Translator/Interpreter
Procedural Guidelines
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@mcpasdk12.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@mcpasdk12.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

<table>
<thead>
<tr>
<th>Name</th>
<th>Language</th>
<th>Position</th>
<th>Building</th>
<th>Phone 829-</th>
<th>E-mail (add mcpasd.k12.wis.us)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Rice-Osterman</td>
<td>Spanish</td>
<td>Bilingual Family Outreach Coordinator</td>
<td>DAC</td>
<td>9977 or 492-1865</td>
<td>KRice</td>
</tr>
<tr>
<td>Megan Roman</td>
<td>Spanish</td>
<td>District Translator/Interpreter</td>
<td>DAC</td>
<td>9098 or (920)786-7203</td>
<td>MRoman</td>
</tr>
<tr>
<td>Mandi Maurice</td>
<td>Spanish</td>
<td>Director of Bilingual Services</td>
<td>DAC</td>
<td>9920</td>
<td>MMaurice</td>
</tr>
<tr>
<td>Nichelle Galvan</td>
<td>Spanish</td>
<td>Bilingual Teacher</td>
<td>EL</td>
<td>9060</td>
<td>NGalvan</td>
</tr>
<tr>
<td>Andrea Zapata</td>
<td>Spanish</td>
<td>Para Educator</td>
<td>EL and NS</td>
<td>9094</td>
<td>AZapata</td>
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<tr>
<td>Erika Hanson</td>
<td>Spanish</td>
<td>Para Educator</td>
<td>GCMS</td>
<td>9471</td>
<td>EHanson</td>
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<tr>
<td>Terry Andrews</td>
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<td>Bilingual Teacher</td>
<td>GCMS and Park</td>
<td>9471</td>
<td>TAndrews2</td>
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<td>Colleen Young</td>
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<td>KMS</td>
<td>9069</td>
<td>CYoung2</td>
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<tr>
<td>Mercedes Martin</td>
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<td>KMS</td>
<td>9636</td>
<td>MMartin2</td>
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<tr>
<td>Sobeyda Sanchez-Cruz</td>
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<td>Para Educator</td>
<td>KMS</td>
<td>9754</td>
<td>SSanchez-cruz</td>
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<tr>
<td>Swarnjit Pangli</td>
<td>Punjabi</td>
<td>Para Educator</td>
<td>KMS</td>
<td>9627 (KMS office)</td>
<td>SPangli</td>
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<tr>
<td>Judy Korn</td>
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<td>MHS</td>
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<tr>
<td>Chelsea Piekarz</td>
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<td>Chrissy Huang</td>
<td>Mandarin</td>
<td>Mandarin Chinese Teacher</td>
<td>MHS, KMS</td>
<td>9571</td>
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<td>Patricia Garcia</td>
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<td>Elsa Morrick</td>
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<td>Roberto Moreno</td>
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<td>NS and SSR</td>
<td>9307</td>
<td>RMoreno diaz</td>
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<tr>
<td>Angela Guzman</td>
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<td>ST</td>
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<tr>
<td>Michelle Bolstad</td>
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<td>Bilingual Teacher</td>
<td>ST</td>
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<td>MBolstad</td>
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<tr>
<td>Maria Elena Garcia Peterman</td>
<td>Spanish</td>
<td>Classroom Teacher</td>
<td>ST</td>
<td>9229</td>
<td>MGarcia-peterman</td>
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<tr>
<td>Astrid Torres</td>
<td>Spanish</td>
<td>Para Educator</td>
<td>ST</td>
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<td>ATorres</td>
</tr>
<tr>
<td>Mary (Maica) Emerich</td>
<td>Spanish</td>
<td>Bilingual Teacher</td>
<td>WM</td>
<td>9248</td>
<td>MEMerich</td>
</tr>
<tr>
<td>Alejandra Adame Barcenas</td>
<td>Spanish</td>
<td>Para Educator</td>
<td>WM</td>
<td>9248</td>
<td>AAdameBarcenas</td>
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</tbody>
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### 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Language</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Line Services</td>
<td>175 Languages $2.40-$4.50/min.</td>
<td>Tori Ready, 9183, or in the event of an emergency, contact your building principal or administrative assistant</td>
</tr>
</tbody>
</table>
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.