

Language Access Plan

Section 1: Policy Directives

This section sets forth the laws, standards, and operating principles that will govern the implementation of Fridley Public Schools' language access plan.

Policy Foundation

Federal

- Title VI of the Civil Rights Act of 1964 was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- Equal Educational Opportunity Act (EEOA) requires states and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.
- Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.

State

Minnesota Statutes, section 123B.32 states:

- Subd. 1. Language access plan required. Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.
- Subd. 2. Plan requirements. The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.
- Subd. 3. Regular review. The board must review the plan every two years and update the plan as appropriate.
- Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F. No. 2397, Article 1. The law has three principal goals for all English Learner (EL) students: 1) academic English proficiency; 2) grade-level content knowledge; and 3) multilingual skills development.

Code of Ethics for Interpreters

Fridley Public Schools aligns our values and practices with the National Code of Ethics for Education Interpreters, per the recommendation of Minnesota's Department of Education.



Definitions

American Sign Language (ASL) – A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement relative to the body, along with non-manual markers such as facial expressions, head movements, shoulder raises, mouth morphemes, and movements of the body.

Bilingual staff - Staff who are fluent in multiple languages but are not usually trained interpreters. They can assist with simple tasks (helping with forms/relaying basic messages) but should not interpret or be pulled from primary duties.

Emergent Multilingual Speakers – Individuals whose primary language is not English and who have limited ability to communicate effectively in English but are in the process of developing their English language proficiency. Language access industry leaders and advocates prefer the use of this term when referring to the intended beneficiaries of language access services.

English Language Development (ELD) is a Fridley’s program for students identified as English Learners (EL). This program provides academic English language support to multilingual learners.

English Learner (EL) / Multilingual Learner (ML) – A status assigned to students whose primary language is not English, who lacks the necessary skills to understand, speak, read, and write in English but are receiving English Language Development services. At Fridley, we use the term **Multilingual Learner (ML)** to refer to our students who are in our ELD program.

Home Language – The language that is most commonly used in the home by members of a family, or the language that parents use when speaking with their children.

Interpretation – The act of listening to a communication in one language (source language) and orally converting it to another language (target language). The interpreter must retain the same meaning as the original message without omitting information, summarizing or otherwise altering the message and without adding the interpreter’s own thoughts or opinions.

Interpreter – A trained professional who provides interpreting services.

Language Access - Providing individuals who communicate in a language other than English with timely and reasonable access to the same information and services as English-speaking individuals.

Language Assistance Services – Oral, expressive, written, and technological supportive services that help students and families communicate effectively with school staff. These services ensure students and families can participate fully in school services, activities, and programs.

Limited English Proficient (LEP) – Individuals whose primary language is not English and who have limited ability to communicate effectively in English, including writing, reading, speaking, and listening comprehension. Federal law uses this term to refer to the intended beneficiaries of language access services.

Primary Language (Preferred Language) – A language in which an individual most effectively communicates.

Relay – Telephone accessibility services to people who are deaf, deafblind, hard of hearing, or speech disabled.

Remote Interpreting – Interpreting that is provided via telephone or video call.

Screen Reader – Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.

Sight Translation – The oral interpretation of a written document. This occurs when an interpreter reads a document and then provides a complete oral interpretation of the information that it contains.

Simultaneous Interpretation Equipment – Equipment that allow a group of people to listen through headsets to information interpreted into their primary language. This method is most appropriate for large group settings and meetings where multiple languages are being interpreted simultaneously.

Translator – A person who provides translation services.

Translation – The restating of written text from one language (source language) into an equivalent written text in another language (target language).

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Section 2: The Plan

Overview

Fridley Public Schools is proud of the 61+ languages spoken by our community. As of 2025-2026, Spanish is the most spoken language within our multilingual population, present in 55% of homes where languages other than English are spoken. Somali (23%), Hmong (9%), Oromo (7%) and Arabic (6%) are the most frequently spoken languages after English and Spanish.

Fridley Public Schools language access plan provides a blueprint for bringing the district into full compliance with state and federal language access requirements, including how the district will increase its capacity to address language service and resource needs identified in its self-assessment.

This plan is also a roadmap that will help staff navigate the process of setting deadlines, priorities, and identifying responsible personnel for policy and procedures development; hire, contract, assess, and ensure quality control of language assistance services; provide notice of services; provide training of staff; and conduct ongoing monitoring and evaluation.

Best Practices for Using Language Assistance Resources

1. Prioritize Highly Trained and Qualified Interpreters

- **Best Practice:** Schools are legally required to provide interpretation and translation services from individuals who are appropriate and competent, recognizing that merely being bilingual is not enough for professional interpreting services. Trained interpreters possess specific interpretation techniques, high levels of language proficiency in both source and target languages, familiarity with the educational environment and processes, and knowledge of the cultural backgrounds of the populations they serve.

2. Build Relationships with Families and Students Through Language Assistance

- **Best Practice:** When working with interpreters, school staff should direct their attention and communication towards the child and family, not the interpreter, to build rapport and ensure the family feels like the primary client. The interpreter's role is to facilitate this connection by being inconspicuous and using first-person language to convey messages directly from the speaker.

3. Prepare, Debrief and Reflect

- **Best Practice:** All school staff should proactively prepare interpreters for upcoming sessions by providing context, discussing confidentiality, outlining expectations, and debriefing with the interpreter after the session to clarify any questions and review what transpired.

4. Understand and Respect Families' Preferences and Cultural Contexts

- **Best Practice:** Schools should actively ascertain families' preferred communication methods with consideration to both verbal and nonverbal communication preferences, respect of cultural

norms related to communication patterns, as well as family roles. This includes recognizing varying primary language literacy levels and the unique barriers immigrant and multilingual families might experience in accessing English spaces and resources.

5. **Be an Advocate: Proactively Address Language Access Needs**

- **Best Practice:** Our district has a legal and ethical responsibility to ensure families receive information in their primary language. It is the responsibility of staff to identify and utilize the available language access options outlined in this plan, understand their appropriate uses (e.g., when to use an app versus a professional interpreter), and actively advocate for policies and resources to support comprehensive language services when gaps exist. We commit to finding opportunities for continuous improvement.

Language Access Plan

Description of Services

Our district provides a range of services to support full access to education, information and events. Examples of these services include, but are not limited to:

- Self-identified languages spoken and communication preferences for every family, listed in student information systems (SIS) and utilized for both one and two way communication
- Translation of critical building and district information in the top 5 languages. Use of TransAct Parent Notices for communication regarding specialized services (IEPs, Notification of ELD Programming)
- Use of AAC devices for students, relay service, screen readers, American Sign Language (ASL) interpreters
- Multilingual learner identification, services and support in English language development for students from PreK-12th Grade
- Spanish family liaisons serving both elementary and secondary schools
- Written translation of documents and district communications
- Interpretation in-person (face to face / on-site), including ASL
- Interpretation remotely (telephone / video)
- Simultaneous interpretation equipment provided at select school events (conferences, Bingo, etc.)
- Translation for Fridley Public Schools websites, SeeSaw, and Infinite Campus's parent portal.
- Language Access Plan working group to support implementation of this plan and continuous improvement of language access practices.

Requesting Services

Families and students have multiple modes of requesting language services, including:

- Utilizing [Language Identification Charts](#) when in front offices and/or reception areas throughout the district.
- Requesting language services when meeting with school staff for regular specialized services meetings or attending community education events or classes.
- Requesting changes to their primary language by contacting their school or the enrollment coordinator.



- Requesting changes to their communication preferences by contacting their school or building staff. For example, a family may request to be contacted by email or text message instead of phone calls in their primary language.
- Requesting additional language assistance services (examples below) as needed by contacting their school.

Implementation

All staff at Fridley Public Schools are responsible for building a culture of belonging and access with students and families. Our Language Access Working Group reviews the plan for evaluation and revisions on a semiannual basis.

In addition to the Language Access Working Group, this section details the chains of command for authority and oversight and explains any coextensive responsibility and coordination with other districts, community-based organizations, and external partners.

| Language Access Working Group | | |
|-------------------------------|--|---|
| Site | Admin Lead (1) Can include: <ul style="list-style-type: none"> ● Principal ● Asst. Principal ● Instructional Lead or IB Coordinator | Staff Leads (2) Must include at least 1: <ul style="list-style-type: none"> ● Equity & Inclusion Staff <i>OR</i> ● Multilingual Learning Staff <i>OR</i> ● Special Education Staff |
| Fridley Community Center | 1. Karin Beckstrand, PYP Coordinator | 1. TBD 2. TBD |
| Hayes Elementary | 1. Anna Zawadski, Instructional Leader | 1. Alexina (Zina) Eghan, Special Education Teacher 2. Ivan Celedon, Spanish Family Liaison |
| Stevenson Elementary | 1. Kate Talafous, IB Coordinator | 1. Suzanne Jokela, Multilingual Learner Teacher 2. Ivan Celedon, Spanish Family Liaison |
| Fridley Middle School | 1. | 1. Emmarhian Jaquette, Multilingual Learner Teacher 2. TBD |
| Fridley High School | 1. TBD | 1. Carlos Villagomez, Spanish Family Liaison 2. TBD |
| VISTA | 1. TBD | 1. TBD |
| District | 1. Rochelle Cox, Assistant | 1. Wes Nemenz, Multilingual Learning & |

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|--|---|--|
| | Superintendent 2. Dr. Amy Cochran, Senior Office of Academics and Innovation 3. Dr. Danielle Thompson, Director of Student Support Services | Talent Development Coordinator 2. Alissa Blood, Special Education Coordinator |
|--|---|--|

Accountability

Below is a list of critical actions and accountable staff related to each action. While other staff may play necessary roles in completing the action or task, ultimately one or more staff members must be accountable for ensuring proper procedures are followed. Staff assisting with the completion of actions should clearly communicate issues or report concerns to the accountable staff member.

| Critical Action(s) | Accountable Staff |
|---|---|
| Communicate and coordinate Language Access Plan expectations, policies and procedures, including critical implications for buildings | Multilingual Learning and Talent Development Coordinator |
| Develop accountability index and evaluation metrics for Language Access Plan implementation and maintenance | Multilingual Learning and Talent Development Coordinator |
| Coordinate contracts with external and partner organizations providing interpretation and translation services | Senior Officer of Finance and Technology Multilingual Learning and Talent Development Coordinator |
| Identify and record families language backgrounds and language assistance needs (interpreter) in student information system; update as needed | Enrollment Coordinator Teachers and School Staff Technology Manager |
| Welcome families in need of language assistance and direct them to Language Identification Chart / use Propio to provide on-demand assistance | Front Office Staff Enrollment Coordinator Teachers and School Staff |
| Communicate annually/remind staff of language access practices for schools (Propio, Language Line, communication log) | Multilingual Learning and Talent Development Coordinator Building Administrators <ul style="list-style-type: none"> • Instructional Leaders |
| Coordinate interpreters, translations and/or simultaneous translation equipment for school events (conferences, etc.) | Building Administrators, with assistance from <ul style="list-style-type: none"> • ML Teachers |



| | |
|--|---|
| | <ul style="list-style-type: none"> ● Special Education Coordinators ● Spanish Family Liaisons |
| Coordinate interpreters or translations for student support services meetings, including evaluations and assessments, IEP reviews, due process, etc. | Director of Student Support Services <ul style="list-style-type: none"> ● Special Education Coordinators ● Case Managers ● ML Teachers |
| Communicate critical district or schoolwide updates using messenger systems. | Senior Officer of Finance and Technology Senior Officer of Academics and Innovation Assistant Superintendent |

External Partners and Community Organizations

- Propio
- Talking Points
- Language Line

Identification and Assessment of Language Assistance Needs

Upon enrollment at Fridley Public Schools, families and students indicate their primary languages on the Minnesota Home Language Survey (MNLS). This information is recorded in our student information system and is used for initial communication purposes and program enrollment for specialized services. Our enrollment staff uses the MNLS survey responses and additional enrollment information to further identify language assistance needs, including the use of interpreters. These requests are then entered as flags in the student information system to notify school staff of the need for interpretation services in communication.

Recognizing that language use is dynamic among our multilingual families, families are able to update their primary language at any time by communicating with their students’ school. We encourage any student, family or community member who needs language assistance services to utilize them.

Language Assistance Assessment for Students with Specialized Services

Included in special services processes, we assess for language assistance in the following ways:

- When students enroll in our district, their families indicate their primary or home language on the Minnesota Home Language Survey. This information is recorded in our student information system. If students require the use of American Sign Language (ASL) or other language assistance needs, these are also recorded at the time of enrollment.
- All students with a home language other than English become EL eligible and are screened for ELD services. Families are notified if their child qualifies for ELD services using TransACT Parent Notices’

Parent Notification Form in their primary language and English within 10 days of their enrollment. The notification includes the amount of time and type of EL service the child receives and shares the right to refuse service. Detailed information about ELD services can be found in our Language Instruction Education Program (LIEP) Plan. For students who are multilingual but do not become eligible for ELD services based on their initial screening, language assistance services can be accessed by the family at any time.

- For students with an identified language disorder, language assistance needs are discussed annually in the students’ IEP meetings by Speech Language Pathologists.

Ongoing Assessment & Evaluation

The Language Access Plan Working Group plays the central role in evaluating the plan’s effectiveness as well as making recommendations for continuous improvement. The group meets regularly throughout each school year to continually:

- Utilize the Minnesota Department of Education’s Language Access Plan Implementation Self-Assessment Tool annually
- Meet quarterly with building administrators to evaluate progress and provide targeted support
- Review interpretation and translation data from service providers (LanguageLine, Propio, SeeSaw) to identify trends in language support demand and mode (over the phone, on site, etc.)
- Collaborate with Technology Coordinator on inbound data tracking and optimizing customer service systems for families and students
- Implement and maintain standardized procedures around gathering language assistance data from students and families at school and community events

Timeline

| Critical Component | Benchmarks | Completed By | Owner |
|---|--|----------------------|---|
| Language Access Plan Working Group (25-26) | <input checked="" type="checkbox"/> Working Group Session 1 <input checked="" type="checkbox"/> Working Group Session 2 | 1/1/2026 5/1/2026 | Multilingual and Talent Development Coordinator |
| Self Assessment and Report | <input checked="" type="checkbox"/> Initial Self Assessment completed by building administrators <input checked="" type="checkbox"/> Points of improvement reported | 7/1/25 | Multilingual and Talent Development Coordinator |
| Update Family Language Background Gathering Practices | <input checked="" type="checkbox"/> Meet with MARSS Coordinator / Enrollment to discuss Interpreter flag and Primary Home Language <input checked="" type="checkbox"/> Meet with MARSS Coordinator / Enrollment to discuss enrollment practices, collecting educational | 6/30/25 5/1/26 | Multilingual and Talent Development Coordinator |

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| | background information and training needed for staff | | |
| Final Draft Approval | <input type="checkbox"/> Final draft is presented and approved (Assistant Superintendent, Senior Officer of Finance and Technology, Senior Officer of Academics and Innovation, Director of Student Support Services) | 5/15/26 | Senior Office of Academics and Innovation (Approval) |
| School Board Approval | <input type="checkbox"/> Present finalized plan and receive approval from School Board | 6/30/26 | Senior Officer of Academics and Innovation |
| Student & Family Language Assistance Needs | <input type="checkbox"/> Survey language assistance needs to update SIS during 26-27 enrollment and back to school season | 10/1/26 | Multilingual and Talent Development Coordinator Technology Manager |
| Language Access Plan Working Group (26-27) | <input type="checkbox"/> Review language assistance survey responses and implement action plan <input type="checkbox"/> Support in development of staff awareness resources and trainings | 6/1/27 | |
| Communications Plan for Staff | <input type="checkbox"/> Language Access Plan: Staff Training <input type="checkbox"/> Update norms and expectations with SIS and Data Systems (Logging communication, communication preference updates) | After board approval | Multilingual and Talent Development Coordinator Communications |
| Communication Plan for Families and Caregivers | <input type="checkbox"/> Communications and print materials publicizing availability of language services | After board approval | Multilingual and Talent Development Coordinator Communications |
| Year 1 Evaluation | <input type="checkbox"/> Complete annual self-evaluation and report on continuous improvement tasks. | 6/1/2027 | Multilingual and Talent Development |

| | | | |
|-----------------------|--|----------|---|
| | | | Coordinator Language Access Plan Working Group |
| Biannual Board Review | <input type="checkbox"/> Present 2 year report on Language Access Plan implementation progress and improvements. | 6/1/2028 | Multilingual and Talent Development Coordinator Language Access Plan Working Group |

Notice of Services

Fridley Public Schools provides notification of language assistance services in several ways: on our website, at enrollment and district intake, through communication sent home from the district, and ongoing communication with families.

Each school building and site is responsible for developing specific procedures around advertisement and coordination of language assistance services, including for conferences, school intake appointments, caregiver-teacher meetings, advisory council meetings, etc. For assistance in providing notice of language services to families, school buildings should contact the Language Access Plan lead.

Training for Staff

Upon approval of this plan, several training modules will be provided for existing and newly hired staff. These asynchronous modules will familiarize staff with policies and procedures relating to the language access plan and include key topics, such as:

- Available language assistance services and procedures for requesting language services, including interpretation and translation
- Best practices for staff working with interpreters and translating documents
- Culturally responsive practices for staff when providing language support to families and students
- Procedures for updating communication preferences or language assistance needs, and site-specific information on logging communications with families
- Signage and visual aids to support language access at sites

Plan Maintenance

The implementation and fidelity of this plan will be monitored by the Language Access Plan Working Group, which meets semiannually for the purpose of maintaining the plan and evaluating its effectiveness. Ultimate



approval and monitoring of this plan will be provided by the Superintendent. Furthermore, the plan will be presented for biannual review and approval by the School Board.

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Section 3: Procedures

Overview

This section sets forth guidelines and steps for staff to coordinate, gather data, and deliver uniform services to students, families, and community members.

Procedures

Responding to Requests and Correspondences for Language Assistance

When responding to in-person requests or correspondences from individuals with language assistance needs, staff can:

- use the Language Line provided on every district phone to provide interpretation over the phone to in-person individuals
- access on-demand video or phone translation using Propio ([Propio Access Information](#)) using their district-issued computer or telephone
- arrange in-person interpretation scheduled in advance with assistance from Propio or available staff approved for interpretation

When responding to requests from those who are deaf, deafblind, hard of hearing, or speech disabled, staff can contact Dr. Danielle Thompson, Director of Student Services (email: drthompson@isd14.org; phone: 763-502-5012)

Identifying Language Needs of Families and Students

To identify the language needs of students and families, our enrollment office is the first point of contact for identification. In addition to discussing language needs, families complete enrollment and language surveys that capture first languages and current languages, as well as if interpretation services are requested. For any families who request languages other than English for communications, enrollment flags these students in our student information system.

At any time after enrollment, families may update their language preferences by contacting their child's school or the enrollment office.

Recording and Providing Information on Family Language Preferences

Staff may record information on family language preferences through Infinite Campus, our student information system. Additionally, staff may report updated preferences or assistance needs to their building administrator or to the enrollment office.

At enrollment, staff will inform individuals with language assistance needs about the available services described in this plan.



Coordinating In-Person / On-Site / Face to Face Interpreters

To procure in-person interpreter services, staff coordinate with their building principal or administration team. These steps should also be followed for users of American Sign Language in addition to speakers of languages other than English. Building administrators work with staff to utilize Propio for on-site/face to face interpreting following the steps below:

Propio On-Site / Face to Face Interpretation

- If there is an immediate, urgent need for on site interpreting, please call: 952-920-6160; Select option 1
- Email all other requests to mn.clientrequests@Propio-ls.com
 - Include the following: Language Needed, Date/Time/Duration of Appointment, School Name and Address, Requestor Name, Requestor Email, Check in location, Name of Student, Meeting Link (if virtual - see below)
 - For **virtual meetings**, you can request a Video Interpreter at a reduced rate. *Please include your meeting link in the request email.*
 - Note: Once the request is filled you will receive an email confirmation
- The cost of this service is \$50 per hour, 1 hour minimum plus mileage. There is no charge for cancellation 24 hours in advance of the appointment.
- If Propio is unable to fill a request for a face-to-face (on-site) interpreter (you will be notified via email if they cannot fill your request), contact the Language Access Plan administrator.

Coordinating Telephone, Video or Remote Interpreters



To procure telephone or video interpretation services, staff utilize Propio and Propio ONE. These steps should be followed for users of American Sign Language in addition to speakers of languages other than English.

[One-Pager on Accessing Phone / Video Interpretation from Propio](#)

Propio Phone Interpretation

- To access an interpreter, dial 763-292-2407
- Provide the required information: *Your first and last name, your building/location, the first and last name of your conversation partner.*
- The backup service line is 1-866-386-1284

Propio ONE Video Interpretation (via Web Browser or App)

- Open Propio ONE via web browser: one.propio-ls.com
- Enter user code **(5cf2ka)**
- Select language
- Select audio  or video  icon
- User code: **5cf2ka**

Coordinating Written Translations

[Awaiting additional info from L. Andler]



[Describe how staff will procure translation of documents and, if possible, facilitate a parent/community review process to ensure translated materials are effective.]

Roles of Bilingual Staff

Bilingual staff should not be used for interpretation unless they have been trained in providing professional interpretation services and are familiar with the code of ethics. Bilingual staff should not be expected to perform translation or interpretation duties that are beyond the scope of their job description. For example, a staff member who speaks Somali should not be used as an interpreter for conferences - the school site should arrange for on-site interpreters from one of our external partners.

Some bilingual staff, such as Spanish Family Liaisons, perform interpretation and translation as part of their regular duties and it is appropriate to utilize their assistance in providing access to students, families, community members and other staff.

Examples of language access and interpretation tasks that our Family Liaison staff regularly perform:

Two-Way Communication & Interpretation

- Facilitate inbound and outbound communication (via email, phone, or in-person meetings) between parents, students, and a wide range of school staff—including teachers, deans, support services, social workers, advisors, administrators, and office staff. Key areas of communication include:
 - *Academic & Graduation Progress*: Explaining transcripts, tracking graduation credits, facilitating credit recovery referrals (e.g., Metro Heights), and discussing upcoming projects or homework help.
 - *Student Support & Accountability*: Managing communications regarding grades, attendance issues, behavior incidents, IEPs, and 504 plans.
 - *School Operations & Logistics*: Assisting with new student intakes, transportation, lunch programs, events, and field trips.
 - *School Events*: Coordinating and communicating about parent-teacher conferences and graduation details.
 - *Emergencies*: Providing families and students with trustworthy communication during Operation Metro Surge, school closures, and other emergencies.

Written Outreach & Correspondence

- *Bilingual Progress Updates*: Draft and send personalized letters in both English and Spanish to congratulate students and provide updates on key academic metrics after semester grading is finalized.

Family & Student Education

- *Financial Aid Navigation*: Assisting and educating families on FAFSA and Minnesota Dream Act applications.
- *Digital Literacy & Tools*: Training parents on how to navigate school websites and applications, such as Infinite Campus.



Emergency Communication Protocol

Fridley Public Schools is committed to communicating promptly, clearly, and effectively with all families during emergencies and urgent situations, including severe weather, school safety incidents, transportation changes, public health concerns, and other time-sensitive events.

The district uses a multi-layered communication system to ensure families receive information in a timely and accessible manner. Emergency and urgent communications may be shared through:

- District phone calls, text messages, and emails
- Infinite Campus messenger notifications
- The district website
- Social media platforms
- Building-level communication systems
- Printed notices when appropriate

To support families who speak languages other than English, the district utilizes translation and interpretation supports, including:

- TalkingPoints will soon be implemented for translated text communication with families
- Google Translate and AI-supported translation tools for rapid communication when immediate translation is needed
- Professional translation and interpretation services for important or sensitive communications
- Multilingual staff support when available
- Critical communications are translated into the primary languages commonly spoken within the district whenever possible, including Spanish, Somali, and Hmong. In urgent situations where immediate communication is necessary, the district may first send information in English followed by translated communication as quickly as possible.

Fridley Public Schools also works to ensure that school staff understand procedures for accessing interpreters and translated materials during emergencies and throughout the school year. Families are encouraged to keep their contact information and preferred language updated with their child's school to ensure effective communication.

Artificial Intelligence (AI) and Translation Services

Fridley Public Schools allows for the use of artificial intelligence (AI) translation services for non-critical communication elements. Many AI programs do not have strong data privacy terms, especially for students and confidential information. School staff must not use AI to translate documents with any student data unless given written approval from the Technology Manager. For example, AI should not be used to translate IEP documents or English Language Development program enrollment because both of these documents include sensitive student data. When external partners engage AI for translation or interpretation services, they are subject to Fridley Public Schools' data privacy agreements.

AI may be used for non-critical and non-confidential communications. It is best practice for staff to disclose whenever AI is utilized in translation. For example, AI use may be cited on the bottom of a document ("Google Translate was used to translate this document"), or before starting an audio transcription). If used in documents



and flyers, these materials should explicitly provide a call back number so students and parents can contact someone at the district office if they have questions or need to clarify information.

Whenever possible, we recommend utilizing our language assistance resources before utilizing AI. Finally, it is best practice to have a human proficient in the translated language to proof-read the document(s) before use and dissemination.

Challenges and Troubleshooting

For challenges with coordinating language access services, staff should first contact their building administrator. Examples of challenges include interpreters canceling frequently or not showing for scheduled services, technical difficulties with digital platforms, errors in translations, etc.

For ongoing challenges with procuring language services from an external partner or dedicated staff member, building administrators can contact the Multilingual Learning and Talent Development Coordinator and/or Director of Student Support Services for additional assistance. Contact Information

Wes Nemenz
Multilingual Learning and Talent Development Coordinator
nemenz@isd14.org
763-502-5023

Dr. Danielle Thompson
Director of Student Services
drthompson@isd14.org
763-502-5012

Dr. Amy Cochran
Senior Officer of Academics and Innovation
cochran@isd14.org
763-502-5401

Resources

- [🔗 Fridley Interpretation Quick Cards - 2026](#)
- [🔗 Language Identification Charts](#)
- [🔗 One-Pager on Accessing Phone / Video Interpretation from Propio](#)