The District School Board of Collier County
Exceptional Student Education
5775 Osceola Trail
Naples, FL 34109

Interpreter Manual 2009
THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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No person in this district shall, on the basis of race, national origin, sex, disability, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in employment conditions or practices conducted by The District School Board of Collier County.

MISSION STATEMENT

The District School Board of Collier County provides high quality educational experiences enabling all students to achieve their maximum potential in a safe, positive environment.
Acknowledgments

This manual was written and published through the collaborative efforts of the District School Board of Collier County employees. Their hands on approach and personal experience with the subject matter enabled the creation of a clear, accurate and informative document of reference.

A special thanks to the dedicated Collier County employees and stated organizations for their contributions to this manual.

~Sign Language Interpreters~
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~Teachers of the Deaf or Hard of Hearing~
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Pennsylvania Registry of Interpreters for the Deaf
Registry of Interpreters for the Deaf
Seminole County Public School District
Doug Bowen-Balier, CI and CT, Minnesota
(A Guide for Teachers Working with Sign Language Interpreters)
National Cued Speech Association
Rochester Institute of Technology
Forward

Students in public school settings who are deaf or hard of hearing are entitled to the same access to the general education curriculum as all other students. The purpose of this manual is to:

- Assist the schools in our district in providing appropriate educational interpreting services to children who are deaf or hard of hearing;
- Provide support to the schools, educational interpreters and other members of the educational team by serving as a resource and expanding on best practices in such areas as ethical conduct, qualifications and roles and responsibilities of the educational interpreter;
- Assist administrators and teachers in gaining a more thorough understanding of the role of educational interpreters as critical members of the student’s educational team;
- Ensure that the roles and responsibilities of the educational interpreter are well understood by the teachers, administrators, and others who make up the educational team as well as parents and students; and
- Ensure that students receive access to educational programs delineated in their Individual Educational Plan (IEP) as required under Federal and State statutes.

“...all students will learn if the conditions for learning are right. Getting the conditions right, including the resources, facilities and attitudes to support student learning, is part of what good teaching is all about. Shared responsibility and ownership for the success of all children, collaboration between regular and special education personnel, and administrative and parental involvement are critical elements of schools.”

- The Ohio State Board of Education Guidelines for Educational Interpreters, 2000
Background

Educating students who are deaf or hard of hearing in inclusive classrooms provides benefits for all students.

Under Section 504 of the Rehabilitation Act of 1972, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004, individuals who are deaf, deaf-blind, or hard of hearing are afforded equal access to public school functions which includes curricular and extracurricular activities. Qualified interpreters for individuals who are deaf or hard of hearing provide accommodations to public settings by transforming auditory information to visual information. Visual and auditory information may be relayed by tactile means for students who are deaf-blind.

For many students who are deaf or hard of hearing and placed in the general education environment, educational interpreting is the support service which allows the student equal access to instruction in the overall school experience.
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A Quick Guide for Teachers

• A sign language interpreter is a trained professional who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact.

• Teachers, interpreters, and teachers of the deaf or hard of hearing work as a team to empower the deaf or hard of hearing students to succeed. Direct and open communication between all professionals is critical.

• The interpreter is a professional who has experience working with deaf and hard of hearing students. They can provide you with resources to ensure that all materials are accessible to your students.

• Work with the interpreter and the student to determine where they need to be positioned in the room – consider lighting, seating arrangements, acoustics, etc. A change in classroom activities may warrant a change in seating.

• Be aware that deaf or hard of hearing students will need visual breaks due to Visual Fatigue after 20 minutes. The interpreter can assist you in planning for these instances.

• Communicate directly to the student who is deaf or hard of hearing, as with any other student. It is not necessary to tell an interpreter to “ask the student”.

• Provide the interpreter with all lesson plans and material used in the class as they become available. Provide an overview of upcoming instruction and apprise the interpreter of new and/or course specific vocabulary. It is crucial for the interpreter to be prepared for the student.

• Notify the interpreter in advance of any planned large group presentations (concerts, field trips, etc.), as preparations may need to be made for the student.

• Notify the interpreter and student of any schedule or location changes.

• Remember that the classroom teacher retains all responsibility for classroom management. Interpreters should not take any actions that impinge on the teacher’s authority in the classroom.
A Quick Guide for Teachers (continued)

- The interpreter uses “processing time” so the student will be phrases or sentences “behind” the speaker. To assist with interpretation in the class, establish a rule that only one person speaks at a time and that person, including the student who is deaf or hard of hearing who wishes to speak to the class, raise their hand to be recognized.

- The interpreter is permitted to facilitate test/quiz taking. Standardized testing is subject to rules governing the test. The interpreter is not allowed to provide answers to questions on examinations or during class questioning at any time.

- Remember that if a conversation needs to take place with the student after class, ask the interpreter to stay for a few minutes. Do not assume that the interpreter is available because he/she may have another assignment or appointment.

- Try to use films and videos that are captioned to ensure access by students who are deaf or hard of hearing.

- Provide cues (point) for the student who is deaf or hard of hearing as to whom is speaking.

- Hand materials and assignments directly to the student, not to the interpreter; this fosters the perception of the interpreter’s role as communication facilitator rather than classroom aide.

- Allow time for students to visually scan printed material that is new to them. Since it is impossible for the deaf or hard of hearing student to read and watch the interpreter at the same time, providing notes and/or key vocabulary words ahead of time is very helpful.

- It is not appropriate for the interpreter and the student to hold conversations during class time, but it is permissible for them to briefly seek clarification of the message being presented.
SYSTMS OF COMMUNICATION

Total Communication

Total communication (TC) may involve one or several modes of communication (manual sign language, oral, auditory, visual, tactile, and written), depending on the particular needs of the student. The main benefit of TC is that it can open all avenues and modes of communication for the deaf or hard of hearing student. TC allows a variety of combinations. The effectiveness of communication (student-teacher understanding) is more important than the form it takes; this TC is beneficial because it allows the speaker/signer and listener to use the form that is best for any given situation.

Interpreters provide the sign system most easily understood by the student(s) and incorporate the use of:

- American Sign Language (ASL): a visual-gestural language with its own grammar, inflections and idioms. Use of space, facial expressions, body movement and the use of directionality of sign movements are essential.
- Conceptually Accurate Signed English (CASE): a combination of ASL and English using English word order.
- Signed English: Manually coded English describes a variety of methods which attempt to represent the English initialization of signs, word endings and linking verbs.
- Finger spelling: finger configurations that represent the ASL alphabet and are used when conceptually accurate signs are not available.
- Gestures: appropriate for conveying meaning.
- Oral Interpreting: oral representation of what is being said conveyed on the interpreter’s lips to assist with speech reading.
- Personal Hearing Devices: hearing aids, FM auditory training equipment or other hearing devices.
- Cued Speech: a mode of communication based on the phonemes and properties of traditionally spoken languages.

Understanding that the interpreter may be the deaf or hard of hearing student’s sole connection to the Deaf Community, all language modes are to be signed with conceptual accuracy. Therefore, the interpreter should make every effort to encourage the student to sign in a way that will allow them to effectively communicate with other deaf or hard of hearing people and other interpreters.
EDUCATIONAL INTERPRETERS

Interpreter Role

The interpreter is a professional who plays an integral role in the success of the deaf or hard of hearing student by bridging the communication and cultural gaps between deaf or hard of hearing students, teachers, staff and fellow students. The interpreter also empowers the deaf or hard of hearing students to have access to all other school activities and services. As described later in this document, interpreters are bound by a professional code of ethics.

The sign language interpreter is a valuable member of the educational team. In addition to the primary role of interpreting, they are expected to assist in other areas in addition to interpreting as long as it does not detract from their primary purpose which is facilitating communication. These areas may include:

- Assisting with supervision and planning by the classroom teacher, tutoring services as needed;
- Training general education teachers regarding the use of interpreters and related accommodation information i.e. proper classroom setup; and
- Acting as a sign language resource by providing cultural information to others in the school.

Interpreter Responsibilities

- Introduce self to the teacher and classroom at the beginning of the school year. A brief explanation of the interpreter’s responsibilities will help clarify the interpreter’s role.
- Inform teachers and students about the role, utilization, and limitations of an interpreter in the classroom.
- Ensure the safety of self and others as directed by school policy.
- Ensure that attire and presentation is consistent with interpreting standards. i.e. solid, skin contrasting colors for clothing, trimmed and unpainted fingernails, non-distracting jewelry.
- Position self near the teacher, whenever possible, so that the student may have a clear view of the teacher and the interpreter.
- Notify the teacher that they will need lesson plans and technical vocabulary as soon as possible prior to the lesson being taught.
- Discuss with the teacher and the student appropriate seating, lighting, acoustics, etc. A change in classroom activities may warrant a change in seating.
- Facilitate communication by communicating the content of the class/course in a manner understood by the student.
- Rephrase or restate information while ensuring that the content and spirit of the speaker be conveyed and that the key course-related vocabulary be used at all times.
• Interpret auditory information, such as instructions, teacher-student interactions, student-teacher interactions and sound effects.
• Let the teacher or student(s) know if she/he is speaking too fast.
• Convey a message free of interpreter opinions.
• Maintain confidentiality as bound by the RID Code of Ethics, Florida Child Safety Laws and the District School Board of Collier County Confidentiality practices.
• Establish times during the school day that the student is able to interact with peers during non-instructional times. The interpreter should be available but may not be present. It is detrimental to the student to be socially isolated by having an adult with them at all times.
• Remind teachers to avoid visual aids and oral presentations/lectures occurring simultaneously as they do not allow the deaf or hard of hearing student to have full access to the information.
• Build the student’s self-advocacy skills. The interpreter should model and encourage the student to indicate when the lighting, position of the interpreter and other adjustments are needed.
• Notify the teacher and student of any changes in the interpreter’s schedule.
• Prepare a substitute interpreter folder with necessary student information and materials.
• Discuss interpreting concerns with persons involved. If no solution is reached, the situation should be discussed with the appropriate supervisor.
• Strive to constantly improve interpreting skills and abilities.
• Talk to the classroom teacher about test accommodations, as specified in the student IEP as allowable by State and Federal statutes. The interpreter is permitted to facilitate test taking by interpreting the language of the test however, the student must not be given answers or other advantages via the interpretation.
• Provide input to the student’s educational team regarding decisions related to the development of the student’s IEP.

Minimal Competencies

It is recommended that individuals who function as educational interpreters:
• Have satisfactorily participated in the Educational Interpreter Performance Assessment (EIPA) and/or hold valid certification(s) from recognized national and/or state interpreter evaluation programs;
• Be graduates of a two- or four-year accredited interpreting degree program; and
• Have experience working in educational settings.

Individuals who function as Educational Interpreters in the District School Board of Collier County schools are required to:
• Be proficient in spoken English;
• Be proficient in American Sign Language (ASL) and/or an English-based communication system as determined by a competency skill screening;
• Be proficient in the use of simultaneous cued transliteration, if employed as Cued Speech transliterators;
• Be proficient in using voice-over techniques;
• Possess proficient skills required to render the intent and spirit of the messages faithfully and with contextual accuracy; and
• Abide by the RID Code of Ethics.
JOB DESCRIPTION

TITLE: HEARING IMPAIRED INTERPRETER

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

<table>
<thead>
<tr>
<th>Education/Experience</th>
<th>High school diploma or general educational development exam (GED) with six months to one year related experience and/or training. Understands the implications of hearing loss and its potential impact on a student’s comprehension of English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Skills</td>
<td>Ability to read, and comprehend simple instructions, short correspondence and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to parents, students and other employees of the organization.</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumferences, and volume. Ability to apply concepts of basic algebra.</td>
</tr>
<tr>
<td>Certificate/License</td>
<td>Florida Educational Interpreting Evaluation (EIE) Levels I, II, III and IV preferred (when available).</td>
</tr>
<tr>
<td>Reasoning Ability</td>
<td>Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.</td>
</tr>
<tr>
<td>Physical Demands</td>
<td>The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is required to sit, talk and hear. The employee is frequently required to stand and walk; use hands to finger, handle or feel; and reach with hands and arms. The employee must occasionally lift and/or move up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision and ability to adjust focus.</td>
</tr>
</tbody>
</table>
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

REPORTS TO: PRINCIPAL

GENERAL RESPONSIBILITIES

1. Facilitates communication among students who are deaf and hard of hearing and their hearing peers, the classroom teacher and other personnel within the general education environment.
2. Interprets the message faithfully, always conveying the content and spirit of the speaker using the language or mode that is understandable to the student who is deaf or hard of hearing.

SPECIFIC RESPONSIBILITIES

1. Interprets for the student(s) during counseling sessions, evaluation situations, Individual Education Plan (IEP) conferences, and other approved school activities.
2. Interprets a message presented at a normal speaking rate.
3. Communicates non-verbally using body language, pantomime, facial expressions and gestures.
4. Meets with the classroom teacher on a regular basis to plan for the student tutorial or communication needs.
5. Provides tutoring services, under the supervision of the classroom teacher, as necessary for the student(s) when it does not interfere with the task of interpreting.
6. Prepares for interpreting tasks by previewing materials (e.g., lesson plans, outlines, etc.).
7. Maintains required policies in regard to matters of confidentiality concerning personal information about students.
8. Strives to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
9. Performs other duties as assigned.
JOB DESCRIPTION

TITLE: HEARING IMPAIRED INTERPRETER
NO CHILD LEFT BEHIND (NCLB)

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

<table>
<thead>
<tr>
<th>Education/Experience</th>
<th>Two years of study at an institution of higher education; or an Associate’s degree (or higher); or demonstrate through a formal state or local academic assessment knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, as appropriate and knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Skills</td>
<td>Ability to read, and comprehend simple instructions, short correspondence and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to parents, students and other employees of the organization.</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumferences, and volume. Ability to apply concepts of basic algebra.</td>
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REPORTS TO: PRINCIPAL

GENERAL RESPONSIBILITIES

1. Facilitates communication among students who are deaf and hard of hearing and their hearing peers, the classroom teacher and other personnel within the general education environment.

2. Interprets the message faithfully, always conveying the content and spirit of the speaker using the language or mode that is understandable to the student who is deaf or hard of hearing.

3. Works under the direct supervision of a Highly Qualified Teacher. Works in close proximity to the teacher and has frequent contact with the teacher.

SPECIFIC RESPONSIBILITIES

1. Interprets for the student(s) during counseling sessions, evaluation situations, Individual Education Plan (IEP) conferences, and other approved school activities.

2. Interprets a message presented at a normal speaking rate.

3. Communicates non-verbally using body language, pantomime, facial expressions and gestures.

4. Meets with the classroom teacher on a regular basis to plan for the student tutorial or communication needs.

5. Provides tutoring services, for the students, under the supervision of the classroom teacher, as necessary, when it does not interfere with the task of interpreting.

6. Prepares for interpreting tasks by previewing materials (e.g., lesson plans, outlines, etc.).

7. Maintains required policies in regard to matters of confidentiality concerning personal information about students.

8. Strives to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

9. Performs other duties as assigned.
CODE OF ETHICS

All employees of the District must comply with the conditions of *The Code of Ethics and the Principles of Conduct of the Education Profession in Florida* (Appendix B). A code of professional conduct is a necessary component to any profession to maintain standards for the individuals within that profession. It brings about accountability, responsibility and trust to the individuals that the profession serves.

Registry of Interpreters for the Deaf (RID), along with the National Association of the Deaf (NAD), co-authored the ethical code of conduct for interpreters. Both organizations uphold high standards of professionalism and ethical conduct for interpreters. At the core of this code of conduct are the seven tenets, which are followed by guiding principles and illustrations.

The tenets are to be viewed holistically and as a guide to complete professional behavior. For purpose of this manual, the tenets have been modified to reflect the educational setting. When in doubt, one should refer to the explicit language of the tenet. To access the full version of the NAD-RID Code of Professional Conduct visit www.rid.org.

Code of Professional Conduct

**Tenets**

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for students.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

**Applicability**

A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.
B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the Interpreter obeys the rule of law.
C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to-face or remotely.

**Definitions**

For the purpose of this document, the following terms are used:
Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation includes: students who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY

Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:
1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
1.2 Manage data, invoices, records, or other situational or student-specific information in a manner consistent with maintaining student confidentiality (e.g., shredding, locked files).

2.0 PROFESSIONALISM

Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and student needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:
2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
2.2 Assess student needs and the interpreting situation before and during the assignment and make adjustments as needed.

2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by students, and correcting errors discreetly and expeditiously.

2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon student’s rights.

3.0 CONDUCT

Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:
3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR STUDENTS

Tenet: Interpreters demonstrate respect for students.
Guiding Principle: Interpreters are expected to honor student preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:
4.1 Consider student requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
4.2 Approach students with a professional demeanor at all times.
4.4 Facilitate communication access and equality, and support the full interaction and independence of students.

5.0 RESPECT FOR COLLEAGUES

Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

6.0 BUSINESS PRACTICES

Tenet: Interpreters maintain ethical business (educational program) practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of the District or other entity.

7.0 PROFESSIONAL DEVELOPMENT

Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior - Interpreters:
7.1 Increase knowledge and strengthen skills through activities such as:
- pursuing higher education;
- attending workshops and conferences;
- seeking mentoring and supervision opportunities;
- participating in community events; and
- engaging in independent studies.
7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.
PROFESSIONAL DEVELOPMENT

Professional development of educational interpreters can take a number of paths. College coursework in interpreting and in related fields is available at institutes of higher education. Specific training for educational interpreters continues to be a priority. The District supports an interpreter’s efforts to attend:

- Regional workshops;
- Statewide conferences;
- Summer institutes for interpreters;
- EIPA Testing; and
- Observing other interpreters in the District.

A Competency Based Assessment

The District School Board of Collier County has endorsed and continues to encourage the use of the Educational Interpreter Performance Assessment (EIPA) as an instrument to determine the qualifications of individuals working as or seeking employment as educational interpreters.

Purpose of the EIPA

The primary purpose of the EIPA is to identify strengths and areas for professional development. Over time this can serve as the interpreter’s record of progress. Every interpreter is encouraged to develop a personal improvement plan, based on his/her EIPA standing, which includes coursework, mentoring, and, as the final objective, improved competence. The interpreter should work collaboratively with the program supervisor to plan appropriate staff development opportunities.

EIPA Overview

The EIPA will evaluate an interpreter’s ability to: (a) expressively interpret classroom content and discourse, and (b) receptively interpret student sign language. Specially designed classroom and child-signing videotapes will be used as stimuli for the assessment. Interpreters will select either the Elementary EIPA or the Secondary EIPA.

When an appropriate grade range has been selected, the interpreter will then select the type of sign language interpreting to be used during the EIPA expressive (classroom) sample. The interpreter will choose American Sign Language (ASL), Pidgin Sign(ed) English (PSE), or Manually Coded English (MCE). The type of signing used during this sample will also help determine which child-signer the interpreter will view during the receptive component of the assessment. The EIPA has four major assessment areas:

- Sign International, Grammatical and Spatial Representation;
- Ability to Read Child/Teen Sign Language;
- Sign Vocabulary; and
• Pragmatic Representation/Overall Behaviors.

There are a total of 39 measures made during an EIPA evaluation.

**Benefits of Participation in the EIPA**

• School districts that employ interpreters who have satisfactorily completed the EIPA will have greater assurance that students receive access to the curriculum in accordance with their IEPs.

• Teachers and school personnel, who often have little or no experience or background in using interpreters, will be assured that the communication needs of students and school personnel are being appropriately addressed.

Clear, concise, timely interpretation will enable students to become fully involved in ongoing classroom activities and peer interaction.

Students’ sign language usage and linguistic skills will improve through exposure to competent language models. Students will learn to effectively use interpreter services and will be better ensured that their responses to teachers and peers are clearly and professionally relayed.

Educational interpreters will be made aware of their own strengths and weaknesses which will allow them to determine whether they are appropriately skilled for a particular job assignment. Those educational interpreters who score high on the EIPA may wish to be considered to serve as mentors for other educational interpreters.
ADDITIONAL ACCOMMODATIONS AS DETERMINED BY IEP TEAM

The student who is deaf or hard of hearing may require other accommodations or supports to advance in the general curriculum. All necessary accommodations and supports are documented in the student’s IEP.

**Note taker**

Notes could be a summary or the actual notes from the teacher but must be approved by the teacher after being written. Note takers are not mandatory unless the IEP determines it is necessary for the student. Note takers are commonly utilized by deaf or hard of hearing students who also utilize an interpreter because the student cannot take notes and watch the interpreter at the same time. It may be used so the deaf or hard of hearing student would not have to look down at his/her paper to write notes and miss what is being presented. (An outline or copy of the teacher notes would also be helpful for the interpreter in advance of the lesson for preparation purposes; this could be provided to the student as well).

**Student notes**

If having a student take notes, here are some ideas. Using two students in the class to take notes, one note taker may be requested by the student, the other note taker by the teacher, or both by the teacher. This may help in case a student is absent from class. It will also help with accuracy of the notes provided to the deaf or hard of hearing student. The teacher must review the notes from the students and approve the accuracy of the notes prior to the deaf or hard of hearing student receiving them.

**Teacher notes**

This could be a detailed written/typed version of notes, an outline of the lesson plan material, or items the regular class are expected to write down. If an assistant is present in the classroom—not the sign language interpreter—the assistant may take notes for the student.

**Mimio notes**

When using the Mimio with the presentation station, notes can be saved by page from the white board and placed on a memory stick or printed on paper for the student.

**Captioning**

**Closed Captioning**

If a movie/video is closed captioning an encoded signal has been placed on a video. The presentation station projectors do not have the closed captioning ability. If a video for
presentation to the class has closed captioning, it is recommended to ask the school media specialist for a traditional TV and VCR cart for the video presentation.

Open Captioning

Open captioning means that the captions have been burned into the video for everyone to read in addition to hearing the video. This captioning cannot be turned off. The presentation station projector will provide the captions for everyone to be able to read.

United Streaming

United Streaming offers programs which are closed captioned (not all are captioned). Please check in advance of showing the video to make sure the settings are active for the captioning to be presented. The Thin Client and video projector does not allow full screen access with captioning. The web browser will need to be adjusted to about 300% and the video screen centered by scrolling up/down and left right to get the video and the captioning positioned appropriately.

Described Captioned Media Program

A teacher with a deaf or hard of hearing student can register for the FREE Described Captioned Media Program at http://www.dcmp.org. There are two levels of registration and both should be completed. This program has videos which have sound, open captioning and sometimes sign language interpreters in the corner of the video. The video titles may not be the exact title that is in the classroom, but the concept may be the same. Therefore, it is advisable to preview the material before presenting the information to the students. Some videos are available via web streaming, others are available via DVD. The DVD disks are requested at least 10 working days in advance, mailed free of charge and includes a free postage paid envelope to return the video within a two week lending window.

CART

Communication Access Realtime Translation (CART) is the instant translation of the spoken word into English text performed by a CART reporter using a stenotype machine or notebook computer with Realtime software. The text is then displayed on a computer monitor or other display device for the student who is deaf or hard of hearing to read. This technology is primarily used by people with hearing loss, but it also has been used by people with learning disabilities or those who are learning English as a second language.
**Voice Recognition Software**

After reading paragraphs to a computer, using the voice recognition software the computer takes what is said and prints it to a file. This system is not always accurate and needs follow up corrections to take place before handing notes to a student. If using new vocabulary the computer does not recognize, the computer would either need to be retrained for that vocabulary or the teacher would need to correct what the computer printed or left out in those notes.

**EDUCATIONAL TEAM**

The interpreter is part of the educational team, along with the following individuals.

**Teacher**

The teacher plays a crucial part in the education of all students. Understanding the following will support teachers when they have a deaf or hard of hearing student in their classroom.

**Responsibilities:**

- Introduce the interpreter to the students in the classroom and allow time for the interpreter to explain his/her role in the classroom.
- Conduct class as normal without an interpreter present. The interpreter’s role is that of communication facilitator. Classroom management and instruction are the responsibility of the teacher.
- Speak normally. If the interpreter needs the speaker to slow down, pause more frequently, or clarify something, she or he will request it.
- Speak directly to the deaf or hard hearing student(s). Use phrases like “Do you want...” or “Open your book...” rather than “ask him if he wants...” or ‘Tell him to open...”
- Make sure that the interpreter has the attention of the deaf or hard of hearing student(s) when giving instructions.
- Apply the same classroom expectations for all students including those who are deaf or hard of hearing. Discipline is the responsibility of the teacher and not the interpreter.
- Clear turn taking in discussion is important. It is physically impossible to interpret more than one idea at a time. Therefore, it is ideal to have only one person talking at a time.
- Allow time to enable the deaf or hard of hearing student(s) to participate. The process of interpretation takes time, which means questions the teacher may ask, will reach the deaf or hard of hearing student(s) after they reach the hearing students. Waiting a short period of time before calling on someone will make sure all students have the same opportunity to respond to your questions, during class discussion.
• Work with the interpreter and the student to determine where they need to be positioned in the room – consider lighting, seating arrangements, acoustics, etc. A change in classroom activities may warrant a change in seating.
• Ask the interpreter any questions for clarification, making sure it is not while interpreting is taking place. It is best to do so before class or during a break.
• When district amplification is used (hearing aid, transmitter, bone conductor) by the student, the classroom teacher or case manager at the school site is responsible for making sure the equipment is stored on a daily basis in a designated area and reported concerns need to be delivered to the teacher of the deaf or hard of hearing in a timely manner.

Teacher of the Deaf or Hard of Hearing

Responsibilities:

• Demonstrate understanding of the educational implications of the deaf and hard of hearing, accepting multiple perspectives in the areas of communication, linguistics, culture, and academics.
• Communicate effectively with administrators, colleagues and parents.
• Provide specially designed instruction for those students who meet eligibility requirements for the Deaf and Hard of Hearing program.
• Provide instructional strategies for classroom teachers.
• Implement the IEP to increase the students’ language level in written English, and/or the students’ speech/sign language and communication skills.
• Provide appropriate accommodations/modifications, amplification, and assistive technology to students to enable them to meet district expectations in their present grade level.
• Check the amplification devices when present and/or if concerns are reported.
• Schedule students for service times and ensure goals and objectives are being addressed in student lessons.

Services may be provided by teachers of the deaf or hard of hearing through a variety of delivery models which may include:

Co-Teach: Teacher of the Deaf or Hard of Hearing acts as a co-teacher in the classroom with focus on the deaf or hard of hearing student’s needs for adaptations and instructional strategies, providing opportunities for high success rates in each stage of learning and grouping students for appropriate instruction;
Small Group Instruction: Teacher of the Deaf or Hard of Hearing addresses the IEP goals and objectives and works with the student individually or in a smaller group environment to develop the student’s areas of weakness. Use the classroom instructional concepts with special materials and/or techniques to address these areas that focus on the deaf or hard of hearing student’s needs; and

Consultation: Teacher of the Deaf or Hard of Hearing makes contact with the teacher, interpreter, case manager, Gradebook online, and the student, as needed, to determine student needs on a monthly basis. Teachers may also contact the Teacher of the Deaf or Hard of Hearing if there is a concern. If a parent has a concern the Teacher of the Deaf or Hard of Hearing may be invited to a meeting with the team to discuss the concern.

**Student**

Part of the educational process for deaf or hard of hearing students is to learn how to properly use an interpreter and to learn to advocate for their rights as a deaf or hard of hearing individual. Below is a list of student responsibilities. The Appendix contains a letter to the student outlining these responsibilities as well.

- Get to class on time, according to schedule and without the assistance of the interpreter.
- Have all materials needed for class.
- Notify the interpreter if an advance absence is known.
- Notify the interpreter if unable to see clearly.
- Inform the interpreter if planning to “voice” for self or if voicing is needed, consistent with IEP.
- Request clarification for something that has been interpreted during class; however, do not hold private conversations with the interpreter.
- Discuss anything about the interpreting situation with interpreter during a break or after class. Work together to resolve any difficulties. If an acceptable solution cannot be reached, discuss the situation with the teacher.
- Raise hand and direct questions about class content/expectations to the teacher. Do not expect the interpreter to repeat information that you may have missed due to inattentiveness.
- Request the interpreter’s assistance if the interpreter’s support is needed for discussions with the teacher or classmates after class. Do not assume that the interpreter will be available for such discussions.
- Realize that the interpreter may be requested to relay anything going on in the school environment that fellow students can hear.
- Inform the interpreter of signs or inaudible speech that are not understood.
- Discuss options with the interpreter and teacher should the need arise to give an “oral” presentation.
• Request an interpreter if needed for upcoming school events.

Other Staff As Needed

Other staff may need to use the interpreter to communicate with the deaf or hard of hearing student. In keeping with the overall goal of fostering independence within the deaf or hard of hearing student, the interpreter and other staff will actively create situations where the student can function with the interpreter available but not necessarily present (i.e. lunch, free time, library.)

Parent

It is important for the parent to be involved with the child’s education. The parent is strongly encouraged to:

• Attend IEP meetings and/or teacher/parent conferences;
• Supervise homework times at home;
• Contact the school office when the child may be absent;
• Address all questions regarding the child’s academic progress to the teacher not the interpreter;
• Address questions relating directly to the child’s hearing loss or communication, to the teacher of deaf or hard of hearing; and
• Avoid asking the interpreter questions about the progress of the child, as these should be directed to the classroom teacher.

EXTRACURRICULAR INTERPRETING

Periodically, circumstances may arise that call for an educational interpreter to interpret in non-academic or extracurricular activities beyond the time frame of the normal school day. The interpreter and the supervisor should follow compensation guidelines as outlined in the contract.

Interpreting is the primary function of the interpreter. The interpreter will perform this responsibility in a variety of settings, in and outside of the classroom including:

• instructional activities;
• field trips;
• club meetings;
• assemblies;
• counseling sessions (if qualified and there is no conflict of interest);
• athletic competitions; and
• graduations.
SPECIAL CIRCUMSTANCES

Interpreter Absences

To be prepared for those occasions when the interpreter is absent, a folder should be maintained with the following important information for the substitute interpreter:

- Information pertinent to the needs of the student(s), including current schedule, teacher lesson plans, and reference list for technical signs specific to the class(es) being interpreted;
- Student’s preferred mode of communication;
- Names (and name signs) for teachers, student(s), administrators, other interpreters in the building;
- School layout showing classrooms, office, interpreter work area, restrooms, etc;
- A copy of this handbook for educational interpreters; and
- Additional information deemed appropriate by the interpreter.

Interpreters are responsible for contacting the school office manager with anticipated absences. The office manager will follow an established protocol distributed by the district coordinator for finding substitute interpreters.

Substitute interpreters may not be district employees and therefore follow different contract guidelines than district employed interpreters. Questions or concerns should be addressed with the district interpreter coordinator.

LEGAL IMPLICATIONS FOR INTERPRETERS

Interpreter Involvement in Department of Children and Families (DCF) Suspected Child Abuse Cases or with law enforcement officials:

- If the school notifies the Child Abuse Hotline that they have a suspected case of child abuse, the individual requesting the services should inform the Hotline that the student involved is deaf or hard of hearing and will need the services of an interpreter.
- If an investigator or law enforcement official arrives on campus without an interpreter and insists that the school-based interpreter be used, the school should contact the agency and inform them that an interpreter is needed.

It is recommended that the interpreter being supplied by DCF or law enforcement agency consider interpreting in tandem with the school based educational interpreter. In that way, the student will feel more comfortable in a very sensitive situation with a familiar adult and communication will be at an optimal level with interpreters supporting each other in the communication process.
Dear Student,

The time has come to begin thinking about your future. This is a very important undertaking because people who have goals and dreams are more successful than those who just leave everything to fate.

Positive path behaviors are those things that you do to make good decisions about your dreams. The following list contains some positive path behaviors you can use to work toward your goal of using your interpreter in a manner that will allow you to become an independent learner.

- Introduce yourself to the interpreter.
- Introduce yourself and the interpreter to your instructor.
- Get to class on time, according to schedule and without the assistance of the interpreter.
- Make sure that you have all materials needed for class.
- Notify your interpreter if an advance absence is known.
- Notify your interpreter if you are unable to see clearly.
- Let the interpreter know if you plan to “voice” for yourself or if you want the interpreter to voice for you, consistent with your IEP.
- Request clarification for something that has been interpreted to you during class; however, do not hold private conversations with your interpreter.
- Discuss anything about the interpreting situation with your interpreter during a break or after class. Work together to resolve any difficulties. If an acceptable solution cannot be reached, discuss the situation with your teacher.
- Raise your hand and direct questions you may have about class content/expectations to the teacher. Do not expect your interpreter to repeat information that you may have missed due to inattentiveness.
- Request your interpreter’s assistance if you want interpreter support for discussions with your teacher or classmates after class. Do not assume that your interpreter will be able to be available for such discussions.
- Realize that you have the right to request that the interpreter relay anything going on in the school environment that fellow students with typical hearing can attend to with their ears.
- Inform the interpreter of signs or inaudible speech that you don’t know or understand.
- Discuss options with your interpreter and teacher should the need arise for you to give an “oral” presentation.
- Remember that you can ask for an interpreter for school events. If you know of an event please bring it to the attention of your teacher. Don’t assume that an interpreter or other accommodations will be planned for you.

We wish you success in your path to becoming an independent learner.

Sincerely,

Your educational team
APPENDIX B

6B-1.001 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

3. Obligation to the student requires that the individual:
   a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
   b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
   c. Shall not unreasonably deny a student access to diverse points of view.
   d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
   e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
   f. Shall not intentionally violate or deny a student's legal rights.
   g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
   h. Shall not exploit a relationship with a student for personal gain or advantage.
   i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4. Obligation to the public requires that the individual:
5. Obligation to the profession of education requires that the individual:
   a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
   b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
   c. Shall not use institutional privileges for personal gain or advantage.
   d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
   e. Shall offer no gratuity, gift, or favor to obtain special advantages.

5. Obligation to the profession of education requires that the individual:
   a. Shall maintain honesty in all professional dealings.
   b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
   c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
   d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
   e. Shall not make malicious or intentionally false statements about a colleague.
   f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
   g. Shall not misrepresent one's own professional qualifications.
   h. Shall not submit fraudulent information on any document in connection with professional activities.
   i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
   j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
   k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
   l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendre for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.

o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.

p. Shall comply with the conditions of an order of the Education Practices Commission.

q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.