



**Our Children, Our Future**

*DAVIS SCHOOL DISTRICT*

*“Learning First”*

*TRANSLATION SERVICES*  
*2022-23*

*Sol Prodan*  
*August 2022*



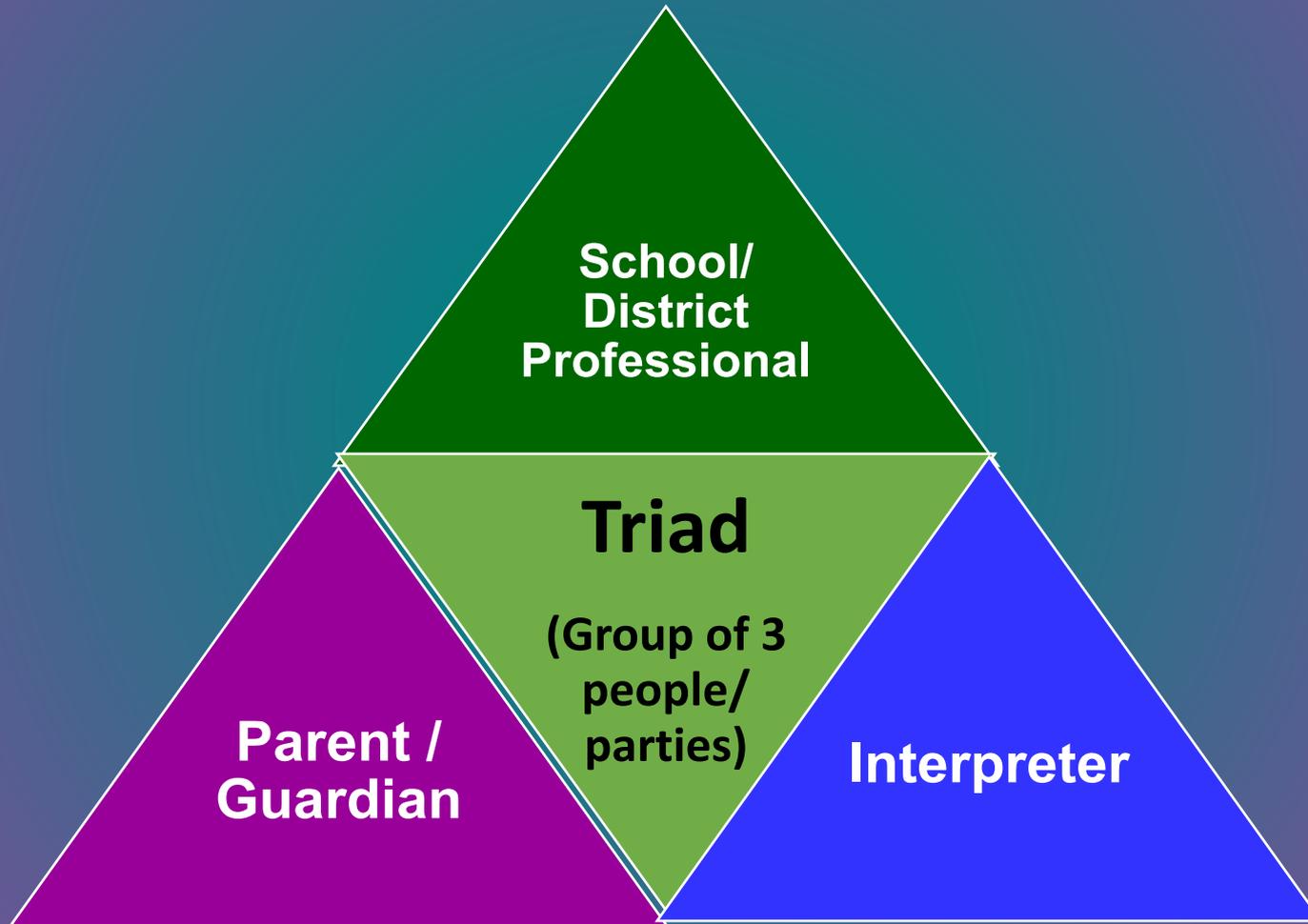
# Administrators & Teachers!

- ▣ Welcome to our meeting!
- ▣ You are School Professionals
- ▣ We appreciate Your Being Here Today!

***Keep in mind...***

**We are ALL  
School  
Communicators**

# What is my role/s in the triad?



I'M A A TEACHER OR  
ADMINISTRATOR...

**What** do I need to know?



Two interpreters on a ship are talking.

"Can you swim?" asks one.

"No" says the other, "but I can shout for help in 9 languages."

At Davis: Our DSD parents speak about 60 languages. In 2021-22, interpretation services received requests in 29 languages other than English.

**DSD**  
**Languages**  
**Requests**

Arabic(Iraq),  
Arabic(Egypt),  
Ahamaric/Tigrinia,  
Burmese,  
Chuukese,  
Dari,  
Dinka(Sudan),  
Chinese(Mandarin),  
English, Farsi,  
French (Canada),  
French (Congo),  
German,  
Hmong, Italian,  
Japanese,  
Korean,  
Marshallese,  
Pashto,  
Pohnpeian,  
Portuguese,  
Russian, Samoan,  
Somali, Spanish,  
Swahili, Ukrainian,  
Urdu, Vietnamese

**ORAL Interpretations:**

**WRITTEN Translations**

**2021-22 School Year**

4526+ = ELL's MLL's

## DSD Translation Services - 7-year Student-Parent Intervention Data, School Years 2015-2022

MLL Student Translation/ Interpretation Interventions Requests								RANKS	TOTAL Translation/ Interpretation Interventions(*, **)
	1 2015-16	SCHOOL 2 2016-17	YEARS 3 2017-18	4 2018-19	5 2019-20	Pandemic 6 2020-21	7 2021-22		7 YEARS TOTAL
Special Ed (K-12)	282	274	275	259	295+*	+	372+	1	2297 +
Special Ed (EI/HS/Pre-K)	28	20	3	65	133	203	168	4	620 +
Title I (MLLs)	490+	505+	526+	840+	645+*	+	239+	2	3447 +
MLLs (Not Title I)	40	66	32	207	357+*	196+	181+	3	1079 +
Title VII		5		0	0	0	0	12	5
Student Services	25	25	38	6	8	7+	8+	9	117 +
Davis Connect						31+	2+	11	33 + Year 2
Digital Learning						10+	1+	9	11 + Year 2
District	23	37	37	32	45+*	58+	54+	5	286 +
Information Systems	8		8	4	5+*	0	8+	9	33 +
Ed Equity	14	2	6	3	1+*	4+	7+	10	37 +
Teaching & Learning	5	7	6	6	22+*	12+	8+	9	66 +
Training/Activities	5	4	6	3	3	3	4	10	28 +
Interpreter Testing	5	10	8	2	1	0	18	8	44
Phone Call/emergency			50	40	40	12	44	6	186
DSD Communications / PR						70+	33+	7	103 +
<b>TOTAL</b>	925 +	955 +	995 +	1467+	1555+	1348+	1147+		8392 + = 7 Years Requests



Davis School District

LEARNING FIRST!

DAVIS,  
THANKS FOR SERVING  
OUR CHILDREN WITH  
SUCH GREAT CARE!

**Why** an interpreter

# \* SEAs & LEAs (ESSA)

## KEY POINTS

- SEAs and LEAs have an obligation to communicate meaningfully with limited English proficient (LEP) parents and to notify LEP parents adequately of information about any program, service, or activity called to the attention of non-LEP parents.
- **LEAs** must have a process to identify LEP parents and provide them with free and effective language assistance, such as translated materials or an appropriate and competent interpreter.
- Appropriate and competent translators or interpreters should have proficiency in target languages; ease of written and oral expression; knowledge of specialized terms or concepts; as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.



# \* SPECIAL EDUCATION

Under **34 CFR**

(Code of Federal Regulations)

300.503 & 300.304

Both Prior Notice & Procedural Safeguards must be written in **“understandable language”** to the **general public** and provided in the **native language** of the parent, or other communication used by the parent, unless it is clearly not feasible to do so.

## 34 CFR

### 300.503 & 300.304, continues

If the language or other communication mode of the parent is not a written language, the district must take steps to ensure: 1) that the notice is **translated orally** or by other means to the parent in his or her **native language** or other mode of communication 2) that the **parent understands the content of the notice**; and 3) that there is **written evidence** that the requirements of 1) and 2) have been met.

## \* OTHER REASONS

Making non-English speaking parents aware of their students' strengths and needs, and school/district educational and behavioral expectations so parents can become active partners in their students' education.



# SCHOOL PROFESSIONALS

administrators, special educators,  
teachers, related servers

# School Professional Ethics:

- a. Ask parent/s if he/they need an interpreter.
- b. Check **interpreter qualifications** (training, testing, experience, etc.)
- c. Plan for **more time** when working w/an interpreter
- d. Have ready language Procedural Safeguards/ checklist or other **documents needed**

# School Professional Ethics, cont.:

- e. Do appropriate **introductions**
- f. Create **rapport**  
w/interpreter/parent/s
- g. **Brief /debrief interpreter** as  
needed
- h. Use **one/two length**  
**sentences rule** as much as  
possible
- i. Maintain **eye contact** w/the  
parent/s

# School Professional Ethics, cont.:

- e. Do appropriate **introductions**
- f. Create **rapport**  
w/interpreter/parent/s
- g. **Brief /debrief interpreter** as  
needed
- h. Use **one/two length**  
**sentences rule** as much as  
possible (rule of thumb)
- i. Maintain **eye contact** w/the  
parent/s

## School Professional Ethics, cont.:

- j. **Do not assume parents understand all SpEd/ educational information in English/Spanish**
- k. **Parent may need more explanation for typical information**
- l. **Stay in your role/s as an educator and make decisions as needed**
- m. **Remember you are the leader of the meeting. Make sure the interpreter follows his/her roles.**

# SCHOOL INTERPRETERS

Take a Canvas course,

Two level tests:

PTC Interpretation (level 1),

IEP Interpretation (level 2)

# School Interpreter:

## Roles:

- a communicator, a reporter, a regulator, a culture broker, a facilitator, a coordinator, a service provider, a learner, a documenter.
- not an arbitrator or a decision-maker

## Professional Ethics:

- confidentiality, neutrality, transparency, punctuality, appearance, dependable, resourceful, personable

## Videos: CORE DIFFERENCES between a TRAINED and UNTRAINED INTERPRETER

### Theory: A trained Interpreter follows Professional Protocols

1. **Body Positioning:** Emphasis on the message, not the interpreter, increase parties' engagement, reduce distractions
2. **Speaking in First Person (actuality):** Interpreter is transparent or invisible, actual message is conveyed, reduces 3<sup>rd</sup> person confusion
3. **Never add, omit, or substitute:** Never take away information from the message or eliminate important information or change the intent of the message
4. **Handling Side Conversations:** Should be rare, never exclude anyone, maintain professional roles and boundaries
5. **Clarifying:** Creates less distractions, better meeting flow, prevents the exclusion of any parties from conversation
6. **Managing the Session:** Creates better meeting flow, allows the interpreter what has to say and not to omit information (*The 1-2 Sentence at a Time Rule of Thumb*)
7. **Tone, register, style:** Prevents confusion, ensures accuracy and clear message, instills confidence in both parties

CORE DIFFERENCES BETWEEN A TRAINED AND UNTRAINED INTERPRETER

# TRAINING

Davis Offers a Canvas course for:  
School Interpreters & School Professionals  
(4 MIDAS Pts)

Includes **STUDY PLANS**

# *The Plans (Canvas course):* Study Plans

**Goals:**

**Attributes to work on:**

**Study Techniques:**

**Study Terminology:**

**Skills to Work on:**

**Interpreter Professional Ethics:**

**Interpreter Professional Roles:**

**Legal Issues:**

**Process Disadvantages:**

**Practice of Interpretation:**

**What do to do before the meeting?**

**What to do during the meeting?**

**What to do after the meeting?**

*What can I improve next next?*

# TRANSLATION SERVICES

Davis School District

# DSD Translation Services:

- ▣ Provides *oral communication* between parents, teachers/administrators during *IEP's, evaluation data results, testing, health care plans, student achievement, behavior/emotional/medical, etc.*

**How:** Complete an Interpreter Request Form received on email (foreign languages)

- ▣ Provides documents *written translations*, such as procedural safeguards, checklist, SPELL forms, etc., which are *publicized* via district's *Translated Documents webpage*.

**Where:** On district's home page, click on **PARENTS & FAMILY, Translated Documents** or go to <https://www.davis.k12.ut.us/parents-family/parent-resources> or we can mail Spanish booklets.

# More Services

- ▣ **Spanish** Student Individualized Education Program (IEP) is automatically generated on *myIDEA student's webfile*.
  - Where:** On student's myIDEAwebfile, click on Print drop down window, print Spanish version prior to finalizing English file.
- ▣ Provides *CANVAS trainings: “Providing School Services Via Interpreters”*: 10/21/22 & 02/24/23 (zoom)
- ▣ Provides prospective and present Spanish interpreter *testing*
- ▣ Translation of *foreign* documentation (IEP's, medical docs.)
- ▣ Student/family/school communication *conflict mediation*
- ▣ *Responsive services*: conference calls, calls, issues follow-up.

We are committed to maintain confidentiality!

# HOW TO REQUEST AN INTERPRETER:

## Interpreter Request Form

Requester/Your Name:

Position:

Office/cell phone #:

School Name:

Student Name:

Grade:

Language (Ex. Spanish, Bosnian, etc.):

Interpretation (on-site / conference call / **ZOOM / Teams**):

Reason for Interpretation (Ex. IEP, HCP, etc.):

Date or Tentative Date:

Meeting Time In / Out:

Meeting Location (Room):

Parent/s Name/s:

Address/Phone #'s: (If Home Visit)

**YOU:** CAN COMPLETE  
THIS FORM on email or  
webpages. keep/reuse 😊 &  
FORWARD [hprodan@dsdmail.net](mailto:hprodan@dsdmail.net)

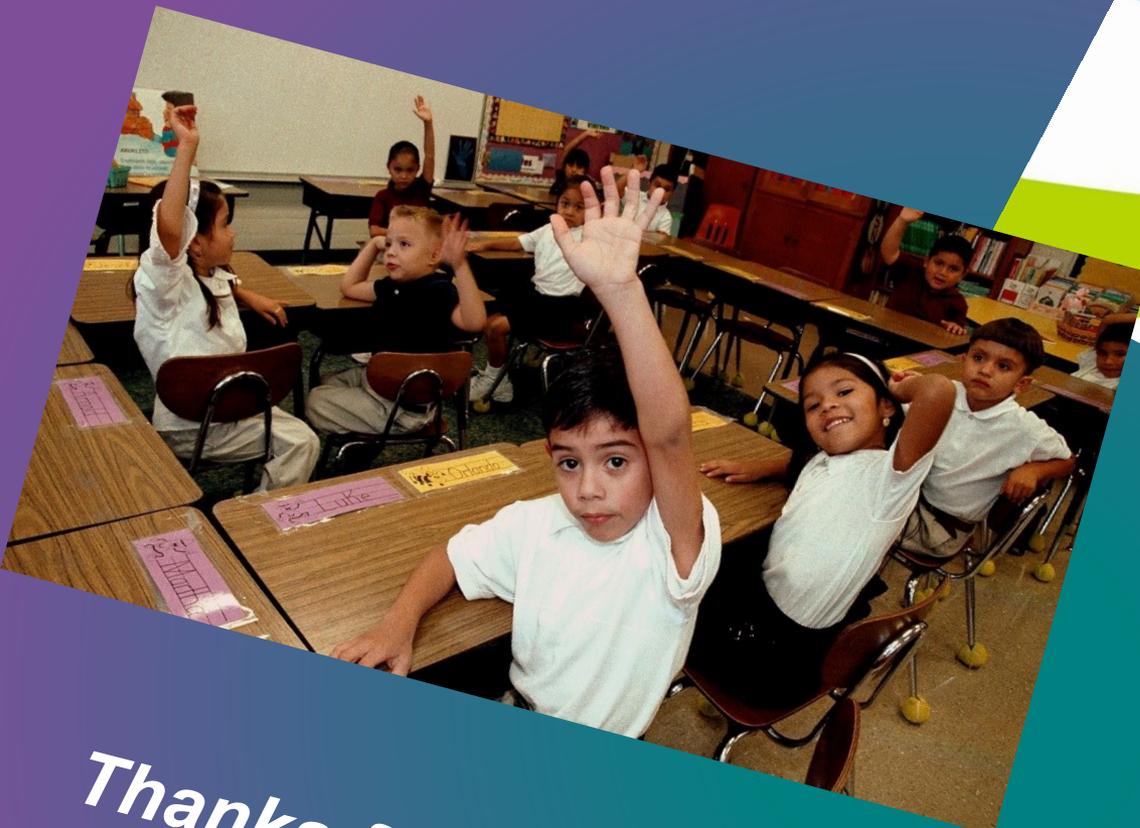
# WHAT IF I NEED AN ASL/ASE INTERPRETER FOR MY PARENT?

To request an *ASL (American Sign Language Interpreter)*, please contact DSD Risk Management at  
801-402-5144 (mbarnes@dsdmail.net)  
801-402-5307 (szigich@dsdmail.net)

## Remember **THE PURPOSE**

Making non-English speaking parents aware of their students' strengths and needs, and school/district educational and behavioral expectations so parents can become active partners in their students' education.

**Learning First!**



**Thanks for your collaboration,  
and success working with your  
students & families in 2022-23!**



# Contact:

**Coordinator:** Sol Prodan, M.Ed.

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We're  
HERE to  
HELP!

