

Meaningful Access to Translation & Interpretation Services

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**FOR LIMITED ENGLISH PROFICIENT (LEP)
INDIVIDUALS SERVED BY TUSD**

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Access to the TUSD Webpage

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On October 21, 2013:

- Parts of the website became available in Spanish
 - New link at bottom of home page under “Interpreter Services”
 - The link is preliminary & has limited scope (policies I, J, & K)
 - A more expansive version is under construction
- Website text translation from English to Spanish
 - Provided partly by TUSD staff and partly by Google

Access to TUSD Governing Board Meetings

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- Interpreter services in Spanish are provided for Board meetings upon request at (520) 225-4672
- Whenever possible, requests should be submitted at least 3 days prior to the meeting date
- Two Certified Federal Court Interpreters provide simultaneous translation of the proceedings

Access to TUSD Policies & Procedures

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- As required in a previous OCR agreement, TUSD translates a number of key documents into every “high need language” (HNL).
- HNL: Any language other than English identified on the Home Language Survey by 100 or more active students as their primary or home language.
- Six high need languages currently identified: Arabic, Chinese, Nepali, Somali, Spanish and Vietnamese

Board Policy KBF

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- To ensure equal access to District education and support services, TUSD is committed to ensuring communication with LEP students and their families in a language they understand. To achieve this goal, TUSD commits to the following core principles:
 - Identification of LEPs
 - Notice to LEPs
 - Provision of interpretation/translation services
 - Staff training
 - Documentation and quality control

Governing Board Policies—Section J

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- The TUSD Guide to Student Rights & Responsibilities specifically protects students' language rights:
 - The right to use one's native language in school
 - The right to study available foreign languages
 - The right to instruction that is comprehensible
 - The right to access English and non-English library materials
 - The right to access interpretation-translation services

Effective Communication with LEPs

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- Why is effective communication with LEPs so key?
 - Effective communication is the foundation of all other LEP parent involvement efforts and is crucial to the success of ELL students, who benefit from their parents' involvement as much as other students.
 - Effective communication ensures that students and parents obtain information regarding a range of matters, from details about lunch programs and sports activities to more critical academic issues, such as college scholarship applications and opportunities to participate in advanced learning experiences.

Responding to Interpreter Services Requests

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- The main responsibility for ensuring that requests for services are handled appropriately rests with the Coordinator of Interpreter-Translator Services.
- The Language Acquisition Department also monitors schools for compliance with regulations requiring the posting and distribution of the *Notice to LEPs*.
- The notice is printed in 77 languages.

Text of the Notice

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- TUSD will provide an English interpreter at no cost to you.
- You and your child have a right to privacy, to be free from discrimination and harassment, and to an impartial hearing for student suspensions and expulsions.
- You and your child also have responsibilities, which are described in the District Policies and Regulations. If you want more information about these rights and responsibilities, interpreter and/or translator services, or other school services, please ask your school's principal.
- Please bring this paper with you to show the school which language you speak.

Working Effectively with Interpreters

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- Provide a comfortable and secure environment
- Allow advanced notice for interpreters' preparation
- Explain the ground rules for an interpretation event
- Introduce all participants
- Describe the interpreter's qualifications
- Place interpreters so they can see the speakers clearly
- Address the other listeners—not the interpreter

The Impact of Ethnic/Cultural Differences

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- A number of ethnic/cultural factors impact the quality of interpretation events, especially these:
 - The status of the languages involved
 - The amount of personal space expected
 - The degree of formality assumed
 - The power relationships among participants
 - Differences in dialect
 - Interpreter's awareness of body language and gestures
 - Interpreter's ability to establish rapport with participants

Required Record Keeping & Reporting

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- The Coordinator of Interpreter-Translator Services (ITS) provides an annual report indicating—by language and by site—the number of
 - ITS requests filed
 - ITS events completed
- The report is submitted each June to the Language Acquisition Department's Director and to the Superintendent

Title VI Compliance—Civil Rights Act of 1964

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- Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities—such as public education—receiving federal financial assistance.

Notice of Nondiscrimination

- Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans With Disabilities Act may be referred to EEO Compliance Officer, 1010 East 10th Street, Tucson, AZ 85719, (520) 225-6444, or the Office for Civil Rights, U.S. department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, Colorado 80204-3582.

Thank You

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- Q & A Opportunity