



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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

NUMBER: REF-1596.13

ISSUER: Anthony Aguilar,
Chief of Special Education, Equity and Access
Division of Special Education

DATE: January 25, 2021

DUE DATE: September 30th of each school year

PURPOSE: The purpose of this Reference Guide is to inform school administrators of the due date and procedures for inputting the names (in the Principal’s Portal) 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: This reference guide replaces REF-1596.12 dated August 19, 2019 of the same title, issued by the Division of Special Education. Changes include new requirements for Charter School administrators to input names of staff eligible to interpret at Individualized Education Program (IEP) Team Meetings into an online Google form. Training requirements have been updated to a two-part training that includes a prerequisite asynchronous training prior to the synchronous, virtual training.

- INSTRUCTIONS:**
1. Sign in to the Principal’s Portal
 2. Find “Upcoming Important Actions”
 3. Click on “Assignment of Special Education Designee”
 4. Scroll down to “Oral Interpretation at an Individualized Education Program (IEP) Team meeting”
 5. Click on the person+ icon.
 6. Once the pop-up appears, type the name(s) of the Designee, press “select”
 7. Complete the additional required information (language, certification level, etc.)
 8. Please submit one form per school by than September 30th of each school year.
 9. Staffing updates should be made on the Principal’s Portal, as needed.

- INSTRUCTIONS FOR CHARTERS:**
1. Click on the [Charter Schools](https://bit.ly/OI-Roster20-21_CharterSchools) link to complete and submit your online Google form. https://bit.ly/OI-Roster20-21_CharterSchools
 2. Sign in using your Single-Sign on;
 3. Complete all sections of the Google form;
 4. Please submit one Google form per school;
 5. Ensure the completed Google form is submitted online to the Division of Special Education no later than September 30th of each school year.
 6. Once submitted, a copy of the completed Google 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.

ROUTING

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



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7. For staffing changes the school administrator is responsible for making updates by resubmitting the Google form. https://bit.ly/OI-Roster20-21_CharterSchools

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.

REQUIREMENTS: All Principals are required to complete the input of staff eligible to interpret at Individualized Education Program (IEP) Team Meetings into the Principal's Portal.

School site administrators are responsible for:

1. Completing and submitting online protocol for Staff Eligible to Interpret at IEP Team Meetings, no later than **September 30** of each school year.
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 when requested by parents(s)/guardian(s).
3. Accessing MyPLN (according to IEP Interpreter Training indicated in this Reference Guide) for current information on dates and locations for trainings on oral interpretation at the IEP meeting.
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 via MyPLN (according to IEP Interpreter Training indicated in this Reference Guide) and attend one of the oral interpretation trainings held throughout the District.
5. Maintaining an updated list of District trained classified and certificated bilingual staff eligible to interpret at IEP team meetings at the school site.
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 are able to access the District's glossary of special education terms, http://translationsunit.com/TSU_2017/Glossary.html.

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



REQUIREMENTS: District standards; (b) complete the District’s IEP oral interpretation training; and
(continued) (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: 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.

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 ORAL INTERPRETER TRAINING:

The Oral Interpretation at IEP Team Meetings training will be comprised of two parts. Principals must make every effort to have appropriate bilingual (qualified by District standards) school site personnel trained, or otherwise eligible, to



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REQUIREMENTS: (continued)

provide oral interpretation at IEP team meetings. Principals are responsible for ensuring appropriate classified bilingual (qualified by District standards) school site personnel participate in the District's IEP oral interpretation training.

The Division of Special Education will post the schedule of training dates including registration information on its website, in the Employees section, annually. Class registration for both parts of the training is available through the My Professional Learning Network (MyPLN). Keyword: **Oral Interpretation**. Four (4) synchronous trainings (Part 2) will be offered in Spring 2021. Participants must complete both parts of the training to receive a certificate of completion.

Oral Interpretation Training Part 1: The first part of the training is asynchronous. The self-guided module, available on MyPLN, provides a general overview of the IEP team meeting process and reviews the components and pages of the IEP document. Completing Part 1 is a prerequisite for participation in Part 2.

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 "Oral Interpretation" in the "Search" box.
5. Select *Oral Interpretation Part 1 Training*.
6. Click Request to Add Course.
7. Enrollees will receive an email confirmation of their enrollment, and a certificate upon training completion for Part 1.

Oral Interpretation Training Part 2: Through a synchronous session, Part 2 of the training is devoted to oral interpretation techniques and guided practice in oral interpretation.

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 "Oral Interpretation" in the "Search" box.
5. Select *Oral Interpretation Part 2 Training*.
6. Click Request for your desired date and time.



**REQUIREMENTS:
(Continued)**

7. Enrollees will receive an email confirmation of their enrollment, and a certificate upon training completion for Part 2. (Both parts must be completed.)

IV. PROCEDURES FOR IEP TEAM MEETINGS:

The administrator or designee of an IEP team meeting should be familiar with the preparatory activities required for working with and supporting an oral interpreter as follows:

- 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.
- For Virtual IEP team meetings, ensure the interpreter is provided the meeting invitation with log-in information at least 24 hours before the meeting.
- 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 their 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.
- 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.
- Ensure the English/Spanish Glossary of LAUSD Terminology is accessible to the interpreter.
- 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



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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.

RELATED RESOURCES:

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

The "English/Spanish Glossary of LAUSD Terminology" is available for download at http://translationsunit.com/TSU_2017/Glossary.html.

ASSISTANCE:

For assistance or further information regarding the oral interpretation at IEP team meetings training and submission of the online school roster via the principal's portal, please contact: Lilia Moran, Compliance Coordinator, Division of Special Education, by phone at (213) 241-8095 or via email at lilia.moran@lausd.net.

For Charter Schools, for assistance or further information regarding the submission of the online Google form, please contact: Dixon Deutsch, Director, Charter Operated Programs, by phone at (213) 241-6701 or via email at dixon.deutsch@lausd.net.

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

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