

SPECIAL SCHOOL DISTRICT

POSITION DESCRIPTION

Position: 43096

Title:	Designated Interpreter/Accessibility Specialist	Braille/SLPI EJP Level:	TBD
Position Pay Scale	SSD Unclassified Scale	Length of Assignment:	12 months
Reports To :	SSD Superintendent	Work Hours:	Work hours may vary
Supervises:	No supervision required		Must be willing to work flexible shifts and days. Travel, night and weekend work may be required.

Overview

Under the direction of the Superintendent of the Special School District, the Designated Interpreter provides American Sign Language (ASL) interpreting/sign language services specifically for the Superintendent. The Designated Interpreter is expected to support the District's growth and advancement through positive and respectful interaction and relationship with faculty, staff, and students, as well as individuals and entities outside the Special School District. The Designated Interpreter accepts responsibility for knowledge of, and adherence to the ethics of interpreting and the role of the interpreter, with particular emphasis applied to the maintaining of confidentiality. Along with demonstrated fluency in English and American Sign Language, the position requires the ability to adapt within an evolving work environment, and the ability to provide interpreting services that accurately reflect the qualifications and expertise of the Special School District. As an Accessibility Specialist, the employee advises on matters of: marketing materials, SSD events and forums, in-person meetings among district personnel via teleconferencing/remote software, etc.

Responsibilities

- Provide interpreting services for the Superintendent of the Special School District and/or coordinate all accessibility-related issues as it pertains to the Superintendent, on- or off-campus.
- Responds innovatively to communication and accessibility
- Translate messages, live speeches, voice recordings and documents into English and/or American Sign Language, with careful attention to providing proper context, meaning, tone and technical wording
- Honor outlined ethical codes to ensure sensitive and confidential information remains secure and protected
- Research technological advances and evolving best practices as ways to improve accessibility across the district. Find solutions to growth opportunities and assist in the implementation of those solutions.
- Utilize resources to remain educated and current with the meaning of words and phrases as well as the climate/status of Education on a state and national level
- Document changes to translated materials, and maintain an orderly method for filing data for reference later on
- Creating recorded translations of documents and district communication in cooperation with the Director of Communication and Human Resources Director
- Advocate on accessibility-related Issues among internal and external stakeholders/agencies, as directed by the Superintendent
- Manages their own calendar and time to accommodate the needs of the Superintendent and Executive Team
- Supports the Superintendent on initiatives relating to Accessibility and Language Equity

Professional Conduct

- Demonstrate reliability and punctuality in attendance and in meeting obligations.
- Must be willing to work collaboratively with others as a member of a team
- Exhibit professional ethics.
- Exhibit initiative and recognize and follow established communication channels.
- Exhibit a willingness to accept and use suggestions for improvement.
- Use time effectively.

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- May be required to develop and implement a Professional Growth Plan in consultation with the designated supervisor.
- May be required to complete a self-evaluation.
- Maintain an appropriate student-adult relationship and respect the individual worth and dignity of each student.
- Maintain an appropriate and professional relationship with other Executive level SSD Personnel, fostering respect for confidentiality and professionalism in the workplace
- Perform other duties as assigned.

Required Qualifications

- Possession of Certification of Interpretation and Certificate of Transliteration (CI/CT) or National Interpreter Certification (NIC) from the Registry of Interpreters for the Deaf (RID) or BEI- Advanced or Master Level Certification
- 3 years full-time interpreting experience in a wide variety of settings.
- Must possess exceptional ASL-to-English Interpreting Skills

Preferred Qualifications

- Bachelor’s degree in communications or related field
- Some familiarity with Special Education, Early Childhood Education, K-12 Education, Educational Administration, Education in Correction Facilities, and State Department of Education
- Strong proficiency in the English language
- Strong proficiency in American Sign Language
- Strong understanding of written and oral communication
- Familiarity with using technology for translation and interpretation
- Previous experience coordinating the provision of access in a professional setting

Physical Activity Level

Some work is performed in physically comfortable positions with little or light physical effort, and some work requires moderate effort. Lifting thirty to forty pounds may be required and brief periods of heavy muscular exertion may be required. Interpreting and transliterating require extended use of the upper body muscles and fine motor movements of the hands. May be required to sit or stand for long periods of time. Physical requirements are subject to reasonable accommodation in accordance with ADA standards.

Contact Information:

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