

Red Wing Public Schools Position Description

Sign Language Communication Facilitator

General Information

Department:	Special Education
Unit:	Non-Classified Personnel
Immediate Supervisor:	Assistant Director of Special Education
Grade Placement:	10
FLSA Status:	Non-Exempt

Position Summary

The Sign language communication facilitator serves as a facilitator of communications between deaf or hard of hearing students and the classroom teacher, other students, and/or other staff within the building. Sign language communication facilitators also provide instructional support and assistance to children in various programs and having varied special needs. Responsibilities and duties involve assisting and guiding students in the reinforcement of reading, math, science or other classroom subjects, job skills, daily living skills, implementing behavioral plans and/or monitoring and enforcing appropriate behavior in accordance with instructional lesson plans and student IEPs. Positions assigned to this classification also provide assistance and support in terms of adapting regular classroom curriculum to the special needs of each student by clearly repeating directions at a level the student understands, encouraging cooperation in classroom activities, communicating expectations, and modifying tests or tasks into smaller steps, and assisting student with mobility, adaptive, or other special needs.

Essential Duties and Responsibilities

1.	Facilitates communication in all school activities from spoken English to the student(s) preferred method of manual communication and/or vice versa, as designated in the IEP. including: <ul style="list-style-type: none">a) Classroom instructionb) Field tripsc) Films and videotapesd) Assembliese) Social conversations and interactions as requested by studentsf) Conversations with other staff (school nurses, administrators, secretaries, counselors, social workers, etc.
2.	Reinforces and provides academic and classroom support in the learning of materials or skills introduced and provided by licensed/certified staff members in individual (1:1), small group or large group settings. Reinforces academic and skills based upon student's IEP, needs, interests and abilities. Works through assignments as prescribed. Provides supplemental tutoring, guided practice and other instructionally relevant activities to students as directed by the supervising teacher(s).

3.	<p>Voice interprets from sign language to spoken English as necessary, including:</p> <ul style="list-style-type: none"> a) Classroom interactions, answers to questions, reports, etc. b) Social conversations and interactions as requested by students c) Conversations with other staff members
4.	<p>Previews classroom materials in order to provide the best possible communication to the student(s). Reviews written materials for new vocabulary at the direction of the teacher of the deaf/hard of hearing or classroom teacher. Discusses vocabulary with student and checks on student sign accuracy, when appropriate, dependent upon individual needs of student in accordance with IEP.</p>
5.	<p>Maintains and updates data collection method, at the direction of the teacher of deaf and hard of hearing or special education teacher</p> <ul style="list-style-type: none"> a) Maintains various records and files, keeps confidential files, test scores and related records; b) Periodically reviews data and records with supervising staff.
6.	<p>Assists the classroom teacher, teacher of deaf/hard of hearing, and speech and language pathologist in:</p> <ul style="list-style-type: none"> a) Tutoring the student when necessary at the direction of the teacher b) Explaining language and vocabulary needed for the classroom comprehension in the manner stipulated in IEP c) Communicating to the educational team any information pertinent to the total student
7.	<p>Advises teacher on student problems and monitors student behavior. Assists, observes, monitors and addresses student behavioral management issues. Assists staff in implementing IEP behavioral plans, reinforcing positive behaviors, re-directing student attention, assisting with de-escalating outbursts, follows and implements any behavioral plans detailed in IEP.</p>
8.	<p>Performs the following in-school activities, as requested:</p> <ul style="list-style-type: none"> a) Assists teachers with teaching sign language; b) Assists in monitoring the FM systems or hearing aids of students to be sure they are operating properly;
9.	<p>Assists with lunch, snack, clean up, lavatory, clothing, playground duties, and wash up routines.</p>
10.	<p>Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).</p>

Required Education, Training, and Work Experience

Required Education / Training:	1 year of college
Degree Information:	None required
Major Field of Study or Degree Emphasis:	3 courses of American Sign Language (ASL)
Required Work Experience:	None
Licenses / Certifications Required:	<ul style="list-style-type: none">• Valid driver's license in Minnesota• Training and certification in Restrictive Procedures / Crisis Prevention and Intervention (CPI) or district-determined equivalent

Essential Knowledge Required to Perform the Essential Functions of the Position

- Role of the Sign Language Communication Facilitator , particularly in an educational setting.
- Assistive listening systems and hearing amplification devices.
- Basic math, reading, language and science concepts pertinent to area of assignment.
- General learning concepts, theories and fundamentals.
- Child development fundamentals and concepts.
- Problem solving and conflict resolution techniques.
- Behavioral management strategies, crisis intervention and methods.
- District policies, guidelines, rules or philosophy pertaining to discipline, appropriate student behavior and consequences, and confidentiality.

Essential Skills Required to Perform the Work

- Oral communication skills.
- Demonstrating vocabulary of at least 100 words in sign language.
- Taking instruction from and direction from licensed personnel, building staff and administrators and following classroom/program routines.
- Maintaining daily logs, assignment books, or other documentation required by the district.
- Defining problems and collaboratively working towards resolution.
- Interacting with and serving as a role model concerning learning and behaviors.
- Ability to maintain confidential files and information to compile reports.
- Skill in the use of classroom and instructional equipment.
- Ability to deal effectively with special education students and teachers.
- Ability to establish and maintain effective relationships with students, parents, and staff members.
- Skill in supervising student behavior and applying consistent consequences for appropriate and inappropriate behaviors.
- Skilled adapting lesson plans to the individual needs of students to facilitate their learning and to assist them in meeting any individual learning plans and objectives.
- Applying rules, instructions and stated policies, procedures and IEP plans.
- Developing a rapport with children and explaining concepts in a simple and understandable manner.
- CPI training and hold to protect injury to self and student.
- Writing routine correspondence, routine reports, memos, documents, charts or other materials.
- Effectively presenting information in 1:1 and/or small group situation to students, parents, staff or other employees concerning district/program routines, polices, rules, learning principles, concepts and other lesson plans.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand			X	
Walk		X		
Sit			X	
Use hands to finger, handle or feel				X
Reach with hands arms		X		
Climb or balance		X		
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Lifting / Forcing Exerted				
Up to 10 pounds				X
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are performed in a typical school setting. Work involves minimal exposure to hazards and/or risks associated with the performance of the job. There may be occasional disagreeable human interactions when dealing with students.

Classification History and Approval

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