

**School District of Santa Rosa County  
Job Description**

**Sign Language Provisional Interpreter II**

<b>Reports to:</b> Director of Exceptional Student Education	<b>FLSA Status:</b> Non-Exempt
<b>Department:</b> Exceptional Student Education	<b>Prepared by:</b> Human Resources
<b>Date:</b> June 26, 2014	<b>Job Code:</b> 12070
<b>Position #:</b> 45202	<b>Range:</b> 13

**Principal Duties and Responsibilities (Essential Functions):**

Essential functions are fundamental job duties. They do not include marginal tasks which are also performed but are incidental to the primary functions. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position, nor does every position allocated to the class necessarily perform every duty listed. Personal characteristics required of all employees such as honesty, industry, sobriety and the ability to get along with others, are presumed qualities and may not be listed specifically.

- Provides interpreting/transliterating/tutoring services to students who are deaf or hard of hearing as determined by the Individual Educational Plan (IEP) in regular education and ESE classes. An interpreter at this level should be able to effectively handle difficult, faster-paced communication where there may or may not be an opportunity to stop for clarification or repetition. Work is performed in classroom activities, assemblies, field trips, counseling sessions, and other school related activities which occur during the regular school day. Work is performed under the direction of a certified teacher or other designated school official.
- Provides interpreting/transliterating/tutoring services to students who are deaf or hard of hearing in regular and ESE classes. This includes, but is not limited to, instruction, class discussions, conversations, films, videos, special projects, assemblies, and guest speakers.
- Provides tutoring services for the students who are deaf or hard of hearing as needed and under the direction of the classroom teacher or teacher for the deaf and hard of hearing. Participates in Education team meetings and parent conferences when appropriate.
- Follows required policies with regard to matters of confidentiality concerning personal information about students. Follows the Code of Professional Conduct from the Registry of Interpreters for the Deaf
- Meets with classroom teacher to establish appropriate physical setting to optimize communication/interaction.
- Prepares for interpreting assignments by studying content areas and related vocabulary provided by the teacher.
- Participates in professional activities to improve signing ability, interpreting skills, and knowledge of the educational process.
- Assists the teacher when interpreting services for the student(s) are not required. Performs as liaison to promote good public relations among students who are deaf or hard of hearing, hearing peers and faculty members.
- Assists in monitoring/maintaining assistive technology for students who are deaf or hard of hearing.
- Assists District administration with School District meetings and conferences, public meetings, and special interpreting needs at other school sites when requested.
- Performs other related duties as assigned by the principal, program area facilitator, or teacher for the deaf and hard of hearing.

**Supervision Received:**

Director of Exceptional Student Education  
Program Facilitator for Deaf and Hard of Hearing

**Supervision Exercised:**

None

**Minimum Qualifications & Skills Required:**

- Education: High School Diploma or equivalent.
- Interpreting Skill: Educational Interpreter Performance Assessment Level (EIPA)3.0; Quality Assurance (QA) II, Educational Interpreter Evaluation (EIE) II, Cued Speech Transliteration Skills Certificate 3. Successfully participates annually in 20 hours of in-service in the field of interpreting OR at least six (6) credit hours of college courses toward an A.A. or A.S. degree or higher.

**Preferred:**

Knowledge of:

- Various sign systems and communication modes;
- Various philosophies of education of students who are deaf and hard of hearing;
- Standard English, including grammar and an extensive vocabulary;
- The impact and implications of hearing loss on the student's comprehension of English;
- The "Florida Code of Ethics for Educational Interpreters";
- Assistive technology for the deaf and hard of hearing.

**Physical Demands:**

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**Terms of Employment:**

Approved Compensation Plan  
Educational Support Salary Schedule

**Conclusion:**

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.