



## Partnerships for Literacy

### Example language support practices from Ohio districts:

- Have a single point of contact for interpretation/translation support, who can work with school staff and families to get the support they need to work together.
- Have a message frame in all of the places in the school where families interact with school staff, where parents can indicate their home language.
- Add a google translate button on the school website.
- Have a plan so that when interpreters are needed, they are easy to access by phone or in person.
- Pay for daily interpretation and translation using the general fund or special education funds. Title III is not an appropriate source of funding for meeting basic access needs in a school.
- Track usage of interpretation/translation to see how the needs are changing over time.
- Fund additional supports through Title III – such as supplemental interpretation for family engagement work.
- Provide an online storage space for translated documents that teachers can share and use with families when necessary.
- Find family liaisons from each community where families come from (e.g., the Nepali community, or Central American migrant worker community) to attend school meetings to encourage and support participation from all families. This could be paid for using refugee funding (Jobs and Family Services).
- Review the Language Usage Survey each year to assess language needs of families.
- Provide translation of important documents: 504, progress reports, ETR, IEP, and Hearings/Appeals documents. Other documents that schools often translate include: extended day learning opportunities (summer school information, after school application), immunization records, transcripts, event fliers, Gifted/Talented information, school choice options/applications.
- If there are far too many requests for interpretation during P-T conferences, provide other options, such as a conference call with interpretation.