



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Oral Interpretation at an Individualized Education Program (IEP) Team Meeting

NUMBER: REF-1596.11

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: September 10, 2018

ROUTING
 All Locations
 Local District Superintendents
 Local District Directors of Instruction
 Special Education Administrators
 School Site Administrators

DUE DATE: **October 16 of each school year**

PURPOSE: The purpose of this Reference Guide is to inform school administrators of the due date and procedures for completing and submitting the school roster of staff eligible to provide oral interpretation in the home language of the parent when requested at IEP team meetings. Included are procedures, forms, and resources to assist schools in providing oral interpretation at IEP team meetings when requested by a parent.

MAJOR CHANGES:

- Replaces REF-1596.10, dated August 28, 2017, of the same title, issued by the Division of Special Education.
- Beginning with the 2018-2019 school year, the online submissions are separated by LD. For substantial compliance accountability and monitoring purposes, Local District and Central office supervising administrators and offices will have read-only access to the online submissions using their single sign-on account.
- Updated [Oral Interpretation Guidelines and Protocol](#) - August 2018.

INSTRUCTIONS: 1. Click on your applicable Local District (LD) below to complete and submit the online form:

<u>Local District (LD) Central</u>
<u>Local District (LD) East</u>
<u>Local District (LD) Northeast</u>
<u>Local District (LD) Northwest</u>
<u>Local District (LD) South</u>
<u>Local District (LD) West</u>

2. Sign in using your Single-Sign on;
3. Complete all sections of the form;
4. Please submit one form per school;
5. Ensure the completed form is submitted online to the Division of Special Education no later than October 16th of each school year.
6. Once submitted, a copy of the completed form will be automatically emailed to the email address of the person completing the online form. Please retain a copy at the school site for compliance monitoring purposes.



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BACKGROUND: In recognition of the need for meaningful participation for non- or limited-English speaking parent(s)/guardian(s) at IEP team meetings, the Division of Special Education has designed training for bilingual school site staff, designated by the site administrator, to provide oral interpretation at IEP team meetings and Section 504 meetings. In addition, a glossary of special education terms in English/Spanish, which can be used to assist with oral interpretation at IEP team meetings, can be accessed online at http://translationsunit.com/TSU_2017/Glossary.html.

REQUIREMENTS: Principals are required to complete and submit the School Roster of Staff Eligible to Interpret at IEP Team Meetings to the Division of Special Education and maintain a copy at the school site for compliance monitoring purposes.

School site administrators are responsible for:

1. Completing and submitting online protocol for the School Roster of Staff Eligible to Interpret at IEP Team Meetings, no later than October 16 of each school year.
2. If the same personnel will interpret for an associated magnet school, also include the location code of the magnet school.
3. Identifying and utilizing eligible bilingual school site staff (according to the Eligibility Criteria indicated in this Reference Guide) to provide oral interpretation at IEP team meetings when requested by parents(s)/guardian(s).
4. Accessing the Division of Special Education website for current information on dates and locations for trainings on oral interpretation at the IEP meeting.
5. Ensuring that eligible classified bilingual (qualified by District standards) school site staff, who will be utilized by administrators to interpret at IEP team meetings, register and attend one of the oral interpretation trainings held throughout the District.
6. Maintaining an updated list of District trained classified and certificated bilingual staff eligible to interpret at IEP team meetings at the school site.
7. Ensuring that certificated special education bilingual personnel, who meet eligibility criteria (according to the criteria indicated below) and who are providing or will provide oral interpretation at IEP team meetings, have been given a copy of the District's [*Oral Interpretation Guidelines and Protocol*](#).
8. Ensuring that certificated non-special education bilingual personnel, who meet eligibility criteria (according to the criteria indicated below) and who are providing or will provide oral interpretation at IEP team meetings, have been given the District's [*Oral Interpretation Guidelines and Protocol*](#) and are able to access the District's glossary of special education terms, http://translationsunit.com/TSU_2017/Glossary.html.



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REQUIREMENTS
(Continued):

For substantial compliance accountability and monitoring purposes, Central and Local District office administrators may access the following link(s) for read-only access to the online submissions:

Local District (LD) Central
Local District (LD) East
Local District (LD) Northeast
Local District (LD) Northwest
Local District (LD) South
Local District (LD) West

I. ELIGIBILITY CRITERIA TO INTERPRET AT IEP TEAM MEETINGS:

Classified school site staff: To be eligible to interpret at IEP team meetings, classified staff must meet the following criteria: (a) qualify as bilingual by District standards; (b) complete the District’s IEP oral interpretation training; and (c) demonstrate sufficient knowledge of special education terminology utilizing the District’s glossary of special education terms.

Certificated Special Education Bilingual Personnel: To be eligible to interpret at IEP team meetings, certificated special education bilingual personnel must meet the following criteria: (a) have A-level fluency or a Bilingual Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Certificate of Competence (BCC) and (b) have attended the District’s IEP oral interpretation training and/or have been provided the District’s [Oral Interpretation Guidelines and Protocol](#).

Certificated Non-Special Education Bilingual Personnel: In order to be eligible to interpret at IEP team meetings, certificated non-special education bilingual personnel must meet the following criteria: (a) have A-level fluency or a BCLAD or a BCC; (b) have attended the District’s Oral interpreter training and/or have been provided the District’s [Oral Interpretation Guidelines and Protocol](#); and (c) demonstrate sufficient knowledge of special education terminology utilizing the District’s glossary of special education terms.

II. DETERMINING NUMBER OF ELIGIBLE INTERPRETERS NEEDED AT SCHOOL SITES:

Any school site staff member who is currently being utilized to interpret at IEP team meetings, but who has not yet met the eligibility criteria above, must meet the eligibility criteria within six school months of the date of the IEP team meeting in which the school site staff member was used to interpret.

In determining the appropriate number of eligible interpreters that individual schools may need to provide oral interpretation at IEP team meetings, school site administrators should use the following chart, which is based on the number of requests for oral interpretation at IEP team meetings from the preceding school year.



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REQUIREMENTS (Continued):

Number of Parent Requests for Interpreters at IEP team meetings during the previous school year	Number of Eligible Interpreters Needed for IEP Team Meetings for the current school year
001 - 030	1
031 - 060	2
061 - 090	3
091 - 120	4
121 - 150	5
151 - 200	6

III. IEP INTERPRETER TRAINING:

Principals must make every effort to have appropriate bilingual (qualified by District standards) school site personnel trained, or otherwise eligible, to provide oral interpretation at IEP team meetings.

Principals are responsible for sending appropriate classified bilingual (qualified by District standards) school site personnel to the District’s IEP oral interpretation training.

One-day oral interpretation training sessions are held by the Division of Special Education during the fall and spring semesters at various locations throughout the District for school site classified personnel.

The Division of Special Education will post the schedule of dates and locations of training including registration information on its website annually. Class registration is through the My Professional Learning Network (MyPLN). Keyword: **Interpretation.**

To access MyPLN, users will need to log in using their Single Sign-On username and password (SSO Account). If you don’t currently have an SSO Account, please submit a request through the LAUSD Single Sign-On Self Service Console (<https://sso.lausd.net>).

To Register:

1. Using Firefox as your browser, access [MyPLN](#)
2. Click on LAUSD Employees>> Login using your single sign-on username and password (the same sign-on you use for District e-mail)
3. Go to the “Search” box in your upper right corner.
4. Type in “Interpretation” in the “Search” box.
5. Select *Oral Interpretation Training*.
6. Click Request for your desired date and location.
7. Enrollees will receive an email confirmation of their enrollment.

Training Content:

The first half of the training day is devoted to oral interpretation techniques and issues at an IEP team meeting that are applicable to any language. The second half



REQUIREMENTS
(Continued):

of the training day will focus on guided practice in Spanish language oral interpretation only.

IV. PROCEDURES FOR IEP TEAM MEETINGS:

The administrator or designee of an IEP team meeting should be familiar with the following preparations required for working with an oral interpreter as follows:

- Avoid, to the extent possible, having the staff person acting as an interpreter serve dual roles during the meeting (i.e. having the school psychologist or student's teacher also serve as the interpreter) and when it is not possible, use best practices to conduct meetings to ensure that such individuals may effectively carry out both roles.
- Inform the eligible oral interpreter of the date for the scheduled IEP team meeting at least 24 hours in advance; provide the student's draft IEP document and any documents that will assist the interpreter to provide adequate interpretation.
- Confer with the assigned site interpreter to discuss mode of interpretation (consecutive or simultaneous) and possible cues to be used during IEP team meeting.
- Allow interpreter to determine where his or her preferred seating will be; either next to the parent or an alternative location.
- Clarify the roles and turn-taking procedures that are to be used by IEP team members so that only one person is talking at any time.
- Pace the meeting to include breaks to maintain interpreter effectiveness; interpreter may also request breaks as needed.
- Have IEP team members address and speak in the first person to the parent(s) and not the interpreter.
- Inform the IEP team that the interpreter is a confidential and neutral party; whose purpose as a communicator of information is to provide oral interpretation to support meaningful parent participation.
- Remind IEP team members to speak at an appropriate pace for the interpreter to fully communicate all information provided by each participant.
- Ensure the interpreter maintains neutrality and does not interject their opinion, elaborations, or additional information and does not summarize or omit information.
- Allow the interpreter to request clarifications, explanations, or definitions from individuals providing information if warranted for understanding; information may be requested in segments.
- Avoid long conversations during the IEP team meeting with the interpreter.
- Ensure that the parent(s) understands the oral interpretation by periodically checking for understanding during an IEP team meeting.
- If an eligible interpreter must leave the IEP team meeting prior to it being finalized, or the parent requests that another oral interpreter be assigned, the administrator or designee is responsible for ensuring that an eligible IEP interpreter is available to continue the IEP team meeting or it must be recessed and reconvened on another date when an eligible interpreter can attend.



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RELATED RESOURCES:

BUL-4692.5 *Section 504 of the Rehabilitation Act of 1973*, dated June 15, 2015.

Additional copies of the “English/Spanish Glossary of LAUSD Terminology” are available by downloading the Glossary at:

http://translationsunit.com/TSU_2017/Glossary.html.

ASSISTANCE:

For assistance or further information regarding the oral interpretation training and submission of the school roster, please contact: LaTanya Tolan, Specialist, Division of Special Education, by phone at (213) 241-6701, or via email at

latanya.tolan@lausd.net.

Information regarding Bilingual Status for Classified Staff is available through Personnel Commission at (213) 241-7800.

Information regarding Bilingual Status for Certificated Staff is available through Human Resources at (213) 241-6131.