



OXNARD SCHOOL DISTRICT SPECIAL EDUCATION DEPARTMENT

TRANSLATION AND INTERPRETATION GUIDELINES

Difference between Translation and Interpretation:

- A translator transposes a source text into another language by means of written language.
- An interpreter renders a spoken message into another language by means of an oral translation.

Special Education Interpreters Methodology:

- **Consecutive:** The interpreter alternates speaking between the English speaker (IEP team member) and the limited English proficient (parent) renditions. Expect a pause between each language exchange when this method is implemented. This method will extend the length of the meeting.
- **Simultaneous:** The interpreter will speak parallel to the English speaker, expect a minimal delay of the language rendition in Spanish. Because this method requires of adept speed and accuracy, at times you may have two interpreters alternating during a meeting
- **Sight Translation**
The interpreter orally interprets either a hard copy or electronic version of a written document.

Expectations while working with a Special Education Interpreter

- **Before the meeting**

1. Submit your *SPED* interpretation request form: An interpreter will contact you via e-mail a week before to confirm if it was approved.

2. Provide documents to be discussed in the meeting in advance: Such as Psychoeducational reports, IEE reports, etc.

- **During the Meeting**

3. Speak directly to one another: Do not address the interpreter to deliver the rendition.

4. Avoid Side Conversations: Remember the interpreter will interpret everything that is said.

5. Define Acronyms: It is imperative that they are defined when mentioned for the first time.

6. The interpreter may ask for a clarification if needed: Clarifications can be from either party (*team members or parents*).

7. The interpreter may ask for a break if needed.

8. The interpreter will not perform out of his/her role: (i.e.) explain or review Medi-Cal Forms or Signature Page, etc.

9. The interpreter will give a disclosure prior to every IEP meeting reminding the team adhere to the guidelines:

“In accordance with the Special Education Interpreter Guidelines at this time I/we would like to remind the IEP team to please be conscious of voice volume, speed, and clarity used when communicating through an interpreter. Speak only in English and pause allowing time for thoughts to be collected and organized. Do not speak over each other and be attentive of the interpreters prompts or requests”

- If within the IEP team there are bilingual staff members who wear multiple hats during their workday, it is still important that the person speaks only in English during the meeting. Given the person who is called upon to interpret is responsible for maintaining the role, performance standards, and ethical responsibilities of an interpreter.
- Providing accurate information is critical to ensuring an accurate message is being conveyed. Important medical, legal, or academic decisions may be made based on the information provided.

Interpreters Standards of Practice

- Interpreter should not alter the register. Interpreters should maintain formal speech if the source message is formal, or informal if the source message is informal. Interpreter should replicate the register, style and tone of the speaker.
- Interpreter should interpret everything that the interpreter hears, including foul language, repetitive wording, side conversations, etc.
- Interpreters should be knowledgeable of the acronyms, technical language, and jargon that are used in the school setting.

Confidentiality

- Interpreters will maintain spoken and written information of students, parents, and educational institutions in strict privacy. Interpreters should follow the school or district’s confidentiality policy and procedures.

*** *Disclosing information about school personnel, students and families could lead to legal issues.***

Professionalism

- Interpreters should dress professionally, be accountable, reliable and responsible at all times. Interpreters should maintain their professional role and refrain from providing advice, assistance or other types of support during a meeting.

**** Being untactful or careless may negatively impact the reputation and the job performance of the interpreter, and the organization that the interpreter represents.***

- Interpreter should discuss with his/her supervisor any concerns regarding a particular assignment, such as possible skill limitations or feeling uncomfortable with the meeting and its content, prior to the assignment.