



# Center City Public Charter Schools

Character, Excellence, Service

## Language Access Plan:

### Language Access

Center City Public Charter School (CCPCS) serves approximately 1450 students across six campuses. Students and their parents communicate in over 8 different languages. It is the responsibility of CCPCS to ensure that all families are given a meaningful opportunity to participate in their child's education program. CCPCS has developed this Language Access Plan to ensure appropriate translation and interpretation services for all families who are limited English proficient (LEP).

### Language Access Goals

CCPCS aims to ensure that all LEP parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. CCPCS offers language services in the most common languages other than English spoken by parents of Center City PCS children. Based on the Home Language Identification Survey and Language Identification Card, these languages are Spanish and Amharic (hereinafter referred to as the "major languages"). These languages, including English, account for over 90% of student households. Mandarin Chinese, Wolof, Tigrinya Igbo, and others account for the additional languages spoken by CCPCS families (hereinafter referred to as the "low instance languages"). Support in low instance languages is available through contracted vendors.

Center City PCS will adhere to the requirements for:

- Translating documents containing critical information regarding a student's education in the major languages.
- Making available translation and interpretation services for parents.
- Collecting data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent requires language assistance to communicate with CCPCS.
- Increasing parental awareness regarding their right to and the availability of language services.
- Developing school based languages access plans.

### Language Access Plan

The Center City PCS Department of Student Support Services along with the Department of Family and Student Engagement will ensure that language access is a key consideration in all parental engagement initiatives and communications. The departments:

- Oversee and monitor CCPCS's provision of language assistance services to LEP parents;

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- Work closely with schools to ensure that CCPCS provides translation and interpretation services that support the needs of the LEP parent population
- Serve as a primary contact for schools for ongoing guidance and support;
- Provide input regarding appropriate budget allocations for translation and interpretation services, and monitors and evaluates how schools use translation and interpretation funds;
- Develops and provides training to relevant school staff;
- Works with the Office of School Facilities to ensure that school based [language assistance signage](#) is posted; and
- Maintains outside language services vendor contracts.

## **Interpretation and Translation Services**

### **Interpretation**

CCPCS will provide interpretation services for major languages spoken, either at the school/office where the parent is seeking assistance or by telephone, to the maximum extent practicable, during regular business hours to parents whose primary language is not English and who request such services in order to communicate with CCPCS regarding critical information about their child's education. Over the phone interpretation services are available to all schools and offices during regular business hours in over 150 languages.

Language identification is done by either:

- A CCPCS staff person identifying the language
- The limited English proficient parent identifying their language from the Home Language Survey or Language Identification Card.

Interpretation services also must be provided in major languages at the following district and school wide events and meetings for:

- Back to School Night
- Parent Teacher Conferences
- APPT Meetings
- School wide ELL parent meetings

### **Translation**

CCPCS will ensure that documents produced by central offices and schools which contain critical information regarding a child's education must be translated into the major languages. Documents containing critical information that are translated include, but are not limited to, the following areas:

- Registration, application and selection
- Family Student Handbook
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non standard academic program
- Legal or disciplinary matters

CCPCS Department of Student Support and Family and Student Engagement are responsible for translating the majority of these documents into the major languages. Translations into low instance languages are obtained from qualified contracted vendors.

## **Training**

Interpreters at Center City have received information on the requirements of interpretation and translation services along with the available resources to comply with these requirements.

Interpreters have received information regarding:

- The school's role in facilitating the provision of Language Access services
- The interpreter's role of interpreting and translating, accuracy, ethics and confidentiality.
- Obtaining documentation that all interpreters are proficient in the appropriate language and knowledgeable of any specialized terminology needed in both languages.
- Accessing translation and over the phone interpretation services
- Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language

## **Outreach**

CCPCS distributes multilingual posters to all CCPCS campuses and district offices at the beginning of each school year. Schools are required to post these posters in a highly visible location. These posters provide LEP parents instructions on where and how to obtain interpretation services. CCPCS conducts spot checks on **schools** throughout the year to ensure that appropriate translated signs are visible to parents who visit the school.

## **Monitoring**

Ensuring the quality of our language services is critical to communicating effectively with our LEP parents. CCPCS will roll-out the following evaluation mechanisms to ensure the successful implementation of its language access initiatives:

- School Survey for Parents – Survey made available to parents to assess whether or not the school is communicating with the parent in their native language.
- Monitoring of Multilingual Welcome Poster – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility.

In addition, CCPCS maintains records of all service requests received for written translation services, on site interpretation services, and over the phone interpretation services from all CCPCS schools and offices.