# WCS Parent Involvement Coordinator Meeting

Focus: *Translation Skills Training*

January 2, 2013, 8:00 – 11:00 a.m.

**AGENDA:**

1. **Building Relationships**
   - Introduce new PIC – Victor Rodriguez
   - Round-robin Share about yourself (using the sentence frames)
     - Marisol – 3
     - Jeanneth – 4
     - Flor – 6
     - Keta – 7
     - Iliana – 8
     - Florinda – 8
   - Share ***FISH*** book ideas that have an impact on your PIC roles & responsibilities (Florinda, Jeanneth, Victor)

2. **Clerical Responsibilities**
   - Turn-in PIC Mid-Year Inventory ***(Any resources needed?)***
   - How many *Sed de Saber* units do you have? How many are checked out? – district inventory
   - Lead PIC Role – (see handout)
   - Keep a record of how often you do IEP translations – give us monthly totals
   - New Flex Log - (see handout)
   - Handout inserts for PIC Handbook -
     - T1 Parent Involvement Plan (Engl/Span)
     - Comp Time/Flex Time Addendum from Nov. meeting
     - List of PIC Duties & abbreviations

3. **Parent classes**
   - Attendance numbers? – monthly totals
   - Record keeping? – Sign-In Sheets
   - Are parents at all schools receiving both services (English/Parenting)?

4. **Translation/Interpretation Services**
   - Office of Civil Rights Requirements – remind schools
     - Remind schools to first call the assigned PIC, but can then call Madeline or other PICs
     - Emergency translation can be provided via speaker phone
   - Provide additional support to schools that are not requesting services
     - Reflect monthly totals on mileage logs
     - Schedule weekly visits

5. **Promoting Parental Engagement in Schools**
    - *Creating Welcoming Schools* book study (JoBeth Allen, 2007)
    - Enlist parent volunteers to read to children in Spanish
    - Designate 1 day a week as Parent Volunteer Day
    - Cultural awareness presentations to staff
        - Could role-play what parents are thinking during parent/teacher conferences
    - Grade-level information meetings at schools with U.S. school information for parents
    - Ideas from other districts (handouts)

6. **Professional Learning –**
    - Computer training - **Jan 15th, Feb 12th, & March 19th**
    - Improving teaching skills:
        - T1 PICs observe a H.S. technology class
        - T3 PICs observe a H.S. foreign language class
    - **Next Meeting** Ideas:
        - Share ideas you & your schools implemented from the *Creating Welcoming Schools* book
        - T1 PICs will model a parent lesson/ T3 PICs will model an English lesson
        - Follow-up on improved translating skills

7. **Translation Skills (PPT & handouts):**
    - All PICS use same terms (spelled the same) across all district documents (Handouts / SharePoint)
        - Report card & district academic terminology
        - CCGPS, ACCESS, MAP, LC, et al. terminology
        - Federal terminology: mandated reporter, Title I, ESEA, etc.
        - Special education / IEP terminology / Evidentiary terminology
    - Common translation challenges:
        a) Vague/confusing English and/or English is misunderstood
        b) Literal translations vs. translating the meaning
        c) Passive Voice in English vs. Active voice in Spanish (handouts)
        d) Common Errors:
            - Syntax/grammar (adjective/noun word order, use of prepositions)
            - Spelling/punctuation (silent "h", y changing to e before i, irregular past participles, accents)
        - Vocabulary (choice of words, idiomatic expressions, colloquialisms)

8. **T1/T3 PICs meet separately to discuss/plan parent classes**