

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: American Sign Language Interpreter	Department: Specialized Services
Reports to: Specialized Education Supervisor	FLSA Status: Non-Exempt
Band/Grade/Subgrade: B-2-2	Bargaining/Work Unit: MSEA Para
Tier/Lane: Tier 7	Position Last Updated: January 2026

SECTION II: JOB SUMMARY

The ASL Interpreter's primary role as a member of the educational team is to facilitate communication between D/HH students and classroom teachers, peers and other school staff including providing access to communication occurring in all educational environments.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: American Sign Language interpretation
Percent of Time:	100%	

Tasks involved in fulfilling above duty/responsibility:

- Certified in American Sign Language
- Provides students with American Sign Language Interpretation in educational settings including classroom, conferences, field trips, counseling sessions, telephone calls, after school co-curricular activities and other school related activities for students, staff, and other school related personnel
- Meets with teachers to prepare for American Sign Language interpretation and to ensure efficient use of interpreting services
- Previews classroom setting (including lighting, placement, availability of captioning, etc.) and modify the physical environment as needed to ensure the provision of equal access to visual and auditory information for D/HH students.
- Previews instructional lessons and materials to ensure accurate facilitation of instructional content.
- Prepares for the interpreting assignment by studying the subject matter and practicing.
- Adapts the physical setting to help ensure effective communication, including wearing appropriate clothing, accounting for lighting and background setting in the classroom
- Becomes aware of the student's language and skill level to ensure appropriate interpreting techniques
- Complies with federal and state laws and Minnesota rules and regulations, and School District 112 policies and procedures
- Travels to District 112 program locations as needed to work with students

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

Knowledge:

- Knowledge of relevant laws, rules, regulations, and local district policies and procedures related to students with disabilities.
- Knowledge of American Sign Language Interpretation.
- Knowledge of a broad range of behavior intervention strategies, including those that reinforce positive behaviors.
- Knowledge and ability to use e-mail.
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission, and belief statements of Eastern Carver County Schools.

Skills:

- Ability to work one-on-one with students with behavior, academic, or health challenges.
- Highly developed communication skills, i.e., oral and/or written.
- Accurate recording of observations.
- Attention to detail.
- Ability to follow directions.
- Organizational skills.
- Personal dependability.
- Assisting with differentiating curriculum and materials as directed by certified staff.

Abilities:

- Willingness to learn about children with special needs.
- Respect confidentiality rights of students on IEP's.
- Patience.
- Utilize strategies to treat all students with unconditional positive regard.
- Demonstrate regular attendance.
- Demonstrates positive, professional relationships with students, teacher, and peers.
- Thoroughness.
- Demonstrating understanding of the school culture and a commitment to the vision, mission, and belief statements of Eastern Carver County Schools.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

National Interpreter Certification (NIC) required
 Educational Interpreter Performance Assessment (EIPA) preferred

SECTION VI: EXPERIENCE REQUIREMENTS

- Knowledge of and experience with students with special education needs and services.
- Experience in a K-12 school setting desired.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	C	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	C	Up to 25 pounds	O		
Sitting	C	Up to 50 pounds	O		
Talking in person/on the phone	C	Up to 75 pounds	O	Toxic chemicals	N
Pushing/Pulling	F	Up to 100 pounds	O	Moving parts	O
Hearing	C	More than 100 pounds	O	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	Noise Levels		Explosives	N
Climbing, balancing	F	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	F	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	F			Extreme heat (non-weather)	N
Stretching/reaching with hands & Arms	C	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F	Varying weather conditions	O
				Sight	
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	C
Distinguishing temperature	O			Looking at computer monitor	F
Traveling by automobile	O			Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	C

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.