

# Interpretations & Translations

For Dually Identified Students

Multilingual/Language Development Department  
Illinois State Board of Education  
2024

# Agenda

- Translation Requirements
- Qualified Interpreters
- Amendment to Special Education Rules
- Translation/Interpretation Waivers
- Electronic Translations
- Language and Culture
- Barriers to Communication with EL Parents

# Translations

[34 CFR § 300.503](#) - Prior notice by the public agency; content of notice.

**(c) *Notice in understandable language.***

**(1)** The notice required under paragraph (a) paragraph (a) of this section must be—

**(i)** Written in language understandable to the general public; and

**(ii)** Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so\*.

**(2)** If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure—

**(i)** That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

**(ii)** That the parent understands the content of the notice; and

**(iii)** That there is written evidence that the requirements in paragraphs (c)(2)(i) and (ii) of this section have been met.

*\*Language does not have a written form.*

# Translations

[34 CFR § 300.504](#) - Procedural safeguards notice.

**(d) *Notice in understandable language.*** The notice required under paragraph (a) of this section must meet the requirements of § 300.503(c).

Copies in multiple languages are available on [ISBE website](#)



## SPECIAL EDUCATION

### INDIVIDUALIZED EDUCATION PROGRAMS (FORMS)

An Individualized Education Program (IEP) is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student (when appropriate). The required contents of an IEP are determined by the student's needs and age as well as federal and state laws.

Informational forms and documents are available on this page for the following topics:

- The **IEP forms** required to complete an IEP, including transition, behavioral, and eligibility forms.
- **Required Notice and Consent Forms** including guiding documents to complete each form.
- Information on **assessment** for students with disabilities, including instructions and guidelines.

#### Required Notice and Consent Forms

- **Required Notice and Consent Forms and Instructions**  
*Including the Explanation of Procedural Safeguards (34-57J) (all forms provided in Arabic, Chinese, English, French, Gujarati, Korean, Polish, Russian, Spanish, Tagalog, Ukrainian, Urdu, Vietnamese)*
- Explanation of Form Changes for the Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities 📄 (12/2021)

# Interpreters

[§ 300.322 Parent participation](#)(a) *Public agency responsibility - general.* Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including –  
(e) *Use of interpreters or other action, as appropriate.* The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

# Qualified Interpreters

# Qualified Interpreters Law

New regulations signed into law on January 22, 2021, require school districts to provide qualified interpreters at Individualized Education Program (IEP) meetings to facilitate meaningful participation for parents whose native language is not English.

## **State of Illinois Public Act 101-0124:**

[Illinois General Assembly - Full Text of Public Act 101-0124 \(ilga.gov\)](#)

- This governs public education in the state. Part of that Act is Illinois Administration Code 23,  
Chapter 1 Part 226.800.

## [23 IL Administrative Code § 226.800](#)

- This provides for "qualified interpreters" at all IEP meetings between educators and parents throughout the state.

# UICU Qualified Interpreters Training

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



College of Education and School of Literature, Cultures, and Linguistics  
Training Qualified Interpreters for IEP Meetings

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## Program Information

[Law](#)

[Policies](#)

[Language Proficiency Testing](#)

[Demonstration of Language Proficiency](#)

## Program Information

The Illinois State Board of Education (ISBE) and a team of experts at the University of Illinois, Urbana-Champaign, are working together to develop a modular online training program for people who would like to be designated as "qualified IEP interpreters". This program is a blend of synchronous and asynchronous online training and testing sessions, consisting of these three (3) modules:

1. [Language Proficiency Testing](#) (in English and the target language)
2. [Special Education Terminology](#) and Practices Training and Testing (6 hours)
3. [Interpreting Training and Testing](#) (at least 9 hours)





# QI Training Modules



## Special Education Training

This training is designed specifically for interpreters who work in Illinois and are involved in interpreting Individualized Education Program (IEP) meetings.

[Learn More](#)

## Interpreter Training

This portion of the program consists of a total of ten (10) hours of training, including regular individual interpreting practice both into and out of English.

[Learn More](#)

## Final Exam

The final exam for the interpreting portion of the training will have both a written and oral component.

[Learn More](#)

## Continuing Education

As directed by the law (see "Law" tab), all "Qualified Interpreters" are required to participate in six (6) hours of "ongoing professional development."

[Learn More](#)

# Language Proficiency Exemptions

## OPTION 1:

Candidates can Demonstrate that they are competent to interpret into and out of the second language. An interpreter may demonstrate this competence by:

- Submitting documentation showing that they are certified or qualified through an interpreter certification program, such as the Illinois state courts' certification program, the federal courts' certification program, the National Board of Certification for Medical Interpreters, the Certification Commission for Healthcare Interpreters, or the Registry of Interpreters for the Deaf. Alternatively, an interpreter may submit documentation showing that the interpreter has completed a certification or qualification program that meets or exceeds the minimum standards set forth in subsection (k) (1)(ii) [of 23 Illinois Administrative Code Section 226.800.](#)

# Language Proficiency Exemptions

## OPTION 2:

Candidates can demonstrate that they are competent to interpret into and out of the second language. An interpreter may demonstrate this competence by:

Submitting documentation showing that they have a Professional Educator License with a Bilingual Endorsement. These individuals will be exempt from this requirement for the endorsed language.

# Language Proficiency Module

Language proficiency modules of the certification program include:

- A written and oral proficiency test and fluency in both English and the second language, except that individuals who have a Professional Educator License with a Bilingual Endorsement are exempt from this requirement for the endorsed language;
- At least nine hours of training on interpreting in and out of English, interpretation standards of practice, sight translation, ethics, confidentiality, the role of the interpreter and role boundaries, respect, impartiality, professionalism, fundamentals of the effects of cultural differences on effective interpretation, and advocacy for communication. This training must include videos demonstrating proper and improper interpretation techniques; and
- A successful demonstration of knowledge of interpretation standards and techniques, and a successful completion of an oral examination to demonstrate proficiency to interpret in and out of English and consecutive or simultaneous interpreting.

# SPED Module and Exemption

This portion of the qualified interpreters training require completion of at least six hours of training on special education terminology and protocol, including successful completion of a written examination to demonstrate knowledge of such terminology and protocol, **except that teachers with special education or bilingual special education license endorsements, are exempt from this requirement.**

# Processing Exemptions



- Please, reach out directly to UIUC to inquire about the process for exemptions.
- Individuals who may be exempt from parts of the training will still be required to participate in other parts of the training and take the appropriate exams.

# Final Exam

- The final exam for the interpreting portion of the training will have both a written and oral component. On the written exam, successful participants will demonstrate their knowledge of interpreting standards and techniques and of the interpreter code of ethics. The minimum passing score for the written portion is 80%.
- During the final oral examination, participants will demonstrate their proficiency in consecutive interpreting, both into and out of English; and in sight translation. Oral exams are scheduled on an individual basis. The minimum passing score for the oral examination is 70%.

# Continuing Education



As directed by the law, all qualified interpreters are required to participate in six (6) hours of "ongoing professional development." The team of experts at the University of Illinois in Champaign-Urbana will develop materials for this ongoing professional development before the first cohort of trainees reaches two years post-qualification.



# Program Registration and Information

Program Registration information can be accessed here:

[Registration | Training Qualified Interpreters for IEP Meetings | Illinois](#)

Additional training information:

- There is no cost to register for this program
- ISBE is in the process of creating a registry of qualified interpreters
- Training is currently available only in Spanish with additional languages to be added in the future
- There are currently only 88 seats available per session
- People who sign up for the training are encouraged to attend or notify the university at their earliest convenience that they will not be able to participate. Otherwise, they may be blocked from participating in the future sessions.
- All sessions are virtual (Zoom)

# Info on ISBE Website

- Additional information on qualified interpreter requirements and training can be located on ISBE [Special Education website](#).
- Until districts are able to sign up for the training, they should implement procedures that have been in place before and ensure that an interpreter they provide is qualified to perform this task.

# I-Star Reporting

# I-Star Interpreters Reporting

Information pertaining to I-Star tracking and reporting can be located on ISBE website: [IEP-Student Tracking and Reporting System \(I-STAR\) \(isbe.net\)](https://isbe.net/IEP-Student-Tracking-and-Reporting-System-(I-STAR))

Detailed instruction on how to complete the Interpreter Data Collection can be found on the Harrisburg Project [YouTube channel](#).

If you have additional questions on how to report this data on I-Star, please contact the Harrisburg Project at 800-635-5274 or [support@hbug.k12.il.us](mailto:support@hbug.k12.il.us)

# I-Star Interpreters Reporting

The screenshot shows the I-Star web application interface. The browser address bar displays the URL: `appsqa.isbe.net/SpecialEducationTraining/iePoint/InterpreterCollection.aspx`. The page header includes the Illinois State Board of Education logo, the "I-Star" title, and user information: "Train15Jess Brown (Train15Istar) Coop User" with a session timeout of 19:57. A navigation menu contains links for Home, Approvals and Claims, IEP, Admin, Goal Mine, Facility Search, IEP Quality, Reports, and User Guide. Below the menu is a "Recent Updates" section. The main content area is titled "Interpreter Collection" and features three dropdown menus: "Resident District:", "School Year: 2023-2024", and "Language:". A checkbox labeled "Interpreters and/or translators were not requested in my district" is circled in red, with a "Confirm" button next to it. A "Search" button is located below the filters. At the bottom, there is a section for "Interpreter Details" with an "Add" button, and pagination controls including "(Page of )", "Page", "Items Per Page", and navigation arrows.

# I-Star Interpreters Reporting

ISBE Web Security Module - App x Interpreter Collection x +

appsqa.isbe.net/SpecialEducationTraining/iePoint/InterpreterCollection.aspx

Illinois State Board of Education I-Star Train15Jess Brown (Train15istar) Coop User Build Info 15:03

Home Approvals and Claims IEP Admin Goal Mine Facility Search IEP Quality Reports User Guide

Recent Updates

Resident School: Bulldog Early Learning Academy - 20-083-0030-26-30 Language: Spanish

**Requests for Interpreter**

Number of requests for an interpreter, previously requested interpretation services, ~~otherwise indicated that an~~ interpreter was necessary to ensure meaningful parental involvement in the IEP meeting: 5

Number of requests where a Qualified Interpreter was provided at the IEP meeting: 5

Number of requests from the parent that the interpreter serve no other role in the IEP meeting: 2

Number of requests granted by the district for the interpreter to serve no other role in the IEP meeting: 2

☐ I am done reporting

**Conference Recommendation Form Translations**

Number of translations requested, previously requested translation services or otherwise indicated translation was necessary: 4

Number / Percent provided: 4

Number / Percent provided at the time of the IEP meeting:

Average school days to provide translations:

**Individual Education Plan Form Translations**

Number of translations requested, previously requested translation services or otherwise indicated translation was necessary:

Number / Percent provided:

Number / Percent provided within 30 school days of the IEP meeting:

Average school days to provide translations:

# Amendment to Illinois Special Education Rules

# Amendments to the Illinois Special Education Rules

Effective February 6, 2023, the Illinois State Board of Education (ISBE) adopted amendments to the special education rules under 23 Ill. Adm. Code 226. These amendments were published in the February 17, 2023, issue of the Illinois Register ([47 Ill. Reg. 2244](#)).



# Amendments to the Illinois Special Education Rules

Amended 23 Ill. Adm. Code §§ 226.75, 226.500-226.530, 226.710, and 226.800(k) expand the requirements for providing translation services, specifically translated IEP documents and interpreter services at IEP meetings.

New/Expanded Definitions:

“Vital Documents List” – **the IEP**, Parent/Guardian Notification of Conference, Parent/Guardian Notification of Conference Recommendations, Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities, Parent/Guardian Consent for Initial Evaluation, Parent Consent for Reevaluation, **Evaluation Reports, Eligibility Determination, Manifestation Determination Review documents, IEP Progress Reports, and Medicaid Consent Forms**

# Amendments to the Illinois Special Education Rules

- Vital Documents List must be translated into the 10 most common languages spoken in Illinois, other than English. This requirement includes translating the individualized substance of the document
- The translated *Parent/Guardian Notification of Conference Recommendations* form and other required notice forms must be provided simultaneously with English IEP documents
- All reasonable efforts must be made to provide the translated IEP within seven (7) school days after the IEP meeting
- All other vital IEP documents (*e.g.*, Evaluation Reports) must be translated and provided to parents as soon as practicable but no later than thirty (30) school days after the IEP meeting

# Current Top Ten Languages

- Spanish
- Arabic
- Polish
- Urdu
- Russian



- Gujarati
- Tagalog
- Ukrainian
- French
- Vietnamese

This list is based on ISBE Multilingual/Language Development Department most recent [Statistical Report](#) and subject to change.

# Parent Translation/Interpretation Waivers

In general, ISBE discourages the use of waiver forms because they could be seen as being coercive, whether that is a form for refusing translations of school documents, including the IEPs, or refusing an interpreter. The recommendation received from the Office of Civil Rights indicates that the best practice would be for districts to include a statement on either the Emergency Contact Form filled out upon enrollment or added to the district's Home Language Survey stating that all communication from the district will be conducted in parents' home language. If the parent wishes communication to be in another language, they should request it in writing or otherwise indicate with a date and a signature.

Communication in the parents' home language has long been established as a Civil Right, and it is a responsibility that the district must provide.

*It would be acceptable to ask for families' communication preferences in a positive, asset-based way through enrollment forms or the district's home language survey.*

# Parent IEP Translation/Interpretation Waivers

District should always provide an interpreter for IEP meetings when dealing with EL parents or guardians, regardless of the language. If parents or guardians state at the meeting that they do not want to have an interpreter, it is advisable for the parent to do so in writing. One sentence would suffice, with date and signature. If parents are unable to write, then the person handling the meeting should document their preference and include it in the IEP notes.

# Electronic Translations

If a school district elects to utilize an automated translation program or application (e.g., Google Translate), the results must be reviewed and edited, as needed, by an individual qualified to determine the accuracy of the translation. All translations must be certified to be true and accurate by the translator to the best of the translator's knowledge or ability. Also, make sure that translations do not include information that would violate students' data privacy rules or policies.

## *Famous Electronic Translation Blunders*

**KFC** – In English, “Finger-lickin’ good.” In China, “Eat your fingers off.”

**Pepsi** – In English, “Come alive with a Pepsi generation.” In Taiwan, “Pepsi will bring your ancestors back from the dead”.

**Coors** – In English, “Turn it loose.” In Spain, “Suffer from diarrhea.”

# Communication with EL Parents

# Linguistic Ambiguities & Double Meaning

- Flying planes can be dangerous
- I saw the man with a telescope
- I visited my friend wearing a red hat

What is the difference between finished and complete?

 <b>park</b>	an area of public land, as in a city, that is set aside for rest and enjoyment <i>Let's got for a walk in the park.</i> 
 <b>park</b>	an area devoted to a specified purpose <i>My parents' company is located in a business park.</i> 
 <b>park</b>	a field or stadium used for sports <i>He hit the baseball out of the park.</i> 
 <b>park</b>	to put a car or other vehicle temporarily in a particular place <i>We managed to park the car right in front of the restaurant.</i> 



# Symbolic Nature of a Language

The relationship between the two can also be explained through a concept called linguistic relativity. For instance, the description of snow when talking about the weather. For ordinary English speakers, snow is simply snow. But for Eskimos, snow can be defined in different ways when they use the Inuit language. When translated to English, snow can be frosty snow, wet snow, or even clinging snow. So, language has a direct effect on the culture of a person.

# Language and Culture

Considering culture during translation or interpretation is important because meanings, expressions, and nuances can vary across cultures. Translators and interpreters need to convey the words, the cultural context, and the intended message accurately.



# Understanding Cultural Differences

Cultural stereotypes are oversimplified ideas, beliefs, or images used to describe or represent a particular culture or group of people. They are often based on a narrow understanding of a culture and are often used to make assumptions about individuals and groups of people.

# Barriers to Intercultural Communication



- Assumptions
- Ethnocentrism
- Stereotypes and prejudice
- Language barriers

# Removing Communication Barriers

- Use highly qualified interpreter
- Build mutual trust
- Build mutual respect
- Base all communication on equality
- **Do not make assumptions!**

# Avoiding Intercultural Misunderstandings

Without a working knowledge of other people's customs and traditions, district personnel can resort to making false assumptions about EL parents. Some areas of potential conflict or misunderstandings may include:

- Teamwork
- Dress code
- Etiquette
- Verbal and nonverbal communication
- Body language

# Avoiding Cultural Bias

Cultural bias is the phenomenon of interpreting and judging phenomena by standards inherent to one's own culture. Cultural bias occurs when people representing one culture make assumptions about conventions tied to a different culture, including conventions of language, notation, proof and evidence.



# Questions or Comments?



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