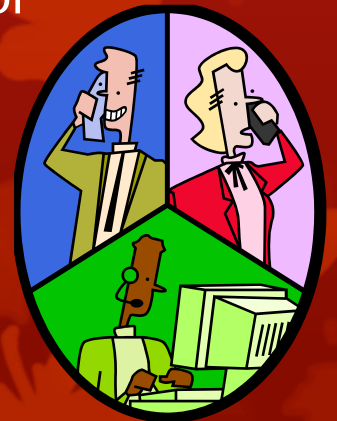


Best Practices in Interpretation and Translation

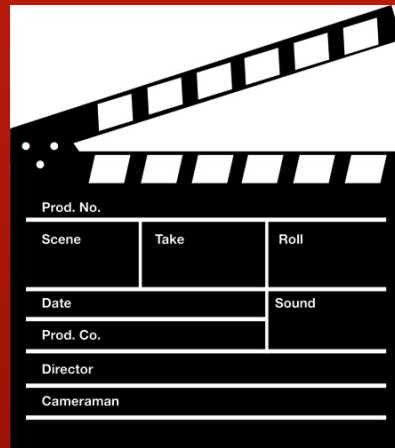
Kelly Noyes, K-12 ESL Program Director

Gina Oliphant, Teaching and Consultation Coordinator

Allegheny Intermediate Unit



But is that what he really said?



Objectives

- Understand the law regarding translation and interpretation
- Identify when to use translation and/or interpretation
- Learn Best Practices
- Create your own “Translation Consortium”

What is the law?

- Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per the Civil Right Act of 1964.
- ENROLLMENT BEC 24.P.S. 13-1301 – 13-1306

New Federal Guidance

- January 7, 2015 “Dear Colleague” letter
- Department of Justice and Department of Education
- 10 Common Civil Rights Issues relating to ELLs



Ensuring Meaningful Communication with LEP Parents

- “School districts and SEAs have an obligation to ensure meaningful communication with LEP parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district or SEA that is called to the attention of non-LEP parents.” www.ed.gov/OCR



Schools must:

- Develop and implement a process to evaluate language needs of LEP parents
- Provide language assistance to parents or guardians who indicate they require such language assistance
- Ensure that LEP parents have access to information about all school programs, services, and activities
- Provide free **qualified** language assistance services

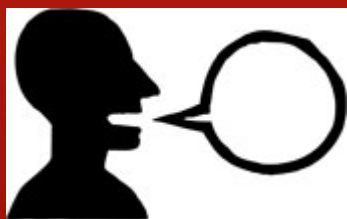
BEC Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) 22 Pa. Code 4.26

- Communication with parents must be in the parent's preferred language and mode of communication.
- It is the LEA's responsibility to provide for translation (written) and/or interpretation (oral) services. In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpretation services.

What must be translated?

- Includes but not limited to:
 - Registration & enrollment information
 - Report cards
 - Student discipline policies
 - Special Education Services
 - Parent Handbooks
 - Permission Slips

Interpretation vs. Translation



Oral Language
Assistance



Written Language

Options

- Transact.com
- TransPerfect



Transact.com

- Provided free of charge by PDE (for contracting State)
- Includes:
 - General parent notification
 - NCLB Parent notification
 - State specific resources

States participating in Transact

- Alabama
- Alaska
- California
- Florida
- Georgia
- Iowa
- Maryland
- Minnesota
- Mississippi
- Montana
- Nebraska
- North Carolina
- Oregon
- Pennsylvania
- South Carolina
- Tennessee
- Texas
- Washington
- West Virginia
- Wyoming

Creating a Transact Account

- Go to: <http://www.transact.com>
- Click on the Register link at top of page
- Select your State, County and School District
- Select "Click Here" to register (bottom left)

The logo for TransACT, featuring the word "TransACT" in a bold, blue, italicized sans-serif font. The "ACT" portion is significantly larger and more prominent than "Trans".

TransACT

Transact Documents Available

- Campus Signs
- Health and Medical Forms
- Free and Reduced Lunch Forms
- ELL and Special Services
- Title I and Title III Documents
- Pre-K Forms (limited translations for now)

Transact RoadMaps



- Easy yes/no questions
- Customized
- Local, State, and Federal requirements provided
- Implementation suggestions

TransPerfect Interpretation

- Dial in service with immediate connection to interpretation



Creating a Consortium

- Over 50 districts or schools participating in PA
- Reduces costs for everyone
- Provides on demand service*
- Highly qualified interpreters meet expectations by law
- Extensive list of languages available

Tips

- Talk directly to the individual (not the interpreter)
- Example: "What is your name?"
- Pause after one or two sentences
- Ask one question at a time
- Speak clearly and at a normal pace
- Write down the interpreter's ID number

An Interpretation may not be going smoothly if:

- The interpretation seems too long or too short compared to the material
- The interpreter repeatedly asks for clarification
- It sounds like the interpreter is having a side conversation with the LEP
- The interpreter speaks in halting English and hesitates

Test Call



Questions/Comments?



Contact Information

- Kelly Noyes

(412)394-5926

kelly.noyes@aiu3.net

- Gina Oliphant

(412)394-5994

gina.oliphant@aiu3.net

