



St. Cloud Area School District Language Access Plan

Communication with families in a language they understand helps students succeed and builds a welcoming school community. The St. Cloud Area School District 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.

This plan also outlines procedures for ensuring that parents and guardians with disabilities have equal access to information and participation. Language access for individuals with disabilities means that they must be able to comprehend and meaningfully engage with the school regarding their child's education, including through the provision of information in accessible formats and appropriate communication supports.

Language Access Rights

If you are a parent or guardian of a student in public schools and your dominant language is not English, or you have a disability that affects communication, you have the following rights established by federal law:

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- Schools must provide information in a format you can access if you have a disability.
- 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. Cloud Area School District will determine parent/guardian language needs through the following procedures:

1. **Enrollment Application:** Upon registration, parents/guardians will identify their preferred language. This application is interpreted into the following language(s), common in our community:

- a. Somali
- b. Spanish

Welcome Center staff are trained in procedures for accessing qualified interpreters to help parents complete enrollment paperwork if needed.

2. **Student Information System:** The preferred language of communication of parents/guardians will be visible to all staff in Skyward.
3. **Preferred Language Lists:** School clerical will distribute preferred language lists to classroom teachers upon request.
4. **Teacher Communication:** Teachers are encouraged to inquire about communication preferences in their own communication with families.

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
TransAct ParentNotices	<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
 Working with Language Interpreters: Information for Teachers	<p>The Equity Department maintains a list of qualified interpreters and translators that can be contracted to provide language assistance.</p> <p>Staff can request translation services by filling out the “Interpreter Request Form” at least one week in advance of the date the interpreter is needed. Fees for service are paid by the St. Cloud Area School District, with the interpreter paid as a vendor.</p> <p>Translation and Interpreter Request Form DHH Interpreter Request Form</p>	<ul style="list-style-type: none"> Districtwide initiatives or meetings Parent/teacher conferences MTSS/Child Study/IEP Meetings Formal documents requiring signature from parents Frequently circulated documents Invitations/fliers
Multilingual	Designated multilingual staff may be asked	<ul style="list-style-type: none"> Family engagement

Resource	Description/Procedures	When to Use
Staff *Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.	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*. Equity Staff and Schedules	<ul style="list-style-type: none"> ● Phone calls home ● Events
Remote Interpretation Services	St. Cloud Area School District has contracted with Lexikeet, a remote interpretation service. Translation and Interpreter Request Form Special Education Early Childhood programming also contracts with MARTTI, a remote interpretation service, for evaluations and home visits. The nursing department also uses MARTTI to call home when an appropriate interpreter is not available.	<ul style="list-style-type: none"> ● Phone calls home ● Parent/teacher conferences **Used for rare languages
Communication Platform(s)	School or classroom communication platforms often have capabilities to send messages in multiple languages. St. Cloud Area School District encourages the use of district and school websites, social media, School Messenger/Sklyler, PeachJar, SeeSaw, and Schoology for classroom communication.	<ul style="list-style-type: none"> ● Notification of upcoming events ● Newsletters ● Reminder texts to parents

Dissemination

This plan will be published on the St. Cloud Area School District website.

District-specific example:

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

- *The Equity Department will ensure the plan is in compliance with state and federal law, is published on the district website, and is included in district communications such as school handbooks.*
- *Welcome Center staff 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.*
- *Equity Department staff, including Family Advocates, Bilingual Communication Support Specialists, and Educational Equity Outreach Coordinators, will share language access information at all informational meetings held for families of multilingual students.*
- *Special Education staff will be responsible for disseminating the Language Access Plan as appropriate before and during the IEP process.*

The Language Access Plan is reviewed with staff annually by building principals in August during regularly scheduled professional development or staff meetings.

To request additional training or review procedures for effectively working with interpreters, staff should contact the Equity Department.

Continuous Improvement

This policy will be reviewed annually by the Equity and Communication Department to ensure its effectiveness and alignment with evolving needs and best practices.

District Contact

The Executive Director of Engagement, Equity, and Strategic Communication is available to answer questions regarding language access.

Ayan.Omar@isd742.org
320-370-8105

For questions regarding the language needs of specific students or families, contact your school's EL teachers.

Appeals Process

If a family, a staff member, or another advocate on behalf of a family believes that the family's language access needs have not been met, or that the supports provided under this plan are not working, they may raise a concern or appeal using the following process.

Step 1: Contact the building principal to discuss concerns.

Step 2: If concerns remain unresolved, submit a written appeal to the Office of the Superintendent.

Step 3: If concerns remain unresolved, the family may request a hearing before the School Board.