



CLASSIFIED
Job Classification Description
 Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
 PERSONNEL COMMISSION
 APPROVED MOTION NO. 22-2022/23
 DOCUMENT NO. 10-2022/23
 DATED 10/19/2022

<u>DEAF OR HARD OF HEARING (DHH) SIGN LANGUAGE/ORAL INTERPRETER</u>	
DEPARTMENT/SITE: Special Education or School Site REPORTS TO: Special Education Administration	SALARY SCHEDULE: Classified Bargaining Unit SALARY RANGE: 59 WORK CALENDAR: 201 Days FLSA: Non-Exempt

PURPOSE STATEMENT:
 Under the general direction of the Special Education Administration or Designee, the Deaf or Hard of Hearing (DHH) Sign Language/Oral Interpreter provides support to the educational process with specific responsibilities of high-quality sign-language services, communication among students who are deaf or hard of hearing and their peers, the classroom teacher, and other school personnel. The incumbents in this classification provide the school community with educational support which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS
 Positions in this class provide instructional support to students requiring sign language assistance, as well as at various other school related activities. Incumbents must be certified and proficient at a high level, including adhering to the code of professional conduct.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:
The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Accompanies and interpret for assigned students, using sign language interpreting, in all academic settings and school settings, including but not limited to, one-on-one settings, integrated classroom lectures, discussions, assemblies, and meetings with personnel for the purpose of implementing Individualized Education Plan (IEP) goals and other academic needs of the students and social peer interactions, possibly including interpreting for peer-to-peer interactions during instruction, breaks, lunch, recess, and other extracurricular activities.
- Adheres to the National Association of the Deaf-Registry of Interpreters for the Deaf Code of Professional Conduct (CPC) and the District Board Policy.
- Consults with the classroom teacher and Special Education Case Carrier on a regular basis.
- Operate a variety of office equipment, including but not limited to, computer and assigned software applications.
- Provides interpreting for extracurricular activities, parent meetings, back-to-school night, graduation, and other activities/meetings which may extend beyond the school day.
- Provides sign language interpreting for staff and parents, as needed; provide sign to voice and voice to sign interpretations as needed.
- Provides tutoring and/or note taking and other support services (e.g., photocopying, typing, recordkeeping) when necessary and interpreting is not needed.
- Works in collaboration with the teacher, student, and/or other staff members to prepare for interpreting assignments by obtaining and reviewing future subject matter including but not limited to vocabulary and

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content knowledge to provide students access to high quality options and activities.

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit and the district, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Computer usage and pertinent software applications
- American Sign language and various sign systems
- Math for assisting students
- Current developments, trends and techniques in the field of interpreting for the deaf
- General needs, problems, learning styles, and requirements of deaf and/or hard of hearing students
- National Association of the Deaf-Registry of Interpreters for the Deaf (NAO-RID) Code of Professional Conduct
- Problems and needs of students with disabilities
- Proper English usage, grammar, spelling, punctuation, and vocabulary in all forms of communication
- State Education Code
- Codes, regulations, and requirements as related to assigned activities and/ or instructional area

Skills and Abilities to:

- Prepare and maintain accurate records
- Relate to the needs of students (preschool through adult) of different ethnic, cultural, educational, and socioeconomic backgrounds
- Understand and relate to students with disabilities
- Work independently with little direction
- Analyze situations accurately and adopt an effective course of action
- Assist certificated staff with instruction and related activities of a deaf and/or hard of hearing learning environment
- Interpret and translate using American Sign Language and/or another sign system required by the student
- Understand and follow sign, oral and written instructions
- Communicate effectively orally and/or sign and in writing
- Interpret, apply, and explain rules, regulations, policies, and procedures
- Work safely
- Work confidentially and with discretion

RESPONSIBILITY:

Responsibilities include working under general supervision using standardized procedures; leading, guiding, and/or coordinating others. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)

EDUCATION REQUIRED:

High School diploma or equivalent **AND** completion of forty- eight (48) units from a nationally accredited college or university, or A.A. degree or higher; or the passage of a local assessment, which meets the requirements of the federal No Child Left Behind Act of 2001.

EXPERIENCE REQUIRED:

Three (3) years of experience interpreting for Deaf or Hard of Hearing in an educational setting is preferred.

LICENSE(S) REQUIRED:

- Valid, current California Driver’s License

CERTIFICATIONS AND TESTING REQUIRED:

- Certified by Registry of Interpreters for the Deaf (RID), or have achieved a minimum score of 4.0 or above on the Educational Sign Skills, Evaluation- Interpreter (ESSE-1) the Educational Interpreter Performance Assessment (EIPA), the American Consortium of Certified Interpreters (ACCI), or the National Association of the Deaf (NAD) assessment.
- CPR and First Aid certifications within six months of employment. Failure to do so will result in termination
- Pass the District’s applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)
 - Pre-employment physical exam B through District’s provider at District’s expense

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Indoor classroom environment
- Sitting, walking, and standing, sometimes for extended periods of time
- Lifting, carrying, pushing, and/or pulling of light/moderate weight objects such as files, equipment
- Interpret for extended periods of time
- Stooping, kneeling, crouching, and/or crawling
- Significant fine finger dexterity
- Continuous use of elbows for signing
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to the fine print
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others
- Understandable voice and speech patterns
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment