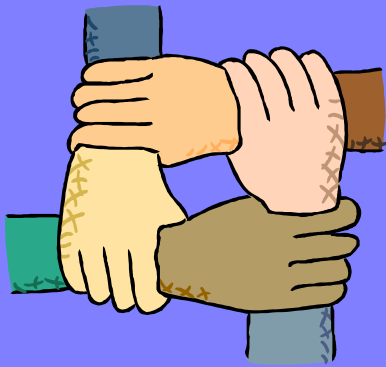


# BPS

## Interpreter Handbook



**BPS EL  
Interpreter/  
Translator  
Handbook  
2019-20**

# **Bismarck Public Schools**

## **Interpreter/Translator**

As per federal and state law, parents/guardians not proficient in English have the right to meaningful access to the same information other parents receive about school matters in an accurate and timely manner.

Bismarck Public Schools makes every attempt to meet the language needs of parents/guardians who speak a language other than or in addition to English, by providing competent interpreters and translators.

Translation and interpretation most often occurs in the school setting, although phone communication with parents may be conducted from the interpreter's home or by conference call. Occasionally it may be necessary for an interpreter to assist school district personnel in meeting with a parent/guardian/family in their home. In no circumstances is an interpreter authorized to make a home visit for Bismarck Public Schools without being accompanied by a BPS teacher, case manager, social worker, or administrator.

### **Roles and Responsibilities**

Sometimes the terms "interpreter" and "translator" are used interchangeably, but they require two different skill sets. An interpreter is a person who translates and transmits speech, while a translator is a person who converts a written document from one language into another. BPS interpreters and translators work on an as-needed basis to facilitate communication between students/parents/guardians who speak a language other than English and English-speaking school district personnel OR translate written documents from another language into English or vice-versa.

Essential skills required:

- General English literacy and numeracy skills, as well as an understanding of general U.S. culture
- Proficiency in a second language and understanding of the culture of the people who speak that language
- Ability to produce an accurate, neutral and impartial version of communication without omissions, alterations, or additions
- General knowledge and understanding of the rules, expectations, and requirements of U.S. schools, including confidentiality laws, and an ability to communicate and work effectively with school district personnel

### **Interpreter Best Practices**

A person who renders a message spoken or signed in one language into a second language, without personally engaging in the conversation, plays a unique role. Certain behaviors facilitate this role:

PRE-SESSION:

- Arrive on time and have a professional demeanor. Have a copy of the current time sheet with you.
- Introduce yourself as an interpreter and state to both parties your intent to maintain confidentiality, impartiality and transparency. ("Hello, my name is ..., I will be your Interpreter today. Everything that is said will be kept confidential and will also be repeated as such.")

- If asked to present your qualifications, do so in an accurate manner, including your experience and any training you have.

#### DURING SESSION:

- Completely and accurately render the spoken words (interpreters) or submitted documents (translators) into the target language. This means that you must not alter, omit, add any words of your own, or try to explain what is being said.
- Speak loudly and clearly, using simple and concise terms.
- Remain as unobtrusive as possible and remain calm at all times.
- Display confidence. There may be times when someone also speaks the foreign language and may disagree with the interpretation. However, you are the expert as the interpreter. If you realize an error has occurred, notify both parties immediately.
- Speak in the "first person." If the non-English speaker says, "I ran away," then say "I ran away," and not "He said he ran away." When a parent/guardian answers a question in English, simply repeat the answer in English. Describe this procedure to both parties in case they are not familiar with the use of an interpreter.
- Be impartial and unbiased at all times. If there is a circumstance that presents a conflict of interest, such as personally knowing a party in any capacity, you must disclose this to the parties involved.
- Refrain from conversing with the parties outside of your role as an interpreter.
- Protect the confidentiality of all privileged information. Refrain from publicly discussing any information or offering an opinion concerning the matter for which you are acting as interpreter.
- If, at any moment, you have reservations about the ability to complete an assignment competently, inform the client. If a word is used that you have never heard and whose meaning is unknown, make this fact known to the client and stop to clarify the word's meaning.
- Advise the parties of any errors of interpretation.

#### POST-SESSION:

- Complete the hourly time sheet (including employee ID number and signature) and get your meeting supervisor's signature. Please note on the time sheet that the hours are for interpreting; include the name of the school or facility where the session took place.
- Decide whether you or the meeting supervisor will submit the time sheet to Michele Svihovec, EL Director, c/o Centennial Elementary, 2800 Ithica Drive, Bismarck, ND 58503. If you elect to do the submission yourself, please do so promptly in order to avoid payroll delays.
- \*If you are working with a BECEP family, please return your time sheet to the appropriate BECEP coordinator for approval.
- Refuse gifts or consideration in excess of authorized compensation.
- Support other interpreters by sharing knowledge.

#### NOTES

## **Additional Interpreter Information for BECEP Head Start/Early Head Start**

**Head Start** is a free preschool program for children ages 3-5 with and without disabilities. Children are provided services in preschool classrooms that are taught by a Head Start teacher and paraprofessional staff. Family events are offered throughout the school year.

**Early Head Start** is a free, year-round preschool program serving infants and toddlers with and without disabilities, and expectant parents. Services are provided in the home by a child development specialist. Family group activities are also offered.

An interpreter may be utilized by both programs to help families fill out application materials and participate in pre-enrollment interviews, and offer support during parent-teacher conferences, meetings, and home visits.

If you are interested in providing interpreter services for Head Start, you must also complete a TB screening questionnaire. Contact BECEP at 701-323-4400 to pick up the questionnaire.

## **Additional Interpreter Information for BECEP Right Track/Early Intervention Program**

### **Home visits:**

A home visit in Right Track (RT) and Early Intervention (EI) is to support families through coaching and providing information for their young children under the age of 3.

- Right Track is less frequent (up to 4x/year) than EI and focuses on developmental screening and giving parents information and referrals for their questions and concerns. Right Track often refers to Early Intervention if there is a concern in any area of development.
- Both RT and EI screen or evaluate development in these areas: communication (receptive and expressive), cognition, self-help, social/emotional, motor (gross and fine); EI also screens hearing and vision.
- Early Intervention can be as often as weekly and is a program for children who have delays or a disability associated with delays in development. The service is guided by the Individual Family Service Plan (IFSP). The home visitor coaches families in ways, during their everyday routines, to help their child progress in areas in which they are delayed.

### **Meetings:**

An interpreter may be requested for meetings.

- The IFSP guides support and service the family with a child in EI is receiving. During the IFSP meeting, the home visitor and Developmental Disabilities Program Manager, from West Central Human Services, discuss challenges and concerns and, with the family, write goals for the following year. This plan (IFSP) is reviewed at minimum every 6 months.
- Children in Early Intervention may go on to special education, and an interpreter is crucial to the team during the "transition" time. A child in EI will have meetings at "2 years, 7 months" (2.7) and "2 years, 9 months" (2.9). The 2.7 meeting is often at the family's home, and the 2.9 meeting is at BECEP at Richolt. There is often an evaluation of the child between the two meetings. If eligible for special education, an Individual Education Program (IEP) may be written at the 2.9 meeting.

## How to Apply for an Interpreter Position with BPS

External applicants must complete an online application to be considered for an interpreter/translator position with Bismarck Public Schools. To begin this process, go to the BPS website ([www.bismarckschools.org](http://www.bismarckschools.org)) and click on the **Jobs** icon at the top right hand side of the page.

*Temporary employees and substitutes, both regular and long term, are considered EXTERNAL applicants and should complete the external application to apply for posted positions.*

If you are hired for an interpreter position, someone from the BPS Human Resources department will contact you to begin the required background checks.

### BPS Background Checks

1. **Online background check with BIB (Background Investigation Bureau)** - an email will be sent to you with a link, and you will complete the information online
2. **Fingerprinting (choose one (1) of the following two (2) options):**
  - a. **ID Metryx - 303 Airport Ed - Bismarck ND 58503**  
Hours are Monday - Thursday from 11 a.m. - 2 p.m. (no appointment needed) or call and schedule an appointment for another time that works better for your schedule. Their number is (701) 222-2147.
  - b. **Tanya M. Long - (701) 471-1687** - please call for an appointment

*Once you have completed the online background check and fingerprinting:*

- A fingerprint card will be given to you and you will need to bring the card to the BPS Human Resources office at 806 N. Washington Street to complete one more form.
- Please bring your I9 documents (two forms are needed) ([Acceptable Documents for I9 form](#)) and a voided check for direct deposit when you bring in the fingerprint card. You may also choose to upload the voided check to the Talent Ed Record site yourself if you have that capability. Otherwise, the HR department can upload that document for you.
- Once the background checks have come back, the Human Resources department will contact you to gather personal information to set you up in our computer system.
- After your information has been compiled and entered, an email will be sent to you to set up your BPS email account/iVisions account. (iVisions is the software we use to view paystubs, access hourly time sheets, etc.)
- Once these accounts have been set up, you will communicate with HR and then receive the on-boarding paperwork through [Talent Ed Records](#).
- Some documents will need to be printed, completed and uploaded back into the system. (If you do not have that capability, please contact the HR office to set up an appointment to complete the forms.)

For more information on new employment with the District, please contact HR at (701) 323-407

## Confidentiality Expectations

### BISMARCK PUBLIC SCHOOLS CONFIDENTIALITY POLICY (DEBA-AR)

*District employees must follow confidentiality requirements under The Family Education Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA). Information considered harmful, an invasion of privacy, or that is personally identifiable information can only be released by the building administrator within the parameters of the law. The release of all directory information must be approved by the Community Relations Director.*

All applicants hired as interpreters/translators by Bismarck Public Schools will be expected to sign and abide by the following Interpreter Confidentiality and Non-Disclosure Agreement:

### INTERPRETER CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

I, \_\_\_\_\_, understand that when employed as an Interpreter, my responsibility is to facilitate communication between two or more parties that do not speak or understand the same language. **All information discussed between the parties is considered to be “confidential”.**

I agree to keep all information that I learn about the client confidential. I understand that I may not discuss or disclose any information related to any student to anyone outside the school setting. I further understand that I may learn personal information about a student and/or his or her family that is private. I understand that it is my duty and responsibility to preserve and protect this privacy and confidentiality. I understand that this duty will extend after I am no longer working in the school district. Both state and federal laws protect the confidentiality of students. By placing my signature below, I hereby indicate that I understand and agree to maintain the privacy of the student(s)' school-related and personal information.

Furthermore, at the conclusion of the meeting/activity, I agree to return all written information (i.e., forms, notes, etc.) provided to me for the purposes of conducting such meeting/activity.

I understand that if I violate this agreement in any way, I will be terminated from the Interpreter list and will no longer be allowed to serve in an interpreter capacity for the Bismarck Public School District.

### AGREED AND ACCEPTED BY:

\_\_\_\_\_  
Interpreter Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Title

## FILLING OUT HOURLY TIME SHEETS

**As of 1/22/19, the rate of pay for interpreting/translating is \$18.00 per hour.**

- If your meeting lasts less than 1 hour, you may round up to 1 hour to compensate for your travel time.
- Phone calls are paid in 15-minute intervals. You may round up to 15 minutes for a phone call that lasts less than that amount of time.

Time sheets are available on the BPS website and will change depending on the pay period in which the interpreting/translating occurs. You may access the time sheets by following these instructions:

- Go to [www.bismarckschools.org](http://www.bismarckschools.org).
- Click the **BPS Apps** link.
- Choose the **Employee Login Portal**.
- Scroll down to **iVisions** and click on GO.
- Enter your employee username and password to log in to **iVisions**.
- Select **Payroll/HR Forms** from the green bar across the top of the page.
- Scroll down until you come to **Time Sheets**. Click on **Hourly Staff Time Sheets 19-20**.
- Use the arrows on the bottom left-hand side of the screen to choose the appropriate time sheet.
- Print the form and use it to keep track of any interpreting you do during that time period.
- Be sure to include your employee ID number, the school you are interpreting at/for, your signature.
- Please make a note on the time sheet that the hours listed are for interpreting/translating.
- Have your meeting supervisor sign your time sheet; decide whether you or the meeting supervisor will be responsible for submitting the form for final approval to Michele Svihovec, EL program director, c/o Centennial Elementary School, 2800 Ithica Drive, Bismarck, ND 58503. To ensure prompt payment, submit the form before the payroll cut-off date listed on the form.

### **Best Practices for District Personnel Utilizing Interpretation/Translation Services**

The use of an interpreter is most effective if the following best practices are followed:

#### **PRE-SESSION:**

- Have a copy of the appropriate payroll hourly time sheet ready for the interpreter.
- Have a copy of the Interpreter Confidentiality and Non-Disclosure Agreement on hand, and review it with the interpreter before the session begins.
- Make sure to document the interpreter's name and contact information in the student record or file.
- Brief the interpreter before the meeting; give her/him relevant information about the session.
- Ask the interpreter to share cultural beliefs and practices that may be relevant to the interpreted situation.

#### **DURING SESSION:**

- Allow extra time for the session, as interpreting may require *two to three times the amount of time* a non-interpreted session requires.
- Do not assume that an *interpreter* will be able to *translate* (provide explanations of written material such as birth certificate, transcripts, etc.).

- Address the student/parent/guardian directly; avoid directing your comments to the interpreter.
- Don't talk too long without letting the interpreter speak. Be aware that some interpreters may use pen and paper to take notes in order to better interpret. Ask for the notes at the end of the session (to be destroyed).
- Avoid using idioms, educational jargon, or technical language that may be difficult to interpret or understand.
- Let the interpreter know he/she can request clarification from either party when needed.
- It is your responsibility (not the responsibility of the interpreter) to restate or clarify information if the student/parent/guardian doesn't understand.
- Be patient. Careful interpretation often requires the interpreter to use long phrases.
- Remember that non-verbal language varies from culture to culture; do not make assumptions based on your own cultural norms (e.g., eye contact, handshakes).
- If it is culturally appropriate, the student/parent/guardian may speak to the interpreter directly. Keep in mind that you, as a representative of the district or school, are directing the conversation; communication should be focused between you and the student/parent/guardian.
- Pursue seemingly unconnected issues that the student/parent/guardian raises. These issues may lead to crucial information or uncovered difficulties with the interpretation.
- Come back to an issue if you suspect a communication breakdown; use related questions or paraphrase your wording so that the interpreter is able to relay your full message to the student/parent/guardian and they can respond in kind.

#### POST-SESSION

- Have the interpreter complete the hourly time sheet (including employee ID number and signature) and return it to you for your signature. Please note on the form that the hours are for interpreting; include the name of the school or facility where the session took place.
- Decide whether you or the interpreter will submit the time sheet to Michele Svihovec, EL Director, c/o Centennial Elementary, 2800 Ithica Drive, Bismarck, ND 58503. If you elect to do the submission, please do so promptly so as to avoid payroll delays.
- \*If you are working with a BECEP family, please return your time sheet to the appropriate BECEP coordinator for approval.

#### Notes