## Classification Description

### Title of Immediate Supervisor:
Assistant Director of Special Education

### Department:
Special Education – Deaf and Hard of Hearing Program

### FLSA Status:
Non-Exempt

### Accountable For (Job Titles):
None

### Pay Grade Assignment:
Interpreters

## General Summary or Purpose Of Job:
Provides sign language interpreter services for learners who are deaf and hard-of-hearing, parents, teachers and other staff, in an educational setting.

<table>
<thead>
<tr>
<th>DUTY NO.</th>
<th>ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provides students with sign language interpreter services in educational settings, including classrooms, conferences, field trips, meetings with school staff, telephone calls, after-school and extracurricular activities, and other school-related functions and activities for students and staff. Facilitates communication between hearing and deaf/hard-of-hearing consumers.</td>
<td>Daily 70%</td>
</tr>
<tr>
<td>2.</td>
<td>Prepares for interpreter duties and assignments by meeting with teachers, studying the subject matter and sign language vocabulary. Becomes familiar with classroom materials, textbooks, videos and presentations. Checks with teachers for understanding new concepts or words being presented to students; practices the sign language vocabulary.</td>
<td>Daily 10%</td>
</tr>
<tr>
<td>3.</td>
<td>Becomes aware of students’ language and skill levels, ensuring appropriate interpreting techniques. Reviews students’ IEP’s, as appropriate. Monitors the need for assistive technology, such as TTY’s, TV closed captioning, and so forth.</td>
<td>Annually 5%</td>
</tr>
<tr>
<td>4.</td>
<td>Works to establish and maintain communication with students, parents, guardians and teachers, in order to be an effective team member. Functions as a team member, while maintaining confidentiality within the team. Directs any comments or questions regarding deaf or hard-of-hearing students’ academic progress or other concerns to the appropriate teacher.</td>
<td>Daily 5%</td>
</tr>
<tr>
<td>5.</td>
<td>Meets with teachers in order to prepare for interpreting assignments, and to ensure the most efficient use of interpreting services.</td>
<td>Weekly 5%</td>
</tr>
</tbody>
</table>
### Intermediate School District 917
#### CLASSIFICATION DESCRIPTION

**Sign Language Interpreter**

<p>| | |</p>
<table>
<thead>
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</thead>
</table>
| 6. | Becomes aware of the student’s language and skill levels, ensuring appropriate interpreting techniques. Reviews student IEP’s, as appropriate.  
|   | Daily 5% |
| 7. | Performs other duties of a comparable level or type. Complies with all State statutes, federal laws, district policies and procedures, and the Code of Ethics for sign language interpreters.  
|   | As required |

**Lead Mentor Interpreter:** Develops educational plans for each pre-certified interpreter. Meets weekly with each of these interpreters in order to provide mentoring of skill areas necessary to qualify for national certification. Completes skill evaluations of pre-certified interpreters. Keeps weekly logs, documenting mentoring activities with each pre-certified interpreter.

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### Minimum Qualifications:

(necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of a high school diploma or general education development certificate (GED) and completion of a two-year post-high school interpreter training program; or an equivalent combination of education, training and/or experience necessary to successfully perform the essential functions of the work. For the Lead Mentor position, a minimum of three years of educational interpreting experience, and either Level IV on the NAD-ACCI certification evaluation or the CI/CT RID certification, are required.

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### Certification or Licensing Requirements (prior to job entry):

Initially, a provisional sign language interpreter license issued by the Minnesota Department of Education, or national certification by RID or NAD-ACCI, is required. The provisional license has a term of two years with the possibility of a one-time extension. Ultimately, national certification is required.

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### Knowledge Requirements:

Requires knowledge of:

- Codes of Ethics espoused by the National Association for the Deaf (NAD) and the Registry for Interpreter Services (RID).
- The role of the sign language interpreter, particularly in an educational setting.
- Laws, rules, regulations and policies related to transliterators and to deaf and hard-of-hearing consumers, including the Code of Conduct and the Code of Ethics for interpreters and transliterators.
- Some knowledge of audiology, including hearing aids, cochlear implants, TTY’s, closed captioning systems, FM amplification systems, and other assistive technology.
- Awareness of deaf culture.
- Child and language development.
Intermediate School District 917
CLASSIFICATION DESCRIPTION
Sign Language Interpreter

**Skill Requirements:**

Skilled in:

- Providing sign language interpretation; ability to interpret at a conversational rate of discourse.
- Proficient in American Sign Language, expressive and receptive; spoken English to signed ASL, and signed ASL to spoken English.
- Expressive and receptive skills in American Sign Language.
- Dealing with people of many different backgrounds.
- Ability to be flexible.
- Strong communications and interpersonal relationship skills with both adults and children.
- Proficient in the English language, spoken, reading and written.
- Ability to work with children of various age groups and levels of maturity.
- Lead mentor: Skill in monitoring interpreter skills; ability to assist interpreters in improving skills.

**Physical Requirements:**

Indicate according to the requirements of the essential duties/responsibilities

<table>
<thead>
<tr>
<th>Employee is required to:</th>
<th>Never</th>
<th>1-33% Occasionally</th>
<th>34-66% Frequently</th>
<th>66-100% Continuously</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Walk</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use hands dexterously (use fingers to handle, feel)</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Reach with hands and arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climb or balance</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Stoop/kneel/crouch or crawl</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk and hear</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Taste and smell</td>
<td></td>
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</tbody>
</table>

**Lift & Carry:**

- Up to 10 lbs. | √ |
- Up to 25 lbs. | √ |
- Up to 50 lbs. | √ |
- Up to 100 lbs. | √ |
- More than 100 lbs. | √ |

**General Environmental Conditions:**

Generally, work is performed under normal office or classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

However, on occasion, because of the need to perform signed language interpretation in shops or labs, there may minimal exposure to working near moving mechanical parts, caustic or toxic chemicals, or where fumes or airborne particles may be present, as in an auto body or metal shops. Occasionally, there is some exposure to hazardous weather conditions when traveling between school sites.

The typical noise level is considered to be moderate.
### General Physical Conditions:

**Work can be generally characterized as:**

**Medium Work:** Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. Infrequently, assists with lifting smaller children. Considerable physical and mental stamina are required for this job classification because of frequent hand and arm movements, as well as the length of time required to continuously interpret.

### Vision Requirements:

<table>
<thead>
<tr>
<th>Vision Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>No special vision requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Vision (20 in. of less)</td>
<td></td>
<td></td>
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<tr>
<td>Distance Vision (20 ft. of more)</td>
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<td></td>
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<tr>
<td>Color Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Must maintain constant eye contact with client and be aware of surroundings.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Peripheral Vision

### Job Classification History: