

Hmong College Prep Academy

Language Access Plan

****Draft – Pending Board Adoption (Sept. 24, 2025)****

Contact: Danijela Duvnjak, Chief Academic Officer – dduvnjak@hcpak12.org

Board Adoption Date: [Insert Sept. 24, 2025]

Review Cycle: Every two years (next review: 2027)

Section 1. Purpose and Policy Foundation

HCPA is committed to ensuring that all students and families—regardless of their primary language—have equitable access to school programs, services, and information.

This plan complies with:

- Title VI of the Civil Rights Act of 1964
- Equal Educational Opportunity Act (EEOA)
- Individuals with Disabilities Education Act (IDEA)
- Minn. Stat. §123B.32 (2025)
- LEAPS Act (2014)

The school board will review and update this plan at least every two years.

Section 2. Language Assistance Services Currently Provided

- Interpretation (oral):

- In-person interpretation by trained multilingual staff for family meetings (e.g., conferences, IEPs, disciplinary meetings).
- Phone interpretation available through Language Line if needed.
- ASL interpreters available upon request.

- Translation (written):

- Vital documents are consistently translated into Hmong, Karen, and Thai, completed by highly educated multilingual staff.
- TransAct is used for additional translations if necessary.

- Emergency communications:

- Urgent safety and weather messages are issued in English, Hmong, Karen, and Thai via robocall/text/email.

Section 3. Identification and Notification of Needs

- Families complete the Minnesota Language Survey at enrollment.
- Preferred language information is recorded in the student information system and can be updated at any time by contacting the school.
- Families are informed of available interpretation services during enrollment and at parent meetings.
- A summary of this plan will be posted on the HCPA website and distributed through a September 2025 Student Handbook addendum.

Section 4. Implementation and Oversight

- Language Access Coordinator: Danijela Duvnjak, Chief Academic Officer.
- Administrators, family liaisons, and multilingual staff support services.
- HCPA does not rely on students or untrained staff to interpret vital academic information.
- The Board reviews this plan every two years.

Section 5. Training

- Staff are oriented each August during professional development on how to access interpreters, request translations, and communicate effectively with multilingual families.
- Guidance is reinforced in the staff handbook.

Section 6. Complaint Process

Families may file a complaint if they are denied access to interpretation/translation or believe the quality of services is inadequate.

Complaints may be made:

- In person at the HCPA Main Office
- By email: dduvnjak@hcpak12.org
- By mail: HCPA – Language Access, 1515 Brewster St., St. Paul, MN 55108

Complaints will be reviewed by the Chief Academic Officer, and families will receive a response within 10 school days. Appeals may be made to the Superintendent.

Section 7. Monitoring and Evaluation

- HCPA tracks language services used (interpreters, translated documents).
- Feedback is gathered informally from families during conferences and surveys.
- An annual review of services will inform adjustments.
- The plan will be formally reviewed every two years.

Section 8. Community Engagement

- Families provide feedback through conferences, surveys, and Title I events.
- HCPA is exploring additional ways to engage multilingual families in shaping services.

Section 9. Definitions

- Interpretation: Oral conversion of spoken communication.
- Translation: Written conversion of text.
- Vital Document: Materials necessary for families to access educational services.
- Emergent Multilingual Learner (EML): Student developing English while maintaining a home language.