



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Sign Language Interpreter Tutor** FLSA Status: **Non-Exempt**
 Job Family: **Instructional Support** Pay Range: **PT35H**
 Prepared/Revised Date: **August 1, 2023** Job Code: **41001**

SUMMARY: Responsible for supporting deaf and hard of hearing students, school staff, peers and others by facilitating communication, spoken and signed, through the use of sign language. Tutor academic classes and lessons as needed under the supervision of a Licensed Teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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 the essential functions. **Frequency of duties, percent of time and work year may vary based on department or building assignment.***

Description of Job Tasks	Frequency	% of Time
	Daily = D Weekly = W Monthly = M Quarterly = Q Annually = A	On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25%
1. Facilitate all communication between deaf and hard of hearing students, staff, peers and others by using appropriate sign language. Interpret message faithfully and completely per CDE code of ethics guidelines in all situations. Use sign language appropriate for learning level of students, and adapt sign language level and/or mode to meet the communication needs of students. Ensure appropriate logistics for background noise levels, environmental lighting, student seating and use of adaptive devices. Scribe for students that are receiving the service as stated on their Individualized Education Plan (IEP).	D	60%
2. Tutor academic classes and lessons as needed under the supervision of a Licensed Teacher.	D	20%
3. Record daily documentation of all student-related activity. Maintain required records and files.	D	5%
4. Prepare instructional visual/tactile aids and prepare for future lessons.	D	5%
5. Consult with team to ensure student is meeting current IEP goals.	D	2%
6. Attend work and arrive in a timely manner.	D	1%
7. Advocate for students by communicating students' social, emotional and academic progress and needs with appropriate staff and by assisting staff and peers in understanding hearing loss/deaf culture, sign language rates and use of interpreters/tutors.	W	2%
8. May assist multi-needs students with toileting and/or medical needs.	W	1%
9. Attend appropriate inservices, building meetings, training, IEP meetings, parent conferences and/or school functions.	M	2%
10. Foster student independence and peer relations by introducing sign language to hearing peers.	M	1%
11. Perform other duties as assigned.	Ongoing	1%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Associate's degree from an accredited Interpreter Preparation/Training Program leading to an Educational Interpreter Authorization/Certification
- Completion of year 2 in a 4 year program (eligible for the EIPA exam and to apply for a CDE temporary authorization)
- One to two years of related experience
- Equivalent combination of education and experience acceptable



LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Educational Interpreter Authorization issued by Colorado Department of Education
- Valid Colorado driver’s license
- Criminal background check required for hire
- Crisis Prevention Institute (CPI) required within 1 month of hire
- Special Education Paraprofessional Academy classes (5 in first 2 years of hire)

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Fluency in and skill using American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE) and Conceptually Accurate Signed English (CASE)
- Interpersonal relations skills
- Basic math skills
- Personal computer and keyboarding skills
- Bilingual oral and written communication skills may be required or preferred
- Ability to interpret receptively and expressively
- Knowledge of students with special needs
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions and respond to management direction
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines, and building and department procedures
- Ability to participate and work in a team environment
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with deaf and hard of hearing adaptive services and equipment
- Basic operating knowledge of and experience with personal computers, peripherals and media equipment
- Basic operating knowledge of and experience with office software
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

- Responsible for supervising the behavior and wellbeing of students during classroom, interpreting and tutoring sessions.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			x	



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Walk			x	
Sit			x	
Use hands to finger, handle or feel				x
Reach with hands and arms				x
Climb or balance		x		
Stoop, kneel, crouch, or crawl		x		
Talk				x
Hear				x
Taste	x			
Smell	x			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds				x
Up to 25 pounds			x	
Up to 50 pounds	x			
Up to 100 pounds	x			
More than 100 pounds	x			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				x
Analyze				x
Communicate				x
Copy				x
Coordinate				x
Instruct				x
Compute			x	
Synthesize		x		
Evaluate		x		
Interpersonal Skills				x
Compile			x	
Negotiate			x	

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	x			
Work near moving mechanical parts	x			
Work in high, precarious places	x			
Fumes or airborne particles	x			
Toxic or caustic chemicals	x			
Outdoor weather conditions		x		
Extreme cold (non-weather)	x			
Extreme heat (non-weather)	x			
Risk of electrical shock	x			
Work with explosives	x			
Risk of radiation	x			
Vibration	x			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	x
Distance vision (clear vision at 20 feet or more)	x



VISION DEMANDS:	Required
Color vision (ability to identify and distinguish colors)	
Peripheral vision	x
Depth perception	
Ability to adjust focus	x

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	x
Loud	
Very Loud	