

Granite Falls School District
Position Description
Paraprofessional for Deaf or Hard of Hearing Student(s)

General Summary

The Educational Interpreter is responsible for the deaf and hard of hearing student's (K-12) accessibility to education. Perform simultaneous interpretations of spoken language and sign language for deaf and hard of hearing students within and outside the classroom environment (spoken English into sign language and voicing of sign language into English). Interpret classroom instructions and activities including movies, intercom announcements, discussions, peer interactions, assemblies, and special events as assigned. Provide re-teaching and other academic and classroom support. Have the ability to adapt and adjust interpretation to meet language, cognitive and developmental level of student and to facilitate students' comprehension. Knowledgeable in instructional aiding and tutoring methods for students who are deaf and hard of hearing. Be able to model appropriate use of ASL and spoken English. Be able to provide supplemental instruction when needed to augment primary instruction. Regular attendance is required and expected.

The paraprofessional will use sign language (SEE/ASL) with proficiency and verbal support to provide individual and group instruction as directed by teachers to students who are deaf or hard of hearing. The paraprofessional will supervise group activities such as lunch, recess, and learning centers using signing and verbal support as necessary and appropriate for students. One-to-one instructional and non-instructional support, including learning, behavior and communication needs for the student(s) will be a daily activity. The paraprofessional will team and interact effectively with a variety of people, as well as, be proficient in sign language at a moderate conversational speed.

Typical Duties

To effectively perform the essential functions of any position with the District, regular attendance is required and expected.

1. Interpret all academic situations including classrooms, assemblies, and field trips, Interpret in all student service areas including library, health center, counseling center, and administration. Interpret extracurricular activities including sports, drama, music, clubs, and school-wide programs.
2. Assist students with communication and/or emotional, behavioral, physical, or cognitive delays to successfully integrate into a variety of educational or community settings. Follow individualized behavioral support plans.
3. May be required to physically assist or restrain out of control student.
4. May provide physical assistance to disabled students positioning, transfers, lifting, mobility, diapering/toileting, catheterization; personal hygiene, dressing, and feeding.
5. Tutors students individually or in small groups in a variety of learning activities to promote student understanding of materials presented. Provides encouragement, reinforcement and achievement of specially designed goals and objectives defined by certificated staff. May administer and supervise tests or other measurements as directed by certificated staff.; Communicate effectively with
6. Communicates with teacher(s) concerning individual student progress; adjusts methods to meet the needs of a wide variety of students; consults with certificated staff concerning remediation or enrichment activities.
7. Assists teacher in maintaining records, logs, charts, assignments and other records for assessment of student progress. May correct, score or grade tests, papers and assignments according to guidelines or instructions; may schedule appointments; may set up and run machines.
8. Joint preparation with classroom teacher
9. Monitors student behavior in classrooms, playground, halls, at lunch or breaks, at bus boarding areas, on field trips, at vocational work sites, and at other sites as assigned to promote safe and appropriate student behavior. Models appropriate behavior. Uses sign language and verbal support to correct behaviors and maintain discipline according to established policies and procedures. Instructs students in behavioral rules and codes for student safety, socialization and individual growth.
10. Provide specialized communication support to students in a variety of educational and community settings using sign language with verbal support and augmentative devices.
11. Assists students with the mastery of interpersonal and personal skills; listens to student confidences and refers problems to teachers, counselors, specialists or administrators as appropriate.
12. Uses sign language and verbal support to establish and maintain effective communication with students, staff, and parents concerning student progress and safety. Establishes and maintains effective communication with students, staff, and the general public using tact, courtesy, and good judgment in persona and over the telephone for positive community relations.
13. Provides first aid to injured or ill students as appropriate; may track and dispense authorized student medication as required.

14. Continual assessment and management in the educational environment to facilitate visual accessibility.
15. Prepare for content and curriculum through daily communication with classroom teacher.
16. Preparation for special school activities and extra-curricular events such as theater arts, music, storytelling, poetry field trips and assemblies.
17. Consult with classroom teacher regarding general goals, new vocabulary or material presented.
18. Maintain regular contact with the teacher of the deaf and hard of hearing regarding students' progress toward IEP goals.
19. Locates, develops, and/or modifies materials for student use, enrichment activities and special projects.
20. Serves as member of instructional team of the District; performs related duties consistent with the scope and intent of the position.

Mental Demands

- Requires demonstrated proficiency in sign language at a moderate conversational speed (PSE and/or ASL) as appropriate for activity to act as communication link with people who do not sign.
- Requires demonstration of higher than average reading, writing and math skills appropriate to level of assignment.
- May require demonstration of specialized skill such as reading/writing Braille; ability to understand and communicate proficiently and effectively in sign language, language other than English or augmentative communication depending on assignment.
- Requires demonstration of ability to follow written instruction, correctly use instructional materials and accurately complete detailed written records.
- Requires demonstrated ability to quickly learn from certificated staff, implement specially designed instruction following objectives and lessons designed and monitored by certificated staff and demonstrate increased student skill level.
- Requires demonstrated ability to precisely follow individual student behavior improvement plans.
- Requires demonstrated ability to maintain accurate student data logs in timely manner and provide accurate feedback to certificated staff.
- Requires demonstrated ability to maintain instructional skills in fast paced setting.
- Requires demonstrated ability to understand and willingness to follow a schedule and flexibility to respond to sudden schedule shifts.
- Experiences frequent interruptions, must demonstrate quick return to work and concentration skills
- Requires demonstrated ability to remain organized and meet deadlines.
- Requires demonstrated interest in helping students with academic and social emotional needs and adaptability and flexibility in dealing with a wide range of academic abilities and students with emotional and physical disabilities.
- Requires demonstration of patience and understanding when working under potentially stressful situations in a classroom, pull out or one to one setting.
- Requires demonstrated ability to direct, control and plan activities to engage students and make on-the-spot decisions affecting student safety.
- Requires demonstrated ability to calm distraught, angry, or hostile students.
- Requires cooperation and ability to work as a team member with certificated and classified staff.
- Requires maintaining a broad knowledge base that covers curriculum areas from kindergarten through Advanced Placement.
- Requires assessment and understanding of individual student communication abilities and styles to ensure accurate interpretation as related to the student's age, cognitive level, register, personality, affect, learning style and language competencies.
- Requires the ability to adapt and adjust interpretation to meet language, cognitive and developmental level of student and to facilitate students' comprehension.
- Requires knowledge of instructional aiding and tutoring methods for students who are deaf and hard of hearing.
- Requires ability to model appropriate use of SEE/ASL and spoken English. Be able to provide supplemental instruction when needed to augment primary instruction.

Physical Demands

- Requires clarity of vision at 20 inches or less and 20 feet or more when working with students. Capable of observing an area that can be seen up and down or to the right and left when eyes are fixed on a given point
- Requires eye-hand coordination and depth perception to model handwriting and manipulate learning materials effectively when instructing students

- Requires handling of various instructional material and ability to grip and grasp using upper extremities
- Requires excellent hearing to listen to and effectively communicate with students
- Requires physical stamina to resist repeated exposure to infectious diseases carried by students
- Requires mobility necessary to twist upper torso and neck constantly to observe and monitor students, reach above shoulder height and below waist; bend forward from the waist to assist students, stoop to floor level and bend from the waist, stand and or walk without restriction for up to 60 minutes, sit for up to 60 minutes while providing instruction to students, climb stairs, walk on uneven ground, maintain normal body balance and equilibrium, walk quickly and or run
- Additionally when working with preschool and elementary aged students requires mobility necessary to sit on lower chairs or stools; bend knees to squatting position and remain for prolonged periods of time; sit or kneel on floor; physically assist student to sit on floor or chair, and crawl
- Requires ability to lift and carry objects up to 50 pounds and assist students from 20 pounds to excess of 200 pounds
- Ability to provide all required physical assistance to students as trained and directed such as positioning, transfers, lifting, mobility, diapering/toileting, catheterization; personal hygiene, dressing, and feeding
- Ability to correctly physically restrain students when necessary for safety reasons
- Ability to push/ pull students in wheelchairs or other adaptive equipment
- May be exposed to moderate to loud noise levels frequently throughout the day
- May be exposed to seasonal weather conditions when outdoors

Minimum Qualifications

Education and Experience

Requires Interpreter certifications and continuing certification.

High school diploma or equivalent and one of the following: 1) Two years of post-secondary study at an institution of higher education or; 2) AA degree or higher or; 3) or have passed the Educational Testing Service assessment. (A sample test is available for review online at <http://www.ets.org/parapro/about>) The cost for the Educational Testing Service ParaPro assessment is \$55.00; experience working with school-aged children. Tutorial experience and demonstrated proficiency in designated academic subjects required. Experience working with students with multiple disabilities or students with behavior problems; proficiency in sign language at a moderate conversational speed (PSE and/or ASL) or as appropriate for the activity to act as communication link with people who do not sign; experience working with deaf students.

Licenses/Special Requirements

Satisfactory background clearance results (fingerprinting required); proof of ability to work in the United States; Valid Washington State driver's license; CPR & first aid cards required.

Training in Washington State Core Competencies for Paraeducators preferred. Washington State Core Competencies training is required within two years of employment.

Requires excellent record of attendance to maintain continuity in student support programs.

Current training in de-escalation and restraint required within one year of employment.