

## NEVADA

Validity of Information	This information was reviewed and validated by a representative of the state in March, 2012.
Document Title	Adopted Regulation Of The Aging And Disability Services Division Of The Department Of Health And Human Services LCB File No. R151-09
Date	August 2010
Related URL's	<a href="http://www.leg.state.nv.us/register/2009Register/R151-09A.pdf">http://www.leg.state.nv.us/register/2009Register/R151-09A.pdf</a> CHAPTER 656A - Interpreters And Realtime Captioning Providers General Provisions <a href="http://www.leg.state.nv.us/NRS/NRS656A.html#NRS656ASec100NRS%20656A.100">http://www.leg.state.nv.us/NRS/NRS656A.html#NRS656ASec100NRS%20656A.100</a> Interpreter Law at a Glance <a href="http://dhhs.nv.gov/ODS/ODS_Relay/docs/TerpLawGlance.pdf">http://dhhs.nv.gov/ODS/ODS_Relay/docs/TerpLawGlance.pdf</a>
Comments	Assuming <i>advanced</i> is the standard and apprentice and intermediate levels are developmental. If not, all the information for the standard is in the developmental section.
Educational Interpreter Guidelines	<a href="http://www.doe.nv.gov/SpecialEdResources/SPTechnicalAssistance/resource_guide.pdf">http://www.doe.nv.gov/SpecialEdResources/SPTechnicalAssistance/resource_guide.pdf</a>
Standards for:	
Formal Academic	... have at least a high school diploma or a general equivalency diploma
Oral	
Cued Speech	
Sign Language Professional Knowledge Exam	(b) Be registered as a skilled interpreter or an advanced interpreter in a community setting pursuant to section 43 or 44 of this regulation, as applicable, apply with the Registry of Interpreters for the Deaf to receive an Educational Certificate: K-12, and participate in the Certification Maintenance Program [.] ; or (c) Meet the certification requirements for community interpreters as set forth in section 43, 44 or 45 of this regulation and, on or after August 13, 2012, have passed the written portion of the Educational Interpreters Performance Assessment.
Sign Language Interpreting Skill Exam	(a) Hold in good standing a score of 4 or more on the Educational Interpreter Performance Assessment [;] or achieve a comprehension skill level of 5 on the Educational Sign Skills Evaluation which is valid for 1 year after registration;  An advanced interpreter may engage in the practice of interpreting in any grade level. 4. An advanced interpreter may only engage in the practice of interpreting: (a) In a modality for which he is assessed, if he is only assessed by

	<p>the Educational Interpreter Performance Assessment.</p> <p>(b) Except as otherwise provided in this paragraph, in a modality for which he is certified. An advanced interpreter may engage in the practice of interpreting in a modality for which he is not certified if he is acting as a substitute interpreter, but he may not do so for more than 5 consecutive working days.</p>
CEU's	<p>2. [An] Except as otherwise provided in this subsection, an advanced interpreter must have a professional development plan, prepared on a form provided by his local school district and approved in writing by his supervisor, which includes specific goals for professional development as an interpreter. An advanced interpreter is not required to have a professional development plan if the interpreter is required by the Registry of Interpreters for the Deaf to maintain continuing education units.</p>
Developmental Alternatives (Often "Initial" or "Provisional")	<p>Sec. 9. APPRENTICE INTERPRETER</p> <p>Section 47 of LCB File No. R210-08 is hereby amended to read as follows:</p> <p>1. To apply for and maintain registration as an interpreter in an educational setting as an apprentice level interpreter, a person must:</p> <ul style="list-style-type: none"> <li>(a) Have at least a high school diploma or a general equivalency diploma.</li> <li>(b) Hold in good standing a score of 3.0 on the Educational Interpreter Performance Assessment [.] or achieve a comprehension skill level of 3 on the Educational Sign Skills Evaluation which is valid for 1 year after registration.</li> <li>(c) [Participate] On or after August 13, 2012, have passed the written portion of the Educational Interpreters Performance Assessment.</li> <li>(d) Except as otherwise provided in this paragraph, participate in a plan of mentoring , with at least 40 hours of mentoring every 3 years, with a mentor who is registered at an advanced level pursuant to section 49 of this regulation. If the mentor does not reside in this State, he is not required to be registered pursuant to this chapter and chapter 656A of NRS, but he must possess the appropriate certification status as an intermediate interpreter pursuant to section 48 of this regulation or an advanced interpreter pursuant to section 49 of this regulation. A person who is not certified with the Registry of Interpreters for the Deaf but who is deemed by the Division to be competent in American Sign Language and to be knowledgeable about the deaf culture may serve as a mentor if he or she has passed the written portion of the Educational Interpreters Performance Assessment or the exam provided by the Registry of Interpreters for the Deaf, is able to show proof of completion of a course in mentorship training which has been approved by the Division or holds an associate's degree or a higher degree in interpretation, English or a related field from an accredited college or university. A mentor must have a working knowledge of English, American Sign Language and any other</li> </ul>

relevant languages, and a working knowledge of interpreting methodologies, the interpreter code of ethics and other skills salient to the mentoring relationship. The plan of mentoring [shall] must be signed by the apprentice level interpreter and the mentor.

[(d)] Any hours of mentoring which exceed the 40 hours of mentoring required pursuant to this paragraph may be applied toward the hours of continuing education the apprentice level interpreter is required to complete.

(e) Have a professional development plan, prepared on a form provided by his local school district and approved in writing by his supervisor, which includes specific goals for professional development as an interpreter and includes 75 contact hours of continuing education every 3 years.

2. If an apprentice level interpreter is not required to have continuing education units by his or her certifying body, the interpreter must participate in a professional development plan provided by the Division.

3. An apprentice level interpreter is not qualified to engage in the practice of interpreting in a community setting without holding the appropriate professional certification as set forth in sections 42 to 45, inclusive, of this regulation.

[3.] 4. Except as otherwise provided in this subsection, an apprentice level interpreter may only engage in the practice of interpreting in the grade levels for which he is assessed. An apprentice level interpreter may engage in the practice of interpreting in a grade level for which he is not assessed if:

(a) He is acting as a substitute interpreter, but he may not do so for more than 10 consecutive working days.

(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.

[4.] 5. Except as otherwise provided in this subsection, an apprentice level interpreter may only engage in the practice of interpreting in a modality for which he is assessed. An apprentice level interpreter may engage in the practice of interpreting in a modality for which he is not assessed if:

(a) He is acting as a substitute interpreter, but he may not do so for more than 5 consecutive working days.

(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.

#### Sec. 48. INTERMEDIATE INTERPRETER

Sec. 10. Section 48 of LCB File No. R210-08 is hereby amended to read as follows:

1. To apply for and maintain registration as an interpreter in an educational setting as an intermediate interpreter, a person must:
  - (a) Have at least a high school diploma or a general equivalency diploma.
  - (b) Hold in good standing a score of 3.1 to 3.9 on the Educational Interpreter Performance Assessment [.] or achieve a comprehension skill level of 4 on the Educational Sign Skills Evaluation which is valid for 1 year after registration.
  - (c) [Participate] On or after August 13, 2012, have passed the written portion of the Educational Interpreters Performance Assessment.
  - (d) Except as otherwise provided in this paragraph, participate in a plan of mentoring , with at least 40 hours of mentoring every 3 years, with a mentor who is registered as an advanced interpreter pursuant to section 49 of this regulation. If the mentor does not reside in this State, he is not required to be registered pursuant to this chapter and chapter 656A of NRS, but he must possess the appropriate certification status as an advanced interpreter pursuant to section 49 of this regulation. A person who is not certified with the Registry of Interpreters for the Deaf but who is deemed by the Division to be competent in American Sign Language and to be knowledgeable about the deaf culture may serve as a mentor if he or she has passed the written portion of the Educational Interpreters Performance Assessment or the exam provided by the Registry of Interpreters for the Deaf, is able to show proof of completion of a course in mentorship training which has been approved by the Division or holds an associate's degree or a higher degree in interpretation, English or a related field from an accredited college or university. A mentor must have a working knowledge of English, American Sign Language and any other relevant languages, and a working knowledge of interpreting methodologies, the interpreter code of ethics and other skills salient to the mentoring relationship. The plan of mentoring [shall] must be signed by the [apprentice level] intermediate interpreter and the mentor.
    - [(d)] Any hours of mentoring which exceed the 40 hours of mentoring required pursuant to this paragraph may be applied toward the hours of continuing education the intermediate interpreter is required to complete.
  - (e) Have a professional development plan, prepared on a form provided by his local school district and approved in writing by his supervisor, which includes specific goals for professional development as an interpreter and includes 75 contact hours of continuing education every 3 years.
2. If an intermediate interpreter is not required to have continuing education units by his or her certifying body, the interpreter must participate in a professional development plan provided by the Division.

	<p>3. An intermediate interpreter is not qualified to engage in the practice of interpreting in a community setting without holding the appropriate professional certification as set forth in sections 42 to 45, inclusive, of this regulation.</p> <p>[3.] 4. Except as otherwise provided in this subsection, an [apprentice level] intermediate interpreter may only engage in the practice of interpreting in the grade levels for which he is assessed. An [apprentice level] intermediate interpreter may engage in the practice of interpreting in a grade level for which he is not assessed if:</p> <p>(a) He is acting as a substitute interpreter, but he may not do so for more than 10 consecutive working days.</p> <p>(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.</p> <p>[4.] 5. Except as otherwise provided in this subsection, an [apprentice level] intermediate interpreter may only engage in the practice of interpreting in a modality for which he is assessed. An [apprentice level] intermediate interpreter may engage in the practice of interpreting in a modality for which he is not assessed if:</p> <p>(a) He is acting as a substitute interpreter, but he may not do so for more than 5 consecutive working days.</p> <p>(b) An interpreter is required pursuant to a pupil's individualized education program, as defined in NRS 388.524, and if the school has documentation showing that a reasonable attempt to find interpreting services for the pupil was made.</p>
Renewals	<p>(a) If the person is certified as an interpreter or Communication Access Realtime Translation provider, every 5 years on a form prescribed by the [Office of Disability Services.] Division.</p> <p>(b) If the person is not certified as an interpreter or Communication Access Realtime Translation provider, every 3 years on a form prescribed by the Division.</p>
Additional Information	Betty Hammond (or Lisa Jones, Asst.), Department of Human Services 775-687-0519