

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: Special Education Interpreter/Translator* - Spanish	CLASSIFICATION: Classified (SEIU)
REPORTS TO: Director of Special Education	RANGE: 290
WORK YEAR: 10 Months	CLASS: Administrative Support
BOARD APPROVAL: 1/14/16	
BOARD REVISION:	

PRIMARY FUNCTION: Under general supervision, to provide English/Spanish interpretation services for parents, students, and staff; to translate technical, educational, legal, and general materials between English and Spanish; and to do related work as required.

*Definitions: An interpreter provides an oral translation of one language into another (e.g. Spanish to English).
 A translator changes written materials in one language to the written form of another language.

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by fostering effective communication and information sharing with Spanish-speaking students and families.

SUPERVISION OVER: Not Applicable

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES: Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Provides accurate assessment of students in English and Spanish in listening, speaking, reading, and writing using the California English Language Development Test, IDEA Proficiency Test, and other state mandated assessments following assessment protocols.
- Prepares written translations of IEPs, legal materials, workbooks, news articles, examinations, other instructional and educational materials, bulletins, correspondence, minutes, and forms.
- Provides accurate interpretation for District employees who have responsibility for administering other assessments determined through the IEP process (i.e. psychological, speech, and language).
- Provides Spanish translation of various information posted on the District's web page as directed.
- Provides interpretation for parents during enrollment, suspensions, expulsions, IEP meetings, and other parent meetings.
- Reviews translated material submitted by District personnel and of other translators and proofreads/edits for accuracy of meaning, grammar, and syntax.
- Answers inquiries and interprets and explains words and phrases for meaning and appropriateness.
- Uses computers and related software in preparing translations.
- Prepares written translations of technical, educational, and general material for use by District personnel, parents, and the public and may also act as an interpreter for District employees.
- Provides simultaneous interpretations at District meetings, including the use of headphones and microphones, when available.
- Adapts translations to students' cognitive and grade levels, collaborating with educational team members as necessary.
- Follows ethical codes and District guidelines that protect the confidentiality of information.

- Cares for, supervises, controls, and protects students in a manner commensurate to assigned duties and responsibilities.
- Completes other reasonable duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

- High school diploma or the equivalent.
- AA degree or two years college (48 semester units) preferred.
- Bilingual in English and Spanish required.
- One year experience in in composing, editing, proofreading, or translating materials in English and Spanish for widespread dissemination or publication is desired.
- Prior experience working in a public school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

- Must possess a valid California Driver’s License, be insurable by the District’s carrier, and have the use of a personal vehicle.
- Fingerprint/criminal justice clearance.
- Possession of a negative T.B. test that is no more than four months old and renewable every four years.
- CPR certification desirable.

KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.

KNOWLEDGE OF*:

- Correct grammar, spelling, punctuation, syntax, and idiomatic usage of English and Spanish.
- English and Spanish equivalent translations of general, technical, and subject-matter terms.
- Special Education language, documents, and procedures.
- Oral and written communication skills.
- Telephone techniques and etiquette.
- Modern office procedures, methods, and equipment including computers.
- Objectives, organization, policies, and programs of the District.

ABILITY TO*:

- Speak, read, and write fluently in English and Spanish.
- Speak, read, and write effectively in idiomatic English and Spanish.
- Be attentive to detail and take responsibility for accuracy of translation.
- Edit documents for publication in English and Spanish.
- Communicate clearly, concisely, and correctly, both orally and in writing.
- Operate a personal computer and peripheral equipment using District software.
- Operate a variety of modern office machines and equipment.
- Maintain confidentiality of privileged information obtained in the course of work.
- Drive a vehicle to offer interpretation and translation services at various District sites.
- Maintain confidentiality of privileged information obtained in the course of work.
- Exercise caution and comply with health and safety regulations.
- Provide service and assistance to others using tact, patience, and courtesy.
- Give, understand, and carry out multi-step oral and written instructions.
- Form and maintain cooperative and effective working relationships with others.
- Sustain productivity with frequent interruptions and attention to deadlines.
- Maintain consistent, punctual, and regular attendance.
- Work both independently with little direction and as a part of a team.
- Meet District standards of professional conduct as outlined in Board Policy.

**Candidates should have a firm working knowledge of these concepts, practices, and procedures and the ability to use them in various situations.*

WORKING CONDITIONS:

PHYSICAL DEMANDS (*With or without the use of aids*)*:

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office to utilize office equipment, etc.
- Work is performed while positioning self to access files and supplies.
- Work is performed while moving supplies weighing up to 20 pounds across the office.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

**Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job.*

SAMPLE ENVIRONMENT: Indoor office and/or school setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual office sounds, dust, and possible odor of perfume or room deodorizer; in a vehicle traveling to job assignments.