

PROFESSIONAL DEVELOPMENT ARTICLE FOR INTERPRETERS: SPECIAL EDUCATION AND THE IEP PROCESS.

Interpreters play a very important role in ensuring that clear communication occurs in educational environments for limited English proficient (LEP) students and/or family members. Of particular importance is interpreting in special education settings where the interpreter must interpret team/group discussions where there are many professionals representing various specialized fields (i.e., psychologists, school counselors, educators, etc.). To be prepared for such a daunting task, interpreters should become familiar with special education terms, content, laws and the IEP process. The following information can help the interpreter prepare, understand and become familiar with the special education process.

The Individuals with Disabilities Education Act (IDEA) was amended in 1997 from the original 1975 Public Law 91-142 (Education for All Handicapped Children Act). The intent of the amended IDEA is "to ensure that all children with disabilities have available to them a *Free and Appropriate Public Education (FAPE)* that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living". Also under IDEA, changes in regulation include significant modifications from the preexisting regulations of the Individualized Education Program (IEP).

AN IEP MUST INCLUDE SEVERAL COMPONENTS DESIGNED TO ENSURE THAT EACH INDIVIDUAL STUDENT WHO QUALIFIES AS HAVING A DISABILITY RECEIVES EVERY AVAILABLE ACADEMIC OPPORTUNITY TO SUCCEED IN SCHOOL.

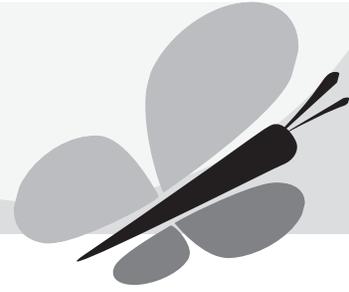
The IEP is in effect a "written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with IDEA Regulations (Sec. 300.320 through 300.324)". Under the new regulations or changes, an IEP must include several components designed to ensure that each individual student who qualifies as having a disability receives every available academic opportunity to succeed in school.

Developing an effective IEP is a collaborative process that brings together all those involved in the education of the child with a disability (students, parents or guardians, teachers, school administrators, related service personnel, etc.). Although IDEA regulations require specific information be included in an IEP, states have also adopted statutory laws and may include additional information to support the individualized plan.

For example, Massachusetts has its own state special education laws adopted as early as July 1972. This law has been amended throughout the years and continues to provide guidance to educators and families alike. In 2000, Massachusetts signed into law major special education reforms. Two Massachusetts Department of Education guides were written in June, 2001 to support educators, individuals, and their families with the complex

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issues and process-affecting students with a disability, “*IEP Process Guide*” and “*A Parent’s Guide to Special Education*”. The guides clearly state the requirements under both the Federal and state regulations and the revised IEP process in Massachusetts for developing an individualized education program.

In New Hampshire, **Section 186-C: 1 Policy and Purpose of the NH Education Act XV**, stipulates that “All children in New Hampshire be provided with equal educational opportunities. It is the purpose of this chapter to ensure that all children with disabilities have available to them a free appropriate public education in the least restrictive environment that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.” Again, following the federal law and guidelines, New Hampshire has adopted its own state regulations.

One component in the amended IDEA regulation is the obligation of states to meet the special education process with “**child find.**” Child find requires states to make every effort within their school district to identify and refer students from ages 3 to 21 with special needs for evaluation. Once a child is identified as having a disability, he or she is referred for an evaluation to determine eligibility in the special education process. Once eligibility is determined, an IEP team meeting is scheduled to determine the appropriate placement and services for the child with a disability.

The US Department of Education, Office of Special Education and Rehabilitative Services (OSERS) outline the following steps for an IEP process in their publication, “Guide to the Individualized Education Program”:

1. States are required to **identify and evaluate (child find)** all children with disabilities in the state who may qualify for special education and related services.
2. A **school professional (such as a teacher, counselor, etc) may also request a referral or request for an evaluation of a child.** In addition, a parent(s) or guardian(s) may request that their child be evaluated and this may be done in writing or verbally.
3. The **evaluation process** must assess the child in all areas related to the child’s suspected disability. The results of the evaluation are essential in developing an individualized plan or an IEP to determine eligibility for special education and related services.
4. If a parent or guardian **disagrees with the results** of the evaluation, he or she has the right to ask for an Independent Educational Evaluation (IEE) and in addition, may ask the school system to pay for the additional IEE.
5. Based on the results of the evaluation, **determination and eligibility** is then established by a group of qualified professionals, parents or guardians, etc. once they have collaboratively decided whether the child fits the “child with disability” eligibility as defined by IDEA.
6. Parents or guardians have the right to a hearing to challenge the **determination and eligibility** decision.
7. Once it is determined that the student meets the criteria to be a “child with a disability” and is eligible for special education and related services, the **IEP team must meet within 30 days** to write an IEP.
8. The school system must notify the parent/guardian in writing of the **scheduling of the meeting.** This notice must be provided in a language the parent/guardian understands and must include the following elements:
 - Contact the parents (or guardians) with ample time to ensure their participation.
 - Contact all the professional participants involved in the child’s IEP process.
 - Schedule the meeting at a time and place agreeable to parent/guardian and schools.
 - Inform the parent / guardian of the purpose, the time and location of the meeting.
 - Include information about who will be attending the IEP meeting; and most importantly
 - Let the parents know that they may invite people to the meeting who have knowledge or special expertise about the child.



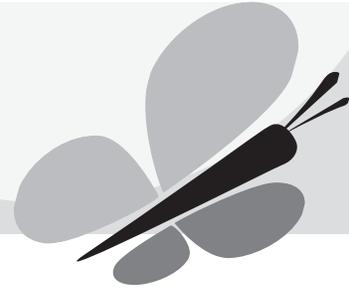
9. The **IEP Meeting** is a time to discuss the specific needs of the child with a disability, write the educational plan, and determine the final placement in a special education program. The **parents must give consent** before the school provides special education and related services. Parents are given a copy of their child's IEP document.
10. **If a parent/guardian does not agree with the IEP and placement**, the meeting is the time to discuss concerns and disagreements. However, parents have a right to ask for **mediation** if no agreement is reached and parents may also file a complaint with the state's education agency to request a **due process** hearing.
11. **School carries out the IEP** with specific responsibilities to be put in place including accommodations, modifications, supports, etc.
12. Regular **progress reports** are submitted to the parent / guardian indicating how the child is progressing toward the goals set in the IEP.
13. The child's IEP is **reviewed at a minimum of once a year** or whenever the parent/guardian or the school requires modifications to the plan. Parents and the IEP team must be involved in any meetings to review the progress or any modifications made to the plan.
14. If during the **additional meetings parents are not in agreement** with the IEP or placement, options such as additional testing, independent evaluations, mediation, or a due process hearing are made available. A complaint may also be filed at this time.
15. **A child must be reevaluated at least every three years** (a "triennial"). This reevaluation is to determine the ongoing eligibility for special education as defined by IDEA and to review the child's educational needs. A child may be reevaluated more often if conditions warrant or the parent(s) or teacher(s) ask for a reevaluation.

BY LAW THE IEP MUST CONTAIN SPECIFIC EDUCATIONAL COMPONENTS TO ENSURE THAT THE PLAN MEETS THE INDIVIDUAL STUDENT'S UNIQUE NEEDS AND HELPS THE CHILD LEARN WITH IMPROVED RESULTS.

By law the IEP must contain specific educational components to ensure that the plan meets the individual student's unique needs and helps the child learn with improved results. For example an IEP must contain:

1. **Present levels of educational performance:** The purpose of this performance evaluation is to determine how the child's disability affects his or her involvement in the general curriculum. This information is gathered from individual tests given during the initial determination for eligibility or during reevaluation, and from observations made by parents, teachers and related service providers through evaluations of classroom tests, assignments, etc.
2. **Annual goals:** This spells out what the child can reasonably be expected to accomplish in a year. Short-term objectives or benchmarks are defined and must be measurable in order to determine whether the goals have been achieved. Goals may include academic, social or behavioral needs, physical needs or relevant educational needs.

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3. **Special education and related services:** In order for the child to succeed, the IEP document must list the special education and related services which are to be provided to the child. Services may include supplementary aids, any modifications necessary and any additional training for school personnel that would provide additional support to the child.
4. **Participation with nondisabled children:** An explanation as to why the child with a disability will not be participating with nondisabled children whether in the classroom or other school activities is to be included in the IEP.
5. **Participation in state and district-wide tests:** The IEP must indicate what modifications are in place when state and district wide tests are given, which are appropriate, and how the child will be tested.
6. **Dates and Places:** Includes specifics about when services begin, how often the services are provided, and how long they will last.
7. **Transition services needs:** For special education students aged 14 (or younger if appropriate), the IEP must begin to address what courses the student needs to take in order to reach his or her post-school goals; it is referred to as a "transitional service need."
8. **Needed transition services:** For special education students aged 16 (or younger if appropriate), the IEP must indicate what transitional services are needed to help the child prepare for leaving school.
9. **Age of majority:** At least one year before the child reaches the age of legal majority, a statement in the IEP must outline what rights will transfer to the student when he or she reaches the age of majority. (This information is needed only in states that transfer rights at the age of majority.)
10. **Measuring progress.** The IEP documents must include how the child's progress is being measured and how parents are being informed of the progress.

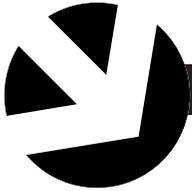
Several states require local educational agencies (LEA's) to include more information on the IEP providing additional documentation to ensure compliance with state and federal requirements. For example, in Massachusetts where there is a long history of providing services to children with disabilities, the state has developed improved initiatives such as the District Curriculum Accommodation Plan (DCAP) to meet the needs of diverse learners in general education. In addition, along with the DCAP, a **Student Development** plan identifies a student's learning style, including cognitive, physical, linguistic, social and emotional development. A key component is that the instructional elements supporting the curricula and instruction be geared to the individual student's development levels and is **respectful of cultural and linguistic differences**. For more information, we recommend you visit the Massachusetts Department of Education website and read the **"Is Special Education the Right Service? A Technical Assistance Guide"** dated March, 2001 (<http://doe.mass.edu/sped/>).



Disclaimer: This information is for the purpose of providing a general overview of the IEP process. For specific laws and regulations, additional clarification, information, or validations—contact your state's department of education or visit the US department of Education.

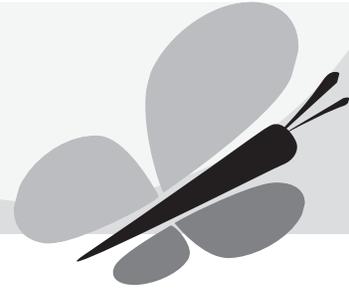
The above information was collected, summarized, and/or copied from the Office of Special Education and Rehabilitative Services, U.S. Department of Education and the MA Department of Education, Special Education Services, NH Department of Education and various sites listed below.

<http://www.ed.gov>
<http://idea.ed.gov>
<http://www.ed.gov/offices/OSERS>
<http://nces.ed.gov/Pubs2003/100>
<http://www.ed.gov/policy/speced/guid/idea/2004.html>
<http://doe.mass.edu/sped/>
<http://www.ed.state.nh.us/education/laws>
<http://www.gencourt.state.nh.us/rsa/html>



VOCABULARY: SPECIAL EDUCATION

1. Special Education	Specially designed educational instruction at no cost to the parent/guardian, to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other setting and instruction in physical education.
2. Individualized Education Plan (IEP)	An individualized written instructional plan for a child with a disability which is developed as a team and includes the parent/guardian and specifies individual educational needs and related services the child would need to meet their needs.
3. IDEA	Individuals with Disabilities Education Act
4. Local Education Agency (LEA)	A local school division governed by a local public school.
5. Independent Educational Evaluation (IEE)	An evaluation conducted by a qualified examiner or examiners who are not employed by the local educational agency responsible for the education of the child in question.
6. Eligible	A child who has been identified as having a disability (as defined under IDEA) and because of such disabilities may be eligible for special education and related services.
7. Due Process	A procedure conducted by an impartial hearing officer to clarify and resolve disagreements with respect to the identification, evaluation, educational placement and services between a parent or parents and a local educational agency (LEA).
8. Evaluation	A process using a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent that may assist in determining whether the child is a child with a disability.
9. Assessment	Diagnostic tools used to measure the child's development in areas such as cognitive, physical, communication, social or emotional development, and adaptive development for special education eligibility.
10. Cognitive	Intelligence, conscious thoughts and problem solving ability that begins in infancy.
11. Free and Appropriate Public Education (FAPE)	A free and appropriate public education with a standard that meets the student's individual unique needs, providing meaningful progress.



SPECIAL EDUCATION AND THE IEP PROCESS QUIZ

STUDENT NAME

LANGUAGE

DATE

ADDRESS

PHONE

FAX

E-MAIL

Mark each statement "True" or "False."

1. IDEA is the Individualized Educational Program. True False
2. IEP is the Individualized Educational Plan. True False
3. An effective IEP must have a collaborative effort of all those involved in the education of the child with a disability. True False
4. A "triennial" is when a child is reevaluated at least every two years. True False
5. An IEP is a written instructional plan. True False
6. The IEP's annual goals means what can the child is reasonably expected to accomplish in a year. True False
7. An IEP must have one component to be complete. True False
8. An IEP must include dates and places to indicate when services begin, how often the services are provided, and how long they will last. True False
9. NH does not have its own special education laws. True False
10. MA has its own special education laws. True False

Circle the item or items that best fits the statement:

11. IEP must have among other components:
 - a. Annual goals
 - b. Present levels of educational performance
 - c. a, b, and d
 - d. Special education and related services
12. The IEP Meeting is designed for among other reasons:
 - a. Writing the educational plan
 - b. Discuss the specific needs of the child
 - c. Write the special education law
 - d. Dismiss the child from classroom work

NOTE: Get your CCCS Continuing Education Points by e-mailing your answers to mdepaula@cccsorg.com or faxing them to 781-729-1217.

INTERPRETERS' CORNER:

Beginning in January 2010, CCCS will be requiring all of our freelance interpreters to **complete six (6) hours** of continuing education per calendar year. CCCS will help you accomplish this by providing you with CEU credits as well as compensating you for completing the quizzes!

- At least five (4) of your continuing education hours can be achieved by completing 10 of the 12 quizzes per year. We will provide one (1) CCCS CEU credit per quiz (each credit is worth hour of time) and we will compensate you \$10 per quiz.
- The remaining two (2) hours of required education will consists of one (1) hour of annual safety education (see explanation below) and the remaining hour is yours to decide how best to complete.

To complete the final hour of continuing education, we recommend you attend one of our ongoing training sessions, complete the additional two monthly quizzes, attend the IMIA conference or complete any other related educational activity. In addition to giving CCCS CEU credits, we will also be submitting the quizzes for both IMIA and ATA credits. CCCS is offering the quizzes as an incentive to our freelance interpreters, free of charge. Effective January 2010 we will be offering the quiz subscriptions to outside organizations and interpreters at a cost of \$50.

The annual one-hour safety education is another new requirement that we are initiating in order to assist our healthcare clients meet their regulatory requirements. Hospitals are accredited by an organization called The Joint Commission, and this accrediting body mandates that all hospital staff members meet certain educational standards. They are extending this

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JOINT COMMISSION AND U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICE ANNOUNCEMENT: RELEASE OF AN EDUCATIONAL VIDEO

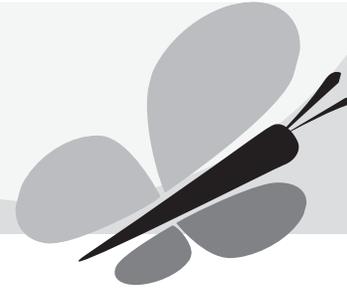
The Joint Commission, the "nation's prominent standards-setting and accrediting body in healthcare" and the US Department of Health and Human Services issued a joint press release announcing the publication of a video developed by OCR and The Joint Commission on *Civil Rights Regarding Health Care*. As the nation continues to face many health care challenges, one area of concern is racial, ethnic and language disparities in providing equal access to health care. The video provides health care organizations with the best methods of care in order to meet the needs of diverse patients with varying communication requirements. The video is available through The Joint Commission www.jointcommission.org as well as the Office of Civil Rights at www.hhs.gov/ocr.

TRANSLATING PROFESSIONAL DOCUMENTS

CCCS is a multilingual translation service provider offering quality and professional results with your translation project. We provide customized written translations sensitive to the cultural and educational levels (register) of your target audiences. We recognize the linguistic features associated with translated documents, respecting the content and function of any translation including specialized terminology.

CCCS manages the project with a professional process. For example, our multilingual project management includes cultural feedback on source materials, translation, proofreading and editing, graphic design, and layout. This includes initial communication with the client to determine the purpose of the translation, target audience, format requirements, deadlines, etc. and finalizes the project with quality assurance measures to ensure the translated text is reviewed and modified or corrected before final completion and submission to the client.

For additional information, to submit your translation project or request a free quote visit our website at www.cccsorg.com and click on the Translation link or contact our Translation Department at 781-729-3736 ext. 112.



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requirement to contracted staff in 2010, and you fall into this category. We can maintain a competitive edge for our interpreters and CCCS by ensuring we educate you on topics like fire safety, hand hygiene, emergency codes and more. Additional training in safety areas will be forthcoming in future Communicator Express newsletters.

Effective January 2010, the following is an outline of the process for CCCS freelance interpreters:

- **Each monthly quiz** will be included in your paycheck and via email. Please make sure that you notify us of your e-mail address, we don't want you to miss out on the professional development quizzes. (Anyone interested in purchasing a subscription to our professional development quizzes, should contact Betsy Burtis at 781-729-3736, ext. 108.
- In order to **receive credit and compensation** for completing the quiz, you need to return the quiz prior to the last day of the month. All quizzes will be 10 questions and you must get at least 8 (or 80%) correct in order to receive credit.
- **CCCS will correct the quiz and include the \$10 compensation** in your next paycheck. You will receive the correct answers to the quiz via email for you to save or print. If you don't have access to email, we will mail them to you via U.S. mail.

Thank you.

A special thanks to CCCS interpreters who have promptly submitted their Service Verification Forms (SVF) and immunization records. Coming up in 2010, CCCS will be sending new service verification forms via e-mail. Please notify our office if you have a new e-mail or have not submitted your e-mail to the Interpreter Resource Department. Look for more information in future Communicator Express newsletters.

In addition, if you have any questions about interpreter payroll, the number to contact is 781-729-3736 ext. 118 and leave your specific question. A CCCS staff member will get back to you as soon as they have the necessary information to your question.

Also, W-9 Forms will be mailed out to all CCCS freelance interpreters at the end of the 2009 calendar year.

Interpreting in medical high risk areas

CCCS wants to remind you to consider your own safety, and that of patients and staff, when interpreting in high-risk, highly infectious, or contagious medical environments. It is a good idea to always carry an infection control kit with items such as latex gloves, hand sanitizer and approved medical masks (check with the cdc.gov website, a pharmacist, or physician for the name or type of protective devices). In addition, upon arriving at the interpreting site, *ask the supervising nurse what "precautions" you should follow, such as wearing medical gowns, gloves, masks, etc., before entering a high-risk area or interpreting for a high risk patients.* Patients with tuberculosis, H1N1, MRSA and other contagious diseases fall into the "high risk" category.

Insurance for Interpreters

Interpreters often ask about liability insurance protection when performing in a professional interpreter capacity. One suggestion is to check with your insurance agent and ask if they carry "errors and omission" insurance. In addition, IMIA recently announced a preferred insurance brokerage firm for interpreters wishing to purchase insurance for **"errors and omissions"**. This company is Professional Program Insurance Brokerage (PPIB) of Novato, California and is offering IMIA members low cost professional liability coverage. Check with the IMIA website.

Interpreter of the Month:

Blondine Fanfan (Haitian Creole)
Thank you for your outstanding commitment and professionalism during interpreting assignments. You are always available to help CCCS when needed. Thank you and continued success.

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INTERPRETERS' CORNER:

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The Green Interpreter

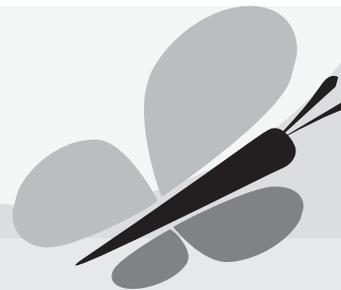
As the holidays approach, you have certainly noticed the increasing number of store catalogs coming in your mailbox. While we may enjoy "window shopping" through the brightly colored and appealing pages, the amount of paper waste generated by the catalogs we eventually discard is mind boggling. While we always wish for a "White Christmas" at this time of year, here are some suggestions for making the holiday season a little "greener".

- Reduce or eliminate the number of catalogs that come in your mail. One way to do this is by going to a website who works with the retailers to allow people to "opt out" of receiving their catalogs. One such site is <http://www.catalogchoice.org/>
- The Sierra Club provides the following list of suggestions for a green holiday, and you can find more about each of the tips at their website, <http://www.sierraclub.org/holidays/>
 - **BUY ENERGY-SAVING "LED" HOLIDAY LIGHTS.** Now you can decorate your house with LED lights that use 90 percent less energy than conventional holiday lights, and can save your family up to \$50 on your energy bills during the holiday season! LED lights are available at many major retailers.
 - **MAKE YOUR OWN WRAPPING PAPER.** Most mass-produced wrapping paper you find in stores is not recyclable and ends up in landfills. Instead, here's a great chance to get creative! Wrap presents with old maps, the comics section of a newspaper, or children's artwork. Or use a scarf, attractive dish towel, bandana, or some other useful cloth item. If every family wrapped just three gifts this way, it would save enough paper to cover 45,000 football fields.
 - **ADD ORGANIC & LOCAL FOODS TO YOUR HOLIDAY FEAST.** Support local family farmers who grow sustainable meat and produce. Not only does it taste better, you'll be doing your part for the planet too.
 - **GET A PESTICIDE-FREE TREE.** Demand is on the rise for Christmas trees that are not covered in chemicals; some growers use 40 different pesticides, as well as chemical colorants. The good news is that there are now a number of tree-farms that sell pesticide-free trees, so ask your local Christmas tree seller.
 - **RECYCLE YOUR CHRISTMAS TREE.** Ninety-eight percent of Christmas trees were grown on farms, not in forests, so at least it's not as if you're cutting down an ancient tree. Each year, 10 million Christmas trees end up in the landfill. While your tree won't fit in the recycling bin with your newspapers and bottles, you can recycle your tree: many cities offer programs to turn your tree to mulch or wood chips.
 - **DONATE YOUR TIME OR MONEY TO AN ENVIRONMENTAL GROUP.** Get into the holiday spirit by volunteering! There are countless ways to help improve your community—and the planet—from cleaning up a local river to helping inner city kids experience the outdoors for the first time. A donation in honor of a loved one can also be a special holiday gift.



REDUCE OR ELIMINATE THE
NUMBER OF CATALOGS THAT
COME IN YOUR MAIL.

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INTERPRETERS' CORNER:

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- **DO A "COOL HOME" TOUR WITH THE ENERGY-SAVING CHECKLIST.** Take a pledge this New Years' to reduce your home energy use by buying energy-efficient light bulbs. Installing only 6 compact fluorescent light bulbs will save the average American family \$60 per year. You can also use this handy "Cool Homes" checklist to see what easy things you can do in your home to save energy. When using your fireplace this Christmas, turn down that thermostat! Lowering the temperature even five degrees can take 10% off your energy bill.
- **RECYCLE YOUR OLD CELLPHONE.** Getting a new cell phone for Christmas? Not sure what to do with the old one? Now, you can drop off that old phone at any Staples store, as part of the Sierra Club cell phone recycling program. Each year, 130 million cell phones are thrown out, weighing approximately 65,000 tons. Recycling your old phone prevents hazardous elements like mercury, cadmium and lead from ending up in our landfills.

Upcoming Communicator Express Professional Development Quiz Schedule:

The Communicator Express Professional Development quiz for CCCS freelance interpreters will take place on the following dates and time. If you would like to take the assessment and you are not a CCCS freelance interpreter, there is a small fee for taking the test. For additional information, contact Betsy Burtis at 781-729-3736, ext. 108.

2009 Quiz Schedule:

January 13th at 5pm
 May 19th at 5pm
 November 17th at 5pm



CCCS

Cross Cultural Communication Systems, Inc.

PO Box 2308, Woburn, MA 01888 | p: 781-729-3736 | f: 781-729-1217
 New Hampshire Regional Office: PO Box 733, Nashua, NH 03060 | p: 1-888-678-CCCS | f: 603-386-6655
 cccsinc@cccsorg.com | www.cccsorg.com | CCCS Inc. is a SOMWBA and DBE-certified business | Copyright 2006 CCCS

Active since 1996, CCCS is a recognized authority on cultural-linguistic services, providing consultation, interpretation, translation and training services to healthcare, educational, legal and business institutions nationwide. CCCI is licensed by the New Hampshire Postsecondary Education Commission as a private, postsecondary career school.

NH CORNER:

CCCS, Inc. would like to thank our New Hampshire clients, students, interpreters, and associates for a wonderful and successful year. CCCS has enjoyed partnering with many organizations on a variety of projects in New Hampshire the Medical Interpretation Advisory Board (MIAB), the Gate City Health and Wellness Immigrant Integration Initiative, the Hispanic Network, and the NH Diversity Task Force and partnering with a non-profit agency in 2002 to provide the training to many of the New Hampshire interpreters.

We are pleased to offer high quality interpreter services to schools, healthcare organizations and businesses, and as the only **licensed Post Secondary Interpreting Career School in New Hampshire**, we provide interpreter training not only in our CCCS Institute (CCCI) in Nashua, but also provide customized trainings in hospitals, non-profit organizations, educational settings, etc.

CCCS strives to stay current in cultural and linguistic issues affecting LEP individuals and families by attending, providing workshops, etc. in many national Conferences. On a national level, we are members of the IMIA, NCIHC, ALC, ATA, TAHIT and other organizations involved in advocating, professionalizing, and establishing standards for professional interpreters that would ensure equal access to health care for all. Again, we like to say thank you to our partners in New Hampshire and wish everyone much success in 2010.