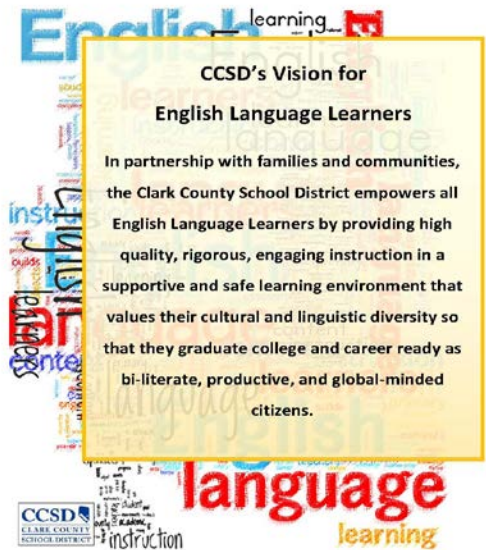


The ELL Division’s Translation Services Office provides Bilingual Interpreters to assist schools in providing parents who speak a language other than English with an understanding of the proceedings that involve their child’s Special Education process.



General Reminders:

- The interpreter can only perform functions related to the scheduled meeting.
- Per Compliance and Monitoring, Bilingual Translator/ Interpreters are not permitted to read or summarize Parent Rights. The Teacher of Record/Local Educational Agency must explain the rights to the parents.

Please access our scheduling calendar in InterAct. It is located within the SSD Exchange under ELLP-SD.

Translation Services may be used for the following types of meetings:

- | | | |
|---------------------|-----------------------------|----------------------------------|
| • IEP | • Manifestation Hearings | • Re-Entry |
| • MDT | • Student Threat Assessment | • Clinics (Genetic, Neuro, etc.) |
| • RTI (Tier 3 only) | • Crisis Response | • CCF-555 |
| • Section 504 | • Compliance and Monitoring | |

Dates to Remember:

September 2, 2016	February 10, 2017
November 8, 2016	April 10, 2017
December 16, 2016	June 16, 2017

Translation Services has mandatory staff meetings/training sessions. Please consider this when scheduling meetings which will require Interpreters. They will not be available from 11:00 AM-4:00 PM on these dates.

HOW TO USE AN INTERPRETER EFFECTIVELY

Before Meeting Recommendations:

- Establish the interpreting technique that is most appropriate for the situation: simultaneous, consecutive or a combination of both.
- If there is information regarding the proceedings which could affect interpreters' ability to effectively provide service, make them aware of it prior to the start of the meeting.
- If available, provide the interpreter with a draft of any documents to be discussed. This will allow the interpreter to scan the information before the meeting and identify any unfamiliar terms.



During Meeting Recommendations:

- Speak in first person and address comments to the parents, not to the interpreter.
- Pause after expressing each complete thought and allow the interpreter to translate.
- Monitor interpreters' body language. They will signal if you need to pause.
- Paraphrase document contents for the interpreter. The interpreter's function is to relay information provided by team members, not to sight translate what has been written.
- Maintain eye contact with the person being addressed.
- Monitor the listener's facial expressions and reactions for signs of confusion.
- Pause when school bells, sirens, announcements or other distracting noises sound.
- Avoid the use of slang, jargon, idiomatic or colloquial expressions.
- Do not use jokes or other attempts at humor. They rarely translate well.
- Have only one person speak at a time.
- Do not engage in "sidebar" conversations unless you intend for them to be translated.

Written Document Translation Procedures:

If CCSD Interpreters provide service at an IEP or MDT meeting, at the close of the meeting they will ask parent/guardian if they wish to have the document translated. If they do, interpreters will provide a card with information on how to access that service. If Language Line is used, then the teacher conducting the meeting may provide the same information to the parent/guardian.

NOTE: Document translation is only available in Spanish.

For more information, please contact:

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