

# MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

1336

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Dennis Halliwell  
Operator's Signature

10/3/03  
Date

2003 HOUSE EDUCATION

HB 1336

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10/3/03  
Date

2003 HOUSE STANDING COMMITTEE MINUTES  
BILL/RESOLUTION NO. HB 1336  
House Education Committee

☐ Conference Committee

Hearing Date: January 27, 2003

Tape Number	Side A	Side B	Meter #
1		x	2575-end
2	x		0-900
Committee Clerk Signature <i>Linda Fiechter</i>			

Minutes: **Chairman Kelsch** opened the hearing on HB 1336.

**Rep. Andy Maragos, District 3**

Introduced HB 1336 to the committee. As an extension of the work we did last year on certification of interrupters. And that was a very good piece of legislation, this is an attempt just to make it even a better piece of legislation.

**Rep. Herbel** On line 9, Education of the interpreter performance assessment, what is that?

**Maragos:** There is an amendment being proposed immediately and because what happened, What I got is what we thought they wanted and then as the group sat together to discuss it a little more they saw some things that did not fit.

**(2920) Mark Hill, ND Association of the Deaf, NDAD, and I am Chairperson of the Legislation committee of our organization.**

What we want to do is make this bill more user friendly. We did have some struggles agreeing on exactly how we wanted the amendment to read. We had a board meeting last week and decided that we would revise this amendment some what, See Attached.

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*10/3/03*  
Date

Page 2  
House Education Committee  
Bill/Resolution Number HB1336  
Hearing Date January 27, 2003

First of all, thank you for passing this bill in the last session. This has been a struggle for us for eight years. We were very happy to see it pass in the last session, We appreciate it. We do enjoy our right to have an certified interpreter when we need one. We thank you for passing this bill

Twofold. Under exceptions, the purpose of these is to enhance the law. we wanted to now be able to include the interpreter who have completed the educational portion of the testing. EIPA, Educational Interpreter Process Assessment. This assessment is provided by Frontridge Community College. Department of Public Instruction here in ND has helped to fund interpreters in our state to go there. How many, 13 interpreters are included in that and 6 have passed with acceptable testing evaluations. The minimum standard is 3.5 or above for test scores.

Asked to include mentor ship to improve their skills while mentoring with a certified interpreter who possess either a RID or NAD. Soon their will be a certification that will include both of those in one National testing. They are now combining the two testing tools.

One paragraph in the bill was incorrect. I'm now discussing the bill itself, it had incorrect language. Initially it said they must take the EIPA and /or EICP courses. And that was incorrect. They "must" take the courses and 'shall pass' to maintain their ability to interpret in ND. there are some interpreters who have not taken the EICP, but they were able to pass the EIPA. And that is where the language was incorrect. It was not our intention to have that, our intention was that they would have to take the course and that they would have to pass the evaluation or the assessment.

The EIPA is not national certification. It is a tool to help an educational interpreter become more knowledgeable about the appropriate way to use interpreter in a school setting. It is only for

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10/3/03  
Date

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House Education Committee  
Bill/Resolution Number HB1336  
Hearing Date January 27, 2003

educational settings. With the amendment those who have passed the assessment test, EIPA, would still have to continue with a mentor until 2005. Meaning they have two years left from this point to take the RID National test to recognized as a fully certified interpreter. I'm now going to pass out testimony of **Michele Rolewitz, President of the ND Association of the Deaf.**  
**See Attached Testimony, read by Mark Hill.**

Thank you, I urge a DO PASS with amendments

We do recognize Department of Public Instruction and the Department of Education that they have provided stipends for interpreters here in ND to be part of the EIPA at the College program. We commend Department of Public Instruction and their efforts.

**Added letter from Lila Bakken.**

**(4540) Nancy Skorheim, Special Education Regional Coordinator, Department of Public Instruction , See Attached Testimony**

**Rep. Herbel** Do they need a certificate like a regular elementary teacher in addition to the bachelors or associates degree?

**Skorheim:** For this particular program it is a two year certificate that comes from the College. An associates degree.

**Rep. Hawken:** They need to work with a certified adult (mentor) are they 7 graduates considered certified and are they in ND?

**Skorheim:** Yes

**Rep. Herbel** Line 9/10 again gpa 3.5?

**Skorheim:** It is not a grade level such as (E, M, HS), but a lot of components the proficiency in the level of ability to perform, not a gpa..

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House Education Committee  
Bill/Resolution Number HB1336  
Hearing Date January 27, 2003

**Rep. Sitte** Do you agree (in favor of changes) with Mark Hill suggestion:

**Skorheim:** What we are supporting the exceptions as they are listed (EIPA). RID and EIPA difference.

**(5475) Rep. Sitte** Does Department of Public Instruction pay for their education?

**Skorheim:** NO we sponsor the individuals who are involved EIPA and once they graduate from there that is where our responsibility ends.

**Rep. Hunsakor** Are you saying that if this bill passes an interpreter would have an emergency certificate until they can be national certified?

**Skorheim:** What we are reading this bill, the people who currently EIPA, would then be exempt from meeting RID until 2005, Aug. They would have two years to rise to the level of the RID. Then they have to be working with a mentor to get to the RID.

**Rep. Williams** Is there a shortage in this area to fulfill a necessary function, prior to gaining the National certification.

**Skorheim:** Right now there isn't a shortage, if we don't pass this bill there will be, The recent grads don't have the national, they have the one that was earned through participating in the College.

**Rep. Williams** Is there a strong feeling that they would be able to very functional in what they are doing?

**Skorheim:** With their current certification, Yes.

**Rep. Haas** In the school setting, who wants this certification, is it classroom teachers aides?

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House Education Committee  
Bill/Resolution Number HB1336  
Hearing Date January 27, 2003

**Skorheim:** the individuals that we have now their are approx. 11 interpreters that are educational. Of those these individuals have participated in the EIPC. Some do have an education background too. But most of these persons are certified interpreters.

**OPPOSITION** None

Closed hearing on 1336

**Rep. Norland** moves accept amendment provided, Rep. Meier seconded

**Rep. Hawken:** Remove the word 'grade' because it isn't really a grade level, it is a five tiered system.

Amended the amendment to remove the word "grade"

Voice vote on amendment to amendment, passed

**DO PASS AS AMENDED**, motioned by Rep. Norland , second by Rep. Haas

**Carried by Rep. Norland** passed 14-0-0.

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10/3/03  
Date

2003 HOUSE STANDING COMMITTEE MINUTES  
BILL/RESOLUTION NO. HB 1336

House Education Committee

☐ Conference Committee

Hearing Date February 5, 2003

Tape Number	Side A	Side B	Meter #
1	x		400-1850
Committee Clerk Signature <i>Linda Fiechter</i>			

Minutes: Vice Chair Johnson opened HB 1336

**Clerk :** Reread the engrossed bill. The language you got in the amendment should have been, according to Marie's amendment.

**Discussion:** Reconsidered the bill, Rep. Jon Nelson motioned Rep. Haas seconded., moved by voice vote. Reread what we though it should be.

**Rep. Haas** got the century code out and read the engrossed bill. After reading the engrossed into the NDCC, (43.52.03) the bill is correct.

After careful review the engrossed bill was sent back to the floor with no changes.

**Rep. Haas** moved to put in the corrected amendment. second by Rep. Mueller.

**Rep. Mueller** this is not a complete sentence and it doesn't read correctly.

**Rep. Haas** These are exceptions and need to be read as such. It makes it a complete sentence.

**Vice Chair Johnson** that was the problem on the floor. Klemin was wrong.

**Rep. Hawken** moved to withdraw all action upon this bill, Vice Chair Johnson seconded it, passed by voice vote. Changed carrier to Rep. Haas.

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*Deanna Hall*  
Operator's Signature

10/3/03  
Date



30508.0101  
Title.0200

Adopted by the Education Committee  
January 27, 2003

VR  
1/28/03

HOUSE AMENDMENTS TO HOUSE BILL NO. 1336 EDU. 1-29-03

Page 1, line 9, remove "grade"

Page 1, line 10, after the period insert "The individual may work in the school setting without national certification until August 1, 2005, if the individual is being mentored by a trained mentor who is either a certified interpreter or a deaf adult. To continue working in the school setting after August 1, 2005, the individual must have obtained national certification."

Page 1, line 12, replace "a certificate" with "certification" and after "years" insert "from the date of completion of the program"

Renumber accordingly

Page No. 1

30508.0101

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Deanna Halliwell  
Operator's Signature

10/3/03  
Date

Date: 1/27/03  
Roll Call Vote #: 1

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 1336

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee to accept amendments  
presented.  
Legislative Council Amendment Number grade

Action Taken \_\_\_\_\_

Motion Made By Norland Seconded By Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch					
Rep. Johnson					
Rep. Nelson					
Rep. Haas					
Rep. Hawken					
Rep. Herbel					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Hanson					
Rep. Hunsakor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

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Deanna Hall  
Operator's Signature

10/3/03  
Date

Date: 1/27/03  
Roll Call Vote #: 2

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 1336

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken

Do Pass as amended.

Motion Made By

Norland

Seconded By

Haas

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓				
Rep. Johnson	✓				
Rep. Nelson	✓				
Rep. Haas	✓				
Rep. Hawken	✓				
Rep. Herbel	✓				
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte	✓				
Rep. Hanson	✓				
Rep. Hunsakor	✓				
Rep. Mueller	✓				
Rep. Solberg	✓				
Rep. Williams	✓				

Total (Yes)

14

No

0

Absent

0

Floor Assignment

Norland

If the vote is on an amendment, briefly indicate intent:

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Deanna Hall Smith

Date

10/3/03

**REPORT OF STANDING COMMITTEE (410)**  
January 30, 2003 10:18 a.m.

Module No: HR-18-1329  
Carrier: Norland  
Insert LC: 30508.0101 Title: .0200

**REPORT OF STANDING COMMITTEE**

**HB 1336: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HB 1336 was placed on the Sixth order on the calendar.

Page 1, line 9, remove "grade"

Page 1, line 10, after the period insert "The individual may work in the school setting without national certification until August 1, 2005, if the individual is being mentored by a trained mentor who is either a certified interpreter or a deaf adult. To continue working in the school setting after August 1, 2005, the individual must have obtained national certification."

Page 1, line 12, replace "a certificate" with "certification" and after "years" insert "from the date of completion of the program"

Renumber accordingly

Dennis Hall  
Operator's Signature

10/3/03  
Date

Date: 2/5/03  
Roll Call Vote #: 3

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 1336

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken

Motion Made By

Seconded By

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch					
Rep. Johnson					
Rep. Nelson					
Rep. Haas					
Rep. Hawken					
Rep. Herbel					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Hanson					
Rep. Hunsakor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

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Operator's Signature

Date

Date: 2/5/03  
Roll Call Vote #: 4

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 1336

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

corrected

Amendment

Action Taken

Motion Made By

Haas

Seconded By

Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch					
Rep. Johnson					
Rep. Nelson					
Rep. Haas					
Rep. Hawken					
Rep. Herbel					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Hanson					
Rep. Hunsakor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes)

No

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

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Operator's Signature

Dennis Hall

Date

10/3/03

**REPORT OF STANDING COMMITTEE (410)**  
February 11, 2003 3:53 p.m.

Module No: HR-26-2337  
Carrier: Haas  
Insert LC: . Title: .

**REPORT OF STANDING COMMITTEE**  
HB 1336, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends  
**DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1336  
was placed on the Eleventh order on the calendar.

(2) DESK, (3) COMM

Page No. 1

HR-26-2337

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Date

2003 SENATE EDUCATION

HB 1336

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10/3/03  
Date



2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. Engrossed HB 1336

Senate Education Committee

☐ Conference Committee

Hearing Date 3-17-03

Tape Number	Side A	Side B	Meter #
1	x		10.8 - 27.2
Committee Clerk Signature <i>Andrea Johnson</i>			

Minutes: CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (6) members present.

CHAIRMAN FREBORG opened the hearing on Engrossed HB 1336 which relates to exceptions to requirements for the practice of interpreting for the deaf and hard of hearing.

**Testimony in support of Eng. HB 1336:**

REPRESENTATIVE ANDY MARAGOS, Dist. 3, introduced the bill on behalf of the ND Hearing Impaired Assn. It is a result of the legislation passed in the last session with regard to the requirements for the practice of interpreting for the deaf and hard of hearing. Sections have been added to improve the current legislation and to help solve several problems in finding qualified persons to accomplish the tasks that are set out in the original legislation.

MARK HILL, ND Assn. for the Deaf, Education Committee, presented testimony. (see attached)

He used an interpreter to present his testimony, MARY HEINTZ.

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10/3/03  
Date

Page 2  
Senate Education Committee  
Bill/Resolution Number Eng. HB 1336  
Hearing Date 3-17-03

Testimony was passed out from LILIA BAKKEN, regarding information about EIPA test. (see attached). They recognize the Dept. of Public Instruction has provided stipends to the educational interpreters who work with EICP.

Testimony was presented from MICHELE ROLEWTIZ, ND Assn. of the Deaf (NDAD). (see attached).

SENATOR CHRISTENSON, asked if there is a shortage of people for this vocation? He doesn't know.

SENATOR FLAKOLL asked where you learn how to interpret? At college, school for the deaf, or there are several outside individual programs offered. ASL and English skills both together are great. They are looking for smooth communication.

NANCY SKORHEIM, DPI, presented testimony. (see attached)

SENATOR FLAKOLL asked if there are any situations where there is a problem with the language and a problem with hearing. Yes, but this bill is strictly for sign language. If someone doesn't understand English and is hearing impaired, they need a different system.

There was no further testimony and the hearing on Eng. HB 1336 was closed.

SENATOR COOK moved a DO PASS. Seconded by SENATOR TAYLOR.

Roll Call Vote: 6 YES. 0 NO. 0 Absent. Motion Carried.

Carrier: SENATOR CHRISTENSON

Date: 3/17/03

Roll Call Vote #: /

## 2003 SENATE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. *HB 1336 as engrossed*

Senate EDUCATION

## Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

### Action Taken

**Motion Made By**

**Seconded By**

[illegible]

**Total (Yes)**

No

**Absent**

## Floor Assignment

**If the vote is on an amendment, briefly indicate intent:**

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Operator's Signature

**Date**

REPORT OF STANDING COMMITTEE (410)  
March 17, 2003 12:32 p.m.

Module No: SR-47-4908  
Carrier: Christenson  
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE  
HB 1336, as engrossed: Education Committee (Sen. Freborg, Chairman) recommends  
DO PASS (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1336  
was placed on the Fourteenth order on the calendar.

(2) DESK, (3) COMM

Page No. 1

SR-47-4908

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10/3/03  
Date

2003 TESTIMONY

HB 1336

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10/3/03  
Date

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH  
DAKOTA:**

**SECTION 1.** Two new subsections to section 43-52-03 of the North  
Dakota  
Century Code are created and enacted as follows:

An individual working in an elementary or secondary school who has  
successfully passed the educational interpreter performance assessment  
at a grade level of 3.5 or higher may work in the school setting until  
August of 2005 without national certification if, during that period, the  
individual is mentored by a trained mentor who is either a certified  
interpreter or a deaf adult. By that time (8/2005), the individual must have  
obtained his/her national certification in order to continue working in the  
school setting.

An individual who has successfully completed an accredited interpreter  
training program may interpret without certification for a period of up to  
two years from the date of their graduation if, during that period, the  
individual is mentored by a trained mentor who is either a certified  
interpreter or a deaf adult.

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10/3/03  
Date

Good morning, Chairman and Education committee members.

I am Michele Rolewtiz, President of the North Dakota Association of the Deaf (NDAD). I could not come to give the testimony today so please read this written testimony. In behalf of NDAD, we support the House Bill #1336 Interpreter law amendments with the proposed amendment changes that are submitted by Mark Hill, our lobbyist. We believe in rights of deaf children to be protected by providing best interpreting services.

I am giving you a testimony about the mentoring program. I was trained as a Deaf Mentor twice from two different trainers. The purpose for the Deaf Mentor is to help the interpreters with the language and other interpreting skills. The mentor and the interpreter work together to improve the skills before the interpreter is ready to take the national test. The Deaf Mentor is an expert in the American Sign Language to help the interpreter.

Thank you for your time and please do pass the House Bill #1336 Interpreter bill amendments with the proposed amendment changes.

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Danina Hall  
Operator's Signature

10/3/03  
Date

Date: January 24, 2003  
To: NDAD Board Members  
From: Lilia Bakken  
Re: Information about EIPA test

Hello NDAD Board Members,

Please find below, a letter from Leilani Johnson. She is the director of the Educational Interpreter Certificate Program (EICP) of Front Range Community College in Denver. She is the person responsible for educational interpreter training so that interpreters will be ready to take and pass the EIPA test (Educational Interpreter Performance Assessment). She has a qualified staff of both deaf teachers and national certified interpreters who assist her in teaching the classes. She also has trained mentors who work with the interpreters who take the EIPA.

I emailed to Leilani and explained that NDAD board members need to know more about the EIPA so they can understand it better. She wrote back the following letter. Please read it so that you can have more information about the EIPA assessment. Thank you!

Hey, Lilia

Sounds like you have your hands full. My time is such right now I'm not going to be a particularly great resource, but from my perspective you are dealing with an uninformed, or misinformed, group of folks. You can contact Boys Town Research Hospital (Kevin Williams) for specifics on the EIPA/ERIKA. Bern Jones (Johnson County Community College) might be another resource for you though -- either on a personal-interest level or through Mountain Plains. ND is still a state partner in the EICP Cooperative. I can't give you much before Sat, but let me know if there is something that we can do at a later date.

The EIPA is being done on standardized videotapes with elementary and secondary samples, both V-S and V-S. There are also MCE and ASL versions that can be selected. The rating teams are trained and coordinated by Boys Town, making the internal reliability of the system strong. There is a validity study published in the 2000 Journal of Deaf Studies and Deaf Education. EIPA is currently used in about 22 states and others are still asking for presentations about it from Boys Town. I believe if you will check this is as "national" as the NAD test used to be, or those states that "require" RID certification. There have been no correlation studies done between testing systems, but informal comparisons indicate that individuals in the 4.0 range of EIPA are taking and passing the RID evaluation. It is my understanding from Kevin, who sits on the NCI committee, that the EIPA was presented to the NAD and RID members there about a year or two ago and it was well received.

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The five-tiered system of the EIPA also gives states/districts an idea of what training is needed to ensure appropriate interpreter services for the students. As part of the system, it does have a "professional development plan" built-in, so to speak. This is an added benefit to states/districts that do not know the competencies of their current workforce. This feature of the assessment system is helpful in determining 1) trainings (district or state level) to offer, 2) compensation packets for interpreters, 3) what other services might be needed from other team members/parents, and 4) the allocation of limited funds for maximum benefit. You may be able to see other uses for this tiered approach, which is similar to the old NAD system. The EIKA is being designed to assess the knowledge sets that educational interpreters need to have -- different that what is needed for interpreters working with adults. The EIKA is being reviewed by content experts throughout the nation, is being field tested (some of the ND EICP graduates may be asked to participate), and with consultation from a psychometrician working with Boys Town Research Hospital/Colorado University under a OSEP grant of national significance. To the best of my knowledge, NAD never had this done on their system and they felt it was worth writing into your state law.

Maybe these facts would help to see how solid a system the EIPA/EIKA can be -- and in my opinion, it will strengthen the services offered to children IF the laws/regs are done in an informed way, i.e., the minimum qualifications are thoroughly checked out and there is policy to enforce it. If there are exceptions granted (e.g., waivers), there needs to be clear guidelines for the exceptions and there needs to be specific timelines for accepting the exception. The "weakening" of qualifications is really based on how the standard is set...and how it is implemented and enforced by the state. I wish you the best, Lilia! I'd like to know what happens along the way. Leilani

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**TESTIMONY ON HB 1336**  
**HOUSE EDUCATION COMMITTEE**  
**January 27, 2003**  
**by Nancy Skorheim, Special Education Regional Coordinator**  
**701-328-2277**  
**Department of Public Instruction**

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Madam Chairman and members of the committee:

My name is Nancy Skorheim and I am a Regional Coordinator for the Office of Special Education with the Department of Public Instruction. On behalf of DPI, I am here to speak in favor of HB 1336 regarding exceptions to the requirements for the practice of interpreting for the deaf and hard of hearing.

As part of our office's responsibilities under the federal Individuals with Disabilities Education Act we are charged with ensuring that appropriately trained and qualified persons work with students who have disabilities in the schools of our state. Educational Interpreters fall within the realm of that responsibility.

In recognition of the challenge of providing an appropriate education for students who are deaf and hard of hearing the Department of Public Instruction continues to provide financial support for students to become appropriately trained interpreters. North Dakota was an early partner in the Educational Interpreting Certificate Program, EICP, based at Front Range Community College in Colorado. This is a unique program involving a number of states to deliver an interactive training opportunity using distance education strategies and technologies to interpreters in the participating states. In North Dakota, eight individuals have successfully completed this

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program. Seven of these eight graduates currently work in North Dakota schools as educational interpreters and/or as teachers for students who are deaf and hard of hearing.

To successfully complete the Educational Interpreting Certificate Program each student must complete an intensive three-year program of both knowledge and interpreting skills. To complete the portion relating to interpreting skills, each student must achieve a 3.5 or higher overall score on a modified Educational Interpreter Performance Assessment, EIPA. According to standards set by the EIPA, a 3.5 overall score is appropriate as the entry-level interpreting skills needed for supporting K-12 students who are deaf and hard of hearing. Thus students graduating from the Educational Interpreting Certificate Program have appropriate interpreting skills and the knowledge to apply those skills more effectively in the classroom with deaf and hard of hearing students.

The Department of Public Instruction supports the bill before you today. The newly proposed exceptions will provide a certification option for interpreters working in North Dakota schools who currently have an EIPA certification.

Madam Chairman, that concludes my testimony. I would be happy to answer any questions the committee may have.

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10/3/03  
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Mark Hill, Chairman and Registered Lobbyist #509  
Legislative and Education Advocacy Committee  
North Dakota Association of the Deaf, Inc

Testimony to Senate Education Committee on HB #1336

Good morning Mr. Chairman My name is Mark Hill I am representing the North Dakota Association of the Deaf and also, the chairman of the legislative and education advocacy committee under this organization. First of all, The NDAD is very pleased with the last legislative session to pass the Interpreter Certification Law which will effectively begins on August 1 this year after our eight years' battle. The NDAD Legislative committee has proposed this legislation to help the educational interpreter with EIPA to continue their occupation within a K-12 school system without a national certification until 2005 with a help from trained mentors. By 2005, they are able to obtain the certification if they pass the written and signing tests that provided by the national certifying organizations. This would be a benefit to our deaf/hearing impaired children who can enjoy the education more.

What is the EIPA? I have the information which it was shared with the NDAD board in January to pass to you for a better understanding what the EIPA is. Remind you that this EIPA is not a national certification itself but a tool that the educational interpreters uses in classrooms. With the amendment changes, the interpreters will still need to take NAD/RID tests by 2005.

Why a mentor? Let me read the president of the NDAD's testimony ( Pass out the testimony)

We recognized that the Department of Public Instruction's Special Education Office has provided stipends to the educational interpreters who took the EICP, a federal supported program at Front Range Community College in Denver and commend them for the efforts.

I am more than happy to answer to any question that you may have.

Please do-pass this legislation. Thank you.

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Good morning, Mr. Chairman and Senate Education committee members.

I am Michele Rolewitz, President of the North Dakota Association of the Deaf (NDAD). I could not come to give the testimony today so please read this written testimony. In behalf of NDAD, we support the House Bill #1336 Interpreter law amendments. We believe in rights of deaf children to be protected by providing best interpreting services.

I am giving you a testimony about the mentoring program. I was trained as a Deaf Mentor twice from two different trainers. The purpose for the Deaf Mentor is to help the interpreters with the language and other interpreting skills. The mentor and the interpreter work together to improve the skills before the interpreter is ready to take the national test. The Deaf Mentor is an expert in the American Sign Language to help the interpreter.

Thank you for your time and please do pass the House Bill #1336.

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**TESTIMONY ON HB 1336  
SENATE EDUCATION COMMITTEE**

**March 17, 2003**

**by Nancy Skorheim, Special Education Regional Coordinator**

**701-328-2277**

**Department of Public Instruction**

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Chairman Freborg and members of the committee:

My name is Nancy Skorheim and I am a Regional Coordinator for the Office of Special Education with the Department of Public Instruction. On behalf of DPI, I am here to speak in favor of HB 1336 regarding exceptions to the requirements for the practice of interpreting for the deaf and hard of hearing.

As part of our office's responsibilities under the federal Individuals with Disabilities Education Act we are charged with ensuring that appropriately trained and qualified persons work with students who have disabilities in the schools of our state. Educational Interpreters fall within the realm of that responsibility.

In recognition of the challenge of providing an appropriate education for students who are deaf and hard of hearing the Department of Public Instruction continues to provide financial support for students to become appropriately trained interpreters. North Dakota was an early partner in the Educational Interpreting Certificate Program, EICP, based at Front Range Community College in Colorado. This is a unique program involving a number of states to deliver an interactive training opportunity using distance education strategies and technologies to interpreters in the participating states. In North Dakota, eight individuals have successfully completed this

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program. Seven of these eight graduates currently work in North Dakota schools as educational interpreters and/or as teachers for students who are deaf and hard of hearing.

To successfully complete the Educational Interpreting Certificate Program each student must complete an intensive three-year program of both knowledge and interpreting skills. To complete the portion relating to interpreting skills, each student must achieve a 3.5 or higher overall score on a modified Educational Interpreter Performance Assessment, EIPA. The EIPA is an assessment that is specifically designed for interpreters in the educational setting.

According to standards set by the EIPA, a 3.5 overall score is appropriate as the entry-level interpreting skills needed for supporting K-12 students who are deaf and hard of hearing. Thus students graduating from the Educational Interpreting Certificate Program <sup>Colorado</sup> have appropriate interpreting skills and the knowledge to apply those skills more effectively in the classroom with deaf and hard of hearing students.

The Department of Public Instruction supports the bill before you today. The newly proposed exceptions will provide an option for approximately half of the interpreters working in North Dakota schools who currently have an EIPA certification.

Chairman Freborg, that concludes my testimony. I would be happy to answer any questions the committee may have.

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