



SECTION 3217
CATEGORY Educational Services
SUB-CATEGORY Sign Language Interpreter

QUALIFICATIONS:

1. New Jersey State Certificate as Educational Interpreter.
2. Exceptional writing, oral, interpersonal, communication, and analytical skills.
3. Knowledge of applicable laws, regulations, and procedures.
4. Experience working with hearing impaired persons preferred.
5. Demonstration of fluency in sign language.
6. Required criminal history check and proof of US citizenship or legal alien status.
7. Such alternative or additional qualifications as the Superintendent or Board of Education may deem appropriate.

REPORTING RESPONSIBILITIES

The Sign Language Interpreter reports to the Supervisor. He or she works in collaboration with Building Administrators, Assistant Superintendents, and the Superintendent, as appropriate.

SUPERVISORY RESPONSIBILITY AND AUTHORITY

The Sign Language Interpreter shall maintain line and staff authority in accordance with the Board of Education approved District Organizational Chart.

JOB GOAL

The Sign Language Interpreter, in accordance with Board policy and New Jersey Statute and guided by the Board-approved curriculum and goals as well as the administrative rules of the Superintendent, the Assistant Superintendents, and the Supervisors, is responsible for supporting assigned students.

TERMS OF EMPLOYMENT

Contract consistent with the agreement negotiated with the applicable bargaining unit.

PERSONAL EVALUATION

The Sign Language Interpreter shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by any of the following or combination of the following: Building Administrator(s), Supervisor(s), the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Personnel, the Assistant Superintendent for Special Services, and/or the Superintendent, at least once a year. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description.



PERFORMANCE RESPONSIBILITIES

I. Delivery of Services

1. Interpret oral communication into sign language and signed communication into spoken English.
2. Facilitate communication between the student and staff members.
3. Convey the content of the message clearly and accurately according to the receptive language level of the student.
4. Participate as a member of the Individual Education Plan (IEP) team.
5. Adhere to the rules of confidentiality required of all school personnel.
6. Report student related concerns to the appropriate educational personnel.
7. Work collaboratively with the student's educational team.
8. Prepare for interpreting assignments including the vocabulary and content knowledge of the subject matter.
9. Assist students with assignments and make adaptations under the supervision of licensed educators.
10. Assist in communication throughout the school day in a variety of settings (recess, lunch, peer interactions, emergency drills) as stated in the IEP.
11. Assist with the setup of note-taking services for students who are deaf or hard of hearing, when necessary.
12. Serve as a liaison between the students who are deaf or hard of hearing, and hearing peers, staff, and faculty members.
13. Lead or assist in providing in-service to hearing students, staff, and families as requested in regard to sign language, deafness, deaf culture, interpreting and consumer education.
14. Provide interpreting for school functions outside of the classroom, extracurricular activities, and parent meetings when requested in advance.
15. Use scheduled preparation time to preview materials, conference with teachers, record data in logs, and research signs.
16. Maintain professional standards as delineated in the Code of Professional Conduct of the National Registry of Interpreters for the Deaf.

II. Interaction with Students, Families, School, and Community

1. Provides information to community groups and parents concerning programs for hearing impaired as requested or needed.
2. Initiates, facilitates and maintains liaison with community agencies and other resources to meet students' special needs.

III. Program Planning, Evaluation, and Reporting

1. Provides recommendations for materials and equipment required for the student's program.
2. Participates in the development and implementation of in-service programs.
3. Assumes responsibility for the preparation and timely submission of all required reports, and for timely input into reports prepared by others.

IV. Professional Development

1. Utilizes the evaluation process for self-reflection and personal growth.
2. Maintains and improves professional competence by keeping abreast of current developments, new trends, and contemporary interpretations within and beyond the role of the CST member.
3. Utilizes technology relevant to the position of Sign Language Interpreter.
4. Participates in articulation between the primary, intermediate, middle, and high school programs.
5. Attends district-sponsored professional development opportunities.



6. Participates in building and department meetings.
7. Serves on committees related to the position.
8. Seeks professional development opportunities outside of the school district for areas of professional interest or need.
9. Maintains all required or mandated training programs and updates related to the position.

V. District/Building Procedures

1. Follows policy and procedures related to school safety practices.
2. Monitors administration of assessments to ensure that students are following procedures as outlined as well as maintaining security and confidentiality for all assessments.
3. Implements guidelines and procedures as outlined for school trips and other functions off school grounds.
4. Attends special events held to recognize student achievement, and school-sponsored activities, functions, and events connected to the position.
5. Implements Board policy as outlined.

VI. Communication

1. Maintains parent/guardian communication in accordance with district policy and building protocol.
2. Attends meetings at the department, school, and district levels.
3. Works closely with administrators and guidance department staff regarding student scheduling problems, changes, and student progress.
4. Communicates concerns to the appropriate administrator.

VII. Other Duties

1. Maintains confidentiality in all areas of the assignment.
2. Assumes other duties and responsibilities incidental to the office or as assigned by the Superintendent of Schools.
3. Adheres to all district policies and regulations, including but not limited to:
 - a. Teaching Staff Member/School District Reporting Responsibilities – 3159
 - b. Physical Examination – 3160
 - c. Substance Abuse – 3218
 - d. Electronic Communications between Teaching Staff Members and Students – 3283
 - e. Sexual Harassment – 3362

PHYSICAL DEMANDS

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.

WORK ENVIRONMENT

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.

Adopted: 2020 February 25