Language Access Plan Template

> **Directions for use:** *This Language Access Plan template was developed by Project Momentum at the Southeast Service Cooperative to assist schools/districts in developing their own plan. Text in blue should be replaced with school- or district-specific information. Highlighted text (gray) is for informational purposes and can be deleted before finalizing your plan. Feel free to adapt or adjust this template as needed to meet your local needs. *Please make a copy of this document for personal use.*

Communication with families in a language they understand helps students succeed and builds a welcoming school community. 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](#)

PROJECT MOMENTUM

Language Identification Procedures

School/District 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. list languages

   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 Student Information System.
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

See the Appendix for a list of language access resources.

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	TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen 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	• Required ESSA parent notifications
Professional Document Translation	Translated copies of district documents are available *… add location…* in the following languages: • list languages *Note: It is a good idea to have frequently circulated documents readily translated into the top 3-5 languages spoken in your school or district.*	• 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
	To request document translation, contact staff member at contact information.	
Professional Interpreter 🔗Working with Language Interpreters: Information for Teachers	The Multilingual Learner Program Coordinator/staff member maintains a list of qualified (trained or certified) interpreters that can be contracted to provide language assistance. *District-specific example:* *Staff can request translation services by filling out the "Interpreter Request Form" at least two weeks in advance of the date the interpreter is needed. Fees for service are paid by the school/district with the interpreter paid as a vendor.* Add link to Interpreter Request Form	• District-wide initiatives or meetings • Parent/teacher conferences • MTSS/Child Study/IEP Meetings
Multilingual Staff *Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.	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*. *District-specific example:* *Since Spanish is prevalent in our school district, most of our school buildings have Spanish-speaking Parent Resource Assistants. These Bilingual Parent Resource Assistants play a vital role in helping families comprehend school policies, access educational resources, and engage in school activities. For instance, they may assist Spanish-speaking parents in filling out important forms, translating communication from the school, and facilitating communication between families and teachers during parent-teacher conferences.* Add link to multilingual staff directory	• Family engagement events • Phone calls home
Telephone	School/district has contracted with	• Phone calls home

Resource	Description/Procedures	When to Use
Interpretation Services	Interpretation Service, an on-demand telephone interpretation service that offers access to interpreters in # languages. *Note: Schools are not required to contract with a telephone interpretation service. However, it can be an excellent resource for meeting language access obligations, especially in districts with many multilingual learners, or many languages represented.* Add link to access directions for staff	• Parent/teacher conferences
Communication Platform(s)	School or classroom communication platforms often have capabilities to send messages in multiple languages. School/district requires/encourages the use of communication platform for classroom communication. *Note: It is best practice to use one communication platform (e.g., Remind, Bloomz, etc.) for the entire school.*	• Notification of upcoming events • Newsletters • Reminder texts to parents

Dissemination

This plan will be published on the school/district website. *Add district/school-specific procedures for communicating the plan and to stakeholders, including staff and families. Consider how language access rights and resources will be shared with families and staff. Include who is responsible for sharing this information and the process/procedures for doing so.*

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.

- ***Central office administration and staff** will ensure the plan is in compliance with state and federal law, is published on the district website, and included in district communications such as school handbooks.*
- ***Enrollment secretaries** 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**.*
- *English Language Development staff, including **Parent Resource Assistants** 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.*

Training on the Language Access Plan is provided to all teachers at New Teacher Orientation, and 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 district contract listed below, their school administrator, or building ELD teacher.

Continuous Improvement

This policy will be reviewed annually by responsible staff/team to ensure its effectiveness and alignment with evolving needs and best practices. *Add school/district-specific procedures; e.g. as part of the Title III program evaluation process; by building administrators, etc.*

District Contact

Staff member is available to answer questions regarding language access.

Add contact information

For questions regarding language needs of specific students or families, contact your school's ELD teacher/staff member.

Appeals Process

If a family, or a staff member or other 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: *Add district/school-specific procedures.*

Example:

Step 1: *Contact the building principal to discuss concerns.*

Step 2: *If concerns are not resolved, 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.*

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