

Jurisdiction: Oneida County Schools
Jurisdictional Class: Non-Competitive
Revised: 5/15/97
(title chg. from Disabled Student Int.)

INTERPRETER FOR STUDENTS WITH DISABILITIES

DISTINGUISHING FEATURES OF THE CLASS: This position exists in a school district and involves responsibility to act as classroom interpreter for students with hearing or visual disabilities. The interpreter will assist the child in the classroom in completing assignments in all academic areas. When not engaged in classroom activities, the incumbent may be assigned to hall and lunch room monitor duties. The Interpreter for Students with Disabilities will work under the technical assistance and guidance of certified teachers of the blind/visually impaired, or under supervision of the classroom teacher or building principal, to provide educational services to enable students to reach their full academic potential. Supervision over the work of others is not a responsibility of employees in this class. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Interprets questions, comments, and assignments by use of sign language or braille and speech between teachers, students, and the disabled student;
Accompanies the disabled student to specific activities in art, music and physical education to aid the student in communication with teachers and other students;
Participates in development of the individualized education program for the disabled student with parents, teachers, and building staff;
Prepares brailled materials, including student assignments;
"Back-brailles" completed student work into standard English text;
Instructs visually impaired/blind students in the use of BEX software package;
Accompanies the student on field trips to provide communication between students and teachers;
Works with classroom teachers to improve the disabled child's communication with classmates;
Works with the district Speech Therapist in developing the disabled student's vocalization and skill in signing in exact English;
Promotes and encourages use of exact English sign language on part of the disabled student in the classroom;
Works with the School Physical Therapist and classroom teachers in implementing the recommended activities and to promote improved motor control and coordination;
Accompanies the student to the Library and interprets stories read to the class;
Prepares simple records and reports on the student's progress in completing assignments, mixing with students, peers and responding to learning situations;
Attends required school district and BOCES meetings;
May order braille materials/equipment, as necessary;
May consult with classroom teachers and maintain contact with parents.

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FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS: Working knowledge of sign language communication with disabled persons; working knowledge of braille systems; ability to sign in exact English form of sign language; ability to braille and "back-braille" educational materials; ability to establish good relationships with children and others; familiarity with school classroom routine; good general intelligence; good judgement in dealing with children; patience.

MINIMUM QUALIFICATIONS: Either

- (A) Graduation from high school or possession of a high school equivalency diploma; with ability to sign or braille, as necessary per individual student needs; **OR**
- (B) Two (2) years of experience as a teacher aide in a public or private school system; with ability to sign or braille, as necessary per individual student needs; **OR**
- (C) An equivalent combination of training and experience, as defined by the limits of (A) and (B) above.

NOTE: Verifiable part-time experience will be pro-rated toward meeting full-time experience requirements.