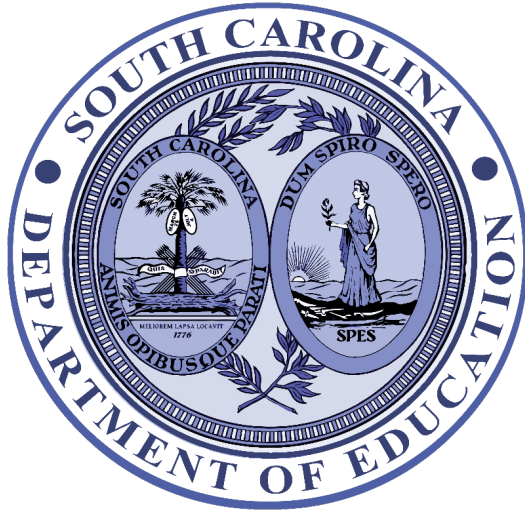




Effective Communication for Families of Multilingual Learners and Immigrant Students

March 12, 2024

Susan Murphy
Dr. Ingrid Corpuz

Office of Federal and State Accountability Diversity, Inclusion, and Access Team (DIA)

Susan Murphy

Title III/Multilingual Learner and
Immigrant Program State Coordinator

SMurphy@ed.sc.gov
(803) 734-1601



Dr. Ingrid Corpuz

Title III/Multilingual Learner and
Immigrant Program Manager

ICorpuz@ed.sc.gov
(803) 734-2738



Today's Purpose

- Introduction activity
- Translation vs. Interpretation
- What: Translation and Interpretation Obligations
- Who: Determining Families for Translation and Interpretation Services
- How: Steps Schools and Families Can Take
- Closing Activity



Clap twice if...

- You have been in a meeting with an interpreter.
- You have used a telephonic interpretation service.
- You know how to pull a report in PowerSchool to determine which languages your families prefer to communicate in.
- You feel confident in your knowledge regarding translation and interpretation service obligations.



Translation vs. Interpretation



Translation or Interpretation



TRANSLATION



INTERPRETATION

Turn and Talk



Do you know what language(s) represent the families you work with at your district/school?

How do you communicate with families that speak/understand a language other than English?



How many languages do you believe are spoken by
families in South Carolina school districts?

121



Did you know?

Top Primary Home Languages in South Carolina in 2024 (2.6.24)

- | | |
|-----------------------|-----------------------|
| 1. English - 708,168 | 6. Vietnamese - 1,240 |
| 2. Spanish - 65,463 | 7. Ukrainian - 1,094 |
| 3. Russian - 2,772 | 8. Mandarin - 1,013 |
| 4. Portuguese - 2,409 | 9. Gujarati - 983 |
| 5. Arabic - 1,277 | 10. Telugu - 776 |

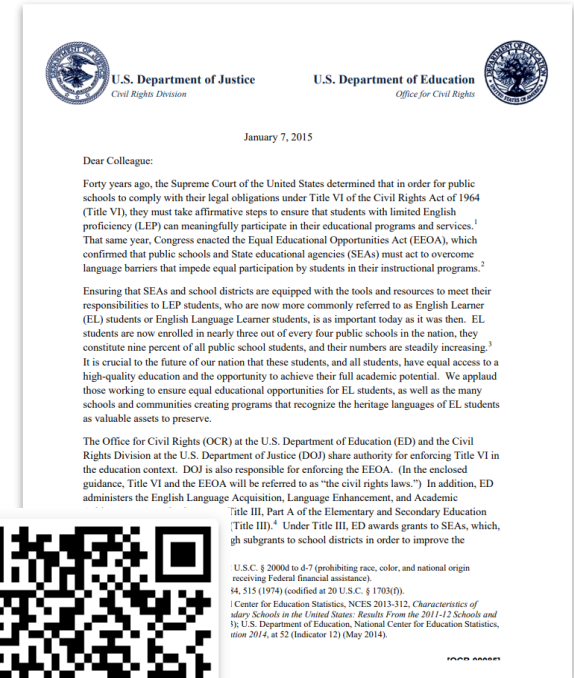


Translation and Interpretation Obligations



2015 Dear Colleague Letter

- Section J: Ensuring Meaningful Communication with Limited English Proficient (LEP) Parents
 - From the U.S. Department of Education and Department of Justice - Civil Rights
 - Obligation to ensure meaningful communication with Multilingual Learner (ML) families in a language they understand
 - Adequately notify ML families of information about any program, service, or activity that is called to the attention of non-ML families
 - Keep in mind parents can be acquiring English even if their child(ren) is proficient in English



2015 Dear Colleague Letter Continued

This essential information includes but is not limited to information regarding:

- 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, and
- Gifted and talented programs.



Information that must be translated under Title I, Part A

Information that must be translated under Title I, Part A

Information to be translated	Citation
Student achievement information.	ESEA Section 1111(b)(2)(B)(x)
Annual report cards for state and local educational agencies.	ESEA Section 1111(h)(1)(B)(ii)
Parents' right to know information about teacher qualifications.	ESEA Section 1112(e)(1)(A) ; ESEA Section 1112(e)(4)
Information about a school's Title I, Part A plan.	ESEA Section 1114(b)(4)
Information about a school identified for improvement status, including: •What it means to be identified for improvement; •Why the school was identified for improvement; •What the state and local educational agencies are doing to address problems leading to improvement status; •How parents can be involved in addressing issues related to school improvement; and •Parents' rights to transfer children to different schools when they are enrolled in schools identified for improvement.	ESEA Section 1111(d)
LEA and school parent and family engagement policy, including: •Meaningful consultation opportunities for setting parent and family engagement policy and activities; •Information about school parent engagement programs; •Notifications of Title I meetings; and •Notifications about school family engagement activities.	ESEA Section 1116
Notifications about student identification as an English learner, including: •Reasons for identification; •The student's English proficiency and academic achievement levels; •Language instruction educational program options, including exit requirements; and •Parents' right to decline to enroll their child in an LIEP.	ESEA Section 1112(e)(3)(A)



Who Can Provide Translation & Interpretation?

Yes

- ✓ Staff that are trained and qualified
 - Proficient in targeted languages
 - Ethics
 - Understand school procedures and the academic terminology used
- ✓ Language phone lines
- ✓ “Competent outside resources”

No

- ✗ Students
- ✗ Parents, family members, guardians, friends
- ✗ Untrained staff members, including bilingual staff members



OCR FAQ and USED EL Toolkit – Chapter 10



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 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 or interpret for me?

No. Schools must provide translation or interpretation from appropriate individuals and may not rely on or ask students, siblings, friends, or untrained 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 that helps the school identify potential English learners, who are eligible for assistance services. If your child is identified as an English learner, the school in writing within 30 days of the school year starting with information about English language proficiency level, programs and services available to meet educational needs, and your right to opt your child out of a program or part of English learners. For more information about the rights of English learners, <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-student>



Updated November 2016

CHAPTER 10

TOOLS AND RESOURCES FOR ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS



This is the tenth chapter of the English Learner Toolkit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-el-student-parents.html>.

ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS



KEY POINTS

- SEAs and LEAs have an obligation to communicate meaningfully with limited English proficient (LEP) parents and to notify LEP parents adequately of information about any program, service, or activity called to the attention of non-LEP parents.
- LEAs must have a process to identify LEP parents and provide them with free and effective language assistance, such as translated materials or an appropriate and competent interpreter.
- Appropriate and competent translators or interpreters should have proficiency in target languages, ease of written and oral expression, knowledge of specialized terms or concepts, as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.

Research shows that strong family-school relationships are an indicator of student success (Weiss, López, & Rosenberg, 2011). Communication with limited English proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education.

SEAs and LEAs have an obligation to communicate meaningfully with LEP parents and to adequately notify them of information about any program, service, or activity called to the attention.

Successful communication provides school-related information the decisions about, and be helpful children's education. This may include information about language special education and related services, and procedures, registration and requests for parent permission.

*This chapter has been updated to reflect changes in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The U.S. Department of Education has released a non-regulatory guidance (NRG) about ESSA and its impact on the rights of English learners. The text of the ESEA, as amended, is available at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-el-student-parents.html>.

You can access [Tools and Resources for Ensuring Meaningful Communication with LEP](#) at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-el-student-parents.html>

DOJ AND OCR OFFICE FOR CIVIL RIGHTS AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS



Additional SCDE Resources



South Carolina Title III Multilingual Learner and Immigrant Children and Youth Program

Translation and Interpretation Certification Programs

This list is not comprehensive. However, LEAs must know of possible options they have for translation and interpretation certification. If any other program would like to be added or removed from this list, they may do so by contacting the Title III program office at the SCDE at any time.

1. [American Translators Association](#)
2. [Carolina Association of Translators & Interpreters](#)
3. [Clemson University - American Sign Language - English Educational Interpreting Certificate](#)
4. [Family Connections](#) (Interpreter Ethics training is under development)
5. University of South Carolina Upstate, [Professional Spanish, Interpreting in Educational Settings](#)
6. University of Georgia - [Professional Interpreter in Education](#)
7. University of Georgia - [Professional Interpreter in Special Education](#)
8. University of Massachusetts Amherst - [Online Certificate in Translating and Interpreting](#)

Title III funds may be used for translation and interpretation services for the specific family outreach and training activities found in Title III (d)(6), or (e)(A) but not those required by the OCR under Title VI or Act (Lau) or other federal programs, including IDEA and Title I of the Elementary and Secondary Education Act. Translation or interpretation cannot be paid with Title III funds due to the supplement, not supplant [Sec.3115 (g)].

For example, translation of communications, outreach, and training is permitted solely to families of MLs regarding the Title III-specific language program, if permissible. Also permissible are translation and interpretation services supporting outreach programs and events for fulfilling Title III, §31-13-10, to enhance and supplement the Title III-A LIEP.



South Carolina Title III Multilingual Learner and Immigrant Children and Youth Program

Title III Translation and Interpretation Service Vendors

The SCDE Title III program office surveyed districts near the end of the 2020-21 school year to obtain examples of potential translation and interpretation vendors. This list is not comprehensive. However, LEAs must know of possible options they have for these essential and required services. If any certified vendor would like to be added or removed from this list, they may do so by contacting the Title III program office at the SCDE at any time.

1. [806 Technologies](#)
2. [Benoit Language Services, Inc.](#)
3. [Capital Linguists](#)
4. [Carolina Translation Co.](#)
5. [Certified Languages International](#)
6. [Choice Translation](#)
7. [Communicar Spanish Language Services](#)
8. [DEAFinitely Taking Requests](#)
9. [DTS Language Services](#)
10. [Global Interpreting Network](#)
11. [Global Translation Systems](#)
12. [HIT Services LLC](#)
13. [LanguageLine Solutions](#)
14. [MIN Interpreter and Translations LLC](#)
15. [Palmetto Interpreters](#)
16. [Syncroz Language Solutions](#)
17. [Transperfect](#)
18. [Universal Translation Services and](#)
19. [Voiance](#)



IEP Meeting Interpreter Script



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Spoken Language Interpretation Script for IEP Team Meetings

This script defines the role of the spoken language interpreter for the Individualized Education Program (IEP) team and provides guidance for member participation in IEP team meetings where an interpreter is present.

Directions

- The script is to be read aloud by the Local Educational Agency (LEA) representative or IEP team lead during the welcome/introduction of team members. The interpreter interprets the script to the family in their primary language to model good interpretation from the start. The LEA representative or IEP team lead should pause after 2-3 sentences for interpretation.
- The IEP team lead or LEA representative will facilitate the meeting as usual.

RUTLEDGE BUILDING • 1429 SENATE STREET • COLUMBIA, SC 29201
PHONE: 803-734-8500 • FAX: 803-734-3389 • ED.SC.GOV

Spoken Language Interpretation Script

We have with us today ___, who is a ___ language interpreter. His/her role in this IEP team meeting is to interpret everything said in the meeting and not to summarize, rephrase, or add personal commentary. He/she is not a part of the decision-making group but rather, provides interpreting services to assist IEP team members in making decisions.

(Pause for interpretation.)

Everyone, please remember to pause frequently (after every 2-3 sentences) and allow time for the interpreter to communicate what was said. Look at the person you are addressing and not the interpreter.

(Pause for interpretation.)

Please refrain from side conversations and speak one person at a time. If you have a question or need clarification, please ask the appropriate team member to explain what they mean or to rephrase.

(Pause for interpretation.)

A copy of the finalized IEP in English will be provided to the parents at the conclusion of the meeting or soon thereafter. Parents may also request a translated copy of the IEP in their primary language. The District will process such requests within a reasonable amount of time, which can vary based on the language requested and the complexity and length of the IEP.

(Pause for interpretation.)

Does anyone have any questions?

RUTLEDGE BUILDING • 1429 SENATE STREET • COLUMBIA, SC 29201
PHONE: 803-734-8500 • FAX: 803-734-3389 • ED.SC.GOV



EdPlan SC (new IEP system)

- Startup timeline for EdPlan SC is slated for July
- This provides immediate unofficial translation of IEPs and related documents
 - English, Spanish are written into the contract
 - Pilot for 6 months (starting in July, but will continue payment after districts provide feedback): Vietnamese, Portuguese, Chinese Simplified, Arabic, and Russian
- Official translation of IEPs must go to a qualified translator when families request and official translation of the IEP
- Interpreters are still required and will use the [interpreter script](#) (reminder: interpreters are not advocates)
 - [Interpreter Guidance](#)
- Other questions? Sara Garrett, SGarrett@ed.sc.gov



Determining Families for Translation and Interpretation Services



Enrollment Survey



Enrollment Survey: Section I

Section I: This portion of the Enrollment Survey (ES) must be completed for *all* students upon first-time enrollment in South Carolina public schools and at registration each year.

Information collected within the ES is strictly for educational and program purposes. A local educational agency (LEA) must comply with Family Educational Rights and Privacy Act (FERPA) guidelines. Under federal law, all children, regardless of their citizenship or residency status, are entitled to equal access to free public education.

Student Name: _____
Date of Birth: _____
Today's Date: _____

Right to Translation and Interpretation Services

All families have the right to information about their student's education in a language they understand. An interpreter and translated documents **must** be provided by the district, free of charge when needed.

In what language(s) would your family prefer to communicate with the school?

Oral Communication Language(s): _____
Written Communication Language(s): _____

Title I Part C: Education of Migratory Children & Youth

SCDE Provides: Arabic, English, Gujarati, Hindi, Mandarin, Portuguese, Russian, Spanish, Tagalog, and Vietnamese



PowerSchool Fields/Enrollment Survey

Language First Acquired	(blank) - English	▼
Language Spoken Most Often	(blank) - English	▼
Primary Home Language	(blank) - English	▼
Oral Communication Language	SPN - Spanish	▼
Written Communication Language	SPN - Spanish	▼



Steps Schools and Families Can Take



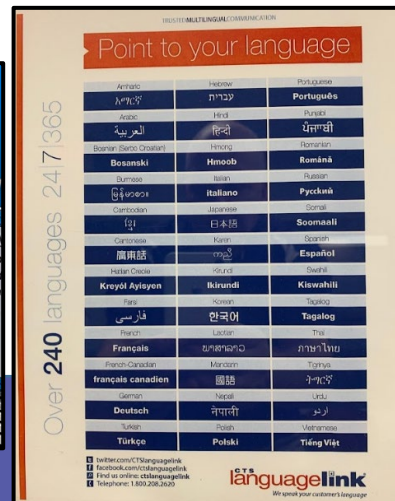
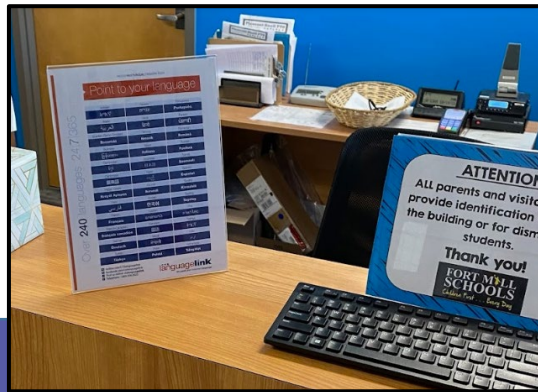
Build Strong Relationships Between Families and Schools

- Parent involvement → Family engagement
- It occurs over time and needs to be established and nurtured
- Schools must understand families' cultures and integrate cultural traditions throughout the school
 - Invite families to volunteer
 - Encourage families to help children integrate their cultural and linguistic traditions into school assignments and extracurricular activities



Welcoming Environment

- When you walk into the front office of a school, what do you see?
 - Is it culturally inclusive and welcoming to all families?
 - Are there signs, pictures, etc. that provide language access for families?



Website Resources

- Is your school and district website accessible to families?

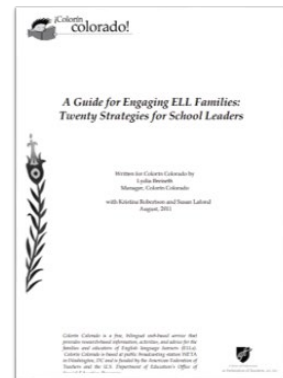
The image shows a screenshot of the Union County Schools website. The main header features the Union County Schools logo and the text "Union County Schools". Below the header is a large banner image of a school building. Overlaid on the banner is a blue box with the text "Bienvenidos a las Escuelas del Condado Unión" and a paragraph in Spanish: "Las Escuelas del Condado de Union y sus partes interesadas se comprometen primero con los estudiantes en la construcción de una comunidad, la excelencia y el aprendizaje permanente." Below this is the hashtag "#HaciendoGrandesCosasUCSD".

On the right side of the banner, there is a yellow language selection menu. The menu has a search bar labeled "search languages..." and a list of languages. The languages listed are: inglés, Chino simplificado), Francés, Alemán, criollo haitiano, hindi, italiano, coreano, Polaco, ruso, ✓ español, tagalo, and vietnamita. The menu is powered by Google Translate.



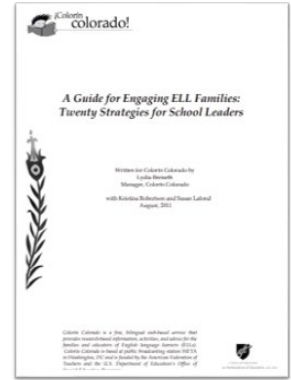
A Guide for Engaging ELL Families: Twenty Strategies for School Leaders

- Strengthen home-school partnerships
- Recognize and build upon your own ML families' strengths
- Harness the energy and ideas of staff, families, and students in shaping those partnerships
- Mobilize and empower staff to become teacher leaders
- Engage school-wide staff members beyond the ML/bilingual departments
- Create a culture of respect throughout the school community
- Learn how to advocate for and allocate resources on behalf of ML families
- Encourage all participants to keep trying new, creative approaches until they find what works
- Implement the changes needed to make your new plan successful



Quick Tips

- Learn about your ML population and their families.
- Think through the scheduling of important school events.
- Share information with staff regarding cultural celebrations.
- Display student work on the walls. Display maps and flags of students' native countries.
- Include bilingual and multicultural books in the school library.
- Create brochures/documents that are translated into native languages.
- Have staff learn common phrases from the native languages represented.
- Encourage the use of the native language in school and at home.
- Hire staff or volunteers that represent different cultures and languages.
- Encourage families to ask teachers questions or reach out when they need assistance.



Other Resources

[Multilingual Learning Toolkit](#)

Family Engagement - How can you welcome and engage families of Multilingual Learners as active partners in their child's learning?

- Pre-K - 3rd grade strategies available

[Ellevation Toolkit](#)

Engaging and partnering with families of multilingual learners

- There is a variety of content and resources about successful family engagement strategies from school districts and experts across the country



Closing Activity – True or False

- The Enrollment Survey contains questions to obtain communication language preferences from families. 
- Schools only need to provide translation and interpretation services if it is within their top 5 languages or if there are 50 or more of those language speakers. 
- Students or siblings can provide interpretation services if a trained member is unavailable. 
- Translation and interpretation is a civil right for families to meaningfully participate in their child(ren)'s education. 



Thank you for joining our session!



Thank You!

Susan Murphy

Title III/Multilingual Learner and
Immigrant Program State Coordinator

SMurphy@ed.sc.gov
(803) 734-1601



Dr. Ingrid Corpuz

Title III/Multilingual Learner and
Immigrant Program Manager

ICorpuz@ed.sc.gov
(803) 734-2738

