



# ASL- English Interpreter Administrative Procedure 2.B.85

2.0 Human Resources  
2.B Position Descriptions

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**Board Governance Policy Cross Reference:** 1, 2, 3, 4, 12, 13, 16

**Legal Reference:**

**Professional Reference:**

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**Date Adopted:** May 2025

**Date Amended:**

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## PHILOSOPHY

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of the employees of the division are to honor these values in the daily interactions with staff, students and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of this position of trust in our public school system.

## GENERAL POSITION DESCRIPTION

The ASL-English Interpreter will work with a student who is deaf/hard of hearing to support student specific programming. Further, the ASL-English Interpreter will work as a collaborative member of the school team, providing support for other students and general supervision as programming permits.

The ASL-English Interpreter will be supervised directly by the principal. The principal may designate a teacher to provide direction to the ASL-English Interpreter. The principal will be responsible for the evaluation of the ASL-English Interpreter.

## RESPONSIBILITIES AND DUTIES

You will be a member of the educational team, and will:

- Use American Sign Language to sign all spoken messages and voice all signed messages in class. In addition, the ASL-English Interpreter shall voice all information, as required for students using an oral mode of communication.
- Transmit a student's questions or replies to a teacher's questions at the language level used by the student as necessary.
- 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).
- 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.

- Assist with the implementation of goals specific to the student as outlined in Student Specific Plans.
- Understand the subject matter in order to accurately translate what is being spoken into sign language.
- Reinforce/clarify/explain subject matter, including the subtleties and nuances that speech conveys, to the DHH student under the supervision of the teacher.
- 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.
- 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.
- Adequately prepare for each class. This may involve: planning and preparing for the interpreting task through reviewing teaching material relevant to the subject.
- Discuss with the teacher regarding ways to increase the interaction between the DHH student and their peers.
- Provide support in facilitating the use of skills which enhance independence and effective use of an ASL-English 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 their peers.

## SKILLS / QUALIFICATIONS

- Genuinely committed to helping children learn;
- Able to provide academic support to students with academic and/or behavioural challenges;
- Able to develop strong relationships with children;
- Able to de-escalate situations, problem solve and act independently;
- Knowledge of the basic principles of educational practices, the function of support service, and the role of the interpreters as part of an educational team;
- Demonstrate your experience working as a team member;
- First Aid/CPR;
- Ability to meet the physical demands of position.

## EMPLOYMENT REQUIREMENTS

- graduated from a recognized ASL-English training program.
- Previous practical experience (one (1) to two (2) years) in working or interacting with Deaf/HH persons, especially children.
- Maintain an Active membership with the provincial and national interpreting organizations and abide by the CASLI Code of Ethics and Guidelines for Professional Conduct.