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New York Marna Sheegin Cidda Fasiraya

Heather Grizzle · October 12, 2026

New York waxay qeexaysaa adeegyada tarjumaadda waxbarashada, laakiin ma dejineyso aqoonsi ama dhibco gaar ah oo loogu talagalay tarjumaannada. Faylka New York ee NDEDI wuxuu muujinayaa farqiga jira.

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New York's regulations define what an educational interpreter does and never say who may do it. A Capital Region BOCES posting shows what fills that silence.

SI KOOBAN

- New York's special education regulation, 8 NYCRR 200.1(nnn), defines interpreting services by type and sets no credential, assessment score or registry for the person providing them.
- Shaqo bannaan oo joogto ah oo Capital Region BOCES ay leedahay oo loogu talagalay Turjumaan Waxbarasho ayaa aqbalaya shahaado dugsi sare, afar sano oo waayo-aragnimo ah, iyo hal koorso jaamacadeed oo ASL ah. Ma sheegin wax shahaado ah oo loo baahan yahay.
- Nebraska, Michigan, Maryland, Massachusetts, iyo Maine mid kastaaba waxay heer ugu yar ee turjumaanka ku qoraan sharci ama xeer. New York, oo leh 3,644 arday oo loo aqoonsaday Dhagoolaanta ama Naafonimada Maqalka, midna ma qorin.
- Gobolku sidoo kale ma daabacin tirada turjumaanada ka shaqeeya dugsiyadiisa, taas oo keentay in qolo dibadda ah aysan awoodin inay qiyaaso kala duwanaanshaha jira.

New York regulates what an educational interpreter does and says nothing about who may do it. Section 200.1(nnn) of the Commissioner's regulations defines interpreting services as oral transliteration, cued language transliteration, sign language transliteration and interpreting, transcription services such as CART, C-Print and TypeWell, and special interpreting services for students who are deaf-blind. The definition ends there. It names no credential, no assessment score, no registry and no minimum level of skill, and the National Deaf Education Data Index found no Department guidance that supplies one.

Qeexidda ku dhammaatay

The Index's New York state file, version 2.0, audited all 746 education agencies in the state: 685 operating districts, New York City as one unit, 37 BOCES, the eleven state-supported and chapter 1060 schools, the two state-operated schools and four state agencies. Its workforce block asks three questions of every state: what qualification the state requires of a K-12 educational interpreter, how many interpreters work in its schools, and where they are trained. New York answers none of them on the public

record. The qualification is recorded as not found, the interpreter workforce as not published, and the preparation programs as a re-run target.

The population this leaves unprotected is not small. The State Education Department's count as of 2 October 2024 identifies 1,008 students under Deafness, 2,636 under Hearing Impairment and 28 under Deaf-Blindness. Not every one of those students uses an interpreter, and the count cannot say how many do. But every one who does is placed with an interpreter whose skill the state has never defined, and only 36 of the 746 agencies the Index read publish any interpreting service or interpreter at all.

Waxa shaqo bannaan ay aqbasho marka gobolku waxba aan dejinin

Where the state is silent, each employer writes its own floor, and the floor can sit very low. Capital Region BOCES, read on 12 October 2026, is recruiting a full-time, ten-month Educational Interpreter. The posting accepts any one of three routes: a bachelor's degree in an interpreter education program or a closely related field; an associate's degree in the same plus two years of interpreting experience; or a high school diploma or GED, four years of experience interpreting for deaf and hard of hearing people, and one college-level course in American Sign Language. It lists no certification. It does not mention the Educational Interpreter Performance Assessment, the Registry of Interpreters for the Deaf, or the National Interpreter Certification. The one screening it requires is a fingerprint background check.

None of those three routes measures whether the person can interpret. A degree shows coursework, years show employment, and a single ASL course shows that a course was taken. A district that hires through the third route has met every published requirement in New York while placing in a classroom someone whose interpreting has never been assessed by anyone. This is not a criticism of Capital Region BOCES, which published more than most. The Index found four other BOCES describing their own interpreters (Dutchess, Hamilton-Fulton-Montgomery under Co-Ser 324, Orange-Ulster under Co-Ser 714, and Monroe 1 under the title K-12 Educational Interpreter), and none of them prints a required credential either. The pattern is the state's, not the employer's.

Sida gobollada kale u dejiyaan heer ugu yar

Each of the states below writes its interpreter floor into law or rule; New York writes none. The five other states were audited in earlier releases of the Index, and each file cites the rule from the state's own code.

Heerka ugu yar ee turjumaannada waxbarasho ee K-12 ee lix gobol oo Tusmada ku jira

Gobolka (Faylka Tusmada)	Heerka ugu yar ee turjumaanka waxbarasho K-12	Halka uu ku qoran yahay
Nebraska (27)	EIPA 4.0; 3.5 kuwa hore loo fasaxay, 3.0 ku meel gaadh ah	Xeerka 51, 010.06
Michigan (22)	EIPA 4.0 tan iyo 1 Sebteembar 2016; 3.5 beddelayaasha	R 393.5026 iyo 393.5027
Maryland (20)	Shahaadada takhasuska waxbarasho ee EIPA 4.0, la ansixiyay 2023; hubinta waa la dhigay 1 Luulyo 2027	Sharciga shahaadaynta ee 2023; Cutubka (Ch.) 196 ee 2026
Massachusetts (21)	Diiwaanka uu hayo Guddiga Dadka Dhagoolka ah iyo Kuwa Maqalka ku Dhimman, EIPA 3.5	Diiwaanka MCDHH, 120 oo diiwaan gashan 2025-26
Maine (19)	Waa loo baahan yahay shahaado turjumaan oo gobolku bixiyo	32 MRSA cutubka 22; MUSER
New York (32)	Lama helin wax	8 NYCRR 200.1(nnn) waxay keliya qeexdaa adeegga

Isha: Faylasha gobolka ee Tusmada Xogta Waxbarashada Dadka Dhagoolka ah ee Qaranka, 19, 20, 21, 22, 27 iyo 32

The comparison is not flattering to the others in every respect. Maryland's standard was enacted and then paused under pressure from school boards and superintendents, and Nebraska exempts K-12 interpreters from its commission's licensure while setting the EIPA floor in education rule. A floor on paper is not a floor in practice. But each of those states has written down a number that a parent, an advocate or an auditor can hold a district to. New York, with 3,644 students identified under Deafness or Hearing Impairment, has not.

Waxa faylku odhan karo iyo waxa uusan odhan karin

Tusmadu waxay diiwaangelisaa sifada loogu talagalay oo aan laga helin boggaga ay akhrisay, mana aha sida la'aan sharci ah, oo farqigaasna muhiim ah. Heer bixin wuxuu ku jiri karaa xusuus-qor Waaxeed, ta'siil goob ama shuruudo qandaraas oo aan ku jirin diiwaanka dadweynaha. Haddii mid jiro, ma daabacna, shuruudadana aan waalid heli karin waa shuruud aan waalid dhaqan gelin karin. Jidka saxida waa u furan yahay Waaxda si la mid ah qof kasta: tixraac xeer ama dukumeenti hagid ah oo dejiya heer ugu hooseeya ayaa beddeli lahaa natiijada nooca soo socda.

The gap is not new. A 2012 survey of state interpreter rules by the University of Northern Colorado recorded a call to New York City's Office of Sign Language Interpreting Services, which said the city had its own internal screening and that New York State had no standard. The city still runs that office, and it serves the largest single share of the population: 1,931 of the 3,644 identified students, or 53.0 percent, sit in the city. Whatever screening the city applies, it is the city's own, published nowhere the Index could read, and it does not reach the other 1,713 identified students who live in the rest of the state.

Faylku sidoo kale ma sheegi karo inta turjubaan ee ka shaqeeya dugsiyada New York. Waaxda Waxbarashada Gobolka ma daabacdo jadwal shaqaale oo cinwaan ah, faylka shaqaalaha Qaybta 618 ee federaalka ee New York-na lama akhrin wareeggan. Taasi waxay ka tagtaa gobol aan lahayn heer la daabacay iyo tiro la daabacay toona, taasoo macnaheedu yahay inaan qof dibadda ah sheegi karin inta ardo ah ee ay adeegsadaan turjubaano aan la mid ahayn heerka ugu hooseeya ee gobol kale oo ku jira jadwalka kore.

Waxa xiraya farqiga

The fix is one sentence of regulation and one table of data, and neither appears to need new legislation: Part 200 is the Commissioner's regulation, adopted by the Board of Regents, and the table would be a Department publication. The first is a qualification added to Part 200: a minimum score on a named assessment for any person providing sign language interpreting under 200.1(nnn), with a grandfather period and a provisional tier so that districts are not left without staff overnight. Nebraska and Michigan have run tiered versions of that structure for years, and Maryland's pause shows what happens when the transition is not funded or phased: the standard is enacted and then deferred. The second is a count. The State Education Department already publishes students by disability and district through its SEDCAR files; a companion table of interpreters by district, with their credential level, would let anyone measure the distance between the students who need an interpreter and the interpreters who can serve them.

Until either exists, the burden falls on families. A parent of a deaf child in New York can ask the committee on special education, in writing, what assessment the assigned interpreter has passed and at what score, and can ask for the answer in the IEP. The district is not required by state rule to have an answer. That is the gap, stated as plainly as the file can state it: New York funds the service and defines the service, and on the public record it sets nothing about the person who delivers it. NDEDI's state release schedule is at ndedi.org.

Ilaha

- National Deaf Education Data Index, New York state file version 2.0, SY 2025 (School Year 2024-2025), Novara Consulting Group LLC, DOI 10.5281/zenodo.23305369. Frame, coverage codes, workforce block, BOCES interpreter titles and the publication measure.
- New York State Education Department, SEDCAR, Students with Disabilities by Disability, County and School District, as of October 2, 2024 (dis_by_county2025.xlsx), as read and hashed in the Index file, source 2.
- 8 NYCRR 200.1(nnn), definition of interpreting services, retrieved October 12, 2026.
- Capital Region BOCES, Educational Interpreter (FT/10M Position), job posting, retrieved October 12, 2026.
- University of Northern Colorado, OSEP Project 2014, state regulations: New York,

dated March 2012.
- National Deaf Education Data Index state files 19 Maine, 20 Maryland, 21 Massachusetts, 22 Michigan and 27 Nebraska, version 1.0, for the interpreter rules in the comparison table.

TIPS

Know something about a sign language AI system that the public should know? Send it to tips@novaracg.com. Every tip is read by me and kept confidential. If you work in the UK, writing to us is not by itself a protected disclosure under the Public Interest Disclosure Act 1998, so before you share employer information, check your options with Protect (protect-advice.org.uk), the free whistleblowing advice line.

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Sida loo tixraaco

Grizzle, H. M. (2026, October 12). New York Marna Sheegin Cidda Fasiraya. Novara Consulting Group. https://www.novaracg.com/so/2026/10/12/new-york-never-said-who-can-interpret/