

District 191 Language Access Plan

Overview & Purpose

The Burnsville-Eagan-Savage School District 191 Language Access Plan ensures that the district has a process in place to provide timely and effective communication with families and students in languages other than English. The plan contains guidelines, procedures and standards to ensure clear communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services.

District 191 views multilingualism as a strength and is committed to ensuring language is not a barrier to all students and families accessing services, engagement opportunities and information about their schools.

Definitions

Bilingual staff are fluent in multiple languages but are not trained interpreters. They can assist with simple tasks (helping with forms/relaying basic messages) but should not interpret or be pulled from primary duties.

English Learner (EL) is a student whose primary language is not English and requires language support.

Interpretation is the act of listening to a communication in one language (source language) and orally or via sign converting it to another language (target language). An 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.

Language Access Plan is a written document that describes how our district will provide services, processes and procedures to render effective language assistance to students and families who prefer to communicate in a language other than English.

Language Services refer to various services and resources facilitating communication between speakers who communicate in a language other than English, in a timely and meaningful way.

Multilingual Learner is a broad category that includes students who were never identified for English Learner (EL) status, students currently receiving English language instruction, and those who used to have EL status.

Preferred language is the language in which parents or guardians request services, resources, and communications from schools and the district.

Qualified interpreters are trained professionals who follow the National Code of Ethics and Standards to facilitate communication between individuals who do not share a common language.

Simultaneous Interpretation Equipment is equipment that allows a group of people to listen through headsets to information interpreted into their primary language. This method is most appropriate for large group settings and meetings where multiple languages are being interpreted simultaneously.

Translation is converting written text from one language into written text in another, maintaining the original material's intended meaning. For languages that rely on an oral tradition (i.e., Somali), an oral interpretation may be used in place of written translation.

Vital Documents are materials deemed vital to ensuring access to educational services, programs, and activities, or contain information required by law to translate or provide in audio format.

Notice of Language Services

District 191 informs families of the language support services that are available in a number of ways, including through school newsletters, printed flyers, posted notifications, in-person interactions, student handbooks and more.

Posted Notifications: Several language services signs are posted in schools, including “Interpreters Available” posters in multiple languages, language identification charts, and signs for commonly needed locations. These resources are available to staff on the Interpreter & Language Access tab of the Student Services “One Stop Shop” page of Staff Central.

[Folder School Signs in Multiple Languages](#)

Online Family Resources: The District 191 English Language program is detailed on the district's public facing website at

<https://www.isd191.org/learning/english-learners>.

ISD 191 Burnsville-Eagan-Savage

Interpreters Available Upon Request

Disponohen përkthyes nëse kërkohet
ለስፈላጊ ከሆነ አስተርጓሚ አለን
المترجمون متوفرون عند الطلب
Թարգմանիչները ներկա են ըստ Պահանջի
Tumači dostupni na zahtjev
සුභාසිද්ධාන්තකතෘහතරු
應要求提供口譯員

Interprètes disponibles sur demande
Auf Anfrage sind Dolmetscher verfügbar
વિનંતી સ્વીકૃતિ દુભાષિયાઓ ઉપલબ્ધ છે
Entèprèt yo Disponib Sou Demann
מתורגמנים זמינים לפי בקשה
Muaj Neeg Txhais Lus Yog Thov Txog
ご要望により通訳が利用できます
요청이 있을 경우 통역자 제공
සිතුවම්කරුවන්ගේ සේවාව
Intérpretes disponíveis a pedido
वेळी 'डे' सुवासीटे उपलब्ध ठा
Услуги переводчика предоставляются по запросу
Turjubaanno waxaa lagu heli karaa ado codsada
Hay intérpretes disponibles a solicitud
May Mga Tagapagsaling-wika Kapag Hiniling
සිව්තිරිකරණකරුවන්ගේ සේවාව
አስተርጓሚ፣ ከፊልዶ አንተላዉ ከሜክም ይካሄዳ
درخواست پر مترجم دستیاب ہیں
Phiên dịch viên sẽ được cung cấp theo yêu cầu

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Interpretation Services

Interpretation from qualified interpreters is available for academic purposes such as placement of students in specialized programs, academic progress and academic outcomes, as well as for conferences, enrollment, informational meetings and more. Staff members who are working with interpreters have access to resources to support them with [working with language interpreters](#).

There are options available for families and staff to access interpretation services over the phone, via video call or in-person.

Accessing interpretation services

Information for staff is available on [StaffCentral](#), including a list of approved interpreters, instructions for using Language Line (an over-the-phone interpretation service), [Dialog One](#) virtual on demand interpreters, and

[Propio](#) which also offers 24/7 document translations. The site also includes access and budget codes for each site.

Families can ask for an interpreter by pointing to the language identification chart, which has translations for 26 languages. Many of our forms also include a space where parents can indicate if they need an interpreter and in which language.

Guidance for Using Interpreters

District 191 is committed to ensuring that all families have equitable access to clear and meaningful communication in the language they understand.

Use of Interpreters

Relying on untrained students, siblings, friends, or staff members to interpret is not acceptable.

District 191 provides professional interpreter services at no cost to families. Staff are expected to use on-demand phone, in-person, or virtual interpreter services so that caregivers can fully understand information and engage in two-way communication.

ParentSquare Communication

ParentSquare, our mass notification system, allows families to:

- Select their preferred home language so that messages sent in English are automatically translated.
- Write messages in their preferred language, which are then translated into English for staff.

This ensures that families and staff can have two-way text conversations in the languages they know best.

All District 191 parents/guardians are automatically provided a ParentSquare account and invited to access it several times each year, though it's not necessary to use ParentSquare to receive notifications from or communicate back and forth with staff. More information about ParentSquare is available at www.isd191.org/parentsquare.

Cultural Liaisons

Cultural Liaisons have broad and important roles. They bring knowledge of the school system, special education, cultural backgrounds, and the local community. They can:

- Communicate directly with families or staff,
- Explain programs, and
- Provide staff with cultural information that supports understanding and respect.

We encourage staff to honor the distinct role of Cultural Liaisons and recognize the unique value they bring in building trust and connections with families.

Additional Supports

- Cultural Liaisons may be hired as interpreters outside of their regular work day.
- Some clerical staff are multilingual. When parents visit offices or call by phone, staff may use the parent's language to provide a welcoming and inclusive experience.

Translations

District 191 proactively translates vital documents, such as enrollment forms, educational benefits forms and many others, into Spanish and Somali, as these are the most requested languages. In addition, the District provides automatic translations through its major communications vehicles.

Website: Families can view all district and school websites in their preferred language by using the translation widget located at the bottom right corner of every page.

Electronic Messaging: The District's primary communication tool - ParentSquare - has an automatic translation feature so that newsletters, posts and direct messages sent through the tool are automatically delivered in the recipient's preferred language.

Accessing Translation Services:

Information about accessing translation services is available on [StaffCentral](#).

Additional Guidance: For information that is nuanced or particularly complex, it's recommended to use human translation to ensure accuracy in meaning and tone.

In addition, translation of written materials does not guarantee full access by families. When possible, audio or video versions of communications should be made available to increase accessibility.

Language Identification

Parents/Guardians: Preferred Language

At enrollment, parents and guardians share their preferred language, which is recorded in the district's student information system. This ensures schools can provide timely and accurate language support. Families may update their preferred language at any time by contacting their school, reflecting our commitment to honoring linguistic diversity and family choice.

Students: English Learner (EL) Identification

All families complete the Minnesota Language Survey (MNLS) during enrollment to share their child's language experiences. If responses indicate that a student may benefit from additional English language support, the district administers a state-approved proficiency assessment. Based on the results, students may qualify for English Language Development (ELD) services.

Families are notified within the required timeline if their child qualifies. The notification—shared through the District's Parent Notification Form—includes:

- The type and amount of ELD support their child will receive.
- The family's right to accept or decline services.

For more details, families can explore our [Language Instruction Education Program](#), which outlines how District 191 values multilingualism as an asset and partners with families to support student success.

This [District One91 English Learner Program Overview](#) brochure is translated, includes visuals and explains all components of our English Language Development program.

Staff Roles

All District One91 staff share responsibility for creating inclusive communication by ensuring families have access to interpreters in their preferred language. This commitment supports equity, strengthens relationships, and honors the rich linguistic diversity of our community.

Staff have multiple opportunities to build their skills in using translation and interpreter tools. Learning may happen through professional training, step-by-step guides, video tutorials, or direct collaboration with in-person interpreters. Before a meeting, staff are encouraged to connect with interpreters to share the purpose of the meeting, review key terminology, and clarify common acronyms or technical language. These practices ensure that families receive information clearly and respectfully, while also recognizing interpreters as valued partners in fostering two-way communication.

Interpreters facilitate oral communication, conveying nuances and technical language, but do not offer opinions, advice, or work independently with families.

Translators work with written language, matching the tone of the original document.

Cultural Liaisons have broader roles, possessing knowledge of the school system, special education, cultural backgrounds, and the local community. They can communicate independently with families or school personnel, explaining programs, and providing cultural information to staff.

Dissemination of this Plan

The Language Access Plan will be published on the district website and highlighted in the student handbook. District 191 will actively share the plan with families, staff, and community members through multiple communication channels—including newsletters, emails, and the website—to ensure it is accessible to everyone.

By sharing the plan widely, the district affirms its commitment to honoring linguistic diversity, building trust, and ensuring every voice is heard and valued in our school community.

Biennial Review

The Board of Education will review the Language Access Plan every two years and make updates as needed to ensure it continues to reflect the strengths and needs of our community.

Evaluation of the plan will be ongoing and shaped by the voices of families and staff. Feedback will be gathered through surveys and in-person opportunities, including the District's Multilingual Learners Parent Advisory Group. This collaborative process values the lived experiences and cultural knowledge of our families, ensuring that the plan grows stronger and more responsive over time.

Legal References

Minn. Stat. 123B.32 (Language Access Plan)

[Background - Not to be included in plan]

123B.32 LANGUAGE ACCESS PLAN.

Subdivision 1. Language access plan required. Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.

§Subd. 2. Plan requirements. The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.

Subd. 3. Regular review. The board must review the plan every two years and update the plan as appropriate.