



*Translator/Interpreter
Procedural Guidelines*



Middleton-Cross Plains Area School District Translator/Interpreter Procedural Guidelines and Flowchart

These guidelines outline key procedures and processes to follow in securing a translator or an interpreter. This process was developed based on input from district specialists who serve students, families, and community members who speak languages other than English, as well as district staff who request these services.

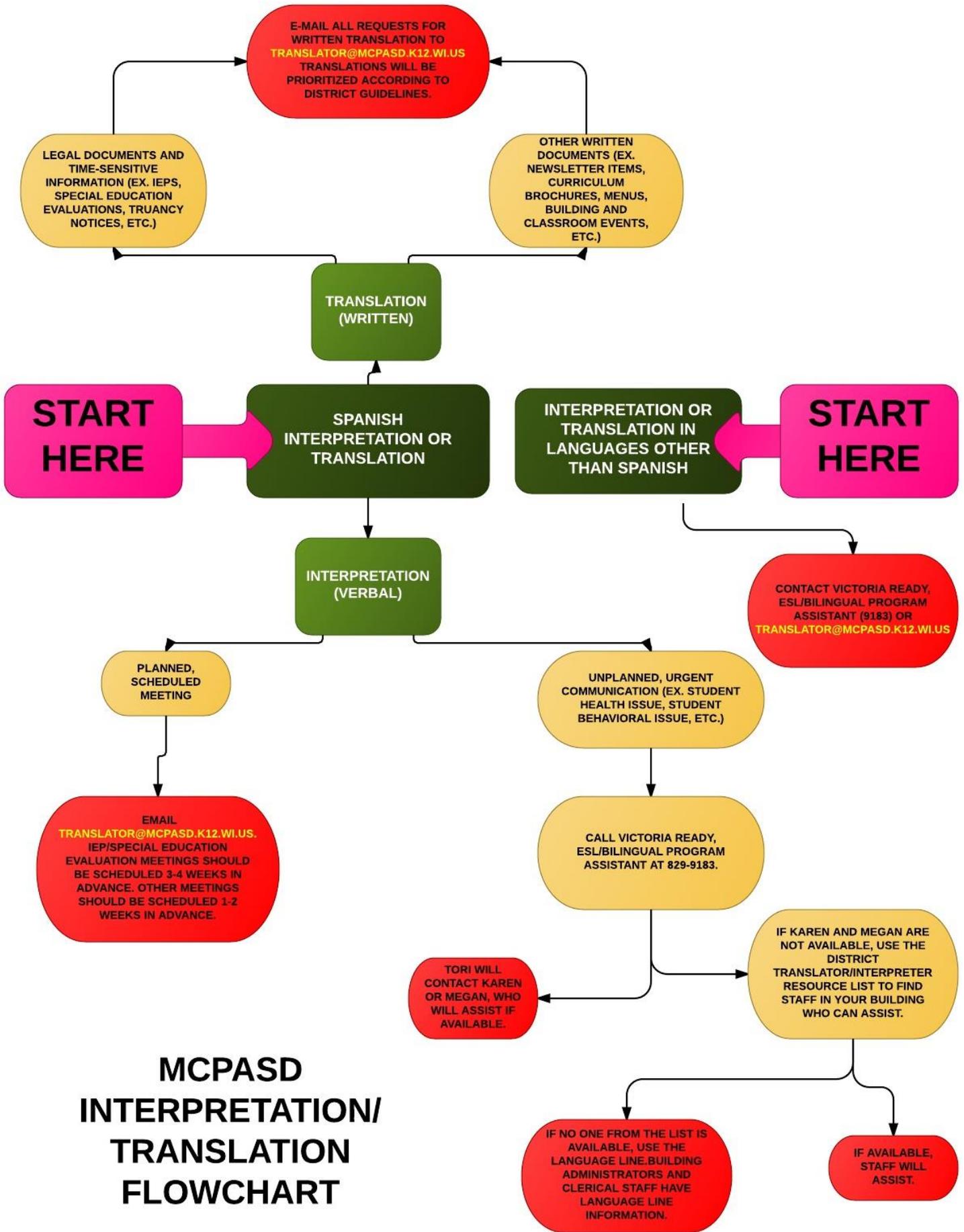
Questions regarding these procedural guidelines should be directed to:

Megan Roman
District Translator/Interpreter
MRoman@mcpasd.k12.wi.us
(608)829-9098, (920)786-7203

Karen Rice-Osterman
Bilingual Family Outreach Coordinator
KRice@mcpasd.k12.wi.us
(608)829-9977, (608)492-1865

Mandi Maurice
Director of Bilingual Services
MMaurice@mcpasd.k12.wi.us
(608)829-9920

Sherri Cyra
Director of Elementary Education
SCyra@mcpasd.k12.wi.us
(608)829-9058



MCPASD INTERPRETATION/ TRANSLATION FLOWCHART

Scheduling an Interpreter

Spanish

- Requests for a Spanish interpreter should be made to translator@mcpasd.k12.wi.us. Please include the language, time, location, meeting length, and topic of the meeting.
- Individuals requesting meetings with an interpreter should schedule them **at least two weeks in advance** to help ensure interpreter availability. IEP and special education evaluation meetings should be scheduled **three to four weeks in advance**.
- Requests will be accepted/declined within one school day of being received.

Other Languages

- Requests for an interpreter in another language should be made to translator@mcpasd.k12.wi.us. Please include the language, time, location, meeting length, and topic of the meeting.
- For languages other than Spanish, we contract with interpreters from outside the district when possible. This takes extra time. Therefore, individuals requesting a meeting with an interpreter in a language other than Spanish should send the request as soon as the need for an interpreter is realized.
- The ESL/Bilingual Program Assistant will assist the requestor with finding an interpreter. If an “in-person” interpreter cannot be located, the Language Line may be used.

Guidelines for Working with Interpreters

When working with an “in-person” interpreter:

- Prior to the meeting, provide general information to the interpreter regarding the circumstances of the meeting and pertinent details that will aid the interpreter.
- Allow extra time for the meeting, as information will be stated twice.
- Introduce all parties.
- During the meeting, speak directly to the client (the parent or student). For example, ask the parent, “How can I help you?” instead of asking the interpreter, “Ask him/her how I can help him/her?”
- Speak in complete sentences.
- Speak clearly and slowly and avoid slang, educational acronyms, and jargon.
- Let the interpreter control the length of each segment and arrange beforehand for him/her to signal you/the client when to stop. The general rule is two sentences at a time.
- Do not talk with the interpreter and thus exclude the client. **Everything** that is said during a meeting must be interpreted.
- Explain clearly when the interpreter seeks clarification. Avoid long explanations as the client may feel excluded from the conversation. (*Debriefing of the interpreter should be left for after the interview.*)
- Avoid having side conversations while the interpreter is talking. This can be distracting for the interpreter and the family members who need interpretation, leading to a loss of information.
- Some keys to effective communication across interpretation are checking for comprehension and encouraging full engagement of participants. Please be sure to check in with families regularly throughout the meeting to make sure they have a clear understanding of the material being discussed and that they have ample opportunity to contribute their own thoughts, concerns, questions, feedback, etc.
- Generally, the client and interpreter leave at the same time.

Guidelines for Working with Interpreters (continued)

When working with a telephone interpreter:

- Introduce yourself to the interpreter.
- Brief the interpreter; describe the telephone equipment you are using (conference telephone, dual handset, single telephone) and where you are.
- Introduce everyone present to the client and describe the purpose of the meeting.
- Limit your communication to sections of manageable lengths. The general rule is two sentences at a time.
- Pause often to allow the interpreter to speak and expect the interpreter to interpret everything that is said by yourself and your client.
- Keep in mind telephone interpreters rely entirely on linguistic input. They have no visual cues (such as body language) to assist in the interpreting.
- Clearly indicate the end of the session to the interpreter.

Telephone interpreting may not be appropriate if:

- The meeting will be lengthy
- Visual aids are needed
- Documents are needed as references

Guidelines for Requesting Written Translation Services

- Submit requests for translation to translator@mcpasd.k12.wi.us as far in advance as possible.
- Attach documents electronically. While we will make every effort to keep the formatting of documents the same, please understand that this is not always possible.
- Include a specific subject line that includes the language needed.
- If you request an updated translation of a previously translated document, please clearly mark exactly what changes have been made to the English version. This will allow for a more effective use of our resources and a faster turn-around time for you and our families.
- Estimated response times will be provided. Generally, most Spanish translations can be completed within one week. Translations for other languages will take longer as we need time to contract with providers outside of the district.
- All requests are prioritized by the ESL/Bilingual department staff according to the guidelines in this manual. The ESL/Bilingual Program Administrator will be consulted as needed.

General Information Regarding Translating/Interpreting

1. All parents and community members across the district should have equal access to translation or interpretation services to the extent practicable.
2. Interpreters and translators provide communication from one language to another. They do not offer advice or opinions, nor judge the effectiveness or accuracy of the communication.
3. All parties involved with translating and interpreting respect the need to be efficient and judicious in utilizing the resource. Relevant information will be translated. People working with interpreters must limit extraneous conversation and respect the needs of the interpreter at all meetings.
4. Requests for translation/interpretation will be responded to in a timely fashion. Staff with emergency or time sensitive needs should expect direct communication related to expected turnaround times.
5. Face-to-face or in-district resources should be utilized before going to external resources.
6. Translators do not make corrections to text. All submissions for translation should be in final form and no additional changes to text should be made.
7. Users should refer to the Procedural Flowchart for clarification on translation/interpretation procedures.

Prioritization of Interpretation/Translation Requests

Interpretation and translation requests may exceed available time. To ensure that the most critical needs are addressed, the district prioritizes requests as they are received. All requests are classified as either: emergency, high priority, or as time is available. Examples of the types of documents within each classification are listed below. Please note that all services may not be available in all languages. Services will be provided in Spanish whenever possible.

Emergency

- School closure/dismissal or late-start
- Health emergency
- Crisis response
- Major disciplinary event

High Priority

- MHS summer newsletter
- Registration information
- Expulsion forms and meetings
- Suspension forms and meetings
- ACCESS/WKCE information
- Health alerts
- IEP forms and meetings, including manifestation determinations
- Truancy/discipline forms and meetings (issues requiring documentation or action such as suspension or expulsion)
- Group meetings or activities for parents who do not speak English
- Parent/teacher conferences

As Time is Available

- Newsletter items
- Fieldtrip information beyond what is currently available on the field trip form
- Menus
- Buildings and classroom events
- Forms, applications, letters not currently in Bilingual Resource folder
- Updates of forms, applications and letters for convenience and are not inaccurate
- Web information
- Events calendars

Key Definitions

Translation: Converting written translation of a document from English to the target language. All information is available in original text format and no changes or additions are made to the document.

Sight Translation: On-the-spot oral interpretation of a document written in English.

Interpretation: The oral translation of speech as it occurs in conversation. There are two forms of interpretation:

Consecutive: Done while listening to speech, interpretation is provided during pauses; or

Simultaneous: Done throughout the conversation; usually done through headphones and a microphone.

Emergency: Translation or interpretation provided on an immediate need basis. Situations meeting these criteria may include the following: health emergencies, impending school closures or safety information, or major disciplinary events.

High Priority: Situations involving district or school-wide timely information dissemination, or information needed within a limited time frame as determined by ESL/bilingual leadership and district or building leadership.

District Translator/Interpreter Resource List

*Megan Roman should be your first contact for all Spanish translation/interpretation needs. Others on this list should only be utilized in unforeseen, urgent situations.

Internal Resources

Name	Language	Position	Building	Phone 829-	E-mail (add mcpasd.k12.wi.us)
Karen Rice-Osterman	Spanish	Bilingual Family Outreach Coordinator	DAC	9977 or 492-1865	KRice
Megan Roman	Spanish	District Translator/Interpreter	DAC	9098 or (920)786-7203	MRoman
Mandi Maurice	Spanish	Director of Bilingual Services	DAC	9920	MMaurice
Nichelle Galvan	Spanish	Bilingual Teacher	EL	9060	NGalvan
Andrea Zapata	Spanish	Para Educator	EL and NS	9094	AZapata
Erika Hanson	Spanish	Para Educator	GCMS	9471	EHanson
Terry Andrews	Spanish	Bilingual Teacher	GCMS and Park	9471	TAndrews2
Colleen Young	Spanish	Bilingual Teacher	KMS	9069	CYoung2
Mercedes Martin	Spanish	Bilingual Teacher	KMS	9636	MMartin2
Sobeyda Sanchez-Cruz	Spanish	Para Educator	KMS	9754	SSanchez-cruz
Swarnjit Pangli	Punjabi	Para Educator	KMS	9627 (KMS office)	SPangli
Judy Korn	Spanish	Bilingual Teacher	MHS	9894	JKorn
Chelsea Piekarz	Spanish	Counselor	MHS	9910	CPiekarz
Chrissy Huang	Mandarin	Mandarin Chinese Teacher	MHS, KMS	9571	SHuang
Patricia Garcia	Spanish	Bilingual Teacher	SSR	9305	PGarcia
Elsa Morrnick	Spanish	Para Educator	SSR	9348	EMorrnick
Roberto Moreno	Spanish	Bilingual Teacher	NS and SSR	9307	RMorenodiaz
Angela Guzman	Spanish	Bilingual Teacher	ST	9195	AGuzman
Michelle Bolstad	Spanish	Bilingual Teacher	ST	9204	MBolstad
Maria Elena Garcia Peterman	Spanish	Classroom Teacher	ST	9229	MGarcia-peterman
Astrid Torres	Spanish	Para Educator	ST	9198	ATorres
Mary (Maica) Emerich	Spanish	Bilingual Teacher	WM	9248	MEmerich
Alejandra Adame Barcenás	Spanish	Para Educator	WM	9248	AAdameBarcenás

External Resources

If an "in person" interpreter is required for a language other than Spanish, contact Victoria Ready at 829-9183. Please note that longer lead time is required.

Name	Language	Contact Information
Language Line Services	175 Languages \$2.40-\$4.50/min.	Tori Ready, 9183, or in the event of an emergency, contact your building principal or administrative assistant



It is the policy of the public schools that no person may be denied admission to any public school in the district, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, transgender status, gender expression, gender identity, gender nonconformity or change of sex, or physical, mental, emotional, or learning disability or handicap.

Middleton-Cross Plains Area School District 2014-2015