

BPS
Meeting the Needs
of LEP Parents

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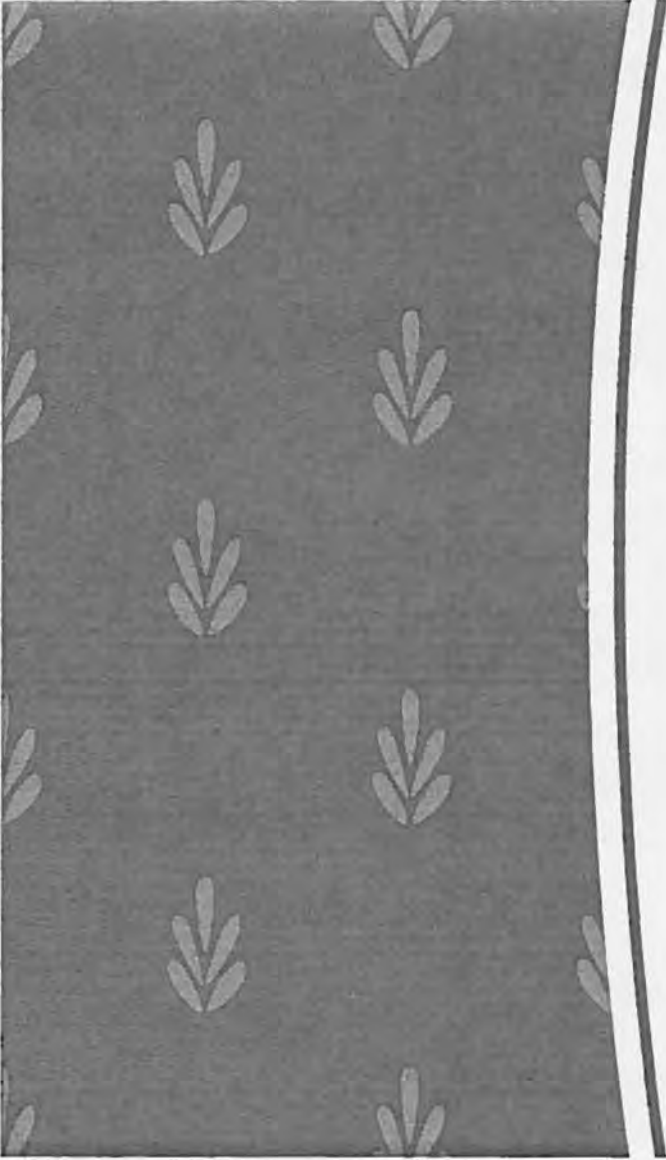
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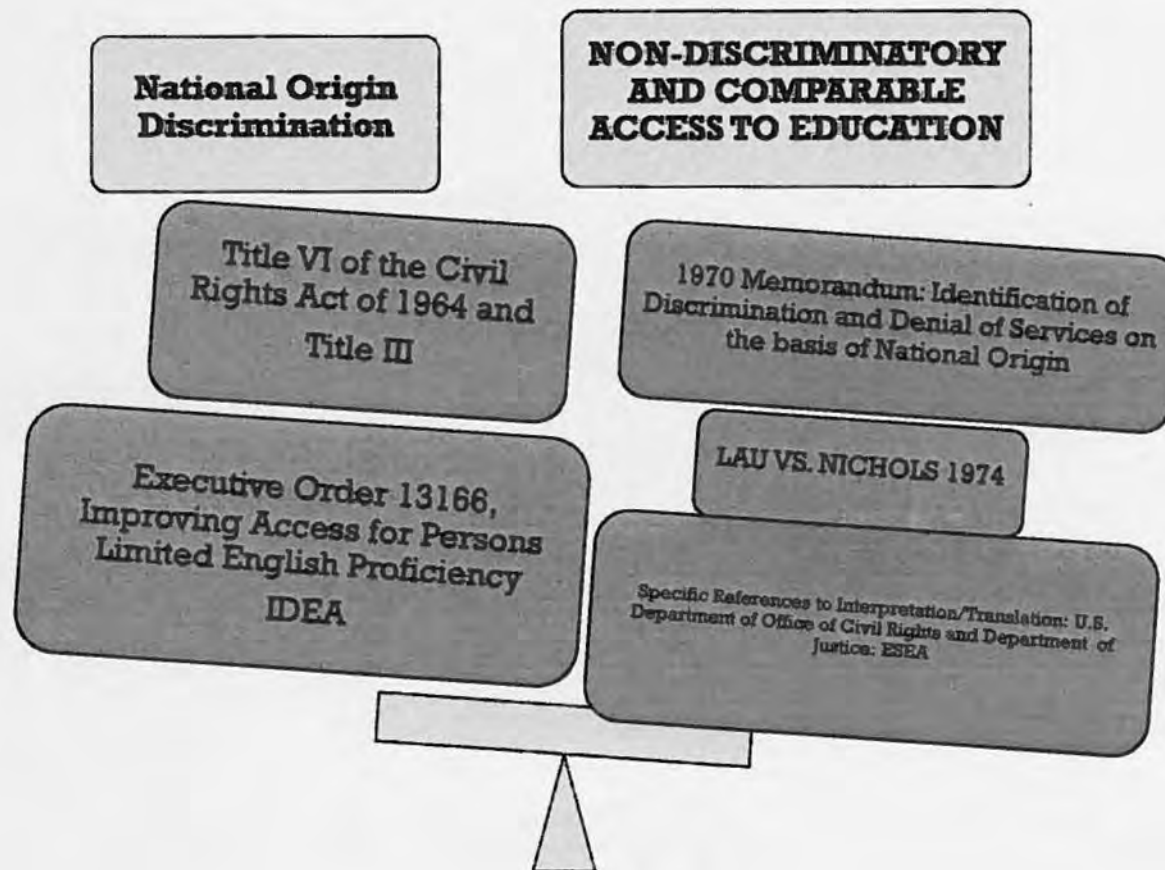
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Limited English proficiency (LEP) Through the eyes of Parents & students

- Refers to parents or guardians who do not speak, read, listen, or write English proficiently
- LEP parents are entitled to:
 - Meaningful communication
 - In a language they can understand
 - Adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents
- Note that our district mission is to meet the needs of all LEP parent.
- Additionally, there are accompanying facts and resources to guide our district practices.
- <https://youtu.be/yFlxDuNC6OU>
- <https://youtu.be/4CQ61S10QrM>

LEGAL FOUNDATION & timeline



- Title VI of the Civil Rights Act contains non-discrimination provisions which apply to LEP students and parents
- Title VI forbids discrimination because of race, color, national origin, etc
- It also requires schools to take "affirmative steps" to address language barriers for LEP students
- Title III requires that school districts who receive funding under Title III subgrants provide high equality programs that will enable students to speak, listen, read, and write English

District Plan

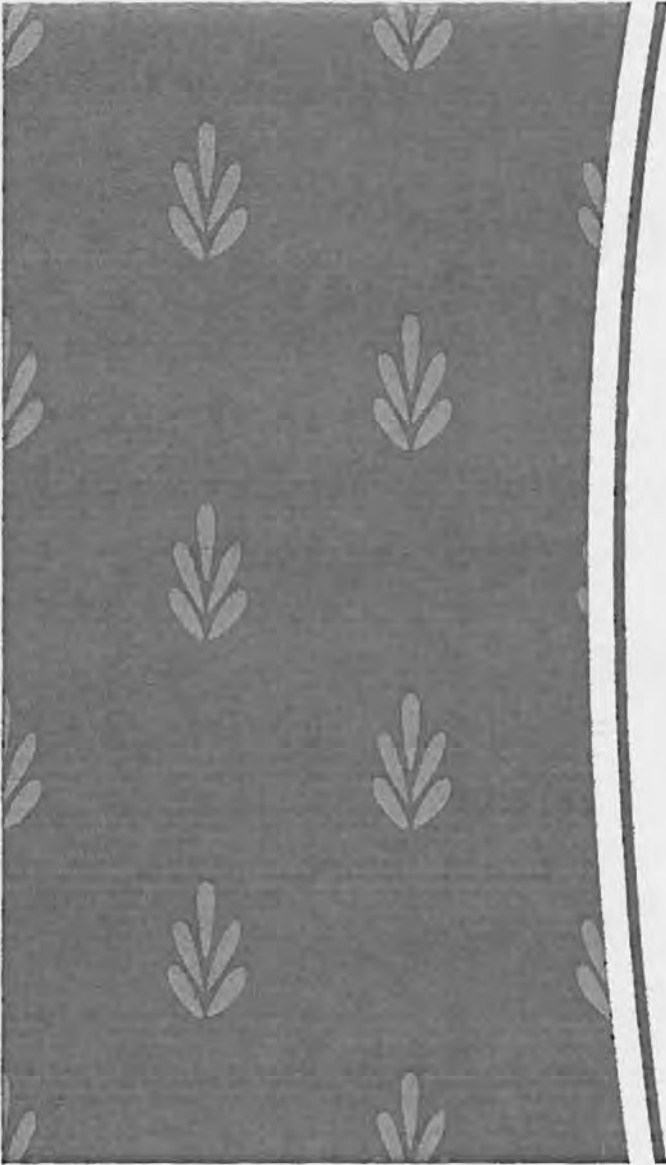
- Step 1: New Home Language Survey – new question added per Federal Guidelines
- Step 2: School Messenger- Options in Oral and Email Formats
- Step 3: BPS Webpage – Google Translate into over 100 languages
- Step 4: Multi-Lingual Posters – displayed in a prominent location in Main Office and where parents first enter the building
 - Documents & PowerPoint with audio will be provided for all administrators and clericals via email
 - Telephonic – immediate services (for example: Arabic parent needs assistance with registration packet)
 - Call toll free number (866)908-5744
 - Press “3” and request the language needed
 - State the following: **Your Account Number (11149), Your Full Name, Callback Number, School Name . Then place call on conference call so parents, you and interpreter can communicate.**
- PLEASE COMPLETE THE BIL-100 THEREAFTER OR COST FOR THIS TELEPHONIC SERVICE WILL BE INCURRED FROM THE SCHOOL BUDGET

School-Based interpretation/translation required:

STEP 5: INTERPRETATIONS/TRANSLATIONS REQUIRED:

- Registrations and Enrollments
- Report Cards, Academic Standards, Graduation Information
- Discipline Policies and Procedures
- Parent Meetings (during and after the school day)
- Attendance, absences and withdrawals
- School Closures and Delays
- Special Education and related services
- Parent Teacher Conferences
- Parent Handbooks
- Bilingual as well as Talented and Gifted Programs Information
- Magnet Schools Information
- Requests for Parent Permission for field trips, school programs and activities, etc.
- Opportunities to access programs or services—including highly capable, advanced placement, and English language learner programs
- Family School-Related Events

Please note that the list includes, but is not limited to all school-based activities that may need interpretation and translation



Interpretation & translation services provided by bps

- All Spanish interpretations and translations will be assigned to school staff
- Interpretation/Translation for languages other than Spanish will be through Linguistica International Company via the BPS PORTAL: STUDENT SUPPORT SERVICES TAB
- All requests for interpretation or translation MUST be completed via the BPS Portal form BIL 100 & 200.

mybps.bridgeportedu.net/admin.html

Step by step process

— BIL-100 & 200: Request for Translation/Interpreter Services

All school administrators or clerical staff can complete the forms for Interpretation/Translation for Spanish & Other languages by going to the BPS Portal-Student Support Forms.



BPS portal: student support services



Bridgeport Public Schools Portals

Teachers

Substitutes

Admin / Office Staff

Parents

Welcome to MyBPSI

BPS Student Support Forms

- Bullying Prevention Plan
- Homeless Notification Report
- BIL-100: Request for Translation/Interpreter Services
(for translations of documents in languages other than Spanish and interpreter services at meetings)
- BIL-200: Request for Translation/Interpreter Services (Spanish)
- TR-1: Request for Free Field (Bus) Trip - Bridgeport Locale
- TR-2: Transportation Request
 - This form is to be submitted by:
 - SCHOOLS - for REGULAR EDUCATION: Bridgeport public schools, charter, private, parochial, State technical, Trumbull Agriscience.
 - Office of Bilingual Education - for bilingual education students
 - Office of Specialized Instruction - for special education students
 - Science Office - for Talented and Gifted (TAG) students [Dunbar, Winthrop only]

Bil 100 & 200: request for translation interpretation services

This form needs to be completed when requesting interpretation or translation services for PPTs.

BIL-100 = All Other Languages.
BIL 200 = SPANISH ONLY

Be sure to choose the type of service – (interpretation or translation)

Confirm with Calendar for In-Person Spanish appointments.

Google Calendar For Spanish Interpretations

For interpretation, we will need to know the date and time.
 For translation, you will need to upload the document in PDF or Word formats and provide a 2 week notice window when possible.

BRIDGEPORT SCHOOL DISTRICT	
BIL-100: REQUEST FOR TRANSLATION/INTERPRETER SERVICES For translations of documents and telephonic interpreter services at meetings (including PPTs), in languages other than Spanish.	
• Submit this form to request translations of documents and telephonic interpreter services at meetings (including PPTs) in languages other than Spanish, at least two (2) weeks prior to the date on which the services will be required.	
TYPE OF REQUEST	
This request is for: <input type="checkbox"/> Translation of a document into a language other than Spanish <input type="checkbox"/> Telephonic interpreter services at a meeting into a language other than Spanish	
REQUESTING SCHOOL/DEPARTMENT INFORMATION	
SCHOOL OR DISTRICT OFFICE DEPARTMENT* <input type="text"/>	Principal/Director's Name* First Name <input type="text"/> Last Name <input type="text"/>
Principal's Email Address* <input type="text"/>	Submitted by School Representative* First Name <input type="text"/> Last Name <input type="text"/>
Confirm Principal's Email Address* <input type="text"/>	Submitter's Title* <input type="text"/>
Submitter's Email Address* <input type="text"/>	Submitter's Telephone* <input type="text"/>
Confirm Submitter's Email Address* <input type="text"/>	
SIGNATURE of SUBMITTER	
Please sign below. Then, click "SUBMIT FORM" at the bottom of the form.	
Submitter's Signature* <input type="text"/>	
Use your mouse or finger to draw your signature above.	
TO: OFFICE OF BILINGUAL/WORLD LANGUAGES EDUCATION	
Submit Form	

BRIDGEPORT SCHOOL DISTRICT	
BIL-200: REQUEST FOR IEP/PPT INTERPRETATION SERVICES (SPANISH) For translations of IEPs and interpretation services at PPT meetings, SPANISH ONLY, based on the parent's request.	
• Submit this form to request translations of IEPs and interpretation services at PPT meetings, SPANISH ONLY, based on the parent's request. • For translations of IEPs (SPANISH), allow a minimum of two (2) weeks for completion of the task. • For interpretation services at a PPT meeting (SPANISH), submit the form at least five (5) work days in advance of the date of the PPT meeting.	
TYPE OF REQUEST	
This request is for: <input type="checkbox"/> Translation of an IEP (Spanish) <input type="checkbox"/> Interpretation services at a PPT meeting (Spanish)	
REQUESTING SCHOOL/DEPARTMENT INFORMATION	
SCHOOL OR DISTRICT OFFICE DEPARTMENT* <input type="text"/>	Principal/Director's Name* First Name <input type="text"/> Last Name <input type="text"/>
Principal's Email Address* <input type="text"/>	Submitted by School Representative* First Name <input type="text"/> Last Name <input type="text"/>
Confirm Principal's Email Address* <input type="text"/>	Submitter's Title* <input type="text"/>
Submitter's Email Address* <input type="text"/>	Submitter's Telephone* <input type="text"/>
Confirm Submitter's Email Address* <input type="text"/>	
SIGNATURE of SUBMITTER	
Please sign below. Then, click "SUBMIT FORM" at the bottom of the form.	
Submitter's Signature* <input type="text"/>	
Use your mouse or finger to draw your signature above.	
TO: OFFICE OF BILINGUAL/WORLD LANGUAGES EDUCATION	
Submit Form	

Identify	Identify LEPs in a timely and reliable way;
Provide	Provide LEP students with a language assistance program that is educationally sound and proven successful;
Staff and support	Sufficiently staff and support programs for LEPs;
Ensure	Ensure that all LEPs have meaningful opportunities to participate in all curricular and extracurricular activities;
Ensure	Ensure meaningful communication with LEP parents.

Common issues in compliance

Modes of interpreting

- There are three modes of interpreting:
 - Consecutive (Use during PPTs)
 - Simultaneous (U.N. Mode)
 - Sight translation (Read off Document)



Consecutive interpreting requires pauses on the part of both the interpreter and the speaker



The speaker will utter a sentence, phrase, or thought



The interpreter will signal for the speaker to pause, so the interpreter can translate what has been said



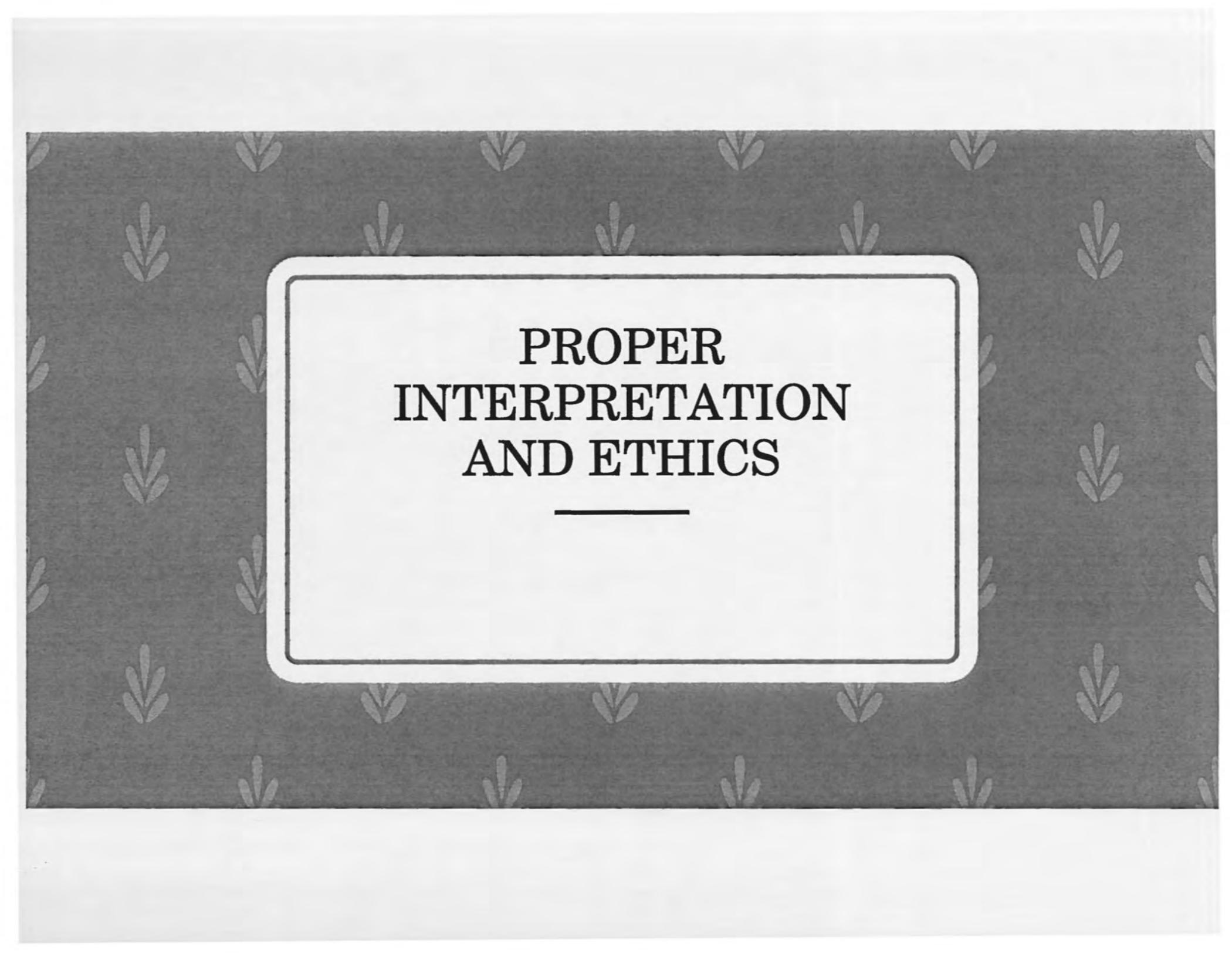
This is the mode of interpreting that is used in PPTs and other school meetings

Consecutive interpreting

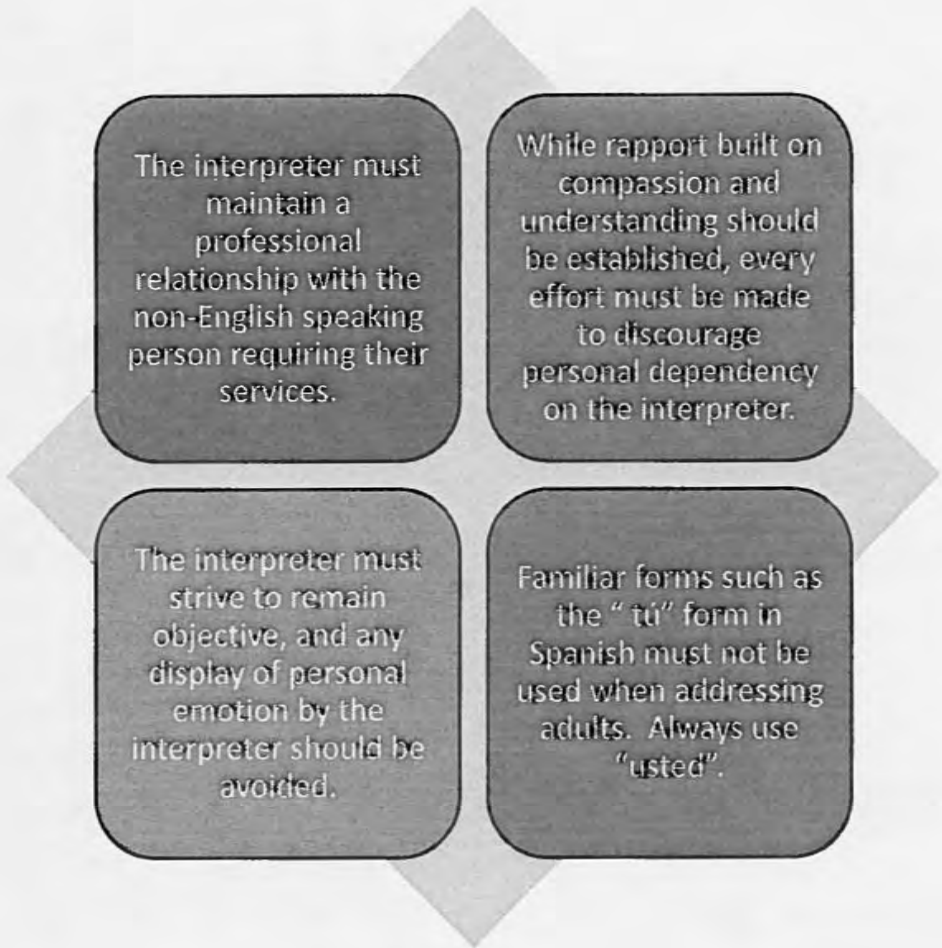
Sight interpretation

The reading of a text by the interpreter from the source language into the target language

Used for documents such as IEPs or other materials, to be explained to the LEP individual

The image shows the front cover of a book. The background is a dark grey or black material with a repeating pattern of small, stylized, light-colored leaves or sprigs. In the center of the cover is a white rectangular label with rounded corners and a thin black border. Inside this label, the title "PROPER INTERPRETATION AND ETHICS" is printed in a bold, black, serif font, arranged in three lines. Below the title, there is a short horizontal line.

**PROPER
INTERPRETATION
AND ETHICS**



The interpreter must maintain a professional relationship with the non-English speaking person requiring their services.

While rapport built on compassion and understanding should be established, every effort must be made to discourage personal dependency on the interpreter.

The interpreter must strive to remain objective, and any display of personal emotion by the interpreter should be avoided.

Familiar forms such as the "tú" form in Spanish must not be used when addressing adults. Always use "usted".

etiquette



The interpreter should introduce themselves to the LEP.



Establish a base-line of the LEP's knowledge of English, and if services are wanted.



Establish rules of conduct for the meeting.



Have all necessary copies of translated documents available.



The interpreter should be prepared to translate any specialized vocabulary which will be used during the event.



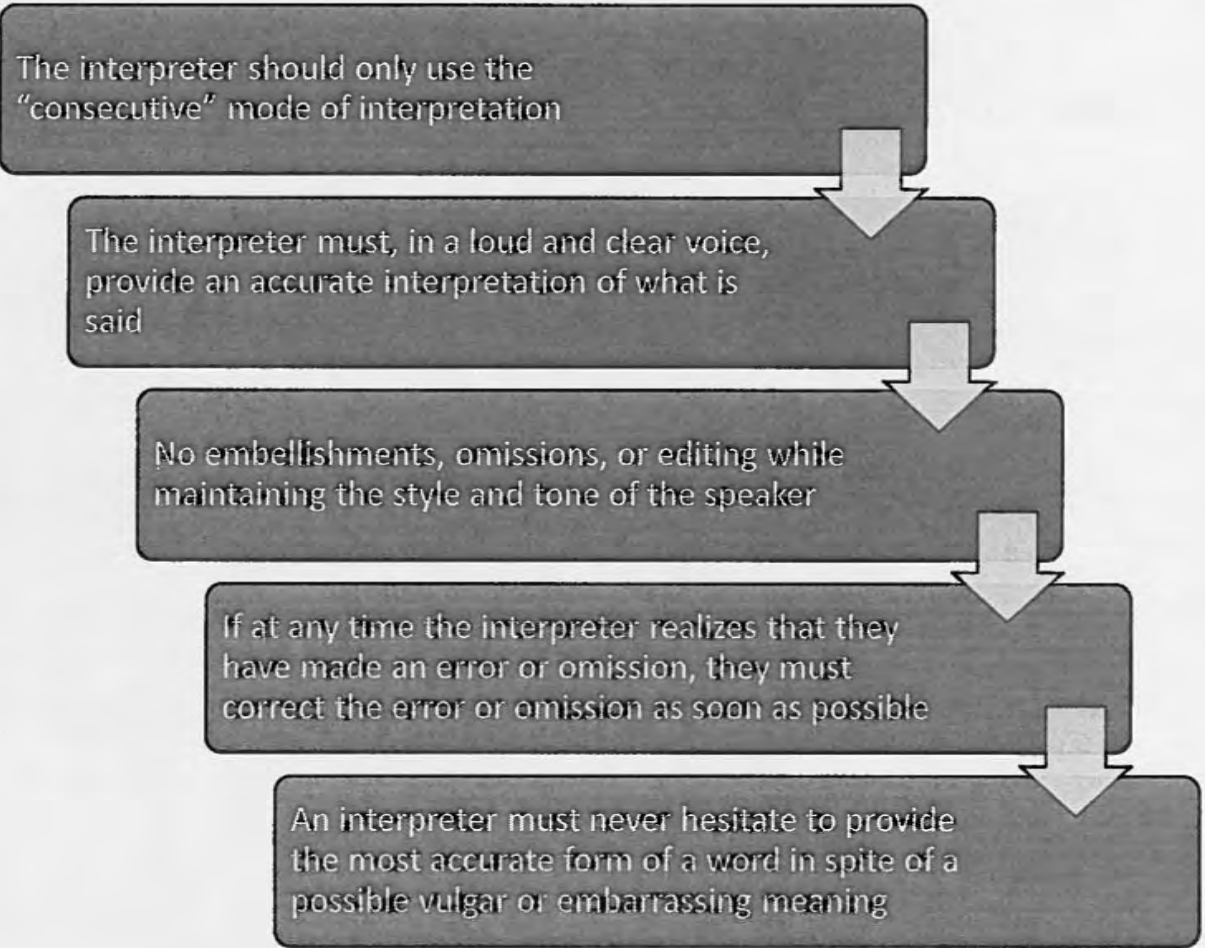
The interpreter should use the compilation of standard phraseology for handling interpretation of often repeated portions of proceedings.



PPT Terminology Dictionary: Spanish - English

Preparation

The interpreter should only use the "consecutive" mode of interpretation



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graph TD; A[The interpreter should only use the "consecutive" mode of interpretation] --> B[The interpreter must, in a loud and clear voice, provide an accurate interpretation of what is said]; B --> C[No embellishments, omissions, or editing while maintaining the style and tone of the speaker]; C --> D[If at any time the interpreter realizes that they have made an error or omission, they must correct the error or omission as soon as possible]; D --> E[An interpreter must never hesitate to provide the most accurate form of a word in spite of a possible vulgar or embarrassing meaning];
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Proper interpretation



A complete and faithful interpretation must be made.



When idioms or other terms are used that are not co-definitional, and the speaker's meaning is clear to the interpreter, the closest appropriate term or phrase must be chosen.



If a term or phrase can reasonably take on more than one meaning, or if the interpreter is unfamiliar with the term, the interpreter must note such on the record.



The interpreter must never correct erroneous facts presented by anyone in questions to non-English speaking individuals.

Proper interpretation

Proper interpretation

The interpreter must never correct the statement made by an LEP individual.



The interpreter must never infer or prompt a particular response.



For example, if an LEP individual is asked to clarify a prior answer regarding a direction or place, the interpreter must pose the question as asked and not volunteer what the interpreter thought the LEP individual meant.



The interpretation must be conducted in the first person. That is, the answer to "What is your name?" would be "My name is John Doe" – not "He says his name is John Doe."

Proper interpretation

- Proper names must never be interpreted but, instead, left in their own language
- Example:
 - *Shoreline Interpretations LLC shouldn't be translated as "interpretaciones de la costa"*
 - *You SHOULD translate Bridgeport Board of Education to "Junta de Educación de Bridgeport"*
- Any foreign words must be spelled exactly as stated for the benefit of those in attendance.



Individuals may be emotional – angry, afraid, or sad



As an interpreter, you will work closely with these people – and it may be hard, at times, to maintain neutrality and professionalism



Remember: the interpreter is the link whereby communication between the parties is established – the interpreter is NOT a party to the event



Maintain a professional attitude



Stay calm




Use common sense



Exercise good judgment

Maintaining distance and professionalism

Difficult and
uncomfortable
situations



Unexpected situations – individual does not speak clearly

There will be times when eliciting responses from LEP individuals can be difficult

Individuals will often not speak clearly and distinctly

They may ramble, mumble, talk into their hands or clothing, use unusual vocabulary, only move their head in response to the questions asked, etc.

If you feel that this makes it impossible for you to give a complete and accurate interpretation, you should make that known in a respectful way



Although it should not happen, oftentimes people will talk over each other or interrupt each other



This can happen, for example, if the LEP individual starts to answer a question before the question is finished, or the LEP individual answers compound questions as the interpreter is asking it



If possible, the interpreter should state that the interpretation is not yet complete



If the situation becomes too confusing, this should be made known

Unexpected
situations –
individual does
not speak
clearly



Whispering or other distracting noises can be surprisingly disruptive to your interpretation



Even something as simple as a loud clock on the wall might break your concentration



If this is the case, you should make this known so that your interpretation is not disturbed

Unexpected situations – **DISRUPTING NOISES**



If the LEP individual is nervous, they will tend to start speaking very quickly and not stop to allow time for interpretation



The interpreter can and must indicate at what point they should stop



This can be done with hand signals or by interrupting the response and starting the interpretation



This can be difficult at first, but the alternative is to have the individual speak for a long period of time, making it difficult or impossible to retain and interpret all that is said

**Uncomfortable
situations –
INDIVIDUAL
SPEAKS TOO
QUICKLY**



Sometimes questions will be phrased in such a way that they are almost unintelligible and extremely difficult to understand, much less interpret



REMEMBER – it is not the job of the interpreter to rephrase or edit a question to make it more understandable – you must translate the question exactly as it is asked



However, if a question is so convoluted that **YOU** cannot interpret it, feel free to ask for the question to be repeated or rephrased

Uncomfortable situations – convoluted QUESTIONS



Uncomfortable situations – challenge to the interpretation

- Those who speak the same non-English language may challenge the interpretation, either questioning a word choice or claiming that the interpreter is not “saying what he means”
- This can be especially difficult if they are rude or belligerent
- If you are certain of your interpretation, state so – if you made an error, correct it immediately
- Remain calm at all times, do not get into arguments or feel intimidated
- Remember – they may be innocently mistaken

Interested in becoming a
Certified Interpreter?

How to become Certified

Confused? Difficult
Scenarios? Need to
Clarify?

Contact Me!

QUESTIONS AND ANSWERS