

Job Title: **District Interpreter, Deaf/Hard of Hearing**  
 Job Family: **Student Service and Instructional Support**  
 Pay Program: **Classified**  
 Typical Work Year: **10 months**

Job Code: **03002**  
 FLSA Status: **Non-Exempt**  
 Shift Differential: **No**  
 Pay Range: **G29**

**SUMMARY:** Facilitate all communication, spoken and/or signed between Deaf/Hard of Hearing staff, Deaf/Hard of Hearing students, hearing staff and of hearing students, by using a manual code of communication appropriate for correct register of a Deaf adult. Support language and materials to meet the needs of the Deaf/hard of hearing students. Tutor academic classes and lessons. Provide information to hearing staff and students to assist in better understanding the needs of Deaf/Hard of Hearing students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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.*

<b>Job Tasks Descriptions</b>	<b>Frequency</b>	<b>% of Time</b>
1. Interpret and/or transliterate all academic instruction, films, assemblies, conferences, staff meetings, field trips, extra-curricular activities and support services in and out of the classroom. Assist Deaf/hard of hearing students to understand the interactions, jokes and word plays or other students. Interpret and/or transliterate social interactions between Deaf/Hard of Hearing adult and hearing staff and students (e.g., field trips, extra-curricular activities and programs). Interpret: the process of changing the spoken English into American Sign Language (ASL) or changing the ASL into spoken English. Transliterate: the process of changing spoken English into a manual sign system that maintains the grammar and syntax of the English language, or vice versa. When voicing for Deaf/Hard of Hearing adult and/or Deaf Hard of Hearing students, exhibit a good range of sophisticated vocabulary; native like expression, and infrequent use of circumlocution. Use clear articulation with consistent pronunciation, intonation, and affect to sound like native speaker. Have strong command of grammatical structure and evidence of command of complex instruction for complete comprehension. Speech is effortless and smooth; rate and production approach that of a native speaker comfortably.	D	60%
2. Interpret and/or transliterate confidential in-school individual and group counseling sessions, disciplinary interactions, disciplinary hearings, social services referrals and physical/occupational therapy sessions between Deaf/Hard of Hearing and hearing consumers. Interpret and/or transliterate for Deaf/Hard of Hearing staff members at parent/teacher conferences, staff department meetings, District level meetings, in-services and other required training (e.g., new teacher induction meetings, staff development classes, etc.). Interpret and/or transliterate for Deaf/hard of hearing parents of students in the District at parent/teacher conferences, back-to-school nights, after school performances, individual staff meetings and staff meeting. Provide, interpret and/or transliterate Deaf awareness education awareness education to hearing staff and students through staff in-service, student groups and one-on-one communication. Promote positive public relations between Deaf education program, the school and the community.	W	12%
3. In collaboration with a certified teacher, may adapt and/or create spoken and written classroom material (e.g., tests, quizzes, worksheets and homework assignments) to meet the student's learning level, including changing vocabulary and sentence structure, simplifying and/or expanding information and repeating essential information at the student's language level.	W	10%
4. Tutor Deaf/Hard of Hearing students, both in and out of the classroom individually or in small	W	5%

groups by reinforcing concepts taught in the mainstream classes; assisting with missed assignments; modeling language; reinforcing vocabulary, study skills and life skills; assisting in learning variations of sign systems; developing of language concepts; changing ASL into written English; and teaching students the role of the interpreter, students' rights and responsibilities in how to use an interpreter and how to obtain an interpreter in educational and life situations.		
5. As an interpreter for district IEP teams, and/or a member of the Deaf/Hard of Hearing student's education team, communicate with the team (e.g., mainstream teachers, teachers of the Deaf and support staff) to give and receive appropriate information/progress/problems that may impact a student's performance or learning, including, but not limited to, mode of communication, tutoring strategies, educational goals of student, curriculum content, classroom goals and student educational rights and services. May be asked to support instructors on monitoring behavior during class and extra-curricular activities; follow through with behavior programs established for individual students; use various equipment, augmentative communication systems or adaptations, any OT/PT requirements set forth in student I.E.P. (individual educational plan) and any medical conditions that require staff monitoring. Analyze and review instructional material to prepare for content and message delivery. Ensure appropriate logistics (e.g., lighting, seating, etc.). May be asked to assist Deaf Education Department staff by preparing instructional materials and various clerical duties as Interpreter time allows (e.g., scheduling interpreters for extra-curricular and after school activities, preparing summaries of IEP adaptations and modifications for mainstream teachers, copying materials, documenting information for DH/H Department, etc.).	M	5%
6. Supervise and assist interpreter interns. May be required to attend Outdoor Educational activities for the duration of up to one week. May be required to perform extra duty while on overnight field trips.	A	5%
7. Perform other job-related duties as assigned.	Ongoing	3%
TOTAL		100%

**EDUCATION AND RELATED WORK EXPERIENCE:**

- High School Diploma or equivalent.
- Proficient in American Sign Language (ASL) and/or Signing Exact English (SEE) required

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Educational Interpreter Performance Assessment (EIPA) 3.5 or above.
- RID Certificate of Interpretation (CI) or National Interpreter Certification (NIC) preferred.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Basic writing, math and computer skills.
- Ability to translate inform from and into sign language, Braille, or other alternative forms of communication.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	<b>POSITION TITLE</b>	<b>JOB CODE</b>
<b>Reports to:</b>	Teacher Hearing Impaired or BASE Director	173099

	<b>POSITION TITLE</b>	<b># of EMPLOYEES</b>	<b>JOB CODE</b>
<b>Direct reports:</b>	This job has no direct supervisory responsibilities.		

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below 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.*

<b>PHYSICAL ACTIVITIES:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feel				X
Reach with hands and arms				X
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

<b>WEIGHT and FORCE DEMANDS:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Up to 10 pounds				X
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

<b>MENTAL FUNCTIONS:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate		X		
Instruct				X
Compute		X		
Synthesize	X			
Evaluate			X	
Interpersonal Skills				X
Compile		X		
Negotiate	X			

<b>WORK ENVIRONMENT:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			

Vibration	X			
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<b>VISION DEMANDS:</b>	<b>Required</b>
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	
Depth perception	
Ability to adjust focus	

<b>NOISE LEVEL:</b>	<b>Exposure Level</b>
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	