



JOB DESCRIPTION

Salary Grade: 5

10 month position

Job Title: Communication Facilitator	Division: Field Operations
Supervisor's Title: Administratively to School Principal Professionally to Program Coordinator Special Education, Deaf & Hard of Hearing	Superintendency: Field Operations
Union Status: CUPE 1328, SBESS	Department/Location: Elementary & Secondary Schools

PRIMARY FUNCTION:

The primary function of this job, under the direction of the teacher and principal, is to assist the Teacher of the Deaf and Hard of Hearing, and/or the Teacher of the regular class in delivering an appropriate educational program for Deaf & Hard of Hearing students. Sign language and non-verbal communication, e.g. facial expressions, are among the means required to communicate with Deaf and Hard of Hearing students to facilitate and support their learning in both the special class and regular class settings.

MAIN RESPONSIBILITIES:

1. Assist the Teacher of the Deaf and Hard of Hearing and/or the Teacher of the regular class in classroom activities, by:
 - utilizing sign language, facial expressions, gestures and writing/drawing to communicate with the Deaf and Hard of Hearing students

- assisting Deaf and Hard of Hearing students with seat work, e.g.: showing them how to use a dictionary, how to learn multiplication tables, explaining concepts like subtraction, etc.
 - helping students and Teacher with classroom activities, e.g.: art work, assisting with set up of paints and brushes, math drills, etc.
 - organizing materials around the classroom, e.g.: getting supplies, blocks for math, putting up bulletin boards and displays etc.
 - assisting the Teacher with class clean-up, and
 - maintaining the amplification systems (personal and F.M.), e.g. performing listening checks and trouble shooting.
2. Provide support to Deaf and Hard of Hearing students in integrated classes, by:
- accompanying one or two (1 or 2) Deaf and Hard of Hearing students when they integrate into a 'regular class' and providing sign language communication in order that students receive instruction in a particular subject/course or to enable participation in an activity
 - ensuring that students are seated at the front of the class so that they have access to the regular Teacher and to the sign language information provided by the Communication Facilitator
 - standing up in front of the class, when required, and moving with the Teacher and providing a summary/context of the lesson in sign language (not verbatim interpretation)
 - assisting the Deaf and Hard of Hearing students eg: by reinforcing the lesson during seat work
 - voicing the sign language communications of the students into oral English for the mainstream Teacher and students
 - providing continuity between classes by informing the Teacher of the Deaf and Hard of Hearing about the lessons that were taught in the mainstream classes and the concepts that were difficult to grasp for the Deaf and Hard of Hearing students, and
 - maintaining the amplification systems (FM systems) and encouraging the use of these systems by students and teachers where applicable.
3. Provide Communication Facilitator functions for non-classroom activities by:
- providing sign language information and limited interpreting for the Deaf and Hard of Hearing students during special events such as awards day, school assemblies, Mass, etc. as required

- accompanying the students to events that are held outside the school , e.g.: track and field
- rotating with other staff to provide yard duty (lunch, recess) and paying particular attention to the needs of the Deaf and Hard of Hearing students by being available to communicate in Sign Language, and
- ensuring that the Deaf and Hard of Hearing students get off/get on the school bus, as assigned and facilitating communication between driver and student, as required.

4. Perform other related duties as assigned or required.

SKILL:

- 2 year Sign Language Communicator/Communication Facilitator College Diploma (which include ASL Level 1 and 2), or equivalent
- Some fluency in American Sign Language and fluency in English.
- Six months of related experience and one year of on-the-job experience.

EFFORT:

- The complexity of the job is in using sign language skills (not perfectly fluent but at a competent level) to provide information in a contextual/summary of comments or facilitation and to assist students, e.g. during seat work to reinforce concepts, explain parts of lesson that were not understood etc. Complexity in voicing the sign language communications of students into English.
- Use of body, hands and fingers when using sign language in a repetitive motion. Visual concentration and eye contact necessary when reading the signs of Deaf and Hard of hearing students.

RESPONSIBILITY:

- Independence of action when providing summary sign language facilitation. Accountable for informing Teacher of the Deaf and Hard of Hearing and/or the Teacher of the regular class on the progress and difficulties of the students in the regular class, so that the Teacher can reinforce difficult concepts. Accountable for informing the regular class teacher of the needs of the Deaf and Hard of Hearing students as situations arise.
- Ineffective sign language communication would confuse the student and may negatively impact academic performance/learning.
- Contacts with students, teachers, other school staff, parents etc. in performance of duties

WORKING CONDITIONS:

- Classroom and school environment. Stress from working with Deaf and Hard of Hearing students, - need to be able to effectively interpret. Stress of dealing with two cultures (Deaf and Hearing) and two languages (ASL and English)

Management Approval

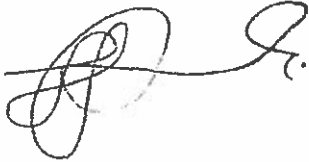
Date



October 16, 2009

Management Approval

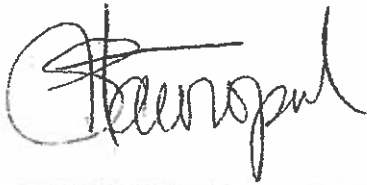
Date



October 16, 2009

Reviewed by Management Date

Reviewed by Union Date



October 16, 2009

October 15, 2009