



Special Education Department
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Oral Language Assistance Procedure Guide

To: All District Locations, Education Services Directors, School Site Administrators, and Charter School Administrators

From: Thomas Crocker, Director, Special Education



Date: June 1, 2016

Due Date: September 30th, of each school year

PURPOSE

In alignment with Lincoln Unified School District ("District") Board Policy 5124 (Communication with Parents/Guardians), this guide shall serve to: (1) inform school administrators within the District and affiliated/dependent charter schools of their responsibility to provide parents with oral language assistance in the native language of the parent, when requested, at any student study team ("SST"), Section 504, or Individualized Education Program ("IEP") team meeting; and (2) provide procedures, forms, and resources to assist schools in providing oral interpretation at these meetings when requested by a parent.

BACKGROUND

In recognition that the District has an ongoing responsibility to provide Limited English Proficient ("LEP") parents with information that enables them to participate meaningfully in the intervention, referral, assessment, and identification process, in a language they can understand during school-based meetings, the District has developed the following procedures for ensuring trained staff, as identified by site administrators, provide oral interpretation at SST, Section 504, and IEP team meetings. In addition, the District shall provide each sites identified interpreter with a copy of the 2013 Office of Special Education Programs ("OSEP") Spanish Glossary Project that lists specific language that may be used during SST, Section 504, or IEP team meetings. Principals are required to complete and email a roster of staff eligible to interpret at SST, Section 504, and IEP team meetings, and a copy shall be maintained at the school site and the District office. A Master list of all trained interpreters being utilized in the District shall be maintained and annually updated by the District's Outreach Worker located in the Multilingual Center under the direction of State and Federal Programs. In addition, the District's Special Education and State and Federal Programs Departments will periodically review these policies and provide any changes in procedures to all District administrative staff to ensure these guidelines are providing meaningful access to LEP parents.

REQUIREMENTS

School site administrators/designee are responsible for:

1. Annual completion and submission of a school roster of staff eligible to provide interpretation, which will provide the languages spoken by the interpreter, their days/hours of availability, if they have met District standards as an interpreter, and if they have completed training to interpret at SST, Section 504, and IEP team meetings.
2. Identifying and utilizing eligible bilingual school site staff (according to the Eligibility Criteria indicated in this Reference Guide) to provide oral interpretation at SST, Section 504, and IEP team meetings when requested by parents(s)/ guardian(s).
3. Identifying and informing parents of students enrolled or who are registering, who indicate that they speak a language other than English on the Home Language Survey, of their right to request oral interpretation at SST, Section 504 and IEP team meetings.
4. Ensuring that effective oral communication at SST, Section 504, and IEP team meetings with LEP parents will be provided by an eligible interpreter (according to the Eligibility Criteria indicated in this Procedural Guide) when requested.
5. Ensuring that eligible classified bilingual school site staff, who are qualified by District standards, who will be used by administrators to interpret at SST, Section 504, and IEP team meetings, are registered and attend the oral interpretation training held by the District.
6. Maintaining a list of District-trained classified and certificated bilingual staff eligible to interpret at SST, Section 504, and IEP meetings at the school site.
7. Ensuring that all staff involved in the SST, Section 504, and IEP team meeting process are annually notified that the use of family members and friends for the provision of language assistance/interpretation is generally not acceptable and may result in a breach of confidentiality, privacy, or create a conflict of interest. Staff must also be informed that minor children may not be used to provide interpretation unless due to an emergency.

ELIGIBILITY TO INTERPRET AT MEETINGS

In order to be eligible to interpret at SST, Section 504, and IEP team meetings, staff must meet the following criteria:

1. Qualified as bilingual by District Standards
2. Complete the District's Oral Language Training
3. Demonstrate sufficient knowledge of disability-related and special education terms and concepts by reviewing the District's Glossary of Special Education terms and the 2013 OSEP Spanish Glossary of IDEA terminology.

Any staff member who is, as of June 30, 2016, being utilized to interpret at SST, Section 504, or IEP team meetings, but has not yet met all the eligibility criteria above, must meet the eligibility criteria by December 31, 2016.

REQUIRED NUMBER OF INTERPRETERS

In determining the appropriate number of eligible interpreters that individual schools and the District need in order to provide oral interpretation at SST, Section 504, and IEP team meetings, school site administrators should use the following chart, which is based on the number of LEP parent requests for interpreters at SST, Section 504, and IEP team meetings at the school site in the preceding school year. Should a single school, or overall District data, indicate there is not a sufficient amount of interpreters, additional interpreters will be identified and added to the roster.

Table 1

Parent Requests for Interpreters at SST, Section 504, and IEP team meetings last school year	Number of Eligible Interpreters that must be identified on School site/District roster
1-45	1
46-90	2
91-135	3
136-180	4
181-225	5
226-270	6

PROCEDURES FOR NOTIFICATION TO PARENTS

Each school site will ensure that at the time of scheduling any SST, Section 504, or IEP team meeting, a notice is provided to LEP parents of their right to request an interpreter, verbally or in writing in the first language of the parent.

PROCEDURE FOR SCHEDULING MEETING

- Provide 24 hour notice to interpreter that their services will be needed, and what time frame they will need to be available to interpret.
- If the parent's native language is not a language for which you have a trained staff member at your site, the District's Outreach Worker in the Multilingual Center located at Lincoln High School should be contacted to arrange for an interpreter. Please provide a minimum of a seven (7) school day notice of the need for an interpreter.
- Ensure that all members of the team are aware of the interpreter being present.
- At the beginning of every SST, Section 504, and IEP team meeting, where an interpreter is being used, all team members participating in the meeting should be notified that the interpreter is a neutral party and can only provide interpretation of what is said by team members.
- When any notice of meeting is sent out it shall be sent out in the first language of the parent.