

THREE RIVERS MONTESSORI PUBLIC CHARTER SCHOOL

LANGUAGE ACCESS PLAN

2026–2027

Approved by the Three Rivers Montessori School Board: June 11, 2026

Placed on District Website under Compliance

Review June 2028

Purpose

The purpose of this Language Access Plan (LAP) is to establish procedures that ensure meaningful access to educational programs, services, activities, and communications for students, families, and community members who communicate in a language other than English.

Three Rivers Montessori Public Charter School (TRM) is committed to removing language barriers and promoting equitable access to educational opportunities through interpretation, translation, and communication supports whenever feasible and appropriate.

Authorities

This Language Access Plan aligns with:

- Title VI of the Civil Rights Act of 1964
- Equal Educational Opportunities Act (EEOA)
- Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act
- Minnesota Statute §123B.32
- Minnesota Statutes §§124D.59–124D.61
- Minnesota READ Act
- WIDA Standards Framework
- Minnesota Department of Education Guidance

Identification of Language Needs

At enrollment, families complete a Home Language Questionnaire and enrollment documents that identify languages spoken by the student and family.

Students who may require language support are reviewed through the school's English Learner identification process and may be screened according to Minnesota Department of Education requirements.

During the school year, classroom teachers, intervention staff, special education staff, office staff, and administration may identify additional language access needs. When language barriers are observed, staff will notify school administration or EL personnel so appropriate supports can be considered.

Language Access Services

TRM may provide language assistance through:

- Written translation of important documents
- Oral interpretation services
- Telephone interpretation services
- Video remote interpretation services
- Translation support during conferences and meetings
- Interpreter support during EL meetings
- Interpreter support during special education meetings
- Interpreter support during school events when feasible
- AI-assisted translation for general communication
- Accessible communication supports for individuals with disabilities

Families may request language assistance through:

- School office staff
- Classroom teachers
- EL staff
- Special education staff
- School administration

Interpreter Services

TRM strives to provide meaningful language access without undue delay and at no cost to families.

Interpreter services may be provided for:

- Enrollment meetings
- Parent-teacher conferences
- Academic progress discussions
- Report card conferences
- Assessment result discussions
- FastBridge, ACCESS, MCA, and other assessment reviews
- Promotion or retention discussions
- EL meetings
- Evaluation meetings
- Discipline meetings
- Individualized Education Program (IEP) meetings
- School safety or emergency communications

Interpreter services may be accessed through:

- Qualified contracted interpreters
- Interpretation agencies
- Telephone interpretation services
- Video remote interpretation services
- Qualified bilingual personnel when appropriate

TRM will utilize trained, qualified, or certified interpreters whenever feasible. Family members, friends, or students will generally not be used as interpreters during official educational meetings unless requested by the family or required in emergency situations.

Translation of Documents

Important educational documents may be translated when feasible and appropriate.

Examples include:

- Enrollment materials
- Parent notifications
- School handbooks
- EL documentation
- IEP meeting notices
- Prior Written Notices
- Discipline notices
- Emergency communications
- School newsletters
- Family communication materials

Families may request interpretation or translation assistance if additional support is needed.

Students and Families with Disabilities

TRM recognizes that some individuals may require both language assistance services and disability-related communication accommodations.

When appropriate, the school may coordinate services including:

- Spoken language interpreters
- American Sign Language (ASL) interpreters
- Captioning services
- Large-print materials
- Accessible electronic formats
- Assistive communication supports

The school will work with families and service providers to ensure meaningful participation in educational programs, meetings, and decision-making processes.

Special Education and IEP Participation

Families who communicate in a language other than English will be provided access to interpreter services during special education evaluations, eligibility meetings, IEP meetings, and placement discussions whenever needed.

Parents with disabilities participating in special education meetings may receive additional communication accommodations such as ASL interpretation, captioning, accessible formats, or other appropriate supports to ensure meaningful participation.

The school will coordinate with special education staff to ensure families understand educational decisions, procedural safeguards, placement options, and available services.

Notification of Rights

Families have the right to receive language assistance services at no cost when necessary to access school programs, services, or information.

Families will be informed of these rights:

- During enrollment
- Through the Parent Handbook
- Through annual school communications
- During conferences and meetings when language needs are identified
- Through school staff and administration

Families may request language assistance at any time.

Community Notification

TRM will make information regarding language access services available to the broader community through:

- The school website
- Enrollment materials
- School newsletters
- Family communications
- Community outreach efforts
- School social media platforms when appropriate

Public Availability

The Language Access Plan is a public document.

The current approved plan will be available through:

- The school website
- The school office upon request
- The Parent Handbook
- School enrollment materials when appropriate

Staff Training

TRM provides ongoing training and guidance regarding:

- Language access procedures
- Cultural responsiveness
- Effective use of interpreters
- Confidentiality and ethical communication
- WIDA standards
- Communication with multilingual families
- READ Act requirements

Training opportunities may include:

- Staff workshops
- Professional Learning Communities
- Coaching and consultation
- MDE resources
- WIDA resources

Language Access Complaints and Appeals

If a student, family member, or community member believes language access services were not adequately provided, they may submit a complaint to:

Dr. Paula Henry

Executive Director

Three Rivers Montessori Public Charter School

Complaints may be submitted verbally, electronically, or in writing.

The Executive Director will review concerns and provide a response within ten (10) school days whenever possible.

If the individual is dissatisfied with the response, they may request review by the Three Rivers Montessori School Board.

The school will maintain documentation of complaints and resolutions as part of its continuous improvement process.

EL Program Evaluation

The EL program is reviewed annually by school leadership, EL staff, classroom teachers, intervention staff, and support personnel.

Review areas include:

- ACCESS data
- FastBridge data
- Academic progress
- Family feedback
- Communication effectiveness
- Intervention effectiveness
- Student engagement and attendance
- Progress toward instructional goals

Information gathered through the review process is used to improve services, instructional supports, professional development, and communication systems.

Annual Review and Board Oversight

The Three Rivers Montessori School Board will review the Language Access Plan at least every two years and may review the plan more frequently as needed.

School leadership will conduct an annual review of the plan using:

- Family feedback
- Program evaluation data
- Demographic information

- Compliance guidance
- Staff recommendations

Following review, recommended revisions will be presented to the School Board for approval during a public meeting.

Updated plans will be published and made available to families, staff, and the public.

Language Access Plan Team

- Dr. Paula Henry – Executive Director
- EL Staff/Coordinator
- Special Education Staff
- Classroom Teachers
- Office Staff
- Intervention Staff
- School Leadership Team

Community partners, interpreters, and service providers may assist as needed.

Contact Information

Dr. Paula Henry
Executive Director

Three Rivers Montessori Public Charter School

17267 Yale Street NW
Elk River, MN 55330

763-595-1213

This Language Access Plan is a public document and is available through the Three Rivers Montessori website, school office, and Parent Handbook.