

Administrative Directive Title: Translation and Interpretation Services	AD Number: 4.207.2	Adopted: April 2019 Former Descriptor: IS9
Policy References: Board Policy 4.207 - English Language Learners	Revised: 7/19; 1/23	

1 Murfreesboro City Schools is committed to promoting access to language accessibility services to
 2 engage parents and guardians whose primary language is not English. Interpretation and translation
 3 services are available free of cost to all District parents, staff, and students, who may request
 4 services directly from the school.

5 Translation and interpretation services will be performed by appropriate and competent individuals
 6 only. Schools may not rely on or ask students, siblings, friends, or untrained school staff to translate
 7 or interpret for parents. Except in the case of emergency where there is a clear and imminent
 8 danger, children shall not be used as interpreters for formal or official information.

9 School principals and ESL teachers are the primary contacts at the school level for accessing any
 10 required services. Individuals may also contact the School Support Services Department at 615-
 11 893-2313, ext. 10041 for more information about interpretation services.

12 **DEFINITIONS**

13 Interpretation relies on the spoken word. It refers to the process of orally rendering communication
 14 from one language into another language.

15 Primary language refers to the language spoken by a student’s parent/guardian or the predominant
 16 language spoken in the student’s home. Parents may have more than one primary language and/or
 17 dialect.

18 Translation is the conversion of written information from one language into equivalent information
 19 in another language.

20 **TRANSLATION**

21 Written translation will be provided for all vital documents (i.e., documents that include essential
 22 information, including but not limited to notices, reports, statements, or records) that are otherwise
 23 provided to English-speaking parents, from and to English, in Spanish and Arabic.

24 Written translation will be provided for any other requested languages to the extent practicable.
 25 Where it is not practicable to provide written translations to a parent with limited English
 26 proficiency, documents will be orally translated for such parents. Parents may respond to these
 27 documents either in English or their primary language.

28 All vital documents sent to families identified as speaking a language other than English, Spanish,
 29 or Arabic, the school shall use a cover page in the family’s primary language explaining how a

30 parent may receive interpretation of the form and should offer interpreters to ensure parents
31 accurately report their language communications needs on the forms. In the case of families whose
32 primary language is a non-written language, whenever feasible, interpretation shall be arranged in
33 order to provide language accessible information.

34 Web-based automatic translators (e.g., Google Translate) is appropriate only if the translated
35 document accurately conveys the meaning of the source document, including accurate translations
36 of technical vocabulary and the translation is reviewed and edited by someone qualified to do so.

37 **INTERPRETATION**

38 The district will only use competent interpreters who are fluent in English and in the requested
39 language. The district will ensure that interpreters understand any terms or concepts that will be
40 used during the meeting. Interpretation may be made available in person or, where that is not
41 practicable, over the phone.

42 Any interpreter used by the district will be a neutral party and will communicate everything said
43 during the conversation. Interpreters shall not omit or editorialize on the content of the
44 conversation that they are translating. The district shall ensure interpreters understand their role
45 and the requirement that they keep information confidential.

46 Parents/guardians may voluntarily choose to decline the district's offer of an interpreter and choose
47 instead to rely on an adult friend/companion or relative for language and interpretation services,
48 but staff may not suggest this as an alternative to providing appropriate language and interpretation
49 services.

50 The district will provide interpretation services when necessary and feasible to parents and
51 guardians whose primary language is not English to enable participation in school-based as well
52 as district-wide programs and activities, including but not limited to:

- 53 • Parent conferences, information meetings and workshops
- 54 • Student discipline, including suspension and expulsion, and disciplinary hearings
- 55 • Referral, assessment or placement of students for special education
- 56 • Other activities pre-approved by the Student Support Services Department

57 **EMPLOYEE TRAINING**

58 All district staff shall be advised at least annually of:

- 59 • How to access, or help parents/guardians access, translation and interpretation services;
- 60 • Resources and supports available from the school and/or the district for language access
61 services for parents and guardians whose primary language is not English;
- 62 • Training for appropriate school-based and district-level personnel on the procedures and
63 best practices with respect to the district and school's roles in facilitating the provision of
64 services; and
- 65 • Other information deemed necessary to implement these procedures.

Legal References
Title VI, 34 C.F.R. Sec.100.3