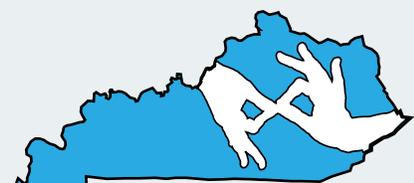


Kentucky Guidelines for Educational Interpreters



2008



Educational Interpreters

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Introduction

It has been said that the only constant is change. In the 1970's, the Education for Handicapped Children Act was passed, which was later amended to the Individuals with Disabilities Education Act (IDEA). Kentucky implemented the provisions of IDEA after its passage in 1975. This law established requirements for each state to provide a free appropriate public education for every student identified with disabilities and to provide appropriate supports and accommodations to allow the student to benefit from his or her education. In 1990, Kentucky passed the Kentucky Education Reform Act (KERA). KERA served to reinforce the requirements of IDEA by setting high expectations for all students. The touchstone of this Act was to raise the expectations for all students in the Commonwealth and to work to remove any barriers to student learning. These goals are laid out in KRS 158.6451(1) (b)

Schools shall develop their students' ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

With KERA came a minimum set of standards for curriculum and graduation and a statewide assessment and accountability system (CATS) to measure the progress that schools are making for all students.

In order for schools to succeed, there must be a clear and shared vision of what students should know and be able to do at specific points in their educational program. All students should be expected to reach their potential. For the past few decades, increasing numbers of deaf or hard of hearing students are being included in the public schools. As a result of this, knowledge of these statutes and their application in classrooms across all of Kentucky is imperative. Furthermore, the success of those students depends on the availability and quality of educational interpreter services which are necessary for these students to attain Kentucky's goals.

An important responsibility of the Kentucky Department of Education, Division of Exceptional Children Services, is to ensure the provision of quality programs and services for all students with disabilities. If a student's Individual Education Program (IEP) lists interpreter services, then that service would be necessary to ensure a free and appropriate education for that student, and must be provided. An integral component of a quality education for students who are deaf or hard of

hearing is a pool of qualified interpreters. In 1998, Kentucky passed the Interpreter Licensure Law, KRS 309.300-319. This law requires certain standards for interpreters who provide services for students who are deaf or hard of hearing in school settings.

Problems resulting from both availability and quality of educational interpreters serving these populations necessitated the development of guidelines for local districts in the employment of educational interpreters. A committee working under the auspices of the former Kentucky Department of Education, Office of Education for Exceptional Children (now the Division of Exceptional Children Services, DECS) and the Kentucky Commission on the Deaf and Hard of Hearing during the spring of 1990 developed these guidelines. These guidelines were disseminated to local districts in the fall of 1990. The document was revised in 1994.

In 2004, the Kentucky Board of Education approved a Five Year Implementation Plan to improve services for students with sensory loss. A part of the plan was to increase the number and quality of interpreters that serve students who are deaf or hard of hearing. To implement that section of the plan, an Interpreter Work Group was formed from members from the Kentucky Department of Education, the Kentucky School for the Deaf, Eastern Kentucky University, interpreters in P-12 settings in Kentucky and other KDE partners. This 2008 revision of these guidelines is a result of the hard work of the Interpreter Work Group.

If you are in need of further assistance, please contact:

Kentucky Department of Education
Oversight Team for Blind/Visually Impaired
and Deaf/Hard of Hearing Services
Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601
(502) 564-4970

or

Kentucky Department of Education
Division of Exceptional Children Services
Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601
(502) 564-4970
<http://www.education.ky.gov/KDE/Default.htm>

What is an interpreter?

An interpreter is a professional working to provide equivalent communication between people who have a hearing loss and use sign language and the general populous who does not know sign language. The goal of an interpreter is to allow conversations to occur between these individuals without being obtrusive to the exchange. These professionals have been formally trained and undergone rigorous testing to ensure the highest quality of services provided.

What is an educational interpreter?

An educational interpreter performs these interpreting tasks in the educational environment, both in the classroom and in all school-related interactions. He or she collaborates with the instructional staff to ensure access to students who are deaf or hard of hearing. The educational interpreter provides communication services to the student as determined by the IEP, allowing full participation in all aspects of the school setting. His or her role is to interpret, act as a part of the instructional team, and facilitate to achieve the goal of the instructional environment.

Who needs an educational interpreter?

A student with a hearing loss who is enrolled in a local school district may not be able to fully access educational instruction and partake in the learning process through auditory channels alone. This student may use a variety of unique communication methods, such as sign language, spoken language or a combination of both. To assist in making the determination of the need for an interpreter, you may consult an expert in deaf education in a local school district or the KSD Outreach Program and KSD Evaluation Team. (See Appendix A)

How can I find an interpreter?

You can contact the Kentucky Department of Education where a database of interpreters across the state is housed. A list of potential applicants in your area will be compiled and sent to you for you to use in locating an interpreter for your school district. Additional resources can include KSD Outreach, Eastern Kentucky University's Interpreter Training Program (ITP), ITPs in border states and the Kentucky Commission on the Deaf and Hard of Hearing. (See Appendix A)

What if there are no qualified educational interpreters in my local area?

The shortage of interpreters is prevalent across the nation and in Kentucky. However, many districts have found solutions to this problem through a flexible use of financial and human resources. It may be necessary to actively recruit from your local area to find a person who is interested and committed to obtaining full Kentucky licensure. This solution will require extensive support from the school district and KDE via the ECU ITP Outreach Program. Temporarily licensed interpreters-in-training must participate in interpreter specific professional development in order to be effective in the classroom.

What about interpreters for Deaf-Blind students?

It is important to note that students who are deaf-blind may need the services of a deaf-blind interpreter. This requires unique interpreting skills due to the nature of the communication needs of a student who is deaf-blind. A team of interpreters may be needed, as deaf-blind interpreting is strenuous both physically and mentally on the interpreters. A Certified Deaf Interpreter (CDI) may be employed as an interpreter for the student who is deaf-blind. A CDI is an individual who is deaf or hard of hearing and has obtained specialized training in working with people who are deaf-blind and/or have limited language abilities. These individuals have proficient communication skills, interpreting skills, and the ability to effectively assist in the educational processes where both spoken and sign language proficiency is necessary. CDIs also bring knowledge and understanding of Deafness, the Deaf Community and Deaf Culture.

For additional information, please contact the Kentucky Deaf-Blind Project. (See Appendix A)

Interpreter Licensure Applied to Educational Settings



Does the Kentucky Interpreter Licensure Law apply to educational interpreters?

All interpreters and persons acting in the role of the interpreter must possess a temporary or full license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing (KBI). This law does not allow for those currently practicing without a license to be grandfathered into the system. (See Appendix B.)

KRS 309.300-309.319

- Defines who is eligible to work as a licensed interpreter in Kentucky;
- Explains the process of applying for a license in Kentucky;
- Explains the duties and oversight role of the board;
- Delineates continuing education requirements for interpreters; and
- Explains sanctions taken if the statute is not followed.

To be eligible for licensure by KBI for those in any setting including education, applicants must prove current certification from a nationally recognized organization, as determined by the board. The board may issue a temporary license to an applicant who is certified at a level below that required for full licensure. A temporary license is available to a person who is in training under the supervision and mentoring of a fully licensed interpreter under circumstances defined by the board (KRS 309.312). KBI has the final determination on eligibility of interpreters for state licensure. (See Appendix B) A list of currently licensed interpreters is available at the KBI website. (See Appendix A)

What is the difference between licensure and certification?

Certification is the prerequisite for receiving licensure. The interpreting profession has gone through enormous changes in the last several decades. It has moved from friends or family 'helping' deaf people to its realization as a true profession. In the midst of this change, several testing instruments have been developed and subsequently fallen to the wayside as new and improved assessments are established. Licensure seeks to significantly reduce this confusion by grouping interpreters into the categories of temporary or full licenses. KBI sorts through the variety of certifications and testing instruments to determine an individual's capabilities and issues licenses based on criteria outlined in the regulations.

What are the temporary licensure requirements for an educational interpreter?

KRS 309.312 and KAR 39.070

Non-degree Applicants

National Association of the Deaf (NAD) III & Sign Communication Proficiency Interview (SCPI): Advanced:
Can interpret in the community and P – 12

201 KAR 39.070		201 KAR 39.050	201 KAR 39.050	201 KAR 39.050
To apply for Initial 2 Year License:	2nd Year of License	To Apply for 1st Extension	To Apply for 2nd Extension	To Apply for 3rd Extension
Valid NAD III certification OR SCPI: Advanced AND 8 hours of Ethics Training AND 8 hours Role of the Interpreter Training	No requirements beyond CEUs	Must have already passed the RID or NIC Written Exam OR valid NAD III	Must have already taken the RID or NIC Performance Exam OR valid NAD III	No requirements beyond CEUs

Non-Degree & Non-NAD III: Can interpret in P – 12 only

201 KAR 39.070		201 KAR 39.050	201 KAR 39.050	201 KAR 39.050
To Apply for Initial 2 Year License:	2nd Year of License	To Apply for 1st Extension	To Apply for 2nd Extension	To Apply for 3rd Extension
SCPI: Intermediate Plus; OR EIPA: 3.0; OR ESSE: I & ESSE: R 3.5 AND 8 hours of Ethics Training AND 8 hours Role of the Interpreter Training	No requirements beyond CEUs	Must have already taken RID or NIC Written Exam; OR EIPA: 3.5; OR ESSE: I & ESSE: R 4.0; OR SCPI: Advanced	Must have already passed the RID or NIC Written Exam OR valid NAD III	Must have already taken RID or NIC Performance Exam

4-Year (Bachelor's Degree) ITP Students: Can interpret in the community and P – 12

KRS 309.312		201 KAR 39.050	201 KAR 39.050
To Apply for Initial 1 Year License:	To Apply for 1st Extension	To Apply for 2nd Extension	To Apply for 3rd Extension
Graduated from ITP Program	Must have already taken RID or NIC Written Exam OR valid NAD III	Must have already passed RID or NIC Written Exam OR valid NAD III	Must have already taken RID or NIC Performance Exam

2-Year (Associates Degree) ITP Students: Can interpret in the community and P-12

201 KAR 39.070		201 KAR 39.050	201 KAR 39.050	201 KAR 39.050
To Apply for Initial 2 Year License:	2nd Year of License	To Apply for 1st Extension	To Apply for 2nd Extension	To Apply for 3rd Extension
Graduated from ITP Program	No requirements beyond CEUs	Must have already taken RID or NIC Written Exam OR valid NAD III	Must have already passed RID or NIC Written Exam OR valid NAD III	Must have already taken RID or NIC Performance Exam

Deaf Applicants: Can interpret in the community and P-12

201 KAR 39.070		201 KAR 39:050	201 KAR 39:050	201 KAR 39.050
To Apply for Initial 2 Year License:	2nd Year of License	To Apply for 1st Extension	To Apply for 2nd Extension	To Apply for 3rd Extension
SCPI: Intermediate Plus; OR EIPA: 3.0; OR ESSE: I & ESSE: R 3.5 AND 8 hours of Ethics Training AND 8 hours Role of the Interpreter Training	No requirements beyond CEUs	Must have already taken CDI Written Exam	Must have already passed the CDI Written Exam	Must have already taken CDI Performance Exam

Who is contacted to schedule an assessment to receive licensure?

The Kentucky Commission on the Deaf and Hard of Hearing (KCDHH) is the test site for the National Interpreter Certification (NIC) test that qualifies interpreters for full licensure (See Appendix B)

The Kentucky School for the Deaf is the location for the EIPA and SCPI assessments to qualify for a temporary license. Contact the KSD Interpreting Department (See Appendix A.)

Must an interpreter have a degree in order to practice?

Those who currently hold or receive certifications prior to July 2009 that qualify for full licensure are not required to have degrees. However, beginning July 2009, all interpreters will be required by the professional organization and national testing body, Registry of Interpreters for the Deaf (RID), to have an associate's degree before they can sit for the national certification test required for licensure. Beginning July 2012, the requirement will be a bachelor's degree.

If by 2009...	THEN
I currently have a full license and have B A/BS degree.	The 2009 bylaw will not affect you.
I currently have a full license and an AA degree.	The 2009 bylaw will not affect you.
I currently have a full license but not an AA degree.	The 2009 bylaw will not affect you.
I have a temporary license and an AA degree.	The 2009 bylaw will not affect you.
I have a temporary license with NAD III certification but not an AA degree.	The 2009 will not affect you since you already hold national certification. You can stand for testing because of prior national certification.
I have a temporary license with SCPI but not an AA degree.	The 2009 bylaw will affect you. You must complete an AA degree before standing for national certification. The Board may grant extensions to your temporary license for a limited time.
I have a degree but have not taken any testing or assessments.	The 2009 bylaw will affect you. You must complete all portions of the test to receive certification and apply for licensure once results are received. The Board may grant a temporary license if you achieve the minimum scores on one of the approved assessments.

Hiring Practices



Are there suggested places to advertise an interpreter position?

Actively recruiting interpreters is recommended in order to receive the largest pool of qualified applicants. Several avenues can be employed to advertise your district's position. KDE houses an interpreter database where a list of potential candidates can be obtained. You can also contact KDE's Interpreter consultant to have your ad forwarded to a statewide list of educational interpreters who could be potential applicants. Another option is to request your vacancy be posted on the KDE interpreter webpage at www.education.ky.gov Click "Special Education" on the left, then "P-12 Educational Interpreter Resources". and email the webmaster.

What should be included in the interview?

A team of individuals should be involved in the hiring process. At least one person who has strong sign language skills and an understanding of the role of an interpreter is an important part of the team. The committee should be versed in the qualification criteria of educational interpreters.

Any of the following individuals may comprise the interview team:

- A school administrator
- The director of special education
- A teacher of the deaf/hard of hearing or special education teacher
- The interpreter coordinator or other educational interpreter knowledgeable about the student's communication method
- A deaf or hard of hearing individual
- Regular education teacher
- Outside consultant
- Parent of a student who is deaf but not the parent of the student for whom services are being arranged

The interview should consist of questions concerning:

- Formal training as an interpreter
- Experience interpreting
- Experience working with children who are deaf
- Educational background
- License & credentials
- Ethical situations
- Cultural knowledge
- Special skills

Before hiring an educational interpreter, an assessment of the student's sign language and communication should be conducted in order to match the student with an appropriately skilled interpreter. For assistance please contact an expert in deaf education in a local school district or the KSD Outreach Program for a referral to your local KSD Consultant.(See Appendix A.)

Is it all right to use a family member as an interpreter in the classroom?

Per KRS 309.300-309.319, use of a family member as an interpreter in an educational setting should only occur in emergency situations where a delay in finding a licensed interpreter would likely cause harm to the student who is deaf or hard of hearing. Therefore, it is not recommended to hire a relative to interpret, regardless of their qualifications and credentials.

Interview Sample Questions

1. Tell me about your education & training as an interpreter.

- a. Many interpreters have received formal training through interpreter training programs (ITPs) and therefore are much more prepared to practice in the field.
- b. Some have experience in the field based on strong independent motivational factors that influenced them in choosing interpreting as a career.
- c. It is also important to actively attend workshops for enhanced skill development.

2. What got you interested in becoming an interpreter?

- a. Some have a desire to become an interpreter based on their experiences interacting with deaf or hard of hearing individuals.
- b. Others are fascinated with the language and process of interpreting itself.
- c. Some find it a lucrative business venture.

3. What attracted you to interpreting in education?

- a. Some have a desire work to with children for the sake of education.
- b. Others view educational interpreting as a stepping-stone to developing their skills.

4. Tell me about your level of involvement in the deaf community.

- a. Oftentimes, those who spend time with deaf people have increased language ability, which boosts the education received by students.
- b. They are also aware of the nuances of deaf culture and are more efficient in their interactions with this population.

5. What can you tell me about language development of deaf children?

- a. A knowledgeable interpreter will understand the impact his or her American Sign Language (ASL) fluency has on the students' ability to develop language ultimately impacting his or her ability to understand English.
- b. Additionally, proficiency in the IEP prescribed communication impacts student access to the core curriculum and English literacy skills.

6. What are some of the differences between interpreting in elementary school, middle school and high school?

- a. Interpreters should be versed in the delineation between age ranges and role of the interpreter in the educational process. Younger children require closer interaction for language learning, while the mature student uses the interpreter for direct communication between the deaf student and the hearing population.
- b. Applicants should also be skilled at using age-appropriate techniques for educating students regarding the use of an interpreter in the classroom.

7. Tell me about the various communication methods for deaf children.

- a. Knowledge about the range of communication methodology is intrinsic to the interpreter's ability to practice in a manner consistent with the student's IEP goals.

Job Descriptions



Class Code: 7338

LOCAL DISTRICT CLASSIFICATION PLAN

CLASS TITLE: EDUCATIONAL INTERPRETER I

(Entry Level)

BASIC FUNCTION:

Apply ASL interpreting, English transliterating and/or other communication modalities in the educational environment to ensure access to information and maximum learning between students who are deaf or hard of hearing and faculty, staff, and other students.

DISTINGUISHING CHARACTERISTICS:

The levels of Interpreter are distinguished by both the level of comfort, skill, and knowledge in service delivery and encouraging effective communication and interaction in the educational setting. The Interpreter I serves in a supportive capacity in the classroom. The Interpreter II clearly interprets all communication. The Interpreter III functions in strong coordination and leadership with teachers and school staff to ensure achieved intent of instruction.

REPRESENTATIVE DUTIES:

- Attend and interpret the educational environment including but not limited to:
 - o Classrooms
 - o Laboratories
 - o Field trips
 - o Assemblies
 - o Sports practices / competitions
 - o School-sponsored extra-curricular activities
 - o Meetings / conferences
 - o Graduation ceremonies
 - o All other educational opportunities provided to students.
- Allow deaf and hard of hearing students to communicate with faculty, staff, administrators, students, and others.
- Utilize planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors.
- Prepare for demanding course material as necessary for successful interpreting and/or transliterating.
- Serve as a professional member of the educational team in the Admission and Release Committee (ARC) process; and
- Perform other duties as assigned that do not interfere with the communication accessibility of assigned students.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- American Sign Language, Signed English, Signed Exact English and other recognized modes of communication within the deaf and hard of hearing community.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Kentucky Core Content and Program of Studies.
- Applicable sections of the law, including Kentucky Administrative Regulations.
- Special education, language development of, and effective strategies for educating students with hearing loss.
- Values, behavior, and language of the American Deaf culture; and
- NAD-RID Code of Professional Conduct.

ABILITY TO:

- Interpret from spoken English to the IEP specified modality (ASL, Signed English, etc.) and from the IEP specified modality to spoken English.
- Implement knowledge of the field of interpreting.
- Relate well to deaf and hard of hearing individuals.
- Analyze situations accurately and adopt an effective course of action.
- Establish and maintain cooperative working relationships with others.
- Provide instructional staff with relevant information regarding student's functional abilities in the classroom.
- Communicate effectively orally, in writing and across the signing continuum.
- Work independently with little direction.
- Maintain current knowledge of school rules, regulations, requirements and restrictions.

EDUCATION AND EXPERIENCE

- High school diploma or equivalent required; and
- Some experience interpreting in an educational setting or working in the deaf community with supporting documentation preferred.

OR

- Graduation from an Interpreter Training Program (ITP) may be accepted.

LICENSES AND OTHER REQUIREMENTS:

- Temporary license from the Kentucky Board of Interpreters (KBI); and
- Actively working with a mentor to achieve full licensure.

Class Code: 7336

LOCAL DISTRICT CLASSIFICATION PLAN

CLASS TITLE: EDUCATIONAL INTERPRETER II

BASIC FUNCTION:

Apply ASL interpreting, English transliterating and/or other communication modalities in the educational environment to ensure access to information and maximum learning between students who are deaf or hard of hearing and faculty, staff, and other students.

DISTINGUISHING CHARACTERISTICS

The levels of Interpreter are distinguished by both the level of comfort, skill, and knowledge in service delivery and encouraging effective communication and interaction in the educational setting. The Interpreter I serves in a supportive capacity in the classroom. The Interpreter II clearly interprets all communication. The Interpreter III functions in strong coordination and leadership with teachers and school staff to ensure achieved intent of instruction.

REPRESENTATIVE DUTIES:

- Attend and interpret the educational environment including but not limited to:
 - o Classrooms
 - o Laboratories
 - o Field trips
 - o Assemblies
 - o Sports practices / competitions
 - o School-sponsored extra-curricular activities
 - o Meetings / conferences
 - o Graduation ceremonies
 - o All other educational opportunities provided to students.
- Encourage deaf and hard of hearing students to communicate with faculty, staff, administrators, students, and others.
- Utilize planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors.
- Prepare for demanding course material as necessary for successful interpreting and/or transliterating.
- Participates as a professional member of the educational team in the Admission and Release Committee (ARC) process.
- Meet with teachers and staff to coordinate efforts in achieving instructional goals of the educational team; and
- Perform other duties as assigned that do not interfere with the communication accessibility of assigned student(s).

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- American Sign Language, Signed English, Signed Exact English and other recognized modes of communication within the deaf and hard of hearing community.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Kentucky Core Content and Program of Studies.
- Applicable sections of the law, including Kentucky Administrative Regulations.
- Special education, language development of, and effective strategies for educating students with hearing loss.
- Values, behavior, and language of the American Deaf culture; and
- NAD-RID Code of Professional Conduct.

ABILITY TO:

- Interpret from spoken English to the IEP specified modality (ASL, Signed English, etc.) and from the IEP specified modality to spoken English.
- Ability to fully implement knowledge of the field of interpreting.
- Relate well to deaf and hard of hearing individuals.
- Analyze situations accurately and adopt an effective course of action.
- Establish and maintain cooperative and effective working relationships with others.
- Provide instructional staff with relevant information regarding student's functional abilities in the classroom.
- Communicate effectively orally, in writing and across the signing continuum.
- Work independently with little direction.
- Maintain current knowledge of school rules, regulations, requirements and restrictions.

EDUCATION AND EXPERIENCE:

- Associate's degree preferably from an Interpreter Training Program; and
- Minimum of 2 years experience interpreting.

OR

- 5 years interpreting experience may be accepted.

OR

- Full license from the Kentucky Board of Interpreters (KBI).

LICENSES AND OTHER REQUIREMENTS:

- Temporary license from the Kentucky Board of Interpreters (KBI); and
- Actively working with a mentor to achieve full licensure.

Class Code: 7339

LOCAL DISTRICT CLASSIFICATION PLAN

CLASS TITLE: EDUCATIONAL INTERPRETER III

(Lead Interpreter)

BASIC FUNCTION:

Apply ASL interpreting, English transliterating and/or other communication modalities in the educational environment to ensure access to information and maximum learning between students who are deaf or hard of hearing and faculty, staff, and other students.

DISTINGUISHING CHARACTERISTICS:

The levels of Interpreter are distinguished by both the level of comfort, skill, and knowledge in service delivery and encouraging effective communication and interaction in the educational setting. The Interpreter I serves in a supportive capacity in the classroom. The Interpreter II clearly interprets all communication. The Interpreter III functions in strong coordination and leadership with teachers and school staff to ensure achieved intent of instruction.

REPRESENTATIVE DUTIES:

- Attend and interpret the educational environment including but not limited to:
 - o Classrooms
 - o Laboratories
 - o Field trips
 - o Assemblies
 - o Sports practices / competitions
 - o School-sponsored extra-curricular activities
 - o Meetings / conferences
 - o Graduation ceremonies
 - o All other educational opportunities provided to students.
- Encourage communication and interactions between deaf/ hard of hearing students and faculty, staff, administrators, students, and others.
- Meet with teachers and staff to coordinate efforts in achieving instructional goals of the educational team.
- Make recommendations to instructional staff based on the learning styles of students being served.
- Work closely with director of special education or appropriate staff to coordinate interpreting services based on the needs of students in the district.
- Prepare for demanding course material as necessary for successful interpreting and/or transliterating.
- Participates and makes recommendations as a professional member of the educational team in the Admission and Release Committee (ARC) process; and
- Perform other duties as assigned that do not interfere with the communication accessibility of assigned student(s).

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- American Sign Language, Signed English, Signed Exact English and other recognized modes of communication within the deaf and hard of hearing community.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Kentucky Core Content and Program of Studies.
- Applicable sections of the law, including Kentucky Administrative Regulations.
- Special education, language development of, and effective strategies for educating students with hearing loss.
- Values, behavior, and language of the American Deaf culture.
- NAD-RID Code of Professional Conduct; and
- Effective mentoring strategies based on best practices for interpreters.

ABILITY TO:

- Interpret from spoken English to the IEP specified modality (ASL, Signed English, etc.) and from the IEP specified modality to spoken English.
- Fully and effectively implement knowledge of the field of interpreting.
- Mentor other educational interpreters.
- Relate well to deaf and hard of hearing individuals.
- Analyze situations accurately and adopt an effective course of action.
- Establish and maintain cooperative working relationships with administrators, teachers and directors of special education.
- Provide instructional staff with relevant information regarding student's functional abilities in the classroom.
- Provide PD on deafness and interpreting related topics.
- Communicate effectively orally, in writing and across the signing continuum.
- Work independently with little direction;
- Maintain current knowledge of school rules, regulations, requirements and restrictions

EDUCATION AND EXPERIENCE:

- Bachelor's degree, preferably from an Interpreter Training Program (ITP); and
 - Minimum of 3 years experience interpreting.
- OR
- 7 years experience may be accepted.

LICENSES AND OTHER REQUIREMENTS:

- Full license from the Kentucky Board of Interpreters (KBI)

Salary and Benefits



How should salaries be established?

Pay is determined by education, certifications, and years of experience. Interpreters have skills that require years of specialized training. Each school district should work to develop a salary that recognizes these skill sets and knowledge. On the following page, you will find a suggested salary structure that accommodates differing licensure and degree credentials and is designed to assist school districts to recruit and retain quality interpreters.

According to the Department of Labor, the national statistics on salaried interpreters and spoken language translators had median hourly earnings of \$17.10 in May 2006. The middle 50 percent earned between \$12.94 and \$22.60. The lowest 10 percent earned less than \$9.88, and the highest 10 percent earned more than \$30.91. Earnings depend on language, subject matter, skill, experience, education, certification, and type of employer; and salaries of interpreters and translators can vary widely.

Earnings depend on language skills for which there is a greater demand, or for which there are relatively few people with the skills, often have higher earnings. Interpreters and translators with specialized expertise, such as those working in software localization, also generally command higher rates. Individuals classified as language specialists for the Federal Government earned an average of \$71,625 annually in 2005. Limited information suggests that some highly skilled interpreters and translators—for example, high-level conference interpreters—working full time can earn more than \$100,000 annually. For those who are not salaried, earnings may fluctuate, depending on the availability of work. Furthermore, freelancers do not have any employer-paid benefits. Freelance interpreters usually earn an hourly rate.

As you consider these figures, it is important to note that the data is several years old. However, this was the most updated information available on the Department of Labor website at the time this document was written. Due to a heavy rise in the cost of living in recent years, the compensation received by the educational interpreters should be increased accordingly.

Retrieved on June 28, 2008 from <http://www.bls.gov/oco/ocos175.htm>

What is appropriate compensation for activities outside the normal school day?

Any school-supported activity that students have the opportunity to participate in requires interpreters for those students who are deaf or hard of hearing. Interpreters in certified positions are required to provide services to students in the same manner as other certified staff involved in such activities. Sufficient notice should be given to staff that needs to be at such events, and sometimes a substitute must be provided.

Extracurricular activities should be negotiated between the district and the interpreter. Factors to consider in negotiations include difficulty of assignment, physical interpreting time, and length of assignment. Activities requiring time to travel do not include pay for travel time that is customary for freelance interpreters. After-hour events lasting 2 or more hours of actual interpreting time require 2 interpreters. Half-day and day-rates are recommended.

Suggested rates:

2 hours - \$80 - \$100 per interpreter ; Half-day - \$160 - \$200 per interpreter; Full-day - \$325 - \$400 per interpreter

Interpreter I – Salary Table 2007

Years of Experience	Salary	Hourly
0	21,060 – 25,740	18.00–22.00
1	21,698.80 – 26,512.20	18.55–22.66
2	22,342.55 – 27,307.57	19.09–23.34
3	23,012.83 – 28,126.79	19.67–24.04
4	23,703.21 – 28,970.60	20.26–24.76
5	24,414.31 – 29,839.71	20.87–25.50
6	25,146.74 – 30,734.90	21.49–26.27
7	25,901.14 – 31,656.95	22.14–27.06
8	26,678.18 – 32,606.66	22.80–27.87
9	27,478.52 – 33,584.86	23.49–28.71
10	28,478.52 – 34,584.86	24.34–29.56
11	29,617.66 – 35,968.25	25.31–30.74
12	30,802.37 – 37,406.98	26.33–31.97
13	32,034.46 – 38,903.26	27.38–33.25
14	33,315.84 – 40,459.39	28.48–34.58
15	34,648.47 – 42,077.76	29.61–35.96
16	36,034.41 – 43,760.87	30.80–37.40
17	37,475.79 – 45,511.31	32.03–38.90
18	38,974.82 – 47,331.76	33.31–40.45
19	40,533.81 – 49,225.03	34.64–42.07
20	42,533.80 – 51,225.03	36.35–43.78
21	Per District Policy	Per District Policy

Master's Degree–Additional \$2,500.00 or \$2.15

Interpreter II – Salary Table 2007

Years of Experience	Salary	Hourly
0	23,400 – 29,250	20.00 – 25.00
1	24,102 – 30,127.50	20.60 – 25.75
2	24,825.06 – 31,03.33	21.22 – 26.52
3	25,569.81 – 31,962.26	21.85 – 27.32
4	26,336.91 – 32,921.13	22.51 – 28.14
5	27,127.01 – 33,908.76	23.19 – 28.98
6	27,940.82 – 34,926.02	23.88 – 29.85
7	28,779.05 – 35,973.80	24.60 – 30.75
8	29,642.42 – 37,053.02	25.34 – 31.67
9	30,531.69 – 38,164.61	26.10 – 32.62
10	31,531.69 – 39,664.61	26.95 – 33.90
11	32,792.96 – 41,251.19	28.03 – 35.26
12	34,104.67 – 42,901.24	29.15 – 36.67
13	35,468.86 – 44,617.29	30.62 – 38.13
14	36,887.61 – 46,401.98	31.53 – 39.66
15	38,363.12 – 48,258.06	32.79 – 41.25
16	39,897.64 – 50,188.38	34.10 – 42.91
17	41,493.55 – 52,195.92	35.46 – 44.61
18	43,153.29 – 54,283.7	36.88 – 46.40
19	44,879.42 – 56,455.10	38.36 – 48.25
20	46,879.42 – 59,455.10	40.07 – 50.82
21	Per District Policy	Per District Policy

Master's Degree – Additional \$2,500.00 or \$2.15

Interpreter III – Salary Table 2007

Years of Experience	Salary	Hourly
0	31,590 – 35,100	27.00 – 30.00
1	32,537.70 – 36,153	27.81 – 30.90
2	33,513.83 – 37,237.59	28.64 – 31.83
3	34,519.25 – 38,354.72	29.50 – 32.78
4	35,554.82 – 39,505.36	30.39 – 33.77
5	36,621.47 – 40,690.52	31.80 – 34.78
6	37,720.11 – 41,911.23	32.24 – 35.82
7	38,851.71 – 43,168.57	33.21 – 36.90
8	40,017.26 – 44,463.63	34.20 – 38.00
9	41,217.78 – 45,797.53	35.23 – 39.14
10	42,717.78 – 47,297.53	36.51 – 40.43
11	44,426.49 – 49,189.44	37.97 – 42.04
12	46,203.55 – 51,157.01	39.49 – 43.72
13	48,051.69 – 53,203.29	41.07 – 45.47
14	49,973.76 – 55,331.42	42.71 – 47.29
15	51,972.71 – 57,544.68	44.42 – 49.18
16	54,051.62 – 59,846.47	42.60 – 51.15
17	56,213.68 – 62,240.32	48.05 – 53.20
18	58,462.23 – 64,729.94	49.97 – 55.32
19	60,800.72 – 67,319.13	51.97 – 57.54
20	63,800.72 – 70,319.13	54.53 – 60.10
21-27	Per District Policy	Per District Policy

Master's Degree – Additional \$2,500.00 or \$2.15

Supervision and Evaluation



What are best practices for supervision of interpreters?

It is recommended that supervisors understand the roles, responsibilities, unique skills and challenges for educational interpreters. Consideration should be given to the assigning a supervisor that is the most appropriate position based on the staff within the school. Lead interpreters, school principals or directors of special education are a few of the options to consider in determining who will be responsible for leading and evaluating the interpreter.

Consultation with knowledgeable professionals who work with districts is strongly recommended to assist supervisors in evaluating factors specific to the practice of interpreting. Supervisors who team with them are able to increase their knowledge of the profession. This allows the supervisor to be better equipped to assist with situations involving role differentiation, ethical issues, scheduling, conflict resolution, professional development, and mentoring.

How should I evaluate the interpreter's job performance?

Regular evaluations should be conducted as outlined by the local district's policies and procedures. Professional growth plans (PGP) are incorporated into the annual evaluation and developed as a joint effort between the interpreter, the interpreter's mentor, and the supervisor. The goals and the objectives are used in conjunction with the standards listed on the following pages as the basis for evaluation. If interpreters have a temporary license, a primary goal for the PGP is achieving full licensure. In achieving these goals, interpreter attendance in professional development training satisfies the requirements for renewing state licenses annually. During the evaluation process, confirmation of professional development credits earned along with current licensure is critical.

As a part of the PGP, the evaluation should provide feedback in the following areas:

- Strength and weakness based on the standards
- Progress and improvement to date
- Goals specific to the practice of interpreting

Any evaluation should consider the interpreter as a member of the educational community as well as interpreting ability. Resources to evaluate the skills unique to the practice of interpreting and sign communication may include the Kentucky School for the Deaf Outreach Team, the Kentucky Department of Education Technical Assistance Team, the Eastern Kentucky University Interpreter Outreach Team and/or a deaf education expert in the local school district. (See Appendix A.)

Standard 1

Demonstrates Professional Leadership: The interpreter provides professional leadership within the school and community, utilizing conflict resolution techniques to promote student learning and well-being.

1.1	Build positive relationships within and between the school and community for students who are deaf or hard of hearing.
1.2	Contributes to the professional knowledge and expertise about the field of interpreting and collaborates with teachers on how to use interpreters and work with students who are deaf or hard of hearing.
1.3	Educates school staff on the role of the interpreter, specific to age of the student.
1.4	Initiates and develops school wide projects and programs related to hearing loss.
1.5	Participates in policy design and professional development at the local school, within professional organizations and/or within community organizations for appropriate, educationally related activities and services to students who are deaf or hard of hearing.
1.6	Practices effective listening, conflict resolution, and facilitation skills, both as a team member and as an interpreter.
1.7	Demonstrates punctuality and good attendance for all duties.
1.8	Adheres to school board policies and administrative procedures as well as the RID Code of Professional Conduct.
1.9	Uses knowledge acquired from past interpreting experiences to anticipate instructional/interpreting challenges.
1.10	Demonstrates productive leadership in order to achieve the common goals of the instructional team.
1.11	Accepts the responsibilities that come from collaborative events. Completes assigned responsibilities.

Standard 2

Collaborates as a member of the instructional team: The interpreter collaborates with the teacher and appropriate staff as a part of the educational team in order to support instruction and promote development of the student's abilities to communicate, apply core concepts, and become self-sufficient individuals.

2.1	Attends the Admissions and Release Committee and functions as a team member providing feedback based on student observations.
2.2	Develops and incorporates strategies with the teacher that address physical, social, and cultural diversity and that show sensitivity to differences.
2.3	Works with the teacher to develop and incorporate learning experiences that encourage students to be adaptable, flexible, resourceful and creative.
2.4	Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction, following classroom management techniques.
2.5	Communicates with teachers and school staff in order to contribute to developing an effective learning climate within the school.
2.6	Collaborates with the teacher to develop and implement multiple teaching/learning strategies that are appropriate to student developmental levels and actively engage students in individual and cooperative learning experiences.
2.7	Collaborates with teacher and other appropriate staff to ensure appropriate interpretation in carrying out the IEP prescribed accommodations during assessment processes.
2.8	Collaborates with teachers to ensure assessments do not contain any bias against hearing loss (i.e. assessments in music, arts & humanities, etc.).
2.9	Interpreter will provide feedback to the teacher as observed during the assessment process.

Standard 3

Assists instructional staff for communication access: Serves as a resource to adjusting the educational environment as necessary to allow for visual access and utilizing assistive technology, such as video-conferencing.

3.1	Provides guidance on how the curriculum and instructional methods should incorporate the use of interpreters and how to work effectively with students who are deaf or hard of hearing.
3.2	Advises/assists the teacher in arranging the classroom environment to meet the visual needs and learning styles typical of students who are deaf or hard of hearing to ensure clear communication.
3.3	Works with the teacher to ensure accessibility to creative and appropriate use of technologies such as audiovisual equipment, computers, and lab equipment to improve student learning.
3.4	Secures and uses a variety of appropriate school and community resources/representatives that may be included in designing collaborative instructional projects to support learning for students who are deaf or hard of hearing.
3.5	Shows flexibility and creativity in the advising modifications of classroom processes and instructional procedures to make them more effective for students who are deaf or hard of hearing.
3.6	Collaborates with teachers in finding open and/or close-captioned videos and DVDs, assists in setting up the TV and in making the environment more visually friendly through technology.
3.7	Consults with instructional staff in regards to appropriate assistive and adaptive devices for students.
3.8	Explores, evaluates, and recommends technology resources, software, applications, and related documentation that benefit students who are deaf or hard of hearing.

Standard 4

Ensures effective delivery of services: The interpreter will deliver services to support a climate of learning, applying knowledge of core concepts seeking to achieve the goals of the educational environment.

4.1	Interprets Sign Language to English, interprets English to Sign Language, using the IEP prescribed sign modality; writes and speaks effectively.
4.2	Communicates a breadth of content knowledge across the disciplines being taught to students who are deaf or hard of hearing.
4.3	Demonstrates a current knowledge of disciplines being taught using appropriate sign language while interpreting that meets the individual needs of each child.
4.4	Matches the students' ability level and communication prescribed by the IEP.
4.5	Connects interpreting knowledge to content being delivered in the classroom to achieve the goal of the educational environment.
4.6	Prior to interpreting, reviews lessons and prepares sign choices that emulate the instructional style of the discipline(s) being taught.
4.7	Interprets content in a manner that reflects sensitivity to a multicultural and global perspective.
4.8	Interprets in a manner that is developmentally appropriate for each individual student who is deaf or hard of hearing

Standard 5

Educates and reinforces appropriate use of the interpreter: The interpreter will promote student independence, encouraging students who are deaf or hard of hearing to actively engage in communication with peers, instructional staff and others.

5.1	Promotes learning environment that challenges, motivates and actively involves the learner via interpreting.
5.2	Communicates with and challenges students in a supportive manner and provides students with constructive feedback on appropriate use of the interpreter.
5.3	Ensures students are using the interpreter appropriately during group activities by making sure that students talk directly to peers who are deaf or hard of hearing and take turns while speaking.
5.4	Shows consistent sensitivity to individuals and responds to students objectively.
5.5	Encourages and supports individual and group inquiry of the interpretation process.
5.6	Empowers students to reflect on their own behaviors and interactions that involve the use of the interpreter to engage in communication.
5.7	Fosters strategies to help students think critically, make decisions and solve problems independently.
5.8	Connects learning with student's prior knowledge, experiences, backgrounds and aspirations for future roles.
5.9	Educates and reinforces students and staff about appropriate use of the interpreter.
5.10	Identifies student misconceptions, provides guidance, and offers continuous feedback on progress as students learn to use the interpreter effectively.
5.11	Provides opportunities for students to increase their knowledge of cultural similarities and differences (specifically in deafness and Deaf culture).

Standard 6

Self-evaluates interpreting: The interpreter will collaborate with mentors, other interpreters and school staff to reflect on and evaluate effectiveness of interpretation.

6.1	Collaborates with other interpreters who are skilled in the student's specific sign modality to analyze and prepare for service delivery based upon various approaches to the process of interpreting.
6.2	Collaborates with school staff to assess and analyze the effectiveness of interpretation.
6.3	Incorporates feedback and adjusts interpretation as necessary to ensure effective delivery of instruction.
6.4	Collaborates with the school staff to ensure that changes based on feedback, reflection, and assessment results have had positive impacts on the educational process.
6.5	Meets regularly with his or her mentor to analyze observations in the school setting in order to receive and incorporate feedback on the interpretation process.
6.6	Actively participates in analyzing previous collaborative experience to improve on future experiences.

Standard 7

Engages in Professional Development: The interpreter evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

7.1	Participates in professional development provided by interpreting organizations and activities.
7.2	Analyzes student needs in establishing priorities for his or her professional growth plan.
7.3	Solicits input from mentors, peers, and students where appropriate in order to create his or her individual professional development plan.
7.4	Applies knowledge, skills and research-based interpreting practices acquired through professional development.
7.5	Modifies own professional development plan to improve interpreting performance and to promote student learning.
7.6	Uses the computer to access electronic mail and the internet and use of other emerging technologies such as video-conferencing to enhance professional productivity and stay current with trends in the field.
7.7	Practices equitable and legal use of computers and technology in professional activities.

Professional Development and Growth



Why does an interpreter need professional development?

Students who are deaf and hard of hearing receive instruction based on the abilities of the interpreter to convey this information. Supporting interpreters to attend skill-specific professional development (PD) increases the opportunity for students to receive higher quality education. It is a necessary part of growth for interpreters, teachers, administrators and other school staff. Maintaining a license requires continuing education hours according to 201 KAR 39:090.

This law directs a fully licensed educational interpreter to earn a total of fifteen hours during the fiscal year, prior to license renewal on June 30th. A minimum of three total hours must be related to ethics. The Kentucky Board of Interpreters (KBI) approved PD is required to satisfy these fifteen hours. A temporary licensed educational interpreter needs to earn a total of eighteen hours prior to renewal or extension of the license on June 30th. A minimum of three total continuing education hours shall be related to ethics.

What is a mentor?

A mentor is an interpreter who meets criteria established by KBI which includes either holding a full license within Kentucky or meeting reciprocity from other states. 201 KAR 39:070 states that interpreters holding a temporary license are required to work with a mentor. It is the responsibility of the temporary licensed interpreter to locate and secure his or her mentor. This statute also states that the temporarily licensee, or mentee, and mentor are required to create a 'Plan of Supervision' stating specific goals for skill improvement in order for the temporary license to be issued. They must also meet periodically throughout the fiscal year to ensure that these goals are being achieved.

What is the mentor's role with PD for educational interpreters?

It is recommended that the information laid out in the KBI Plan of Supervision be reviewed with mentor, mentee and the school administrator who will conduct the interpreter's evaluation and use the plan in conjunction with the professional growth plan (PGP). Both documents can be found later in this section.

Interpreter-specific PD training satisfies the goals and objectives described in the PGP that impacts the interpreter's evaluation. It is advisable to review the school-wide PD requirements and consider replacing those trainings that are not directly applicable to interpreter responsibilities with KDE funded interpreter-specific PD. Districts are also encouraged to support participation in PD according to policies and procedures for other school personnel. This may include hiring a substitute interpreter, registration fees, and travel/hotel arrangements. Eastern Kentucky University's Interpreter Training Program provides PD for interpreters. (See Appendix A.)

Why is mentoring important?

Mentoring is similar to a teacher internship and is a huge part of professional development. It is also required for temporary licensees working in P-12. Similar to a teacher internship, the mentees might need the mentor to visit the classroom for observations, meet with mentors to discuss PGP goals or do off-site observations of fully licensed practitioners. Districts should allot time for mentoring experiences and trainings both for mentors and mentees within their schools. This may require the need for a substitute interpreter and travel to off-site locations.

Individual Interpreter Professional Growth Plan

Name: _____ Date: _____ School Year: _____ District: _____ School: _____

Identified School/District Improvement Plan Goal and/or Objective
(Individual Growth plan must align with specific goals and objectives of school/district improvement plan.)

Present PD Stage	Goals	Objectives	Procedures and Activities	Additional	Expected Impact	Target Dates for Completion and Reviews

Employee's Comments _____

Supervisor's Comments _____

Mentor's Comments (where applicable) _____

Individual Growth Plan Developed: _____ Annual Review _____ Achieved _____ Revised _____ Continued _____

Employee's Signature _____ Date(s) _____ Employee's Signature _____ Date(s) _____

Supervisor's Signature _____ Date(s) _____ Supervisor's Signature _____ Date(s) _____

Mentor's Signature _____ Date(s) _____ Mentor's Signature _____ Date(s) _____

KENTUCKY BOARD OF INTERPRETERS FOR THE DEAF AND HARD OF HEARING

Plan of Supervision for Temporary Licensee

Instructions:

1. Read the application and instructions carefully before filling out the application. Answer all questions. If the answer is "no" or "none", please indicate. If non-applicable, indicate N/A. If additional space is needed, attach separate sheets.

2. Please print or type.

3. If experience from multiple work settings or supervision from more than one supervisor is planned, complete the following information for each.

4. Attach documentation of 45 hours of professional development for each supervisor indicated on this contract.

5. PLEASE INCLUDE AN OFFICIAL AGENCY JOB DESCRIPTION. MUST BE ON OFFICIAL AGENCY LETTERHEAD (if applicable)

Applicants Name: _____ Temp.License# _____

Applicant's Address: _____

INTERPRETING SETTING

Agency/Name _____ Phone: (____) _____

Agency/Address: _____ City _____ State _____ Zip Code _____

Description of agency function (education, hospital, mental health agency, private practice, etc.)

Beginning Date Of Plan _____ Estimated Ending Date _____

SUPERVISOR OF RECORD

A. Name _____ KY Interpreters License# _____

B. Address _____ City _____ State _____ Zip Code _____

C. Telephone: Home (____) _____ Office: (____) _____

ADDITIONAL SUPERVISORS(S) (if you will be receiving supervision from any other supervisor(s), please list each one:

A. Name: _____ KY Interpreters License# _____

B. Address _____ City _____ State _____ Zip Code _____

C. Telephone: Home (____) _____ Office: (____) _____

PLAN OF INTERPRETING SUPERVISION

A. A detailed description of the plan of supervision is (i.e. on site observation, submit video of practice, provide team interpreting setting when appropriate, etc.)

B. A detailed description of the nature, duration and frequency of the supervision in this practice is: (i.e. how often and how long are supervisory sessions; what will be done in supervisory sessions; how will they be conducted)

C. A detailed description of the condition or procedures for termination of this relationship is:

AFFIDAVIT

I, the supervisor of record for the above named candidate for temporary licensure for interpreting, have devised and discussed this plan with said applicant and accept responsibility for its implementation. Further, I understand that upon completion of the contract of supervision, if an application for extension is requested, I will be asked to comment on the ethical behavior and skills competency acquired by the applicant. If, for any reason, the conditions of this plan are changed, or this supervisory relationship is terminated or changed, I will immediately notify the Board. Further, I do hereby certify that my license is current, and will be maintained throughout this period.

Signature of Supervisor _____ Date _____

I, the applicant in the above plan, understand that I will be expected to comply with the provisions of this plan in its entirety and must notify the Board of any modifications of this plan once it has been approved. If this contract is terminated, I understand that I must submit a new Supervision Contract to the Board for approval within 90 days of termination.

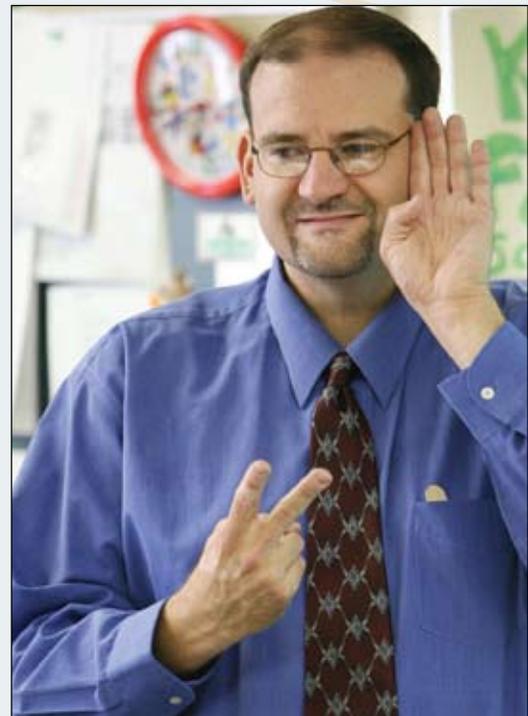
Signature of Applicant _____ Date _____

AGENCY/SCHOOL SUPERVISION

If the supervision in this contract is provided by someone other than the applicant's agency or school supervisor, the agency supervisor or school principal/ Director of Special Education the above named candidate, I affirm the agency or school will support the proposed practice experience as described.

Signature of Agency/School Supervisor _____ Date _____

Planning Time and Workplace Needs



Why does an interpreter need a workspace?

Interpreters are employees of the school district and should be provided the same accommodations as other school personnel such as access to a designated workstation, PC, and email. This work environment supports the interpreter as a member of the school staff community, including a secure storage area for personal belongings and a workspace for preparation. Reading and pre-viewing instructional materials is essential in order to accurately interpret core content.

Why does the interpreter need planning time in his or her schedule and how does that benefit the student?

Preparation is key to providing quality services to students who are depending on the accuracy in the interpretation in receiving instruction. During this time, interpreters can adequately prepare by having access to resources such as textbooks, handouts, and TV/VCR/DVD equipment for viewing non-captioned videos. Also, time is needed for consultation and collaboration with teachers and other members of the student's educational team.

The accuracy, quality and effectiveness of service delivery are significantly reduced when the schedule requires prolonged periods of constant interpreting. Over time, working without breaks may cause the interpreter to develop repetitive motion injuries, resulting in a greater shortage of service providers to students. A second interpreter should be hired for any work requiring long continuous interpreting. Best practices prescribe hiring a team of two interpreters for any assignment that lasts beyond two hours.

This period can serve a dual purpose since it benefits the student because watching an interpreter for long periods of time is fatiguing and causes eyestrain. It also allows the interpreter a much-needed break from the strain of continuous interpreting which can lead to injury. Creative scheduling can be the answer to limited resources, as often districts employ only one or two interpreters. Finding time in the student's class schedule that he or she is comfortable without the interpreter along with teaching those in the environment a few key conversational signs is one possible solution.

Substitutes



What are best practices for securing substitute interpreters?

When the interpreter is absent, a qualified licensed substitute interpreter must be provided. It is recommended that a plan be formalized for contracting with substitutes. Develop and maintain a list of qualified substitutes or agencies to contact when a sub is needed. If no substitute is available, other arrangements must be made within the building in accordance with the student's IEP.

Substitute folders should be kept on file in the school office in case of absences. The folder should contain:

- Daily schedule, including class times, lunch, planning period and breaks
- Subjects
- Teachers' names and sign names
- Student's name(s) and sign names
- Name(s) and name sign(s) of other interpreters in the building
- Classroom seating charts
- School map pointing out the classrooms, office, teacher's lounge and restrooms
- Special considerations such as medical needs, emergency information and students' communication system.

How do I find a substitute?

It is recommended that your school and/or district build a list of qualified substitutes. Some districts find it helpful to hire a pool of interpreters on payroll in the same manner that teacher subs are secured. Others have contracts for a limited time span. KBI has a list of fully licensed interpreters in the state that can be accessed at the following web address <http://financy.ky.gov/bidhh> or you may contact KDE's Interpreter Consultant for a list of potential applicants in your area compiled from the database of interpreters across the state. Additional resources can include KSD Outreach, Eastern Kentucky University's Interpreter Training Program (ITP), ITPs in border states, the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH) and privately owned and operated interpreter agencies in your area. (See Appendix A.)

What happens when the student is absent?

A plan should be developed that addresses how to best utilize time during student absences. Any opportunities that would increase the interpreters' knowledge/skill base should be afforded such as mentoring, teaming in other classes with interpreters in the district, attending workshops or reviewing resources from practitioners in the field.

**Roles and
Responsibilities
of the
Interpreter,
Classroom
Teacher
and Student**



How does the educational team function to ensure student success?

The key to successful student performance is a comprehensive team of professionals to plan and implement the student's Individual Education Program (IEP). The team members should include the appropriate school administrators, the general education teachers, the special education teacher, the hearing impaired teacher, the student's parent(s), and related service personnel, including interpreters. Everyone on this team must work equally together in order to provide a cohesive instructional environment.

Since communication and language development are frequently the primary focus of the IEP for a student with hearing loss, the role that an interpreter plays as a part of the team is crucial. As a related service provider, the interpreter serves in the Admissions and Release Committee (ARC) process alongside the other professionals previously mentioned.

Commonly understood roles and responsibilities for each team member should be established, shared, and discussed with all school administration and personnel. Specifically, interpreters and teacher(s) greatly benefit from meeting on a consistent basis to ensure coordination in achieving the goal of the classroom.

What is the role of the general education classroom teacher?

The general education classroom teacher has a primary role in the education of all students, including students who are deaf or hard of hearing. The interpreter and classroom teacher who work collaboratively in their areas of expertise are a more effective team if they have knowledge and understanding of each other's roles. Clear expectations between them will maximize the academic opportunities of deaf and hard of hearing students since the interpreter and the classroom teacher will spend a great deal of time together. The teacher is responsible for ensure that the IEP goals and objectives are met, monitored and reported to the administration and parents unless otherwise indicated.

What is the student's role?

The student who is deaf or hard of hearing has the same responsibility as the general population of students. He or she needs to be an active learner in the educational process. However, as a student with unique needs, it is also up to him or her to learn how to work effectively with interpreters and teachers. As the student matures, he or she is expected take initiative in advocating for services and in becoming independent just as other students. For some, these responsibilities will need to be directly taught in coordination with the instructional team and provided opportunities to practice.

What is the role of an interpreter?

The interpreter's role is to facilitate communication in all settings, academic and extracurricular for all parties involved in the educational settings. This would include all audible communication within the educational setting, including student's comments, public announcements, visitor's remarks, and environmental noises. Voice interpretation is also provided for the deaf or hard of hearing student to actively participate in the school community.

Job descriptions as defined by the Kentucky Department of Education should be followed. If other duties are assigned, they should not interfere with the communication accessibility of the assigned student. In order to be an effective part of the team, planning time should be utilized to meet with instructional staff or for demanding course material.

Interpreters are expected to uphold high standards of professionalism and ethical conduct. The Kentucky licensure law prescribes following the Code of Professional Conduct as established by the Registry of Interpreters for the Deaf (RID). This code of professional conduct includes seven tenets that provide guiding principles and illustrative behaviors. (See Appendix D)

What is not the role of the interpreter?

Interpreters should function as facilitators of communication and not as a child's tutor, unless this is explicitly stated and agreed upon prior to beginning employment. Another common misconception is that the interpreter has the responsibility of teaching the student. Rather, the interpreter is there to convey information and bolster the student-teacher relationship rather than actually providing instruction.

What is the role of school staff when it comes to interpreters?

School districts should identify a staff member in the building to notify the interpreter of field trips, plays, assemblies, guest speakers, and other special events as a courtesy to the interpreter. This will allow for adequate preparation as well as ensuring his or her availability. Additionally, communication is greatly enhanced for students when scripts, programs, agenda, speeches and music are provided to the interpreter ahead of time. The students relying on the interpreter will be the ultimate beneficiaries of this policy.

The following table provides an overview of the responsibilities of the general education classroom teacher, interpreter and student. If a teacher of the deaf/hard of hearing is involved in the child's placement, then provisions for his/her role must be developed as well.

Student's Responsibilities	Regular Education Teacher's Responsibilities	Interpreter's Responsibilities
Be on time to class.	Report student as tardy or absent in the same manner as all students.	Be on time to class. If student is absent, prepare or perform other duties.
Use hearing aid, cochlear implant, and any group auditory system as needed.	Support the use of amplification devices used by the student.	Support the use of amplification devices used by the student.
Carry a spare battery and maintain equipment responsibly	Identify staff to be responsible for equipment maintenance.	Refer the student to designated person responsible.
Talk to the teacher to make sure you can see clearly in class.	Be aware that appropriate placement of the interpreter is critical for the deaf student.	Discuss placement with the teacher and student to facilitate visual access and to ensure good lighting.
Sit or move in order to have visual access, especially during videos.	Arrange the room to meet the student's visual access needs.	Be aware that wearing patterns and bright colors can strain the student's eyes.
Communicate directly with the teacher for instruction, assignments, explanations of lessons, and answering questions.	Expect the student to participate in class, and communicate with him or her directly rather than saying "Tell him/her..."	Repeat instructions in cases of interpreter errors or unclear communication.
Be responsible for your own learning	Ensure student comprehension as with any other student.	Refer student's questions about the lesson to the teacher.
Know that the teacher, not the interpreter, is in charge of the class.	Be responsible for all students in class, including students with hearing loss.	Allow the teacher to be responsible for all students in class.
Complete all class assignments, scheduled tests and projects assigned for the class.	Expect the same work from all students. Clarify with your administrator to see if the interpreter has agreed to function as an aide.	Encourage students to assume responsibility for assignments. Function as a classroom aide according to your employment terms.
Ask for a note-taker if necessary.	If requested, identify a student to serve as a note-taker.	Interpret for the student and note-taker as necessary.

Student's Responsibilities	Regular Education Teacher's Responsibilities	Interpreter's Responsibilities
Recognize that the interpreter prepares for class, separate from your preparation as a student.	Provide the interpreter textbook pages, handouts, and time to preview videos prior to class.	Familiarize yourself with class content. Request textbooks, handouts, and ask to preview videotapes.
Participate in class discussions.	Encourage the student's participation.	Discuss turn-taking with the teacher.
Focus on the class rather than talking off topic to the interpreter.	Be aware if the student is trying to converse rather than focus on class.	Focus interpreting on class content instead of talking about other topics.
Know that learning the material assigned is your responsibility.	Make sure work turned in is the student's work.	Refrain from doing class work for the students.
Watch the interpreter during class lectures and discussions.	Remind the student that s/he needs to participate, and be part of the class.	Sign and voice all classroom lectures and discussions.
Follow the class and school rules for students.	Discipline all students according to school policy.	Allow the teacher to be responsible for monitoring the student's behavior.
Know that the interpreter is to stay in the room the entire class time.	Expect the interpreter to remain in the classroom regardless of the type of lesson presented.	Plan to stay for the entire class period; announcements or emergencies may occur.
Use free time to talk with peers if permitted using the interpreter as needed.	Encourage student to socialize with classmates when appropriate.	Encourage socialization with peers interpreting if the student prefers.
Be aware that the interpreter signs what the teacher says, though it may be a sentence or two behind since s/he must listen and understand the concept before signing it.	Know that the clarity of your speech is more important than the speed. The interpreter may be a sentence or two behind you in order to process the concept.	Explain processing time to the teacher and student. Communicate your need for it during interpretation. This will give the student more opportunity to participate.
Inform the interpreter in advance if you need to attend an extracurricular activity such as tutoring or field trips.	Encourage the student to request an interpreter as needed. Guiding the student to appropriate staff for the request.	As with other school staff, you are expected to meet the student's needs in regards to extracurricular activities.

What is the role of interpreters during CATS Assessment?

According to Kentucky law, all students in the Commonwealth of Kentucky must participate in the state-required Commonwealth Assessment and Accountability Programs (CATS). The student's IEP documents modifications and/or accommodations, such as interpreters, readers or scribes. It also indicates the conditions under which these modifications and/or accommodations are to be provided, including assessments. If a student who is deaf or hard of hearing has a modification or accommodation on his or her IEP that is used throughout the school year during routine classroom instruction, it can also be used during CATS administration. However, it must be followed according to Kentucky regulations as described in the Inclusion Document. This means a student would have an interpreter for CATS in the same manner as his routine instruction.

For additional details, refer to Kentucky Regulations:

703 KAR 5:080 Administration code of Kentucky's educational assessment program

703 KAR 5:070 Inclusion of special populations in the state-required assessment and accountability programs.

Please note that these modifications and accommodations cannot change the content or structure of the test or what the test is intended to measure. To maintain student ownership of his or her response, the interpreter, reader or scribe may not include additions, deletions, enhancements, or revisions. Scribing of a student's response may be transliterated without added content or enhancement. Then, the written response may be given back to the student to review and confirm ownership.

For ACT assessment questions, please contact your Direct Assessment Coordinator.

www.education.ky.gov

Click on :

- Administrative Resources
- Testing & Reporting
- CATS
- Policies and Regulations
- Inclusion of Special Populations Document

Emergencies and Legal Considerations



What should happen during emergency situations?

Although there are additional circumstances, emergency situations tend to involve either student illness requiring medical attention or instances that may have legal ramifications. Either of these situations requires communication facilitation from a fully licensed interpreter. This protects the school and its personnel from any liability regarding communication access. This interpreter should not be a school staff member but rather an unbiased third party. The outside agency (police department, hospital, first responder, etc.) is responsible for securing an interpreter and providing payment for said services.

For facility lock-downs, fire or natural disasters, it is recommended that each district devise its own policy regarding emergency situations. For example, a buddy system could be used to notify students who are deaf or hard of hearing about these emergencies. However, all school personnel should be trained to notify students who are deaf or hard of hearing of any emergency situation.

What about legal situations?

There are occasions when interactions of a legal nature or requiring law enforcement will occur in educational settings. All members of the educational team should be aware that whenever a situation of a legal nature arises, legally ADA qualified interpreters should be brought in to provide interpreting. Such situations include, but are not limited to:

- Law enforcement interactions with students or parents of a student who are potential victims, witnesses, or possible suspects;
- Any circumstance where a statement is being taken for use in future legal proceedings;
- Juvenile delinquency matters;
- Social service matters;
- Mental health matters;
- Counseling situations;
- Any court proceedings.

Kentucky's Administrative Office of the Courts (AOC) retains a list of licensed interpreters qualified to interpret for deaf and hard of hearing individuals in a courtroom setting. For additional information on this service, AOC can be contacted by calling 502-573-2350 or at www.courts.ky.gov/stateprograms/courtinterpreters/default.html

Kentucky's Division of Mental Health and Mental Retardation (MHMR) works to identify licensed interpreters who are qualified to work in mental health settings. For additional information on this service, please contact (502)564-4456 (voice) or (502)564-5777 (tty).

The Kentucky Commission on the Deaf and Hard of Hearing (KCDHH) is an advocacy organization who also provides resources on handling situations of this nature with people who are deaf or hard of hearing. Contact (502)573-2604 voice/TTY, (800)327-2907 voice/TTY or fax (502)573-3594.

Appendices



Appendix A

The following is a comprehensive list of contact information for agencies referenced throughout this document that have a key role in providing information and resources to school districts employing interpreters.

Kentucky Department of Education, Office of Special Instructional Services
500 Mero Street, Frankfort, KY 40601
(502)564-4970
<http://www.education.ky.gov>

Kentucky School for the Deaf, Outreach Program and Evaluation Team
303 South 2nd Street, Danville, KY 40422
(859)239-7017
<http://www.ksd.k12.ky.us/>

Eastern Kentucky University, ASL and Interpreter Education Department, Outreach Program
521 Lancaster Avenue, Richmond, KY 40475
(859)622-4966
<http://www.interpreting.eku.edu/>

Kentucky Board of Interpreters for the Deaf and Hard of Hearing
911 Leawood Drive, Frankfort, KY 40601
(502)564-3296
<http://finance.ky.gov/bidhh>

Kentucky Commission on the Deaf and Hard of Hearing
632 Versailles Road, Frankfort, KY 40601
(502)573-2604 or (800) 327-2907
<http://www.kcdhh.org/>

University of Kentucky, Kentucky Deaf-Blind Project
229 Taylor Education Building, Lexington, KY 40506
(859)257-6063, (502) 897-1583 or (888) 899-3247
<http://www.kentucky-deafblindproject.com/index.htm>

Kentucky Administrative Office of the Courts
100 Mill Creek Park
Frankfort, KY 40601
(502)573-2350
<http://courts.ky.gov/stateprograms/courtinterpreters>

The Kentucky Mental Health, Developmental Disabilities and Addiction Services
100 Fair Oaks Lane 4E-B
Frankfort, KY 40621
(502)564-4456
<http://chfs.ky.gov/dmhddas/>

Appendix B

LAWS AND REGULATIONS RELATING TO LICENSURE AS AN INTERPRETER

Published By The Kentucky Board of Interpreters for the Deaf and Hard of Hearing

P. O. Box 1360 Frankfort, Kentucky 40602 (502) 564-3296

<http://finance.ky.gov/bidhh>

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The statutes and regulations provided in this booklet are an unofficial version of the Kentucky Revised Statutes and Kentucky Administrative Regulations and are intended for informational purposes only. The official or certified versions of the Kentucky Revised Statutes and Kentucky Administrative Regulations should be consulted for all matters requiring reliance on the statutory text.

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Kentucky Revised Statutes

309.300 Definitions for KRS 309.300 to 309.319.

As used in KRS 309.300 to 309.319, unless the context otherwise requires:

- (1) “Board” means Kentucky Board of Interpreters for the Deaf and Hard of Hearing.
- (2) “Committee” means Kentucky Board of Interpreters for the Deaf and Hard of Hearing Policy Committee.
- (3) “Consumer” means a person who is deaf, hard of hearing, or who requires special communication techniques in order to communicate.
- (4) “Interpreter” means a person who engages in the practice of interpreting.
- (5) “Interpreting” means the translating or transliterating of English concepts to any necessary specialized vocabulary used by a consumer or the translating of a consumer’s specialized vocabulary to English concepts. Necessary specialized vocabularies include, but are not limited to, American Sign Language, English-based sign language, cued speech, and oral interpreting.
- (6) “Nationally recognized certification” means certification granted by a national organization that is based on a skills assessment of the applicant. These organizations include, but are not limited to, the Registry of Interpreters for the Deaf, the National Association of the Deaf, and the National Training, Evaluation, and Certification Unit.

309.301 Licensing for interpreters required -- Exceptions.

- (1) Effective July 1, 2003, no person shall represent himself or herself as an interpreter or engage in the practice of interpreting as defined in KRS 309.300 unless he or she is licensed in accordance with the provisions of KRS 309.300 to 309.319.
- (2) The provisions of KRS 309.300 to 309.319 shall not apply to:
 - (a) Nonresident interpreters working in the Commonwealth less than twenty (20) days per year;
 - (b) Interpreters working at religious activities;
 - (c) Interpreters working as volunteers without compensation. However, all volunteers interpreting for state agencies must be eligible for licensure as described in KRS 309.312;
 - (d) Interpreters working in an emergency. An emergency is a situation where the consumer decides that the delay necessary to obtain a licensed interpreter is likely to cause injury or loss to the consumer; or
 - (e) The activities and services of an interpreter intern or a student in training who is:
 1. Enrolled in a program of study in interpreting at an accredited institution of higher learning;
 2. Interpreting under the supervision of a licensed interpreter as part of a supervised program of study; and
 3. Identified as an interpreter intern or student in training.

309.302 Kentucky Board of Interpreters for the Deaf and Hard of Hearing.

- (1) There is hereby created a board to be known as the “Kentucky Board of Interpreters for the Deaf and Hard of Hearing.”
- (2) The board shall consist of seven (7) members appointed by the Governor as follows:
 - (a) Five (5) practicing interpreters who hold current nationally recognized certification and have at least five (5) years interpreting experience;
 - (b) One (1) deaf interpreter with past or current nationally recognized certification; and
 - (c) One (1) consumer with knowledge about interpreter issues.

- (3) After the initial term of each appointment, all members shall be appointed for a term of four (4) years.
- (4) Board members shall not be allowed to succeed themselves but a former member may be reappointed to the board if that member has not served in the preceding four (4) years.
- (5) The members of the board shall receive no compensation for their services on the board, but they shall be reimbursed for actual and necessary expenses incurred in the performance of their official duties.
- (6) The board shall annually elect a chairman, a vice chairman, and a secretary-treasurer from the members of the board.
- (7) The board shall hold at least one (1) meeting annually and additional meetings as the board may deem necessary. The additional meetings may be held upon call of the chairman or upon written request of a quorum. Four (4) members of the board shall constitute a quorum to conduct business.
- (8) Upon recommendation of the board, the Governor may remove any member of the board for neglect of duty or malfeasance in office.

309.304 Powers and duties of board -- Administrative regulations.

- (1) The board shall administer and enforce the provisions of this chapter and shall have the responsibility of evaluating the qualifications of applicants for licensure and the issuance of licenses.
- (2) The board may issue subpoenas, examine witnesses, pay appropriate witness fees, administer oaths, and investigate allegations of practices violating the provisions of this chapter.
- (3) The board shall promulgate necessary and reasonable administrative regulations in accordance with KRS Chapter 13A and this chapter to effectively carry out and enforce the provisions of KRS 309.300 to 309.319, including regulations to establish authorized fees. Fees shall not exceed amounts necessary to generate sufficient funds to effectively carry out and enforce the provisions of KRS 309.300 to 309.319.
- (4) The board may conduct hearings in accordance with KRS Chapter 13B and keep records and minutes necessary to carry out the functions of KRS 309.300 to 309.312.
- (5) The board may renew licenses and require continuing education as a condition for renewal.
- (6) The board may suspend or revoke licenses, or impose supervisory or probationary conditions upon licensees, or impose administrative disciplinary fines, issue written reprimands, or any combination thereof.
- (7) The board may seek injunctive relief in Franklin Circuit Court to stop the unlawful practice of interpreting by unlicensed persons.
- (8) The board may employ any persons it deems necessary to carry on the work of the board, and shall define their duties and fix their compensation.
- (9) Beginning in 1999, on October 1 of each year, the board shall submit a report to the Legislative Research Commission indicating:
 - (a) The current number of licensed interpreters; and
 - (b) The number of complaints received against interpreters and any disciplinary action taken within the previous calendar year.

309.306 Fees credited to revolving fund.

- (1) All fees and other moneys received by the board under the provisions of KRS 309.300 to 309.319 shall be deposited in the State Treasury to the credit of a revolving fund for the use of the board.
- (2) No part of this revolving fund shall revert to the general fund of this Commonwealth.
- (3) This revolving fund shall pay for the reimbursement of board members for actual and necessary expenses incurred in the performance of their official duties, the compensation of all of the employees of the board, and those operational expenses incurred in fulfilling the board's duties as described in administrative regulation.

309.308 Kentucky Board of Interpreters for the Deaf and Hard of Hearing Policy Committee.

- (1) There is hereby created a committee to be known as the "Kentucky Board of Interpreters for the Deaf and Hard of Hearing Policy Committee."
- (2) The committee shall consist of eleven (11) members as follows:
 - (a) The president or a designee of:
 1. Kentucky Association of the Deaf; and
 2. Kentucky Registry of Interpreters for the Deaf;
 - (b) A representative from:
 1. Kentucky Commission on the Deaf and Hard of Hearing (KCDHH);
 2. Eastern Kentucky University Interpreter Training Program;
 3. Kentucky Department of Education;
 4. Kentucky Department of Vocational Rehabilitation;
 5. Kentucky School for the Deaf;
 6. Cabinet for Families and Children; and
 7. Cabinet for Health Services; and
 - (c) Two members-at-large, who are consumers, appointed by the board.
- (3) The members of the committee shall receive no compensation for their services on the committee. The member from the Kentucky Association of the Deaf, the member from the Kentucky Registry of Interpreters for the Deaf, and the members-at-large shall be reimbursed for actual and necessary expenses incurred in the performance of their committee duties.

309.310 Duties of policy committee.

- (1) The committee shall provide ongoing advice and input to the board regarding the criteria for licensure and the ratio between consumer demand and the existing supply of licensed interpreters or those eligible for licensure.
- (2) The committee shall make recommendations to the board regarding the content of relevant administrative regulations.
- (3) The committee shall provide ongoing review of professional development and support systems for interpreters including existing public and private education programs and training resources within the Commonwealth.

309.312 Eligibility for license and temporary license.

- (1) To be eligible for licensure by the board as an interpreter, the applicant shall submit an application which includes:
 - (a) An application fee; and
 - (b) Current certification from a nationally recognized organization at the requisite level for sign language interpreters, oral interpreters, or cued speech transliterators as determined by the board and promulgated by administrative regulation.

- (2) The board shall issue an interpreter license to an applicant who fulfills these requirements. The front of the license shall clearly list all certifications held by the licensee.
- (3) The board may issue a temporary license as an interpreter to an applicant who is certified at a level below that required for licensure in subsection (1) of this section. A temporary license shall be available for a person who is training under the supervision of a licensed interpreter under circumstances defined by the board in administrative regulation. A temporary license is valid for only a certain period until the licensee achieves the minimum level of certification required for licensure under subsection (1) of this section. A temporary license is not renewable although extensions may be granted under circumstances defined by administrative regulation.
 - (a) For graduates of a baccalaureate interpreter training program, a temporary license shall be valid for up to one (1) year.
 - (b) For graduates of an associate of arts interpreter training program, a temporary license shall be valid for up to two (2) years.
 - (c) For nondegree applicants, a temporary license shall be valid for up to two (2) years.
- (4) Upon payment of the application fee, the board shall grant licensure to an applicant holding a valid license, certificate, or equivalent issued by another state if it is based upon standards equivalent to or exceeding the standards required by KRS 309.300 to 309.319.

309.314 Renewal and reinstatement of license -- Continuing education.

- (1) Each person licensed as an interpreter shall annually, on or before July 1, submit to the board current proof of nationally recognized certification and pay a fee for the renewal of the interpreter license. The amount of the fee shall be promulgated by administrative regulation of the board. All licenses not renewed by July 1 of each year shall expire.
- (2) A sixty (60) day grace period shall be allowed after July 1, during which time individuals may continue to practice and may renew their licenses upon payment of the renewal fee plus a late renewal fee as promulgated by administrative regulation of the board.
- (3) All licenses not renewed by August 31 shall terminate based on the failure of the individual to renew in a timely manner. Upon termination, the licensee is no longer eligible to practice in the Commonwealth.
- (4) After the sixty (60) day grace period, but before five (5) years from the date of termination, individuals with a terminated license may have their licenses reinstated upon payment of the renewal fee plus a reinstatement fee as promulgated by administrative regulation of the board.
- (5) A suspended license is subject to expiration and termination and may be renewed as provided in KRS 309.300 to 309.319. Renewal shall not entitle the licensee to engage in the practice of interpreting until the suspension has ended or is otherwise removed by the board and the right to practice is restored by the board.
- (6) A revoked license is subject to expiration and termination but shall not be renewed. If it is reinstated, the licensee shall pay the reinstatement fee as set forth in subsection (4) of this section and the renewal fee as set forth in subsection (1) of this section.
- (7) The board may require that a person applying for renewal or reinstatement of licensure show evidence of completion of continuing education as prescribed by the board by administrative regulation.

309.316 Classification of offenses -- Investigation of wrongdoing -- Hearing -- Sanctions -- Hearing for denial of application..

- (1) The board shall by administrative regulation classify types of offenses and the recommended administrative action. The type of action to be taken shall be based on the nature, severity, and frequency of the offense. Administrative action authorized in this section shall be in addition to any criminal penalties provided in KRS 309.300 to 309.319 or under other provisions of law.
- (2) The board may investigate allegations of wrongdoing upon complaint or upon its own volition. The board shall establish procedures for receiving and investigating complaints by administrative regulation.
- (3) If the board's investigation reveals evidence supporting the complaint, the board shall set the matter for hearing in accordance with the provisions of KRS Chapter 13B before suspending, revoking, imposing probationary or supervisory conditions or an administrative fine, issuing a written reprimand, or any combination of actions regarding any license under the provisions of this chapter.
- (4) If, after an investigation that includes opportunity for the licensee to respond, the board determines that a violation took place but was not of a serious nature, it may issue a written admonishment to the licensee. A copy of the admonishment shall be placed in the permanent file of the licensee. The licensee shall have the right to file a response to the admonishment within thirty (30) days of its receipt and to have the response placed in the permanent licensure file. The licensee may alternatively, within thirty (30) days of the receipt, file a request for hearing with the board. Upon receipt of this request, the board shall set aside the written admonishment and set the matter for hearing under the provisions of KRS Chapter 13B.
- (5) After denying an application under the provisions of KRS 309.300 to 309.319, the board may grant a hearing to the denied applicant in accordance with the provisions of KRS Chapter 13B.

309.318 Board's disciplinary powers -- Reasons for sanctions -- Appeal to Franklin Circuit Court.

- (1) The board may refuse to issue a license or suspend, revoke, impose probationary conditions upon, impose an administrative fine, issue a written reprimand, or any combination thereof regarding any licensee upon proof that the licensee has:
 - (a) Been convicted of a crime as described in KRS 335B.010(4) or an offense that otherwise directly relates to the occupation of interpreter. A plea of "no contest" may be treated as a conviction for purposes of disciplinary action;
 - (b) Knowingly misrepresented or concealed a material fact in obtaining a license or in reinstatement thereof;
 - (c) Committed any fraudulent act or practice;
 - (d) Been incompetent or negligent in the practice of interpreting;
 - (e) Violated any state statute or administrative regulation governing the practice of interpreting;
 - (f) Violated the code of ethics of the national organization issuing the licensee's certification as incorporated in administrative regulation; or
 - (g) Violated any federal or state law considered by the board to be applicable to the practice of interpreting.
- (2) When the board issues a written reprimand to the licensee, a copy of the reprimand shall be placed in the permanent file of the licensee. The licensee shall have the right to submit a response within thirty (30) days of its receipt and to have that response filed in the permanent file.

- (3) At any time during the investigative or hearing processes, the board may accept an assurance of voluntary compliance from the licensee which effectively deals with the complaint.
- (4) The board may reconsider, modify, or reverse its probation, suspensions, or other disciplinary action.
- (5) Five (5) years from the date of a revocation, any person whose license has been revoked may petition the board for reinstatement. The board shall investigate the petition and may reinstate the license upon a finding that the individual has complied with any terms prescribed by the board and is again able to competently engage in the practice of interpreting.
- (6) Any party aggrieved by a disciplinary action of the board may bring an action in Franklin Circuit Court in accordance with the provisions of KRS Chapter 13B.

309.319 Penalty.

Any person who shall violate or aid in the violation of any of the provisions of KRS 309.301 shall be guilty of a Class B misdemeanor.

Kentucky Administrative Regulations

201 KAR 39:020. Board member expenses.

RELATES TO: KRS 309.302(5), 309.306(3)

STATUTORY AUTHORITY: KRS 309.304(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.302(5) provides that members of the board shall be reimbursed for actual and necessary expenses incurred in the performance of their official duties. This administrative regulation authorizes board members to receive reimbursement for actual and necessary expenses when conducting board-related business.

Section 1. The board members shall receive reimbursement for actual expenses and travel expenses to the extent authorized by 200 KAR Chapter 2.

201 KAR 39:030. Application; qualifications for licensure; and certification levels.

RELATES TO: KRS 309.304(1), 309.312(1)(b)

STATUTORY AUTHORITY: KRS 309.304(3), 309.312(1)(b)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.304(3) and 309.312(1)(b) require the Kentucky Board of Interpreters for the Deaf and Hard of Hearing to promulgate an administrative regulation establishing the requirements for an applicant for licensure as an interpreter for the deaf and hard of hearing. This administrative regulation establishes these requirements.

Section 1. Definition. “RID” means the Registry of Interpreters for the Deaf.

Section 2. Application. Each applicant for a license shall submit:

- (1) A completed “Application for Licensure” form to the board; and
- (2) Pay the application and license fee as set forth in 201 KAR 39:040.

Section 3. Certification Levels. In order to receive a license, an applicant shall submit with an application, proof of holding one (1) or more of the following certifications of competence or completion assessments:

- (1) Current certification by the Registry of Interpreters for the Deaf in:
 - (a) Comprehensive Skills Certificate (CSC). Holders of this full certificate have demonstrated the ability to interpret between American Sign Language and Spoken English and to transliterate between spoken English and an English-based sign language;
 - (b) Certificate of Transliteration (CT). Holders of this certificate are recognized as fully certified in transliteration and have demonstrated the ability to transliterate between English-based sign language and spoken English in both sign-to-voice and voice-to-sign. The transliterator’s ability to interpret is not considered in this certification;
 - (c) Certificate of Interpretation (CI). Holders of this certificate are recognized as fully certified in interpretation and have demonstrated the ability to interpret between American Sign Language and spoken English in both sign-to-voice and voice-to-sign. The interpreter’s ability to transliterate is not considered in this certification;
 - (d) Interpreting Certificate/Transliteration Certificate (IC/TC). Holders of this partial certificate demonstrated ability to transliterate between English and a signed code for English and the ability to interpret between American Sign Language and spoken English;
 - (e) Reverse Skills Certificate (RSC). Holders of this full certificate demonstrated the ability to interpret between American Sign Language and English-based sign

language or transliterate between spoken English and a signed code for English. Holders of this certificate are deaf or hard-of-hearing and interpretation/transliteration is rendered in American Sign Language, spoken English, a signed code for English or written English;

- (f) Certified Deaf Interpreter (CDI). Holders of this certification are interpreters who are deaf or hard-of-hearing and who have demonstrated a minimum of one (1) year experience working as an interpreter, completion of at least eight (8) hours of training on the RID Code of Ethics, and eight (8) hours of training in general interpretation as it relates to the interpreter who is Deaf or Hard-of-Hearing;
- (g) Certified Deaf Interpreter Provisional (CDI-P). Holders of this provisional certification are interpreters who are deaf or hard-of-hearing and who have demonstrated a minimum of one (1) year experience working as an interpreter, completion of at least eight (8) hours of training on the RID Code of Ethics, and eight (8) hours of training in general interpretation as it relates to the interpreter who is deaf or hard-of-hearing. Provisional certification is valid until one (1) year after the certified deaf interpreter written and performance test is available nationally. Provisional certificate holders shall take and pass the CDI examination in order to remain certified as a deaf interpreter;
- (h) Oral Transliteration Certificate (OTC). Holders of this generalist certificate have demonstrated ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing and the ability to understand and repeat the message and intent of the speech and mouth movements of the person who is deaf and hard-of-hearing;
- (i) Interpretation Certificate (IC). Holders of this partial certificate demonstrated ability to interpret between American Sign Language and spoken English;
- (j) Transliteration Certificate (TC). Holders of this partial certificate demonstrated the ability to transliterate between spoken English and a signed code for English;
- (k) Conditional Legal Interpreting Permit (CLIP). Holders of this conditional permit have completed a RID recognized training program designed for interpreters and transliterators who work in legal settings. Generalist certification (CI and CT, or CSC) is required prior to enrollment in the training program. This permit is valid until one (1) year after the specialist certificate: legal written and performance test is available nationally. CLIP holders shall take and pass the new legal certification examination in order to maintain certification in the specialty area of interpreting in legal settings. Holders of this conditional permit are recommended for a broad range of assignments in the legal setting;
- (l) Conditional Legal Interpreting Permit-Relay (CLIP-R). Holders of this conditional permit have completed a RID-recognized training program designed for interpreters and transliterators who work in legal settings and who are also deaf or hard-of-hearing. Generalist certification for interpreters or transliterators who are deaf or hard-of-hearing (RSC or CDI-P) is required prior to enrollment in the training program. This permit is valid until one (1) year after the specialist certificate: legal written and performance test for deaf interpreters is available nationally. CLIP-R holders shall take and pass the new legal certification examination in order to maintain certification in the specialized area of interpreting in legal settings. Holders of this conditional permit are recommended for a broad range of assignments in the legal setting;
- (m) Master Comprehensive Skills Certificate (MCSC). The MCSC examination was designed with the intent of testing for a higher standard of performance than

the CSC. Holders of this certificate were required to hold the CSC prior to taking this exam. Holders of this certificate are recommended for a broad range of interpreting and transliterating assignments;

- (n) Specialist Certificate: Legal (SC:L). Holders of this specialist certificate have demonstrated specialized knowledge of legal settings and greater familiarity with language used in the legal system. Generalist certification and documented training and experience is required prior to sitting for this exam. Holders of the SC:L are recommended for a broad range of assignments in the legal setting;
 - (o) Provisional Specialist Certificate: Legal (Prov. SC:L). Holders of this provisional certificate hold generalist certification and have completed RID-approved training required prior to sitting for the SC:L exam. This provisional certification is valid until one (1) year after the specialist certificate: legal written and performance test is available nationally. Holders of this certificate are recommended for assignments in the legal setting;
 - (p) Specialist Certificate: Performing Arts (SC:PA). Holders of this certificate were required to hold RID generalist certification (CSC) prior to sitting for this examination and have demonstrated specialized knowledge in performing arts interpretation. Holders of this certificate are recommended for a broad range of assignments in the performing arts setting;
 - (q) Oral Interpreting Certificate: Comprehensive (OIC:C). Holders of this generalist certificate demonstrated the ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing and the ability to understand and repeat the message and intent of the speech and mouth movements of the person who is deaf or hard-of-hearing;
 - (r) Oral Interpreting Certificate: Spoken to Visible (OIC:S/V). Holders of this partial certificate demonstrated the ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing. This individual received scores on the OIC:C examination which prevented the awarding of full OIC:C certification; or
 - (s) Oral Interpreting Certificate: Visible to Spoken (OIC:V/S). Holders of this partial certificate demonstrated ability to understand the speech and silent mouth movements of a person who is deaf or hard-of-hearing and to repeat the message for a hearing person. This individual received scores on the OIC:C examination which prevented the awarding of full OIC:C certification.
- (2) Current certification by the National Association for the Deaf in:
- (a) Level V Masters;
 - (b) Level IV Advanced; or
 - (c) CUED Speech - National Training, Evaluation, and Certification Unit;
- (3) Other certifications as described in 201 KAR 39:080 or as required by federal law.

Section 4. Incorporation by Reference.

- (1) "Application for License," 2001 is incorporated by reference.
- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Occupations and Professions, 700 Louisville Road, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

201 KAR 39:040. Fees.

RELATES TO: KRS 309.312(1)(a), (4), 309.314(1), (2), (4), (6)

STATUTORY AUTHORITY: KRS 309.304(3), 309.314(1), (2), (4)

NECESSITY, FUNCTION, AND CONFORMITY: This administrative regulation is necessitated by KRS 309.304(3) and sets forth in detail all fees charged by the board.

Section 1. Application Fee.

- (1) The application fee for initial licensure shall be fifty (50) dollars.
- (2) The application fee for initial temporary license shall be fifty (50) dollars.
- (3) Application fees shall not be refundable.

Section 2. Initial Licensure Fee.

- (1) The initial licensure fee for licensure shall be \$100.
- (2) The initial licensure fee for a temporary license shall be fifty (50) dollars.
- (3) If the initial licensure application is denied the initial licensure fee may be refunded upon written request of the applicant.

Section 3. Renewal and Extension Fees.

- (1) The annual renewal fee for licensure shall be seventy-five (75) dollars.
- (2) The fee to extend a temporary license shall be fifty (50) dollars.
- (3) Renewal fees and extension fees shall not be refundable.

Section 4. Late Renewal and Extension Fees.

- (1) All licenses renewed during the sixty (60) day grace period shall require payment of a late renewal fee of sixty (60) dollars in addition to the current renewal fee set forth in Section 3 of this administrative regulation.
- (2) All temporary licenses extended during the sixty (60) day grace period shall pay a late fee of thirty-five (35) dollars in addition to the current extension fee set forth in Section 3 of this administrative regulation.
- (3) Late renewal and extension fees shall not be refundable.

Section 5. Reinstatement Fee.

- (1) The reinstatement fee for a license terminated pursuant to KRS 309.314(3) shall be \$125, in addition to the current renewal fee as set forth in Section 3 of this administrative regulation.
- (2) The reinstatement fees shall not be refundable.

Section 6. Fee for a Reciprocal License.

- (1) The fee for a reciprocal license shall be \$250.
- (2) The reciprocal license fee shall not be refundable.

Section 8. Duplicate License Fee. The fee for a duplicate license shall be ten (10) dollars.

201 KAR 39:050. Renewal of licenses and extension of temporary licenses.

RELATES TO: KRS 309.304(5), 309.312, 309.314

STATUTORY AUTHORITY: KRS 309.304(3), 309.312, 309.314

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.314 establishes requirements for annual renewal of the license. This administrative regulation sets forth that process in detail.

Section 1. Definitions.

- (1) "CDI" means a Certified Deaf Interpreter.
- (2) "EIPA" means Education Interpreter Performance Assessment.
- (3) "ESSE: I" means Educational Signs Skills Evaluation: Interpreting.

- (4) "ESSE: R" means Educational Signs Skills Evaluation: Receptive.
- (5) "NAD" means National Association for the Deaf.
- (6) "NIC" means National Interpreter Certification.
- (7) "Nondegreed applicant" means an individual who has either no degree or a degree other than an interpreter training program degree.
- (8) "RID" means Registry of the Interpreters for the Deaf.
- (9) "SCPI" means Sign Communication Proficiency Interview.

Section 2. Renewal of Licenses. A person licensed as an interpreter shall renew that license annually, as required by KRS 309.314(1) by submitting the following to the board:

- (1) A completed "License Renewal Application" Form;
- (2) The renewal fee as established in 201 KAR 39:040, Section 3;
- (3) Proof of current certification of the licensee as established in 201 KAR 39:030; and
- (4) Documentation of completion of the continuing education requirement established in 201 KAR 39:090, Section 2(1).

Section 3. A license not renewed by July 1, may be renewed during the following sixty (60) day period, in accordance with KRS 309.314(2), by:

- (1) Complying with the requirements established in Section 1 of this administrative regulation; and
- (2) Submitting the late renewal fee established in 201 KAR 39:040, Section 4(1).

Section 4. A license not renewed prior to the close of the sixty (60) day grace period, in accordance with KRS 309.314(4), may be reinstated upon:

- (1) Payment of the renewal fee plus a reinstatement fee as established by 201 KAR 39:040, Section 5(1);
- (2) Submission of a completed "License Reinstatement Application" Form to the board;
- (3) Submission of evidence of completion of continuing education as required by 201 KAR 39:090, Section 10; and
- (4) Completion of the requirements of Section 5 of this administrative regulation.

Section 5. Extensions of Temporary Licenses. Effective July 1, 2007, an application for extension of a temporary license for 2007/2008 shall be classified as a first renewal and the applicant's first request for an extension. Subsequent requests for extension shall meet the requirements of subsection 1, 2, or 3 of this section. An applicant who comes into the system after July 1, 2007 shall meet the applicable requirements for the first request for an extension.

- (1) Requirements for graduates of a degreed interpreter training program.
 - (a) A graduate of a baccalaureate or associate interpreter training program may apply on or before July 1, for a first extension of a temporary license by submitting: A copy of the test results of either the RID written exam or the NIC written exam; or documentation of a valid NAD Level III certification.
 - (b) An extension shall be valid for one (1) year.
 - (c) In order to obtain a second one (1) year extension, a graduate shall submit, on or before July 1, proof that the graduate:
 1. Has taken and passed either the RID written exam or NIC written exam; or
 2. Holds a valid NAD III certification.
 - (d) In order to obtain a third and final one (1) year extension, a graduate shall submit, on or before July 1, proof that the graduate has taken either the RID performance exam or the NIC performance exam.
 - (e) An extension may be granted pending test results.
- (2) Requirements for nondegreed applicants.
 - (a) NAD III or SCPI: advanced certified.

1. A nondegreed applicant who is either NAD III or SCPI: advanced certified a who interprets in both the community and a P-12 educational setting is entitled to a maximum of three (3) extensions.
 2. To obtain the first extension, an applicant shall submit, on or before July 1, proof of:
 - a. Valid NAD III certification; or
 - b. Having passed the NIC or RID written exam.
 3. To obtain a second extension, an applicant shall submit, on or before July 1, proof of:
 - a. Certification of NAD III or SCPI: advanced; and
 - b. Having taken either the RID or NIC performance exam.
 4. To obtain a third and final extension, an applicant shall submit, on or before July 1, proof of:
 - a. NAD III certification; or
 - b. SCPI: advanced certification.
- (b) Nondegreed applicants who are not NAD III certified and work in a P-12 educational setting.
1. In order to obtain a first extension, an applicant shall submit, on or before July 1, proof of:
 - a. An EIPA score of three and five tenths (3.5) or higher;
 - b. An ESSE: I score of four and zero tenths (4.0) or higher and an ESSE: R score of four and zero tenths (4.0) or higher;
 - c. SCPI: advanced certification; or
 - d. Test results of either the RID written exam or the NIC written exam.
 2. In order to obtain a second extension, an applicant shall submit, on or before July 1, proof that the applicant has taken and passed the RID written exam or the NIC written exam.
 3. In order to obtain a third and final extension, an applicant shall submit, on or before July 1, proof of having taken either the RID performance exam or the NIC performance exam.
- (c) Deaf applicants interpreting in the community and a P-12 educational setting.
1. In order to obtain a first extension, a deaf applicant shall submit, on or before July 1, a copy of the test results of the CDI written exam.
 2. In order to obtain a second extension, a deaf applicant shall submit, on or before July 1, proof of having passed the CDI written exam.
 3. In order to obtain a third and final extension, a deaf applicant shall submit, on or before July 1, proof of having taken the CDI performance exam.

Section 6. To request an extension of a temporary license a licensee shall submit to the board:

- (1) A completed "Temporary License Extension Application" Form;
- (2) A report from a supervisor describing the progress achieved by the person who was supervised and a recommendation from the supervisor as to whether the license should be extended;
- (3) Proof of completion of the continuing education requirements as set forth in 201 KAR 39:090;
- (4) An explanation of the need for the extension request; and
- (5) The fee set forth in 201 KAR 39:040, Section 4(2).

Section 7. Incorporation by Reference.

- (1) The following material is incorporated by reference:
 - (a) "License Renewal Application, 2001" Form;
 - (b) "License Reinstatement Application, 2001" Form; and
 - (c) "Temporary License Extension, 2001" Form.
- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Occupations and Professions, 911 Leawood Drive, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

201 KAR 39:060. Reinstatement of license subject to disciplinary action.

RELATES TO: KRS 309.318

STATUTORY AUTHORITY: KRS 309.304(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.318 authorizes the board to discipline a licensee for violation of the statutes and administrative regulations governing the practice of interpreting. KRS 309.318(5) permits a person whose license has been revoked to apply for reinstatement after five (5) years. This administrative regulation establishes the requirements for reinstatement of a license that has been the subject of disciplinary action by the board.

Section 1. Definition. "A license voluntarily surrendered as if revoked" means the process by which a person who holds a license issued by the board, knowingly and willingly, returns the license to the board, forfeiting all rights and privileges associated with that license, in settlement of a disciplinary action initiated by the board.

Section 2. Reinstatement of a License Revoked by Disciplinary Action of the Board.

- (1) If a license has been revoked, an individual may apply for reinstatement by:
 - (a) Submitting a completed "License Reinstatement" Form;
 - (b) Paying the initial licensure fee as set forth in 201 KAR 39:040, Section 2 and the reinstatement fee as set forth in 201 KAR 39:040, Section 5;
 - (c) Submitting proof of qualification for licensure as set forth in 201 KAR 39:030, Sections 3 and 4; and
 - (d) Show evidence of completion of fifteen (15) hours of continuing education for each year since the date of revocation in accordance with the requirements established in 201 KAR 39:090, Section 10(1).
- (2)
 - (a) The board shall review the reinstatement request and determine whether to reinstate the license.
 - (b) Based upon the information submitted the board shall determine if the conditions for reinstatement listed in KRS 309.318(5) have been met.
 - (c) If the board finds that the conditions for reinstatement have been met, it shall reinstate the license.
 - (d) If the board finds that the conditions for reinstatement have not been met, or the applicant failed to comply with the requirements of this administrative regulation it shall refuse to reinstate the license. The applicant may then request, and the board shall grant a hearing on the denial conducted pursuant to KRS Chapter 13B.

Section 3. Reinstatement of a License which was Voluntarily Surrendered as if Revoked.

- (1) If a license has been voluntarily surrendered as if revoked, an individual may apply for reinstatement by:
 - (a) Meeting of all of the requirements of Section 2(1) of this administrative regulation; and
 - (b) Providing documentation of the successful completion of all requirements established in the agreed order that resulted in the voluntary surrender of the license as if revoked.
- 2) For a request for reinstatement of a license voluntarily surrendered as if revoked, the board shall review the reinstatement request, make its determination, and provide for an appeal in accordance with Section 2(2)(a) through (d) of this administrative regulation.

Section 4. Incorporation by Reference. (1) "License Reinstatement" Form, 2001, is incorporated by reference.

- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Kentucky Board of Interpreters for the Deaf and Hard of Hearing, 700 Louisville Road, Berry Hill Annex, Frankfort, Kentucky 40601, Monday through Friday 8 a.m. to 4:30 p.m.

201 KAR 39:070. Application, qualifications, and certification levels for temporary licensure.

RELATES TO: KRS 309.312(1)(b), (3)

STATUTORY AUTHORITY: KRS 309.304(3), 309.312

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.304(3) and 309.312(1)(b) and (3) require the board to promulgate an administrative regulation establishing the requirements for an applicant for temporary licensure as an interpreter for the deaf and hard of hearing. This administrative regulation establishes the requirements regarding temporary licensure.

Section 1. Definitions.

- (1) "Board-approved mentor" means a licensed interpreter:
 - (a) In this state or the resident of another state who can meet the requirements for licensure in this state as set forth in KRS Chapter 309 and the administrative regulations promulgated pursuant thereto;
 - (b) Who holds a valid certificate from the NAD Level IV or V, the RID, or the NAD-RID National Interpreter Certification (NIC) for a minimum of three (3) years prior to serving as a mentor; and
 - (c) Who has completed forty-five (45) hours of continuing education since obtaining certification.
- (2) "NAD" means National Association for the Deaf.
- (3) "RID" means Registry of the Interpreters for the Deaf.
- (4) "SCPI" means Sign Communication Proficiency Interview.

Section 2. Application for Licensure.

- (1) Each applicant shall submit:
 - (a) A completed "Application for Licensure" Form;
 - (b) The appropriate application and licensure fees as required by 201 KAR 39:040, Sections 1(2) and 2(2);
 - (c) A "Plan of Supervision for a Temporary Licensee" from a board approved mentor; and
 - (d) Certification of competence from the NAD in Level III Generalist.
- (2) A deaf or hard of hearing applicant shall submit:
 - (a) SCPI: advanced plus certification or an American Sign Language Proficiency Interview (ASLPI) score of four (4) or better;

- (b) Certificate or proof of a minimum of eight (8) hours of RID-approved training on the role and function of the deaf interpreter; and
 - (c) Certificate or proof of a minimum of eight (8) hours of RID-approved training on the NAD-RID code of professional conduct or RID code of ethics.
- (3) In lieu of the certification required in subsection (1)(d) of this section, an applicant working in a P-12 educational setting may submit proof of successful completion of the:
- (a) SCPI - intermediate plus level or above; or
 - (b) Educational Interpreter Performance Assessment (EIPA) with a score of three and zero tenths (3.0) or above; or
 - (c) Educational Sign Skills Evaluation: Interpreting (ESSE: I) with a score of 3.5 - 3.9 and Educational Sign Skills Evaluation: Receptive (ESSE: R) with a score of 3.5 - 3.9;
 - (d) Eight (8) hours training on the role and function of an interpreter; and
 - (e) Certificate or proof of a minimum of eight (8) hours of ethics-related training.
- (4) In lieu of the certification required in subsection (1)(d) of this section, an applicant working in a community setting shall submit proof of:
- (a)1. SCPI - advanced or above; or
 - 2. American Sign Language Proficiency Interview score of four and zero tenths (4.0) or better; and
 - (b) Eight (8) hours of training on the role and function of an interpreter; and
 - (c) Certificate or proof of a minimum of eight (8) hours of ethics-related training.

Section 3. Supervision Requirements.

- (1) Each applicant for a temporary license shall be trained and supervised by a board approved mentor.
- (2) During the period of training and supervision the mentor shall meet with each licensee on a quarterly basis. One (1) of these meetings shall be on a face-to-face basis with each person being mentored. The remaining meetings may be through the use of video or video teleconferencing or any other method outlined in the approved plan of supervision.
- (3) A mentor shall contract with no more than twenty (20) temporary licensees during a calendar year.

Section 4. Incorporation by Reference.

- (1) The following material is incorporated by reference:
 - (a) "Application for Temporary License", 2001; and
 - (b) "Plan of Supervision for a Temporary Licensee" 2001.
- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Occupations and Professions, 911 Leawood Drive, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

201 KAR 39:080. Reciprocity.

RELATES TO: KRS 309.304(1), 309.312(4)

STATUTORY AUTHORITY: KRS 309.304(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.312(4) requires the board to promulgate an administrative regulation governing the granting of a license through reciprocity. This administrative regulation establishes the requirements for licensure by reciprocity.

Section 1. An applicant for licensure by reciprocity shall: (1) Hold a current, valid license in good standing to practice interpreting which has been granted by at least one

- (1) state, U.S. Territory, or the District of Columbia, or a Canadian province, which

- maintains an interpreter registration board;
- (2) The standards or requirements for having granted that license shall meet or exceed the licensure requirements contained in KRS Chapter 309 and the accompanying administrative regulations;
- (3) Not have a report of disciplinary action pending in another state or province; and
- (4) Submit the reciprocity fee as set forth in 201 KAR 39:040, Section 7.

201 KAR 39:090. Continuing education requirements.

RELATES TO: KRS 309.304(5)

STATUTORY AUTHORITY: KRS 309.304(3), 309.314(7)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.314(7) authorizes the board to promulgate an administrative regulation that requires interpreters who apply for renewal or reinstatement to show evidence of completion of continuing education. This administrative regulation delineates the requirements for continuing education and prescribes methods and standards for the accreditation of continuing education courses.

Section 1. Definition. "One (1) continuing education hour" means sixty (60) contact minutes of participating in continuing education experiences. Section 2. Accrual of Continuing Education Hours Mandatory for Full Licensure; Computation of Accrual.

- (1) A person who is licensed as an interpreter shall have earned a total of fifteen (15) hours of approved continuing education during the compliance period, prior to renewal of his or her license for the next licensure period.
- (2) A minimum of half of the fifteen (15) hours shall be from any of the following sources, alone or in combination, which have been preapproved by the board:
 - (a) Alexander Graham Bell Association of the Deaf;
 - (b) American Sign Language Teacher Association;
 - (c) National Association of the Deaf;
 - (d) National Educational Interpreters Conference;
 - (e) Registry of Interpreters for the Deaf - Certificate Maintenance Program; or
 - (f) Registry of Interpreters for the Deaf - Associate Continuing Education Training.
- (3) A minimum of fifteen (15) continuing education hours shall be accrued by each licensee during the licensure period for renewal for the following year.
- (4) A minimum of three (3) total continuing education hours shall be related to ethics.

Section 3. Accrual of Continuing Education Hours Mandatory for Temporary Licensure; Computation of Accrual.

- (1) A person who holds a temporary license as an interpreter shall have earned a total of eighteen (18) hours of approved continuing education during the compliance period, prior to renewal or extension of his or her license for the next licensure period.
- (2) A minimum of seven and one-half (7.5) of the eighteen (18) hours shall be from any of the following sources, alone or in combination, which have been preapproved by the board;
 - (a) Alexander Graham Bell Association for the Deaf;
 - (b) American Sign Language Teacher Association;
 - (c) National Association of the Deaf;
 - (d) National Educational Interpreters Conference;
 - (e) Registry of Interpreters for the Deaf - Certificated Maintenance Program; or
 - (f) Registry of Interpreters for the Deaf - Associate Continuing Education Training.
- (3) A minimum of three (3) total continuing hours shall be related to ethics.

Section 4. Methods of Acquiring Continuing Education Hours. Continuing education hours applicable to the renewal of the license shall be directly related to the professional growth and

development of an interpreter. The hours shall be earned by completing any of the following educational activities:

- (1) Programs not requiring board review and approval. An educational program from any of the following providers shall be deemed to be relevant to the practice of interpreting and shall be approved without further review by the board:
 - (a) A program sponsored or approved by the:
 1. Alexander Graham Bell Association of the Deaf;
 2. American Sign Language Teacher Association;
 3. National Association of the Deaf; or
 4. Registry of Interpreters for the Deaf; or
 - (b) An academic course offered by an accredited postsecondary institution that is directly related to interpreting. Credit shall only be granted for grades of "C" or above.
- (2) Programs requiring board review and approval. A program from any of the following sources shall be reviewed and determined if the program is relevant and therefore subsequently approved by the board:
 - (a) Relevant programs, including home study courses and in-service training provided by other organizations, educational institutions, or other service providers approved by the board;
 - (b) Relevant programs or academic courses presented by the licensee. Presenters of relevant programs or academic courses may earn full continuing education credit for each contact hour of instruction, not to exceed three (3) hours of continuing education credits. Credit shall not be issued for repeated presentation of the same course.
 - (c) Authoring an article in a relevant, professionally-recognized, or juried publication. Credit shall not be granted for an article unless the article was published within the one (1) year period immediately preceding the renewal date. A licensee shall earn three (3) hours of continuing education credit toward the hours required for renewal. No more than one (1) publication shall be counted during a renewal period.
 - (d) A general education course, elective course, or a course designed to meet degree requirements offered by an accredited postsecondary institution. Academic credit equivalency for continuing education hours shall be based on one (1) credit hour equals one (1) continuing education hour. Credit shall only be granted for grades of "C" or above.

Section 5. Procedures for Preapproval of Continuing Education Sponsors and Programs.

- (1) Any entity seeking to obtain approval of a continuing education program prior to its offering shall complete and submit the Application for Continuing Education Program Approval form to the board at least sixty (60) days in advance of the commencement of the program, stating the following:
 - (a) A published course or similar description containing educational objectives;
 - (b) Names and qualifications of the instructors;
 - (c) A copy of the program agenda indicating hours of instruction, coffee and lunch breaks;
 - (d) Number of continuing education hours offered; and
 - (e) Official certificate of completion or college transcript from the sponsoring agency or college.
- (2) A continuing education activity shall be qualified for approval if the board determines the activity being offered:
 - (a) Is an organized program of learning;

- (b) Pertains to subject matters, which integrally relate to the practice of interpreting;
 - (c) Contributes to the professional competency of the licensee; and
 - (d) Is conducted by individuals who have educational training or experience acceptable to the board.
- (3) A sponsor of continuing education requiring board approval shall be responsible for submitting a course offering to the board for review and approval before listing or advertising that offering as approved by the board.

Section 6. Responsibilities and Reporting Requirements of Licensees. A licensee shall be responsible for obtaining the required continuing education hours. He shall identify his own continuing education needs, take the initiative in seeking continuing education activities to meet these needs, and seek ways to integrate new knowledge, skills and attitudes. Each person holding a license shall:

- (1) Select approved activities by which to earn continuing education hours;
- (2) Submit to the board when applicable a request for approval for continuing education activities not approved by the board as set forth in Section 7 of this administrative regulation;
- (3) Maintain records of continuing education hours. Each licensee shall maintain all documentation verifying successful completion of continuing education hours for a period of two (2) years from the date of renewal. During each licensure renewal period, up to fifteen (15) percent of all licensees, chosen at random, shall be required by the board to furnish documentation of the completion of the appropriate number of continuing education hours for the current renewal period. Verification of continuing education hours shall not be otherwise reported to the board;
- (4) Document attendance and participation in a continuing education activity in the form of official documents including transcripts, certificates, affidavits signed by instructors, receipts for fees paid to the sponsor, or less formal evidence including written summaries of experience that are not otherwise formally or officially documented in any way. The type of documentation required shall vary depending on the specific activity submitted to the board for approval; and
- (5) Fully comply with the provisions of this administrative regulation. Failure to comply shall constitute a violation of KRS 309.318(1)(e) and may result in the refusal to renew, suspension, or revocation of the licensure.

Section 7. Procedures for Approval of Continuing Education Programs. A course, which has not been preapproved by the board, may be used for continuing education if approval is secured from the board for the course. In order for the board to adequately review a program, the following information shall be submitted:

- (1) A published course or similar description containing educational objectives; and
- (2) Names and qualifications of the instructors.

Section 8. Carry Over of Continuing Education Hours. A licensee may carry over continuing education hours earned in excess of those required under Section 2 of this administrative regulation for one (1) renewal period, after which time they expire. All carry-over hours shall comply with the requirements of Sections 2 through 4 of this administrative regulation.

Section 9. Board to Approve Continuing Education Hours; Appeal when Approval Denied. In the event of a denial, in whole or in part, of any application for approval of continuing education hours, the licensee shall have the right to request reconsideration by the board of its decision. The request shall be in writing, specifically stating the reasons for reconsideration, and shall be received by the board within thirty (30) days of the board's decision denying approval of continuing education hours.

Section 10. Waiver or Extensions of Continuing Education. All requests for waiver or extension shall accompany the License Renewal Application Form.

- (1) Upon written request, the board shall consider whether to grant a waiver of continuing education requirements or an extension of time within which to fulfill the requirements, in the following cases:
 - (a) Medical disability of the licensee;
 - (b) Illness of the licensee or an immediate family member;
 - (c) Death or serious injury of an immediate family member; or
 - (d) For good cause shown.
- (2) A written request for a waiver or extension of time involving medical disability or illness shall be:
 - (a) Submitted by the person holding a license; and
 - (b) Accompanied by a verifying document signed by a licensed physician.
- (3) A request for a waiver or extension of the continuing education requirements applies only to the current licensure year.
 - (a) Subsequent requests for waiver or extension of the continuing education requirements shall be made at the time of licensure renewal.
 - (b) There shall be no limit to the number of waivers or extensions that the board may grant, as long as the applicant meets the requirements set forth in subsections (1) and (2) of this section.

Section 11. Continuing Education Requirements for Reinstatement of License.

- (1) A person requesting reinstatement of licensure shall submit evidence of completion of required hours of continuing education within the twelve (12) month period immediately preceding the date on which the request for reinstatement is submitted to the board.
- (2) If the person seeking reinstatement does not meet the requirements established in subsection (1) of this section, the board may conditionally reinstate licensure, requiring the applicant to obtain required hours of continuing education within six (6) months of the date on which licensure is reinstated.
- (3) The continuing education hours received in compliance with this section shall be in addition to the continuing education requirements established in Section 1 of this administrative regulation and shall not be used to comply with the requirements of that section.

Section 12. Incorporation by Reference.

- (1) "Continuing Education Application", 2001 form is incorporated by reference.
- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Occupations and Professions, 911 Leewood Drive, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

201 KAR 39:100. Complaint procedure.

RELATES TO: KRS 309.304(7), 309.316, 309.318

STATUTORY AUTHORITY: KRS 309.304(3), 309.316(2)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.316(2) authorizes the board to establish procedures for receiving and investigating complaints. KRS 309.318 delineates the causes for which disciplinary action may be taken against a licensee. This administrative regulation establishes procedures for the filing, evaluation, and disposition of administrative complaints.

Section 1. Definitions.

- (1) "Case manager" means a member of the board appointed by the chair of the board to review complaints, investigative reports, and to participate in informal proceedings

to resolve a formal complaint.

- (2) "Chair" means the chair or vice-chair of the board.
- (3) "Charge" means a specific allegation contained in a formal complaint, as established in subsection (5) of this section, issued by the board alleging a violation of a specified provision of KRS 309.300 to 309.319, the administrative regulations promulgated thereunder, or any other state or federal statute or regulation.
- (4) "Complaint" means any written or videotaped allegation of misconduct by a licensed individual that might constitute a violation of KRS 309.300 to 309.319, the administrative regulations promulgated thereunder, or any state or federal statute regulating the practice of interpreting.
- (5) "Complaint screening committee" means a committee consisting of three (3) persons on the board appointed by the chairman of the board to review complaints, investigative reports, and to participate in informal proceedings to resolve a formal complaint made up of board members, the executive director of the board, or another staff member.
- (6) "Formal complaint" means a formal administrative pleading authorized by the board which sets forth charges against a licensed individual or other person and commences a formal disciplinary proceeding pursuant to KRS Chapter 13B or requests the court to take criminal or civil action.
- (7) "Informal proceedings" means the proceedings instituted at any stage of the disciplinary process with the intent of reaching a dispensation of any matter without further recourse to formal disciplinary procedures under KRS Chapter 13B.
- (8) "Investigator" means an individual designated by the board to assist the board in the investigation of a complaint or an investigator employed by the Attorney General or the board.

Section 2. Receipt of Complaints.

- (1) A complaint:
 - (a) May be submitted by an:
 1. Individual;
 2. Organization; or
 3. Entity.
 - (b) Shall be:
 1. In writing or contained on a videotape; and
 2. Contain the signature, address, and telephone number of the person submitting the complaint; and
 - (c) May be filed by the board or board member based upon information in its possession.
- (2) A videotaped complaint shall be accompanied by a form provided by the board.
- (3) Upon receipt of the complaint a copy of the complaint shall be sent to the licensee named in the complaint along with a request for the licensee's response to the complaint. The individual shall be allowed a period of twenty (20) days from the date of receipt to submit a written response.

Section 3. Initial Review.

- (1) After the receipt of a complaint and the expiration of the period for the licensee's response, the case manager or the complaint screening committee shall consider the complaint, the licensee's response, and any other relevant material available and make a recommendation to the board. The board shall determine whether there is enough evidence to warrant a formal investigation of the complaint.

- (2) If the board determines before formal investigation that a complaint is without merit, it shall:
 - (a) Dismiss the complaint; and
 - (b) Notify the complainant and licensee of the board's decision.
- (3) If the board determines that a complaint warrants a formal investigation, it shall:
 - (a) Authorize an investigation into the matter; and
 - (b) Order a report to be made to the case manager or the complaint screening committee at the earliest opportunity.

Section 4. Results of Formal Investigation; Board Decision on Hearing.

- (1) Upon completion of the formal investigation, the investigator shall submit a written report to the case manager or the complaint screening committee of the facts regarding the complaint. The case manager or the complaint screening committee shall review the investigative report and make a recommendation to the board. The board shall determine whether there has been a prima facie violation of KRS 309.300 to 309.319 or the administrative regulations promulgated thereunder and if a formal complaint should be filed.
- (2) If the board determines that a complaint does not warrant issuance of a formal complaint, it shall:
 - (a) Dismiss the complaint; and
 - (b) Notify the complainant and respondent of the board's decision.
- (3) If the board determines that a violation has occurred but is not serious, the board may issue a written admonishment to the licensee in accordance with KRS 309.316(4).
- (4) If the board determines that a complaint warrants the issuance of a formal complaint against a respondent, the board attorney in conjunction with the case manager or the complaint screening committee shall prepare a formal complaint which states clearly the charge or charges to be considered at the hearing. The formal complaint shall be reviewed by the board and, if approved, signed by the chairman and served upon the individual as required by KRS Chapter 13B.
- (5) If the board determines that a person may be in violation of KRS 309.301(1), it shall:
 - (a) Order the individual to cease and desist from further violations of KRS 309.301(1);
 - (b) Forward information to the county attorney of the county of residence of the person allegedly violating KRS 309.301(1) with a request that appropriate action be taken under KRS 309.319; or
 - (c) Initiate action in Franklin Circuit Court for injunctive relief to stop the violation of KRS 309.301(1) pursuant to KRS 309.304(7).

Section 5. Settlement by Informal Proceedings.

- (1) The board through counsel and the case manager or the complaint screening committee may, at any time during this process, enter into informal proceedings with the individual who is the subject of the complaint for the purpose of appropriately dispensing with the matter.
- (2) An agreed order or settlement reached through this process shall be approved by the board and signed by the individual who is the subject of the complaint and the chairman.
- (3) The board may employ mediation as a method of resolving the matter informally.

Section 6. Notice and Service of Process. A notice required by KRS 309.300 to 309.319 or this administrative regulation shall be issued pursuant to KRS Chapter 13B.

Section 7. Notification. The board shall make public:

- (1) Its final order in a disciplinary action under KRS 309.316(3) with the exception of a written admonishment issued pursuant to Section 4(3) of this administrative regulation; and
- (2) An action to restrain or enjoin a violation of KRS 309.301(1).

Section 8. Incorporation by Reference.

- (1) "Complaint Form," 2001 is incorporated by reference.
- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Occupations and Professions, 700 Louisville Road, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

201 KAR 39:120. Code of ethics.

RELATES TO: KRS 309.304(3), 309.318(1)(e), (f)

STATUTORY AUTHORITY: KRS 309.304(3), 309.318(1)(f)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 309.318(1)(e) and (f) authorizes the board to take disciplinary action against a licensee who violates any state statute or administrative regulation governing the practice of interpreting or violates the code of ethics of the national organization. This administrative regulation establishes the code of ethics in accordance with KRS 309.318(1)(f).

Section 1. A license shall abide by the following standards of professional and ethical conduct:

- (1) A licensee shall keep all assignment-related information strictly confidential. From the moment of accepting the assignment, the interpreter holds a trustworthy relationship with the consumer, in which the interpreter is bound to confidentiality.
 - (a) All information obtained from the interpreter service shall be considered confidential. This applies whether the interpreter accepts or declines the assignment.
 - (b) All information about a consumer that is received from other interpreters shall be considered confidential and shall be exchanged in a manner which protects both the consumer and the assignment.
 - (c) The interpreter shall comply with the requirements of KRS 620.030.
- (2) A licensee shall faithfully convey the content and spirit of the speaker using language most readily understood by the persons whom they serve. Every interpretation shall be faithful to the message of the source text. A faithful interpretation should not be confused with a literal interpretation. The fidelity of an interpretation includes an adaptation to make the form, the tone, and the deeper meaning of the source text felt in the target language and culture.
- (3) A licensee shall possess the knowledge and skills to support accurate and appropriate interpretation. A licensee works in a variety of settings and with a wide range of consumers and therefore shall be adept at meeting the linguistic needs of consumers, the cultural dynamics of each situation, and the spirit and content of the discourse.
- (4) A licensee shall not counsel, advise or interject personal opinions.
 - (a) An interpreter shall remain neutral, impartial, and objective. Should the interpreter find himself or herself unable to put aside personal biases or reactions which threaten impartiality, the interpreter is under an obligation to examine

- options and take actions to remedy the situation.
- (b) An interpreter shall refrain from altering a message for political, religious, moral, or philosophical reasons, or for any other biased or subjective considerations.
 - (c) The interpreter shall advise the consumer that he or she assumes a position of neutrality in the relationship between all parties during an interpreting assignment. The interpreter shall not become personally involved in regards to the issues or persons present at the interpreting assignment.
- (5) A licensee shall accept assignments using discretion with regard to skill, setting, and the consumers involved.
- (a) An interpreter shall recognize the need for a deaf interpreter and advocate their participation as part of the interpreting team. A deaf interpreter may be necessary when working with individuals who use regional sign dialects, non-standard signs, foreign sign languages, and those with emerging language use.
 - (b) An interpreter shall generally refrain from providing services in situations where family members, personal or business associations may affect impartiality. In an emergency situation, an interpreter may provide services for family members, friends or business associates. In those situations, the interpreter shall guard against allowing his personal involvement to affect his ability to interpret impartially. If the interpreter finds that he or she can no longer be impartial, the interpreter shall inform the parties involved and may assist in finding another interpreter.
- (6) Prior to accepting an engagement for services, a licensee shall advise the party responsible for payment of the services to be provided of the amount of compensation to be charged for the services.
- (7) A licensee shall not advertise his or her services in a false, deceptive or misleading manner.
- (8) A licensee shall function in a manner appropriate to the situation. An interpreter shall attempt to become familiar with the anticipated discussion topic, type of activity, level of formality, expected behaviors, and possible presentational materials prior to commencement of the assignment.

Appendix C

Educational Interpreter Performance Assessment®

One of the greatest factors affecting the education of deaf and hard of hearing students in the regular education setting is the interpreter. A highly qualified interpreter is required to provide basic access to the classroom. When an educational interpreter lacks interpreting skills and knowledge needed to work as an effective educational team member deaf and hard of hearing students cannot access the full content of the classroom. Because of this, they are not receiving an appropriate education.

In 1991, Boys Town National Research Hospital in Omaha, Nebraska responded to requests for tools that could assess the proficiency of educational interpreters by developing the Educational Interpreter Performance Assessment® (EIPA). The EIPA offers a family of products designed to provide:

- Accurate and timely assessment of educational interpreters
- Assessment of content knowledge needed to work in an educational setting
- Information for school administrators, educators and parents regarding the role and function of educational interpreters and the need for competent services
- Guidance to Departments of Education at both the federal and state levels regarding issues of educating deaf and hard of hearing students in inclusive settings

EIPA products and services are provided through the EIPA Diagnostic Center at Boys Town National Research Hospital. In keeping with the Hospital's mission, the Individuals With Disabilities Act (IDEA), and No Child Left Behind, the Center is committed to making a difference in the quality of education for deaf and hard of hearing student.

EIPA Performance Test

The EIPA is a tool that evaluates the voice-to-sign and sign-to voice skills of interpreters who work in the elementary through secondary classroom using videotape stimulus materials and a procedure that includes a comprehensive rating system.

EIPA Written Test and Knowledge Standards

This test assesses interpreters' understanding of information that is critical to working in an education setting.

Frequently Asked Questions

Answers to questions ranging from cost and testing sites to who will rate the interpreter's performance are answered here.

EIPA Guidelines for Professional Conduct

This section describes the roles and responsibilities of interpreters who work in educational settings.

EIPA Pre-Hire Screening

This tool provides screening for schools that need an immediate answer regarding whether an applicant is qualified to interpret in a classroom.

For more information, visit the following website where this information was retrieved <http://www.classroominterpreting.org/EIPA/index.asp>

Appendix D

Registry of Interpreters for the Deaf (RID): Adding Value to the Profession and for the Consumer through education, Standards, Relationships and Resources

RID is a national membership organization representing the professionals who make communication possible between people who are deaf or hard of hearing and people who can hear. Interpreters serve as professional communicators in a vast array of settings such as: churches, schools, courtrooms, hospitals and theaters, as well as on political grandstands and television.

RID's function is to support our membership by providing the foundation needed to launch and sustain careers while ensuring quality service to the Deaf community. We do this through a four-pronged approach.

- **Education:** Continuing education in any profession is a demonstrated commitment to the advancement of skills for increased quality service. RID focuses efforts on providing educational opportunities for new and professional interpreters through the Professional Development Committee (PDC) and the Certification Maintenance Program (CMP). CMP monitors the continued skill development of certified interpreters. It ensures that practitioners maintain their skill level and keep up with developments in the interpreting field.
- **Standards:** Maintaining standards helps to define a profession as well as the professional. Possessing RID certification is a highly valued asset for an interpreter and helps you to stand above the rest. For the betterment of both the profession and service to the consumer, RID has a tri-fold approach to the standards it maintains for membership:
 - National Testing System (NTS) strives to maintain strict adherence to nationally recognized testing industry standards of validity, reliability, equity and legal defensibility.
 - Certified Maintenance Program (CMP) is an avenue through which the continued skill development of certified interpreters/transliterators is monitored and nourished
 - Ethical Practices System (EPS) and NAD-RID Code of Professional Conduct (CPC) are two vehicles which provide guidance and enforcement to professionalism and conduct. The EPS provides an opportunity for consumers to address concerns or file complaints regarding the quality of interpreter/transliterator services, and the CPC sets the standards to which all individuals holding RID certification are expected to adhere.
- **Relationships:** As a growing, recognized profession, interpreters need valuable networking opportunities with each other as well as key stakeholders to further advance the profession through relationship-building. RID provides international, national, state and local forums in addition to an organizational structure for this growth.
- **Resources:** Serving as an information clearinghouse, RID seeks to provide members with the necessary tools to succeed in their career and move the profession forward. We do this through such means as *member benefits*, *affiliate chapter* and regional support, a monthly member *newsletter*, publications offered through *RID Press*, current and user-friendly Web site, *biennial conference* and much more.

RID, a tax-exempt 501(c)(3) non-profit organization, was established in 1964 and incorporated in 1972.

“The interpreter scene prior to 1964 was so vastly different from that which exists today that it is a strain on the imagination to contemplate it ... We did not work as

interpreters, but rather volunteered our services as our schedules permitted. If we received any compensation it was freely given and happily accepted, but not expected.”

- **Lou Fant, RID biographer**

The founding of RID was an unexpected outcome of a workshop held June 14-17, 1964, at Ball State Teachers College (Ball State University) in Muncie, Indiana. The purpose of the workshop was to bring a more formal and structured foundation to the training of interpreters and to upgrade services and support offered to persons who are deaf.

Many of the participants of the workshop, which included both deaf and hearing individuals, felt that the formalization of interpreting as a profession was an idea whose time had arrived. After a name change, incorporation in 1972, and various growing pains, RID continued its evolution into its present form.

Retrieved from <http://www.rid.org/aboutRID/index.cfm>

The Registry of Interpreters for the Deaf (RID) Code of Professional Conduct (CPC):

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

To learn more about the explicit language of the tenet and the guide to professional behavior, go to www.rid.org.

