

**HOUSE . . . . . No. 520**

**The Commonwealth of Massachusetts**

PRESENTED BY:

***Antonio F. D. Cabral***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act relative to the training, assessment, and assignment of qualified school interpreters in educational settings.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Antonio F. D. Cabral</i>	<i>13th Bristol</i>	<i>1/9/2025</i>
<i>Christopher Hendricks</i>	<i>11th Bristol</i>	<i>2/12/2025</i>
<i>Manny Cruz</i>	<i>7th Essex</i>	<i>2/12/2025</i>
<i>Samantha Montaño</i>	<i>15th Suffolk</i>	<i>2/12/2025</i>
<i>Angelo J. Puppolo, Jr.</i>	<i>12th Hampden</i>	<i>2/12/2025</i>
<i>Lindsay N. Sabadosa</i>	<i>1st Hampshire</i>	<i>2/12/2025</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>2/24/2025</i>
<i>Carmine Lawrence Gentile</i>	<i>13th Middlesex</i>	<i>2/24/2025</i>
<i>Carlos González</i>	<i>10th Hampden</i>	<i>2/24/2025</i>
<i>Sean Garballey</i>	<i>23rd Middlesex</i>	<i>2/24/2025</i>
<i>Andres X. Vargas</i>	<i>3rd Essex</i>	<i>3/5/2025</i>
<i>Adrian C. Madaro</i>	<i>1st Suffolk</i>	<i>3/18/2025</i>
<i>Natalie M. Higgins</i>	<i>4th Worcester</i>	<i>3/18/2025</i>
<i>Thomas M. Stanley</i>	<i>9th Middlesex</i>	<i>4/6/2025</i>
<i>Michelle M. DuBois</i>	<i>10th Plymouth</i>	<i>4/18/2025</i>
<i>Michelle L. Badger</i>	<i>1st Plymouth</i>	<i>4/22/2025</i>
<i>Erika Uytterhoeven</i>	<i>27th Middlesex</i>	<i>4/23/2025</i>

<i>Priscila S. Sousa</i>	<i>6th Middlesex</i>	<i>5/21/2025</i>
<i>James B. Eldridge</i>	<i>Middlesex and Worcester</i>	<i>6/12/2025</i>
<i>Tara T. Hong</i>	<i>18th Middlesex</i>	<i>6/17/2025</i>
<i>David Henry Argosky LeBoeuf</i>	<i>17th Worcester</i>	<i>7/10/2025</i>
<i>Tackey Chan</i>	<i>2nd Norfolk</i>	<i>7/10/2025</i>

**HOUSE . . . . . No. 520**

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By Representative Cabral of New Bedford, a petition (accompanied by bill, House, No. 520) of Antonio F. D. Cabral and others relative to the training, assessment, and assignment of qualified school interpreters in educational settings. Education.

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[SIMILAR MATTER FILED IN PREVIOUS SESSION  
SEE HOUSE, NO. 437 OF 2023-2024.]

**The Commonwealth of Massachusetts**

\_\_\_\_\_  
**In the One Hundred and Ninety-Fourth General Court  
(2025-2026)**  
\_\_\_\_\_

An Act relative to the training, assessment, and assignment of qualified school interpreters in educational settings.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           SECTION 1. Chapter 69 of the General Laws, as appearing in the 2022 Official Edition,  
2 is hereby amended by inserting the following new section:-

3           Section 37. Training, assessment, and assessment of qualified school interpreters in  
4 educational settings

5           (a) The following words, unless the context clearly indicates otherwise, shall have the  
6 following meanings:

7           “Department”, the department of elementary and secondary education;

8           “Limited English proficient (LEP) person”, an individual who has a limited ability to  
9 read, write, speak or understand English because the person uses primarily a language other than  
10 English. This includes LEP parents or guardians of minor children, regardless of the  
11 children’s

12           LEP status;

13           “Interpretation”, the immediate oral rendering of an utterance from a source language  
14 into a target language;

15           “Interpreter”, a person who has demonstrated language proficiency in English and at least  
16 one other language and is readily able to interpret spoken language from English to the target  
17 language and from the target language to English, and who also has knowledge and  
18 understanding of the pertinent subject matter to be translated, the role of the interpreter in school  
19 settings, and ethics and confidentiality with respect to interpretation;

20           “Parent”, a natural, adoptive, or foster parent of a child, a guardian, or an individual  
21 acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other  
22 relative) with whom the child lives, or an individual who is legally responsible for the child’s  
23 welfare;

24           “Specialized meeting”, a school district meeting requiring a high level of interpretation  
25 skills including but not limited to discussion regarding: an Individualized Education Program  
26 (IEP); a safety plan or behavioral intervention plan (BIP); matters regarding school discipline;  
27 matters regarding special education due process; placement in an English Learner Education

28 (ELE) program; development of or changes to an Individual 504 plan; addressing bullying  
29 complaints; or the use of physical restraint or seclusion of students;

30 “Standard meeting”, a parent conference, community meeting, or other school gathering  
31 that does not have legal context.

32 “Tier 1 interpreter”, an interpreter whose language proficiency need not be formally  
33 Assessed

34 “Tier 2 interpreter”, an interpreter who, after a formal assessment process to be  
35 determined by the department, demonstrates an understanding of basic educational terminology  
36 used in school settings, participates in ongoing professional development in interpreting, and  
37 exhibits tier-2 competency pursuant to subsection 2 of this section and department regulations;

38 “Tier 3 interpreter”, an interpreter who, after a formal assessment process to be  
39 determined by the department, understands specialized educational terminology used in school  
40 settings, participates in ongoing professional development in interpreting, and exhibits tier-3  
41 competency pursuant to subsection 2 of this section and department regulations.

42 (b) Consistent with the recommendations of the School Interpreters Task Force, as  
43 authorized by section 81 of chapter 154 of the acts of 2018, the department shall: (1) develop and  
44 administer a system for training, assessing, and determining qualifications of interpreters in  
45 educational settings ensuring that tier 3 interpreters shall be used for all specialized meetings, tier  
46 2 or 3 interpreters may be used for all standard meetings and tier 1 interpreters may be used  
47 during spontaneous, unannounced meetings or communication scenarios that occur in schools  
48 when a tier 3 or 2 interpreter is not available; (2) make available an educational courses of  
49 sufficient duration that includes coursework and field experience for tier 1, tier 2, and tier 3

50 interpreters, to support development of the key competencies and knowledge required of  
51 interpreters in schools consistent with the courses developed by the Department pursuant to  
52 chapter 102 of the acts of 2021; and (3) create a publicly accessible mechanism to identify tier-3  
53 interpreters for scheduled specialized meetings.

54 (c) The department shall adopt regulations necessary to administer a system for training,  
55 assessing, and determining qualifications of interpreters in school settings to improve access for  
56 LEP parents. Said regulations shall be consistent with the recommendations of the School  
57 Interpreters Task Force, as authorized by section 81 of chapter 154 of the acts of 2018, and shall  
58 include, but not be limited to:

59 (1) a process for assessing the language proficiency of interpreters seeking to interpret in  
60 school settings, including required levels of competency necessary to obtain tier-2 and tier-3  
61 interpreting status, with grandfathering allowed for school employees whose primary job  
62 responsibility has been to serve as an interpreter for one or more years; (2) required hours of  
63 supervised field experience for tier-3 interpreters; and (3) procedures for implementation of the  
64 publicly accessible mechanism created pursuant to subsection 1 of this section to identify and  
65 secure tier-3 interpreters for scheduled specialized meetings.

66 SECTION 2. This act shall take effect upon its passage; provided, however, that the  
67 department may administer a phased implementation of the provisions of subsection (b) of this  
68 act to a diverse number of school districts, subject to appropriation, and provided further that  
69 final implementation of all sections of this act, including but not limited to the requirement that  
70 tier 3 interpreters shall be used for all specialized meetings, shall take effect statewide when

71 certified as appropriate by the commissioner of elementary and secondary education in a report  
72 to the general court.