

Dear Directors of Special Education, Agencies, and Stakeholders,

The Office of Special Education Services gathered and reviewed the results of the survey sent in April and developed the attached proposal. We ask that you send this out to the same group you sent the Input Survey in April: Teachers of the Deaf and Educational Interpreters, if you have any working in your district. If you are an agency director receiving this email (or their designee), please forward to your stakeholder group.

Please be sure to forward this email (containing the link to the feedback survey) with the attached Regulation to your stakeholders. Again, be sure the attachment is included.

[Link to provide your feedback on the proposed Educational Interpreter Regulation 43-243.2](#)

Next steps:

- Depending on the feedback we may or may not have to make changes to the proposed regulation.
- The Office of General Council will give us the date of the first reading and when we have to turn in a "First Reading" document.
- The first reading is to get approval, and then the Regulation goes in the State Register.
- Then, we will get a second reading date. That will be the public hearing time.
- After the second reading, it goes back in the State Register, and it gets sent to the legislation, and we wait for their approval.

We appreciate your dedication to this process.

Warmest regards,
Sara

Sara J. McKay
LEA Communications/
New Directors Leadership Academy

P: 803-734-7061 | W: www.ed.sc.gov

A: [428 Wholesale Ln, West Columbia, SC 29172](#)

Proposed Regulation for Educational Interpreters

Why is this Regulation being proposed?

Code of Law 59-33-120 requires the State Board of Education to establish regulations for the appropriate credentialing of sign language interpreters in the public and special schools of the State. No local education agency (LEA) in the State shall employ a person as an educational interpreter for Deaf students in our South Carolina public and special schools unless they demonstrate the qualifications outlined in this Regulation.

43-243.2 Educational Interpreters for Students who are Deaf

Deaf students, as determined by an Individual Education Program team, may be afforded an Educational Interpreter to provide access to the school curriculum and environment including their extracurricular activities by transferring meaning between spoken languages and signed language in a PreK–12 educational setting, thereby providing FAPE. Regardless of job title, this regulation applies to any individual providing such services.

I. DEFINITIONS

A. Educational Interpreter means a person who engages in the practice of interpreting pre-kindergarten through 12th grade classroom content and discourse for students who are deaf or hard of hearing regardless of the title of the position held by the person.

B. Educational Interpreting means to facilitate communication effectively and impartially between students who are deaf or hard of hearing and hearing individuals, including but not limited to administrators, staff, teachers, service providers, parents, and peers for the purpose of providing access to the educational environment, general curriculum, social events, extra-curricular activities, and other academically related activities.

C. Educational Interpreter Performance Assessment (EIPA), offered by Boys Town National Research Hospital, is a proficiency assessment for K-12 interpreting, which assesses whether the holder:

1. Has demonstrated the ability to expressively interpret classroom content and discourse;
2. Has demonstrated the ability to receptively interpret student sign language;
3. Is not limited to any one sign language or system; and
4. Is recommended to work with students who predominately use American Sign Language (ASL) and Pidgin Sign English (PSE).

D. Educational Interpreter Performance Assessment: Written Test (EIPA:WT) evaluates the interpreter's understanding of information that is critical to performing with students in an education setting. This online test contains 176 questions covering nine domains: child language development, culture, education, English, interpreting, linguistics, literacy and tutoring, professionalism, and technology.

Proposed Regulation for Educational Interpreters

E. 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, and the National Association of the Deaf.

II. Minimum Qualifications and Requirements for Educational Interpreters

A. Beginning with the **2025-2026** school year, no local education agency (LEA) in the State shall employ a person as an educational interpreter unless the person demonstrates the following qualifications.

1. Documentation of current national certification or an Educational Interpreter Performance Assessment (EIPA) rating **at or above 3.2**.

2. Evidence of a **high school diploma**.

3. Documentation of valid, successful completion of the Educational Interpreter Performance Assessment: Written Test (**EIPA: WT**).

4. A sworn statement that the applicant has read, understands, and agrees to abide by the [National Association of Interpreters in Education Code of Ethics](#).

5. A background check pursuant to [Section 59-25-115](#).

6. Documentation of **at least 60 hours every four years** of continuing education

B. Beginning with the **2029-2030** school year, no local education agency (LEA) in the State shall employ a person as an educational interpreter unless the person demonstrates the following qualifications:

1. Documentation of current national certification or Educational Interpreter Performance Assessment rating **at or above 3.7**.

2. Evidence of completion of an **associate's degree** from an accredited institution of higher education.

3. Documentation of valid, successful completion of the Educational Interpreter Performance Assessment: Written Test (**EIPA: WT**).

4. A sworn statement that the applicant has read, understands, and agrees to abide by the [National Association of Interpreters in Education Code of Ethics](#).

5. A background check pursuant to [Section 59-25-115](#).

6. Documentation of **at least 60 hours every four years** of continuing education.

Proposed Regulation for Educational Interpreters

C. Beginning with the **2033-2034** school year, no local education agency (LEA) in the State shall employ a person as an educational interpreter unless the person demonstrates the following qualifications:

1. Documentation of current national certification or Educational Interpreter Performance Assessment rating **at or above 4.0**.
2. Evidence of completion of a **bachelor's degree** from an accredited institution of higher education.
3. Documentation of valid, successful completion of the Educational Interpreter Performance Assessment: Written Test (**EIPA: WT**).
4. A sworn statement that the applicant has read, understands, and agrees to abide by the [National Association of Interpreters in Education Code of Ethics](#).
5. A background check pursuant to [Section 59-25-115](#).
6. Documentation of **at least 60 hours every four years** of continuing education.

D. Exceptions: Qualification requirements shall not apply to 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;

AND

2. Interpreting under the supervision of a qualified interpreter as part of a supervised program of study;

AND

3. Identified as an interpreter intern or student in training.

E. Continuing Education: educational interpreters are responsible for **providing documentation to the LEA that employs them** that demonstrates that they have met the continuing education requirements described in this regulation.

III. The South Carolina Department of Education (SCDE) **shall monitor the implementation of this Regulation** through an LEA staffing review process developed and implemented by the SCDE's Office of Special Education Services and **shall assist in making continuing education opportunities available to educational interpreters.**