

Culturally and Linguistically Appropriate Services Standards

The Enhanced National CLAS Standards

Principal Standard

1. Provide effective, equitable, understandable and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy and other communication needs.
 - How does this look in our school district? See bulleted examples for each standard below.
 - This standard is the overarching standard. If we successfully implement standards 2-15, then we will accomplish this standard.

Governance, Leadership and Workforce

2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices and allocated resources.
 - Ensure that the necessary fiscal and human resources, tools, skills, and knowledge to support and improve culturally competent policies and practices in our district are available
 - Commit to cultural competency through system-wide approaches that are articulated through written policies, practices, procedures
3. Recruit, promote and support a culturally and linguistically diverse governance, leadership and workforce that are responsive to the population in the service area.
 - Advertise job opportunities to targeted / underrepresented populations – equitynh listserve, post in multiple languages
 - Recruit at multicultural events / fairs
 - Develop relationships with community organizations and schools to create work-study, internship, mentorship opportunities
4. Educate and train governance, leadership and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.
 - Engage administration and staff in dialogues about meeting the needs of diverse populations (regular, on-going, formal, brown bag, web-based)
 - Provide regular on-going training about diversity, cultural competence, and CLAS; also training for how and when to access language services
 - Encourage staff to volunteer in the community

Communication and Language Assistance

5. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
 - Ensure that the necessary supports, such as the provision of an interpreter and/or translated documents are made available in our district to support parents in the special education and/or 504 process, and as needed, for school registration and other regular education communication with parents
 - Provide information about resources to support language needs such as the NHDoe's translated Special Education Procedural Safeguards and other limited English proficiency supports across NH
6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
 - Ensure that all parents and students are informed of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
 - Ensure that all administration, teachers and staff are educated around the necessity of providing appropriate language assistance services to students and parents, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
 - Ensure that all administration, teachers and staff are informed of the availability of language assistance services and how they can access them to support their students and parents.
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.
 - Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the students and parents served by the school district.
 - Ensure that school communication materials and methods are valid for use with all students and families and also include positive images of all people.

Engagement, Continuous Improvement and Accountability

9. Establish culturally and linguistically appropriate goals, policies and management accountability, and infuse them throughout the organizations' planning and operations.
 - Ensure school policies are responsive to cultural diversity
 - Ensure ongoing, high-quality professional development for all school staff to foster cultural competence.
 - Internal procedures for staff evaluations, conflict resolution strategies and grievance procedures will accommodate and allow for differences in communication styles, values and behaviors.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into assessment measurement and continuous quality improvement activities.
 - Schools will implement CLAS related questions to staff orientations and/or yearly reviews.
11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.
 - All school reception and admission personnel are properly trained with scripts to communicate necessary information for service delivery.
 - Schools will obtain information (race, ethnicity, spoken and written language) about the students and families which will ensure tailored and improved services with periodically updates.
 - All new registrations will be reviewed to ensure equal allocation of school resources and service access.
 - School Personnel will have ongoing data training to ensure cultural and linguistic characteristics are monitored and services implemented.
12. Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.
 - Districts should identify all services available to all populations in schools.
 - Districts should collaborate with other community organizations to ensure cultural and linguistic services are planned and implemented within the community setting.
13. Partner with the community to design, implement and evaluate policies, practices and services to ensure cultural and linguistic appropriateness.
 - Collaborate with community agencies to create an inclusive approach that allows staff, families and students the opportunity to review and comment on proposed policies, practice and services (example: allowing student, family and staff input regarding parent involvement surveys, gaining consent, etc).
 - Collaborate with community agencies to ensure that policies, practices and services are reflective of and responsive to a variety groups and perspectives present in the community.
 - Engage cultural brokers as a bridges between schools and different cultural backgrounds.
14. Create conflict- and grievance-resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
 - Assign a district or community leader(s) to oversee, train, and support existing conflict and grievance resolution processes to ensure their cultural and linguistic appropriateness, or create processes if non-existent. Trainings would include cross-cultural communication training.
 - Provide notice using signs, translated materials and other media regarding the right to file a complaint or grievance.
 - Obtain feedback via focus groups, meetings, meetings with district leaders, suggestion or comment systems, open houses/listening sessions.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents and the general public.
 - Publicize regular updates on progress in implementing and sustaining CLAS to School Board, District Management & Leadership Teams, school staff, and to general public via website, district and school newsletters and other forms of communication.
 - Draft and distribute materials, in accordance with Standard 8, that demonstrate the District and school level efforts to be culturally and linguistically responsive.
 - Create advisory boards to consult with education staff and community partners on issues affecting diverse populations and how best to serve and reach them.