

LANGUAGE ACCESS PLAN

The purpose of the district’s Language Access Plan (LAP) is to provide meaningful participation in education for parents and community members who are deaf, hard of hearing, limited-English proficient or non-English speakers.

Note: Services for students are not included in the LAP because these services are provided in the student’s instructional program.

World Language Interpreter Services	Translation Services	American Sign Language Interpreter Services
<p>Provides access as follows:</p> <p>A. To parents for access to essential school or district functions such as parent teacher conferences, school meetings, activities, events and celebrations.</p> <p>B. For members of the community who wish to address the school board or other District-level committee.</p> <p>Responsible Departments</p> <p>Parents: ELL Department: 742-4452</p> <p>Community & Employees: Compliance/EEO Office: 742-4132</p>	<p>The district provides translated documents in five (5) languages: Hmong, Spanish, Yupik, Samoan and Filipino. To access these documents use the ‘Forms Library’ tool on the ASD home page @ www.asdk12.org</p> <p>Responsible Departments:</p> <p>Parents: ELL Department: 742-4452</p> <p>Community & Employees Compliance/EEO Office: 742-4132</p>	<p>Provides access as follows:</p> <p>C. To employees for mandatory district trainings and meetings.</p> <p>D. To parents for access to essential school or district functions such as parent teacher conferences, school meetings, activities, events and celebrations.</p> <p>E. For members of the community who wish to address the school board or other District-level committee.</p> <p>Responsible Departments: <i>Compliance/EEO Office: 742-4132</i> Alaska State School for Deaf & Hard of Hearing</p> <p><u>Emergency or same day services are available through the Compliance/EEO Office.</u></p>
ASD Uses ONLY Trained Adult Interpreters	Telephonic World Language Services	ASD Communication Technology
<ul style="list-style-type: none"> All ASD World Language interpreters are required to complete the Basic Interpreter Skills Course. This course is offered by the Language Interpreter Center twice per school year. This training is free and is open to all bilingual and multi-lingual staff. 	<p>Face-to-face interpreter services are always the first priority. However, <u>when face to face interpreters are not available</u>, the District will provide telephonic world language services for emergency and/or same day services. Contact the ELL department @ 742-4452.</p>	<p>The district utilizes the following communication technology:</p> <ul style="list-style-type: none"> An online Interpreter Request System for ASL and World Language always available to principals, managers and supervisors. UbiDuo Communication Devices: Provides face-to-face two-way communication between deaf and hearing people. Interact-AS Transcription Device: Provides real time transcription for written, typed and spoken words. Close captioning for school board meetings.

Tips For working with Interpreters:

Here are some helpful points for effectively working with interpreters:

- If you need interpreter equipment (UbiDuo or Interact), pick-up and set up BEFORE the meeting.
- If possible, meet with the interpreter before the meeting. Share essential documents
- Introduce interpreter.
- Talk directly to the parents, not to the interpreter.
- Allow the interpreter to sit next to parents.
- An interpreter is a bridge between two groups and should not be considered a source of general information about the school or district matters.
- Only one staff member or individual should speak at one time.
- If reading a document, read slowly, and provide a copy of it to the interpreter ahead of time, if at all possible.
- Whenever possible, avoid highly technical terms or vocabulary and phrases that may not be easily understood by people outside the field of education.
- Allow the interpreter to decide if they want to translate taking turns (consecutive translation) or translate simultaneously with the speaker (simultaneous interpretation).
 - If the interpreter is performing consecutive interpretation, limit yourself to one or two sentences with each turn.
 - If the interpreter is performing simultaneous interpretation, slow your rate of speech.
- Make sure that all interpretation equipment is returned at the end of the meeting.
- If some of the participants (teachers, therapists, etc.) at a meeting speak the parents' language and wish to address the parents in that language, they may do so.
 - Nevertheless, the speaker should allow the interpreter to repeat in English what was said for the benefit of those who do not speak the parents' language.
 - We recommend that all participants use only English and allow the interpreter to interpret everything that is said for the parents.

Interpreters for Parent-Teacher Conferences:

Since we have a very limited number of interpreters to serve the entire district we need to make their participation at the schools as efficient as possible. Where possible, schools are encouraged to use in-house staff that has completed the District's Language interpreter training.

Therefore, we ask the school personnel to schedule conferences for parents speaking the same language consecutively and in different blocks of time. This way multiple teachers can have access to an interpreter within the same day. This will take some coordination among the teachers, but it will allow us to provide the best service possible. For example:

Time	Interpreter A	Interpreter B
7:30-8:00	Teacher 1	
8:00-8:30		
8:30-9:00		
9:00-9:30		
9:30-10:00	Teacher 2	Teacher 6
10:00-10:30		
10:30-11:00		
11:00-11:30	Teacher 3	
11:30-12:00		
LUNCH		
1:00-1:30	Teacher 4	
1:30-2:00		
2:00-2:30	Teacher 5	Teacher 7
2:30-3:00		
3:00-3:30		

Furthermore, please keep in mind that a conference that takes 15 or 20 minutes under normal circumstances will take longer with an interpreter. Either the content of the conference should be modified to complete it in the time allotted, or the time should be extended.