

# **WARREN COUNTY PUBLIC SCHOOLS**

210 North Commerce Avenue Front Royal, Virginia 22630

Phone (540) 635-2171

## **Part Time Sign Language Interpreter Position Description**

**LOCATION:** Various Schools

**JOB CATEGORY:** Part - Time

**PAY GRADE:** Miscellaneous Scale

**FSLA:** Non-Exempt

**IMMEDIATE SUPERVISOR:** Building Administrator(s) and Director of Special Services

### **GENERAL DEFINITION AND CONDITIONS OF WORK**

The educational sign language interpreter facilitates communication in the school setting for students who are deaf or hard of hearing. The educational sign language interpreter provides interpreting and other support services to students who are deaf or hard of hearing mainstreamed in the School Division. The educational sign language interpreter's primary function is to facilitate communication among students who are deaf or hard of hearing and their hearing peers, the classroom teacher, and other personnel in the school. This work is performed under the general supervision of the Office of Special Education and the site-based school administration.

### **KNOWLEDGE, SKILLS AND ABILITIES**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

### **EDUCATION AND EXPERIENCE**

High school diploma or General Equivalency Diploma (GED) and completion of an educational interpreter preparation program or equivalent experience to two years in an educational setting required. Must hold and maintain one or more of the following certifications: Virginia Quality Assurance Screening (VQAS) Level III, Educational Interpreter Performance Assessment (IEPA) 3.5, National Interpreter Certification (NIC), or Registry of Interpreters for the Deaf (RID) Certification. Bachelor's degree in Sign Language Interpreting or related college course work preferred. Cued speech transliteration experience preferred or any

combination of experience and training that would provide the following knowledge, abilities, and skills:

- Ability to interpret/transliterate (expressive and voice) at a normal conversational rate in the mode required may include American Sign Language, Pidgin Sign English, Signing Exact English, or cued speech transliteration.
- Ability to establish and maintain appropriate interpersonal relationships, including those with teachers, students, supervisors, parents, fellow educational sign language interpreters, and others with whom there is work-related contact.
- Ability to be sensitive to needs of students, including the student's need for independence.
- Ability to maintain rapport with people who are deaf or hard of hearing.
- Possess understanding or aptitude for understanding content in major curriculum areas.
- Proficiency in English, i.e., vocabulary, spelling, grammar, reading, writing, and literature.
- Awareness of salient features of the humanities, the sciences, and the arts, with attention to human development and language development.
- Awareness of vernacular expressions (English or sign) in vogue among students in the setting.
- Ability to incorporate the values and ethics appropriate to interpreting for children and adults in both educational and community settings.

### **SPECIAL REQUIREMENTS**

Personnel providing educational sign language interpreting services for children using sign language shall have a valid VQAS Level III, or a passing score on the EIPA Written Test along with a minimum of Level 3.5 on the EIPA Performance Test, RID, NIC, or any other state qualification or national certification (excluding Certificate of Deaf Interpretation) recognized by the Virginia Department of the Deaf and Hard of Hearing as equivalent to or exceeding the VQAS Level III.

### **PHYSICAL DEMANDS/REQUIREMENTS**

Duties performed typically in school settings to include: classrooms, gymnasium, cafeteria; auditorium; and recreational areas. Frequent walking, standing, stooping, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 40 pounds may be required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee

frequently is required to stand.

Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administration, and parents is required. Frequent contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

## **EVALUATION**

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities by building administrator(s) and Director of Special Services.