

Language Access Plan

More than 30 different languages are spoken in St. Anthony-New Brighton schools. The most common languages include Spanish, Somali, Tibetan, and English.

Communication with families in a language they can understand provides a foundation for students' academic success and creates a welcoming school community. St. Anthony-New Brighton is committed to communicating meaningfully with all families we serve to provide any and all school-related information and foster mutually beneficial, collaborative partnerships. This Language Access Plan is intended to mitigate language barriers so that families can make informed decisions in their children's education.

Language Access Rights

If you are a parent or guardian of a student in public schools and your dominant language is not English, you have the following rights established by federal law (Title VI of the Civil Rights Act of 1964):

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- School districts must provide effective language assistance to you, such as by offering translated materials or a language interpreter.
- Schools must provide you with language assistance even if your child is proficient in English or you have some English proficiency.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

 [Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)

Language Identification Procedures

St. Anthony-New Brighton will determine parent/guardian language needs through the following procedures:

1. **Enrollment:** Upon registration, parents/guardians will identify their preferred language and method of communication. This survey is translated into the following language(s), common in our community: [LINK](#)
 - a. Amharic
 - b. Arabic

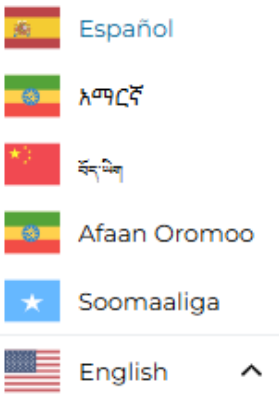
- c. Chinese (Simplified)
 - d. Somali
 - e. Spanish
2. **Student Information System:** The preferred language of parents/guardians is visible to all staff in Skyward.
 3. **Teacher Communication:** Teachers are encouraged to inquire about communication preferences in their own communication with families.

Definitions

<p>Bilingual staff are fluent in multiple languages but are not trained interpreters. They can assist with simple tasks (helping with forms/relaying basic messages) but should not interpret or be pulled from primary duties.</p>	<p>Qualified interpreters are trained professionals who follow the National Code of Ethics and Standards to facilitate communication between individuals who do not share a common language.</p>
<p>Interpretation is translating orally or into sign language the words of a person speaking a different language, while maintaining the intended meaning.</p>	<p>Translation is converting written text from one language into written text in another, maintaining the original material's intended meaning. For languages that rely on an oral tradition (i.e., Somali), an oral interpretation may be used in place of written translation.</p>
<p>English Learner (EL) status includes students whose primary language is not English and require language support through EL services and scaffolds that provide language access.</p>	<p>Multilingual Learner (ML) is a broad category that includes students who were never identified for English Learner (EL) status, students currently receiving EL instruction, and those who used to have EL status.</p>
<p>Vital Documents refer to materials essential to a family's ability to access SANB Schools services. Full definition as defined by the US departments of Justice and Education</p>	<p>Remote Interpreting is interpreting that is provided via telephone or video call (i.e. Language Line).</p>
<p>Preferred language is the language in which parents or guardians request services, resources, and communications from schools and the district.</p>	<p>Language Access Plan is a written document that describes how our district will provide services, processes and procedures to render effective language assistance to students and families who prefer to communicate in a language other than English.</p>

Tools and Resources to Provide Language Access

School staff will use the following resources aimed at removing language barriers for families in our school community:

Resource	Description/Procedures	When to Use
<p>Telephone Interpretation Services through Language Line</p>	<p>St. Anthony-New Brighton has contracted with Language Line, an on-demand telephone interpretation service that offers access to interpreters in 240 languages.</p> <p>Language Line Instructions</p> <p>Please fill out the Language Line Log after your call.</p>	<ul style="list-style-type: none"> • Phone calls home • Parent/teacher conferences
<p>Website Translations</p>	<p>Families can view all district and school websites in their preferred language by selecting the "select language" option on the bottom right of our website: www.isd282.org</p> <p>Translations are available in Spanish, Amharic, Tibetan, Oromo, and Somali.</p>	
<p>Document Templates through TransAct - ParentNotices</p>	<p>TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen</p> <p>All Minnesota districts and charter schools can utilize the TransACT website with free access. Individuals within the district can activate their free account at: https://minnesota-doe.parentnotices.com</p>	<ul style="list-style-type: none"> • Required ESSA parent notifications • Health (Immunization, infectious disease, medical conditions, physicals) • Administration (Attendance, discipline, transportation) • 504/IEP information
<p>Professional Document Translation through Lingualinx</p>	<p>Translated copies of vital documents are available as requested in school offices in the following languages:</p> <ul style="list-style-type: none"> • Spanish • Somali • Tibetan <p><i>Vital documents as defined by the US Department of Justice and Education</i></p> <p>To request document translation, staff can fill out the "Document Translation Request"</p>	<ul style="list-style-type: none"> • Formal documents requiring signature from parents • Frequently circulated documents such as: registration and enrollment forms, student code of content, report cards, invitation to conference, etc.

Resource	Description/Procedures	When to Use
	Form ".	
<p>In-person Professional Interpreters through Multilingual Word</p> <p>Working with Language Interpreters: Information for Teachers</p>	<p>Please contact the designated front office staff in your building to secure an in-person interpreter.</p> <p>Staff can request translation services by filling out the "Interpreter Request Form" at least two weeks in advance of the date the interpreter is needed. Fees for service are paid by the school/district with the interpreter paid as a vendor.</p> <p>Reliance on untrained students, siblings, friends, or staff to interpret is not acceptable. Students and untrained adults should not act as intermediaries in parent/guardian communication, as it may lead to misunderstandings.</p>	<ul style="list-style-type: none"> ● District-wide initiatives or meetings ● Parent/teacher conferences (in-person or virtual) ● MTSS/Child Study/IEP Meetings
<p>Multilingual Staff</p> <p>*Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.</p>	<p>Multilingual staff may be asked to provide language assistance if they are proficient in the target language, have knowledge of specialized terms or concepts needed for the task in both languages, and are trained in the role of an interpreter or translator*.</p> <p>If bilingual staff members do not fit these criteria, other translation/interpretation procedures must be utilized.</p> <p>Employee Interpreter Services Procedure</p>	<ul style="list-style-type: none"> ● Family engagement events ● Phone calls home
<p>Communication Platform(s)</p>	<p>School or classroom communication platforms often have capabilities to send messages in multiple languages. St. Anthony-New Brighton is moving towards communications coming through ParentSquare. Instructions for Parent/Guardian registration can be found here in English, Spanish, Somali, Oromo, Japanese, and Amharic.</p>	<ul style="list-style-type: none"> ● Notification of upcoming events ● Newsletters ● Reminders for families

Dissemination

This plan will be published on the district website. Our school district will take a multi-stakeholder approach to communicating with families about their language access rights and the resources available to them.

- **Administrative Assistants** are responsible for providing all families with a copy of this Language Access Plan as part of the enrollment process.
- **School principals** will link the Language Access Plan in school-wide communications including newsletters and announcements. Principals are also responsible for sending communications in families' preferred language.
- **Classroom teachers** will share the Language Access Plan in beginning-of-the-year communications. Classroom teachers are also responsible for sending communications in families' preferred language.
- **English Language staff** will share language access information at all informational meetings held for families of multilingual students.

Training on the Language Access Plan is provided to all teachers at New Teacher Orientation, and is reviewed with staff annually in August through Compliance training.

To request additional training or review procedures for effectively working with interpreters, staff should contact the district contract listed below, their school administrator, or building EL teacher.

Continuous Improvement

This plan will be reviewed bi-annually by the Student Services team to ensure its effectiveness and alignment with evolving needs and best practices.

District Contact

Viviana Chavez Garcia is available to answer questions regarding language access.
Office: 612-706-1061
Email: vchavez.garcia@isd282.org

For questions regarding language needs of specific students or families, contact your school's EL teacher or building administrator.