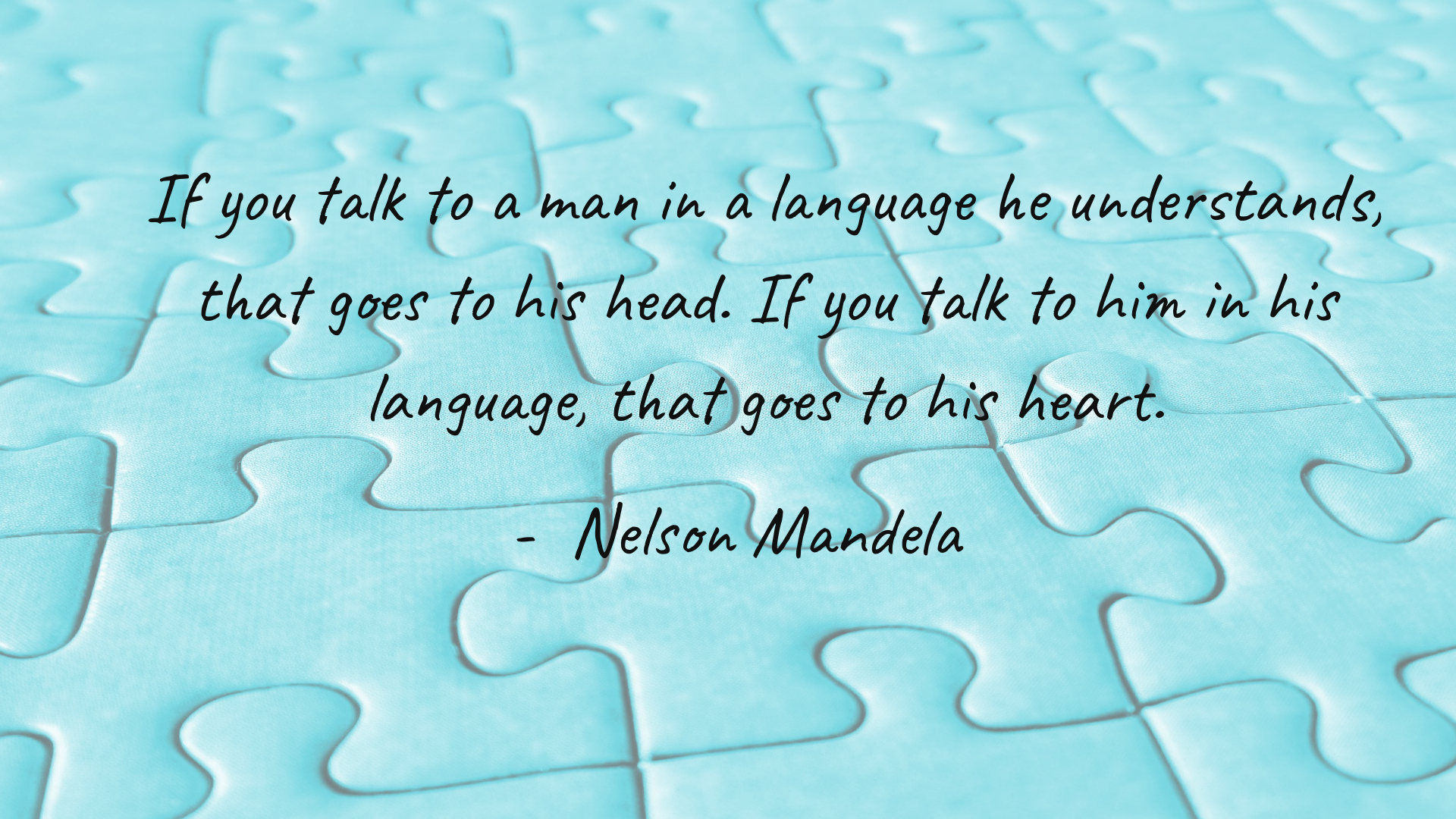




Language Access Resources

Office of Interpreting & Translation




*If you talk to a man in a language he understands,
that goes to his head. If you talk to him in his
language, that goes to his heart.*

- Nelson Mandela

Is there a difference? What is the difference?


Interpreter ≠ Translator

What is the difference between translators and interpreters?




Translators


We translate written text.




books



contracts




websites




Interpreters


We interpret spoken or sign language.



medical appointments



court proceedings



conferences

#InternationalTranslationDay

ata American Translators Association
The Voice of Interpreters and Translators

Office of Civil Rights: Guidance for Schools & School Districts



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

January 2015

Schools/school districts must provide:

- information in a language parents can understand.
- language assistance to parents who need it, even if their child is proficient in English.
- written translation and interpretation from appropriate and competent individuals, who are trained. NO students, friends, siblings, or untrained school staff should interpret for parents.



May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

ADMINISTRATIVE PROCEDURE 1400



ADMINISTRATIVE PROCEDURE

Language Access Services for Communication with
Parents and Guardians
Who Are Not Primary Speakers of English

1400
Procedure No.

May 29, 2018

Date

- I. **PURPOSE:** To provide procedures and outline resources to provide professional, equitable, effective, and timely language access services for families in order to access information and vital communication from the school system.
- II. **BACKGROUND:** Federal civil rights laws, including Title VI of the Civil Rights Act of 1964, prohibit discrimination or exclusion of any person from programs on the basis of race, color, or national origin. The United States Department of Education, Office of Civil Rights, in collaboration with the United States Department of Justice provided guidance¹ and information for parents and guardians who are not primary speakers of English and for the schools and school districts that communicate with them.

Under this guidance, school districts must communicate vital information to parents and guardians who are not primary speakers of English in a language they understand, to allow them to make well-informed decisions about their children's education. Given the critical role parents play in seeking and securing educational opportunities for their children, the school system must seek to overcome the

Language Access Resources

- Virtual & in-person interpreters
- Telephonic interpreting
- Translation on-demand
- Translation Library



Bilingual skills are valued and important for direct communication and building relationships with families. Bilingual staff are not interpreters for formal meetings.

As we connect with families we have a **shared responsibility** to ensure that we are meeting the language access needs of our families in PGCPs.

Resources are available to help you to connect!

Birth Certificate Verification


If the birth certificate of a PreK or K student is in a language other than English and you are unable to discern pertinent information, please submit the birth certificate to the OIT for verification.

The verification information will be sent back to the requester.

Birth Certificate Verification Form

Birth Certificate Verification Form

Use this form to submit a birth certificate for language-specific verification. Verification of the birth certificate by the Office of Interpreting & Translation is to be used as a reference for the registration of the named student. The verification information will be sent back to the requester.

jennifer.love@pgcps.org [Switch account](#) 

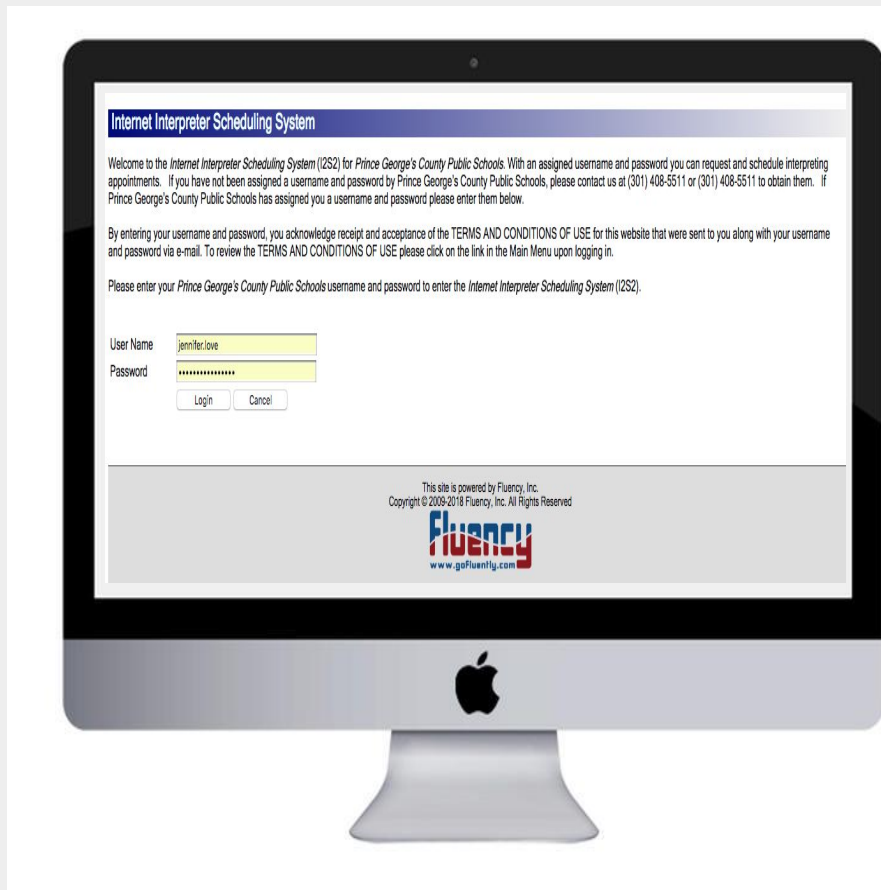
The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Required

Making Interpreting Requests: **FLUENCY**

Online interpreter scheduling system that supports management of interpreting requests for the OIT. Fluency requests for an interpreter are for PRE-SCHEDULED formal meetings.

Requests for an interpreter must be entered online ***at least 72 business hours prior to the need. (Virtual environment: 48 hours)***



Communication with Families: “On the spot & outbound”



The OIT provides Language Link telephonic interpreting services to assist in communicating with parents.

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Available in up to 250 languages
CANNOT be used in instances that require an interpreter

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Not for Special Education Meetings

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Language Link calls should be limited to 20 minutes or less.

Language Link: Calling Out to third-party

Step 1: **Call 1 877-737-4999**

Step 2: Enter PGCPs Account Number **9727**, followed by # sign

Step 3: Select whether a 3rd party call is needed

- If a 3rd party call is selected, you will be prompted to enter and confirm the domestic phone number that will be used to reach the 3rd party.

Step 4: Select Language by Entering the Corresponding Number

- If the language you need is not listed in the options, Enter “9” for all other languages
- If you need to speak with a customer service rep. prior to being connected with the interpreter, Enter “9”

Step 5: Enter Location Code (**Assigned 5-digit school or office code**), followed by # sign

Language Link: Parent in-person

Step 1: Call **1 877-737-4999**

Step 2: Enter PGCPs Account Number **9727**, followed by # sign

Step 3: Select Language by Entering the Corresponding Number

- If the language you need is not listed in the options, Enter “9” for all other languages
- If you need to speak with a customer service rep. prior to being connected with the interpreter, Enter “9”

Step 5: Enter Location Code (**Assigned 5-digit school or office code**), followed by # sign

Speak with parent using speakerphone mode, moving to a private location for confidentiality, if necessary.

Language Link: Parent calls in

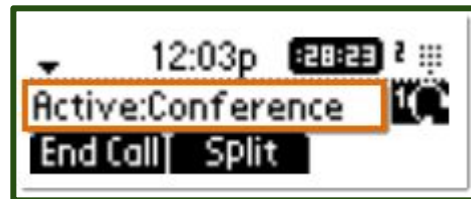
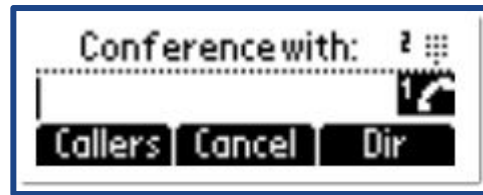
Using Polycom conference to link in an interpreter:

Ask the parent's language. Then ask parent to hold on for an interpreter.

Press the CONF soft key to create a new call. The parent will be placed on hold when you press CONF soft key.

Call Language Link and follow the prompts for an interpreter to join the line.

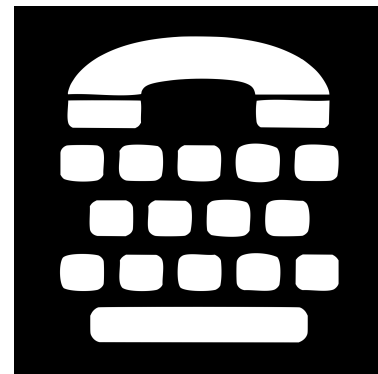
Once the interpreter has joined, press the CONF soft key to join all parties in the conference. The screen will display *Active:Conference* when the call is successful. Continue to communicate with the support of the interpreter.



Communicating with Parents who are Deaf or Hard of Hearing (DHH)

TTY (TeleTYpe) services over the phone, dial **7-1-1**, connecting a non-TTY caller to the Maryland state relay service. TTY users can call the Operator Services for the Deaf (OSD) for directory assistance at 800-885-4000.

Virtual Remote Interpreting (VRI) for American Sign Language (ASL) is available for pre-scheduled meetings. Create an ASL request in [Fluency](#) at least 72 business hours in advance, and include all meeting connection details.



OFFICE OF INTERPRETING & TRANSLATION

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