



**INTERPRETATION/TRANSLATION POLICY  
PPSD POLICY**

<b>General Belief</b>	PPSD is committed to facilitating educational access and empowerment for all students, while honing their diverse language backgrounds and the primary language of their Parents/Guardians. The Board and Superintendent recognize the necessity of providing consistent language access for English Learners or ELs, Multilingual Learners or MLLs and Limited English Proficient Parents/Guardians. 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.
<b>Purpose and Scope</b>	<p>The intent of this policy is to create and sustain systems to implement, and thus establish and maintain meaningful communication among the District, school staff, ELs, MLLs and Limited English Proficient Parents/Guardians, thereby facilitating access for such Parents/Guardians to the services, programs, and activities of the District and the schools. PPSD honors and values our multilingual Parents/Guardians and families, and understands their ability to speak languages other than English as an asset.</p> <p>PPSD uses “Limited English Proficient Parents/Guardians” 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/Guardians 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, PTO meeting, parent-teacher conferences, or a student discipline meeting. Furthermore, this procedure reinforces and extends the considerations and intentions of the Family and Community Engagement Office, 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.</p>
<b>Definitions</b>	The following definitions are provided to assist in understanding this policy and the legal obligations of the District.

	<ul style="list-style-type: none"> <li>● <b>English Learners or ELs, Multilingual Learners or MLLs</b> are students who require assistance to overcome language barriers that impede their equal participation in the District’s instructional programs.</li> <li>● <b>English Language Proficiency</b> refers to a student’s ability to read, write, speak, and understand the English language as determined by the student’s scores on a valid and reliable English language proficiency assessment of each of the four language domains of speaking, listening, reading, and writing.</li> <li>● <b>English as a Second Language or ESL</b> is direct, explicit instruction about the English language that provides a systematic and developmentally appropriate approach to teaching language. ESL instruction addresses the listening, speaking, reading, and writing standards in the World-Class Design and Assessment (“WIDA”) English Language Development Standards adopted by the Rhode Island Department of Education (“RIDE”). ESL is taught by a teacher with an ESL certificate from RIDE.</li> <li>● <b>Interpretation</b> is the process by which the spoken word is used to transfer meaning between languages. It refers to 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.</li> <li>● <b>Language Background</b> refers to the primary/home 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.</li> <li>● <b>Language Services</b> means the range of services used and/or required to facilitate communication and promote understanding amongst ELs, MLLs and Limited English Proficient Parents/Guardians, including (but not limited to) interpretation and translation services.</li> <li>● <b>Limited English Proficient Parents/Guardians</b> is the language used to recognize Parents/Guardians who speak primary languages other than English and do not communicate fully in English orally, in writing, or both.</li> <li>● <b>Major Languages</b> refers to the District’s most commonly spoken languages among MLLs other than English, including Spanish, Arabic, Swahili, Creole, Portuguese, and Khmer, and includes any</li> </ul>
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	<p>languages spoken by 100 or more current and former MLLs who are still enrolled in the District.</p> <ul style="list-style-type: none"> <li>● <b>Translation</b> is the process of communicating ideas expressed in writing from one language to another. It refers to written communication between speakers of 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.</li> </ul>
<p><b>Guidelines and Implementation Strategies</b></p>	<p>The District agrees to give Limited English Proficient Parents/Guardians access to school-related information provided to other Parents/Guardians as follows:</p> <ol style="list-style-type: none"> <li>A. Notices or documents containing essential information that are distributed at the District or school level will be translated into the District’s Major Languages and distributed to Parents/Guardians speaking those languages; and speakers of languages other than the Major Languages will be provided, in a timely manner, written translations or interpretation of the documents in a language they understand either upon request or if the need for such translation becomes apparent to the District.</li> <li>B. Oral communications of essential information will be provided in a language the parent understands by means of an interpreter without undue delay. The District will provide oral interpretation or written translation of other school-related information upon receiving reasonable, specific requests for such information from limited English Proficient Parents/Guardians.</li> <li>C. Essential information includes, but is not limited to: (a) report cards and other academic progress reports; (b) documents concerning academic options and planning; (c) documents concerning enrollment or registration; (d) documents concerning screening procedures requesting a student’s language background, a parent’s preferred language of communication, and the process for refusing all or only specific EL services; (e) requests for parent permission for student for student participation in District/school-sponsored programs and activities; (f) promotional materials and announcements distributed to students that contain information about school and District activities for which notice is needed to participate in such activities (e.g., testing, co-curriculars</li> </ol>

activities requiring an application, parent-teacher conferences, open houses); (g) special education documents; (h) information about student discipline; (i) parent handbooks; (j) information related to public health and safety; and (k) PTO meetings; (l) any other written information describing rights/responsibilities of parents or students and benefits/services available to parents and students.

The Superintendent will develop administrative regulations to implement the Language Translation policy. The regulations will address the following:

1. All District or school-provided interpreters, whether paid District employees, contractors, or volunteers, will be: bilingual and demonstrably qualified and competent to interpret; trained in providing the interpretation they are asked to provide or sufficiently knowledgeable in both languages of any specialized terminology needed to provide the requested interpretation accurately; and trained in the ethics of interpretation (e.g., the need for accuracy and confidentiality in interpretation). Except in an emergency, the District will not use students, family or friends of Limited English Proficient Parents/Guardians, or Google Translate for interpretation of District- or school-generated documents or for any other translation or interpreter services. If there is an emergency and no District interpreter is available, the District will follow up with the parent in a timely manner to communicate, through a qualified interpreter or translation, the information that the family or friends orally interpreted. If instructional staff are asked to provide translation or interpreter services, the District will ensure that such duties do not interfere with the staff member's instructional and monitoring duties with respect to MLLs and former MLLs.
2. The District will develop written materials for Parents/Guardians that provide clear, accurate, and up-to-date information about each of its MLL programs, including, but not limited to: (a) the amount of weekly ESL provided, depending on the MLL's English Language Proficiency level; (b) the amount of weekly Sheltered Content Instruction provided; (c) the certification and training required for teachers who provide ESL and core content instruction; (d) the number of classes each day enrolling only MLLs; and (e) whether classes in the EL program count as core credits or electives toward graduation requirements. The District will translate these materials into the Major Languages and will provide them to all Parents/Guardians prior to an initial MLL program placement and prior to any change in MLL program placement, and offer a qualified

	<p>interpreter to explain items (a)-(e) above to Limited English Proficient Parents/Guardians of other languages.</p> <p>3. To ensure that all schools have access to already translated information, the District will provide central office and school-based employees with electronic access to an accurate and current inventory of translated District-level and school-specific documents, as well as instructions for requesting translations of additional documents. The District will continue to expand the inventory to include translations of all district-level and school-level essential information in the Major Languages. To assist all schools in communicating with ELs, MLLs and Limited English Proficient Parents/Guardians, the District will provide principals with a list of the names, languages, and contact information for all District employees, contractors, and others who provide translation and interpretation services. The policies and procedures regarding access to translation and interpretation services will be included in the District’s annual training for administrators and teachers</p>
Training, Oversight, and Communication	<p>The District, using guidance from the Office of Multilingual Learners, will train its employees to review policy guidelines before scheduling meetings with Parents/Guardians and sending out notices to Parents/Guardians. During this training, the District will explain how to obtain qualified interpreters and translations of essential information into the District’s Major Languages.</p> <p>The District also will add a statement to its registration packet, its online registration form, and the homepage of the District and school websites about the availability of interpretation in multiple languages and how to request an interpreter or a translation.</p>
Compliance with Laws, Confidentiality Requirements	<p>The Superintendent will ensure that all PPSD personnel and all PPSD contractors comply fully with all applicable laws, rules, and regulations, and with all Board Policies. In the event any part of any Policy is unlawful, the Superintendent will report such event to the Board as soon as practicable and request of the Board a modification of this Policy.</p>
Legal Reference	<p><u>Settlement Agreement Between the United States and Providence Public Schools</u></p>
History	<p>Policy Committee Review: 9/29/2021, 11/3/2021  Approved by Board:  Regulations Issued:</p>