

PCSB: 6699
 6700 SUB
 7345 (ESY)
 Pay Grade: D14

FLSA: Non-Exempt
 PESPA

EDUCATIONAL INTERPRETER FOR DEAF/HARD OF HEARING III – PROFESSIONAL
<p><u>REPORTS TO:</u> Executive Director, ESE Or Principal</p>
<p><u>SUPERVISES:</u> Not Applicable</p>
<p><u>QUALIFICATIONS:</u> Bachelor’s degree from an accredited college or university in interpreting/sign language preferred or associate’s degree and a minimum of three years of experience as an educational or community interpreter or graduation from a standard high school or possession of a GED and a minimum of five years of experience working as an educational interpreter. Score 3.5 or greater on the Educational Interpreter Performance Assessment (EIPA) and pass the EIPA Written Test or RID/NAD certification.</p>
MAJOR FUNCTION
<p>Provides sign language interpreting for students who are deaf or hard of hearing (as documented on their IEP’s) and for adults with hearing loss (as requested), based on the preferred language of the individual consumer. This will occur in medium to high level, faster-paced interpreting situations where there are seldom or no opportunities to ask for repetition or clarification and complex terminology or concepts are regularly included.</p>
ESSENTIAL RESPONSIBILITIES
<ul style="list-style-type: none"> • Provides receptive and expressive communication access for students who are deaf or hard of hearing through interpreting, as indicated on their IEP’s, in both academic settings and at school-related activities. • Supports opportunities for students who are deaf or hard of hearing to fully participate in classroom discussions and social interactions. • Serves as a language model for students who are deaf or hard of hearing for oral and signed communication. • Provides student support, under the direction of the classroom teacher, by previewing or reviewing classroom instructional information. • Shares relevant information about the DHH student’s classroom performance, communication needs and social/emotional functioning with appropriate members of the educational team in a professional and objective manner. • Participates in IEP meetings as an active member of the IEP Team. • Collaborates with school staff to support the appropriate delivery of IEP accommodations. • Provides communication access for adults who are deaf or hard of hearing during PCS meetings and events, as required by the Americans with Disabilities Act (ADA). • Establishes and maintains positive and professional relationships with all stakeholders. • Establishes, in conjunction with the appropriate stakeholders, a physical setting (lighting, noise level, line of sight) that promotes effective interaction and communication. • Prepares for interpreting assignments, when possible, by acquiring, reviewing and researching topics/materials being covered. • Performs all job duties under the guidelines of the Registry of Interpreters for the Deaf/National Association of the Deaf (NAD-RID) Code of Professional Conduct and the EIPA Guidelines of Professional Conduct for Educational Interpreters.

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ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Maintains required confidentiality of personal information about students and staff.• Maintains professional boundaries when communicating with consumers and coworkers.• Demonstrates professionalism by participating in relevant trainings and working toward upgrading interpreting credentials.• May mentor college interns, Interpreter I and II• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 01/25/18 LM; BOARD APPROVED: 2/27/18

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<u>WORKING CONDITIONS & PHYSICAL EFFORT:</u>	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds			X		
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds			X		
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending				X	
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy				X	
20. Using a computer to enter and transform words or data				X	
21. Using various technology tools				X	
22. Working in a normal office environment with few physical discomforts				X	
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions				X	
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions				X	
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job			X		

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