

JOB DESCRIPTION
Puyallup School District
Unrepresented Level 8

LANGUAGE ACCESS COORDINATOR

Purpose Statement:

The position of Language Access Coordinator serves to oversee the adoption and implementation of a district-level language access program for multilingual families and for families with communication necessities or oversee an existing program. Requirements for the adoption of the program are established in RCW 28A.183 and Language Access Policy 4218. The Coordinator serves as a point of contact on language access matters for members of the public, including families and other community members, for school site personnel, for district personnel, for OSPI, and the Office of Education Ombuds (OEO). The Coordinator is involved in, among other duties, relevant data collection and reporting, training for district personnel related to language access, the procurement and provision of translation/interpretation services, and compliance with relevant federal and state laws.

Essential Functions:

- Works collaboratively with other district and school site personnel as appropriate to identify language access needs of parents/guardians and other family members.
- Takes inventory of designated bilingual staff with knowledge/experience sufficient to provide information directly to families in a language other than English, possibly including ASL, and work to coordinate these resources.
- Identifies a sufficient repertoire of language access services to meet anticipated demand, through in-house personnel, outsourced services, and direct contracting, among other means.
- Vets or otherwise works to assure outside and in-house language services meet the threshold of appropriate and competent services.
- Coordinates and/or directly provides training for staff to identify language access needs, access appropriate resources such as interpretation and translation services, and to track the usage of such services.
- Coordinates and/or directly provides staff training on best practices for working with an interpreter and for providing translation as appropriate.
- Establishes systematic methods or oversee existing systematic methods for requesting, providing, and tracking language access services and evaluate the efficacy of these methods.
- Establishes robust messaging to families and community members on the availability of language access resources and how to access them.
- Responds in a timely and appropriate manner to requests and inquiries regarding language access from a variety of stakeholders, including family members, other community members, relevant state agencies, and school site personnel, among others.
- Complies with all district policy and procedures.
- Communicates effectively with colleagues, students, and parents.
- Maintains confidentiality concerning student and/or families.
- Attends district and area meetings.
- Attends meetings as required by the department and related service organizations.
- Maintains regular, predictable, and punctual attendance during regularly scheduled work hours at assigned worksite.
- Performs the physical requirements of the position, work within the established working conditions of the position.

- Works a flexible schedule, which may include evenings.
- Performs other job functions as assigned.

Job Requirements: Minimum Qualifications **Skills, Knowledge, and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include use of interpersonal and verbal skills to defuse emotional situations, calm upset individuals, allay fears and lessen confusion.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes knowledge or budding knowledge of local community based organizations and advocacy groups; knowledge or budding knowledge of professional organizations which have to do with spoken and signed language interpretation and written translation; budding knowledge of the communication and messaging technologies that have been adopted by a number of districts, and which draw on machine translation for communication with families who use a language other than English; knowledge of relevant legal framework for the provision of language access services in the schools, including federal and state legislation and federal guidance; knowledge of principles and tenets held and promoted by recognized professional organizations for spoken and signed interpreters and translators; knowledge, problem-solving, communication, and listening techniques; specific program rules and regulations, procedures, and guidelines; principles and practices of early intervention services; and applicable federal state and local laws, rules, regulations, policies, and procedures.

ABILITY is required to schedule a considerable number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include ability to communicate effectively across a range of stakeholders and audiences, including families, school and district personnel, community-based groups, and state level agencies. Demonstrated ability to be well-organized and be able to readily locate and access relevant resources and reference materials; identify needs, record data and complete and maintain necessary documentation and do follow up work in a timely manner; operate a personal computer; work in partnership with family participants; handle stressful situations; maintain harmonious working relations with co-workers, clientele, service providers, funding agencies and general public; understand and follow written and verbal instructions; communicate effectively verbally and in writing to audiences of various social, cultural, ethnic and educational and economic backgrounds; effectively coordinate, perform and complete multiple duties and assignments concurrently and in a timely manner; excellent writing and editing skills, including the ability to write appropriately for multiple audiences and purposes.

Responsibility

Responsibilities include working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units/locations are often required to perform the job's functions.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; limited stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Education: Bachelor's degree, ideally in interpreter/translation studies or education-related studies. Fluent in English and at least one other language.

Experience: Experience as an interpreter and/or translator OR Administrative experience at the school or district level OR Experience as a language access or translation/interpreter coordinator in the language industry.

This position does not oversee the provision of English language instruction or Dual Language or other bilingual programs for students, but instead the provision of language access for parents, guardians, and other family members.

Required Testing

None Specified

Certificates & Licensing

Continuing Education/Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance