

**Fauquier County Public Schools
Office of Second Language Instruction**

**Guide to Working with
Interpreters/Translators**



Updated July 2016

Office of Second Language Instruction

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About the Translator/Interpreter Guide

This guide is a comprehensive document addressing translation and interpretation services in Fauquier County Public Schools. This guide will help you understand what translators can do and how to request their services.

This guide contains five sections:

1. Requesting translation services
2. Translator duties
3. Protocol for meetings involving interpreters
4. Interpreters in the SPED process
5. Frequently asked questions

Please note that although the terms translator and interpreter are often used interchangeably, they are not synonymous. Translation refers to the written transference of one language to another. Interpretation occurs in real time and refers to spoken language. Although you will certainly be understood if you use the wrong terminology, it is important to note the difference.

About Translation and Interpretation

For a monolingual, the task of translation/interpretation may appear simple. Anyone who has studied a foreign language in any depth or tried their hand at translation knows that the task is much harder than it looks. An individual who can speak two languages fluently also needs specific training and a special talent for thinking on his/her feet to be a successful translator/interpreter. Translation is really about translating meaning, not a word to word rendering of one language into another; it takes time to reconstruct meaning accurately. This is one reason why machine translations, although improving over time, often give tragically inaccurate and awkward results. Machine translations should not be used for any official school documents.

About FCPS Translator Credentials and Training

Fauquier County Public Schools hires translators with varied backgrounds and credentials. Some of our staff are heritage speakers of the language or have learned the language through study and immersion. Although not required by FCPS, some staff members maintain membership with the American Translator Association (ATA). We provide a translator manual and training at the beginning of the year. We also meet monthly throughout the year to continue to refine translation skills and to ensure that our efforts are as efficient as possible.

The Law Concerning Translation Services

The Office of Civil Rights (OCR) guidance on Title VI policy regarding language minority students states that the law may be violated if “parents whose English is limited do not receive school notices and other information in language they can understand.”

Federal Title III legislation requires communication with parents in a language that they can understand, when feasible. Schools should consider the following questions regarding the availability of interpreter/translator services:

Are provisions made for parents of ELLs to receive information regarding school activities that is communicated to other parents (e.g., student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as PTA meetings and fund raising events, etc.) in the appropriate language?

Are the notification procedures sufficient so that the parents can make well-informed educational decisions about the participation of their children in the district's ELL program and other service options that are provided to parents?
(From Office of Civil Rights)

Requesting Translation or Interpretation Services

FCPS currently maintains Spanish, French, and Portuguese translators/interpreters on staff. For other languages, an interpreter can be secured immediately through language line services, or through the Office of Second Language Instruction with sufficient prior notice. The Office of Second Language Instruction monitors the home languages of our English Language Learner population and will make adjustments to staffing and services as/if the population changes.

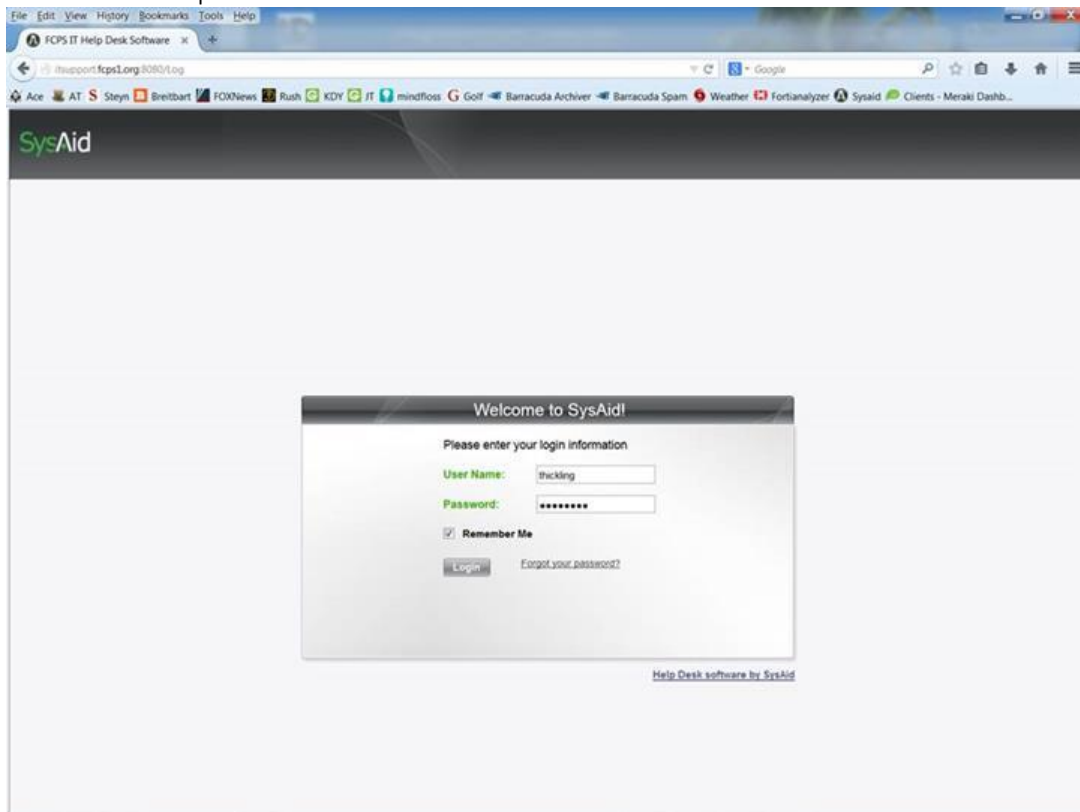
All requests for interpreter/translator services go through the online IT workorder system (SysAid).

Instructions for how to make a request are below:

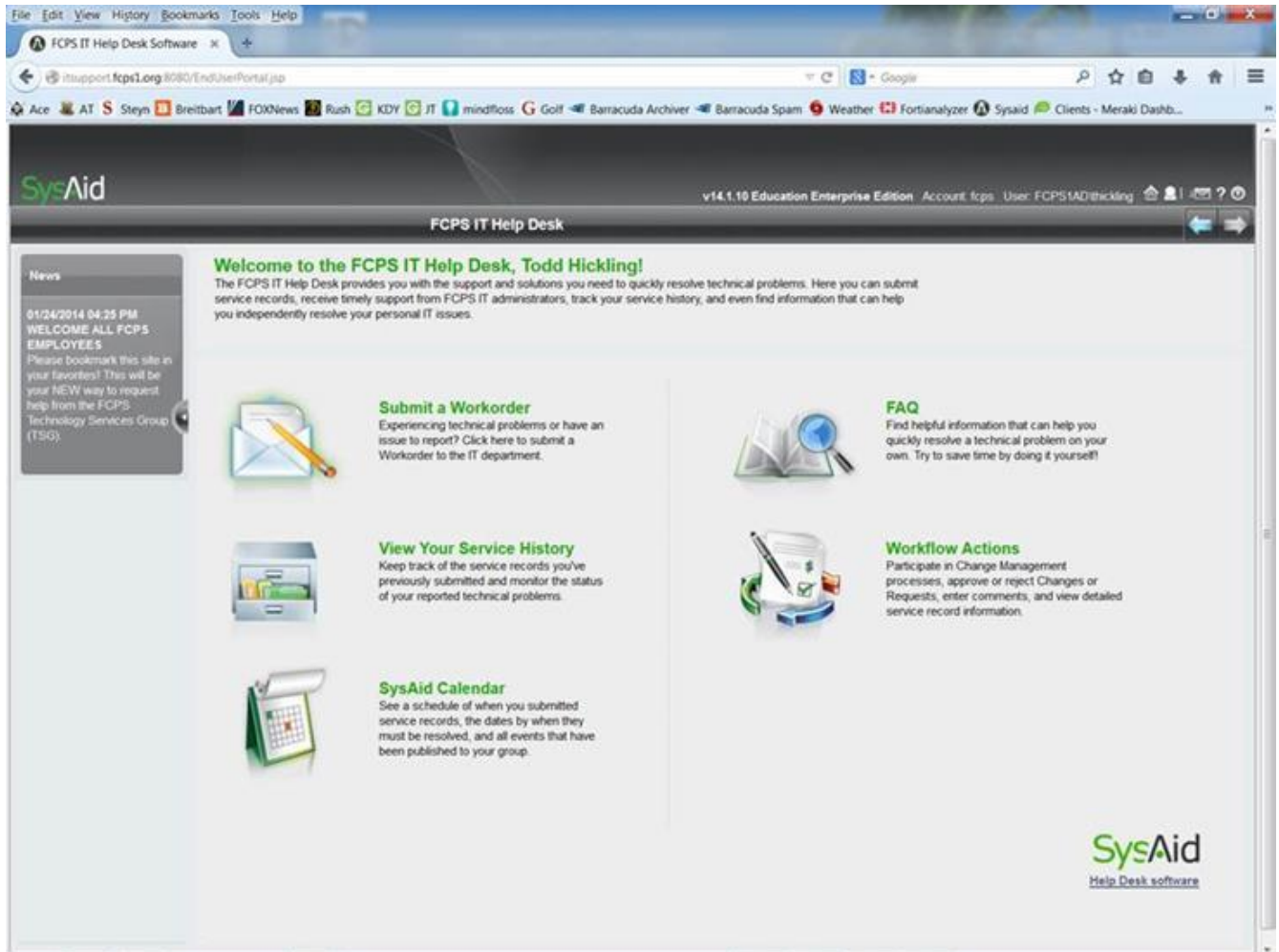
Go to: <http://itsupport.fcps1.org:8080>

This link can be found on the www.fcps1.org website under Employees/IT Support Ticket, or press F11 on your keyboard to go directly to the request system.

To enter an interpreter/translation request, you will simply login with your current username and password:



Once you have logged in you will see this screen. Please click the “Submit a Workorder” link:



On the screen below, complete the following:

Category:

Select Interpreter/Translator Request in the first box
Select the language that you are requesting in the center box
Select your department in the third box

Description:

Please provide a detailed description of your request including student name and grade level. If you are requesting a parent meeting, please give multiple date/time options, contact information, and any other details that are needed for the interpreter to complete your request.

Urgency: Select the level of urgency

Room Number: Please list your school name

Service Tag: Please list your name

Attachments: Add any necessary attachments. If you are requesting document translation, you can attach it here.

The screenshot displays a web browser window with the address bar showing 'itsupport.fcps1.org:8080/SubmitSR.jsp'. The browser's taskbar includes applications like Ace, AT, Steyn, Breitbart, FOXNews, Rush, KDY, JT, mindfloss, Golf, Barracuda Archiver, Barracuda Spam, Weather, Fortianalyzer, Sysaid, and Clients - Meraki Dash... The SysAid application window is titled 'Submit Incident' and features a 'General Details' tab. The form contains the following fields: 'Category' (three dropdown menus), 'Description' (text area), 'Urgency' (dropdown menu set to 'Low'), 'Room Number' (text box), 'Service Tag' (text box), and 'Main Asset' (dropdown menu set to 'Not associated to asset'). There is an 'Attachments' section with an 'Add' button and a 'Company' dropdown menu set to 'Technology Services'. At the bottom are 'Submit' and 'Cancel' buttons. The SysAid logo is in the top left, and 'v14.1.10 Education Enterprise Edition' is in the top right.

When you have completed the form please click submit. You will then receive an email showing the status and ticket number and you will be contacted by an interpreter/translator to assist you.

Emergency Interpreter Needs - Language Line Services

FCPS has contracted with Language Line Services to provide immediate over the phone translation services in 150 languages, including Spanish. This service is available to all county employees who have a need to communicate with a parent who speaks a language other than English. It is particularly helpful for emergency situations like a health issue or a disciplinary concern. A card with detailed directions is included with this manual and should be available through the front office and the clinic in each school. If you need to use Language Line services and do not have the information, contact the ESL Supervisor.

Language Line Services calls that are expected to exceed ten minutes must be approved by the ESL Supervisor before they are placed.

All efforts should be made to use an FCPS Spanish interpreter before the Language Line is used for Spanish.

Translator Duties

Title III Mandates

Translators are hired by the division to comply with federal and state mandates including Title I and Title III:

“Divisions should use funds to implement effective means of outreach to parents of limited English proficient children to inform such parents of how they can:

- A. be involved in the education of their children; and
- B. be active participants in assisting their children:
 - i. to learn English;
 - ii. to achieve at high levels in core academic subjects; and
 - iii. to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

Primary Responsibilities of Interpreter/Translators

1. Set up parent-teacher conferences and/or make phone calls regarding educational/behavioral issues and complete necessary forms for clinic, cafeteria, report card comments, etc.* Assist with interpretation for crisis intervention involving Spanish-speaking students and parents. If another language is needed in a crisis, please use Language Line Services.
2. Assist attendance officers to set up attendance conferences and to interpret during those conferences. Translate case specific attendance letters and communications with parents.
3. Assist student services office with interpreting services for disciplinary hearings at the School Board Offices.
4. Translate documents that allow children and/or parents to go on field trips or other educational events for students and/or parents during or after the school day.
5. Interpret for literacy nights, parent information nights, informational meetings, educational nights, or other meetings held at the school for parents.
6. Interpret for the Special Education department.
7. Translate division-wide requests for documents. Letters and forms originating from the Division Superintendent, School Board Office and its departments require the approval of the ESL Supervisor.
8. Translate principal requested letters and communications, welcome letters, traffic or parking information, etc.
9. Translate teacher specific letters other than those already mentioned above.
10. Translate abbreviated school information that allows parents to actively participate in their children’s education.

What kinds of things should translators not be asked to complete?

1. FCPS curriculum and SOL documents should not be translated.
2. Daily homework assignments should not be translated.
3. Letters or information dealing with Human Resources and Personnel issues for employees should not be translated.
4. Flyers and brochures for outreach purposes for non-school sponsored activities and clubs should not be translated.
5. Translators/interpreters should not be asked to provide or arrange transportation for parents or students. They are not insured by the county for these purposes.
6. Translators should not be asked to make or attend medical appointments or interpret for a Dr.'s office. Medical offices are responsible for providing interpretation services for their non-English speaking patients. Translators have only been trained to provide medical interpretations in the school clinic setting.
7. Translators should not be expected to provide any service that would not be provided for every other FCPS student.

Protocol for Working with Interpreters in FCPS

Setting up the meeting

1. Book additional time beyond that required in a meeting without an interpreter. In order to determine the time needed for the meeting, seek the advice of the interpreter.
2. It is best practice to allow the interpreter to contact the parent to set up the meeting to avoid miscommunication and ensure parent will attend
3. Interpreters should be given several options (we recommend 3) of meeting dates and/or times to ensure that the interpreter and parent can be available for the meeting.
4. Provide the interpreter with detailed information about the assignment, including all written documents and/or reports that will be reviewed in the meeting

At the meeting

1. Provide an adequate working environment.
2. **Talk directly to the parent, not to the interpreter**
3. Speak clearly and at a moderate pace
4. Avoid long, complex sentences, the use of slang, idiomatic expressions, abbreviations, or highly technical vocabulary.
5. Pause frequently to allow the interpreter to render all the information.
6. For long assignments, provide breaks at appropriate intervals since accuracy declines with time.
7. Attendees at the meeting should refrain from talking among themselves when the interpreter is rendering the information to the parent. This causes distraction and disrupts the interpreter's concentration.
8. Even though there might be other attendees who speak the second language being interpreted, the FCPS interpreter will be considered the official interpreter at the meeting.

MEETING PROTOCOLS

1. The interpreter will identify herself/himself to all parties before the meeting starts.
2. Seating arrangements should be determined, if possible prior to the beginning of the meeting and the arrival of the parent; the interpreter will sit in an inconspicuous place next to or slightly behind the parent.
3. The interpreter will advise all parties that everything said during the meeting will be interpreted. (Side conversations between attendees should be avoided otherwise the interpreter will have to stop his/her rendering to interpret such conversations).
4. Accuracy: The interpreter strives to render all messages as faithfully as possible and to the best of his/her ability, without additions, distortions or omissions.

5. The interpreter will say/interpret what is actually said speaking in the first person. If the interpreter wishes to ask a question or clarify an issue to the English speaker, the interpreter will say, "The interpreter wishes to ask/clarify/explain...."
6. Interpreters will treat all information as confidential and will not disclose any information to parties not involved in the matter.
7. The interpreter does not advocate for any party. Interpreters will remain impartial by showing no preference or bias towards any party involved.
8. The interpreter may request to be substituted when any situation or factor represents a conflict of interest or when the interpreter believes he/she is not adequately prepared in a particular subject or situation.
9. The interpreter will be available after the meeting for debriefing, when possible. If there are questions or if the teacher/specialists need clarifications, these should be discussed right after the meeting when the information is fresh in the interpreter's mind.

Parent/Teacher Conferences

1. Conferences will be set up by the interpreter and/or ESL teacher assigned to the school.
 - a) The interpreter will use FCPS approved parent/teacher communication letters to set up and confirm meetings.
 - b) Additional interpreters who may be assigned to work at a particular school are current or former FCPS employees and have the approval of the ESL Supervisor to work at the school; full cooperation is requested from the school staff regarding the disclosure of parents' contact information in order to set up the conferences or any other type of assistance requested in order to complete their work.
 - c) The interpreters try to accommodate as many requests as possible but in the event a parent or teacher is not able to set up a meeting on parent/teacher conference day, the interpreter can make arrangements to set up a meeting on a date and time that is convenient for all the parties involved.
2. Priority interpreting services will be given to students who are participating in the ESL program.
3. Allow more time for interpreting purposes, remember that everything must be said twice

Disciplinary issues at the school

1. The interpreter assigned to the school or the interpreter assigned to discipline countywide (Please call the Intake Center at 540 422-7118) will interpret when a school administrator meets with the parent.
2. If the matter is urgent or can be resolved with a phone call, the interpreter/translator will call the parent to convey the administrator's message. The interpreter/ translator is not a facilitator and will only convey the message to and from the parties involved.
3. The interpreter/translator can request to be substituted by another translator due to conflict of interest.

*Please refer to Addendum B for further directions.

PTO meetings, school events, K orientations, back to school nights

1. All the material that will be presented at the meeting should be provided to the interpreter/translator in advance.
2. Discuss and decide beforehand if the interpretation in a foreign language will be conducted to the whole audience attending the meeting (English speakers only and non-English speakers) or if it will be conducted in a small group. (Non-English speakers will be sitting in a small group near the interpreter).
3. In making a decision regarding the mode of interpreting, consider the percentage of non-English speakers in the audience and the different languages represented in the audience (i.e. Spanish, Vietnamese, Chinese, Arabic, etc.)
4. Consider holding a separate meeting for non-English speaking parents. Parents should be invited to both meetings.

Clinic Translation/Interpreting

1. All forms that have been approved for translation by the Health Services Coordinator are posted – some forms are only available in English due to the school nurse's need to read them quickly in some situations
2. Phone calls to request medical information should be placed by the interpreter, on-site, at the clinic, with the nurse present.

Translators and Interpreters in the Special Education Process

Special Education (SPED) Procedures

An interpreter may be involved in the SPED process for:

- 1) Facilitating communication between the school and families for meetings involved in the SPED process including Child Study meetings, social history visits, IEP meetings, Eligibility meetings etc.
- 2) Assisting with SPED testing for bilingual students

Translation of Special Education documents

The Office of Special Education, Diagnostic and Counseling Services ensures that parents understand all documents and paperwork associated with the SPED process by providing interpreters. Sight translation is the mode adopted by the SPED Office in most cases. FCPS translators/interpreters are trained in sight translation. Some special education documents are available in Spanish. Written translations of any special education document will be provided at the request of a parent.

NOTE: Sight translation is defined as a spontaneous oral rendering of a written text

How do I know when I need an interpreter?

School staff and teachers are generally aware of each student's cultural and linguistic background. However, if there is a question about a student's home language, consult the student's home language registration form which is located in the cumulative file. This form includes the language of the child and all adults in the home. If it is still unclear whether an interpreter is needed, contact the ESL teacher and/or have the interpreter contact the student's parents to ask if they would like to have an interpreter available to assist them during the meetings.

It is the responsibility of school personnel to provide an interpreter when appropriate and to ensure that parents are informed of this service prior to any meeting.

If a parent refuses an interpreter for a Special Education meeting, a refusal of interpreter form must be completed.

If a parent brings his/her own interpreter, an FCPS interpreter must still be present at the meeting.

Requesting an interpreter for a SPED Meeting

Please follow the same procedures for requesting an interpreter for any other type of meeting. (See page 4-6)

Protocol for Special Education meetings that involve a translator/interpreter

It is important to only use FCPS interpreters who have been specifically trained to interpret for Special Education meetings. Bear in mind that the SPED process often involves multiple meetings and/or testing sessions for the same student. It is advised, when possible, to use the same interpreter for all meetings and/or testing in each particular student's case.

Before a scheduled meeting, school/SPED personnel should provide the interpreter with the purpose of the meeting and share any documents that will be presented during the meeting. Since SPED documents and reports are only available in English, it may be beneficial for a school representative to meet with the parents and the interpreter before the scheduled meeting to review reports, procedural safeguards, and any other pertinent material so that the parents will be better prepared for the meeting.

During a Special Education meeting with an interpreter, it is important that all parties are aware of the role of the interpreter. The interpreter serves only to interpret what is said by each meeting participant. The interpreter should sit beside or slightly behind the non-English speaker and meeting participants should speak directly to the non-English speaker, not to the interpreter. Meeting participants should remember to pause when speaking so the interpreter has a chance to accurately interpret what is said. All other parties should refrain from side conversations while the interpreter is speaking with the parent.

It is extremely important that the interpreter sign in to document his/her presence at the meeting. Since providing information in a parent's native language is a legal requirement, it is imperative that the interpreter's participation in the meeting is documented on the appropriate paperwork. Interpreters are aware that there may be additional legal implications involved in participating in SPED meetings/eligibility sessions, etc.

For more detailed information about meeting etiquette, please consult section three of this guide.

Working in a testing situations

Using an interpreter during testing provides an opportunity for students to demonstrate their abilities in their native language. This often provides a more accurate and more authentic picture of the student's skills.

When an interpreter is involved in a Special Education testing situation, the examiner must lead the testing session. Although all FCPS interpreters receive

training on how to handle testing situations, the examiner should be very clear on how he/she plans to assess the student.

To prepare for a testing situation, the examiner should meet with the interpreter before testing begins to explain test protocol, appropriate test behaviors and language recommendations from the Dual Language Assessment (DLA).

Before testing begins, the examiner should prepare the interpreter for any unusual circumstances that may arise during testing and any information about the particular student that will help the interpreter prepare for the testing session. It is important to remind interpreters that they should not repeat prompts, comment on student responses, or help the student in any way.

In cases where students are to be assessed in their native language only, testing is conducted ideally with a bilingual examiner. When a bilingual examiner is not available, testing with an interpreter is the next option to provide the best opportunity to demonstrate the student's ability. Even when tests are to be presented in the native language through an interpreter, the English speaking examiner still must lead the test session. The interpreter's role is to function as the voice of the native language only.

After testing a student, the examiner should allow time to meet with the interpreter to discuss assessment results, observations, and any unusual student responses or behavior. If additional test sessions are required, they may be scheduled directly with the interpreter at this time.

What is a DLA and when should it be requested?

The Dual Language Assessment determines language proficiency in both English and the home language. A DLA identifies a student's dominant language(s), if any, for the purpose of further evaluation and assessment, if needed. It compares the student's progress in the acquisition of English skills with other second language learners with similar background and provides information about whether referral concerns or academic difficulties may be due to second language issues.

All students who are being considered for a Special Education evaluation who are Limited English Proficient (LEP) should be given a DLA before any other testing is conducted. LEP students who are already participating in Special Education programs who are due to be reevaluated may need a DLA before further testing is initiated. In this situation, if the student was found to be English dominant in a previous DLA and has remained in the English-only academic setting, another DLA would not be necessary.

A Dual Language Assessment should be requested through the RtI process. The DLA is a pre-referral procedure and it is important the DLA be conducted before the Special Education timeline begins.

DLA language recommendations include:

Simultaneous Bilingual – The examiner presents test items in English and the interpreter presents them in the home language immediately following the English. This is generally recommended for very young students or for those who are extremely limited in both languages.

Bilingually – The examiner will complete all testing in one language, then retest errors in the other language on a different day or after a break. The DLA will be specific about which language to test first and how to test reading and writing.

Native Language only – The examiner presents assessments only in the student's native language. This is generally only recommended for newcomers or for other students with little to no English proficiency. Native language testing is conducted ideally with a bilingual examiner when possible.

English only – It is determined that English is the student's dominant language and testing in the native language will not improve the student's performance. All test items are presented in English. Examiners must bear in mind that student results must be considered with caution since they are generally not part of the norming population for English tests.

Social history visits with an interpreter

When an interpreter is required to complete a social history visit, the social worker/visiting teacher should include the interpreter in the scheduling of the meeting. For home visits, the social worker or visiting teacher should ride with the interpreter to the home when possible. It is less intimidating for families when school personnel arrive in one vehicle.

Once the meeting has started, similar to other SPED meetings, the social worker or visiting teacher should lead the meeting and speak directly to the parent. The interpreter will sit next to the parent and simply interpret what is said by each party.

All FCPS interpreters are trained on how to deal with compromising and confidential information that may be shared during a social history visit.

Frequently Asked Questions:

- 1. For which types of classroom activities should teachers request translation/interpretation?**

The translator's primary duty is to facilitate communication with parents. Classroom activities are rarely translated.
- 2. Where can I find standard forms for communicating with parents?**

Registration forms are available through student services and in each school's main office. ESL program forms are available in the ESL Program Guide or in ELLevation. Ask your school's ESL teacher if you are not sure where to find a translated form.
- 3. Can I ask the translator to translate homework assignments or other academic material?**

Generally, no. These documents should not be translated. Teachers provide homework assignments that students can do independently.
- 4. Why can't the translator/interpreter pick up the family and bring them to the meeting?**

FCPS does not provide insurance for translators or teachers to transport parents or students.
- 5. Where can I find special education forms in Spanish?**

Please contact Randy Corpening, Director of Special Education, for Special Education translation requests. (540) 422-7140
- 6. Can I use a student to interpret a parent teacher conference?**

No, students should not be used as interpreters.
- 7. Can a family member serve as an interpreter for a school meeting?**

A family member should only be used as a last resort when all other resources have been exhausted. A trained interpreter has the ability to be objective and more accurately interpret the information. A child should never be asked to serve as an interpreter. Language Line Services is always available to assist with interpretation needs when an on-site interpreter is not available.

TRANSLATION AND INTERPRETATION DEFINITION AND MODES

INTERPRETING

The act of facilitating spoken language communication between two or more parties who do not share a common language by delivering, as faithfully as possible, the original message from source into target language

MODES OF INTERPRETING:

CONSECUTIVE:

There are two forms of consecutive interpreting:

1. Long or classic consecutive is usually used in conference interpreting settings, where the interpreter listens to the totality of the speaker's comments or a significant passage and then reconstitutes the speech with the help of notes taken while listening.
2. Sequential or short consecutive interpreting is used in court interpreting as well as most forms of community interpreting and operates at the sentence level instead of working with paragraphs or entire speeches. In this form of interpreting, the interpreter may interrupt the speaker and ask him/her to repeat, clarify or rephrase so as to ensure accuracy and completeness in the delivery of the message

CONFERENCE CALL INTERPRETING

A form of remote interpreting which takes place over the phone between three or more people. This is also called telephone interpreting.

SIMULTANEOUS INTERPRETING

The nearly instantaneous delivery of the speaker's message from the source language into the target language.

TRANSLATION

The process of transposing the meaning of a written text from one language (source) to the other (target) by producing an equivalent target text that retains the elements of meaning, form and tone.

SIGHT TRANSLATION

Conversion from written material in one language to a spoken version in another language. It also occurs when an instant oral version is required of a written text.

References: <http://healthcareinterpretation.homestead.com/>

REFERENCES

http://en.wikipedia.org/wiki/Interpreters#Interpreting_vs_translation

<http://www.ed.gov/print/about/offices/list/ocr/eeolep/index.html>

Appendix A

Interpreter/Translator School Assignments for 2016-2017

Miroslava Rogovich (Spanish)	Maria Cabanban (Spanish)	Susanna Corcoles (Spanish, Catalan)	Lourdes Fernandes (Spanish, French, Portuguese)	Michelle Smith (Spanish)
Intake Center Southeastern School Board Office Special Education Student Services Central Building A	Mary Walter Cedar Lee Liberty	Bradley Coleman Marshall Thompson	Brumfield Taylor Warrenton Grace Miller Liberty	Auburn Kettle Run Greenville Ritchie PB Smith Pearson Pierce Fauquier High

Requests for interpreter or translation services should be made through the IT Work Order System – see pages 4 – 6 for specific instructions.

Contact information for FCPS Interpreter/Translators

Miroslava Rogovich, ESL Intake Specialist mrogovich@fcps1.org / (540) 422-7118

Maria Cabanban, mcabanban@fcps1.org

Susanna Córcoles, Susanna.Corcoles@fcps1.org

Lourdes Fernandes, Lourdes.Fernandes@fcps1.org

Michelle Smith, msmith@fcps1.org

Appendix B

Follow the guidelines that are outlined below to schedule parent conferences when a translator is needed to communicate with parents.

The Office of Second Language Instruction requests that schools follow the suggestions below to ensure efficient translation services for parent conferences.

1. If you want to request a conference with a parent and you suspect (or know) that another language is spoken in the home, submit an interpreter request through the IT Work Order system as soon as possible. Ten (10) days prior to conference day is ideal to allow the interpreter time to set up the meeting with the parent.
2. Written comments for translation should be requested no later than 10 days prior to the date that they are needed. Requests received after that date cannot be guaranteed and will be handled as time permits. Please keep in mind that each elementary school has a copy of Report Card Messages in Spanish and English available for teachers to use as necessary. Please ask the ESL Teacher where this book is located in your school.
3. It is highly recommended that teachers plan for twice as much time for conferences that require an interpreter. All information must be delivered twice...once in English and a second time in the parent's language. Please consider scheduling any conference for which you anticipate a more lengthy discussion will be required on an alternate date after school or during a planning period.