

GUIDELINES AND PROTOCOL

Oral Interpretation Special Education IEP Team Meetings

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Purpose

The purpose of these guidelines is to provide information about IEP team meetings including the following:

- Purpose for convening and conducting the IEP team meeting
- IEP team meeting preparation
- Participants of the IEP team
- Responsibilities of the IEP team for developing an Individualized Education Program (IEP) that identifies special education and related services based on the individual assessed needs of the student.
- Parent options when there is a disagreement between the parent and the District

Los Angeles Unified School District Policy

It is the policy of the Los Angeles Unified School District that Individualized Education Program (IEP) teams include legally required and other appropriate representatives who are responsible for making individualized decisions about special education and related services for eligible students. Based on the student's assessed needs, the IEP team determines the services necessary for the student to be involved and progress in the general curriculum within the least restrictive environment (LRE).

In determining an appropriate special education program for a student with a disability, the IEP team's primary role is one of developing an appropriate educational program that provides the necessary supplementary aids and services for the student to progress in the general curriculum. Special education is a service; it is not a place. Special classes, separate schooling, or other removal of children with disabilities from the general education environment should occur only if the nature or severity of the disability is such that education in general classes, with the use of supplementary aids and services cannot be achieved satisfactory.

Purpose of the IEP Meeting

An IEP meeting is held to determine a student's need for special education and related services, including any necessary modifications and supports, for the student to receive a free, appropriate public education (FAPE). The IEP meeting serves as a communication vehicle between parents and District staff, as equal participants, to make joint, informed decisions regarding the student's needs, appropriate goals and objectives, education program, support, and instructional setting.

The IEP meeting is a record of the decisions made by the IEP team to commit the resources required to address the student's needs for special education services. The IEP team is both a student-centered management tool and a compliance monitoring tool to ensure that students are receiving a free appropriate public education.

Convening an IEP Team Meeting

An IEP team meeting is held:

- Once a year to review the student's progress and placement and to make any needed changes to the IEP;
- Every three years to review the results of comprehensive reevaluation of the student's progress if indicated in the previous IEP;

- After the student has received a formal assessment or reassessment;
- If the parent or a teacher feels that the student demonstrates significant educational growth or a lack of anticipated progress;
- When parent or a teacher request a meeting to develop, review, or revise the IEP;
- To develop a transition plan beginning at age fourteen (14) or younger, if appropriate; and/or
- To determine whether a student’s misconduct was a manifestation of his or her disability before expelling or suspending the student from school for more than ten (10) school days.

IEP Team Participants

The IEP team consists of the following participants:

Parent(s) of Student

A parent or guardian may designate another adult to represent the interests of the student for educational and related services.

If a parent or guardian cannot be identified or located (if a student has been adjudicated dependent or a ward of the court), the District must appoint a surrogate parent for the student’s parents before the IEP meeting is convened to represent the student in all decisions made by the IEP team relating to the student’s educational program.

A General Education Teacher

If the student is, or may be, participating in the general education environment, at least one general education teacher must participate in the IEP meeting to assist in the determination of:

- Positive behavioral interventions and strategies;
- Current levels of performance;
- Supplementary aids and services;
- Goals and objectives that will be implemented in the general education classroom;
- Program and curriculum accommodations and modifications;
- Supports for school personnel; and
- Instructional interventions and strategies.

A Special Education Teacher

At least one special education teacher of the student, or where appropriate, at least one special education service provider of the student.

An Administrator or Administrative Designee

The administrator or administrative designee must:

- Be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of the student;
- Be knowledgeable about the availability of resource of the District, including program options available to address the needs of the student; and

- Have the authority to commit District resources and be able to ensure (by such means as administratively directing, coordinating, monitoring, reporting on, etc.) that the delivery of services that are described in the IEP will actually be provided.

A Person Knowledgeable About Assessment Procedures Used to Assess the Student

A member of the IEP team who is knowledgeable about the assessment procedures used to assess the student, familiar with the results of the assessment and qualified to interpret the results.

The Student, If Appropriate

The student with a disability must be invited to participate as a member of the IEP team if consideration of transition services (in preparation for the transition from school to adult living) is a purpose of the IEP meeting. At age 18, the student assumes the rights afforded to parents and is a required member of the IEP team, unless “conserved” under the law.

When appropriate, the IEP team must also include the following persons:

Other Individuals Who Have Knowledge or Expertise Concerning The Student

Individuals who have knowledge or expertise concerning the student may participate in the IEP meeting, as appropriate, at the request of either the parent or the District.

Preparations Prior to the IEP Team Meeting

The following actions must be taken at the school site prior to the IEP team meeting:

Notification of the IEP Team Meeting and the Parent Attendance

The school must take steps to ensure that one or both parents and staff are present at each IEP team meeting by:

- Scheduling or rescheduling the IEP team meeting at a mutually agreeable time and location with enough advance notice (at least 10 days) so parents have an opportunity to attend.
- Inviting the parent to the IEP with the *Notification to the Parent/Guardian to Participate in Individualized Education Program Meeting* form in the parent’s primary language.
- Providing parents with *A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)* in the parent’s primary language and the *IEP and You* guide.
- Providing staff required to participate in IEP team meetings the same 10-day advance written notice as the parent.
- Encouraging parents to prepare for the IEP team meeting by reviewing progress reports and their child’s current IEP.

Interpreting Services

Arrange for the service of an interpreter:

- Assign a staff member from the “School Roster of Staff Eligible to Interpret at IEP Meetings” to serve as the interpreter at the IEP team meeting. See REF-1596: *Oral Interpretation at an Individualized Education Program (IEP) Team Meeting* for more information.
- In the event that there is no one listed on the roster indicated above for a particular language, an interpreter may be requested from the District’s Translation Unit by completing the online Interpretation Request Form. (For Spanish interpreting services, schools should make every effort to assign staff from the “School Roster of Staff Eligible to Interpret at IEP Meetings”.)

Clarifying Roles and Responsibilities

Clarify the roles and responsibilities of District staff before the IEP team meeting. Each IEP team meeting participant should be expected to:

- Arrive at the IEP team meeting on time and prepared.
- Remain for the duration of the IEP team meeting.
- Ensure that the linguistic needs of the parents and student are addressed.
- Remain attentive to the proceedings of the IEP team meeting throughout the duration of the meeting.

Equipment, Materials, Forms

Required equipment, materials, forms, etc. should be available before the meeting.

Parents intending to electronically audio tape record the IEP team meeting (parent right) must give written notice to the administrator or designee at least 24 hours prior to the meeting. If parents record the IEP team meeting, the District will record the meeting as well.

If District staff wants to audio tape record the IEP meeting, they must notify the parents in writing 24 hours prior to the meeting and inform parents that they have the right to refuse the use of electronic recording devices.

Assessment Reports

Have copies of assessment reports available and translated (unless it is clearly not feasible to do so) according to the timelines specified by District policy (e.g., assessment reports based on assessments conducted by the School Psychologist are to be sent to the parent 4 days prior to the date of the scheduled IEP meeting if requested by the parent).

Scheduling Meetings

A reasonable amount of time to comprehensibly discuss and make recommendations regarding all relevant educational issues.

Meeting Location A meeting location that has privacy, sufficient space, and seating for all of the IEP meeting participants.

REQUIRED INTRODUCTORY IEP MEETING STATEMENTS Required Statements to be Read Aloud at Every IEP (English and all primary languages).

Completion of Present Level of Performance Prior to the IEP Meeting

It is appropriate for staff to come prepared with evaluation findings, and a statement of present levels of performance that may be written in draft form on the IEP document. However, the information written on the IEP form prior to the IEP meeting is always subject to revision during the discussion at the IEP team meeting.

The administrator/administrative designee of the IEP meeting must make it clear to parents at the onset of the meeting that the evaluation findings and statement of present level of performance—the basis for developing goals and objectives—are provided for review and discussion and, as much, may be revised as appropriate during the course of the meeting.

This procedure applies whether these IEP sections are written manually or electronically.

How the IEP Team Meeting Should Be Conducted

All IEP team members including the parent should be knowledgeable of what is going to be addressed during the IEP meeting, and by whom. School staff should make every effort to encourage active parent participation in the IEP team meeting discussion.

Please refer to the District’s electronic Policies and Procedures Manual (ePPM) IEP Meeting Guidelines [Conducting an Individualized Education Program \(IEP\) Meeting](#).

Parents as Active Participants in the IEP Team Meeting

- Throughout the meeting, invite parents to make comments and ask questions.
- Administrator should check for parent understanding at various points throughout the meeting.
- Whenever possible, language should be comprehensible to the general public and the use of educational jargon limited.
- If a parent’s concern or question cannot be addressed at the meeting, a time frame should be given when he/she can expect a response.

IEP Team Meeting Standards

The administrator or administrative designee should facilitate the following process:

Introduction of IEP Team Participants and Roles

When an interpreter is used, clarify the roles and turn-taking procedures that are to be used (e.g., allow time for all communication to be completely interpreted; speak to parents, not the interpreter; IEP participants will take turns talking; or other specific

interpreting procedures to be used at the IEP team meeting) should be communicated by the administrator/designee.

Statement of Purpose for the Meeting and Summary of the Meeting Process

Provide a brief summary of the format of the meeting, including what will take place first, second, third, etc., specific to the purpose of the meeting.

Reading of the six Required Statements

The following statements are **required** to be read aloud at every IEP team meeting, regardless of parent attendance.

- An IEP meeting is a collaborative process, and all participants will be provided the opportunity to ask questions and provide recommendations and suggestions.
- The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit.
- The draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team's deliberations.
- The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination.
- The District considers the family equal partners in the educational decision-making process.
- Any team member may propose an objective or goal in the IEP, even if it is not included in the Welligent goal bank

NOTE: Please see the District's Reference Guide 6672.0 – [New Individualized Education Program \(IEP\) Team Meeting Requirements](#)

Review of Procedural Safeguards, Rights and Responsibilities

Provide parents at the beginning of the meeting with a copy of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" and solicit questions from the parent. Parents must be asked if they understand the explanation of their rights as presented to them. If they do not, their rights need to be summarized again until they clearly understand them.

Confidentiality

Inform parents that the proceedings and results of this IEP Team meeting are confidential and will be used for educational purposes only.

Sections of the IEP

Information to Be Considered

Ensure that parent concerns and the information they provide regarding the student including any independent educational evaluations will be considered in developing and reviewing the student's IEP and documented as appropriate.

Identification of Student Needs

In deciding the educational setting of a student, including a preschool child, the IEP team must ensure that the determination of the educational setting:

- Is made by a group of persons, including the parent, knowledgeable about the student, the evaluation data, and the placement options.
- Is in the school the student would attend if non-disabled, unless the IEP requires some other arrangement, OR is as close as possible to the student's home and does not remove a child with a disability from education in an age appropriate general education classroom.
- Is determined at least annually.
- Is based on the student's IEP.
- Considers any harmful effect on the student, or on the quality of services he/she needs, in selecting the least restrictive environment.
- Takes into account the linguistic needs of the child for effective instruction as required by law.

The Individual Transition Plan (ITP)

Transition planning is written in the IEP in a section referred to as the Individual Transition Plan (ITP). An ITP is required for all students with disabilities with an IEP, beginning at the first IEP that will be active when a student will turn 14 years of age, per LAUSD policy. The ITP is reviewed and revised at least once a year as part of the IEP team meeting. Transition services begin at age 14, but can begin earlier if the IEP team determines it is appropriate. The appropriate transition team includes the student, parents, school staff, as well as any community and/or outside agencies providing support to the student, if applicable.

An ITP is aligned with the student's strengths, abilities, needs, preferences and interests and are identified through age-appropriate assessments embedded in the instructional plan. Assessment tools may include interest inventories, interviews, academic assessment results, or student work samples. The transition assessments provide IEP team members with information needed regarding options for post-secondary education, employment, social skills, community participation, and independent living skills. The results are then used to develop meaningful post-secondary goals and transition activities for the student.

Review/Summary of Recommendations

When all IEP decisions have been made, the content of the IEP should be briefly summarized by the administrator/administrative designee for staff and parents before any participant signs the IEP.

A parent may consent to some components of the IEP and disagree with other components. The components that are agreed upon will be implemented immediately, upon written consent by the parent. Only the portions of the IEP consented to by the parent will be implemented by the District.

Follow-up Actions

Concluding the IEP team meeting:

- Thank parents for attending and participating in the IEP meeting.
- Encourage parents to contact school or other District staff if they have questions or concerns at any time.

- Provide parents with names and telephone numbers of school or other District personnel to contact if they have questions. Parents whose primary language is other than English will be provided with specific information on how these questions and concerns will be addressed in their primary language or other mode of communication (e.g., a bilingual contact person).
- Ensure that individual District team members are clear about specific follow-up actions and timelines for which they are responsible, including completion of District forms.
- Discuss the arrangements for the translation of the IEP, if the parent request that the IEP be translated
- When parents do not agree with any part or all of the IEP, the administrator must inform the parents of their rights, and will assist them in requesting an Informal Dispute Resolution (IDR), mediation only, or a due process hearing.

When the Parent Disagrees with the IEP

There may be instances in which the parents disagree with a portion of all of their child's IEP. The child's last agreed-upon IEP would remain in effect until the disagreement is resolved.

Guidelines Regarding IEP Disagreements

The following guidelines may be helpful when there are disagreements:

There may be instances when the parents and District staff are in agreement about some IEP services, but they disagree about the provision of a particular related service. In these situations, the IEP team should implement the IEP in all areas where there is agreement.

The points of disagreement are indicated on the IEP form.

Sometimes the disagreement is with the placement or type of special education to be provided. In these situations, the administrator/designee might:

- Review the IEP dispute resolutions options available to the parent and explained all of the parent rights in the booklet.

IEP Team Meeting Introductory Statements

A new requirement of the Modified Consent Decree (MCD) mandates that Individualized Education Program (IEP) teams read aloud the following statements at every IEP team meeting, regardless of parent attendance:

- An IEP meeting is a collaborative process, and all participants will be provided the opportunity to ask questions and provide recommendations and suggestions;
- The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit;
- The draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team's deliberations;
- The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination;
- The District considers the family equal partners in the educational decision-making process; and
- Any team member may propose an objective or goal in the IEP, even if it is not included in the Welligent goal bank.

This statement must be read aloud after the Welcome and Introductions are complete at every IEP team meeting, regardless of parent attendance.

Declaraciones introductorias de la reunión del comité de IEP.

- La reunión de IEP es un proceso de colaboración en el que a todos los participantes se les facilitará la oportunidad de hacer preguntas y proveer recomendaciones y sugerencias;
- El comité del IEP tiene la autoridad y responsabilidad de diseñar un programa en que el niño pueda obtener beneficios significativos;
- El texto preliminar del IEP, el plan de intervención de la conducta, o el plan de evaluación pueden cambiar como resultado de las deliberaciones del comité de IEP;
- La decisión relacionada con los servicios afines o la asignación a un programa se realizará durante la reunión del IEP, a menos que los miembros del comité coincidan en que no se tiene la suficiente información para tomar una determinación;
- El Distrito considera la familia como asociados de igual rango durante el proceso de tomar las decisiones educativas; y
- Cualquier miembro del comité puede proponer una meta u objetivo en el IEP, aun si no están incluidas en el banco de meta de Welligent.

Esta declaración debe ser leída en voz alta después de que las bienvenidas y las introducciones sean completas en cada reunión del equipo del IEP, sin importar la asistencia de los padres

PROTOCOL FOR INTERPRETING AT IEP TEAM MEETINGS

Goals of the Interpreter

The goal of the interpreter at an IEP meeting, or any other, is to convey accurate information to all participants. **The interpreter is the communicator of information.** The interpreter accomplishes this through disciplined and rigorous attention to transferring the conceptual message and style from source language to the target language. It is often impossible to find in the target language a direct equivalent for each word uttered in the source language; a truly verbatim interpretation is literally impossible. It is the interpreter's task to mediate between the need to render a verbatim interpretation and the need to convey a meaningful message in the target language.

The limited or non-English-speaking participant should be enabled to hear everything that an English speaker hears, and that the participant be privy to everything that is said – including any comments said in jest "off the record" comments, and other exchanges that occur in the course of a meeting. The conservation of the complete message as spoken by any of the English-speaking participants allows the non-English speaking participant to make critical judgments about his/her child's education. This is the same opportunity offered the English speaker. Conversely, **the interpreter should provide nothing more than is provided for the English speaker—no explanations and no elaborations.**

In order to accomplish these goals, the interpreter should have the following qualities and skills:

- Command and fluency in two languages and be able to adjust level of language from formal varieties to casual forms, including slang.
- Extensive vocabulary of considerable depth and breadth to support the wide variety of subjects that typically arise in the IEP process.
- Ability to interpret in the simultaneous and/or consecutive modes.
- Ability to perform a sight translation of documents.
- Acute memory, concentration and analysis skills.

Ethical Standards and Responsibilities

The interpreter shall render a complete and accurate interpretation.

In order to render a complete and accurate version of the source language message, the interpreter must conserve every single element of information that was contained in the original source language message, including but not limited to the following elements:

- Language level
- Obscenities
- Self-Corrections
- Word choice
- Repetition

The interpreter must remain impartial.

The interpreter's "clients" are all the participants in the IEP process. No matter for whom interpreters are interpreting at a given moment, **they are neutral participants** in the process.

The interpreter must maintain confidentiality.

The interpreter must not reveal any information divulged during the IEP process, unless legally obligated to do so.

The interpreter must confine him/herself to the role of interpreting.

The interpreter must refrain from imparting advice to any of the parties and shall refrain from assuming the role of any of the other on the IEP team meeting.

The interpreter must ask for clarification, a definition, an elaboration and/or explanation when necessary for understanding in order to render an accurate interpretation of the information.

The **interpreter is not an expert** in the areas that are being addressed or with all the information being shared with the parent at the IEP team meeting. The interpreter is expected to ask for a clarification, request a definition, or elaboration and/or an explanation from the party providing the information if necessary so the interpreter can render an accurate interpretation of the information being shared. As much as possible, the **information being shared at the IEP meeting** by the different providers/parties **should be clear and understandable** by all at the IEP meeting. The use of technical terms and education jargon while appropriate for assessment reports may not be appropriate for the IEP Team Meeting.

The interpreter should be prepared for the IEP team meeting.

The interpreter should receive, at a minimum, **24 hours advance notice** that he/she will be serving as an interpreter. He/she should be provided with any document(s) (i.e. student IEP) that will assist him/her in providing an accurate interpretation at the IEP team meeting.

It is imperative that the interpreter have a solid grounding of the working languages and that top priority is given to improving his/ her skills. An interpreter must have a grasp of special education concepts and vocabulary and understand the proceedings in which they are interpreting.

The interpreter is to carry out their duties to the best of their ability.

The interpreter must endeavor to obtain the cooperation of all parties involved in order to create a working environment in which he/she can provide interpreting services at optimum levels. The interpreter is expected to perform to the best of their ability and to provide an **adequate** interpretation at the IEP team meeting.

Prior to Interpreting at an IEP Meeting

The interpreter must obtain information about the meeting.

When assigned to interpret at an IEP meeting, the interpreter should be informed of the location, date, time and name of the student for whom the IEP meeting is being held. Every effort should be made to arrive before the meeting starts and meet the participants before the meeting.

Before the beginning of the IEP Team Meeting

If unfamiliar with the parties, the interpreter should introduce him/herself before the meeting begins, speak to the person who will be facilitating/presiding over the meeting, explain their mode of interpretation and the cue/signal interpreter will use if a break is needed and/or if a clarification, a definition, an elaboration and/or an explanation is requested.

The interpreter should establish a rapport with the limited or non-English speaking parent/guardian (i.e. Spanish speaking) who requested an interpreter. The interpreter should introduce him/herself to the student, student's parents, family members and other parties who require the interpreting services and explain what the interpreter's role is and how the interpreting services will be provided.

Interpreter may request to see documents that will be read or discussed during the meeting.

The interpreter will need to take a few minutes before the meeting to read the documents and get an impression of the vocabulary that will be used during the meeting. If time permits, he/she should ask clarifying questions of the appropriate parties about the subject matter.

The interpreter should sit in a location that will enable him/her to hear all of the parties, see their faces, and, at the same time be in close proximity to the party(ies) for whom he/she is interpreting into the target language, especially if doing so in the simultaneous mode.

Generally, **the interpreter sits on one side of the parent or in-between the parents.** Sitting across the table from the parent(s) is not recommended and may be distracting.

The **interpreter is there to provide a service to the parent(s).** The interpreter needs to **conserve his/her voice.** The interpreter should not be expected to speak loudly for everyone to hear. The parent(s)/guardian is/are the individual(s) that need to hear the interpreter. Remember, the interpreter is generally interpreting throughout the IEP team meeting. The interpreter may request a break depending on their stamina.

Interpreting at the IEP Meeting

The Simultaneous Mode

The most efficient mode for interpreting from the source language into the target language at an IEP meeting is the simultaneous mode. This can be accomplished without a closed-circuit sound system if interpreting for one or two individuals. This mode requires that the interpreter speak at the same time as the source language speaker. The interpreter listens for the message of the source language, while concentrating on understanding the source language message; he/she conveys the message of the preceding passage in the target language. While concentrating on conveying the message stylistically and grammatically, he/she continues to listen for the next message of the source language. Even though the interpreter is speaking at the same time as the source, he/she is lagging behind the speaker at least one unit of thought as he/she interprets. The interpreter must keep up a steady pace while maintaining accuracy at all times.

The simultaneous mode may also be used to interpret from the target language into the source language, if for instance, the meeting is conducted in the target language instead of English, bilingual participants prefer to address the limited or non-English speaking participants in the target language instead of in English, or it is deemed more efficient to do so.

The Consecutive Mode

The most commonly used mode to interpret from the target language (Spanish or other language) into the source language (English) in an IEP meeting is the consecutive mode. The interpreter waits until the speaker has finished the target language message before rendering it into English. The message may last anywhere from a few seconds to several minutes. Because the interpreter represents the voice of the limited or non-English speaking participant, it is imperative for the interpreter to capture every element of the source language message and transfer it as wholly as possible. Depending on the interpreter's perception, processing, retrieval skills, the interpreter will wait anywhere from one thought unit to several before rendering the interpretation. The interpreter should take notes if needed. Paraphrasing/summarizing of the message by the interpreter is not appropriate.

The consecutive interpretation mode is also commonly used to interpret from the source language (English) into the target language (Spanish or other language) at IEP meetings. However, the amount of time needed to conduct the meeting may increase significantly. There is the possibility of

interpreter fatigue, which can lead to interpreter error or the omission, paraphrasing or summarizing of information during interpretation for the sake of expediency.

Sight Translations

The oral translation of a written document, or sight translation, may be appropriate in an IEP meeting, such as when it becomes necessary to convey to the limited or non-English speaking participants the content of an IEP, a report or other document written in English (IEP meetings **are not recommended for the translation of assessment reports**). **It is best practice, if the author of the assessment report provides the highlights or summarizes their report so the interpreter can interpret the information being shared rather than to provide a sight translation of the entire document.** Conversely, the limited or non-English speaking participants may wish to share with the English-speaking participants the contents of documents generated in the target language.

In order to perform the sight translation, the interpreter should first review the document as quickly as possible, and then render a faithful translation in free-flowing, natural-sounding language, while paying particular attention to conserving the register of the text.

Situational Control

In limited situations, the interpreter may need to interrupt a speaker or participants during the meeting if he/she fails to hear a word or phrase, the speaker uses an unfamiliar term, the interpreter forgets part of the speaker's discourse, or other circumstances impede the interpretation. The expectation is that the administrator or designee will monitor the progress of the meeting and intercede if appropriate; however, the interpreter may also do the following if appropriate:

- Request a repetition
- Interrupt the speaker through signals or physical proximity
- Interrupt the proceedings to reduce extraneous noise or distractions
- Interrupt the proceedings to ask participants to speak one at a time
- Interrupt the proceedings to request a break
- Interrupt the proceedings to request that the speaker speak at a slower pace
- Interrupt the proceedings to request that the speaker speak louder or else move closer to him/her so that information can be heard to interpret

When the Interpretation is Challenged

If the interpreter's accuracy or choice of words is challenged by any of the participants, the interpreter may:

- Ask the speaker to repeat him/herself in order to render the interpretation again
- Acknowledge his/her own error and correct it, or conversely, inform the participants that he/she stands by his/her interpretation
- Ask to be excused from the IEP team meeting if he/she feels incapable of adequately performing his/her duties under the circumstances.

Note: Should the interpreter be excused, the administrator/designee must have a substitute interpreter ready to continue with the IEP team meeting.

<p style="text-align: center;">SPECIAL EDUCATION TERMS AND ABBREVIATIONS FREQUENTLY USED AT IEP MEETINGS</p>

Accommodations Changes in the timing, formatting, setting, scheduling, expectations, response, and/or presentation which allow a student to complete the same assignment or test as other students. The accommodation does not change what the test or assignment measures. An example of an accommodation is allowing a student with physical problems who has difficulty writing to give the answer by speaking while other students in the class are required to write the answer. The student with the accommodation is expected to know the same material and answer as completely as the other students.

Adapted Physical Education (APE) A program of gross motor activities, games, sports and rhythms for students with disabilities who cannot safely or successfully participate in the general or modified general physical education programs or a specially designed physical education program in a Special Day Program (SDP).

Adult Assistance (AA) An educational support service for a student whose individual educational needs, typically in the areas of behavior and health, require such support. The type and amount of support must be documented in the student's IEP.

Alternate Curriculum A State and/or District adopted curriculum based on alternate achievement standards for students who cannot succeed in the general curriculum.

Amendment of an IEP An IEP meeting held to amend or change a child's current IEP. An amendment IEP cannot be developed to change eligibility and/or placement.

Annual Review of an IEP An IEP meeting is held at least once a year to discuss a child's progress, and write any new goals or services into the IEP.

Assessment State and District wide assessments that all students take, with or without accommodations, based on the child's curriculum of instruction, grade or developmental level and English language development level. Also see "Initial Assessment" for Special Education" and "Reevaluation".

Assistive Technology (AT) Any item, piece of equipment, product or system, whether acquired commercially "off the shelf", modified, or customized, that is used to increase, maintain or improve the functional capabilities of students with disabilities. It does not include medical devices that have been surgically implanted.

Autism (AUT) A disability significantly affecting verbal and nonverbal communication and social interaction, which adversely affects a child's educational performance. Characteristics of autism, which can occur in any combination and with varying degrees of severity, include: irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Behavior Intervention Plan (BIP) A written document developed by an IEP team when the student exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the student's IEP.

Behavior Support Plan (BSP) A written document developed by an IEP team for any child with a disability experiencing daily behavior challenges in the classroom setting or school setting which

interferes with the child's learning and progress toward mastery of individualized education program goals and objectives. The BSP is developed for behaviors not serious enough to warrant a BIP.

Deaf-Blind (DB) A disability characterized by both hearing and vision impairments which cause severe communication, developmental and educational problems.

Deaf or Hard of Hearing (HOH) A disability characterized by a permanent or fluctuating hearing loss that impairs the processing of speech and language, even with amplification, and that adversely affects educational performance.

Developmental Delay (DD) A disability characterized by differences between a child's development and behavior and the typical development and behavior expected of children of the same age. In LAUSD this eligibility criteria applies to children ages three, four, and five.

Dual Placement/Enrollment A child with a disability is educated part-time in a nonpublic school and part-time in a public school. This decision is made by the IEP team

Early Education Class A class to serve students between the ages of 4 years and 9 months and 7 years and 9 months, with severe or non-severe disabilities, in special education classrooms.

Emotional Disturbance (ED) A child exhibits one or more of the following characteristics over a long period of time and to a significant degree which adversely affects educational performance:

- Inability to learn that cannot be explained by intellectual, sensory, or health factors
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or responses under normal circumstances
- Pervasive mood of unhappiness or depression
- Tendency to develop physical symptoms or fears associated with personal or school problems

Established Medical Disability (EMD) A disabling medical condition or congenital syndrome that the IEP team determines has a high chance of requiring special education services. This eligibility criteria applies only to children ages three and four.

Extended School Year/Intersession Special education and related services provided beyond the regular school year.

Individual Transition Plan (ITP) A plan developed as part of the IEP for a child 14 years of age. The plan identifies goals and activities to prepare for transition from school to adult living based on the child's interests and needs.

Initial Assessment for Special Education An assessment to determine if a child needs special education services. The assessment may include: parent information, response to interventions, teacher information, curriculum-based assessments, State and District test scores, report card grades, observations of the student, other existing data, and individual tests. Parental consent is required for an initial assessment for special education. An IEP meeting must be convened within 60 days from the date of the receipt of parent consent.

Initial IEP A student's first IEP after an initial evaluation for special education whether the student was found eligible or ineligible for special education services.

Intervention Programs Systematic, researched based individualized approaches for providing additional help that a student might need before, rather than after, they have failed. These programs

are available to all students and are implemented and evaluated for effectiveness before a student is referred for special education.

Language and Speech Services (LAS) A related service for eligible students who have articulation, voice, fluency or language disorders.

Learning Center A classroom where general and special education teachers instruct children for specific periods of time and monitor their progress. Children may go to the Learning Center to learn specific skills such as note taking or participate in additional research-based reading and math programs.

Low Incidence Disability (LI) One or more of the following disabilities (which occur less than one percent of the total statewide enrollment in kindergarten through grade 12): hearing, vision and severe orthopedic impairments.

Intellectual Disability (ID) A disability characterized by a significantly below average general intellectual functioning and deficits in adaptive behavior, such as communication, self-care, health and safety, and independent living skills. This eligibility must not be determined by IQ scores alone.

Modification An adjustment to an assignment or test that changes the standard or what the test or assignment is intended to measure. An example of a modification is a student completing an alternate assignment that is more easily achievable than the standard assignment that other students in the class are required to complete.

Multiple Disabilities (MD) A disability characterized by having two or more disabilities. One must be hearing, orthopedic or vision impairment. The term does not include the eligibility deaf-blind.

Nonpublic School (NPS) A school certified by the California Department of Education (CDE) that is an alternative special education placement available to students with disabilities.

Nonpublic Agency (NPA) A private establishment or individual that is certified by the CDE and provides related services necessary to implement a student's IEP.

Objectives Benchmarks or steps toward meeting IEP goals.

Occupational Therapy (OT) A related service to support a child's educational program that assesses and addresses the following areas: postural stability, fine motor skills, visual perception and integration, and sensory motor. School occupational therapy may involve adaptation of a task or the environment, and consist of a combination of direct intervention, consultation, and monitoring.

Orthopedically Impaired (OI) A disability characterized by specific orthopedic or physical needs due to injury, congenital disorder, or disease that adversely affects the child's educational performance.

Other Health Impaired (OHI) A disability characterized by limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, sickle cell anemia or epilepsy, which adversely affects a child's educational performance and is not temporary in nature.

Parent (for special education decision making) Includes a person having legal custody of a child; any adult pupil for whom no guardian or conservator has been appointed; a person acting in the place of a natural or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives; a foster parent if the natural parent's authority to make decisions has been limited by court order; or a district-appointed surrogate parent.

Physical Therapy (PT) A related service to support a student's educational program that assesses and addresses following areas: posture, balance, strength, coordination, mobility; and gross motor skills. School physical therapy may involve adaptation of a task or the environment, and consist of a combination of direct intervention, consultation and/ or monitoring.

Reassessment An assessment conducted any time after the initial assessment and IEP. A reassessment shall not occur more than once a year, unless the parent and the school agree that it is necessary and shall occur at least every three years, unless the parent and school personnel agree in writing that a reassessment is not necessary.

Referral for Assessment Any request for assessment made by a parent, teacher or other service provider. When an oral request is made, the school must offer assistance to the person making the request to put it in writing. A *Special Education Assessment Plan* must be developed and provided to the parent within fifteen (15) days of the receipt of the request for assessment.

Related Services Specific services required to assist a student with a disability to benefit from special education. Some examples of related services are: Adapted Physical Education, Audiological Services, Physical Therapy, Occupational Therapy, Language and Speech Therapy, and Counseling Services.

Resource Specialist Program (RSP) Program to provide instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The goal of the resource specialist program is to enable students with disabilities to succeed in the general education environment.

Specific Learning Disability (SLD) A disability characterized by a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations. It results in a severe discrepancy between intellectual ability and achievement in one or more academic areas that adversely affect a child's educational performance. SLD does not include children who have learning problems that are primarily the result of visual, hearing or motor impairments; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment (SLI) A disability characterized by lack of the ability to understand or use spoken language to such an extent that it adversely affects the child's educational performance. The disability occurs in one or more of the following areas:

- Articulation: The production of speech sounds which significantly interferes with communication and attracts adverse attention.
- Language: Inappropriate or inadequate acquisition, comprehension or expression of spoken language.
- Fluency: Difficulties which result in the abnormal flow of verbal expression to such a degree that they adversely affect communication.
- Voice: A voice that is characterized by persistent, defective vocal quality, pitch or loudness.

Supplemental Programs Research-based reading, writing and math programs to help children improve specific skills, such as reading comprehension and math facts. These programs are provided in addition to the programs used in the general education classroom.

Surrogate Parent A person appointed by the District to assume the role of parent in special education decision making when the student is a ward of the State or the parent is unknown or

unavailable.

Thirty-Day IEP An IEP meeting is held for a student who has an IEP from another school district within 30 calendar days from the date of enrollment.

Traumatic Brain Injury (TBI) An acquired injury to the brain caused by physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.