



American Sign Language – English Interpreter

Administrative Procedure 2.B.286

Board Governance Policy Cross Reference:

Legal Reference: Education Administration Act 23/2000

Date Adopted: 2021

Date Amended:

General Position Description:

The ASL-English Interpreter functions as part of the educational team supporting students who are Deaf/Hard of Hearing (DHH) and is responsible to translate what is being communicated, either in a group setting or one-on-one. The interpreter's primary function is to facilitate or provide access to communication for DHH students within the classroom and school setting throughout the day.

The interpreter works within the classroom setting under the direction of the teacher and is supervised by the Principal. The Principal is responsible for the evaluation of the Interpreter.

Specific Responsibilities and Duties:

1. Use American Sign Language to sign all spoken messages and voice all signed messages in class. In addition, the Interpreter shall voice all information, as required for students using an oral mode of communication.
2. Transmit a student's questions or replies to a teacher's questions at the language level used by the student as necessary.
3. Encourage the teacher and student to speak to one another directly while facilitating communication (i.e. not speaking on behalf of the student or teacher).
4. Assist the student with the permission and direction from the teacher/instructor, in composing written answers, initiated by the student, or to interpret the student's signed answers into written form.
5. Assist with the implementation of goals specific to the student as outlined in Student Specific Plans.

6. Understand the subject matter in order to accurately translate what is being spoken into sign language.
7. Reinforce/clarify/explain subject matter, including the subtleties and nuances that speech conveys, to the DHH student under the supervision of the teacher.
8. Assume additional responsibilities when not interpreting. These may include providing information to staff regarding the role of the interpreter in the education setting, providing supervision to classrooms, participation in deaf awareness workshops, demonstrating selected sign language vocabulary to other students and school staff to promote an inclusive setting and acceptance of sign language within the school community, providing information or referring inquiries to other sources on issues related to hearing impairment, sign language or Deaf Culture, and attending team meetings and case conferences as needed.
9. Perform primary duties in a variety of settings, in and out of the classroom including: extracurricular activities, field trips, club meetings, counseling sessions, athletic competitions, etc.
10. Adequately prepare for each class. This may involve: planning and preparing for the interpreting task through reviewing teaching material relevant to the subject.
11. Discuss with the teacher regarding ways to increase the interaction between the DHH student and his/her peers.
12. Provide support in facilitating the use of skills which enhance independence and effective use of an Interpreter (e.g. encouraging the student to recognize how and when to ask appropriate questions to information and clarify concepts, working with teachers to develop way of increasing interaction arising between the student and his/her peers.
13. Maintain an Active membership with the provincial and national interpreting organizations and abide by the CASLI Code of Ethics and Guidelines for Professional Conduct.

Skills and Qualifications:

1. Graduation from an ASL-English Interpreting program
2. Fluency in American Sign Language, with the ability to match the communication needs of the student

3. Ability to communicate effectively with students and staff
4. Ability to work independently under the direction of the Classroom Teacher and Student Services Team, and to assist in program delivery
5. First Aid/CPR
6. Ability to meet physical demands of the position