

Preparing for an IEP Meeting:

- Speak up if day and time of meeting does not work for you
- Check that all team members are attending
- Create list of questions/concerns—share list with school
- Invite a support person, if desired
- Include the student for all or part of meeting, if appropriate
- Share information from outside providers
- If issues remain at the end of the meeting, ask to meet again
- Keep all copies of IEPs, evaluations, & reports

Recommended Actions/Responsibilities of Parents/Guardians:

- Build positive relationships
- Communicate year-round
- Maintain educational records
- Review IEP, assessments & other documents
- Ask questions
- Monitor program & progress reports
- Share successes, as well as, concerns

The Arc of Adams County works for the benefit of individuals with intellectual & developmental disabilities (I/DD), by providing independent advocacy services.

Through direct advocacy efforts, The Arc assists individuals & families with necessary tools & resources to resolve challenges and obstacles.

The Arc also provides a variety of trainings & opportunities to increase knowledge and awareness.

For more information, please visit us at www.arcadams.org

To contact us, you can reach us by email at info@arcadams.org or by phone

(303) 428-0310



HELPFUL HINTS

WHAT TO EXPECT FROM INTERPRETATION SERVICES IN IEP MEETINGS

For Families & Educators in Special Education Meetings



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WHAT YOU SHOULD KNOW

Must a school provide language assistance if I request it even if my child is proficient in English & I am somewhat proficient in English? Yes. Schools must respond to a parent's request for language assistance & remember that parents be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to interpret for me? No. Schools must provide interpretation from appropriate & competent individuals & may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in & out of that language, or to translate documents.

DURING THE MEETING

- Allow extra time as information will be stated twice.
- If a member is participating via phone, be sure that the participant (via phone) is aware of the interpreter.
- Speak directly to the client (the parent or student).
- Speak in complete sentences.
- Speak clearly & slowly & avoid slang, acronyms, and jargon.
- Let the interpreter control the length of each segment and arrange beforehand for him/her to signal you/the client when to stop. The general rule is two sentences at a time.
- Be sure the interpreter is sharing all information provided by the family to the team.
- Do not talk with the interpreter thus excluding the client.
- Encourage parents to ask questions.
- Explain clearly when the interpreter seeks clarification.
- Avoid having side conversations while the interpreter is talking.
- Check for comprehension and encourage engagement of participants.

DOCUMENTATION &

SIGNATURES

If parent signatures are needed, provide a written copy in the family's native language, if possible. If not, give parent the form and allow the interpreter time to go over the form with parent to ensure that the parent knows what they are signing. Include the interpreter in the list of team members present at the meeting and have them sign the IEP participant document.

After the meeting, if any team members have questions regarding the meeting, they can seek clarification from the interpreter or if they would like to know his/her impressions about the meeting, please do so right after the meeting.

****Interpreters & translators provide communication from one language to another. They do not offer advice or opinions, nor judge the effectiveness or accuracy of communication.****