



Long Prairie-Grey Eagle Public Schools

Language Access Plan to Ensure Effective Communication with Multilingual Students and Families

Section 1: Policy Directives

This section sets forth the laws, standards, and operating principles that will govern the implementation of Long Prairie-Grey Eagle Public Schools language access plan.

Policy Foundation

Federal

- Title VI of the Civil Rights Act of 1964 was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- Equal Educational Opportunity Act (EEOA) requires states and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.
- Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.
- Executive Order 13166 requires all federal agencies or federally funded activities to ensure meaningful access for limited English proficient (LEP) individuals. This includes developing a language access plan or program with procedural guardrails in place to ensure effective implementation.

State

Minnesota Statutes, section 123B.32 states:

- Subd. 1. Language access plan required. Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.
- Subd. 2. Plan requirements. The language access plan must include how the district and its schools will use possible trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.
- Subd. 3. Regular review. The board must review the plan every two years and update the plan as appropriate.

- Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1. The law has three principal goals for all English Learner (EL) students: 1) academic English proficiency; 2) grade-level content knowledge; and 3) multilingual skills development.

Definitions

American Sign Language (ASL) – A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement relative to the body, along with non-manual markers such as facial expressions, head movements, shoulder raises, mouth morphemes, and movements of the body.

Relay – Telephone accessibility services to people who are deaf, deafblind, hard of hearing, or speech disabled.

Screen Reader – Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.

Interpretation – The act of listening to a communication in one language (source language) and orally converting it to another language (target language). The interpreter must retain the same meaning as the original message without omitting information, summarizing or otherwise altering the message and without adding the interpreter's own thoughts or opinions.

Interpreter – A person who provides interpreting services.

Simultaneous Interpretation Equipment – Equipment that allow a group of people to listen through headsets to information interpreted into their primary language. This method is most appropriate for large group settings and meetings where multiple languages are being interpreted simultaneously.

Language Assistance Services – Oral, expressive, written, and technological supportive services that help students and families communicate effectively with school staff. These services ensure students and families can participate fully in school services, activities, and programs.

Limited English Proficient (LEP) – Individuals whose primary language is not English and who have limited ability to communicate effectively in English, including writing, reading, speaking, and listening comprehension. Federal law uses this term to refer to the intended beneficiaries of language access services.

Emergent Multilingual Speakers – Individuals whose primary language is not English and who have limited ability to communicate effectively in English but are in the process of developing their English language proficiency. Language access industry leaders and advocates prefer the use of this term when referring to the intended beneficiaries of language access services.

English Learner (EL) – A status assigned to students whose primary language is not English, who lacks the necessary skills to understand, speak, read, and write in English but are receiving English language development instructions in a public school or charter setting.

Home Language – The language that is most commonly used in the home by members of a family, or the language that parents use when speaking with their children.

Primary Language – An individual's native tongue or the language in which an individual most effectively communicates.

Sight Translation – The oral interpretation of a written document. This occurs when an interpreter reads a document and then provides a complete oral interpretation of the information that it contains.

Remote Interpreting – Interpreting that is provided via telephone or video call.

Translator – A person who provides translation services.

Translation – The restating of written text from one language (source language) into an equivalent written text in another language (target language).

Vital Document – Materials deemed vital to ensuring access to educational services, programs, and activities, or contain information required by law to translate or provide in audio format.

Code of Ethics and Standards of Practice

[Insert district or charter’s best practices or code of ethics here, if available. You may also include links to national resources/websites that your district has formally adopted or wish to align its values and practices with.]

The Minnesota Department of Education (MDE) provides guidance on the Codes of Ethics and Standards of Practice for Educational Interpreters of Spoken Language that can be viewed on the [English Learner Disability Resources](#) webpage. This guide is only available in English because it was intended for language access practitioners.

Section 2: The Plan

Overview

Long Prairie-Grey Eagle School District language access plan provides a blueprint for bringing the district or charter into compliance with state and federal language access requirements, including how the district or charter will increase its capacity to address language service and resource needs. This plan is also a roadmap that will help staff navigate the process of setting deadlines, priorities, and identifying responsible personnel for policy and procedures development; hire, contract, assess, and ensure quality control of language assistance services; provide notice of services; provide training of staff; and conduct ongoing monitoring and evaluation.

Language Access Plan

Description of Services

Certified Spanish Interpreters and Liaisons Long Prairie-Grey Eagle Schools employs a certified Spanish Interpreter and/or Liaison in each school building. These individuals provide live interpretation services including but not limited to: family communications - written and oral, translation at events, school registration assistance, parent teacher conferences, IEP meetings, special education assessments and evaluations, 504 meetings, health office conversations, emergencies and notarizing.

ASLIS Services for American Sign Language Long Prairie-Grey Eagle Schools contracts with ASLIS Services to provide interpreters for families upon request. Parents email the office or provide a written request with an event that they will attend. The school secretary contacts the service. Families can also use the phone service to speak to the District as needed.

Languagers.com Long Prairie-Grey Eagle Schools utilize [Languagers.com](https://languagers.com) for all languages other than Spanish. Staff are given account information to use [Languagers.com](https://languagers.com) when students are assigned to their homeroom. “On Demand” phone services or planned conference calls can be used. [Languagers.com](https://languagers.com) is utilized during the enrollment process to complete paperwork. The District uses this company to translate written enrollment documents.

TransAct Long Prairie-Grey Eagle Schools use TransAct as a resource for translated documents from MDE (Minnesota Department of Education) which include the Minnesota Language Survey, Early Childhood Screening form, Statement of Exemption to Immunization Law and more.

VIDA Long Prairie-Grey Eagle Schools use the Local Business VIDA for occasional interpretation services as needed.

Implementation

Long Prairie-Grey Eagle Schools Administration Team, District Liaisons and ESL Coordinator will be responsible for overseeing, developing, and modifying the language access plan, and establishing and implementing operational procedures. District Liaisons and ESL Coordinator will keep the administration apprised of changes needed to the plan as needs arise. This plan will be a part of the Parent-Student Handbooks and found on the District Website.

Identification and Assessment of Language Assistance Needs

The **Minnesota Language Survey** is given to parents during the enrollment process to identify a student's language proficiency and preferred language. The District Spanish Liaison or school secretary will ask the parent/guardian if they need/prefer to have an interpreter at conferences. Family preferred spoken language is documented in the Student Information System (Skyward). A spreadsheet is kept in the district that states which parent needs interpreter services and in what spoken and written language for further documentation.

All documents including Title III documents and notices that are sent home are in both English and Spanish. The District is in the process of adding additional languages as the need arises.

Timeline

Long Prairie-Grey Eagle Schools continually update services as new families arrive with different language needs.

Notice of Services

Long Prairie-Grey Eagle School offices have notices at each reception desk asking visitors to point to the language that they understand. Once language preference is identified, interpreters are contacted to assist with communication.

Long Prairie-Grey Eagle Schools utilize **ParentSquare** for family communication. ParentSquare has translation embedded within the program to assist direct communication between families and school personnel.

It is a requirement of Minnesota Statutes, section 123B.32, Language Access Plan Required, that a district or charter's plan be included in their Parent Handbook.

Community Engagement and Partnership

Long Prairie-Grey Eagle Schools partner with community organizations to link our families with services including Todd County Social Services, CentraCare Health System, VIDA and others.

Long Prairie-Grey Eagle Schools welcomes involvement and feedback by all families through the District Stakeholders group, school events and activities.

Emergency Communication Protocol

Long Prairie-Grey Eagle Schools utilize ParentSquare to notify families of emergencies such as weather related school closures, scheduling changes and notices, public health announcements and event alerts. These notifications are in the form of telephone messages, text messages and emails. District Liaisons make personal calls to families for health related notifications. WhatsApp may also be used if other methods are not available.

Artificial Intelligence (AI) Translation Services

Long Prairie-Grey Eagle Schools will utilize Artificial Intelligence (AI) services such as ChatGPT to create written communication as needed. Devices with Google Translate will also be used if live interpreters are unavailable.

(MDE recommends that when AI is used to translate documents and flyers, these materials should explicitly provide a call back number so students and parents can contact someone at the district or charter office if they have questions.)

Section 3: Procedures

Overview

This section sets forth guidelines and steps for staff to coordinate, gather data, and deliver uniform services to students, families, and community members.

Procedures

- When telephone calls and in-person requests from individuals with language assistance needs are received, school personnel will respond by providing appropriate language assistance including live interpreters, [Languager.com](https://www.languager.com) services, AI services, etc.
- Student and family language preferences will be recorded in the Student Information System (Skyward) and on a spreadsheet that will be kept in the District for future documentation.
- During the registration process, staff will inform families of all related services including language assistance available to the students and families as found in the registration packet.

- Staff will use the Minnesota Language Survey to identify student language assistance needs in order to provide services such as ESL services, translation and interpretation services and more. In addition, family home language preferences will be noted and recorded in Student Records and on a spreadsheet.
- When families enter the offices, they will identify what language they understand by pointing to the poster that lists multiple languages.
- Staff will procure in-person and/or telephone or video interpretation services by contacting the Spanish school liaison first, bilingual staff if a Spanish liaison is unavailable or utilizing the [Languageusers.com](https://www.languageusers.com) on demand services if other languages are noted.
- Staff will procure translation of documents by contacting District Liaisons. In the case of languages other than Spanish, [Languageusers.com](https://www.languageusers.com) or AI will be utilized.
- Language Access complaints will be addressed in a timely manner and will be rectified by providing adequate services to meet the needs of the families and District.
- Certified Interpreters will be used whenever possible to provide interpretation services. District Spanish Liaisons will translate written District documents and review documents for accuracy.
- Bilingual staff including District Liaisons will be offered continuous education opportunities including community interpreter training when available.

Contact Information

Elementary Spanish District Liaison - Idania Montanez - imontanez@lpge.k12.mn.us 320-357-3696

Secondary Spanish District Liaison - Guadalupe Montanez - gmontanez@lpge.k12.mn.us 320-357-3796

Resources available upon request