



**POSITION DESCRIPTION  
WACONIA PUBLIC SCHOOLS**

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> Sign Language Interpreter/Cued Speech Transliterator	<b>Department:</b> Special Services
<b>Immediate Supervisor's Position Title:</b> Special Education Manager	<b>FLSA Status:</b> Non-Exempt
<b>Job Summary:</b>  The Sign Language Interpreter and/or Cued Speech Transliterator is responsible for providing interpretation services for learners who are deaf or hard-of hearing through the use of American Sign Language/English and/or Cued Speech Transliteration and assisting students with language facilitation and other individual student needs.	

**SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES**

<ul style="list-style-type: none"><li>● Provides deaf or hard-of-hearing students with American sign language/English interpreter and/or cued speech transliterator services in educational settings including classrooms, conferences, field trips, Individual Educational Plan (IEP) meetings, meetings with teachers and other school staff, telephone calls, afterschool, extra-curricular and co-curricular activities, and other school-related functions.</li><li>● Meets with teachers to prepare for interpreter/cued speech transliterator duties and assignments. Reviews classroom subject matter and related sign language vocabulary to ensure proper and effective communication between deaf or hard-of-hearing student and teacher. Works with all staff to ensure that lessons meet individual student needs. Assists students with daily living skills, health needs, and hygiene needs as required.</li><li>● Reviews student IEP plans to gather an awareness of language and skill levels, as appropriate. Monitors the need for assistive listening technology, such as FM systems, text telephones (TTY), closed captioning, etc.</li><li>● Functions as a member of a student's educational team. Works to establish and maintain communication with students, parents and guardians, teachers, building administration and staff. Maintains confidentiality of student educational records as required by district policy, state and federal law.</li><li>● Performs and logs daily checks of student hearing aids and assistive listening technology. Alerts Teacher of Deaf and Hard of Hearing of any issues or concerns pertaining to such medical devices.</li><li>● Complies with the National Association of the Deaf (NAD) and the Registry for Interpreters of the Deaf, Inc. (RID) Code of Professional Conduct.</li><li>● Performs other duties as assigned.<ul style="list-style-type: none"><li>a) Provides professional expertise and assistance to other district staff.</li><li>b) Attends training sessions, conferences, seminars, district meetings, as required.</li></ul></li></ul>
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- c) Keeps abreast of changing developments, trends, and informational/networking technologies and issues.
- Attends work regularly and punctually.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>				
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION:</b> <b>Type of degree: (B.S., M.A., etc.)</b>		
	<b>less than high school diploma</b>		Satisfactory completion of an interpreter/transliterators training program affiliated with an accredited educational institution is required to obtain interpreter/transliterators certification.	
	<b>High school diploma or GED.</b>			
	<b>1 year college</b>	<b>x</b>		<b>2 years college</b>
	<b>3 years college</b>			<b>4 years college</b>
	<b>1st year graduate level</b>		<b>Major field of study or degree emphasis:</b> Education, Learning Technologies, Computer Science, Information Technology, or other related area.	
	<b>2nd year graduate level</b>			
	<b>Doctorate level</b>			
<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>				
<ul style="list-style-type: none"> <li>• Knowledge of K-12 educational operations as well as federal and state mandates and best practices.</li> <li>• Knowledge of the role of the interpreter, particularly in an educational setting.</li> <li>• Knowledge of the laws, rules, regulations and policies related to American sign language/English interpreters and Cued Speech Transliterators including the Code of Professional Conduct issued by RID.</li> <li>• Knowledge of assistive listening systems and hearing amplification devices.</li> <li>• Knowledge of child language development.</li> </ul>				
<b>Required Work Experience in Addition to Formal Education/Training:</b> No previous experience required.				
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required upon hiring:</b> All American sign language/English interpreters or cued speech transliterators must hold a current interpreter/transliterators certificate awarded by the Registry for Interpreters of the Deaf, Inc. (RID), or the general level interpreter proficiency certificate awarded by the National Association of the Deaf (NAD), or a comparable state certification from the commissioner of education.		
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• American sign language/English and/or cued speech transliteration.</li> <li>• Taking instruction and direction from licensed personnel and following classroom/program routines.</li> <li>• Interacting with and serving as a role model concerning learning and behaviors.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Performing duties with awareness of all district policies.</li> <li>• Defining problems and collaboratively working towards resolution.</li> <li>• Establishing and maintaining professional and courteous working relationships.</li> </ul>
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<b>RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS</b>	
<b>Titles of Positions Directly Supervised</b>	<b># of Employees</b>
<b>TOTAL</b>	

<b>INDIRECT SUPERVISION:</b>	
<b>Number of employees indirectly supervised:</b>	<b>Total:</b>

<b>HAZARDOUS WORKING CONDITIONS:</b> <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	<b>Unusual or hazardous working conditions related to performance of duties:</b>  Work is performed in a typical school district setting where the employee is exposed to minimal environmental or physical hazards or risks associated with performing the requirements of the job.
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<b>PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities</b>				
<b>Employee is required to:</b>	<b>Never</b>	<b>1-33% Occasionally</b>	<b>34-66% Frequently</b>	<b>66-100% Continuously</b>
<b>Stand</b>				x
<b>Walk</b>		x		
<b>Sit</b>			x	
<b>Use hands dexterously (use fingers to handle, feel)</b>		x		
<b>Reach with hands and arms</b>		x		
<b>Climb or balance</b>		x		
<b>Stoop/kneel/crouch or crawl</b>		x		

<b>Talk or hear</b>				X
<b>Taste or smell</b>	X			
<b>Physical (Lift &amp; carry): up to 10 pounds</b>		X		
<b>up to 25 pounds</b>	X			
<b>up to 50 pounds</b>	X			
<b>up to 75 pounds</b>	X			
<b>up to 100 pounds</b>	X			
<b>more than 100 pounds</b>	X			

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Light Work:**

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

## **SECTION IV: CLASSIFICATION HISTORY**

### **Classification History:**

Description created 5/2012 by ISD 110 Human Resources. Revised 10/2020.