



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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

NUMBER: REF-1596.3

ISSUER: Sharyn Howell, Executive Director
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Division of Special Education

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DATE: October 24, 2011

DUE DATE: December 2, 2011

PURPOSE: The purpose of this Reference Guide is to: (1) inform school administrators of District, nonpublic and 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-1596.2, dated September 20, 2010, of the same title, issued by the Division of Special Education. The due date has been changed to December 2nd. It contains updated District policy regarding the requirement to have eligible bilingual interpreters identified for IEP team meetings and clarifies administrative responsibilities. The same requirements are also applicable to Section 504 team meetings.

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. 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. Principals are required to maintain a roster of staff eligible to interpret at IEP team meetings (see Attachment A: "School Roster of Staff Eligible to Interpret at IEP Team Meetings").

ROUTING

All Locations
Local District Superintendents
Administrators of Instruction
Local District Directors
Support Unit Administrators
School Site Administrators
Teachers
Sp. Ed. Classified Staff



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

PROCEDURES: School site administrators are responsible for:

1. Utilizing eligible bilingual 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).
2. Identifying bilingual staff members eligible to interpret at IEP team meetings and Section 504 team meetings based on the Eligibility Criteria provided in this Reference Guide.
3. Maintaining a list (see Attachment A: "School Roster of Staff Eligible to Interpret at IEP Team Meetings") of District trained oral interpreters and certificated staff otherwise eligible to interpret at IEP team meetings at the school site.

Sending Attachment A, "School Roster of Staff Eligible to Interpret at IEP Team Meetings," annually to the Division of Special Education, no later than December 2nd of each school year.

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 appropriate classified bilingual (qualified by District standard) site personnel who will be used by administrators to interpret at IEP team meetings are registered and sent to the District's oral interpretation training currently available.
5. Ensuring that eligible (according to the criteria indicated below) certificated special education bilingual personnel who are or will provide oral interpretation at IEP team meetings have been provided with the District's IEP Interpretation Protocol information.
6. Ensuring that eligible (according to the criteria indicated below) certificated non-special education bilingual personnel who are or will provide oral interpretation at IEP team meetings have been provided with the District's IEP Interpretation Protocol information and the District's Glossary of Special Education terms.

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

1. 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 standard; (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
(cont.):**

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

3. 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) have knowledge of special education terminology utilizing the District’s Glossary of Special Education terms.

Any site staff member who is currently being used by administrators to interpret, 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 site staff member was used to interpret.

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

Any site staff member who will be used in the future by administrators to interpret, but who has not yet met the eligibility criteria above, must meet the eligibility criteria within six school months after the site receives notice from the Division of Special Education of the number of eligible interpreters needed at the site.

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

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



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

IEP INTERPRETER TRAINING:

Principals must make every effort to have appropriate bilingual (qualified by District standard) 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 standard) site personnel to the District's IEP Interpreter Training indicated below.

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 provides schools, through the [Division's website](#), with a schedule of this training, locations and registration information no later than September 30 of each school year.

Training Content

The first half of the training day is devoted to oral interpretation issues that are applicable to any language. The second half of the training day focuses on guided practice in Spanish language interpretation only.

ADDITIONAL PROCEDURES FOR IEP TEAM MEETINGS:

1. During an interpreted IEP team meeting, the administrator or designee has the responsibility of checking with the parent/guardian for understanding of the oral interpretation at various points throughout the IEP team meeting.
2. In the event that an interpreter has to leave during an IEP team meeting that has not ended, the administrator must immediately take steps to ensure that an eligible IEP interpreter is available to continue the IEP or recess the IEP team meeting to be reconvened at a later date.

ADDITIONAL PROCEDURES FOR IEP TRANSLATIONS:

School sites must maintain a written record (Attachment B – School Log of Translated IEP Documents Provided to Parents School Year 2011-2012) that shows that translated IEP documents have been provided to the requesting parent(s)/guardian(s). The record must document when the translated IEP was provided to the parent/guardian and the method of delivery. It is recommended that, when possible, schools obtain the parent's/guardian's signature acknowledging receipt or mail to the parent/guardian certified with return receipt requested.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

RELATED RESOURCE: Additional copies of the “English/Spanish Glossary of LAUSD Terminology” are available and may be ordered using Commodity Code 966 50 10020, at a cost of \$6.90 per copy, or by downloading the glossary at www.translationsunit.com.

ATTACHMENTS: Attachment A: School Roster of Staff Eligible to Interpret at IEP Team Meetings
Attachment B: School Log of Translated IEP Documents Provided to Parents School Year 2011-2012

ASSISTANCE: For assistance or further information about the training schedule, please contact: Yolanda Garcia-Carrillo, Coordinator, Division of Special Education by phone at (213) 241-6701, or via email at yolanda.carrillo@lausd.net.

**SCHOOL ROSTER OF
 STAFF ELIGIBLE TO INTERPRET AT IEP TEAM MEETINGS
 SCHOOL YEAR 2011-2012**

School:

Local District:

Principal:

Contact Person:

Telephone:

EMPLOYEE: Last Name, First Name	Employee Number	Class.	Cert.	Classified Bilingual by District Standard		Classified Indicate Date LAUSD Oral Interpretation Training Completed	Certificated Indicate A-Level Fluency, BCC or BCLAD Certification as applicable.
				Yes	No		
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Completed rosters are due no later than December 2nd and must be faxed to (213) 241-8915 or mailed to the Division of Special Education, Compliance Department, 333 South Beaudry Avenue - 17th Floor, Los Angeles, CA 90017.

Keep one copy for your records.

**SCHOOL LOG OF
TRANSLATED IEP DOCUMENTS PROVIDED TO PARENTS
SCHOOL YEAR 2011-2012**

School:

Local District:

Principal:

Contact Person:

Telephone:

STUDENT: Last Name, First Name	Date Translated IEP Provided	Method of Delivery (In Person / Registered Mail, etc.)	Name and Signature of Parent/Guardian (when possible)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Keep on file.