

**Riverside Unified School District
and California School Employees Association
and its Riverside Unified Chapter #506**

**Memorandum of Understanding
June 22, 2018**

This Memorandum of Understanding (MOU) is by and between the Riverside Unified School District (District) and California School Employees Association and its Chapter #506 (CSEA) regarding the abolition of the Certified Sign Language Interpreter (CSLI) classification and the effects of the layoff of five current CSLIs.

Recitals

1. The District currently employs five CSLIs. CSLIs facilitate communication between deaf and/or hard of hearing students and others by providing interpreting/transliteration services; interpret for teachers, administrators, parents, students and others as needed; and, assist a certificated teacher in providing instruction to deaf and hard of hearing students.
2. All District deaf/hard of hearing students have Individualized Education Plans that require instruction in American Sign Language (ASL). All sign language interpreters serving these students must be certified in ASL, or the District will be found to be out of compliance with law, as was determined by CDE in its investigation report issued April 17, 2018.
3. Historically, the District has not required CSLIs to be fluent/certified in ASL, and has allowed CLSIs to utilize other sign languages when interpreting for deaf and hard of hearing students.
4. The District has determined that this function (i.e., providing sign language interpreter services in any sign language other than fluent ASL) no longer serves its purposes and will be eliminated. The District intends that all sign language interpretation for students will be provided using ASL, by properly certified sign language interpreters. Therefore, the District intends to abolish the position of Certified Sign Language Interpreter and create the classification of "Certified American Sign Language Interpreter" (CASLI), job description attached. The District intends to abolish the CSLI classification effective June 30, 2019 and to lay off current CSLIs who do not qualify for the CASLI position by that date.

Agreement

The parties agree as follows:

1. Any person currently employed by the District in a CSLI position and who is properly certified in ASL, as described in paragraph 4, below, will be placed in the CASLI classification effective the 2018-2019 school year.

2. Any person currently employed by the District in a CSLI position who is not properly certified in ASL, as described in paragraph 4, below, will remain in the CSLI position during the 2018-19 school year and may be assigned duties supportive of deaf and hard of hearing students, as allowed by law, such as those assigned to employees in the Instructional Assistant – Special Education II – Sign Language classification. These current CSLI's will remain in the CSLI position, and shall continue to be paid on Range 32 of the classified salary schedule, for the 2018-19 school year.

3. Any current CSLI employee who obtains certification in ASL necessary to qualify for a CASLI position on or before June 30, 2019, will be placed in the CASLI classification effective the date Personnel receives the ASL certification from the employee.

4. To qualify for employment as a CASLI, each current CSLI must obtain certification in ASL by the National Registry of Interpreters for the Deaf (RID) or equivalent; in lieu of RID certification or equivalent, the CASLI must have achieved a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter and Receptive (ESSE-I/R) in ASL, or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment, in ASL.

5. The CSLI classification shall be abolished effective June 30, 2019. Any current CSLI who does not obtain the certification necessary to qualify for a CASLI position on or before that date will be laid off.

6. To mitigate the effects of such abolition of classification and layoff, the parties agree as follows:

a. In order to support each current CSLI to qualify for continued employment with the District, on a one-time basis for each CSLI, the District will pay the fees for both parts of the EIPA, including the written exam (\$250) and the performance exam (\$425).

b. By July 15, 2018, the District will purchase a video series made available through Boys Town Press for training. Each current CSLI will be given access to this video series to help prepare for the EIPA.

c. The District will pay the fees for each current CSLI to attend a summer training for Educational Interpreters at California School for the Deaf ("CSD"), which is currently scheduled for June 25 – 29, 2018.

d. The foregoing video and CSD training programs are voluntary, and the CSLIs will not be compensated for their time participating in either training program or while taking the EIPA.

e. The District and CSEA agree to work together to find additional training opportunities such as those listed above. Any additional training opportunities mutually agreed upon by the District and CSEA shall be offered to the current CSLIs on a

voluntary basis and shall be paid for by the District. CSLIs will be in a paid status if the trainings are during their normal work days and hours.

f. The District will provide a \$500.00 incentive to any current CSLI that takes and passes the EIPA within six months from July 1, 2018, once Personnel receives the results from the employee.

7. The benefits of this MOU are available only to current CSLIs, who remain in employment with the District at the time of accepting such benefit.

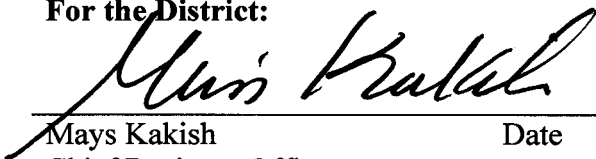
8. This MOU addresses the effects of abolition of the CSLI classification and does not limit the District's rights to terminate or alter any CSLI's employment relationship with the District pursuant to any other provision of law or contract.

9. If any provisions of this MOU are held to be contrary to law by final legislative act or a court of competent jurisdiction, inclusive of appeals, if any, such provisions will not be deemed valid except to the extent permitted by law, but all other provisions will continue in full force and effect.

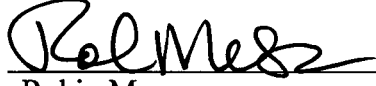
This agreement is subject to CSEA Policy 610 and the approval of the Board of Education.

It is so agreed:

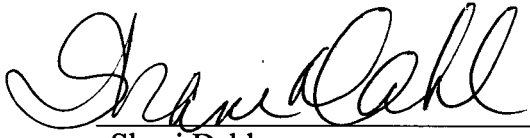
For the District:



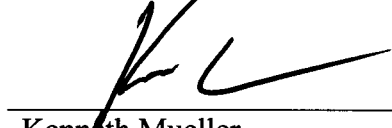
Mays Kakish Date
Chief Business Officer
Riverside Unified School District



Robin Mesa

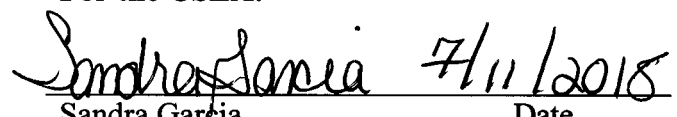


Shani Dahl




Kenneth Mueller

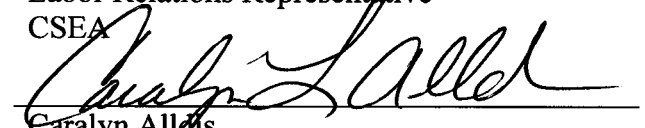
For the CSEA:



Sandra Garcia Date
President, CSEA Chapter #506
Riverside Unified School District



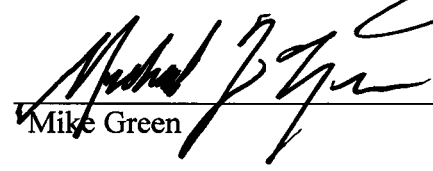
Raquel Ruiz
Labor Relations Representative
CSEA



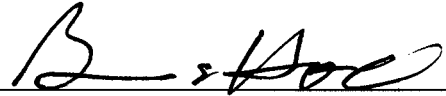
Carolyn Allais



Ana Mendez



Mike Green

A handwritten signature in black ink, appearing to read "Bernie Holt", written above a horizontal line.

Bernie Holt

A handwritten signature in black ink, appearing to read "Dan Rudd", written above a horizontal line.

Dan Rudd

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: CERTIFIED SIGN LANGUAGE INTERPRETER (RANGE 32)

BASIC FUNCTION:

Under direction of the Director of Special Education Services, facilitate communication between deaf and/or hard of hearing students and others by providing interpreting/transliteration services; interpret for teachers, administrators, parents, students and others as needed; assist a certificated teacher in providing instruction to deaf and hard of hearing students.

REPRESENTATIVE DUTIES:

Interpret, transliterate and voice interpret for deaf or hard of hearing pupils, parents and personnel in assigned sign systems/languages; convey the content and spirit of the speaker using the language most readily understood by the receiver. *E*

Interpret or assist deaf and hard of hearing students in communicating with counselors, teachers, administrators and others as needed. *E*

Interpret for students during other school related activities as needed including assemblies, field trips and other activities. *E*

Consult with classroom teachers to identify pupils in need of special assistance; identify unusual problems and report to teachers as appropriate. *E*

Assist a certificated teacher in providing instruction to deaf and hard of hearing students; tutor and provide instruction as needed to assigned students; reinforce instruction as directed by the teacher. *E*

Support the goals and objectives of the educational program by modifying instructional materials to facilitate learning by deaf and hard of hearing students. *E*

Participate in meetings, conferences and in-service training programs as assigned. *E*

Assist as requested in providing instruction to students and staff learning sign language.

Provide behavior examples in social, emotional and functional skills, as applicable to the program.

Assist in charting targeted behaviors, monitoring and supporting behavioral programs as defined by the teacher.

Assist with enhancement of students' social and vocation skills on campus or at other sites.

Assist students with computer as needed.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

American Sign Language and signing exact English sign system.

Educational implications of hearing impairment.

Concerns and problems of deaf and hard of hearing students.

Basic subjects taught in District schools including arithmetic, grammar, spelling, language and reading.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Sign, interpret and transliterate fluently for hearing impaired students, parents and others.

Assist deaf and hard of hearing students in a flexible and understanding manner.

Modify and prepare instructional materials for the deaf and hard of hearing as directed by the teacher.

Establish and maintain effective and cooperative relationships with adults and children.

Understand and follow oral and written directions.

Provide instructional assistance to deaf and hard of hearing students in a variety of activities.

Speak, read and write clearly and distinctly.

Learn the functions, procedures and limitations of assigned duties.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by course work in American Sign Language or demonstrated competency in interpreting skills and two years of experience paid interpreting work in a variety of situations, including activities such as interpreting, conferences, classroom and one-on-one.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Certification at level 4 or higher from a California State-recognized interpreter certifying agency:

ACCI (American Consortium of Certified Interpreters)

NAD (National Association of the Deaf)

CID (Central Institute for the Deaf)

Educational Sign Skills Evaluation from the SEE Center

WORKING CONDITIONS:

ENVIRONMENT:

Predominantly indoor environment.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to sign or fingerspell.

Hearing and speaking to exchange information.

Seeing to read the sign language of others.

Continuous use of elbows, shoulders, neck, back, lips or jaws.

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: CERTIFIED AMERICAN SIGN LANGUAGE INTERPRETER (Range 32)

BASIC FUNCTION:

Under the direction of an assigned supervisor, facilitate communication between deaf and/or hard of hearing students and others by providing interpreting/transliteration services; interpret for teachers, administrators, parents, students and others as needed; assist a certificated teacher in providing instruction to deaf and hard of hearing students.

REPRESENTATIVE DUTIES:

Interpret, transliterate and voice (e.g. in the classroom, conferences, and other required situations) for the purpose of providing sign language interpretation for the hearing-impaired. E

Assist a certified teacher in providing instruction to deaf and hard of hearing students; tutor and provide instruction as needed to assigned students. E

Assist in the administration of tests and skills assessments under the guidance of a classroom teacher or resource teacher. E

Confer with teachers for the purpose of assisting in evaluation of students' progress and/or implementing students' objectives. E

Interpret for students and/or adults for providing communication between voice to sign and sign to voice. E

Provide support to deaf and hard of hearing students during student activities (e.g. classroom, lunch, grounds, etc.) per their IEP. E

Support the goals and objectives of the educational program by modifying instructional materials to facilitate learning by deaf and hard of hearing students. E

Provide teachers with input for the purpose of assisting in evaluation of students' progress and/or students' objectives. E

Reverse-interpret spoken words of hearing impaired student(s) (e.g. if student has limited speech, etc.) for the purpose of facilitating classroom instruction of the hearing-impaired student(s). E

Use adapted classroom work/homework/assessment instruments under the direction of the teacher for the purpose of providing voice to sign and sign to voice support and/or reinforcing classroom objectives. E

Assist with classroom, assembly hall, and other room setups (e.g. noise level, visibility, etc.) for the purpose of ensuring proper setup of assistive technology to facilitate hearing impaired students' learning. E

Participate in meetings, conferences and in-service training programs as assigned. E

Perform routine clerical duties as needed for the purpose of meeting program requirements.

Assist students with computer as needed.



Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

American Sign Language and exact English sign system.
Educational implications of hearing impairment.
Concerns and problems of deaf and hard of hearing students.
Basic subjects taught in District schools including arithmetic, grammar, spelling, language and reading.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Sign, interpret and transliterate fluently for hearing impaired students, parents and others.
Assist deaf and hard of hearing students in a flexible and understanding manner.
Understand the special problems and needs of hearing impaired students and evaluate pupil progress.
Modify and prepare instructional materials for the deaf and hard of hearing as directed by the teacher.
Establish and maintain effective and cooperative relationships with adults and children.
Understand and follow oral and written directions.
Provide instructional assistance to deaf and hard of hearing students in a variety of activities.
Speak, read and write clearly and distinctly.
Operate modern office equipment.
Learn the functions, procedures and limitations of assigned duties.

EDUCATION AND EXPERIENCE:

High School Diploma or equivalent supplemented by course work in American Sign Language or demonstrated competency and two years of paid experience interpreting work in a variety of situations and activities.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License
Certification in ASL by the National Registry of Interpreters for the Deaf (RID) or equivalent; in lieu of RID certification or equivalent, the CASLI must have achieved a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter and Receptive (ESSE-I/R) in ASL, or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment, in ASL.

WORKING CONDITIONS:

ENVIRONMENT:

Predominantly indoor environment.

PHYSICAL ABILITIES:

Dexterity of hands, wrists and fingers to sign and/or fingerspell.
Hearing and speaking to exchange information.
Seeing to read the sign language of others.
Continuous use of elbows, shoulders, neck, back, lips or jaws.

