

CROSSLAKE COMMUNITY SCHOOLS

District 4059 • In-Person PreK-8 • Online K-8 • Online 9-12

Language Access Plan

Online and In-Person Schools • SY 2026-27

Board Approved: _____

Submitted to Osprey Wilds Environmental Learning Center

Required • summary included in the Student & Family Handbooks (Minn. Stat. § 123B.32)

Dr. Jenna Leadbetter, District Superintendent • Abi Swenson, District Teaching & Learning Coordinator
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Crosslake Community Schools (CCS) is committed to communicating with every family in a language they understand. This plan describes how the district identifies families who need language assistance and how it provides free, timely, and accurate interpretation and translation, as Minnesota law requires. A summary of this plan is included in the Student & Family Handbooks. Owners: Dr. Jenna Leadbetter, District Superintendent, and Abi Swenson, District Teaching & Learning Coordinator, with the three principals.

1. Identifying Language Needs

- Every enrolling family completes the Minnesota Language Survey with the enrollment packet (electronic and multilingual enrollment forms are part of the district's approved MarComm plan).
- The Student Data and Enrollment Coordinator (Molly Papillon) records the home language in Infinite Campus so all staff can see a family's preferred language.
- When the Minnesota Language Survey identifies a language other than English, the student is screened with the WIDA Screener within 30 days of the start of the school year, or within two weeks of enrollment for students who enroll mid-year. The building principal is responsible for ensuring the screener is scheduled and completed, and the licensed EL teacher reviews the results to determine EL eligibility and service. Building designees for SY 2026-27:
 - **In-Person PreK-8:** Principal Daniel Fischer, with the Title I Interventionist as backup screener once onboarded.
 - **Online K-8:** Principal Monique VonEnde, with a backup screener to be named as staffing allows.
 - **Online 9-12:** Principal Rose Bierce, with the online instructional coach as backup screener once onboarded.
- Screener results and EL status are recorded in Infinite Campus and reported to MDE through MARSS.
- Staff who become aware of a language need at any time notify the office so the record is updated.

2. What CCS Provides, at No Cost to Families

- Qualified interpretation (in person, phone, or video) for enrollment, conferences, IEP/504 meetings, discipline meetings, health matters, and any communication about a student's education. Section 4 explains how staff secure an interpreter.
- Translation of essential documents: enrollment materials, handbook summaries, report cards, IEP/504 notices, discipline notices, and emergency communications.
- Mass communications through ParentSquare, which supports translated family messaging.
- Students and family members are not used as interpreters for substantive matters.
- Interpretation and translation costs are paid by the district from a dedicated **Contracted Services – Interpretation & Translation** line in the annual budget, so no building or program has to absorb the cost. The FY27 amount is set from the awarded vendor bid. Special education interpretation for IEP meetings is coded to special education.

3. How to Request Help

Families may request an interpreter or translated document through the front office (main line 218-692-5437), their principal, or any staff member. Staff route requests to the office, which arranges services following the procedure in Section 4. Concerns about language access go to the school principal, then the District Superintendent.

4. Procedure for Securing Interpretation and Translation Services

Step	Action	What happens
1	Check the record	Before scheduling any meeting with a family, staff check the home language and preferred language in Infinite Campus.
2	Submit the request	The staff member organizing the meeting or sending the document submits a request to the front office at least 5 school days ahead for scheduled meetings (conferences, IEP/504, discipline). Include the language, date, time, length, format (in person, phone, or video), and whether the matter is confidential. Same-day or emergency needs are called in to the office directly.
3	Arrange the interpreter	The office first checks for a qualified district staff member; if none is available, it books the district's contracted interpretation and translation vendor. The vendor serves both the in-person and online schools and is selected through a competitive bid process; the front office maintains the vendor's account and contact information. Phone or video interpretation is used when an in-person interpreter cannot be secured in time.
4	Arrange translations	Essential documents are sent to the office, which uses the contracted vendor for translation. ParentSquare's translation feature is used for routine mass messages; vital notices (IEP/504, discipline, emergency) are professionally translated.
5	Confirm and document	The office confirms the booking with the requesting staff member and notes the service in the student's Infinite Campus contact log.
6	Pay the invoice	Vendor invoices go to the business office and are coded to the Contracted Services – Interpretation & Translation line (Section 2).

Emergency communications are sent in the family's preferred language through ParentSquare at the same time as the English message.

5. Staff Resources and Responsibilities

Role	Responsibility
Licensed EL teacher (Nancy Brekke)	Supports instruction and family communication for multilingual learners, reviews WIDA Screener results, and advises staff on language needs.
Building principals (or designees)	Ensure the WIDA Screener is administered on time, that staff know how to identify needs and request services, and that the plan is reviewed annually alongside the LIEP Plan.
Student Data and Enrollment Coordinator	Maintains home language, screener, and EL status records in Infinite Campus.
Front office	Receives and routes all interpretation and translation requests (Section 4).
Business office	Maintains the Contracted Services – Interpretation & Translation budget line and processes vendor invoices.

Legal References

Minn. Stat. § 123B.32 (language access plan; inclusion in handbook); Minn. Stat. §§ 124D.59–.61 (education for English learners); Title VI of the Civil Rights Act of 1964; ESSA parent notification requirements