



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

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

NUMBER: REF-1596.8

ISSUER: Sharyn Howell, Associate Superintendent
Division of Special Education

DATE: September 21, 2015

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
 Public School Choice 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-1596.7, dated August 11, 2014, of the same title, issued by the Division of Special Education.
 - Contains updated District policy regarding the requirement to have eligible bilingual interpreters identified for IEP and Section 504 team meetings.
 - Clarifies and elaborates administrative responsibilities.
 - Attachment A: School Roster of Staff Eligible to Interpret at IEP Team Meetings must be completed and submitted online via the Division of Special Education website - <http://achieve.lausd.net/Page/9521>.
 - Failure to comply with submission of Attachment A: *School Roster of Staff Eligible to Interpret at IEP Team Meetings* to the Division of Special Education may result in school being referred to the appropriate Local District Director for non-compliance and 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, the District has provided each school site with a glossary of special education terms in English/Spanish to assist with the Spanish written translation of IEPs which can also be used to assist with oral interpretation at IEP team meetings. The glossary can be found online at www.translationsunit.com. Principals are required to complete and submit the roster of staff eligible to interpret at IEP team meetings (see Attachment A: *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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

REQUIREMENTS: School site administrators are responsible for:

1. Completing and submitting Attachment A: *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 staff is used for a 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, are registered and sent to 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: *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 the District's IEP Interpretation Protocol information.
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 IEP Interpretation Protocol information and the District's Glossary of Special Education terms. You may request the *Oral Interpretation Guidelines and Protocol* from Susan Arguello, Specialist, Division of Special Education, via email at susan.arguello@lausd.net.

**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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

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

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 IEP Interpretation Protocol information.

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 BCC or BCLAD; (b) have attended the District’s interpreter training and/or have been provided the District’s IEP Interpretation Protocol information; 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 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 at the school last 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

IEP INTERPRETER TRAINING (Continued):

The Division of Special Education will post the schedule of training locations and registration information on its website by September 30th of each school year. Class registration is through the Learning Zone.

PROCEDURES FOR IEP TEAM MEETINGS:

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 focuses on guided practice in Spanish language interpretation only.

The administrator or designee should be familiar with the preparations required for working with an interpreter as follows:

- Avoid, to the extent possible, using as an interpreter a staff member who will have to serve dual roles during the meeting (i.e. using the school psychologist, student's aide or teacher) 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; and provide the student's IEP document and the translated IEP copy (if available); and provide any documents that will assist the interpreter to provide adequate interpretation;
- Pace meeting to include breaks to maintain interpreter effectiveness;
- Confer with the assigned site interpreter to discuss mode of interpretation (consecutive or simultaneous) and possible cues to be used during IEP team meeting;
- Inform IEP team that interpreter is a confidential and neutral party; present to provide requested service to the parent;
- Ensure interpreter maintains neutrality and does not interject their personal opinion;
- Allow interpreter to request clarifications, elaborations, or definitions from individual providing information if warranted for understanding; information may be requested in segments and interpreter may request breaks;
- Inform IEP team that interpreter is the communicator of information shared at the IEP team meeting; no elaborations or additional information not shared by a team member allowed;
- Remind IEP team that interpreter will fully interpret all information provided by each participant at the meeting and may not summarize or omit information;
- Allow interpreter to determine sitting placement for self (next to parent(s); needs to conserve voice and only required to speak loud enough for parent(s) to hear interpretation);
- Clarify the roles and turn-taking procedures that are to be used by team members so that only one person is talking at any time;
- Have team members speak in the first person to and make eye contact with the parent(s)/guardian(s) and not the interpreter; provide information at an appropriate pace; and take turns talking (one at a time);



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

PROCEDURES FOR IEP TEAM MEETINGS (Continued):

- Avoid long conversations with the interpreter;
- Ensure that the parent(s)/guardian(s) understands the oral interpretation by periodically checking for understanding during an interpreted IEP team meeting;
- Ensure that an eligible IEP interpreter is available to continue the IEP team meeting in the event that an interpreter has to leave during an IEP team meeting that has not ended, or recess the IEP team meeting to be reconvened at a later date, when an eligible IEP 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 or by downloading the glossary at www.translationsunit.com.
- *Special Education Policies and Procedures Manual*

ATTACHMENTS: Attachment A: *School Roster of Staff Eligible to Interpret at IEP Team Meetings* (maintain a copy at site and <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.

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.

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 September 12. 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-1596.8.

*Required

SECTION I: SCHOOL INFORMATION

School *

Location Code *

Telephone *

Local District*

Name of Person Completing Form *

Email Address *

Principal Name *

SAMPLE

Principal's Signature *

I certify that the information provided on Attachment A School Roster of Staff Eligible to Interpret at IEP Team Meetings School Year 2015-2016 is accurate.

Date *

Month <input type="text"/>	Day <input type="text"/>	2015 <input type="text"/>	<input type="text"/>
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CLASSIFIED BILINGUAL STAFF

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

CLASSIFIED BILINGUAL STAFF 1: Employee Name

CLASSIFIED BILINGUAL STAFF 1: Employee Number

CLASSIFIED BILINGUAL STAFF 1: Language

CLASSIFIED BILINGUAL STAFF 1: Bilingual by District Standard?

- Yes
- No

CLASSIFIED BILINGUAL STAFF 1: Completed LAUSD Oral Interpretation Training?

- Yes
- No

CLASSIFIED BILINGUAL STAFF 1: Knowledge of Special Education Terminology?

- Yes
- No

CERTIFICATED BILINGUAL STAFF

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

CERTIFICATED BILINGUAL STAFF 1: Employee Name

CERTIFICATED BILINGUAL STAFF 1: Employee Number

SAMPLE

CERTIFICATED BILINGUAL STAFF 1: Language

CERTIFICATED BILINGUAL STAFF 1: Special Education Staff?

- Yes
 No

CERTIFICATED BILINGUAL STAFF 1: Certification

CERTIFICATED BILINGUAL STAFF 1: Completed LAUSD Oral Interpreter Training and/or Received IEP Interpretation Protocol?

- Yes
 No

CERTIFICATED BILINGUAL STAFF 1: Knowledge of Special Education Terminology?

- Yes
 No

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SAMPLE