



Language Access Plan

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



Language Identification Procedures

Sleepy Eye Public School 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, ASL, KarenEnrollment 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 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

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

Resource	Description/Procedures	When to Use
Professional Document Translation	Translated copies of district documents are available on the website in the following languages: Spanish <i>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.</i> To request document translation, contact Nadia Crooker at 507-794-7904 ext 1104.	- Formal documents requiring signature from parents - Frequently circulated documents such as: registration and enrollment forms, student code of content, report cards, etc.
Professional Interpreter  Working with Language Interpreters: Information for Teachers	The Multilingual Learner Program Coordinator/Alexis Garza maintains a list of qualified (trained or certified) interpreters that can be contracted to provide language assistance. <u>District-specific example:</u> 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. https://www.sleepyeyeschools.com/Contact-Nadia-Crooker/	- District-wide initiatives or meetings - Parent/teacher conferences - MTSS/Child Study/IEP Meetings

Resource	Description/Procedures	When to Use
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*. Since Spanish is prevalent in our school district, we have a Spanish-speaking Parent Resource Assistant. The Bilingual Parent Resource Assistant plays a vital role in helping families comprehend school policies, access educational resources, and engage in school activities. For instance, she may assist Spanish-speaking parents in filling out important forms, translating communication from the school, and <i>facilitating communication between families and teachers during parent-teacher conferences.</i> https://www.sleepyeyeschools.com/Contact-Nadia-Crooker/	● Family engagement events ● Phone calls home
Telephone Interpretation Services	Sleepy Eye Public has not contracted with Interpretation Service, an on-demand telephone interpretation service that offers access to interpreters in languages.	● Phone calls home ● Parent/teacher conferences
Communication Platform(s)	Sleepy Eye Schools has translation options of their web pages and reminders are shared via our liaison to those parents of Spanish speaking only. Title I and Title III information is shared in Spanish as well as English.	● Notification of upcoming events ● Reminder texts to parents



Resource	Description/Procedures	When to Use

Dissemination

This plan will be published on the Sleepy Eye Public School website.

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, and is published on the district website.
- **Enrollment secretaries** are responsible for providing all families with information of this Language Access Plan as part of the enrollment process.
- **School principals** will be responsible for sending communications in families' preferred language, according to the preferred language list maintained by **school secretaries**.
- **Classroom teachers** are 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 and is reviewed with staff by building principals during regularly scheduled professional development or staff meetings.

To request additional training or review procedures for effectively working with interpreters, staff should contact their school administrator, or building ELD teacher.



Continuous Improvement

This policy will be reviewed annually by the EL staff to ensure its effectiveness and alignment with evolving needs and best practices. This will be done for Sleepy Eye School District as part of the Title III program evaluation process and the elementary and high school administrator.

District Contact: Alexis Garza is available to answer questions regarding language access.

alexis.garza@sleepyeve.mntm.org

For questions regarding language needs of specific students or families, contact your school's ELD teacher: Alexis Garza alexis.garza@sleepyeve.mntm.org

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:

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 List](#)
- [Saint Paul Public Schools Classroom-to-Home Communication](#)

Communication Platforms with Multiple Languages

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

