

ST. MARY PARISH PUBLIC SCHOOLS
SPECIAL EDUCATION CUED SPEECH TRANSLITERATOR/SIGN LANGUAGE INTERPRETER JOB DESCRIPTION

POSITION: Special Education Cued Speech Transliterator/Sign Language Interpreter

REPORTS TO: Hearing Impaired Teacher, Principal, Coordinator of Special Education and Related Services

TERMS OF EMPLOYMENT: Following the probationary period as set forth in policy GBG, terms of employment are 180 days.

SALARY RANGE: Salary in accordance with the approved St. Mary Parish Salary Schedule.

OBJECT/FUNCTION: 115/1211

QUALIFICATIONS: Must possess a high school diploma or equivalent. Training and/or experience necessary to successfully perform the essential functions of the work. Knowledge of hearing aids, cochlear implants, TTY's, closed captioning systems, FM amplification, and other assistive technology. able to provide Cued Speech Transliteration/Sign Language Interpreting to translate/interpret at a conversational rate of speaking, including paraphrasing and summarizing. Provide a clear and accurate translation/interpretation of curriculum, instruction, and related materials. Must possess those qualities which would indicate ability, temperament and enthusiasm to work with others and around school children. Demonstrate the ability to lift, bend, reach, and kneel for periods of time. Possess strong communication and interpersonal relationship skills with adults and children.

CLASSIFICATION UNDER FAIR LABOR STANDARDS ACTS (FLSA): Non-Exempt

EVALUATION: Performance of this position will be evaluated in accordance with provisions of the St. Mary Parish Board policy GBI-Evaluation.

PERFORMANCE RESPONSIBILITIES:

1. Cued Speech, SEE, and ASL in combination with speech reading, the transliterator/interpreter usually articulates spoken messages, accents, dialects, foreign languages, with cued speech transliteration, SEE, or ASL services in educational settings including classrooms, meetings with school staff, conferences, field trips, counseling sessions, telephone calls, after school extracurricular activities, and other school related activities for students. Facilitates communication between hearing and deaf/hard of hearing consumers.
2. Prepare for transliterating/interpreter duties and assignments by studying the subject matter, and by practicing the related Cued Speech/ SEE/ASL vocabulary. Become familiar with classroom materials, textbooks, videos, and presentations. Monitor the need for assistive technology, such as TTY, and TV closed captioning. Arrange the best possible transliterator/interpreter location to transliterate/interpret every class activity including discussion, films, lectures, excursions, questions, and answers. Functions as a team member, while maintaining confidentiality within the team.
3. Assist in supervision of deaf/hard of hearing students when not performing transliterating/interpreting services. This includes lunchroom supervision, tutoring, school bus boarding, disembarking and similar responsibilities as deemed necessary.
4. Adapt to the physical setting, ensuring effective communication, maintaining the proper position and accounting for lighting and background setting in the classroom, as well as other visual or auditory inputs.
5. Attend staff meetings and provide for one's own professional growth through an ongoing program of reading and coursework and other staff development activities. Practice transliterator/ interpreter skills. Provide in-service training to classroom teachers, students, and other consumers regarding the role of the transliterator/ interpreter.
6. Attend IEP meetings upon request.
7. Meet with teachers to prepare for transliterating/interpreting assignments, and to ensure the most efficient use of transliterating/interpreting services.
8. Review student IEPs as appropriate to be knowledgeable of student's language and skill levels, ensuring appropriate transliterating/ interpreting techniques to prepare appropriate level materials.
9. Encourage independent communication between the Deaf/ hard-of-hearing students whenever possible.
10. Adhere to the Code of Conduct for Transliterators/interpreters and educating others regarding the rights of deaf and hard- of-hearing individuals.
11. Exhibit desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Be an appropriate role model.
12. Participate in in-service programs as assigned.
13. Exhibit a working knowledge of the St. Mary Parish Policies Manual and Special Education Policy and Procedure Manual.
14. Perform any other duties that may come within the scope of said position or may be assigned by the immediate Supervisor or Superintendent.

PROFESSIONAL RESPONSIBILITIES:

1. Maintain professional personal appearance and demonstrate respect for colleagues.
2. Attend work regularly; report to work on time; and provide advance notice of need for absence.
3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
7. Keep the direct supervisor informed of the progress being made in the area(s) of responsibility.
8. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by the supervisor.
9. Complete and submit all forms, reports, documentation, and training by required dates and in accordance with district policies and procedures.
10. Remain open to suggestions and innovative ideas; receive and apply feedback.
11. Demonstrate competence in areas of responsibility.
12. Exert every effort to constructively involve stakeholders in all professional settings.
13. Communicate appropriately and work effectively with all populations.
14. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
15. Follow the specific requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.
16. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed.

PHYSICAL DEMANDS: The employee must be able to perform each essential duty satisfactorily. The requirements described herein are representative of the knowledge, skill, and/or ability essential to job performance. While performing duties, the employee is frequently required to stand, walk, speak, hear, and sometimes sit. The employee may occasionally push or lift up to 50 lbs., such as boxes of materials. The employee is frequently exposed to a work environment noise level, which is moderate to loud. The employee must have sufficient visual acuity to be able to work with computer monitor, print texts, and handwritten documents. The employee must possess basic language and communication skills to read, write, discuss, and present information to others in a clear, concise manner. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.).

This job description is designed to provide a general overview of the requirements of the job and is not designed to cover or contain a comprehensive listing of all functions, duties, or responsibilities that are required of this position. Functions, duties, or responsibilities may change, or new ones may be assigned at any time with or without notice. The St. Mary Parish School Board reserves the right to revise the job description at any time.

I, _____, have read and received a copy of this job description and understand that a copy of this signed job description will become part of my personnel file. I fully understand the requirements, duties, and responsibilities of the position. I can perform the duties and responsibilities as outlined, with or without reasonable accommodation. I understand that my job duties and responsibilities may change on a temporary or regular basis according to the needs of the district and, if so, I will be required to perform such duties and responsibilities. If I have any questions about job duties, I should discuss them with my immediate supervisor or a member of the Human Resources Department.

Signature: _____ Date: _____