

OPERATIONAL PROCEDURE

DATE:	November 28, 2001	PR.503 COM: Translation and Interpretation
REFERENCE DOCUMENTS:		

Purpose: To provide information about resources for translations services and the translation of central board material

1. Resources

1.0. Freelance Translators and Interpreters (non-Board employees).

This group includes individuals certified by an appropriate professional association or accredited by a recognized governmental organization. The majority of this group consists of individuals who are not formally certified nor accredited, but who are recognized by Board staff as qualified by virtue of their experience in translation and interpretation work particularly in the school system

2.0. Board Staff Who Have Translation And Interpreting Skills.

This group includes staff who use their translating/interpreting skills as an integral part of their work with students and families (e.g., social workers, school community advisors, safe school advisors), as well as other staff such as educational assistants with these skills who offer to provide this service in their school as the need arises.

3.0. Commercial Translation Services Agencies

These agencies normally subcontract out to freelance translators and interpreters. These services tend to be used for primarily for translation of central communications, which require a quick turn around time. It is a more costly service.

4.0. Immigrant Settlement Service Agencies

These agencies are funded federally through ISAP (Immigration Settlement and Adaptation Program), to provide settlement information and counselling to newly-arrived immigrants and refugees, and are mandated to provide translation and interpretation services. However, their focus is on community settlement interpreting (housing, jobs, health, care etc) and their accessibility for school interpreting for parents is limited in many areas of the city.

5.0. Bilingual Family Members (Students)

While the use of student family members may be a practical solution in some interpreting situations it cannot be relied upon as an effective service. It is difficult to expect the child in an interpreting situation to maintain the appropriate objectivity required for effective interpreting when the parent is involved.

DATE: November 28, 2001

The use of qualified free-lance translators and interpreters for interpreting work that cannot be done by Board staff represents the most effective delivery of this service in terms of quality and efficiency at this time. These resources can be organized and assigned by the Board’s school community staff to be available to families of schools across the system based on specific needs.

1. Translation of Central Board Material

The Board frequently provides written communications to parents across the system on important matters of concern to the community and to the Board. The most feasible and cost-effective approach is to provide translations of these materials in the fewest number of languages which account for at least 75% of the non-English communities (see below). Translations will be provided in other languages where specifically requested by a school principal.

1.1. Standard Translation Languages

Cantonese	Russian
Tamil	Punjabi
Urdu	Somali
Vietnamese	Korean
Persian	Arabic
Spanish	Portuguese

The provision of central translations in these 12 languages will be arranged through the office of the Central Co-ordinator of Community Services. The local Area Manager of Community Services will arrange for other translations where requested by principals.

1.2. Trustees’ Communications

With regard to trustees’ newsletters, the determination of languages for translation will be made by individual trustees in consultation with the Communications and Public Affairs Office. When a trustee has a specific need for translation or interpretation services to communicate locally, the use of such service will be invoiced to the trustee’s individual expense account.

2. Interpretation for System-wide Consultations

From time to time, the Board approves public consultations on matters relating to the development of Board policy. These services will continue in order to promote more diverse community participation into public consultations of the Board.

3. Local School Access and Usage of the Services

DATE: November 28, 2001

Schools use a wide variety of translation and interpretation resources. The majority of schools use the services of free-lance translators and interpreters who are listed on the internal resource directories maintained by Board staff.

4. Criteria for Translation and Interpretation

The following criteria will be used to determine what gets translated or interpreted:

Communications related directly to:

- student achievement and well-being;
- health and safety issues;
- rights and responsibilities of parents and students;
- crisis events or emergency procedures.

Contacts:

	Phone	Fax
Lloyd McKell, Central Co-ordinator, Community Services	397-3516	397-3044
<u>Area areas Managers</u>		
North: Helen Kavoukis	395-9806	395-8218
South: Peter Dorfman	397-3458	397-3945
East: Rummana Virji	396-7914	396-7132
West: Sandy Wong	394-7394	394-3846

For more background information related to this procedure, see “Translation and Interpretation Services,” Board Minutes 2001, p. 977.