



POSITION MANAGEMENT GUIDE

<i>Title:</i>	Educational Interpreter	<i>Division Approval:</i>	1/2/2024
<i>Department:</i>	Student Services	<i>HR Approval:</i>	1/2/2024
<i>Reports to:</i>	Program Supervisor	<i>Board Approval:</i>	6/25/2024

SUMMARY OF PURPOSE

This position plays a crucial role in facilitating effective communication between deaf or hard-of-hearing students and their hearing peers, educators, and other school staff in the educational environment, including services of school-related activities, academic, non-academic, and extracurricular, for students as appropriate. The primary responsibility of this position is to bridge the communication gap, ensuring that students with hearing impairments have equal access to educational opportunities and resources.

ESSENTIAL REQUIREMENTS

- HS diploma or equivalent is required
- Demonstrated fluency in ASL or other sign languages commonly used in the educational setting.
- An EIPA score of 3.5 or higher is required
- Familiarity with educational terminology and content across various subjects
- Strong interpersonal skills for effective communication with deaf or hard-of-hearing students, educators, and school staff
- Knowledge and understanding of diverse learning needs and abilities, with the ability to adapt communication strategies to meet individual student requirements.

ESSENTIAL FUNCTIONS

- Interprets and/or transliterates according to the student's Individualized Education Program (IEP) specifications.
- Attends students' IEP meetings as invited or provides a written report to the IEP team as input regarding communication and language.
- Acts as a liaison between the regular education teacher and the Teacher of the Deaf to explain how day-to-day events and circumstances affect the student's language use and exposure to educational and social concepts.
- Set up the physical environment for the most successful interpretation (e.g., determining the best physical arrangement for the interpreter with the teacher's presentation style and movement within the classroom; working with the teacher to accommodate lighting needs during movies, videos, and other visual technology).
- Educates consumers as needed (e.g., trains students to use interpreters, orients new interpreters to the school system, provides in-service training to teachers, and refers people to other information sources).
- Works as a team with teachers and staff to regularly review student communication plans, progress with academic vocabulary, and independence.

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- Utilizes planning time to prepare for demanding course material (teacher lecture, video, tests) as necessary for successful interpreting and/or transliterating needed by student(s).
- Demonstrates professionalism in all interactions with administrators, teachers, staff, parents, students, visitors, or individuals unfamiliar with an educational setting.
- Demonstrates professionalism in all ethical areas, especially applying the RID Code of Ethics to the educational setting.
- Maintains professional records and logs as required by the LEA or LIU.
- Follows all policies stated in individual schools and LIU handbooks and reports student-related concerns to the appropriate educational personnel.
- Attends in-service programs and staff meetings relating to general information distributed to the faculty, issues specifically with the educational setting, or Interpreter development.
- Tutors students to ensure comprehension of academic tasks and makes adaptations under the supervision of regular education teachers and/or Teachers of the Deaf.
- Assists in transitioning students to and from the bus when not responsible for class interpreting needs.
- Fosters increased independence and self-advocacy skills of the deaf and hard-of-hearing students to transfer the responsibilities of the academic program from being highly dependent on the interpreter in the early grades to being less dependent on the interpreter in the secondary grades.
- Participates as a team member to meet the needs of students by providing input and support to classroom teachers and related support staff.

DEPARTMENT/ORGANIZATION

- Keeps current with related technology and developments that impact the department and the organization.
- Makes decisions consistent with the LIU vision, mission, and core values. Establishes and maintains effective communication and positive relationships within the LIU and fosters professional development of LIU staff.
- Contributes to the effective team management of all issues and opportunities within the LIU by modeling the qualities of an LIU Team member (being versatile, ethical, transparent, team-oriented, innovative, transformative, and collaborative; valuing each team member; and understanding the importance of customer service).
- Understands organizational development and change principles and applies these principles to promote improvement within the Department.
- Performs other functions as assigned.

SCOPE AND IMPACT

This position works independently with all employees within the LIU and individuals and organizations outside the LIU.

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ESSENTIAL PHYSICAL/MENTAL/ENVIRONMENTAL REQUIREMENTS

By checking any of the boxes below, the LIU indicates its reasonable belief that the identified physical/mental/environmental requirements are job-related for this position and consistent with business necessity for performing the essential job functions. Notwithstanding, the LIU may not rely solely on these qualifications. Instead, the LIU must consider whether reasonable accommodations enable an otherwise qualified individual to perform the essential job functions.

1. Following Directions

- ☒ Full Understanding of Both Written and Verbal Instructions Required
- ☐ Understanding of Verbal Instructions Only Required
- ☐ Understanding of Written Instructions Only Required

2. Communication - English

- ☒ Excellent Verbal Communication Skills Necessary
- ☐ Basic Verbal Communication Skills Necessary
- ☐ Limited or No Verbal Communication Skills Necessary

3. Functional Reading - English

- ☒ Fluent Reading
- ☐ Recognition of Signs/Symbols
- ☐ Simple Reading
- ☐ No Reading Skills Required

4. Hearing

- ☒ Ability to Hear Required
- ☐ Limited Hearing
- ☐ Hearing Not Required

5. Seeing

- ☒ 20/20 Vision with Corrective Eyewear
- ☐ Limited Vision
- ☐ Vision Not Required

6. Functional Math

- ☐ Complex Computational Skills (Accounting and Financial Skills)
- ☒ Simple Computational Skills (Addition, Subtraction, Multiplication, Division, Percentages)
- ☐ Simple Counting Skills
- ☐ No Mathematical Skills Needed

7. Time

- ☒ Must Tell Time to the Minute
- ☐ Must Recognize Specific Times (Arrival, Departure, Breaks, Lunch)

8. Orientation (Familiarity with Surroundings)

- ☐ Several Blocks from Building
- ☒ Building Only
- ☐ Work Area
- ☐ Room Only

9. Mobility Skills

- ☒ Mobility Within the Building
- ☐ Mobility Within a Four-Block Radius
- ☐ Driving Required

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10. Sitting

- ☐ 75% - 100%
- ☒ 50% - 75%
- ☐ 25% - 50%
- ☐ Less than 25%

11. Standing

- ☐ 75% - 100%
- ☒ 50% - 75%
- ☐ 25% - 50%
- ☐ Less than 25%

12. Bending

- ☒ Knees and Waist
- ☐ Waist Only
- ☐ Knees Only
- ☐ No Bending Required

13. Lifting

- ☐ Greater than 30 lbs.
- ☒ 10 - 30 lbs.
- ☐ Less than 10 lbs.
- ☐ No Lifting Required

14. Reaching

- ☐ Greater than 6 Feet
- ☒ 2 - 6 Feet
- ☐ Less than 2 Feet
- ☐ Reaching Required

The above job description is intended to describe the general nature and level of the work being performed by employees assigned to this job title. This is not an exhaustive or comprehensive list of all duties, tasks, and responsibilities. Employees will be expected to perform duties that do not appear in the job description. Management reserves the right to amend and change responsibilities to meet operational and organizational needs as necessary.

Adopted by LIU Board of Directors: 6/25/2024