



# Language Access Services Training

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Language Access Manager, Office of EL Services

**School Year 2023-2024**





# Today's goal

- **Background Information**
- **Our team**
- **Interpretation Services**
  1. Requesting Interpretation Services
  2. Canceling Interpretation Services
  3. Providing Feedback
  4. Using the Language Line
  5. How to Identify a Language
- **Vital Documents Translation Services**
  1. Requesting Vital Documents Translation Services
  2. Examples of Vital Documents
  3. Providing Feedback
- **Services for the families**
- **Conclusion**
- **Contact Information**





# Icebreaker

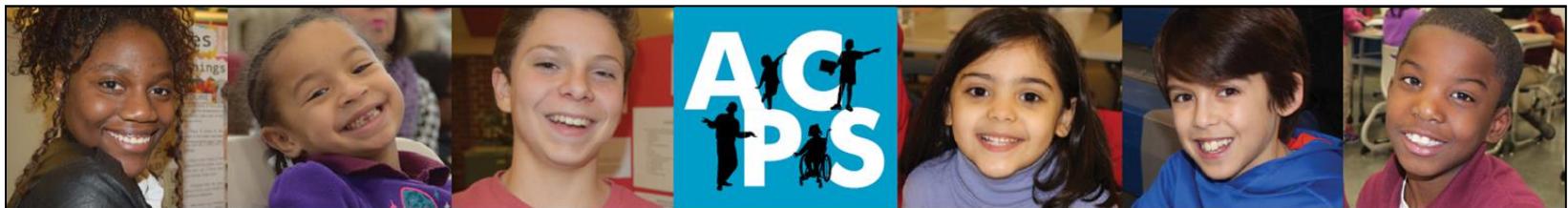
In a small group (4-5 people)

Can you find one thing you all have in common?



# Background Information

- Over 50%<sup>1</sup> of ACPS students belong to families who have a Primary Home Language Other Than English.



- More than 100 languages are spoken in the homes of our students.
- The languages most spoken (not including English) are Spanish (30.6%), Amharic (4.88%), Dari/Farsi (3.62%) and Arabic (2.94%)<sup>1</sup>.

<sup>1</sup> Based on K-12 students enrolled in ACPS schools per PowerSchool as of August 9, 2022.



# Our team

**Victor Espinosa Sanchez:** Language Access Manager

**Fermin Lares:** Senior Spanish translator

**Menbi Awoke:** Amharic Translator/Interpreter

**Ali Alkhanak:** Arabic Translator/Interpreter

**Aziz Ansary:** Dari/Farsi/Pashto Translator/Interpreter



Please give us a feedback about our services!

<https://acpsweb.wufoo.com/forms/q1dug4c71b11mza/>



# Connecting to our why?

Why is it important to interpret and translate for our non-English speaking families?



# Interpretation and Translation Services

- ACPS offers interpretation and translation services to support families who have a Primary Home Language Other Than English.
- As stated by the Office of Human Rights “Each covered entity shall provide written translation of vital documents into any non-English language spoken by a limited-English proficient or non-English proficient (LEP) population that constitutes 3% or 500 individuals, whichever is less, of the population served or encountered, or likely to be encountered by the covered entity

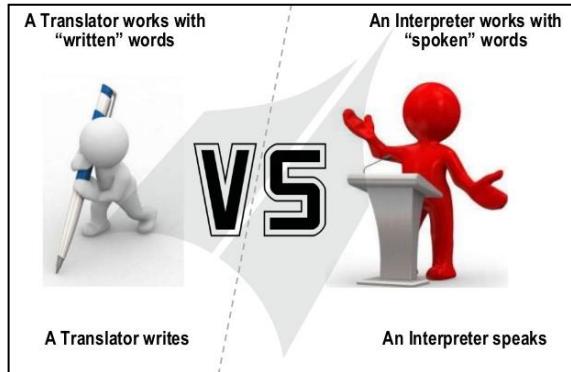
Office of Human Rights, Notice of final Rulemaking, Chapter 12 Language Access Act, Roles of covered entities, September 2014, page 4

- The policies and procedures outlined in this presentation are designed to ensure the most efficient, cost-effective, and equitable use of services as well as to ensure high-quality.



# Interpretation and Translation Services

- **Interpretation** is the use of **spoken or signed language** to facilitate communication between users of different languages.
- **Translation** is **written communication** of meaning from one language to another.





# Interpretation Services



- There are 2 types of Interpretation Services:

## **Face-to-Face Interpretation**

-can be consecutive or simultaneous

## **Interpretation using the Language Line**

- 2 ways: Traditional Language Line and  
Direct Response



# Interpretation Services

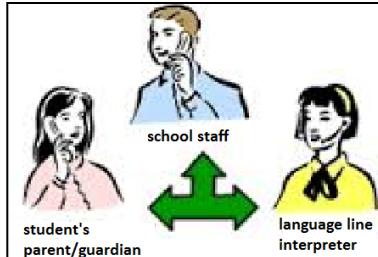
## Face-to-Face Interpretation

- Face-to-face interpretation, which requires the interpreter to be present.
- Two types of interpretation:
  1. Consecutive
  2. Simultaneous



## Language Line

- Interpretation is over the phone.
- Available 24 hours/day.
- Over 200 languages available.
- Easy to use!





# Interpretation Services

## Consecutive Interpretation



- The speaker **pauses every few sentences**, allowing the interpreter to interpret what has just been said.
- Better for small groups (Ex. IEP meetings).

## Simultaneous interpretation



- **Interpreter listens** and interprets the message instantaneously.
- **This requires the use of a transmitter and headsets**, which the audience and interpreter must wear.
- **Sign Language** is always provided simultaneously



# Requesting Interpretation Services

## *Face-to-Face Interpretation*

- Must be requested **at least 5 school days** in advance.
- Requests for prescheduled, large-scale events, such as **Back-to-School Nights and Parent/Teacher Conferences**, must be sent with **more time in advance** due to higher demand.
- Must be requested via **online form**.
- Must be **canceled at least 2 school days in advance (48 hours)**.

## *Language Line*

- **No advanced scheduling required.**
- **No cancellation necessary.**



# Requesting Face-to-Face Interpretation Services

- Place the request using the ACPS online form at least **5 school days in advance**.
- You can find the “Interpreter Request Form” through the links under ACPS staff:
- **<https://www.acps.k12.va.us/acps-staff-portal>**
- Complete all fields.

ACPS  
Alexandria City Public Schools

**Interpreter Request Form**  
All requests must be made at least five (5) school days in advance of the service date. Requests for prescheduled events, such as Back-to-School Nights and Parent/Teacher Conferences, must be sent with more time in advance due to higher demand.

**Date Service Required \***

**REQUESTER INFORMATION**

**Name of Requestor \***

**Last \***

**School/Location \***

**SERVICE REQUEST**

**Type of Service \***

**Language requested \***

**Number of Interpreters \***

**Comments**

**Place service to be delivered \***  
**Address \***  
**Street Address**  
  
**City** **State / Province / Region** **Zip / Postal Code** **County**  
**United States**

**Time of meeting \***

**Simultaneous? (Only request simultaneous if you want the interpreter to listen and interpret at the same time. This requires the use of a transmitter and headphones, which the audience and interpreter must wear.) \***

Yes  
 No

**Number of hours needed \***



# Requesting Face-to-Face Interpretation Services

- Please be sure to double-check the information (i.e. date, time, location, #) before submitting.
- **Check the box** to confirm that you aware and acknowledge the following policies:
  - Interpretation requests must be made **at least FIVE (5) SCHOOL DAYS** (not including weekends or student holidays) in advance of the service date to ensure availability.
  - an interpreter **may not be available** if this interpretation request is being submitted with less than FIVE (5) SCHOOL DAYS in advance of the service date.



# Requesting Face-to-Face Interpretation Services

- Once the online form is properly submitted, a confirmation message will appear in your browser to verify that your application was successfully forwarded.
- If you provided a valid e-mail address, you will also receive a confirmation by e-mail that your application was received.
- If you do not receive a confirmation e-mail** within an hour of placing the request, please contact Víctor Espinosa Sánchez ([victor.espinosa.sanchez@acps.k12.va.us](mailto:victor.espinosa.sanchez@acps.k12.va.us)) to ensure that the request went through properly.
- If your interpretation request is fulfilled you will receive confirmation no later than 48 hours before the meeting date.



## *Interpreters request Limitations for Large School Events*

# Requesting Face-to-Face Interpretation Services

Interpreter Request Limits for Large Scale School Events						
% of Student Enrollment per Home Language	≤19%	20-29%	30-39%	40-49%	50-59%	≥60%
PreK-5 Elementary Schools	1 Interpreter	2 interpreters	3 interpreters	4 interpreters	5 interpreters	6 interpreters
Gr 6-8 Middle Schools	2 interpreters	4 interpreters	6 interpreters	8 interpreters	10 interpreters	12 interpreters
Gr 9-11 High Schools	3 interpreters	6 interpreters	9 interpreters	12 interpreters	15 interpreters	18 interpreters

*\*Applies per Home Language*



## ***Parent-Teacher Conference Interpretation Request Comparison***

**Which school below requested services in the most efficient and effective way?**

Sample School	# of interpreters	Time(s)	Total Hours	Cost (\$60/hr)	# of Parent-Teacher Conferences (~ 15 min)
A	10	12:35-6:35	60	\$3,600	240
B	10	1:00-2:30	39.75	\$2,385	159
	6	2:30-3:30			
	5	3:30-4:30			
	3	4:30-5:45			
	6	5:45-6:45			
	4	6:45-7:45			

- School B planned for conferences by knowing how many families were coming at specific times and then placed/adjusted the requests.
- School B was able to interpret more conferences and spent less money.
- School A ultimately used less hours than requested spending \$1,260 spent on services that were not utilized per invoices received.



# Small group discussion

What factors should be considered when coordinating parent-teacher conferences with interpretation?



# Providing Feedback

- After the service is rendered, please submit your feedback using the ACPS online **“Interpretation Feedback Form”** found at: <https://www.acps.k12.va.us/acps-staff-portal>
- **All fields must be completed.**

Interpretation Feedback Form

Please fill in the information related to your request. Thank you.

Name of Requester \*

Phone \* Email \*

Number of request (if available)

Date of service rendered \*

Time of need / req. \*

Referral Location \*

Type of service \*

Language req. rendered \*

Interpretation Feedback

Please fill in the information related to your request. Thank you.

Name of the Interpreter \*

Interpretation Company \*

Interpretation Feedback

	Very poor	Poor	Average	Good	Very good	Excellent
Was the Interpreter you received?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was the Interpreter knowledgeable about the subject matter?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the Interpreter act as a professional resource?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was the Interpreter responsive?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the Interpreter use proper facial expression and a proper body language?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the family appear as United?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Submit



# Cancelling Face-to-Face Interpretation Services

- Cancel the request using the ACPS online form at **least 2 school days in advance** of the service date/time (ex. If service is for Tuesday at 2pm, service must be cancelled no later than the prior Friday at 2pm).
- You can find the “Interpreter Cancellation Form” through the link under ACPS Staff:  
<https://www.acps.k12.va.us/acps-staff-portal>
- **Complete all fields.**

The form is titled "Interpreter Cancellation Request" and is used to cancel a previous request for translation services. It includes fields for "CONTACT PERSON" (Name, First, Last, Email, School/department), "MEETING INFORMATION" (Date, Time of meeting, Language requested, If other, please Indicate language, Number of Interpreters requested, Comments), and a "Submit" button.

**ACPS**  
Alexandria City Public Schools

**Interpreter Cancellation Request**  
Use this form to cancel a request previously made for translation services.

**CONTACT PERSON**

Name **\***

First  Last

Email **\***

School / department **\***

**MEETING INFORMATION**

Date **\***  
 /  /    
MM DD YYYY

Time of meeting **\***  
 :  AM  PM  
HH MM AM/PM

Language requested **\***

If other, please Indicate language

Number of Interpreters requested **\***

Comments



# Canceling Face-to-Face Interpretation Services

## SCHOOL DELAYS/CANCELATIONS



- **When school opening is delayed due** to the weather conditions or any other unforeseeable incident, interpretation services **will be automatically canceled** for the period of time during which school is delayed.
  - For example, if there is a 2-hour delay, any elementary school any interpretation scheduled before 10am will be automatically cancelled. With a 2-hour delay at GW, FCH, TC, and Minnie Howard, any interpretation before 10:30 will be automatically cancelled. Interpretations after that time will remain as scheduled
- **Schools must submit a new online request form to reschedule** the interpretation.



# Questions about Face-to-Face Interpretation Services?





# Using the Language Line

- Language Line is a service paid by the Office of EL Services.
- The **school access code** protects your school from unauthorized users making calls.
- It also help us to be sure that the bills that come in for each school are only for calls made by personnel at school.





# Using the Language Line

1. When all parties are present, **dial the Language Line number:**

**1-866-874-3972**

2. **Enter** on your telephone keypad or provide the representative with:

- 6-digit client ID:
- Press 1 for Spanish.
- Press 2 for all other languages and, when prompted, say the name of the language needed.
- Enter your **4 -digit School Access Code** (each school has a unique code).

3. **Brief the Interpreter**

- Summarize what you wish to accomplish and give any special instructions.

4. **Add** the Limited English Speaker to the line.

5. Once the call is complete, say **“End of Call”** to the Interpreter.



# Using the Language Line

- For conference calls (e.g. a phone call to/from a parent who would like an interpreter over-the-phone):
  - Make sure you have the caller's phone number in case you get cut off.
  - Place the incoming requestor call on “conference hold” pressing the hold button.
  - On another outside line dial up Language Line until connect with an interpreter.
  - When the interpreter is on the line, tap the “conference hold button” again and you will all be connected.



# Hands on Activity

Let's practice using Language Line together



# How to Identify a Language

- If someone needs help and speaks a language other than English, there are tools available to assist in identifying the language spoken:
  - “Interpretation Services Available” poster (includes the top 20 languages spoken in ACPS)
  - “Language Identification Guide” (includes 100 languages)
- After identifying the language, call the Language Line using the “Quick Reference Guide”.



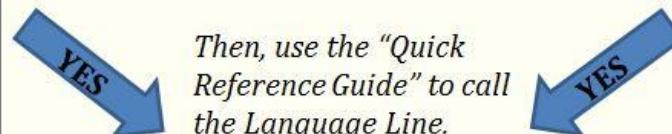


# How to Identify a Language

English Translation: Point to your language. An interpreter will be called. The interpreter is provided at no cost to you.	
<b>Akan</b>  <span style="float: right;">الakan </span>	akan 
فلا ملکیتی وی کلا ایا، یوکه کیا می کاریم اکان نیکیتی، دن میکاریم کی هنریکی وی کیا	فلا ملکیتی وی کلا ایا، یوکه کیا می کاریم اکان نیکیتی، دن میکاریم کی هنریکی وی کیا
<b>Amharic</b>  <span style="float: right;">አማርኛ </span>	አማርኛ 
የኢትዮጵያ አማርኛ አዲስአበባ ኢትዮጵያ ቤት ተቋርቃዋል	የኢትዮጵያ አማርኛ አዲስአበባ ኢትዮጵያ ቤት ተቋርቃዋል
<b>Arabic</b>  <span style="float: right;">العربية </span>	العربية 
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<b>Dan</b>  <span style="float: right;">دانی </span>	دانی 
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<b>Farsi</b>  <span style="float: right;">فارسی </span>	فارسی 
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<b>French</b>  <span style="float: right;">Français </span>	Français 
Indiquez votre langage et nous appellerons un interprète. Le service est gratuit.	Indiquez votre langage et nous appellerons un interprète. Le service est gratuit.
<b>Krio</b>  <span style="float: right;">کریو </span>	کریو 
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<b>Mandarin</b>  <span style="float: right;">國語 </span>	國語 
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<b>Nepali</b>  <span style="float: right;">नेपाली </span>	नेपाली 
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<b>Pashto</b>  <span style="float: right;">پښتو </span>	پښتو 
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<b>Russian</b>  <span style="float: right;">Русский </span>	Русский 
Russian Russian Russian Russian Russian Russian Russian Russian Russian Russian	Russian Russian Russian Russian Russian Russian Russian Russian Russian Russian
<b>Somali</b>  <span style="float: right;">索马里 </span>	索马里 
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<b>Spanish</b>  <span style="float: right;">Español </span>	Español 
Señale su idioma y llamaremos a un intérprete. Los servicios son gratuitos.	Señale su idioma y llamaremos a un intérprete. Los servicios son gratuitos.
<b>Tagalog</b>  <span style="float: right;">Tagalog </span>	Tagalog 
Barangay barangay barangay barangay barangay barangay barangay barangay barangay barangay	Barangay barangay barangay barangay barangay barangay barangay barangay barangay barangay
<b>Tigrinya</b>  <span style="float: right;">ትግራይ </span>	ትግራይ 
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<b>Twi</b>  <span style="float: right;">Twi kasa </span>	Twi kasa 
For more information, point to Twi. We'll call an interpreter. Services are free.	For more information, point to Twi. We'll call an interpreter. Services are free.
<b>Urdu</b>  <span style="float: right;">اُردو </span>	اُردو 
اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو	اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو اُردو
<b>Vietnamese</b>  <span style="float: right;">Tiếng Việt </span>	Tiếng Việt 
Nhập mã số ngôn ngữ của bạn. Một dịch giả sẽ được gọi đến để dịch cho bạn.	Nhập mã số ngôn ngữ của bạn. Một dịch giả sẽ được gọi đến để dịch cho bạn.



If the language cannot be located on the poster, use the "Language Identification Guide" pamphlet to find the language.



LanguageLine  
Solutions



# Questions about using the Language Line?





# Translation Services for Vital Documents

- Written Translation Services are available for documents, forms, letters and any other materials that are considered vital.



- Must be requested **at least 10 school days** in advance.
- Documents must be submitted in an editable format (**not pdf, google docs or specialized software**).
- The documents should indicate **which text should and should not** be translated.
- For documents that have been previously translated and just require some updating, the **new information to be translated must be highlighted in the English version and also the previous translations must be attached**.
- Must be requested **via the online form**.



# Translation Services for Vital Documents

*Examples of vital documents/information may include:*

- Division/school policies, rules and regulations
- Emergency information
- Registration/enrollment forms
- Health and safety information
- Disciplinary letters, notices and procedures
- Parent handbooks and fact sheets
- Student achievement and performance on academic assessments
- Information related to providing children with disabilities with a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 Academic options and planning (ex. TAG)
- Information regarding access to functions or co-curricular activities
- Information related to school and parent programs, meetings and other activities and notifications as related to the parental involvement policy



# Requesting Translation for Vital Documents

- Must be submitted **at least 10 school days in advance** of the needed date using the online system (delivery date may vary depending on the length and complexity of the document).
- You can find the **“Vital Documents Translation Request Form”** through the link under ACPS Staff:
- <https://www.acps.k12.va.us/acps-staff-portal>


  
 Alexandria City Public Schools

## Vital Documents Translation Request Form

Please only submit documents, forms, letters or other materials that are considered vital. The processing time is approximately 7 school days in advance of the date needed. Please keep in mind that depending on the length of the document(s), the processing time can vary.

### CONTACT INFORMATION

Name

First

Last

Position

Email

Department or School Location

Phone Number

\*\*\*\* \* \* \* \* \* \* \* \*

Date Translation Is needed (Documents must be submitted at least 7 school days in advance to ensure enough time for translation)\*

MM DD YYYY

### DOCUMENT(S) INFORMATION

Document's title

Number of Pages

Languages needed \*

Spanish

Arabic

French

Other

If other, please indicate the language below

#### Additional Comments

Please indicate in this field any additional information that the company should have prior to beginning the translation

Please upload the document(s) to be translate d. Documents must be submitted in a format that can be edited (no pdf) \*

Browse... No file selected.

Attach a File

Browse... No file selected.



# Requesting Translation for Vital Documents

- Please be sure to double-check the information before submitting.
- **Check the box** to confirm that you aware and acknowledge the following policies:
  - translation requests must be made **at least TEN(10) SCHOOL DAYS** (not including weekends or student holidays) in advance of the translation need date to ensure feasibility.
  - the translation **delivery date will vary** depending on the length and complexity of the document(s) and division demand.



# Requesting Translation for Vital Documents

- Once the online form is properly submitted, a confirmation message will appear in your browser to verify that your application was successfully forwarded.
- If you provided a valid e-mail address, you will also receive a confirmation by e-mail that your application was received.
- If you do not receive a confirmation e-mail** within an hour of placing the request, please contact Víctor Espinosa Sánchez ([victor.espinosa.sanchez@acps.k12.va.us](mailto:victor.espinosa.sanchez@acps.k12.va.us)) to ensure that the request went through properly.
- Once the translation project is finished, it will be sent via e-mail address submitted on the form.



# Providing Feedback

- After the written translation project has been delivered, please submit your feedback using the online “Translation Feedback form” found at:
- <https://www.acps.k12.va.us/acps-staff-portal>
- **All fields must be completed.**

ACPS  
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**Translation Feedback Form**

In an effort to increase our services, we would like to hear from you. Please let us know if you have any comments or suggestions for our translation services. Thank you for your time.

**CONTACT INFORMATION**

Name    
Mr.  Ms.   
Position   
Email   
Department / School Location   
Phone Number    
**DOCUMENT INFORMATION**

Document Title   
Language you are providing the feedback in  English  Arabic  Spanish  Other  
When, please indicate the language is below

**FEEDBACK FORM**

1. Were the sentences used in the translation short and clear?    
2. Were the sentences rendered in a way that the reader is easy to understand?    
3. Was the punctuation used in the translation correct?    
4. Was the language used simple and easy to understand for all cultural groups?    
5. Were there jargon or difficult expressions in the translation?    
6. Were the technical terms explained and translated in an accurate way?    
7. Was the language used in the translation natural?    
8. Was the structure of the document grammatically correct?    
9. Overall rating       
10. Comments



# Questions about Vital Document Translations?

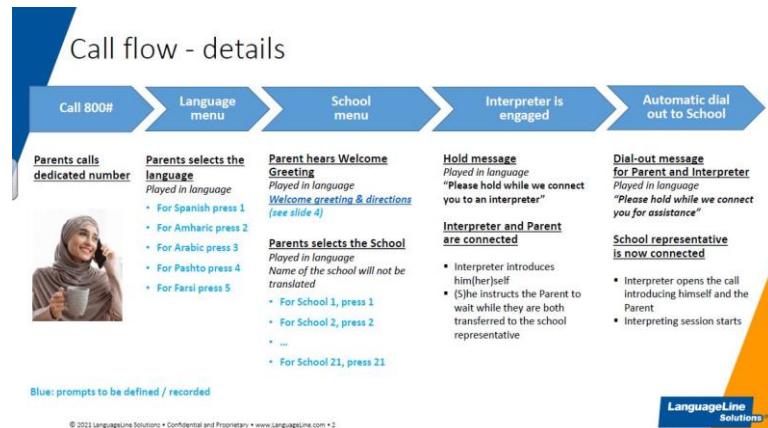




# Services for families

- Information regarding translation and interpretation for families is located under:  
<https://www.acps.k12.va.us/families/translation-and-interpretation-services>
  - Language Line Direct Response:** Families can call and connect with an interpreter and the school
  - Family feedback form**

**Language Line Direct Response: Dial xxxxxxx.**





# Conclusion

- Thank you for all that you do!
- By managing your school's requests and working together, we can provide better services to our students and families while also increasing fiscal responsibility.



*Thank You!*



# Questions?

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Dr. Melanie Kay-Wyatt

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