

Language Access Plan

ISD 837 Madelia Public Schools 2025-2027



PURPOSE

In accordance with MN Statute 123B.32, this Language Access Plan is intended to specify the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English or require additional assistance due to a disability.

DEFINITIONS

American Sign Language (ASL) – is 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. Some Deaf and Hard of Hearing people use this to communicate.

Effective Communication – Sufficient communication to provide English Learners (EL) with equal access to meaningful information and services that are available to the public.

English Learner (EL) – An individual whose primary language is not English, who lacks the necessary English skills to understand and express fully information in English and who is in the process of learning to speak, comprehend, read and write in English. The term “English Learner” is used in state laws. Used interchangeably with the term “limited English speaker” in the Minnesota Department of Education (MDE) website and related documents. See Multilingual Learner.

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.

Interpretation/Interpreting – 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 spoken interpreting services.

Limited English Proficient (LEP) – Individuals whose primary language is not English and who have limited ability in one or more domains of English communication, including writing, reading, speaking, and/or listening comprehension. “Limited English proficiency” is an older term that is still used in certain federal laws.

Multilingual Learner (ML) – This is the term that Madelia Public schools has adapted and it will be reflected throughout this document. An individual whose primary language is not English, who lacks the necessary English skills to understand and express fully information in English and who is in the process of learning to speak, comprehend, read and write in English. The term “English Learner” is used in state laws. Used interchangeably with the term “limited English speaker.” in the MDE website and related documents.

Native Language – The language that an individual first learned as a child.

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

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

Translator – A person who provides written translation services.

LANGUAGE ACCESS RIGHTS

If you are a parent or guardian of a student in public schools and your dominant language is other than English, 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.
- 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.

TOOLS AND RESOURCES TO PROVIDE LANGUAGE ACCESS

RESOURCE	DESCRIPTION/PROCEDURES	WHEN TO USE
TransAct ParentNotices	<u>TransACT</u> provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen All staff can utilize the TransACT website with free access. Individuals within the district can activate their free account on the website.	• Required ESSA parent notifications • Health office notifications • Field trip forms
Professional Document Translation	Translated copies of district documents are available on the school website by translating within the web browsers. This exists for all languages available through Google. Special Education services: documents automatically translated are Prior Written Notices and Procedural Safeguards.	• Formal documents requiring signature from parents • Frequently circulated documents such as: registration and enrollment forms, student code of content, report cards, etc.

Cultural Liaisons - In person interpreters - Telephone interpreters - Document translations	MHS and MES each have a Cultural Liaison on site that can be contacted to provide language assistance. *Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.	- Conferences - New family to the school/district or sensitive topics being discussed - District-wide initiatives or meetings - MTSS/Child Study/IEP Meetings
Technology - Ipads - Timekettle Earbuds - Headsets	Ipads: MES has a cart of Ipads that are used monthly for English Language Development progress monitoring via the TELL (Test of English Language Learning) app. TimeKettle Earbuds: MES has timekettle earbuds that are in-real-time interpreting devices that are synced with an app on a phone. Headsets? MHS has headsets that are in-real-time interpreting devices.	Ipads - Conferences for translating app TimeKettle Earbuds: - Mainstream classroom instruction Headsets: - ML family engagement presentations - Graduation

DISSEMINATION

This plan will be published on the [district website](#), and the district will take a multi-stakeholder approach to communicating with families about their language

access rights and the resources available to them. This plan will also be included in the district or school's Parent Handbook.

To request training or review procedures for effectively working with interpreters, staff should contact the district multilingual coordinator or their school administrator.

CONTINUOUS IMPROVEMENT

This policy will be reviewed every two years by the Multilingual Department, SPED Team, building administrators, and administrative assistants to ensure its effectiveness and alignment with evolving needs and best practices.

Under *Minnesota Statute 123B.32*, school boards must review their Language Access Plans every two years and update them accordingly.

APPEALS PROCESS

If a family, 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 Superintendent of Madelia Public Schools.