

A school district shall provide each person employed as a paraprofessional with appropriate training and supervision. Before a paraprofessional assists in providing special education or related services, or concurrent with providing those services, the District must provide the paraprofessional with a minimum of six hours of annual training in the following areas:

1. The disability or disabilities of the child(ren) with whom he or she works.
2. The content of the child's IEPs.
3. Instructional and safety procedures.
4. Maintaining confidentiality.

The District must maintain a record of the dates and times of the training, the name and title of the persons providing the training, and the topics covered ([see Appendix F for sample Documentation of Training for Paraprofessionals form.](#))

SECTION 6 ❖ INTERPRETERS FOR THE DEAF

"The need for highly qualified educational interpreters has long been a concern in the Deaf Community. It is recognized nationally that interpreting functions differ from one environment to the next. The emerging professional standard within the education environment is for educational interpreters to meet an Educational Interpreting Performance Standard and to possess a set of knowledges related to interpreting in an academic setting. The Educational Interpreter Performance Assessment and the Educational Interpreters Knowledge Assessment: Written Test are direct means to document educational interpreting skills and knowledge. These assessments and the ratings provided to educational interpreters and districts demonstrate clear evidence that deaf and hard of hearing students are provided skilled and knowledgeable educational interpreters.

RID certification for general interpreting may be sufficient for many environments, however for specialty activities such as those that might take place in educational, or medical, or legal environments, a more appropriate certification is necessary."

Beginning in September 2005, in order to be hired and retained, Educational Interpreters in Alaska must present a score of 4.0 or better on the Educational Interpreter Performance Assessment and a passing score on the Educational Interpreters Knowledge Assessment: Written Test. School districts may hire interpreters who score below 4.0, with the condition that they raise their score to 4.0 within two years. School districts who are unable to locate and hire an interpreter who scores 4.0 may hire an interpreter with a lesser score but must also file a training plan that will help the interpreter raise the score to a 3.0 within two years and a 4.0 within two more years.

The Professional Development Plan will be tied to the skill deficits outlines in the EIPA report. The plan will have explicit goals, timelines and expected outcomes.