

**SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND
(SCSDB)**

**SIGN LANGUAGE COMMUNICATION
PHILOSOPHY
AND
POLICY**

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SCSDB: SIGN LANGUAGE COMMUNICATION PHILOSOPHY AND POLICY

TABLE OF CONTENTS

pages

SIGN LANGUAGE COMMUNICATION PHILOSOPHY

Introduction..... 2

Principle 1: Students at SCSDB, to the best of their ability,
need to develop a rich and complex language system to
communicate with others..... 2

Principle 2: SCSDB is committed to providing an environment that
is communication accessible to all individuals who are deaf and
hard-of-hearing, including employees and people from the
community, as well as students..... 2

Principle 3: Effective sign language communication reflects the
mission of SCSDB..... 3

SIGN LANGUAGE COMMUNICATION POLICY

Introduction..... 3

SCSDB Job Positions with Sign Language Communication
Skill Minimum Entry Levels and/or Goals and
Job Entry Dates..... 4

Encouragement and Support for All SCSDB Employees..... 5

Recruitment and Hiring..... 5

APPENDIX A: SCPI RATING SCALE..... 6

APPENDIX B: SCSDB JOB POSITIONS WITH SIGN LANGUAGE
COMMUNICATION SKILL MINIMUM ENTRY LEVELS & GOALS.....7

SCSDB SIGN LANGUAGE COMMUNICATION PHILOSOPHY

The language used in this policy does not create an employment contract between the employee and the agency. The agency reserves the right to revise the contents of this policy, in whole or in part with or without notice.

Introduction

The South Carolina School for the Deaf and the Blind (SCSDB) is a community of learning in which individuals who are deaf, hard-of-hearing, and hearing work together, learn together and interact on a daily basis. Because of this, SCSDB recognizes the need for all individuals to live in an accessible environment. Basic to an accessible environment for all children and adults is a *communication rich environment* in all aspects of daily life. For SCSDB students and employees, this requires quality language and communication in all areas of SCSDB life, including both formal and informal situations. Thus, at SCSDB both students and employees share the opportunity and responsibility to assist in achieving SCSDB's goal of a fully accessible communication environment. SCSDB is committed to facilitating communication among everyone in the campus community. SCSDB envisions a culture in which the use of clear, understandable language is the norm in every aspect of campus life. As we work together to develop this culture, the principles below should guide us.

Principle 1: Students at SCSDB, to the best of their ability, need to develop a rich and complex language system to communicate with others.

For deaf and hard-of-hearing children, reaching their language potential can best be achieved within an environment that provides quality sign language models and communication. For deaf and hard-of-hearing children, clear visual language is important to learning language and the information/tools necessary for survival in today's complex world. SCSDB employees (deaf, hard-of-hearing, and hearing) have a responsibility to recognize the importance of clear and effective communication with all deaf and hard-of-hearing students with whom they interact. This includes, but is not limited to, direct sign language communication, effective use of spoken communication, use of interpreters, use of telecommunication devices for the deaf (TDDs), and written communication.

Principle 2: SCSDB is committed to providing an environment that is communication accessible to all individuals who are deaf and hard-of-hearing, including employees and people from the community, as well as students.

Every individual has the right to understand and be understood. Deaf, hard-of-hearing, and hearing individuals within the SCSDB community should respect each other's needs and our commitment to barrier free communication. A shared culture of mutual respect should exist among deaf, hard-of-hearing and hearing members of the SCSDB community. All employees are strongly encouraged to communicate effectively and independently in sign language and to practice cultural sensitivity by respecting deaf and hard-of-hearing persons' needs for clear, effective communication. Deaf, hard-of-hearing, and hearing employees who are

SCSDB: SIGN LANGUAGE COMMUNICATION PHILOSOPHY AND POLICY

highly skilled sign language communicators should encourage and assist other employees of the SCSDB community as they work towards development of sign language skills.

Principle 3: Effective sign language communication reflects the mission of SCSDB.

One component of the mission of SCSDB is to provide quality, comprehensive, educational, vocational, and developmental services to students so that they may achieve their greatest potential for independence. Effective and consistent sign language communication is an essential component to the well being and success of SCSDB deaf and hard-of-hearing students. SCSDB employees should act upon every opportunity to facilitate effective communication with students in order to enhance their intellectual, social, and emotional development. SCSDB provides a variety of opportunities for employees to improve their sign language skills. Employees are encouraged and recognized for efforts to accelerate their level of sign language proficiency, thus contributing to a communication rich culture at SCSDB.

SCSDB's Sign Language Communication Policy and Procedures have been adopted pursuant to this philosophy. The policy is included in the next section of this document with procedures for implementing this policy provided in separate documents.

SCSDB SIGN LANGUAGE COMMUNICATION POLICY

Introduction

Because SCSDB is the center of educational and outreach services for deaf and hard-of-hearing persons in the state, and in order for the agency to fulfill its mission, it is critically important for employees to be equipped with the necessary skills in the area of sign language. The primary purpose of the Sign Language Communication Policy at SCSDB, therefore, is to support an optimal setting of communication for all individuals across the SCSDB community. SCSDB serves a diverse population of students. In recognition of and respect for this student diversity, SCSDB supports a team concept for SCSDB employees, with employees, as a team, possessing the skills and knowledge needed to work with all students and employees. Therefore, though all employees are encouraged to develop their sign language communication skills to their maximum potential, SCSDB recognizes that the level of these skills and the need to encourage and support development of these skills will vary across employees.

In consideration of the above, and careful analysis of the frequency, length, and criticality of interaction required with deaf and hard-of-hearing persons, sign language communication skill level goals have been established and approved by the SCSDB Board of Commissioners for selected SCSDB employee positions based on the Sign Communication Proficiency Interview (SCPI) Rating Scale (see Appendixes

SCSDB: SIGN LANGUAGE COMMUNICATION PHILOSOPHY AND POLICY

A and B).^a Also, as shown in Appendix B, sign language communication skill minimum entry levels expected at job entry (that is, at time of job entry) have also been established and approved by the SCSDB Board of Commissioners for some selected positions. In addition, for some positions, the communication requirements of the job require that a person be at the goal at time of job entry; for example, Principal of the School for the Deaf and Interpreter Coordinator. SCSDB Board of Commissioners approval is required for all sign language communication skill level goals and entry skill levels for additional/ other SCSDB positions, as well as for any changes recommended for current entry skill levels and goals.

SCSDB chose the SCPI for use with selected SCSDB employees because: (a) the SCPI provides a rating and description of a person's current sign language communication skills, and (b) SCPI Follow-Up Meetings provide a person with the opportunity to review, discuss, and better understand his/her sign language communication skills and to discuss suggestions for improving these skills if appropriate. The SCPI, a nationally recognized sign language assessment tool developed during the early 1980's by Dr. William Newell and Dr. Frank Caccamise, is widely used among schools and agencies serving deaf and hard-of-hearing persons.

The next two sections of this policy provide additional information for employees in job positions with sign language communication skill minimum entry levels and/or goals.

SCSDB Job Positions with Sign Language Communication Skill Minimum Entry Levels and/or Goals and Job Entry Dates

Based primarily on information provided in SCSDB Sign Language Program annual reports, over time updates have been made to skill levels and job positions listed in Appendix B of this document. Given this, there are three important dates to consider for employees in job positions with sign language communication minimum entry skill levels and goals: (a) employees with job entry dates on or after July 1, 1999; (b) employees with job entry dates on or after October 1, 1999, and (c) employees with job entry dates on or after July 1, 2005. The date that applies to each job position is provided in Appendix B. For job positions with sign language communication minimum entry skill levels and goals, employees with the job entry dates specified in Appendix B are expected: (a) to satisfy the minimum entry skill levels at time of job entry, and (b) to achieve and maintain their sign language communication skill level goals for their positions.

If, for a job position, there are no job applicants who possess both the sign language communication minimum entry skill level and other needed job qualifications, the hiring Division Director, in collaboration with the SCSDB President, may hire an applicant with the other needed qualifications who does not have the minimum entry skill level.

^a SCSDB may make changes to Appendix B in order to better support an optimal setting of communication for all individuals across the SCSDB community.

Applicants for job positions with skill entry levels and/or goals take the SCPI as part of the job interview-hiring process unless: (a) they have submitted acceptable documentation of SCPI results that shows their skills are at or above their skill level goals, or (b) they sign a form stating they have no sign language communication skills. Offer of employment letters for individuals hired for positions with skill level goals include these goals and, if appropriate expected minimum entry skill levels.

Within the context of an employee development model and the SCSDB Employee Performance Management System (EMPS), employees who have not achieved their skill level goals must (1) participate on an annual basis in SCSDB-supported activities for developing sign language communication skills, and (2) take the SCPI on a regular basis until they have achieved their skill level goals and their expectations for taking the SCPI on a regular basis, [See *SCSDB: Sign Language Communication Philosophy and Policy: Procedures for Employees with Sign Language Communication Skill Level Goals*]. In addition, as appropriate, SCSDB employees with skill level goals participate in SCSDB-supported activities for: (a) developing knowledge about Deaf culture, and (b) knowledge about and skills in the use of strategies and techniques for supporting an optimal setting of communication for deaf, hard-of-hearing, and hearing individuals across the SCSDB community.

Due to a extenuating circumstances, employees with skill level goals may apply for reasonable accommodation(s). [See *SCSDB: Sign Language Communication Philosophy and Policy: Requests for Reasonable Accommodation(s)*.]

Encouragement and Support for All SCSDB Employees

Within the context of an employee development model and the SCSDB Employee Performance Management System (EPMS), and as SCSDB resources allow, all SCSDB employees are encouraged and supported as appropriate: (a) to develop their sign language communication skills, (b) to participate in SCSDB-sponsored activities for developing knowledge about Deaf culture, (c) to participate in SCSDB-supported activities for developing knowledge about and skills in the use of strategies and techniques for supporting an optimal setting of communication for deaf, hard-of-hearing, and hearing individuals across the SCSDB community, and (d) to participate in the SCPI process.

Recruitment and Hiring

SCSDB will extend every effort to recruit and hire people with sign language communication skills, taking into consideration other expertise and skills required for each job position. For positions with sign language communication skill level goals, efforts will be extended to recruit people who are at or above these goals at time of hire.

SCSDB: SIGN LANGUAGE COMMUNICATION PHILOSOPHY AND POLICY

APPENDIX A

SIGN COMMUNICATION PROFICIENCY INTERVIEW (SCPI) RATING SCALE^a

<u>RATINGS</u>	<u>DESCRIPTORS^b</u>
<u>Superior Plus</u>	Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics. All aspects of signing are native-like.
<u>Superior</u>	Able to have a fully shared conversation, with in-depth elaboration for both social and work topics. Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.
<u>Advanced Plus</u>	Exhibits some superior level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Advanced</u>	Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics. Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.
<u>Intermediate Plus</u>	Exhibits some advanced level skills, but not all and not consistently.
<u>Intermediate</u>	Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences. Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
<u>Survival Plus</u>	Exhibits some intermediate level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Survival</u>	Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length. Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
<u>Novice Plus</u>	Exhibits some survival level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Novice</u>	Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing. Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.
<u>No Functional Skills</u>	(May be) Able to provide a short single sign and “primarily” fingerspelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.

^aAdapted from US Foreign Service Institute & ACTFL LPI Rating Scales by William Newell & Frank Caccamise

^bFor all SCPI rating descriptors, first statement (in bold type) always a statement of ASL communicative functioning, with all remaining statements (regular type) descriptors of ASL form (vocabulary, production, fluency, grammar, and comprehension).

March, 1999 (revised edition)

APPENDIX B

**SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND (SCSDB) EMPLOYEE
SIGN LANGUAGE COMMUNICATION MINIMUM ENTRY SKILL LEVELS & GOALS**

NOTE 1: The preferred entry skill levels for all job positions are the skill level goals for these positions. Minimally, applicants are expected to have the minimum entry skill levels at job entry; that is, at time of hire, promotion, transfer, reassignment, reclassification, and/or demotion.

NOTE 2: If there are no qualified applicants having the minimum entry skill level, the hiring Division Director, in collaboration with the SCSDB President, may hire an applicant with the other needed qualifications.

DIVISION: PRESIDENT’S OFFICE

DEPARTMENT	JOB POSITION	JOB ENTRY DATE	SIGN LANGUAGE COMMUNICATION SKILL LEVEL	
			GOAL	MINIMUM ENTRY SKILL LEVEL
Administration	* President	July 1, 1999 – Present	ADV or NONE	ADV or NONE
Administration	* Vice President	July 1, 1999 – Present	ADV or NONE	ADV or NONE
Administration	Administrative Coordinator	July 1, 1999 – Present	SURV Plus	NONE
Administration	Administrative Specialist	July 1, 1999 – Present	SURV Plus	NONE
Administration	Quality Assurance Manager	July 1, 1999 – Present	INT	NONE

*These positions work together following a **team concept**. This team concept allows for a combination of skills and knowledge needed to work with all students and employees. Therefore, only one (1) of the two (2) positions must demonstrate a minimum entry skill level or goal of Advanced.

DIVISION: INFORMATION SERVICES

DEPARTMENT	JOB POSITION	JOB ENTRY DATE	SIGN LANGUAGE COMMUNICATION SKILL LEVEL	
			GOAL	MINIMUM ENTRY SKILL LEVEL
Public Information	Information Services Director	July 1, 1999 – Present	SURV Plus	NONE
Public Information	Administrative Assistant	July 1, 1999 – Present	SURV Plus	NONE
Public Information	Graphics Coordinator/Photographer	July 1, 1999 – Present	SURV Plus	NONE
Public Information	Printing Manager	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	SURV Plus	NONE
Public Information	Printing Equipment Operator	July 1, 1999 – Present	SURV Plus	NONE

APPENDIX B (cont.) DIVISION: INFORMATION TECHNOLOGY

		SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
DEPARTMENT	JOB POSITION	JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Information Technology	Operations Manager	July 1, 1999 – Present	INT	NONE
Information Technology	Education Technology Coordinator	July 1, 1999 – June 30, 2005	INT	NONE
		On or after July 1, 2005	ADV	INT
Information Technology	Systems Support Technician	July 1, 1999 – Present	INT	NONE
Information Technology	Communications Coordinator	July 1, 1999 – Present	INT	NONE
Information Technology	Administrative Specialist	July 1, 1999 – Present	SURV Plus	NONE

DIVISION: HUMAN RESOURCES

		SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
DEPARTMENT	JOB POSITION	JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Human Resources	Human Resources Director	July 1, 1999 – June 30, 2005	INT	SURVIVAL
		On or after July 1, 2005	INT Plus	NONE
Human Resources	Human Resources Manager	July 1, 1999 - Present	INT	NONE
Human Resources	Human Resources Specialist (Benefits)	July 1, 1999 - Present	INT	NONE
Human Resources	Training Coordinator	July 1, 1999 - Present	INT	NONE
Human Resources	Recruitment Specialist	July 1, 1999 - Present	INT	NONE
Human Resources	Volunteer/ Facilities Coordinator	July 1, 1999 - Present	INT	NONE
Human Resources	Walker Hall Customer Service	July 1, 1999 - Present	INT	NONE
Human Resources	Risk Manager/Safety Coordinator	July 1, 1999 – June 30, 2005	INT	SURVIVAL
		On or after July 1, 2005	INT Plus	NONE
Human Resources	Coordinator of Educational Support & Development	July 1, 1999 - Present	ADV	ADV
Sign Language Communication	Department of Sign Language Communication Director	July 1, 1999 - Present	* ASLTA Certification or ADV Plus – SUP Plus Range	* ASLTA Certification or ADV Plus – SUP Plus Range
Sign Language Communication	Sign Language Instructor	On or after July 1, 2005	* ASLTA Certification or ADV Plus – SUP Plus Range	* ASLTA Certification or ADV Plus – SUP Plus Range
Public Safety	Director of Public Safety	July 1, 1999 – June 30, 2005	INT	NONE
		On or after July 1, 2005	INT Plus	NONE
Physical Plant	Physical Plant Director	July 1, 1999 – Present	SURV Plus	NONE
Physical Plant	Administrative Specialist	July 1, 1999 – Present	SURV Plus	NONE
Physical Plant	Associate Director of Warehouse, Grounds, and Housekeeping	July 1, 1999 – Present	SURV Plus	NONE
Physical Plant	Supervisor of Grounds & Custodial Services	July 1, 1999 – Present	SURV Plus	NONE
Motor Pool	Motor Vehicles Services Coordinator	July 1, 1999 – Present	SURV Plus	NONE
Motor Pool	Administrative Specialist	July 1, 1999 – Present	SURV Plus	NONE
Motor Vehicle Services	Communications Coordinator	July 1, 1999 – Present	INT	NONE

APPENDIX B (cont.)

DIVISION: OUTREACH SERVICES

		SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
DEPARTMENT	JOB POSITION	JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Administration	Vice President	July 1, 1999 – Present	ADV or NONE	ADV or NONE
Administration	Administrative Assistant (1)	July 1, 1999 – Present	SURV Plus	NONE
Outreach Services	Regional Outreach Center Director (Piedmont, Midlands, Coastal, Low Country)	July 1, 1999 – Present	INT	NONE
Outreach Services	Director, State Wide Early Intervention Services	July 1, 1999 – Present	SURV Plus	NONE
Outreach Services	Early Intervention Regional Coordinator (Florence)	On or after July 1, 1999	INT	NONE
Outreach Services	Administrative Specialist (Piedmont, Midlands, Coastal, Low Country)	July 1, 1999 – Present	SURV Plus	NONE
Outreach Services	Director, State Wide Interpreter Services	July 1, 1999 – June 30, 2005	ADV Plus	ADV Plus
		On or after July 1, 2005	**RID Certification	Advanced Plus-Superior Plus Range
Outreach Services	Interpreter Coordinator	July 1, 1999 – June 30, 2005	ADV Plus	ADV Plus
		On or after July 1, 2005	**RID Certification	Advanced Plus-Superior Plus Range
Outreach Services	Interpreter	July 1, 1999 – June 30, 2005	ADV Plus	ADV Plus
		On or after July 1, 2005	**RID Certification	Advanced Plus-Superior Plus Range
Outreach Services	State Wide ASL Coordinator	On or after July 1, 2005	*** ASLTA Certification or ADV Plus – SUP Plus Range	Advanced Plus–Superior Plus Range
Outreach Services	Itinerate Teacher	On or after July 1, 2005	Intermediate	NONE
Outreach Services	Child Care Center Director	On or after July 1, 2005	Intermediate	NONE
Outreach Services	Child Care Center Teacher	On or after July 1, 2005	Intermediate	Survival

*This position works together with the position of President following a **team concept**; see footnote on page 7.

**RID Certification is the GOAL; for minimum entry skill level, Advanced Plus-Superior Plus Range is accepted in lieu of RID Certification.

***ASLTA (American Sign Language Teachers Association) Professional Level Certification is preferred. Advanced Plus-Superior Plus Range is accepted in lieu of ASLTA Professional Level Certification.

APPENDIX B (cont.)

DIVISION: FINANCIAL/ADMINISTRATIVE SERVICES

		SIGN LANGUAGE COMMUNICATION SKILL LEVEL		
DEPARTMENT	JOB POSITION	JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Finance	Communications Specialist/Switchboard Operator	July 1, 1999 – Present	INT	NONE

DIVISION: RESIDENTIAL LIFE SERVICES (RLS)

		SIGN LANGUAGE COMMUNICATION SKILL LEVEL		
DEPARTMENT	JOB POSITION	JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Administration	Director of Residential Life Services	July 1, 1999 - Present	ADV	ADV
Administration	Associate Director of Residential Life Services	July 1, 1999 - Present	ADV	ADV
Administration	Administrative Specialist (Supervisor)	July 1, 1999 - Present	INT	NONE
Administration	Administrative Specialist	July 1, 1999 - Present	INT	NONE
Administration	RLS Teacher/ Trainer	July 1, 1999 - Present	ADV	ADV
Residential Life Services	Coordinator of Residential Education	July 1, 1999 - Present	ADV	ADV
Residential Life Services (Deaf/MH)	Residential Teacher	July 1, 1999 - Present	ADV	INT
Residential Life Services (Deaf/MH)	ILS Associate Teacher	July 1, 1999 - Present	ADV	INT
Residential Life Services (Deaf/MH)	Associate Director II	July 1, 1999 - Present	ADV	ADV
Residential Life Services (Non-Deaf)	Associate Director II	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	ADV	INT
Residential Life Services (Deaf)	Resident Advisor 2 nd Shift/Split	October 1, 1999 - Present	ADV	INT
Residential Life Services (MH)	Resident Advisor 2 nd Shift/Split	October 1, 1999 - Present	INT	NONE
Residential Life Services (Non Deaf)	Resident Advisor 2 nd Shift/Split	October 1, 1999 - Present	SURV Plus	NONE
Residential Life Services (Deaf/MH)	Resident Advisor 3rd Shift	October 1, 1999 - Present	SURV Plus	NONE
Residential Life Services (Non Deaf)	Resident Advisor 3rd Shift	October 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	SURV Plus	NONE
Media/Library	Director of Media Services	July 1, 1999 - Present	ADV	INT
Media/Library	School Library Media Specialist	July 1, 1999 - Present	ADV	INT
Media/Library	Librarian	July 1, 1999 - Present	ADV	INT
Media/Library	Library Technician Assistant	July 1, 1999 - Present	ADV	INT
Media/Library	Audio-Visual Specialist	July 1, 1999 - Present	INT	NONE

APPENDIX B (cont.)

DIVISION: DEAF SCHOOL/PALMETTO ACHIEVEMENT ACADEMY (PAA)

DEPARTMENT	JOB POSITION	SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
		JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Administration	Principal	July 1, 1999 – June 30, 2005	ADV	ADV
		On or after July 1, 2005	ADV Plus – SUP Plus Range	ADV Plus – SUP Plus Range
Administration	Administrative Specialist	July 1, 1999 - Present	INT	NONE
Deaf School	Teacher	July 1, 1999 - Present	ADV	INT
Deaf School	Teacher Assistant	July 1, 1999 - Present	ADV	INT
Deaf School	Mainstream Interpreters	July 1, 1999 - Present	ADV Plus – SUP Plus Range	ADVANCED
Palmetto Achievement Academy	Administrative Specialist	July 1, 1999 - Present	INT	NONE
Palmetto Achievement Academy	Teacher	July 1, 1999 - Present	ADV	INT
Palmetto Achievement Academy	Teacher Assistant	July 1, 1999 - Present	ADV	INT
Physical Education (PE)	Athletic Director/PE Teacher	July 1, 1999 - Present	ADV	ADV
Physical Education (PE)	Teacher	July 1, 1999 - Present	ADV	INT
Physical Education (PE)	Recreation Specialist	July 1, 1999 - Present	ADV	INT

APPENDIX B (cont.)

DIVISION: MULTIHANDICAPPED SCHOOL

DEPARTMENT	JOB POSITION	SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
		JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Administration	Principal	July 1, 1999 - Present	INT Plus	INT Plus
Administration	Administrative Specialist (Supervisor)	July 1, 1999 – June 30, 2005	INT	NONE
		July 1, 1999 – Present	INT	NONE
Administration	Assistant Principal/Industrial Skill Development Center (ISDC) Director	July 1, 1999 – June 30, 2005	ADV or INT	ADV or NONE
		On or after July 1, 2005	INT Plus	INT Plus
Administration	Administrative Specialist (2)	July 1, 1999 – Present	INT	NONE
Education	Teacher (Deaf)	July 1, 1999 - Present	INT Plus	NONE
Education	Teacher (Non-Deaf)	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	SURV Plus	NONE
Education	Teacher Assistant (Deaf)	July 1, 1999 - Present	INT Plus	NONE
Education	Teacher Assistant (Non-Deaf)	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	SURV Plus	NONE
Education	Recreational Specialist (2)	July 1, 1999 – June 30, 2005	INT	NONE
		On or after July 1, 2005	INT Plus	NONE
Education	Assistive Technology Coordinator	July 1, 1999 – June 30, 2005	INT	NONE
		On or after July 1, 2005	INT Plus	NONE
Industrial Skills Development Center	Industrial Skills & Development Coordinator	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	INT Plus	NONE
Industrial Skills Development Center	Adjustment Specialist	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	INT Plus	NONE
Industrial Skills Development Center	Work Skills Teacher	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	INT Plus	NONE
Industrial Skills Development Center	Production Coordinator	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	INT Plus	NONE
Industrial Skills Development Center	Associate Director/Smith Hall	July 1, 1999 - Present	ADV	ADV
Industrial Skills Development Center	Residential Advisor (2nd Shift)	October 1, 1999 - Present	ADV	ADV
Industrial Skills Development Center	Residential Advisor (3rd Shift)	October 1, 1999 - Present	ADV	ADV
PE	Teacher (2)	July 1, 1999 – Present	INT Plus	NONE
PE	Recreational Specialist	July 1, 1999 – Present	INT Plus	NONE

APPENDIX B (cont.)

DIVISION: EDUCATIONAL SERVICES

		SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
DEPARTMENT	JOB POSITION	JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Administration	Director of Educational Services	July 1, 1999 – June 30, 2005	INT	NONE
		On or after July 1, 2005	INT Plus	NONE
Administration	Administrative Assistant	July 1, 1999 – Present	SURV Plus	NONE
Administration	Special Education Director	July 1, 1999 – June 30, 2005	INT	SURVIVAL
		On or after July 1, 2005	INT Plus	NONE
Administration	Admissions Coordinator	July 1, 1999 – Present	ADV	INT
Education	Family Support Specialist	July 1, 1999 – Present	ADV	INT
Education	Transition Coordinator (2)	July 1, 1999 – Present	ADV	INT
Education	Transition/Case Management Coord.	July 1, 1999 – Present	ADV	INT
Education	In School Suspension Teacher	July 1, 1999 – Present	ADV	INT
Health & Related Services	Health & Related Services Director	July 1, 1999 – Present	SURV Plus	NONE
Health & Related Services	Administrative Specialist (Supervisor)	July 1, 1999 – Present	SURV Plus	NONE
Health & Related Services	Case Manager	July 1, 1999 – June 30, 2005	INT	NONE
		On or after July 1, 2005	INT Plus	NONE
Health & Related Services	Lead Speech Therapist	July 1, 1999 - Present	ADV	ADV
Health & Related Services	Speech Therapist (Deaf)	July 1, 1999 - Present	ADV	INT
Health & Related Services	Speech Therapist (MH)	July 1, 1999 – Present	INT Plus	NONE
Health & Related Services	Director of Behavioral Services	July 1, 1999 – Present	ADV	ADV
Health & Related Services	Behavior Center Director	On or after July 1, 2005	ADV	INT
Health & Related Services	Behavior Specialist (Deaf Students)	July 1, 1999 – June 30, 2005	ADV	INT
		On or after July 1, 2005	ADV	ADV
Health & Related Services	Behavior Specialist (Non Deaf Students)	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	ADV	ADV
Health & Related Services	Behavior Interventionist (Deaf Students)	July 1, 1999 – Present	ADV	INT
Health & Related Services	Behavior Interventionist (Non Deaf Students)	July 1, 1999 – June 30, 2005	NONE	NONE
		On or after July 1, 2005	ADV	INT
Health & Related Services	Lead School Service Counselor	July 1, 1999 – Present	ADV	ADV
Health & Related Services	Student Services Counselor	July 1, 1999 – Present	ADV	INT
Health & Related Services	Nurse Administration	July 1, 1999 – Present	INT	NONE
Health & Related Services	Nursing Supervisor	July 1, 1999 – Present	INT Plus	NONE
Health & Related Services	Assistant Head Nurse (Health Center)	July 1, 1999 – Present	INT	NONE
Health & Related Services	Assistant Head Nurse (MH)	July 1, 1999 – Present	SURV Plus	NONE
Health & Related Services	Registered Nurse (RN)	July 1, 1999 – Present	SURV Plus	NONE

APPENDIX B (cont.)

DIVISION: EDUCATIONAL SERVICES (cont.)

DEPARTMENT	JOB POSITION	SIGN LANGUAGE COMMUNICATON SKILL LEVEL		
		JOB ENTRY DATE	GOAL	MINIMUM ENTRY SKILL LEVEL
Health & Related Services	Licensed Practicing Nurse (LPN)	July 1, 1999 – Present	SURV Plus	NONE
Health & Related Services	Psychologist (Deaf)	July 1, 1999 – Present	ADV	INT
Health & Related Services	Audiologist	July 1, 1999 – Present	ADV	INT
Health & Related Services	Physical Therapy/Occupational Therapy (PT/OT) Supervisor	July 1, 1999 – Present	INT	NONE
Health & Related Services	Physical Therapist	July 1, 1999 – Present	INT	NONE
Health & Related Services	Physical Therapy Assistant	July 1, 1999 – Present	INT	NONE
Health & Related Services	Occupational Therapist	July 1, 1999 – Present	INT	NONE
Health & Related Services	Occupational Therapy Assistant	July 1, 1999 – Present	INT	NONE
Career & Technology Education	Career & Technology Education Director	July 1, 1999 – June 30, 2005	INT	INT
		On or after July 1, 2005	ADV	ADV
Career & Technology Education	Administrative Assistant	July 1, 1999 – Present	INT	NONE
Career & Technology Education	Cooperative Program Coordinator	July 1, 1999 – Present	ADV Plus	ADV Plus
Career & Technology Education	Lead Teacher	July 1, 1999 – Present	ADV	ADV
Career & Technology Education	Teacher	July 1, 1999 – Present	ADV	INT
Career & Technology Education	Associate Teacher	July 1, 1999 – Present	ADV	INT
Post Secondary Education	Director	July 1, 199 – Present	ADV	ADV
Post Secondary Education	Associate Director – Residential	July 1, 199 – Present	ADV	ADV
Post Secondary Education	Residential Advisor	July 1, 199 – Present	ADV	ADV