



**Prince George's County Public Schools:
Supporting Our International Students and Families**

Blueprint for Maryland's Future: EL Workgroup

September 14, 2021

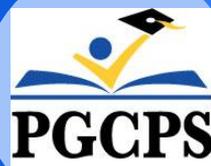
Dr. Jennifer Love

131,657
students

153
languages

145
countries

59,972
International
students



208
schools

28,224
ELs



Language Access & Equity



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 remember that 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 staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to 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 form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

Language Access Laws



Title VI



Executive Order 13166



1970 Memo



2015 guidance



Title I



Title III

PGCPS Office of Interpreting & Translation

"Connecting Families & School Communities"

- Established in 1993; formalized in 2010
- Temporary on-call interpreters; representative of 21 languages
- Full-time translators & temporary on-call translators
- Interpreting Coordinator & Translation Coordinator



2020-21 Interpreting Data

19,285 requests

98% fill-rate

2020-21 Translation Data

4,201 projects

Target word count

8,510,523



Building Bridges: Language Access Resources

Pre-arranged meetings & events

In-person & virtual remote interpreters

On the spot & “outbound”

Telephonic interpreting

Bilingual staff are valued and critical for direct communication!



**LANGUAGE
ASSISTANCE
NEEDED**

HELLO! I am a parent/guardian of a PGCPS student and I speak _____ . I need assistance in my native language.

PGCPS STAFF: Please call Language Link at **1.877.737.4999** and have your school/office code available in order to access a phone interpreter and communicate effectively.

PARENTS OR STAFF: If you have any questions, please call the Office of Interpreting and Translation at **301.408.5511** or email interpreter@pgcps.org.

Title VI, Civil Rights Act of 1964

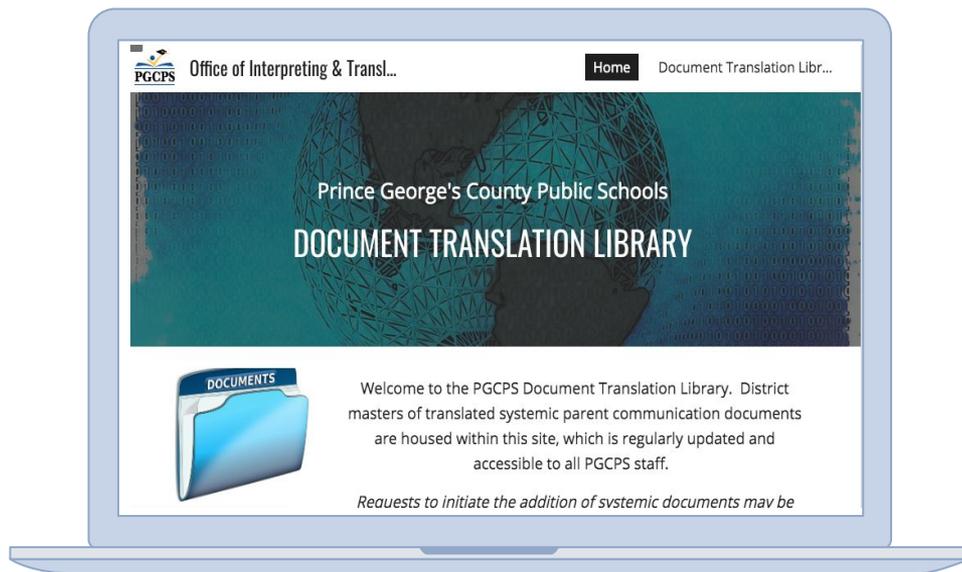


Building Bridges: Language Access Resources

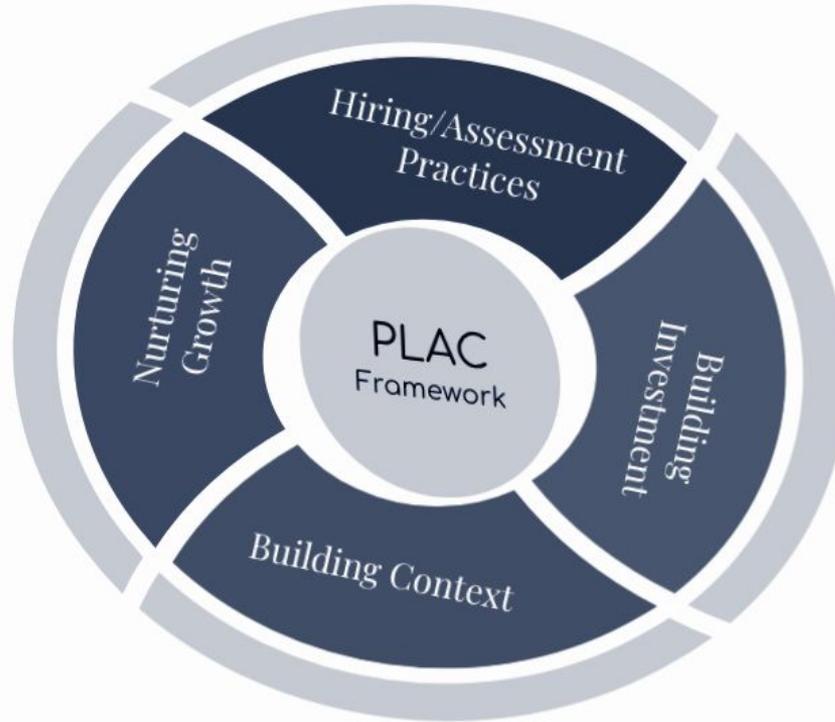
Translation “On-Demand”

*Systemic projects &
school-based communication*

Document Translation Library



Professional Language Access Community



Love (2018)



Hiring/Assessment Practices



Human Resources Position Control

Job descriptions,
posting timeline, and
iRecruitment
management



Interview & Assessment Protocol

Interview process,
interpreter
assessment and
translation
assessment with
rubric



Qualified & Capable Language Access Team

Language access team with a
balance of skill and credentials
to provide professional and
efficient services across the
district.



Building Investment

- Language Access Administrative Procedure
- Process-oriented workflow
- New interpreter training/ translation staff on-boarding
- Interpreter Bank Handbook & Standards of Practice
- Internal terminology glossaries
- SY22 High school course: *Foundations of Interpreting & Translation*





ADMINISTRATIVE PROCEDURE

Language Access Services for Communication with
Parents and Guardians
Who Are Not Primary Speakers of English

1400
Procedure No.

May 29, 2018
Date

I. **PURPOSE:** To provide procedures and outline resources to provide professional, equitable, effective, and timely language access services for families in order to access information and vital communication from the school system.

II. **BACKGROUND:** Federal civil rights laws, including Title VI of the Civil Rights Act of 1964, prohibit discrimination or exclusion of any person from programs on the basis of race, color, or national origin. The United States Department of Education, Office of Civil Rights, in collaboration with the United States Department of Justice provided guidance¹ and information for parents and guardians who are not primary speakers of English and for the schools and school districts that communicate with them.

Under this guidance, school districts must communicate vital information to parents and guardians who are not primary speakers of English in a language they understand, to allow them to make well-informed decisions about their children's

Prince George's County Public Schools

Interpreter Bank

A Handbook for Professional Practice
"Connecting Families & School Communities"



Office of Interpreting & Translation



Dr. Monica E. Golden
Chief Executive Officer



Building Context

Back-to-School PD

August



- District updates
- OIT procedural updates
- Back to School information
- Specialized training

Mid-Year PD

December



- Scenarios & reflective practice
- Infants & Toddlers/Early Childhood Council updates
- Cultural Connections

End of Year PD

June

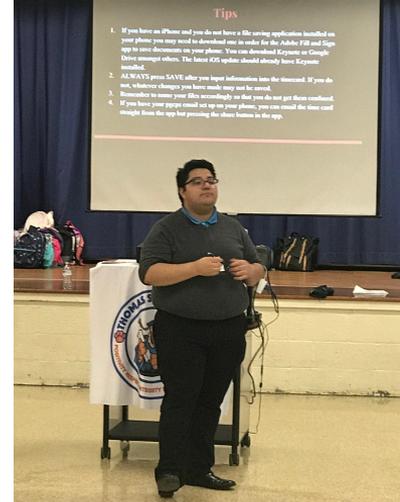


- Recognition & Celebration!
- Opportunities for professional growth
- Specialized training



Nurturing Growth

- Attending professional conferences & workshops
 - o American Translators Association (ATA)
 - o National Capital Area Translators Association (NCATA)
 - o Maryland ELL Family Involvement Network (MELLFIN)
 - o National Center for Interpretation, University of Arizona
- Leading professional development sessions for the Professional Language Access Community





Supporting Professional School Counselors



Certificate Program for Professional School Counselors

(ESOL Office & International Student Admissions Enrollment Office)

Program developed in conjunction with the University of Maryland specifically aimed to build counselors' capacity in working with and supporting multilingual learners.

Technical Support Sessions

Counselor technical support sessions with ESOL leadership to align scheduling for multilingual learners.

School-Based Professional Development

Counselors are trained on supporting their multilingual learners and the effective use of language access resources.



Supporting Paraprofessionals

**Targeted
Professional
Development for
Paraprofessionals**

**New Program:
Building context-
"Who Are ELs" &
providing strategies
for support**

Over past five years...

SY2022



Thank you!

Jennifer Love, Ed.D.

Supervisor, Language Access & Engagement

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Office of Interpreting & Translation
Prince George's County Public Schools

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