

Job Title:	<b>District Interpreter for Deaf and Hard of Hearing (D/HH) Staff</b>	Job Code:	<b>03002</b>
Job Family:	<b>Student Services and Instructional Support</b>	FLSA Status:	<b>Non-Exempt</b>
Pay Program:	<b>Classified</b>	Shift Differential:	<b>No</b>
Typical Work Year:	<b>9 months</b>	Pay Range:	<b>G24</b>

**SUMMARY:** Facilitate all communication, spoken and/or signed between 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. Provide information to hearing staff and students to assist in better understanding the needs of Deaf/Hard of Hearing staff. This position is responsible for providing the employee interpreting services to deaf/hard of hearing employees.

**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.*

Job Tasks Descriptions	Frequency	% of Time
<p>1. Interpret and/or transliterate all academic instruction, films, assemblies, conferences, staff meetings, individualized education plan meetings, field trips, extra-curricular activities and support services in and out of the classroom for Deaf/Hard of Hearing adult(s). When voicing for Deaf/Hard of Hearing adult(s) and/or Deaf/Hard of Hearing student(s), 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.</p> <p><b>Interpret:</b> the process of changing spoken English into the preferred manual mode of communication for the Deaf/Hard of Hearing adult, or vice versa.  <b>Transliterate:</b> the process of changing spoken English into a manual communication mode that maintains the grammar and syntax of the English language, or vice versa.  <b>Translate:</b> the process of interpreting the spoken English preferred manual mode of communication into spoken English, or vice versa.</p>	D	50%
<p>2. When voicing for a deaf adult include a high-level of equivalence between the source language and the target language. Produce signs accurately, both structurally and conceptually, with a wide range of well-chosen vocabulary. Convey a wide range of grammatical structures (conditionals, RHQs, etc.); ability to use complete and complex sentences with correct syntax. Production should be smooth and fluid with few to no hesitations, while pausing where appropriate. When signing for a Deaf/Hard of Hearing adult ensure signing space is appropriate; clear establishment and use of referents; excellent use of spatial aspects of expansion feature. Production should be smooth and fluid with few to no hesitations, while pausing where appropriate. Provide Deaf/Hard of Hearing adult with a distinct set of formative linguistic, cultural, and life experiences that enables a balanced interaction via a wide range of visual language and communication. Promote positive public relations between Deaf education program, the school, and the community.</p>	D	30%
<p>3. Possess the ability to quickly learn and implement new and changing academics and special education terminologies and being able to interpret fluently in both the preferred manual mode of communication for the Deaf/Hard of Hearing adult and spoken English. Have the knowledge, diversity of culture, and skill required to prepare for each interpreting assignment, including knowledge needed to assist in setting up an environment that is conducive to meeting</p>	W	10%

the communication needs of both the hearing and Deaf/Hard of Hearing participants. The ability to maintain a flexible work schedule, to meet the demands at the determined school site. Maintain, as applicable, compliance with any national, state, or local licensure and/or certification requirements. Understand the importance of confidentiality and only share confidential information when authorized and/or on a need to know basis. Interpret standards and policies, regulations, and the RID Code of Professional Conduct.		
4. During times when a staff member does not need an interpreter, assist and support students who are deaf or hard of hearing, which may include the following. 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, word plays, or other students. Interpret and/or transliterate social interactions between Deaf/Hard of Hearing students, hearing staff, and students (e.g. field trips, extra-curricular activities and programs). Interpret: the process of changing the spoken English into a manual mode of conversation preferred by the consumer, or vice versa. Transliterate the process of changing spoken English into a manual communication mode that maintains the grammar and syntax of the English language, or vice versa.	W	5%
5. Perform other job-related duties as assigned.	Ongoing	5%
TOTAL		100%

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Degree from an Interpreter Preparation Program (IPP) (Associates or Bachelors as required by IPP).
- Proficient in use of Conceptually Accurate Signed English (CASE)/Pidgin Signed English (PSE), and/or American Sign Language (ASL).
- One (1) year of experience preferred.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Educational Interpreter Performance Assessment (EIPA) 3.5 or above, authorization may be considered.
- Registry of Interpreters for the Deaf (RID) Certificate of Interpretation, and/or National Interpreter Certification (NIC), and/or Board for Evaluation of Interpreters (BEI) required.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Ability to frequently travel among district/school locations.
- Possess the ability to quickly learn and implement new and changing processes/procedures.
- Basic writing, math, and computer skills.
- Ability to maintain confidentiality.
- Ability to interpret, translate, or transliterate information.
- 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 stay current with district policy, standards and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information systems.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to engage in effective communication, collaboration, and teamwork with individuals from diverse backgrounds, cultures, and perspectives, while demonstrating respect and appreciation for their differences. 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>	Special Education Coordinator or school based administrator	varies	
	<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 and fingers to handle and/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			
51 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			

<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	