



FACILITATOR GUIDE

Enhancing Language Access for Parents: A Discussion for School Teams

What's the purpose of the video?

To “kickstart” a team problem-solving approach to enhancing language access to families for improved home-school communication.

Who is the audience?

A representative team of administrators, educators, and parents who have committed to examining problem areas and recommending solutions.

How can this video be used?

This video is designed to be viewed in a group setting with a facilitator who will lead discussion.

How long will the session take?

Plan for a 45-to-50-minute meeting, which includes time to briefly view the video and discuss. The video is about 5 minutes long and roughly halfway through, the facilitator stops for the audience to discuss the embedded questions.

What is the role of the facilitator?

The facilitator should...

- Be familiar with the language access process in the district.
- Preview the video and have the handout below ready to share with participants.
- Be prepared to lead a discussion, stopping at an appropriate moment for the group to view the rest of the video, and provide a plan for next steps.

Suggestions for continued team assignments and meetings:

- Following the initial meeting, set a meeting to set goals and assign fact-finding tasks (e.g., conduct a parent satisfaction survey, determine if contracted interpreters have sufficient knowledge for IEP meetings, find out what other similar districts do).





- At future meetings, review and discuss the information collected for the purpose of planning and implementing improvements.
- Share resources with staff on language access issues:
 - [Equity Through Language Access: Best Practices](#) (Colorin Colorado)
 - [Language Access for Families in U.S. Schools](#) (NAETISL)
 - [Best Practices – Interpretation and Translation](#) (NAETISL)
 - [Overview of Language Access Requirements for Federally Funded Programs](#) (Congress.gov) This article includes an explanation of the administration’s 2025 executive orders on language access.

Facilitator Notes:

Handout follows on next page.

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Take a few minutes to reflect and make notes **BEFORE** you share your thoughts with team members.

1. How do we know when a parent needs an interpreter?
2. How do we tell parents that they may request interpretation and translation services?
3. Do we have a language access plan for the district?
4. Who do we use for interpreters when we don't have a staff member?
5. Do we have a pool of bilingual staff who could be trained as interpreters?
6. Are our language services agencies reliable? Do they have interpreters who understand education, particularly special education?
7. How do we translate documents for families, including website info and IEPs?

