

Lenawee ISD

Role Description

Position Title:	Interpreter for Deaf and Hard of Hearing (DHH)
Area:	Instruction
Reports To:	Supervisor/Coordinator or his/her designee
Supervises:	n/a
Last Revised:	August 2020

SUMMARY:

To assist deaf and hard of hearing students in the learning process.

ESSENTIAL JOB FUNCTIONS *include the following. Other duties may be assigned.*

- Obtain information regarding the communication and academic levels of the student
- To interpret and/or transliterate according to the specifications of the student's Individualized Education Program (IEP). This may include but is not limited to:
 - Facilitate communication within the educational setting (e.g. interpret student dialogues within the hearing range [however if student is not interested in the background conversations, discontinue], interpreting procedures during tests, interpreting during fieldtrips, interpreting during assemblies, etc.)
 - Set up the physical setting for the most successful interpretation (e.g. determining the best physical arrangement for the interpreter in relation to the teacher's presentation style and movement within the classroom, working with the teacher to accommodate lighting needs during movies, overhead projector, etc.)
 - Interpret for extracurricular activities, per availability, when requested by students or staff to be present – when these activities occur
 - Interpreting the total class environment or activity to maximize the student's opportunities to obtain all information and communication; besides voicing, transliterating and interpreting, the interpreter will paraphrase, redefine and summarize as appropriate
 - Interpret in the appropriate modality and language for the student(s)
- Reviewing and becoming familiar with content and vocabulary of the class to be interpreted, use of technical signs and spellings of terminology used
- Provide feedback to the appropriate staff regarding the student's use of and need for interpreter services
- Allow students to make mistakes and refrain from completing school work or inadvertently giving answers
- Discourage the development of inappropriate dependence within the student/interpreter relationship
- Interpret for a substitute teacher in the classroom for deaf and hard of hearing students during unscheduled time

- Interpreter may participate in IEP meetings as a member or as an interpreter, but not as both
- Maintaining the integrity of the oral and/or sign philosophy/system designated by the program for the use as it meets each student's needs
- Respecting all rights of privacy and confidentiality
- Utilize planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisor. This may include but is not limited to:
 - Prepare for the interpreting assignment (e.g. letting staff know if you find out about a field trip – ask for what you need in advance, getting resources from teacher to help prepare for lesson, scheduling meetings with staff for team meetings)
- Demonstrate professionalism in all interactions with administrators, teachers, and staff, with parents and students, and with visitors or individuals unfamiliar with educational setting. This may include but is not limited to:
 - Work with other faculty, staff and students as expected (e.g. procedures for conducting orientation sessions for new or substitute interpreters at the onset of the school year, working with other support personnel such as occupational therapists, speech-language pathologists, etc.)
 - Educate consumers as needed (e.g. training students to use interpreters, orienting new interpreters to the school system, etc.)
 - Follow absentee policies when interpreter is absent (procedures for notifying staff, getting coverage for your schedule, reporting or taking sick leave, emergency leave, preparing sub notes, etc.)
- Demonstrate professionalism and adhere to the Code of Ethics to the educational setting. This may include but is not limited to:
 - Follow disciplinary policies when disciplinary matters occur (e.g. procedures for reporting or not reporting the student who does not attend to the interpreter, for reporting or not reporting incidents of cheating, for interpreting or not interpreting missed information, following behavior plan as set up in the classroom/school settings)
 - Follow designated school policies, procedures pertaining to the staff, students, and building in which you are assigned in alignment with LISD's procedures
 - Follow policies for interpreting in difficult situations (e.g. procedures for reporting concerns about the student's role in using the interpreter, interpreting behind the wheel instruction in driver's education class, interpreting for teachers who read lecture notes at a rapid rate, interpreting in foreign language classes, etc.)
 - Treat all students and staff with dignity and respect
 - Respect classroom teaching time by eliminating personal conversations or leisure activities during instructional time
- Assist with other duties as determined appropriate by the educational team and/or supervisor. This may include but is not limited to:
 - Comply with responsibilities in hyphenated roles; interpreter/note taker, interpreter/aide, interpreter/tutor, interpreter/teacher (e.g. procedures for moving from one role to another within the hyphenated position)

- Implement and support behavior plans as instructed by teacher, supervisor, and/or social worker
- Be available as language support for the classrooms for deaf and hard of hearing students
 - Assist in creating language support materials for students
- Attends and participates in staff meetings, as appropriate
 - School improvement activities
 - In-service training programs
 - Counselor/teacher meetings as required
 - Attend monthly classroom staff/team meetings
 - Attend IEP as requested
 - Attends professional development opportunities as required
- Follows the program handbook rules and guidelines
- Maintains accurate, complete, and correct records as required by law, district, policy, and administrative regulation
- Makes provisions for being available to students, their parent/guardians, and school staff for education related purposes both during and outside the instructional day when required or requested to do so under reasonable terms
- Maintains professional competence in the field by attending and participating in professional organizations, workshops, and conferences
- Provide consultation and collaboration to students, their family members, and school staff
- Supports Strategic Plan and School Improvement process
- Focuses on student achievement and growth
- Aware of and complies with LISD Policies and Procedures in support of non-discrimination standards
- Assumes other responsibilities and performs other duties as assigned by regional supervisor

- Universal Health Precautions:
 - Practices universal health precautions as outlined in the LISD Health Information Packet and/or described by the LISD school nurse
 - Stays informed of changes in current universal health precautions as described in the most current LISD Health Information Packet and/or as described by the LISD school nurse
 - Maintains adequate amounts of health equipment in assigned work area so to be able to properly handle bodily fluids based on universal health precautions guidelines and/or input from the LISD school nurse

- Lifting/Body Mechanics:
 - Follows LISD recommended body mechanics/lifting in-service schedule
 - Practices proper and safe lifting techniques when moving, transferring, and lifting people and/or objects as described per LISD approved lifting in-service(s) and materials

- Competencies, Skills and Abilities:
 - Ability to use computer for tasks such as basic word processing, daily email, electronic calendaring, excel data processing, student data systems, etc.
 - Ability to balance figures
 - Ability to compile statistics
 - Ability to coordinate itineraries/meetings/events/schedules
 - Ability to research information
 - Ability to prioritize multiple tasks
 - Ability to deal effectively with a changing environment and be open to new ideas
 - Ability to communicate in person, via phone and computer

- Physical Demands:
 - Occasional reaching/stooping/bending/kneeling/ crouching
 - Must be able to move intermittently throughout the work day with frequent prolonged standing/walking/ talking
 - Must be able to read and speak the English language
 - Must have visual acuity
 - Must be able to see, hear, and move intermittently, or use prosthetics that will enable you to function adequately to assure that the requirements of this position can be fully met
 - Must be able to cope with the mental and emotional stress of the position

- Working Conditions:
 - Handle high stress and multi-task situations
 - Must have a regular and reliable level of attendance
 - Occasional pressures due to multiple calls and projects
 - May be exposed to long and/or irregular hours

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential job function timely and satisfactorily as requested. The requirements listed above 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.

EDUCATION and/or EXPERIENCE:

Required:

- High school diploma or equivalent
- Must meet State of Michigan interpreter standards
- EIPA Requirements for interpreters working in **elementary settings** (birth - grade 6):
 - Earn a score of at least 4.0.
 - Pass an approved written assessment if the 4.0 has been earned after August 31, 2016
 - Possess an elementary endorsement. An interpreter who only has a secondary endorsement **cannot** work in an elementary settings

- EIPA Requirements for interpreters working in **secondary settings** (grade 7 - age 26):
 - Earn a score of at least 4.0.
 - Pass an approved written assessment if the 4.0 is earned after August 31, 2018.
 - Possess an elementary or secondary endorsement.

Preferred:

- Experience working as an interpreter in an educational setting

REQUIRED CERTIFICATES, LICENSES, and REGISTRATIONS

- Must meet State of Michigan interpreter standards
- EIPA Requirements for interpreters working in **elementary settings** (birth - grade 6):
 - Earn a score of at least 4.0.
 - Pass an approved written assessment if the 4.0 has been earned after August 31, 2016
 - Possess an elementary endorsement. An interpreter who only has a secondary endorsement **cannot** work in an elementary setting.
- EIPA Requirements for interpreters working in **secondary settings** (grade 7 - age 26):
 - Earn a score of at least 4.0.
 - Pass an approved written assessment if the 4.0 is earned after August 31, 2018.
 - Possess an elementary or secondary endorsement.

TERMS OF EMPLOYMENT

As necessary to support assigned students; wages as per Interpreter schedule
Hourly, Non-Exempt

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the LISD Board Policy on "Staff Evaluation."

Approved by: _____

Date: _____

Reviewed and Agreed to by: _____

Date: _____