



ROSEVILLE AREA SCHOOLS LANGUAGE ACCESS PLAN

In Roseville Area Schools, we understand that clear and accessible communication helps families support their student's education and helps schools become more welcoming and connected. This Language Access Plan demonstrates our commitment to removing language barriers so every family can make informed decisions and take part in their student's learning. The goal is to provide clearly defined resources and processes for ensuring not only that we are seeking to meet families' language access needs and that we are constantly reviewing and updating our efforts as well but that families also know that we value and welcome their partnership in the educational experience of their students.

LANGUAGE ACCESS RIGHTS

As a family member or guardian of a student in public schools, if your preferred language is not English, federal law ensures you have the following rights:

- 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.

Please visit
<https://bit.ly/4mg5pQv> to
access a fact sheet from the
U.S. Department of Justice
and U.S. Department of
Education titled,
"Information for Limited
English Proficient (LEP)
Parents and Guardians and
for Schools and School
Districts that Communicate
with Them"

LANGUAGE IDENTIFICATION PROCEDURES

Roseville Area Schools will determine family language needs and preferences through:

- **Home Language Survey:** Upon registration, family members/guardians will identify their preferred language and method of communication. Currently, this survey is translated into Spanish, which is the most common language other than English in our community.
- **Student Information System:** The preferred language and method of communication of family members/guardians for every student is visible to all staff in Synergy.
- **Teacher Communication:** Teachers are required to confirm communication preferences in their own communication with families.



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TOOLS & RESOURCES TO PROVIDE LANGUAGE ACCESS

School staff will use the following resources aimed at removing language barriers for families in Roseville Area Schools:

Resource	Description/Procedures	When to Use
TransAct Parent Notices	TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen. All Minnesota districts and charter schools have free access to the TransACT website. Individuals within the district can activate their free account by visiting https://minnesota-doe.parentnotices.com/login .	When sending family/guardian notifications required via ESSA
Ellevation	Ellevation is a data and communication system used by MLL teachers and administrators to document the English language development services provided for students. This allows district staff to create required multilingual communications for families regarding ELD services and ACCESS testing results.	
Professional Document Translation <i>(written)</i>	Roseville Area Schools currently uses Dialog One, a Minnesota-based provider, for document translation services. To request translation of a document, staff will contact their principal or building secretary to access the service for the following languages: Spanish, Hmong, Somali, Karen, Nepali, Vietnamese, Oromo. Fees for service are paid by the school/district with the interpreter paid as a vendor.	Formal documents requiring family signature Frequently circulated documents (e.g., policies, procedures, student handbooks) Prior written notices



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Resource	Description/Procedures	When to Use
Professional Interpretation Services <i>(spoken)</i>	Roseville Area Schools currently uses Dialog One, a Minnesota-based provider, for document translation services. The district's federal programs/MLL clerk supports staff who need a Dialog One account and can be reached at joelle.lipa@isd623.org. Every staff member who interacts with families for student educational purposes is expected to create a Dialog One account and know how to access it as well as use it when interacting with families. Every staff member is expected to use this service when contacting multilingual families for meetings via phone, Zoom, or in-person. Staff can request interpretation services by filling out the Interpreter Request Form at least two weeks in advance of the date the interpreter is needed. Service cannot be guaranteed if the request is made less than two weeks prior to an event. (Resource: Dialog One's Interpreter Request Form (need link)) Fees for service are paid by the school/district with the interpreter paid as a vendor.	Staff member communication with a multilingual family via phone, Zoom, or in-person (e.g., enrollment, assessment conferences, MTSS/Child Study/IEP meetings)



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Resource	Description/Procedures	When to Use
Multilingual Staff <i>Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.</i>	Multilingual staff may be asked to provide language assistance if they are proficient in the target language, have knowledge of specialized terms or concepts needed for the task in both languages, and are trained in the role of an interpreter or translator. Multilingual Student Success staff members provide language support while assisting students, families, and staff in navigating school-related situations. Roseville Area Schools' cultural liaisons engage with students, staff, and families to promote and support student achievement by bridging the gap between the culture at home and the learning environment. They are <u>not</u> to be used by staff members as translators or interpreters unless it is an emergency. (Resource: Information and contact information for Roseville Area Schools' cultural liaisons can be found at isd623.org > Services > Cultural Liaisons)	Family engagement events Parent Teacher conferences Phone calls, texts and/or emails sent home
Telephone Interpretation Services	Roseville Area Schools has contracted with Dialog One, an on-demand telephone interpretation service that offers access to interpreters in multiple languages. Resource: Directions to access on-demand telephone Interpretation services (need link)	Phone calls home Family/teacher conferences



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Resource	Description/Procedures	When to Use
School-to-Home Communication	Roseville Area Schools uses the following resources to facilitate communication between school and home: Website: Finalsity, the website provider for Roseville Area Schools, integrates Weglot's translation technology to offer multilingual support in over 100 languages, enabling the district to provide accessible website content in its top 10 languages and beyond. To translate any page on the website, the end user should click on the button in the lower right corner of the page. (Resource: www.isd623.org) School-to-Home Messaging (mass notifications, newsletters): Roseville Area Schools is in the process of transitioning to ParentSquare as its primary communication platform—replacing Finalsity Messenger for mass notifications, Smore for newsletters and announcements, and TalkingPoints for texting—because of ParentSquare's advanced translation capabilities, which support the district's language access goals. In fall 2025, we will train staff on mass notifications and newsletters. In spring 2025, we will train staff on two-way communication including texting. Once fully transitioned to ParentSquare, this will be the only tool the district uses and supports for those communication needs.	Event and Activity Updates Academic Programs and Curriculum Information Attendance and School Policies Emergency and Weather Notifications Family Resources and Support Services



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Resource	Description/Procedures	When to Use
Classroom-to-Home Communication	The current plan is to have staff trained on the use of ParentSquare for classroom-to-home communication in spring 2026. This will enable them to use the texting feature offered by ParentSquare as well as “posts” for communication. In the meantime, staff will continue to use Talking Points for texting communication between school and home.	Any communication between school and home and staff are urged to use it often and consistently due to the translation and language access capabilities.



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DISSEMINATION

Roseville Area Schools' Language Access Plan will be published on the district's website at <https://www.isd623.org/about-us>. It will also be published on each school's website under Student & Family Resources. The plan will be communicated to all stakeholders via district communication resources including:

- Staff: Via the Staff Weekly newsletter
- Families: Via the Raider Reader newsletter as well as in the district's Back-to-School Guide
- New Families: A copy of the plan will be distributed to all new families enrolling students into our schools as part of the enrollment process.

Training on the Language Access Plan is provided to all staff at New Staff Orientation, which is provided by the Human Resources department. The plan will also be reviewed with staff at every district building in August during regularly scheduled professional development for staff meetings.

To request additional training or review procedures for effectively working with interpreters, staff should contact their building principal or their direct supervisor.

CONTINUOUS IMPROVEMENT

The Roseville Area Schools' Language Access Plan will be reviewed annually by the Multilingual Language Access Team to ensure its effectiveness and alignment with evolving needs and best practices.

We will also establish systems and processes for families and staff to provide feedback and opportunities for improvement on language access efforts including the accuracy of translations provided by automated systems.

DISTRICT CONTACTS

For information about the Language Access Plan, please contact the district's multilingual program administrator (Lourdes Flores-Hanson at lourdes.flores-hanson@isd623.org) or the district's executive director of communications (Carrie Ardito at carrie.ardito@isd623.org).

For questions regarding language needs of specific students or families, contact your school's MLL teacher.



DEFINITIONS, PAGE 8

ACCESS: ACCESS (Assessing Comprehension and Communication in English State-to-State) is a standardized assessment used to measure the English language proficiency of multilingual learners in grades K-12.

ASL: ASL (American Sign Language) is a complete, natural language used by the Deaf and Hard of Hearing community in the United States and parts of Canada.

Cultural Liaison: A cultural liaison is a staff member who helps bridge communication and understanding between a school and families from diverse cultural or linguistic backgrounds. They support families in navigating school systems, provide cultural context, and help ensure that students' cultural needs are respected and understood.

ELD: English Language Development (ELD) is a specialized program of instruction designed to support students who are learning English as an additional language. It focuses on developing their proficiency in listening, speaking, reading, and writing in English, so they can access grade-level academic content and fully participate in school.

ESSA: ESSA (Every Student Succeeds Act) is a U.S. federal law that governs K-12 public education, ensuring all students have access to a high-quality education.

IEP: IEP (Individualized Education Program) is a legally required plan developed for a student with a disability that outlines specific learning goals, services, accommodations, and supports to help the student succeed in school.

Interpretation: Interpretation is the process of converting spoken communication from one language into another in real time, so people who speak different languages can understand each other.

Language Access: Language access is the ability for people who speak different languages to receive information and services in a language they understand.

MLL: MLL (Multilingual Learner) refers to a student who is learning English in addition to their home language(s).

MTSS: MTSS (Multi-Tiered System of Supports) is a framework schools use to provide all students with the academic, behavioral, and social-emotional support they need to succeed.



DEFINITIONS, PAGE 8

Multilingual: Multilingual describes a person who can use or communicate in more than one language, whether through speaking, reading, or writing.

ParentSquare: ParentSquare is a tool schools use to keep families informed and connected, sending messages, updates, and important school information through email, text, or an app.

SeeSaw: Seesaw is a digital learning platform that allows students to create, share, and reflect on their work, while enabling teachers and families to view student progress and provide feedback.

Student Information System (SIS): A Student Information System is a digital platform that schools use to manage and organize student data, including attendance, grades, schedules, contact information, and other academic records.

Synergy: Synergy is a student information system (SIS) product used by many school districts – Including Roseville Area Schools – use to manage and organize student data.

TransACT: TransACT is a tool schools use to send important forms and notices to families, making sure the information is easy to understand and available in different languages.

Translation: The process of converting written text from one language into another while keeping the meaning, tone, and intent of the original message