafter or as students with LEP parents transfer or matriculate to/from the building. The list will include

the name of the building, the name of the LEP parent(s) or guardian(s), name of the student(s), and the language identified by the LEP parent. Information about the parent’s status as an LEP parent, along with the language(s) spoken by the LEP parent(s), will be

inputted by the building principal, or designee, into an information field within the District's electronic student information system for centralized access to this information.

2) Document translation services

- a) The District will provide a means for translation or interpretation of all essential written communications to LEP parents into a language they can understand. Essential written communications include, but are not limited to: (i) the District's Student Registration Form and other forms required at registration, including the Home Language Survey; (ii) letters to parents and student reports regarding the Pennsylvania Statewide Assessment System; (iii) all forms sent to parents or guardians of English Learners regarding language instructional education program eligibility, exiting and opt-out; (iv) Title IA eligibility and exit letters; (v) progress reports sent directly to parents; (vi) all letters and forms related to special education, related services and gifted evaluation, meetings and programming that must be provided to parents under applicable law; (vii) summer school letters; (viii) permission forms for student participation in field trips or other curricular activities; (ix) letters to parents regarding parent-teacher conferences and course selection; (x) "back to school" communications and forms that parents must complete and return; (xi) communications to parents regarding student disciplinary suspensions and expulsions; and (xii) student and/or parent handbooks, including codes of student conduct or discipline.
- i) Building principals will ensure that all essential communications to LEP parents will be in a language that they understand, either by providing a translated document directly to the LEP parents or through free, qualified interpreters who can interpret the information being communicated. During building-level meetings at the start of the school year, building principals must instruct building staff on: (1) the process to be used to inform the principal of conferences, hearings or meetings with LEP parents needing interpreter services so that interpreter services may be timely arranged; (2) what written communications with parents need to be translated or interpreted and how to obtain a translation or the form explaining the availability of translation assistance to accompany the communication; and (3) the logs of interpreter services that must be maintained.
- ii) The District maintains a database of District-level form documents translated into languages common in the District, which building staff can access. LEP parent languages currently common in the District are Spanish and Korean. The database is located on an Employee Sharepoint on-line system. During annual professional development, the District notifies building principals and other pertinent staff about the forms that exist and their ability to access these form documents. Documents that will be translated as a matter of course into languages common in the District and maintained on the Employee Sharepoint system or the District website include: (1) registration forms, including home language survey; (2) letters to parents about the Pennsylvania Statewide Assessment System; (3) communications about the language instruction education program eligibility, exiting and opt-out; (4) Title IA eligibility and exit letters; (5) standard letters and forms related to special education (e.g. procedural safeguard notice) that must be provided to parents under applicable law; (6) summer school letters; (7) permission forms for student participation in field trips or other curricular activities; (8) letters to parents regarding parent-teacher conferences;

- (9) back to school communications and forms that parents must complete and return;
 - (10) communications to parents regarding student disciplinary suspensions and expulsions; (11) the code of student conduct; and (12) report card forms.
- iii) Principals seeking assistance with translation of building-level documents should contact the Assistant Superintendent. All translated documents should be maintained in the Employee Sharepoint database for future use.
 - iv) When communications about essential information that have not been translated as a matter of course are sent to LEP parents, the following notice, translated into the language that the LEP parent(s) has designated, shall accompany the written communication being sent to the LEP parent(s):

“The attached communication contains important information. If you need language translation assistance to understand this document, you may request that this document be translated or that an interpretation be provided by contacting [INSERT PRINCIPAL’S NAME] at [INSERT PHONE NUMBER OR OTHER CONTACT MEANS].”

- b) The District’s website contains a feature that permits website content to be automatically translated into multiple languages by selecting the requested language.
- 3) Interpreter services
- a) Through the Montgomery County Intermediate Unit Title III Consortium, the District currently utilizes telephonic interpretive services through Transperfect Remote Interpreting (“Transperfect”) to provide interpreter services for LEP parents. Services from Transperfect are available to all District personnel by contacting Transperfect at 1-855886-2901. The Transperfect service instructions and access information for Wissahickon School District are included as “Attachment B.”
 - b) LEP parents will be informed of the availability of interpreter services in the various notices described in this procedure. If an LEP parent requests an interpreter for a meeting, particular event or to interpret some other communication, the building principal or his/her designee is responsible for arranging an interpreter through Transperfect. If for some reason the Transperfect service is not available or able to provide the service, the building principal or his/her designee should contact the Assistant Superintendent for information about alternative services. District staff shall ensure that telephonic equipment is available that allows the interpreter to hear the communications.
 - c) Staff are expected to utilize interpreter services for meetings, conferences and telephonic communications with LEP parents addressing services to English Learners, disciplinary issues or proceedings, special education or gifted services, registration or enrollment processes, parent-teacher conferences or other essential educational matters where parent participation is required or requested. Interpreter services may also be requested by LEP parents for other events.

- d) Each building principal shall maintain a contemporaneous log of interpreter services requested or utilized by LEP parents during the school year. The log shall be maintained in the form that follows in "Attachment A", and shall include the name of the LEP parent(s), ID number for the LEP parent's child, building name, the identity of the interpreter provided, the reason/event, date of the request, date of the meeting/event, and the primary language spoken by the LEP parent(s). If an interpreter could not be provided, the log entry must explain why not. The log should be updated by the building principal as soon as possible following the request/event. Each building principal shall provide or submit a copy of the completed building log to the Assistant Superintendent by June 25 annually, or as otherwise requested.
- 4) Notification to LEP parents of the availability of free language assistance services and how those services may be obtained. A notice will be placed on the District's website and in each of the handbooks issued to parents regarding LEP parents' ability to obtain free language assistance services and the manner in which such services may be requested. The notice will be translated into languages common in the community. The notice, or a building-specific variation thereof, may also be attached or included in other communications to LEP parents. The notice will state as follows:
- "The Wissahickon School District offers free language assistance services to limited English proficiency parents or guardians. Translation and interpreter services are available by contacting the principal of your child's school. If you have not already completed a Home Language Survey, the Home Language Survey is available from the District's Registrar and, upon request, a hard copy or interpretation of the Home Language Survey may be obtained in the language that you can understand. If you have any questions or concerns regarding parent communications or access to interpreter or translation services, please contact your child's building principal or the Assistant Superintendent."
- 5) Qualifications and Performance of Interpreter and Translation Providers
- a) Prior to utilizing any interpreter or translation providers, the District will seek and receive written confirmation from the provider certifying that the provider has met the standards for quality translation or interpreter services established by an independent entity that has the expertise to determine whether these services meet universally accepted standards.
- b) Documentation of the provider certifications shall be maintained in the records of the Assistant Superintendent's office for a period of five (5) years from the date of service.

- 6) Training
- a) During professional development session(s) held typically prior to the start of each school year, appropriate District staff will receive training on: (i) these procedures, the availability of translation and interpreter services and the means to access those services; (ii) the Employee Sharepoint database or other means to access and maintain translated forms; (iii) the annual lists of LEP parents to be maintained by building and how the lists should be maintained and updated; (iv) the logs of interpreter services to be maintained and how the logs should be updated and submitted; and (v) the importance of effective communication

with LEP parents. “Appropriate District staff” for each of the subjects identified herein will be determined in the discretion of the Superintendent or his/her designee depending on their duties, and the training may occur in one or more sessions.

Attachment A – Log of Interpreter Requests and Services

Parent Name	Student Name	Building	Interpreter Provided	Reason/Event	Date of Request and Date of Event (if different)	Primary Language Spoken
Mr. & Mrs. XXXX		WHS	Language Line	IEP meeting	4/18/18	Spanish
Mr. & Mrs. XXX		Shady Grove ES	Interpreter could not be provided – attempts were made on XYZ DATES to secure interpreter from XYZ SERVICE PROVIDERS but interpreter could not be provided due to XYZ (e.g. late notice of request, unavailability of qualified interpreter, etc.)	Back to School night	4/18/18	Hmong



Montgomery County IU Title III Consortium Districts

How Do I Connect With an Over-the-Phone Interpreter (OPI)?



When a client calls into your organization and your representative does not speak the language of the caller, simply dial the number below and follow the prompts! Once this is successfully completed an interpreter will join you on the line.

TRI PHONE NUMBER

If calling in from N. America, please dial:

855-886-2901

When calling outside of N. America, please dial:

480-961-5379



Please enter your 7 digit client ID number AND PIN

Respond to prompts as requested

Client ID for Title III allowable ONLY:

1735293

Client ID for any calls that don't meet Title III guidelines/district is billed by MCIU:

4210049

PIN for Wissahickon School District

3247



Select the Language

If verbally selecting the language please be clear and or use your mute option to eliminate background noise.

You can also use your telephone keypad to select your language . i.e. Spanish= 772 (SPA), French= 373 (FRE), Italian= 482 (ITA)

24/7 Customer Service: 855-886-2909/ 480-598-4033

Tips for Effectively Using Your TRI Over-the-Phone Interpreter (OPI)

- Over the phone interpreting is always consecutive. This means ONE person speaks at a time.
- Once the interpreter comes on the line, introduce yourself and brief the interpreter on what will need to be communicated to the person who has Limited English speaking Proficiency (LEP).
- Consider the interpreter as a human language link, facilitating communication between languages and cultures.
- Be prepared to hear accented English from some interpreters. Feel free to ask the interpreter to repeat a response.
- Allow the interpreter a few moments to introduce themselves to your customer.
- Understand that there may be some delay before the interpreter can elicit the information you need from the non-English speaker due to cultural differences, and/or a need on the part of the non-English speaker to establish trust.
- Be aware of linguistic differences. Different languages often require a different number of words.
- Expect occasional periods of what might appear as idle chatter between the interpreter and the non-English speaker as the communication bridge is built. Please be patient; the interpreter will get back to you but feel free to interrupt if you believe it appropriate.
- Request input from the interpreter as to what extraneous information the non-English speaker is conveying.
- The conversation should flow as if the interpreter isn't even there. Speak **DIRECTLY** to the LEP. Interpreters are required to interpret EVERYTHING that is said by you and the LEP. Speaking in the third person could create some confusion.
 - SAY: What is your name?
 - DON'T SAY: Interpreter, can you please ask him his name?
- In order to insure accuracy and retention of your words, please limit what you say to 2-3 sentences. The more you say without stopping, the lower the quality of the interpretation becomes. The interpreter may ask you to pause so they can interpret if you continue to speak for too long.
- Interpreters may need to ask for clarification from you or the LEP, they may also need to repeat things or ask for repetition. The interpreter is there to manage the communication and ensure that everyone understands each other.

