

Robbinsdale Area Schools Language Access Plan

UPDATE: Oct. 30, 2025

Purpose

The purpose of this Language Access Plan is to ensure that Robbinsdale Area Schools (Rdale) provides timely, meaningful, and equitable access to information and services for families and stakeholders who prefer to communicate in languages other than English. It is designed to remove language barriers and empower all families to engage in their children's education. This plan aligns with the Minnesota Department of Education's (MDE) framework and supports Rdale's commitment to inclusion, justice, and two-way communication.

1. Legal Foundation

Rdale complies with Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on national origin, including discrimination based on limited English proficiency. This plan ensures that LEP families are provided access to language assistance services free of charge.

2. Identifying Language Needs

Rdale uses multiple methods to identify language needs:

- Minnesota Language Survey
- Student Information System (Infinite Campus) data
- Interpreter Request Forms
- Annual review of language data (WIDA Screener/ACCESS results)

As of the 2024-25 school year, Rdale serves students who speak more than 80 different home languages, with the most common being Spanish, Hmong, and Somali.

3. Language Assistance Services

Rdale provides the following services at no cost to LEP families:

- **Interpretation Services:** In-person, telephone, and video interpretation for meetings, school events, and parent-teacher conferences.
- **Translation Services:**
 - Written translation of critical documents through in-district translation services and TransACT resources, including:
 - Enrollment and registration forms
 - IEPs and evaluation summaries
 - Attendance and behavior notifications
 - Health and safety communications
 - Assessment results and placement notifications
- **Website Translation:** Families can view all district and school websites in their preferred language (Spanish or Somali) by selecting the “select Language” option on the home page.

Important Guidance:

Reliance on untrained students, siblings, friends, or staff to interpret is not acceptable. Students and untrained adults should not act as intermediaries in parent/guardian communication, as it may lead to misunderstandings.

To ensure accuracy and clarity, in-person interpreters or scheduled video calls with interpreters from our approved interpretation providers should be used for Individualized Education Program (IEP) or 504 meetings.

4. Staff Roles and Responsibilities

- **Multilingual Committee:** Oversees implementation of the Language Access Plan.

- **Director of Student Services:** Coordinates interpreter and translation services district-wide, ensures compliance, and provides training and resources to schools.
 - **Multilingual Coordinator:** Provides training and resources to school staff to understand and meet the needs of multilingual learners and families more effectively.
 - **School Administrators and Staff:** Responsible for requesting interpreters and ensuring that communication with multilingual families is accessible.
 - **Family and Community Engagement (FACE) Team:** Supports our diverse community, helping families feel included and empowered to engage in their children's education. Their work includes:
 - Facilitating communication: acting as a vital link between families and school staff
 - Supporting multilingual families: Partnering with schools and fostering a welcoming and inclusive environment.
 - Facilitating parent advisory groups
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5. Training and Capacity Building

Staff receive annual training specific to their roles on:

- Legal requirements for language access
 - Proper use of interpretation and translation services
 - Culturally responsive communication
 - Accessing language services through designated platforms or contacts
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6. Two-Way Communication Structures

Rdale ensures ongoing, inclusive communication by:

- Hosting multilingual family engagement events
 - Inviting parent input through family advisory groups
 - Providing translated surveys and feedback forms
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7. Monitoring and Evaluation

Rdale will annually evaluate the effectiveness of the Language Access Plan by:

- Reviewing interpreter and translation service usage
 - Collecting family feedback to assess the accessibility of communications
 - Making adjustments based on data and stakeholder input
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8. Complaint Resolution

Families who experience barriers to language access may submit concerns to the school administrator. Rdale will investigate all complaints promptly and take corrective action as needed.

Contact Information

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