



## LAKESIDE UNION SCHOOL DISTRICT

*Igniting Passion in Today's Students for Tomorrow's Opportunities*

### Translation and Interpreter FAQ

#### [Request Translation / Interpretation Support](#)

Immediate Translation for Urgent Matters - 3-Way Call Line

- Toll-Free Number: **1.855.774.5859**
- Customer Code: **7A6281**

#### Legal Requirements For Translation Services

- If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of the grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.
- In addition, EC Section 48985 (c) requires the California Department of Education (CDE) to notify districts, by August of each year, of schools within the district where languages other than English are spoken by 15 percent or more of the student body and for which translations of parental notifications are required.

**NOTE:** Special Education Translation is separate from general education translation and interpretation. For Special Education translations/interpretations, please contact Danielle Stein, [dstein@lsusd.net](mailto:dstein@lsusd.net)

#### Types of Translation and Interpretation

Format	Type	Setting	Considerations	Best for	Cost
Translation	Written	Off-site, flexible time frame	When translating legal documents, sites should use trained translators.	Sharing important site-wide written documents and notices.	Typically \$0.18 per English word but costs can vary depending on translator availability and the complexity of the task.
Interpretation	<b>Consecutive</b> - takes turns with other speakers. The client speaks, then stops, the interpreter interprets, then stops.	Live, in-person Live, over three three-way calls or Zoom	Because speakers alternate, events with consecutive interpretations may take up to twice as long.	1:1 parent meetings like parent-teacher conferences Small group events with one translated language	\$75 per hour Late cancellations will be responsible for the full fee.  +.65 for every mile over 10 miles traveled
Interpretation	<b>Simultaneous</b> - The interpreter speaks at the same time as the other	Live, in-person	Requires translation-specific headphones. Cognitively taxing for	Large events that include group presentations and group meetings.	\$90 per hour Late cancellations will be responsible for the full fee.

	speaker, lagging a few seconds. Listeners listen through headphones.		interpreters and should be limited to trained interpreters. Buffer in the necessary time for interpreters to get set up with technology.	Good for events where multiple languages need to be translated simultaneously.	+.65 for every mile over 10 miles traveled
Interpretation	Sight translation - The Interpreter orally translates a written document often to relay critical information that does not require a response.	The off-site, flexible time frame or live, in-person	The interpreter is relaying information and is not equipped to answer questions or relay complex information back to sites	Inviting parents to school events, and notifying parents of critical information that does not require a response (upcoming testing, attendance, etc). Can be recorded for autodialer.	Special pricing must be individually quoted.

**\*\*Three-way calling is billed per minute at \$1.45 per minute. Video/Zoom interpreting services are billed at \$1.99 per minute with a 15-minute minimum.**

## Translation and Interpretation Q&A

### Q: What types of documents should a school consider translating

**A:** Schools are only required by law to translate documents when an ELL population is above 15% meaning that we are not currently *required* to translate documents and communications. However, sites should still consider translating key documents that will support student achievement. Examples of documents that sites may want to translate include:

1. Report cards and other academic progress reports
2. Information about discipline and the disciplinary process
3. Requests for parent/guardian permission for student participation in district/school-sponsored programs and activities
4. Promotional materials and announcements distributed to students that contain information about school and district activities for which notice is needed to participate in such activities (testing, extracurriculars, parent-teacher conferences, etc)
5. Parent/guardian handbooks

### Q: Who provides translation and interpretation support?

**A:** For Spanish translation and interpretation of non-legal documents, we suggest using your site Spanish bilingual staff and community liaisons. Please ensure that community liaisons are only providing translation and interpretation for family-related tasks. For languages where there is no on-site bilingual staff, LUSD contracts with the African Alliance.

### Q: Who pays for Translation and Interpretation services?

**A:** Some translation/interpretation services fall under the district budget and some services come out of site budgets. Site SPSAs should budget for translation/interpretation services. If you are unsure who should absorb the cost, please contact Michelle Perkins.

District Budget	Site Budget
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**Q: What is the cost of translation?**

A: See the matrix above for cost. Cost varies by job and task. All jobs, with the expectation of 3-way calls, are quoted before booking to ensure cost transparency.

**Q: What does a school need to do to request translation/interpretation?**

A: An authorized school employee completes the translation/Interpretation request form. Please submit requests a minimum of 10 workdays before the event. Translation/interpretation services cannot be guaranteed for requests made outside of the required timeframe. For Spanish translation and interpretation, please exhaust all internal resources before submitting a request.

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**Q: What if I have an urgent matter that requires immediate interpretation?**

A: African Alliance also offers three-way phone translation. This is charged by the minute and best for quick calls. Schools should not use the 3-way translation service for non-urgent matters. The 3-way service should be used to address immediate behavior, health, attendance, enrollment, etc. concerns. This service should not be used to provide interpretation for scheduled events, parent-teacher conferences, general outreach, etc.

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**Q: What happens after a request is submitted?**

A: Your request is submitted to the African Alliance. The African Alliance secures an interpreter and sends confirmation to Michelle Perkins. Michelle Perkins confirms with the initial requester.

**Q: We want to be more thoughtful about supporting our multilingual families. What are some suggestions for increasing communication?**

A: First, I suggest running a list of primary home languages to determine how many parents at your site prefer communication in a language other than English. Then I would dig in a bit and determine which families would benefit from translation. Your school may have 15 languages represented but it is not financially feasible or sustainable to provide translation and interpretation for all families all the time. You may have a family whose 2020 paperwork indicates they prefer communication in Japanese but they are now comfortable with English communication. Knowing your families and their needs can help streamline support.

From there your site leadership team may want to brainstorm a list of all the critical information and special events to prioritize what and when translation and interpretation should occur. Below is a list of optional places and spaces that might benefit from translation and interpretation as well as suggestions for implementation. This is not an exhaustive list!

What	Why	Best Practice	Other Considerations
Translating site-specific discipline, attendance, and other key policy	Families and students who are new English learners may have different customs and values surrounding education. They may also have limited knowledge of how US public	Avoid including specific dates or any information that must be updated year to year. This will allow your site to reuse the documents until the original English version is	You should also include a blurb only for ELLs that provides information about attending school in the US, who to contact at your site for questions,

documents.	schools operate, getting these key documents to families will help set up new ELLs and their families for success.	revised.	and how to request translation support if needed.
Translating site-specific forms like field trip permission slips, requests for intervention, etc.	It is important that our ELL students have access to all aspects of schooling. Opportunities should not be limited due to a language barrier.	Again, whenever possible, create a generic form that can be reused over and over. For things like field trip permission slips a general overview of field trips can be translated once and reused. We can use Google Translate to complete documents to add in dates/times, etc.	
Interpreter for Parent Teacher Conferences	It is so important that our families have the opportunity to meet with their child's teacher.	Schools may want to consider having the interpreter call families to schedule meetings. This will result in a higher turnout. Schools should draft a script that can be read when interpreters call families.	Schools should consider giving ELL families priority selection of times/dates for P/T conferences. At minimum, schools should develop a scheduling system so that families who want/need translation, have access to translators.
Interpreter for school-wide events	It is equally important that families feel connected to the school community and as a welcomed member of the school.	For large centralized events where there will be a formal introduction/presentation, it is best to schedule interpreters to provide simultaneous interpretation. Schools may want to consider having the interpreter call families to schedule meetings. This will result in a higher turnout. Schools should draft a script that can be read when interpreters call families.	For more informal events where families explore at their own pace, you might want to consider having a couple of interpreters available as needed.
Pre-recorded audio-dealer messages and/or pre-written text messages.	Having pre-recorded messages readily available will help to distribute information to families when needed.	Pre-record generic messages that are frequently sent out to ensure all families are receiving critical information. Examples: 1) As a reminder, tomorrow is an early out day. Please pick your child up by____. 2) Your child was absent from school today. As a reminder, attendance matters. Unless your child	If you send text messages, you may receive responses that are in a language that no one at your site reads. Please be prepared to use Google Translate and other resources to reply, if needed.

		is ill, please send them to school every day.	
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