



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

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

**NUMBER:** REF-1596.9

**ISSUER:** Beth Kauffman, Associate Superintendent  
Division of Special Education

**DATE:** July 25, 2016

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

### ROUTING

All Locations  
 Instructional Superintendents  
 Charter Schools Division Administrators  
 Instructional Directors  
 Special Education Service Center Administrators  
 School Site Administrators  
 Charter School Administrators  
 Nonpublic School Administrators

**PURPOSE:** The purpose of this Reference Guide is to: (1) inform school administrators of District, nonpublic, and affiliated/dependent charter schools of their responsibility to provide parents with oral interpretation in the home language of the parent, when requested, at an individualized education program (IEP) team meeting; and (2) provide procedures, forms, and resources to assist schools in providing oral interpretation at IEP team meetings when requested by a parent.

- MAJOR CHANGES:**
- This Reference Guide replaces REF-1596.8, dated September 21, 2015, of the same title, issued by the Division of Special Education.
  - The Division’s *Oral Interpretation Guidelines and Protocol* is now available online at <http://achieve.lausd.net/Page/10908> (user single sign-on is required).
  - The *School Roster of Staff Eligible to Interpret at IEP Team Meetings* is to be completed and submitted online at <http://achieve.lausd.net/Page/9521> (user single-sign-on is required). (See sample Attachment A)
  - For District-operated schools, failure to comply with timely submission of the *School Roster of Staff Eligible to Interpret at IEP Team Meetings* to the Division of Special Education may result in schools being determined non-compliant and referred to the appropriate Local District for issuance of corrective actions.

**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 [www.translationsunit.com](http://www.translationsunit.com). Principals are required to complete and submit the roster of staff eligible to interpret at IEP team meetings (see Attachment A: *Sample School Roster of Staff Eligible to Interpret at IEP Team Meetings*) to the Division of Special Education, as well as, maintain a copy at the school site.



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**REQUIREMENTS:** 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*, annually to the Division of Special Education, no later than October 16 of each school year via the Division of Special Education website - <http://achieve.lausd.net/Page/9521>. If the same personnel will interpret for an associated magnet school, also include the location code of the magnet school.
2. 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 and Section 504 team meetings when requested by parents(s)/guardian(s).
3. Accessing the Division of Special Education website for current information on training dates and sites for oral interpretation at IEP team meetings.
4. 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.
5. Maintaining a list of District trained classified and certificated bilingual staff eligible to interpret at IEP team meetings at the school site (see Attachment A: *Sample School Roster of Staff Eligible to Interpret at IEP Team Meetings*).
6. 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*.
7. 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 the District's glossary of special education terms.

**ELIGIBILITY  
CRITERIA TO  
INTERPRET AT  
IEP TEAM  
MEETINGS:**

Classified school site staff: In order 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 interpreter training; and (c) demonstrate sufficient knowledge of special education terminology utilizing the District's glossary of special education terms.

Certificated Special Education Bilingual Personnel: In order 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 BCLAD or BCC and (b) have attended the District's interpreter training and/or have been provided the District's *Oral Interpretation Guidelines and Protocol*.



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**ELIGIBILITY  
CRITERIA TO  
INTERPRET AT  
IEP TEAM  
MEETINGS  
(Continued):**

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 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.

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 need in order 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 interpreters at IEP team meetings from the preceding school year. Should a school’s submitted *School Roster of Staff Eligible to Interpret IEP team Meetings* “Attachment A” not indicate a sufficient amount of interpreters per the criteria below, the Division of Special Education will notify principals of this discrepancy and require additional interpreters be added to the roster.

**NUMBER OF  
ELIGIBLE  
INTERPRETERS  
NEEDED AT  
SCHOOL SITES:**

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

**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 Interpreter 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 training locations and registration information on its website by August 30th of each school year. Class registration is through the Learning Zone.



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### **IEP INTERPRETER TRAINING (Continued):**

#### Training Content:

The first half of the training day is devoted to oral interpretation issues at an IEP team meeting that are applicable to any language. The second half of the training day will focus on guided practice in Spanish language interpretation only.

### **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 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 so as to ensure that such individuals may effectively carry out both roles.
- Inform the eligible 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 in order for the interpreter to fully communicate all information provided by each participant.
- Ensure the interpreter maintains neutrality and does not interject their personal 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.
- In the event that an eligible interpreter has to 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



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### **PROCEDURES FOR IEP TEAM MEETINGS (Continued):**

be recessed and reconvened on another date when an eligible interpreter can attend.

### **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 and may be ordered by contacting Reprographics at (562) 654-9052 or via email at [repro@lausd.net](mailto:repro@lausd.net) or by downloading the glossary at [www.translationsunit.com](http://www.translationsunit.com).
- *Special Education Policies and Procedures Manual: Part II, Chapter 4, Section VI*

### **ATTACHMENTS:**

Attachment A: *SAMPLE School Roster of Staff Eligible to Interpret at IEP Team Meetings* (maintain a copy of completed form at site and submit to <http://achieve.lausd.net/Page/9521>.)

### **ASSISTANCE:**

For assistance or further information about the training schedule, please contact: Susan Arguello, Specialist, Division of Special Education, by phone at (213) 241-6701, or via email at [susan.arguello@lausd.net](mailto:susan.arguello@lausd.net).

For assistance or further information regarding the submission of Attachment A, please contact: Oscar Rodriguez, Coordinating Specialist, by phone at (213) 241-6701, or via email at [oscar.x.rodriguez@lausd.net](mailto:oscar.x.rodriguez@lausd.net).

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

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



# Division of Special Education

All Students Life-Ready, College-Prepared, and/or Career-Ready for the 21st Century



## School Roster of Staff Eligible to Interpret at IEP Team Meetings

DIRECTIONS: School staff are requested to thoroughly complete all sections of this form and submit to the Division of Special Education. Please ensure the completed form is submitted to the Division of Special Education no later than October 16. Thank you.

\*NOTE: To be considered eligible to provide oral interpretation at IEP team meetings, staff must meet all of the requirements for their job classification. Refer to pages 2 and 3 of Reference Guide REF-1596.9.

\* Required

### SECTION I: SCHOOL INFORMATION

Local District \*

School \*

Please select school from drop down. If school is not listed please contact [sped.dmar@lausd.net](mailto:sped.dmar@lausd.net). (After opening drop down list you will see in your school's location code to jump to the school.)

Telephone \*

Name of Person Completing Form \*

Email Address \*

Principal Name \*



# School Roster of Staff Eligible to Interpret at IEP Team Meetings

## BILINGUAL STAFF

SECTION II (a): VERIFICATION OF ELIGIBILITY TO INTERPRET AT IEP MEETINGS

**BILINGUAL STAFF 1: Employee Name**

**BILINGUAL STAFF 1: Certificated/Classified**

**BILINGUAL STAFF 1: Employee Number**

**BILINGUAL STAFF 1: Language**

**BILINGUAL STAFF 1: Certification**

**BILINGUAL STAFF 1: Bilingual by District Standard?**

- Yes
- No

**BILINGUAL STAFF 1: Special Education Staff?**

- Yes
- No

**BILINGUAL STAFF 1: Completed LAUSD Oral Interpretation Training?**

- Yes
- No

**BILINGUAL STAFF 1: Knowledge of Special Education Terminology?**

- Yes
- No

SAMPLE