



Language Access Plan

Communication with families in a language they can understand provides a foundation for students' academic success and creates a welcoming school community. Twin Cities Academy 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:

- 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.

[!\[\]\(e3f8612927870f2e0f9f5989e6dd3064_img.jpg\) Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)

Language Identification Procedures

Twin Cities Academy will determine parent/guardian language needs through the following procedures:

1. **Enrollment Survey:** 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:
 - a. Spanish (most common), Karen, Hmong, and Somali (other language as identified)

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

2. **Student Information System:** The preferred language and method of communication of parents/guardians will be visible to all staff in Infinite Campus.
3. **Preferred Language Lists:** School secretaries 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
Professional Document Translation	<p>Translated copies of district documents are available online, through email and paper copy in the front office in the following languages:</p> <ul style="list-style-type: none"> ● Spanish, and all other languages as needed <p>To request document translation, contact Ashley Snoddy or Betsy Lueth at info@twincitiesacademy.org</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, etc.

Resource	Description/Procedures	When to Use
<p>Professional Interpreter</p> <p>Working with Language Interpreters: Information for Teachers</p>	<p>The Director of Operations maintains a list of qualified interpreters that can be contracted to provide language assistance.</p> <p>Any staff member can email Ashley Snoddy or Betsy Lueth at info@twincitiesacademy.org to request interpretation services, or for immediate assistance contact the front desk at ext. 6150</p>	<ul style="list-style-type: none"> ● District-wide initiatives or meetings ● Parent/teacher conferences ● MTSS/Child Study/IEP Meetings
<p>Multilingual Staff</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>The following staff offer bilingual support in Spanish:</p> <ul style="list-style-type: none"> ● Eunice Rivera, Front Desk ● Yolanda Valle, Food and Transportation Coordinator ● Vanessa Gomez, Support Staff ● Tony Toledo, Support Staff ● Charlie Kersey, EL Teacher ● Emily Stripe, 504 Coordinator <p>The following staff offer bilingual support in Hmong:</p> <ul style="list-style-type: none"> ● Paseuth Vang, EL support teacher <p>The following staff offer bilingual support in Arabic:</p> <ul style="list-style-type: none"> ● Ayoub Ammar, Phy Ed and Health <p>The following staff offer bilingual support in Somali:</p> <ul style="list-style-type: none"> ● Abdirahman (AJ) Jama 	<ul style="list-style-type: none"> ● Family engagement events ● Phone calls home
<p>Telephone Interpretation Services</p>	<p>Twin Cities Academy has contracted with MINT On-Demand Interpreting Services, an on-demand telephone interpretation service that offers access to interpreters in</p>	<ul style="list-style-type: none"> ● Phone calls home ● Parent/teacher conferences

Resource	Description/Procedures	When to Use
	<p>25+ different languages.</p> <p><i>MINT can be contacted by calling 601-800-6468</i></p> <p><i>For calls related to SpEd needs, enter 3136561#, OR for calls related to general education students, enter 3136565#</i></p> <p><i>Say the language followed by #</i></p> <p><i>Press 1 to confirm</i></p> <p><i>Wait a few seconds to be connected to an interpreter</i></p>	
<p>Communication Platform(s)</p>	<p>School or classroom communication platforms often have capabilities to send messages in multiple languages. Twin Cities Academy encourages the use of Infinite Campus and Schoology for classroom communication.</p>	<ul style="list-style-type: none"> ● Notification of upcoming events ● Newsletters ● Reminder texts to parents

Dissemination

This plan will be published on the Twin Cities Academy website, in September/January newsletters, and in the front office..

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

- **Enrollment 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, according to the preferred language list maintained by **school secretaries**.
- **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, according to the preferred language list maintained by **school secretaries**.

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- **English Language Development staff** will share language access information at all informational meetings held for families of multilingual students.

Continuous Improvement

This policy will be reviewed annually by the Executive Director and administrative team] to ensure its effectiveness and alignment with evolving needs and best practices.

District Contact

Betsy Lueth, Executive Director is available to answer questions regarding language access.

Betsy Lueth

blueth@twincitiesacademy.org or info@twincitiesacademy.org

651-205-4797

For questions regarding language needs of specific students or families, contact your student's advisor (8th period teacher) and they will direct you to the appropriate personnel or email info@twincitiesacademy.org

Appendix: Language Access Resources

Please note that the inclusion of resources in this non-exhaustive list does not constitute an endorsement by Project MOMENTUM/Southeast Service Cooperative. These resources are provided for informational purposes only, and schools or districts are encouraged to conduct their own research and evaluation to determine the appropriateness and suitability of each resource for their specific needs and context.

Professional Document Translation Resources (Minnesota)

- [MDE Translated Documents](#)
- [Minnesota Translations](#)
- [JR Language Translation Services, Inc](#)
- [The Bridge World Language Center](#)
- [Global Translation and Interpreter, LLC](#)
- [University Language Center](#)
- [Parent Resource Center](#)

Professional Interpreter Resources (Minnesota)

- [Minnesota Department of Health Interpreter Search](#)
- [Interpreters in Minnesota](#)
- [University Language Center](#)
- [Parent Resource Center](#)

Interpreter Training Resources

- [Staff Development and Resources for Spoken Language Interpreters and Cultural Liaisons](#)
- [National Accreditation of Educational Translators and Interpreters of Spoken Languages](#)
- [American Translators Association](#)
- [How to Work Effectively with Interpreters](#)

Telephone Interpretation Services

- [LanguageLine Solutions](#)
- [Propio](#)
- [Dialog One](#)
- [Lexikeet Language Services](#)
- [Multilingual Solutions](#)
- [Language Scientific](#)

Some districts create their own databases of district-employed on-call interpreters. Examples include:

- [ISD 518 On-Call Interpreter Information](#)
- [Saint Paul Public Schools On-Call Interpreters Database](#)

Communication Platforms with Multiple Languages

- [Bloomz](#)
- [Class Dojo](#)
- [Remind](#)
- [Talking Points](#)

Have additional resources to share? Please contact Dr. Kendra Katnik at kkatnik@ssc.coop

Disclaimer: The contents of this resource were developed under a grant from the U.S. Department of Education. The Department does not mandate or prescribe practices, models, or other activities described or discussed in this document. The contents of this resource may contain examples of, adaptations of, and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. The content of this publication does not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of, or be an endorsement of any views expressed or materials provided by, any Federal agency.



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