



Communication with English Learners and their families.

When interacting with any of our English Learners (ELs) or their families, keep in mind that some parents and students might not be able to fully communicate with you, but they understand more than we give them credit for. These two tips might be helpful when talking to any of our EL community members.

A. Smiles are understood by all. Care and compassion have no language. A warm and friendly demeanor will express much more than words. When parents sense you are genuinely concerned about their son or daughter, they will connect with you and it will improve their child's school experience.

B. Standard English. EL Parents and student will be able to understand the gist of the message if you speak slowly and avoid slang, idioms, and analogies. Ask for their "two-cents" and they may hand you some change instead of giving you their input. Likewise, an analogy may help a native English speaker more clearly understand a teaching strategy or approach, but to a non-English speaker, it may be completely confusing.

Translator and Interpreter Requests and Procedures

Please note the following procedures and terms for acquiring translators/interpreters in your school. Authorized personnel at all schools are to contact translators/interpreters according to district procedures and arrange times for meetings requiring interpretation services or for written translations.

All interpretation and translation services to afford parents meaningful communication about their students must be provided by certified interpreters/translators. In accordance with these guidelines, the following procedures will be followed:

1. All SpEd translations/interpretations should be forwarded to the corresponding department.
2. For academic matters concerning ESOL students or families:
 - Interpreters/translators may be arranged by the International Welcome Center to assist staff in conveying messages to non-English proficient parents or guardians on matters dealing with academic performance of ESOL students. Visit <https://www.richlandone.org/Page/4882> to request this service.
 - Requests for interpreters/translators must be made two weeks in advance to allow for the requisition process as required by the district purchasing procedures.
 - The services of a certified interpreter/translator must be used for official meetings or written communications.
 - Please refrain from asking your ESOL or FL teachers to interpret or translate documents for parents.
 - The interpreter company requires at least a 48-hour cancellation notice. If not, a two-hour minimum will be charged at school expense.

3. For emergency situations concerning ESOL students or families:
 - LanguageLine Solutions is used for interpretation services in cases of emergency.
 - The list of languages for interpretation is listed in Appendix 1.
 - Contact Alicia Arias or Xenia Nation at the International Welcome Center (803.212.1475) to arrange a 3 way call among the school, our office, and the interpreter.
 - See the LanguageLine Quick Reference Guide in Appendix 2 for more information and procedures about this service.

4. If your school needs translators/interpreters concerning other matters:
 - The Department of Foreign Languages and International Programs has used Certified Translation Services, (803) 781-7017, in the past and would recommend them as they provide quality service and a relatively quick turnaround at a reasonable cost.
 - If you choose to use a different company, please be sure their interpreters/translators are certified and the company is insured and bonded.

Frequently Asked Questions:

1. Why are the translations services required?

A memorandum from the Office of Civil Rights (1970) was published requiring school districts to "adequately notify language-minority parents of school activities that are called to the attention of other parents. In order to be considered adequate, such notice may have to be provided in a language other than English."

2. What is required?

School districts must have a plan in place to handle any communication issue that may arise. This includes a list of qualified and trained translators/interpreters. There must be a procedure in place to provide communication in ANY language requested. The use of Google Translate or other apps are not permitted. The district is also required to have a database of Limited English Proficient parents who request documents (written or oral) in another language. The LEA needs to have a process in place to keep track of who has requested these services as well as when the services were requested and provided.

3. What does "Educationally Meaningful" mean in the memorandum from the Office of Civil Rights (1970)?

This refers to any documents that are important to a student's success in school; that are necessary for parents to attend school functions, meetings, etc. and communicate the rights of Limited English Proficient parents that is substantive and will help ensure the success of their child in the classroom. These documents may include, but not limited to:

- Information about language assistance programs
- Special education and related services
- Individualized Education Program (IEP) meetings
- Grievance procedures
- Notices of nondiscrimination
- Student discipline policies and procedures
- Registration and enrollment

- Report cards
- Requests for parent permission for student participation in district or school activities
- Parent-teacher conferences
- Parent handbooks
- Gifted and talented programs
- Magnet and charter schools

These documents or meetings must translated by certified interpreters/translators.

What is not considered "Educationally Meaningful" in the memorandum from the Office of Civil Rights (1970)?

- Calls home to remind parents of an upcoming meeting or conference
- Calls to let parents know that their child is ill and needs to go home

At this time, these documents/activities will not be done by certified interpreters/translators.

When do I need translation services and when do I need interpretation services?

Translators work on written documents, such as handbooks, transcripts, and IEPs. Interpreters, on the other hand, are involved in projects that require live translation; for example, conferences and meetings. We are required to provide meaningful communication that is written or spoken. At times, it may make more sense to provide this information orally rather than in writing. For instance, if a parent attends an IEP meeting with an interpreter present and the IEP is reviewed and the team confirms that the parent fully understood what was discussed. The IEP document does not have to be translated. It is also important to confirm that a parent can read the targeted language. At times, a telephone e call or meeting to inform a parent about an upcoming event may be more appropriate.

Appendix 1

Over-the-Phone-Interpreting Language List

Additional languages and dialects may be available. Rare languages may require additional interpreter connect time.

Acholi	Dutch	Jakartanese	Mien	Sichuan Yi
Afrikaans	Dzongkha	Japanese	Mina	Sicilian
Akan	Edo	Javanese	Mirpuri	Sinhalese
Akateko	English	Jingpho	Mixteco	Slovak
Albanian	Estonian	Jinyu	Mizo	Soga
Amharic	Ewe	Juba Arabic	Moldavian	Somali
Anuak	Fanti	Jula	Mongolian	Soninke
Arabic	Farsi	Kamba	Montenegrini	Sorani
Armenian	Fijian	Kanjobal	Moroccan Arabic	Spanish
Ashante	Finnish	Karen	Napoletano	Sudanese Arabic
Assyrian	Flemish	Karenni	Navajo	Sunda
Azerbaijani	French	Kashmiri	Neapolitan	Susu
Azeri	French Canadian	Kayah	Nepali	Swahili
Bahasa	Fukienese	Kazakh	Nigerian Pidgin	Swedish
Bahdini	Fula	Khmer	Norwegian	Sylheti
Bajuni	Fulani	K'iche	Nuer	Tagalog
Bambara	Fuzhou	Kikuyu	Nupe	Taiwanese
Bantu	Ga	Kinyarwanda	Nyoro	Tajik
Barese	Gaddang	Kirundi	Oromo	Tamil
Basque	Gaël	Korean	Pampangán	Telugu
Bassa	Gaelic-Scottish	Kosovan	Papiamento	Thai
Behdini	Garre	Kpelle	Pashto	Tibetan
Belussian	Gen	Krahn	Patois	Tigre
Bengali	Georgian	Krio	Pidgin English	Tigrina
Berber	German	Kunama	Plautdietsch	Toishanese
Bosnian	Gheg	Kurdish	Pohnpeian	Tongan
Bravanese	Gorani	Kurmanji	Polish	Tooro

Bulgarian	Greek	Laotian	Portuguese	Toucouleur
Burmese	Gujarati	Latvian	Portuguese - Brazilian	Tshiluba
Cambodian	Haitian Creole	Lingala	Portuguese - Cape Verdean	Turkish
Cantonese	Hakka	Lithuanian	Portuguese - Creole	Twi
Catalan	Hakka - China	Luba-Kasai	Pugliese	Ukrainian
Cebuano	Hakka - Taiwan	Luganda	Pulaar	Urdu
Chaldean	Hausa	Luo	Punjabi	Uyghur
Chaochow	Hebrew	Maay	Putian	Uzbek
Chin Falam	Hindi	Macedonian	Quechua	Vietnamese
Chin Hakha	Hindko	Malay	Quichua	Visayan
Chin Mara	Hmong	Malayalam	Romanian	Welsh
Chin Senthang	Hunanese	Maltese	Rundi	Wodaabe
Chin Tedim	Hungarian	Mam	Russian	Wolof
Chuukese	Ibanag	Mandarin	Rwanda	Yemeni Arabic
Croatian	Icelandic	Mandingo	Samoan	Yiddish
Czech	Igbo	Mandinka	Seraiki	Yoruba
Danish	Ilocano	Manobo	Serbian	Yunnanese
Dari	Indonesian	Marathi	Shanghainese	Zarma
Dinka	Inuktitut	Marka	Shona	
Diula	Italian	Marshallese		

FOR MORE INFORMATION

www.LanguageLine.com / 1-800-752-6096

Translation and Localization Top Requested Language List

More than 200 languages and dialects are available.

Afrikaans	Farsi	Khmer	Serbian
Albanian	Finnish	Korean	Sinhalese
Amharic	French (Belgian)	Laotian	Slovak
Arabic	French (Canadian)	Latvian	Somali
Bahasa	French (Euro)	Lithuanian	Spanish (Iberian)
Bengali	German	Macedonian	Spanish (Latin)
Bosnian	Greek	Malay	Sudanese Arabic
Bravanese	Gujarati	Malayalam	Swedish
Bulgarian	Haitian Creole	Mandinka	Tagalog
Catalan	Hebrew	Marathi	Tamil
Chinese (Simplified)	Hindi	Norwegian	Telegu
Chinese (Trad-HK)	Hmong	Oromo	Thai
Chinese (Traditional)	Hungarian	Polish	Turkish
Croatian	Icelandic	Portuguese	Ukrainian
Czech	Italian	Punjabi	Urdu
Danish	Japanese	Romanian	Vietnamese
Dutch	Javanese	Russian	
Estonian	Kashmiri		

Languageuc® Video Remote Interpreting Language List

Arabic

Cantonese

Haitian Creole

Korean

Mandarin

Nepali

Polish

Portuguese

Russian

Somali

Spanish

Vietnamese

American Sign Language

FOR MORE INFORMATION

www.LanguageUc.com / 1-800-752-6096

Appendix 2

Quick Reference Guide

IMPORTANT INFORMATION:

WORKING WITH AN INTERPRETER -At the beginning of the call, briefly tell the interpreter the nature of the call. Speak directly to the limited English proficient individual, not to the interpreter, and pause at the end of a complete thought. Please note, to ensure accuracy, your interpreter may sometimes ask for clarification or repetition.

3-WAY CALL – Use the conference feature on your phone, and follow the instructions above to connect to an interpreter. If you are initiating the call, get the interpreter on the line first, then call the limited English proficient individual. If you are receiving a call, ask the caller to "Please Hold," and then conference in the interpreter.

LANGUAGELINE DUAL HANDSET PHONE – If you have a LanguageLine Dual handset phone, lift the handset and press the pre-programmed button to dial, then follow the prompts. Once connected to an interpreter, give the second handset to the limited English proficient individual.

CUSTOMER SERVICE – To provide feedback, commend an interpreter, or report any service concerns, call 1-800-752-6096 or go to www.LanguageLine.com and click on the "Customer Service" tab, scroll to "Provide Feedback" and complete a "Voice of the Customer" form.