

TECHNICAL ASSISTANCE DOCUMENT
for
EDUCATIONAL SIGN LANGUAGE INTERPRETERS
in
NEVADA

Nevada Department of Education

February 2006

NEVADA DEPARTMENT OF EDUCATION

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**Office of Special Education, Elementary and Secondary Education,
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700 East Fifth Street, Suite 113
Carson City, Nevada 89701
(775) 687-9171 Fax (775) 687-9123

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PURPOSE

The purpose of this Technical Assistance Document is to provide a resource that can be used by interpreters, the Deaf Community and organizations or individuals who would like to learn more about deafness or interpreting.

NEVADA DEPARTMENT OF EDUCATION REQUIREMENTS

In accordance with the Individuals with Disabilities Education Act (IDEA), local school districts in Nevada employ educational interpreters for students who are deaf and hard of hearing. Standards for educational interpreters are defined by **Nevada Revised Statute (NRS) 656A as amended by Senate Bill 134 (Appendix A)**.

TYPICAL RESPONSIBILITIES FOR EDUCATIONAL INTERPRETERS AS:

INTERPRETER	TEAM MEMBER	TUTOR
<ul style="list-style-type: none"> • Interprets as accurately as possible all verbal instruction and classroom discussion • Adapts signing level to communication needs of the student • Voices accurately student's questions, responses, and contributions to classroom discussion • Prepares for content and message delivery • Assists students and other professionals in understanding the role of the interpreter including educational interpreter conduct guidelines • Interprets at school functions as needed • Ensures appropriate logistics (e.g., lighting, seating) • Provides clear and appropriate information for substitute interpreters • Maintains record of continuing education activities 	<p>Provides consultation to:</p> <ul style="list-style-type: none"> • Promote student independence • Interpret content and non-content areas • Facilitate direct communication in various interactions • Promote student participation in classroom discussions and activities • Address concerns related to student's needs • Address discipline problems and procedures <p>Educates others regarding the implications of hearing loss</p> <p>Attends meetings or provides information to the team about concerns</p> <p>Adheres to school policies and procedures</p>	<p>Provides tutoring services to reinforce concepts and class content under the direction of a certified teacher:</p> <ul style="list-style-type: none"> • Prepares for content • Implements instructional strategies as identified by the IEP team • Reinforces and supervises practice of skills with individual and small groups • Assists the student and other professionals in understanding the role of the tutor • Provides clear and appropriate information for substitute tutor • Has the Deaf or Hard-of-Hearing student direct all content questions to teachers not to the interpreter • Does not take on the teacher's role in instruction or discipline • Does not do work for students, realizes the learning process is the student's

INTERPRETER TRAINING RESOURCES

Northern Nevada

TRUCKEE MEADOWS COMMUNITY COLLEGE

7000 Dandini Blvd.
Reno, Nevada 89512
775-673-7000
American Sign Language 1,2,3,4 www.tmcc.edu

WESTERN NEVADA COMMUNITY COLLEGE (WNCC)

2201 West College Parkway
Carson City, Nevada 89703
775-445-4407
Deaf Studies: ASL, Deaf History, Deaf Culture, Interpreter preparation
Email: www.wncc.edu, frankc3@wncc.edu

WNCC (Douglas Campus)

1680 Bentley Parkway South
Minden, Nevada 89423
775-782-2413
info_desk@wncc.edu
American Sign Language I

UNIVERSITY OF NEVADA, RENO

American Sign Language I, II, III, IV
www.unr.edu

Southern Nevada

COMMUNITY COLLEGE OF SOUTHERN NEVADA

www.ccsn.edu

NEVADA REGISTRY of INTERPRETERS for the DEAF (NVRID)

Monthly Workshops- also available to outlying areas via video link
Email: www.nvrid.deaf拉斯vegas.com
ivye@zephyrbooks.com to be put on mailing list for monthly workshops

OUT OF STATE TRAINING SITES

ARIZONA

University of Arizona
www.ed.arizona.edu/specialed/interpreting.html

CALIFORNIA

American River College- Sacramento-
www.arc.edu

Cal State Northridge
www.csun.edu

Ohlone College
www.ohlone.edu/instr/div_deaf/ipp/

COLORADO

University of Northern Colorado
BA level distance education program to begin in 2006
www.unco.edu

IDAHO

Idaho State University-Pocatello, Boise
Sponsors Intermountain Special Study Institute on Deafness (ISSI) each summer
www.isu.edu

OREGON

Western Oregon University
Western Region Interpreter Education Center (WRIEC)
• Five year federal grant to provide Diagnostic Services, Mentoring, Training Resources and Lending Library for sign language interpreters in the western states www.wou.edu

UTAH

Salt Lake Community College
www.slc.edu

ON-LINE TRAINING/WORKSHOPS

Signs of Development, LLC

www.signs-of-development.org

Boys Town National Research Hospital

www.classroominterpreting.org

National Association of the Deaf– Information on publications, laws, deaf events, and more www.NAD.org

David Bar-Tzur – www.theinterpretersfriend.com

Informational Site: www.OhSoEZ.com - workshops listing, can advertise job openings

CSD mentorship Program Aimee Whyte Solomon, Mentorship Coordinator/Deaf Mentor at awhyte@c-c-d.org

Gallaudet Visiting Interpreter Program –

http://nvrld.deaf.lasvegas.com/Visiting_Interpreter_Program.pdf

<http://gis.gallaudet.edu/lwpiirp.html>

Sign Language Associates Mentorship Program

<http://www.siglanguage.com/interpreters/mentorfaq.php>

List of graduates from North Eastern University Master Mentor Program

<http://www.asl.new.edu/tiem.online/sourcement.md.html>

Laurent Clerc National Deaf Education Center - A great website hosted by the Clerc Center at Gallaudet University

<http://clerccenter.gallaudet.edu/InfoToGo/edinterp.html>

VIDEOTAPES FOR SECONDARY SUBJECTS – Need to know the sign for math, science, history, and technical words...check this out:

www.sonidoinc.com/low/products/

K-12 Educational Interpreters Web Base Discussion Room: This is a group that uses Yahoo groups to have a national discussion group on issues related to K-12 interpreting. Joining is easy <http://groups.yahoo.com/group/k-12terps/>

Deaf Education - This is a great resource website with lots of information and materials related to educating deaf and hard of hearing students <http://www.deafed.net/>

CONTACT INFORMATION FOR NEVADA SCHOOL DISTRICTS

For information regarding educational interpreters in individual school districts contact the Special Education Program Administrator in the respective district.

Carson City School District
P.O. Box 603
Carson City, NV 89702
775-283-2100

Churchill County School District
545 E. Richards Street
Fallon, NV 89406
775-423-5184

Clark County School District
2832 E. Flamingo Road
Las Vegas, NV 89121
702-799-5310

Douglas County School District
P.O. Box 1888
Minden, NV 89423
775-782-5134

Elko County School District
P.O. Box 1012
Elko, NV 89803
775-738-5196

Esmeralda County School District
P.O. Box 560
Goldfield, NV 89013
775-485-6382

Eureka County School District
P.O. Box 249
Eureka, NV 89316
775-237-5373

Humboldt County School District
310 East Fourth Street
Winnemucca, NV 89445
775-623-8100

Lander County School District
P.O. Box 1300
Battle Mountain, NV 89820
775-635-2886

Lincoln County School District
P.O. Box 118
Panaca, NV 89042
775-728-4471

Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
775-463-6800

Mineral County School District
P.O. Box 1540
Hawthorne, NV 89415
775-945-2403

Nye County School District
P.O. Box 113
Tonopah, NV 89049
775-482-6258

Pershing County School District
P.O. Box 389
Lovelock, NV 89419
775-273-7819

Storey County School District
P.O. Box C
Virginia City, NV 89440
775-847-0983

Washoe County School District
P.O. Box 30425
Reno, NV 89520
775-348-0200

White Pine County School District
1135 Avenue C
Ely, NV 89301
775-289-4851

INTERPRETER SERVICE AGENCIES

Caroline Preston Bass
702-228-5181
www.prestonbass.com

Signing Resources
Wing Butler
866-632-5158
www.signingresources.net

Network Interpreting Service
800-284-1043
www.aslnis.com

List of Interpreters in Nevada
<http://detr.state.nv.us/rehab/CertifiedInterpreterListing.pdf>

VIDEO RELAY SERVICES

SignOn,Inc – Video Remote Interpreting Services – An on-demand service that uses internet videoconferencing and web-based technologies to access sign language interpreting when an interpreter is not available locally.
www.signonasl.com

TELEPHONE RELAY SERVICES

Nevada Relay Service – a free service that provides full telephone accessibility to people who are deaf, hard-of-hearing, deaf-blind, and speech disabled. This service allows text-telephone (TTY) users to communicate with standard telephone users through specially trained relay agents. **Dial:711**
www.relaynevada.com

Sprint Relay Account manager for Nevada
Ken Brown
877-615-7336 (voice message center)
Kenneth.w.brown.iii@sprint.com

INTERPRETER TEST SITES

The Educational Interpreter Performance Assessment (EIPA) is offered throughout the year, check each location for the next available test date.

Northern Nevada
Kelley DeRiemer, EIPA Test Coordinator
kderiemer@msn.com

Southern Nevada
CLARK COUNTY SCHOOL DISTRICT –EIPA, EIPA RID
jpainter@interact.ccsd.net or kjmedina@interact.ccsd.net

PROFESSIONAL ORGANIZATIONS

RID REGISTRY OF INTERPRETERS FOR THE DEAF
www.rid.org
NVRID – Nevada Registry of Interpreters for the Deaf
www.nvrid.deaf拉斯vegas.com

RESOURCE LIBRARY

DEAF and HARD OF HEARING ADVOCACY and RESOURCE CENTER
111 West Telegraph Street #104
Carson City, Nevada 89703
TTY/Voice 775-887-1060
Relay 711
Fax 775-887-1055
Deafadvocate4nv2@sbcglobal.net

WESTERN NEVADA COMMUNITY COLLEGE (WNCC)
2201 West College Parkway
Carson City, Nevada 89703
775-445-4407
Library, video lab
www.wncc.edu or Frankc3@wncc.edu

NVRID NEWSLETTERS
www.nvrid.deaf拉斯vegas.com

DEAF COMMUNITY RESOURCES

DEAF and HARD OF HEARING ADVOCACY and RESOURCE CENTER

A statewide Center to assist with interpreter professional development plans, training workshops, IEP guidance, and advocacy. Has a lending library for interpreters, parents, and teachers.

111 West Telegraph Street #104
Carson City, Nevada 89703
TTY/Voice 775-887-1060
Relay 711
Fax 775-887-1055
Deafadvocate4nv2@sbcglobal.net

STATE OF NEVADA

Newborn Hearing Screening at Bureau of Family Health Services
Children with Special Health Care needs – Family Health Services Bureau

3427 Goni Road, Suite 108
Carson City, NV 89706
775-684-3478

VOCATIONAL REHABILITATION – For student's ages 14 and up-
the vocational rehabilitation office has the general mission to advance opportunities for persons with disabilities to be employed and independent. <http://detr.state.nv.us/>

Western Region Outreach Center & Consortia (WROCC)

A cooperative agreement with the National Center on Deafness, Cal State Northridge to increase and enhance postsecondary educational opportunities for students who are deaf and hard of hearing. The areas include providing technical assistance to education programs and providing access to the PEPNet Resource Center (PRC).
www.wrocc@csun.edu

PEPNet Resource Center (Postsecondary Education Programs Network)

A great resource for deaf/hard of hearing students and transition services.
www.prc@csun.edu

PARENT ORGANIZATIONS/ACTIVITIES

Hands & Voices

A nationwide, parent driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing.
www.handsandvoices.org

AG Bell Association

A national organization that focuses on spoken English development.
www.agbell.org

American Society for Deaf Children

A national organization for families and professionals committed to education, empowering, and supporting parents and families of deaf children.
www.deafchildren.org

INSIGHT CINEMA

Website to find open-captioned films showing in local theaters.
www.insightcinema.org

CLOSED CAPTIONED VIDEOS

<http://www.cfv.org>

CAMP SIGNSHINE

Camp SignShine is a unique opportunity for hearing impaired children, as well as hearing sibling and children of deaf parents, to interact with their peers in a camp setting email: campsignshine@aol.com

DEAF COMMUNITY NIGHTS

PIZZA NIGHT

Teach2ski@aol.com

PROFESSIONAL ORGANIZATIONS

REGISTRY OF INTERPRETERS FOR THE DEAF (RID)

Information on publications, certifications, ethics, standard practices, training, interpreter search database.
www.rid.org

NVRID – Nevada Registry of Interpreters for the Deaf

Nevada's chapter of RID. Lists monthly workshops and additional training information.
www.nvrid.deaf拉斯vegas.com

APPENDICIES

- A. NRS 656A, SB 134 AMENDMENTS AND LETTER TO DISTRICTS
- B. DEAF CHILD'S BILL OF RIGHTS
- C. HOW TO DETERMINE IF A STUDENT IS ABLE TO BENEFIT FROM THE SERVICES OF AN EDUCATIONAL INTERPRETER
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- G. NEVADA EDUCATIONAL INTERPRETER TECHNICAL ASSISTANCE DOCUMENT COMMITTEE

KEITH W. RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

APPENDIX A

GLORIA P. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services



DOUGLAS C. THUNDER
Deputy Superintendent
Administrative and Fiscal Services

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687-9200 • Fax: (775) 687-9101

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

August 11, 2005

Mr.

Senate Bill 134 (SB 134) was passed during the 2005 legislative session to amend existing law (NRS 656A). Among other considerations, NRS 656A addresses requirements for sign language interpreters in public and private schools. Since its inception, this law has required certification of interpreters, and has specified that a person may engage in the practice of interpreting in a public or private school for not more than three years without satisfying all requirements for certification if certain conditions are met.

SB 134, Section 10 amends NRS 656A as follows:

Extension of time in meeting requirements. NRS 656A.100.4 originally provided three years for any individual who engaged in the practice of interpreting to gain the knowledge and skills necessary to meet the established requirements. This timeline would have expired July 1, 2005. The amendments to this section extend the timeline to comply with the requirements of this section until July 1, 2007.

Extension of time for enforcement. NRS 656A.800 required enforcement of all requirements and applicable penalties for individuals who engage in interpreting by July 1, 2005. The amendments have extended the enforcement and application of penalties to July 1, 2007.

As further indicated in SB 134, Section 10, both of the above amendments apply "if the person [practicing interpreting] makes satisfactory and deliberate progress, as determined by the school, charter school or private school that employs the person, toward complying with the requirements of paragraph (a) or (b) of NRS 656A.100 during the period of employment."

Section 11(a) of SB134 further requires that the Legislative Committee on Persons with Disabilities conduct a study to review, among other things, the manner in which school districts can meet the needs of students who are deaf or have a hearing impairment, including the provision of interpreting services are required under NRS 656A.

The Nevada Department of Education (NDE) is required to notify school districts, charter schools, and private schools regarding these above referenced amendments. Additionally, as with other special education considerations, the NDE is pleased to provide technical assistance to schools and districts as they comply with these requirements. If you need additional information about the requirements of

An Equal Opportunity Agency

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NRS 656A.100 or wish to request any technical assistance, you may contact my office at (775) 687-9171. A copy of NRS 656A and the SB 134 amendments are included with this correspondence for easy reference.

Sincerely,

A handwritten signature in black ink that reads "Frankie McCabe". The signature is written in a cursive style with a large, stylized "F" and "M".

Frankie McCabe, Director
Office of Special Education, Elementary and
Secondary Education, and School Improvement
Programs

Enclosure

CC: Keith Rheault
Gloria Dopf

Senate Bill No. 134—Senators Mathews,
Wiener, Titus and Coffin

CHAPTER.....

AN ACT relating to interpreters; requiring providers of Communication Access Realtime Translation to meet certain qualifications; prohibiting certain acts relating to such providers; providing a penalty; extending the effective date for the application of penalties to certain persons who engage in the practice of interpreting in public schools and private schools; requiring the Legislative Committee on Persons with Disabilities to study certain issues related to the provision of communication services for pupils who are deaf or hearing impaired and for all residents of this State who are deaf or hearing impaired; requiring the boards of trustees of school districts to review certain information related to the salaries of persons who provide interpreting services in public schools; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law recognizes that sign language interpreting is a learned profession and is subject to regulation to protect the public from unqualified interpreters. (NRS 656A.010) Existing law requires certification of interpreters, including persons who engage in the practice of interpreting for pupils in public schools and private schools. (NRS 656A.100) Existing law provides penalties, effective on July 1, 2005, for persons who do not comply with the certification requirements. (NRS 656A.800) Existing law does not require realtime captioning providers to meet any qualifications or obtain certification before providing realtime captioning services in Nevada.

This bill recognizes that realtime captioning is a learned profession, providing a service similar to sign language interpreting, and makes providers of realtime captioning services subject to regulation.

This bill requires that providers of realtime captioning services meet certain qualifications, including certification as a court reporter by the Certified Court Reporters' Board of Nevada or certification as a Registered Professional Reporter, Certified Communication Access Realtime Translation Provider, Certified Broadcast Captioner or Certified Realtime Reporter by the National Court Reporters Association, before providing realtime captioning services in Nevada. This bill creates a penalty for unqualified people who practice realtime captioning in Nevada.

Existing law provides that a person may engage in the practice of interpreting in a public school or private school for not more than 3 years without satisfying all requirements for certification if certain conditions are met. (NRS 656A.100)

This bill provides that the certification requirements and penalties do not apply until July 1, 2007, to a person who is currently engaged in the practice of interpreting in a public school or private school pursuant to the 3-year waiver if the person makes satisfactory and deliberate progress toward complying with the certification requirements.

Existing law creates the Legislative Committee on Persons with Disabilities. (NRS 218.5379- 218.53797)

This bill requires the Legislative Committee on Persons with Disabilities to conduct a study during the 2005-2007 interim to determine the manner by which

school districts can meet the needs of the pupils who are deaf or hearing impaired and the manner by which accessible communication can be provided and improved for all residents of this State who are deaf or hearing impaired.

This bill also requires school districts to review the salaries of the persons who are employed to provide interpreting services to pupils.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 656A of NRS is hereby amended by adding thereto the provisions set forth as sections 2 to 5, inclusive, of this act.

Sec. 2. *"Communication Access Realtime Translation" and "realtime captioning" mean the immediate, verbatim translation of the spoken word into English text using a stenographic machine or voice recognition software, and a computer and realtime captioning software.*

Sec. 3. *"Practice of realtime captioning" means the facilitation of communication between persons who are deaf or whose hearing is impaired and other persons through the use of Communication Access Realtime Translation.*

Sec. 4. *"Realtime captioning provider" means a person who is qualified to engage in the practice of realtime captioning in this State pursuant to section 5 of this act.*

Sec. 5. *A person who wishes to engage in the practice of realtime captioning in this State must:*

1. *Be at least 18 years of age;*
2. *Have at least a high school diploma or a general equivalency diploma;*
3. *Be capable of providing the type of realtime captioning services required for persons who are deaf or whose hearing is impaired; and*
4. *Have:*

(a) Been certified as a court reporter by the Certified Court Reporters' Board of Nevada pursuant to chapter 656 of NRS; or

(b) Been issued at least one of the following certifications by the National Court Reporters Association or its successor organization:

- (1) Registered Professional Reporter;*
- (2) Certified Communication Access Realtime Translation Provider;*
- (3) Certified Broadcast Captioner; or*
- (4) Certified Realtime Reporter.*

Sec. 6. NRS 656A.010 is hereby amended to read as follows:
656A.010 The practice of interpreting ~~is~~ and the practice of realtime captioning are hereby declared to be ~~learned~~

profession, learned professions, affecting public health, safety and welfare, and ~~is~~ are subject to regulation to protect the general public from the practice of interpreting *and the practice of realtime captioning* by unqualified persons.

Sec. 7. NRS 656A.020 is hereby amended to read as follows:

656A.020 As used in this chapter, unless the context otherwise requires, the words and terms defined in NRS 656A.030 to 656A.060, inclusive, *and sections 2, 3 and 4 of this act* have the meanings ascribed to them in those sections.

Sec. 8. NRS 656A.070 is hereby amended to read as follows:

656A.070 The provisions of this chapter do not apply to a person who:

1. Is licensed in another state to engage in the practice of interpreting *or the practice of realtime captioning* and who engages in the practice of interpreting *or the practice of realtime captioning*, respectively, in this State:

(a) For a period of not more than 30 nonconsecutive days in a calendar year; or

(b) By teleconference if the interpreting services *or realtime captioning services* provided by that person are necessary because an interpreter *or realtime captioning provider* is unavailable to provide those services in person or by teleconference;

2. Engages in the practice of interpreting *or the practice of realtime captioning* solely for meetings of nonprofit civic or religious organizations;

3. Engages in the practice of interpreting *or the practice of realtime captioning* as necessary for the provision of an emergency medical or governmental service to a person who is deaf or whose hearing is impaired; or

4. Engages occasionally in the practice of interpreting in a social situation that does not require a qualified interpreter pursuant to the provisions of the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 et seq., section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, or the regulations adopted pursuant to those provisions.

Sec. 9. NRS 656A.800 is hereby amended to read as follows:

656A.800 1. It is unlawful for a person to:

(a) Engage in the practice of interpreting in this State;

(b) Hold himself out as certified or qualified to engage in the practice of interpreting in this State; or

(c) Use in connection with his name any title, words, letters or other designation intended to imply or designate that he is an interpreter,

↳ without first complying with the requirements set forth in NRS 656A.100.

2. *It is unlawful for a person to:*

- (a) Engage in the practice of realtime captioning in this State;
- (b) Hold himself out as certified or qualified to engage in the practice of realtime captioning in this State; or
- (c) Use in connection with his name any title, words, letters or other designation intended to imply or designate that he is a realtime captioning provider,
↳ without first complying with the requirements set forth in section 5 of this act.

3. A person who violates the provisions of subsection 1 ~~1~~ or 2:

- (a) Is guilty of a misdemeanor; and
- (b) May be assessed a civil penalty of not more than \$5,000.

~~3~~ 4. An action for the enforcement of a civil penalty assessed pursuant to this section may be brought in any court of competent jurisdiction by the district attorney of the appropriate county or the Attorney General.

Sec. 10. If a person engages in the practice of interpreting pursuant to subsection 4 of NRS 656A.100 on or before the effective date of this section:

1. Any applicable 3-year limitation prescribed in subsection 4 of NRS 656A.100 that would have expired before July 1, 2007, is extended for that person until July 1, 2007; and

2. The provisions of NRS 656A.800, as amended by this act, do not apply to that person until July 1, 2007,
↳ if the person makes satisfactory and deliberate progress, as determined by the school district, charter school or private school that employs the person, toward complying with the requirements of paragraph (a) or (b) of subsection 3 of NRS 656A.100 during the period of his employment.

Sec. 11. 1. The Legislative Committee on Persons with Disabilities shall, during the 2005-2007 interim, conduct a study to determine:

(a) The manner by which school districts can adequately and successfully meet the needs of pupils who are deaf and pupils who are hearing impaired, including, without limitation, ensuring that persons who provide interpreting services to those pupils are certified pursuant to NRS 656A.100;

(b) The manner by which community service agencies in this State can adequately and successfully meet the needs of the residents of this State who are deaf and the residents who are hearing impaired, including, without limitation, the provision of accessible communications;

(c) The feasibility of developing alternative methods of pooling resources among various agencies to better serve the needs of the deaf and hearing impaired community; and

(d) Methods by which this State and the local governments of this State can meet the growing demand for trained and certified interpreters and communication facilitators who facilitate accessible communications.

2. In conducting the study pursuant to subsection 1, the Legislative Committee on Persons with Disabilities shall work in consultation with and solicit advice and recommendations from the Department of Human Resources, the Office of Disability Services of the Department of Human Resources and the Deaf and Hard of Hearing Advocacy Resource Center.

3. The Legislative Committee on Persons with Disabilities shall submit a report of the results of the study and any recommendations for legislation to the Director of the Legislative Counsel Bureau for transmission to the 74th Session of the Nevada Legislature.

Sec. 12. The boards of trustees of the school districts in this State shall review the salaries paid to persons who provide interpreting services for pupils who are deaf and pupils who are hearing impaired, including, without limitation, a comparison of whether those salaries are commensurate with the salaries that are paid to similarly qualified persons employed by school districts in this State as well as salaries that are paid to persons in other states who provide interpreting services to pupils.

Sec. 13. 1. This section and section 10 of this act become effective upon passage and approval.

2. Sections 11 and 12 of this act become effective on July 1, 2005.

3. Sections 1 to 9, inclusive, of this act become effective on October 1, 2005.

NRS 656A.010 Legislative declaration. [Effective July 1, 2003.] The practice of interpreting is hereby declared to be a learned profession, affecting public health, safety and welfare, and is subject to regulation to protect the general public from the practice of interpreting by unqualified persons.
(Added to NRS by 2001, 1772, effective July 1, 2003)

NRS 656A.020 Definitions. [Effective July 1, 2003.] As used in this chapter, unless the context otherwise requires, the words and terms defined in NRS 656A.030 to 656A.060, inclusive, have the meanings ascribed to them in those sections.
(Added to NRS by 2001, 1771, effective July 1, 2003)

NRS 656A.030 "Interpreter" defined. [Effective July 1, 2003.] "Interpreter" means a person who is qualified to engage in the practice of interpreting in this state pursuant to NRS 656A.100.
(Added to NRS by 2001, 1771, effective July 1, 2003)

NRS 656A.040 "Person who is deaf" defined. [Effective July 1, 2003.] "Person who is deaf" means a person who is not able to process information aurally and whose primary means of communication is visual.
(Added to NRS by 2001, 1771, effective July 1, 2003)

NRS 656A.050 "Person whose hearing is impaired" defined. [Effective July 1, 2003.] "Person whose hearing is impaired" means a person:

1. Who has a hearing deficit;
2. Who is able to process information aurally with or without the use of a hearing aid or any other device that enhances the ability of a person to hear; and
3. Whose primary means of communication may be visual.

(Added to NRS by 2001, 1771, effective July 1, 2003)

NRS 656A.060 "Practice of interpreting" defined. [Effective July 1, 2003.] "Practice of interpreting" means the facilitation of communication between persons who are deaf or whose hearing is impaired and other persons. The term includes, without limitation:

1. Translating spoken language into American Sign Language or any other visual-gestural system of communication or vice versa;
2. Translating spoken language into a tactile method of sign language or vice versa;
3. Translating spoken language into an oral interpretation of the speaker's words by enunciating, repeating or rephrasing those words without using the voice to assist a person who is deaf or whose hearing is impaired in lipreading the information conveyed by the speaker;
4. Translating spoken language into a visual representation of spoken language that:
 - (a) Uses eight hand shapes to represent groups of consonants and the placement of those hand shapes in four positions around the face to indicate groups of vowel sounds; and
 - (b) Is used in conjunction with lipreading;
5. Translating spoken English into a system of sign language that is based on the syntax of the English language or vice versa; and
6. The use of any of the methods of interpreting or transliterating set forth in subsections 1 to 5, inclusive, by a person who is deaf or whose hearing is impaired to facilitate communication between another person who is deaf or whose hearing is impaired and an interpreter, or between two or more persons who are deaf or whose hearing is impaired.

(Added to NRS by 2001, 1771, effective July 1, 2003)

NRS 656A.070 Applicability. [Effective July 1, 2003.] The provisions of this chapter do not apply to a person who:

1. Is licensed in another state to engage in the practice of interpreting and who engages in the practice of interpreting in this state:
 - (a) For a period of not more than 30 nonconsecutive days in a calendar year; or
 - (b) By teleconference if the interpreting services provided by that person are necessary because an interpreter is unavailable to provide those services in person or by teleconference;
2. Engages in the practice of interpreting solely for meetings of nonprofit civic or religious organizations;
3. Engages in the practice of interpreting as necessary for the provision of an emergency medical or governmental service to a person who is deaf or whose hearing is impaired; or
4. Engages occasionally in the practice of interpreting in a social situation that does not require a qualified interpreter pursuant to the provisions of the Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 et seq., section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, or the regulations adopted pursuant to those provisions.

(Added to NRS by 2001, 1772, effective July 1, 2003)

UNLAWFUL ACTS

- NRS 656A.300 Prohibited acts; penalties; action for enforcement. [Effective July 1, 2005.]**
1. It is unlawful for a person to:
 - (a) Engage in the practice of interpreting in this state;
 - (b) Hold himself out as certified or qualified to engage in the practice of interpreting in this state; or
 - (c) Use in connection with his name any title, words, letters or other designation intended to imply or designate that he is an interpreter, without first complying with the requirements set forth in NRS 656A.100.
 2. A person who violates the provisions of subsection 1:
 - (a) Is guilty of a misdemeanor; and
 - (b) May be assessed a civil penalty of not more than \$5,000.
 3. An action for the enforcement of a civil penalty assessed pursuant to this section may be brought in any court of competent jurisdiction by the district attorney of the appropriate county or the attorney general.
- (Added to NRS by 2001, ~~177~~ effective July 1, 2005)

DEAF CHILD'S BILL OF RIGHTS

Assembly Concurrent Resolution No. 60—Assemblymen McClain, Anderson, Angle, Arberry, Bache, Beers, Berman, Brower, Buckley, Carpenter, Cegavske, Chowning, Claborn, Collins, de Braga, Dini, Evans, Freeman, Gibbons, Giunchigliani, Goldwater, Gustavson, Hettrick, Humke, Koivisto, Lee, Leslie, Manendo, Marvel, Mortenson, Neighbors, Nolan, Ohrenschall, Parks, Parnell, Perkins, Price, Segerblom, Thomas, Tiffany, Von Tobel and Williams

FILE NUMBER.....

ASSEMBLY CONCURRENT RESOLUTION—Urging the State Board of Education, the boards of trustees of school districts and certain educational personnel to consider the unique needs of children who are deaf or hard of hearing.

WHEREAS, The Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., is the federal law which seeks to ensure that children with disabilities have access to a free appropriate public education; and

WHEREAS, Providing a free appropriate public education to children who are deaf or hard of hearing is an essential element of fulfilling this state's important goal of ensuring equality of opportunity, full participation, independent living and economic self-sufficiency for persons who are deaf or hard of hearing; and

WHEREAS, Children who are deaf or hard of hearing require highly specialized services, equipment and materials; and

WHEREAS, It is essential that children who are deaf or hard of hearing receive an education that is tailored to their unique needs in a learning environment that allows the children to develop to their fullest academic capacity; and

WHEREAS, The Individuals with Disabilities Education Act requires the development, review and revision of an individualized education program for each child with a disability that sets forth the educational program for the child and specifically addresses the unique needs of the child for the child to succeed fully in school; now, therefore, be it

RESOLVED BY THE ASSEMBLY OF THE STATE OF NEVADA, THE SENATE CONCURRING, That the Legislature urges the State Board of Education, the boards of trustees of school districts, school administrators and educational personnel to consider the unique needs of children who are deaf or hard of hearing; and be it further

RESOLVED, That the Legislature urges the State Board of Education, the boards of trustees of school districts and all personnel responsible for the development of an individualized educational program for a child who is deaf or hard of hearing to ensure that:

1. The individualized educational program for the child takes into account the unique needs of the child and sets forth the least restrictive environment for the child in the school setting;
2. The parents and, if appropriate, persons who are deaf or hard of hearing assist in determining the appropriate educational program for the child;

3. The child receives instruction and other services in the child's primary mode of communication and other modes of communication, if appropriate;
4. The child is not denied the opportunity for instruction in a particular mode of communication solely because the child has the ability to hear some sounds, the child's parents are not fluent in the particular mode of communication or the child has previous experience with another mode of communication;
5. The child receives instruction and other services from teachers and other personnel who are proficient in communicating with the child in the mode of communication that the child understands, including, without limitation, American Sign Language, English-based manual or sign systems, or oral-, aural- or speech-based training;
6. The child has the opportunity to communicate directly with a sufficient number of his peers who are of the same age and ability as the child;
7. The child is exposed to adult role models who are deaf or hard of hearing; and
8. The child has an opportunity for participation, to the maximum extent possible, in all facets of school life, including, without limitation, recess, lunch, social events, athletic activities and extracurricular activities offered by the school; and be it further

RESOLVED, That the Legislature urges the boards of trustees of school districts and the personnel responsible for the development of an individualized educational program for a child who is deaf or hard of hearing to ensure that the parents of the child are fully informed, at the time that the child's individualized educational program is developed, reviewed or revised, of the educational options provided by the school district and available to the child so that the parents can make informed decisions about their child's education; and be it further

RESOLVED, That the Chief Clerk of the Assembly prepare and transmit a copy of this resolution to the President of the State Board of Education and the boards of trustees of the school districts in this state.

APPENDIX C

INTERPRETER USE INVENTORY

Brenda Schick, Ph.D., University of Colorado, Boulder

The following considerations must be considered when determining if a student is able to benefit from the services of an educational interpreter.

1. The Student Can:

- learn abstract, decontextualized material
- learn new vocabulary from typical classroom exposure
- comprehend class content and instructions
- understand what to do without the interpreter directing
- make age appropriate progress without excessive assistance
- complete class material and tests without interpreter assistance

2. Understanding of the Role of the Interpreter

- Demonstrates age-appropriate expectations for the interpreting role
- Maintains appropriate boundaries with the interpreter
- Allows the interpreter to mostly interpret

3. Use of Interpreter

- Recruit interpreting assistance when needed
- Understands when an interpreter is needed
- Takes control of communication
- Speaks up about missing information
- Able to request clarification from the interpreter
- Participates in class discussion
- Participates in small group discussion

4. Social Understanding

- Interacts with peers about class materials
- Interacts with peers about social issues
- Appreciates traits and personalities
- Has authentic relationships
- Able to argue, play, prefer, negotiate, persuade peers
- Participates appropriately in class

5. Attentional Factors

- Able to attend to interpreter and teacher
- Can coordinate multiple visual demands of complex visual environment

6. Adjustments in Interpretations

- How much does the interpreter alter content in order to make it more accessible for the student?
- How much does the interpreter expand on concepts presented in class either during class or after class?
- What changes are made to classroom vocabulary for the student?
- How much does the interpreter adjust the language to make it more accessible?

Interpreting Determines Educational Access

FACT SHEET

CRISIS in Educational Interpreting Services

Schools are accountable for what their students learn.

"If communication goes awry, it affects the intellectual growth, social intercourse, language development and emotional attitudes, all at once, simultaneously and inseparably."
(Oliver Sacks, 1989)

- Educational performance of students who are Deaf/Hard of Hearing remains poor. The average reading comprehension of 18 year old students was reported at just below 4th grade on the SAT-9 (Traxler, 2000).
- If performance on standardized assessments is to improve, students who are Deaf/Hard of Hearing must have full (100%) access to all aspects of the curriculum and instruction.
- The ability to learn is denied when students do not have qualified interpreters.

No Child Left Behind

In addition to accountability, adequate yearly progress, and school improvement, NCLB addresses "highly qualified" providers. Educational interpreters must also be held to the provisions of this law. Because there are currently no national professional standards for educational interpreters, it is imperative that IDEA defines a standard.

- Current OSEP data is unreliable because there is no national professional standard.
- o US Office of Education 23rd Annual Report to Congress (2002), based on 98-99 school year data, indicated that there were 4,588 interpreters employed by schools in the US and that 567 (12.4%) were not certified. How are states determining whether interpreters are qualified or not?
- Schools must also have an objective, verifiable method of assessment to determine whether its sign language interpreters are qualified.
- Achievement is limited when students do not have access to a qualified interpreter

Role of the Educational Interpreter

The educational interpreter's responsibilities include:

- Interpreting all school-related communication according to the student's language ability and the goals of the IEP.

In regular classrooms, hearing students generally communicate by speaking and listening. For many deaf students, however,

➤ Many students who are Deaf/Hard of Hearing enter school with language competencies below those of their hearing peers. Interpreters must be able to convey the intent of the instructor into language that is meaningful to the student.

- Tutoring, or clarifying, instructional information for the student.
- Participating on the educational team related to student progress and achievement.
- Providing expertise to the educational team (e.g., helping student learn to use interpreting services) (MENUS, p. 14).

interpreters are needed to facilitate communication with their teachers and classmates. IDEA requires that deaf students be integrated into regular classroom settings to the maximum extent possible, but if quality interpreting services are not provided, that goal becomes a mockery.

(COED, 1988, p. 103).

Most children are not receiving services from a qualified interpreter.

- Most states do not have minimum standards for educational interpreter qualifications (Project Forum, Nov. 2000, NASDSE).
- For states with minimum interpreter qualifications, many current standards are at a level that results in interpretation reflecting accuracy at approximately 75% of the classroom discourse (EIPA level 3.5), with frequent errors, confusions, and deletions.
- Most states have no measure related to the knowledge sets that are necessary in order to effectively apply the interpreting skills in a K-12 setting.
- For states with minimum standards, there is no reliable data regarding the percentage of educational interpreters who meet the requirements.
- Approximately 50% of working interpreters' qualifications is unknown because they have not been evaluated. (Jones, In Press)

Communication remains the primary challenge within educational settings for students who are Deaf/Hard of Hearing.

- Each student's communication needs are individualized. They are based on variables unique to the student, such as age of onset and severity of the hearing loss, as well as the student's and parent's preferences (MENUS, 2002).
- IDEA further requires that the communication needs of each student be considered. 34CFR300.346[a](2)(iv).

*"The primary problem of our students is not too little hearing, but too much interpersonal and informational isolation."
(Harold Johnson, Ph.D.,
Kent State University, 2003)*

- 80% of students who are Deaf/Hard of Hearing spend a portion of their day in the general education classroom; approximately 23% of these students utilize interpreters (Gallaudet Research Institute, 2003).
- For many students, the interpreter is the only communication link during their school day.
- 72 percent of families of children who use sign language do not use sign language with their children (Gallaudet Research Institute, 2002); for these children, the interpreter may be the only person with whom they can communicate effectively.
- Communication access is denied to students when they do not have qualified interpreters.

Recommendation for "Qualified Interpreter" in IDEA

Educational interpreters provide a variety of interpreting services (e.g., American Sign Language, Cued Speech, English Sign Systems, Oral) in an educational setting. Individuals who function as interpreters, regardless of job title, in providing these related services to students who are Deaf/Hard of Hearing, should document the following:

Essential Qualifications	Preferred Qualifications
<ol style="list-style-type: none">1. Associate's degree in Educational Interpreting or related educational field;2. A passing score on a state or national assessment system of interpreting skills (e.g., State Quality Assurance, EIPA, RID);3. A passing score on a state or national assessment of knowledge sets to apply interpreting skills in educational settings (e.g., EIKA); and4. Continued Professional Development	<ol style="list-style-type: none">1. Bachelor's degree in Educational Interpreting or related educational field;2. A passing score on a national assessment of interpreting skills (e.g., EIPA, RID);3. A passing score on a national assessment of knowledge sets to apply interpreting skills in educational settings (e.g., EIKA); and4. Continued Professional Development.

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**SAMPLE IEP GOALS TO UTILIZE
EDUCATIONAL INTERPRETER**

*Plan to Develop Ability to Utilize Interpreter
Services - A Scope and Sequence of Skills*

DEVELOPED BY: Laura Kowalik, M.A., Interpreter Services Coordinator
Donna Stout, Level V Interpreter
North East Regional Day School Program for the Deaf
San Antonio, Texas

July 1994

I.E.P.: Plan to Develop Ability to Utilize Interpreter Services - A Scope and Sequence of Skills

BEGINNING SKILLS:

Long Term Goal: Student will demonstrate beginning utilization of an interpreter for educational placement.

- a. Will be able to attend to the interpreter for _____ minutes.
- b. Will know when to attend to the interpreter by utilizing "attention getting markers."
- c. Will have appropriate receptive sign vocabulary for instructional situations i.e., age appropriate command of vocabulary.
- d. Will have a working knowledge of interpreter-related vocabulary i.e., "sign to voice," "transliterate."
- e. Will maintain appropriate eye contact with the interpreter for _____ amount of the class period.
- f. Will demonstrate the ability to attend to facial expressions, signs and body language simultaneously during an interpreted text.
- g. Will demonstrate through role play or discussion the ability to separate the variety of roles the interpreter/assistant may have in different situations.
- h. Student will explore through role play options for maintaining visibility of the interpreter.
- i. Will give proper eye contact to the person he/she is speaking/signing to when the interpreter is reversing.
- j. Demonstrate the ability to refrain from non-school related conversation with the interpreter during class time.
- k. Be aware of the "Health and Safety" guidelines for interpreters i.e., policy states that school staff must report to administration any mention of abuse, any mention of inflicting self-harm, or any mention of inflicting harm to others.
- l. Student will possess a basic working knowledge of Relay Texas.
- m. Student will know that they can utilize interpreter services for making phone calls following school policy.
- n. Student will learn how to correctly utilize interpreter services to place non-T.D.D. phone calls.

Other: _____

INTERMEDIATE SKILLS:

Long Term Goal: Student will become increasingly skilled utilizing an interpreter in the school setting.

- a. Will access an interpreter for peer interactions as appropriate.
- b. Will follow procedures for requesting interpreter services for extracurricular activities i.e., football, after school meetings, etc.
- c. Will know when and how to access interpreter services for school support services i.e., nurse, counselor, etc.
- d. Will explore through role play and group discussion a variety of feelings/attitudes regarding interpreting and interpreters, i.e., acceptance of interpreter.
- e. ~~Will be able to explain to peers the function of an interpreter in the classroom.~~
- f. Will be responsible for giving a copy of an oral report to the interpreter in a timely manner prior to actual report in class.
- g. Will explore the appropriate options for getting the attention of the interpreter so that a discussion can be interpreted.
- h. Will demonstrate the ability to choose seating or correctly request a seating change when the view of the interpreter is incumbered i.e., classroom, auditorium settings, etc.
- i. Will demonstrate student responsibility by asking appropriate classroom teaching staff for content clarification and assignments.
- j. Will demonstrate the ability to correctly utilize the interpreter for asking questions during class lectures and discussions.
- k. Will demonstrate the appropriate prompting of interpreter, i.e., timing, language and facial expression when requesting clarification of specific signs during a lecture by hunching shoulders, questioning expression, etc.
- l. Student will demonstrate appropriate non-manual feedback to the interpreter when a lecture/demonstration is being interpreted, i.e., nod the head, quizzical expression, etc.
- m. Student will gain an understanding of when an interpreter may or may not voice what the student is signing i.e., signing/talking to oneself, eye contact, etc.
- n. Student will explore through interview, reading, or discussion the processes required for training/certification of an interpreter.
- o. Expand on interpreter-related vocabulary to include community terminology, i.e., "service provider," "freelance," etc.
- p. Student will demonstrate ability to modify technical equipment or location of interpreter when there is significant delayed auditory feedback in situations like large auditoriums.
- q. Know appropriate channels for discussing concerns regarding interpreter-related issues in a school situation.
- r. Will understand the consequences resulting from student exercising choice to not attend to the interpreter during lectures.
- s. Student will utilize interpreter services for phone calls following school procedures only when language or skills will not allow T.D.D./Relay use.

Other: _____

ADVANCED SKILLS:

Long Term Goal: Student will demonstrate knowledge of advanced skills and independence needed to utilize interpreter services.

- a. Will be able to give an in-depth explanation, to peers and other adults, of the function of an interpreter in a variety of settings.
- b. Will assume all responsibility for school assignments.
- c. Will assume all responsibility for understanding the material being interpreted.
- d. Will choose the optimal seating location for himself/herself.
- e. Will be responsible for arriving early enough to get seating that will allow him/her to see the interpreter clearly in a non-classroom setting i.e., auditorium, pep rally, etc.
- f. Will demonstrate a variety of communication options for bringing an interpreter into an ongoing conversation.
- g. Will demonstrate the ability to communicate directly with the interpreter, regarding seating preferences, sign modality, interpreter placement, etc.
- h. Know and understand the Standards of Ethical Behavior for certified interpreters.
- i. Will be able to explain the certification process for interpreters and how it applies in an educational setting.
- j. Will have knowledge of the A.D.A. (Americans With Disabilities Act) and its implications as it pertains to persons who are deaf/hard-of-hearing.
- k. Will be aware of the various government agencies or consumer groups to whom complaints, suggestions, etc. can be directed concerning interpreter services or businesses who do not adhere to A.D.A.
- l. Be able to give rationale for using professional interpreters in lieu of friends or family.
- m. Will identify own feelings/attitudes regarding interpreters and interpreting in a school setting.
- n. Will identify through role play emergency situations where placing a T.D.D. phone call is not possible i.e., no interpreter available, no T.D.D., language skills will not allow use of Relay, etc. and demonstrate possible responses in these emergencies. (Ex: communication book, pragmatic written message options, etc.)

Other:

COMMUNITY:

Long Term Goal: Student will demonstrate appropriate utilization of interpreter services in the community.

- a. Student will describe situations where there is a need for freelance interpreters.
- b. Be able to locate the various service providers/interpreter agencies in the phone book.
- c. Will be able to obtain from the various agencies information regarding guidelines for securing an interpreter i.e., notice, who pays, assignment time, place, etc.
- d. Will be able to contact the service provider(s), request interpreter services, give sufficient advance notice, provide pertinent information, give a cancellation notice in a timely manner for a community-related function.
- e. Be able to compare interpreter services among the various interpreter agencies.
- f. Be able to understand the training/certification process for interpreters in the state of Texas.
- g. Will be aware that the consumer who is deaf/heard-of-hearing is required to request interpreter services for a variety of community situations i.e., job interviews, medical, meetings, etc.
- h. Be aware of who is responsible for contacting the service provider to set up interpreter services in a variety of community situations i.e., deaf consumer or the business involved.
- i. Will know who is responsible for payment to the service provider for interpreter services in a variety of community situations.
- j. Will be responsible for arriving early enough for preliminary business to be handled i.e., seating, discussion of modality, explain interpreter function.

Other: _____

RECOMMENDED METHODS AND MATERIALS FOR IMPLEMENTATION OF THE I.E.P.

- Relay Texas Brochure
- Name Tag
- A.D.A. Handbook
- Independent Living Service Agencies
- N.E.I.S.D. Roles and Responsibilities Sheet
- Interpreter Request Forms
- N.E.I.S.D. Interpreter Roles Curriculum for Students
- T.D.D.
- Deaf Studies Materials i.e., KDES Curriculum Guide, Deaf Heritage, etc.
- Teacher-Made Materials
- Audio-Visual Materials
- Sign Language Books
- Magazines (World Around You, National Association for Deaf Publications, etc.)
- Community Resources for the Deaf/Hard of Hearing
- Counseling Group
- Individual Instruction
- Small Group Instruction
- Guest Speakers
- Lecture/Panel Discussion
- Drama Presentation
- Captioned T.V./Video Presentation
- Interview
- Role Play

NORTH EAST INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SIGN LANGUAGE INTERPRETING PROCEDURES

STUDENT RESPONSIBILITIES	INTERPRETER RESPONSIBILITIES	REGULAR CLASS TEACHER	DEAF ED. TEACHER
<p>1. Be on time to class.</p>	<p>1. Be on time to class.</p>	<p>1. Use school procedures to report student tardy or absent.</p>	<p>1. Follow-up if student has problem arriving to class on time.</p>
<p>2. Talk to the teacher in order to get a good seat and move if you cannot see. (Movie, etc.) Inform Interpreter if you cannot see Interpreter clearly.</p>	<p>2. Sit so that student can see you, light does not shine in student's eyes, wear clothing that is NOT distracting; appropriate nail length and neutral nail color are required.</p>	<p>2. Assist student and Interpreter to find best place for everyone involved. Recognize seating and appropriate placement of Interpreter is critical for student.</p>	<p>2. Assist teacher with room seating arrangement to optimize placement for deaf/hard-of-hearing student.</p>
<p>3. Know that the teacher is responsible to provide instruction, give assignments, explain lessons, answer questions and be in charge. The interpreter is NOT responsible for telling you what you missed or did not understand in a lesson.</p>	<p>3. Repeat instruction only when needed, not routinely. Refer student questions about the lesson to teacher.</p>	<p>3. Be responsible for ALL students in class, student's needs and questions. Contact Deaf Ed. teacher directly if problems develop. Speak directly to student when asking questions; use blackboard or printed data for information the student is expected to learn or recall.</p>	<p>3. Maintain ongoing contact regarding student's progress and placement. In-service teacher on deafness and instructional techniques that could be used. Provide assistive devices such as caption decoders, TDD and FM auditory equipment as appropriate.</p>
<p>4. Read and complete all class assignments. Ask teacher for more explanation if you have questions. Do not depend on Interpreter or notetaker to answer your questions or give you information about classwork or assignments.</p>	<p>4. Familiarize self with class content and signs needed. Request textbook(s), handouts, and, when possible, videos.</p>	<p>4. Unless otherwise arranged, expect same work from all students and answer questions directly to student. Do not expect Interpreter to tutor or assume instructional responsibilities. When possible, give the Interpreter textbook pages, handout(s) and/or time to preview video prior to their use in the classroom.</p>	<p>4. Assist teacher with problems if any occur, maintain contact, reinforce student responsibilities, assist Interpreter, and arrange assistance if student wants/needs extra help.</p>

VEISD Educational Interpreting procedures - page 2.

STUDENT RESPONSIBILITIES	INTERPRETER RESPONSIBILITIES	REGULAR CLASS TEACHER	DEAF ED. TEACHER
<p>5. If using a notetaker and interpreter, you still need to be responsible for material presented....do not distract the interpreter or talk about other subjects.</p>	<p>5. Interpret instructions as presented; avoid talking about other areas; encourage student to participate in discussion/conversations with peers when appropriate.</p>	<p>5. Make sure deaf student is responsible for content material, encourage participation, identify notetaker in class, and maintain contact with deaf ed. teacher. Interpreter will discourage student who tries to converse about "off task" topics by breaking eye contact and/or voicing what student is saying.</p>	<p>5. Maintain contact with regular ed teacher, provide notetaking paper, explain process to student and student notetaker as necessary.</p>
<p>6. Be aware of all assignments, scheduled tests and projects assigned for the class.</p>	<p>6. Encourage students to assume responsibility for assignments, without depending on you for this information.</p>	<p>6. Make sure you write required projects, assignments, tests and/or other similar items on the board so the students can also have a visual reminder.</p>	<p>6. Identify ways teacher can post information for all students on their responsibilities and class tests, assignments and projects as necessary.</p>
<p>7. Know that learning the material assigned in your class is <u>YOUR</u> responsibility.</p>	<p>7. Do not do the work for the students. Help students realize the learning process is <u>THEIRS</u> not yours. Provide assistance and guidance as directed by AH teacher or AH coordinator.</p>	<p>7. Make sure work turned in is student's work. Conference with student if you feel otherwise. Support all efforts the students make.</p>	<p>7. Monitor the degree of help student is requesting; work with teachers to solve any problems.</p>
<p>Know that the interpreter is your link to the teacher, classmates and the material presented in class, therefore, you should watch the interpreter during class lectures/discussions.</p>	<p>8. Sign questions and answers asked by teacher, students, and/or visitors. Sign what is being presented with adjustments as determined by the APD committee.</p>	<p>8. Remind student he/she needs to participate, attend to the interpreter and be a part of the class.</p>	<p>8. Monitor placement with ongoing class visits, conferences, staffings and distribution of Mainstream Checklists.</p>
<p>If you have a question about the lesson, classwork, or homework, ask the teacher, not the interpreter.</p>	<p>9. Voice questions, answers, comments by the student if teacher has problem understanding either their signs or speech.</p>	<p>9. Encourage participation; get help from the Deaf Ed. teacher if needed.</p>	<p>9. Inservice teachers on how to use an Interpreter. Work with student to gain understanding of interpreting procedures.</p>

NEISD Educational Interpreting procedures - page 3

STUDENT RESPONSIBILITIES	INTERPRETER RESPONSIBILITIES	REGULAR CLASS TEACHER	DEAF ED. TEACHER
<p>10. You are expected to follow the class and school rules for students.</p>	<p>10. Not responsible for monitoring student behaviors.</p>	<p>10. Do not expect the interpreter to discipline students for you. Follow your normal discipline plan.</p>	<p>10. Be sure teacher expects student to follow rules as outlined and that any problems are to be worked out between you and classroom teacher.</p>
<p>11. You must notify (call) the lead interpreter before school begins if you are going to be absent (or the night before if possible). See phone numbers listed at end of this document.</p>	<p>11. See supplement for procedures on reporting your absences. If student is absent, stay the first 10 minutes of class then check attendance office. Call lead interpreter if student fails to show up for class. <u>Do not take notes for an absent student.</u></p>	<p>11. If interpreter is absent and no substitute is available, try to write more on the board, stand closer to student for speech reading, check for understanding after class. if you are absent, <u>document in lesson plans for sub that student uses an interpreter.</u></p>	<p>11. Provide feedback to classroom teacher with suggestions for how to modify instruction when an interpreter is not present. Help student find methods to compensate should an interpreter not be present.</p>
<p>12. Know that the interpreter is to stay in classroom the entire class time.</p>	<p>12. Plan to stay for the entire class period; a fire drill, P.A. announcement or other emergency may occur.</p>	<p>12. Interpreter remains in-class for the entire period regardless of the type of lesson presented.</p>	<p>12. Follow-up if necessary.</p>
<p>13. Use free time to study or if permitted, talk to peers using the interpreter if needed.</p>	<p>13. Do not carry on unnecessary conversation with the student or teacher; interpret for peer communication as needed.</p>	<p>13. Encourage student to socialize with classmates when appropriate.</p>	<p>13. Follow-up if necessary.</p>
<p>14. You must fill out an interpreter request slip at least two days in advance if you need an interpreter for an extracurricular (after or before school) activity.</p>	<p>14. You have the right to refuse an extracurricular assignment.</p>	<p>14. Encourage student to request an interpreter as needed.</p>	<p>14. Follow-up as needed.</p>

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STUDENT RESPONSIBILITIES	INTERPRETER RESPONSIBILITIES	REGULAR CLASS TEACHER	DEAF ED. TEACHER
15. Phone calls are to be made on the TDD at appropriate times set by your school. Use an interpreter for phone calls only when TDD is not available, illness makes it hard to use TDD or if writing skills prohibit TDD use.	15. Make of Interpret phone calls for students only in emergencies, when TDD equipment is unavailable or student's language/writing level prohibits their independent use of TDD.	15. Be aware of function of a JDD and existence of RELAY TEXAS.	15. Make sure appropriate TDDs and capitol decoders are provided for student use as determined by ARD committee Provide information on TDDs and RELAY TEXAS
16. Read and understand policy about health, safety and confidentiality (keeping information private) in a school setting.	16. Read and understand policy about health, safety and confidentiality in a school setting.	16. Read and know policy on health, safety and confidentiality in a school setting.	16. Read and understand policy about health, safety and confidentiality in a school setting. Help student understand the vocabulary at concepts of this policy.

CALL THE LEAD INTERPRETER IN CASE OF ABSENCE!!!

Phone Numbers for:
 Lead Interpreter : Name: _____ Digital Pager: (in case of absence) _____

Coordinator of Interpreter Services: Name: _____ Digital Pager: _____

Students and their parents should keep these pages where they can be used to call in the event of absences and/or referred to throughout the school year.

Parents and students please sign and return the attached page indicating you have read the interpreting procedures, understand them, and will follow all procedures. Return signature page to the person listed on the attached page. (Separate signature page is attached for this purpose.)

RID's Code of Ethics

Interpreters/transliterators shall keep all assignment-related information strictly confidential.

Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.

Interpreters/transliterators shall not counsel, advise or interject personal opinions.

Interpreters/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

Interpreters/transliterators shall request compensation for services in a professional and judicious manner.

Interpreters/transliterators shall function in a manner appropriate to the situation.

Interpreters/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

Interpreters/transliterators, by virtue of membership or certification by the RID shall strive to maintain high professional standards in compliance with the Code of Ethics.

NV Educational Interpreter
 Technical Assistance Document
 Committee

KELLEY DE RIEMER
 2296 Oak Ridge Drive
 Carson City, NV 89703
 C- 775-690-3208
 Email: kderiemer@msn.com

CINDY FRANK
 2642 Danielle Drive
 Carson City, NV 89706
 775-877-1417
 C - 775-690-2200
 Email: cindyfrank@sbcglobal.net

LOIS FURNO
 Douglas County School District
 PO Box 1888
 Minden, NV 89423
 Email: lfurno@dcsd.k12.nv.us

BETTY HAMMOND
 Relay Administrator
 3656 Research Way, Ste 32
 Carson City, NV 89706
 775-687-4452
 TTY 775-687-3388
 FAX 775-687-3292
 Email: bahammond@dhr.state.nv.us

JACQUE MATTEONI
 Area Administrator
 Washoe County School District
 380 Edison Way,
 Reno, NV 89503
 775-861-4431
 Email: jmatteoni@washoe.k12.nv.us

KIM MEDINA
 Seigle Center
 LIDT
 2625 E. St. Louis Ave #4
 Las Vegas, NV 89104
 702-799-8660
 C -702-526-2079
 Email: kmedina@interact.ccsd.net

GARY OLSEN
 DHARC
 111 West Telegraph Street # 104
 Carson City, NV 89703
 TTY/Voice 775-887-1060
 Relay - 711
 Fax 775-887-1055
 Email: deafadvocate4nv2@sbcglobal.net

KAREN WATSON
 Director of Special Services
 Lyon County School District
 25 E. Goldfield Ave.
 Yerington, NV 89447
 775-463-6800
 FAX 775-463-6808
 Email: kwatson@lyon.k12.nv.us

MARCI WILSON
 Carson City School District
 PO Box 603
 Carson City, NV 89702
 775-884-1052
 C - 750-2245
 Email: teach2ski2@aol.com

Facilitator: Cheryl Clark - 775-853-3595, C - 771-9403
 Fax - 775-853-3596 Email: cclarkslp@aol.com