

MISSOURI COMMISSION FOR THE DEAF
OPEN MEETING WITH
STATE COMMITTEE OF INTERPRETERS AND
BOARD FOR CERTIFICATION OF INTERPRETERS
JEFFERSON CITY, MISSOURI

SEPTEMBER 29, 1998

REALTIME WRITER:

KIMBERLY A. PFLEINGER SCHACHT, CSR, CRI

NOTE: THIS IS AN UNCERTIFIED UNEDITED REALTIME TRANSCRIPT

OPEN MEETING

KEVIN BABIN: Okay. We want to say, welcome to everyone that is here today. We sure appreciate you taking time out of your busy schedules to take time and be with us here today. I think it would be probably appropriate to go around the room and introduce yourself. And then what group you are with, you know. I think that would be helpful. For two reasons to be aware of who each other is, and as well as to assist in the -- we'll call it the captioning process. We can have those names and you may be asked to spell your name. Who knows. We'll start over here with Joel.

JOEL MANKOWSKI: Hello, my name is Joel Mankowski. I am workshop training specialist here at MCD.

DEBBIE ULINSKI: Hello, my name is Debbie Ulinski. I am on the Missouri State Commission for Interpreters.

SUSAN WOLCHOKO: I am Susan Wolchoko. I work with the certification.

KIM McENULTY: Kim McEnulty. Missouri State Committee of Interpreters.

PAT ADAMS: Hello. My name is Pat Adams. I am on the BCI, Board for Certification of Interpreters.

JEAN GALLOWAY: Board for Certification of Interpreters, BCI.

DAN BETZLER: Dan Betzler. Recently appointed to BCI.

ULA WILLIAMS: Ula Williams. BCI.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: Lori Knabe. State Committee of Interpreters. This is my daughter CAMILLE.

(LAUGHTER)

(Dog bark.)

STEVE HAMERDINGER: Hello. My name is Steve Hamerdinger and I am with the BCI.

LOREE KESSLER: Executive Director of the State Committee of Interpreters.

MARK SCHOEN: Mark Schoen. Attorney General's office.

MARJORIE YATES: I am Marjorie Yates. I am with the Missouri Commission for the Deaf.

GEORGETTA GRAYBILL: Hello. My name is Georgetta Graybill. I am on board here at the commission.

JERRY COVELL: Hello my name is Jerry Covell. Executive director here at MCD.

BRIAN MORRISON: Hi. I'm Brian Morrison. Coordinator here at MCD.

KEVIN BABIN: Let's go.

ANTONINA WILSON: Hello. My name is Nina Wilson. I am on the commission -- a commissioner here at MCD.

HELEN BAYER: I'm Helen Bayer. Missouri Commission for the Deaf.

MELODY WILSON: I am Melody Wilson, and I work here at the Commission.

KEVIN BABIN: And Kevin Babin, chair of the Missouri

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

Commission for the Deaf. So glad you guys could be here today. And thanks to our interpreter and realtime captionist who are here today. We appreciate their work.

And Kim. Oh, Kim, her name, yes, yes, her name. Kim and recently married. I don't know her your last name.

>> S-C-H-A-C-H-T.

KEVIN BABIN: Okay. And Carrie Goforth. And I want to go ahead and give the opportunity for the State Committee of Interpreters to present.

LORI KNABE: I have some packets that we will pass out for everyone that will help with the confusion.

KEVIN BABIN: Will you be presenting or will Lori Knabe?

LORI KNABE: Do you want me to sit back here?

KEVIN BABIN: Whatever is convenient for the communication process, and all --

KEVIN BABIN: Let me say before you begin, I want to say thank you, for providing the rules and the communication ahead of time. I really appreciate that. And you guys have been a good role model example for us all in reference to this unique setting that we have, and that we will be trying to

enhance communication, and this is an ongoing relationship. And so I just want to express that appreciation. Hopefully, we can try to emulate that, and follow that model. I mean just helps everyone to be at the same page, and be aware. So, that's

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

another part of the rationale for everyone here today. Go ahead, Lori.

LORI KNABE: I would just like to start off and talk about our rules which have been printed in the Missouri register. That is on the left side of your packets. That was printed September 15th, Missouri Register. The first seven rules are basically standard language. And I think all of you got these previously. Is that right?

KEVIN BABIN: Yes.

LORI KNABE: Okay. I would be happy to address any questions that you have. I suspect most of the questions will be on are the general principles, and consumer welfare. I would be happy to answer any questions.

KEVIN BABIN: Will there be anyone who has any questions or comments, feel free.

LORI KNABE: Come on BCI. I stayed up late last night to get ready for you guys.

(LAUGHTER)

KEVIN BABIN: She brought in and wrote on the other

one. I am looking for my original. The one you supplied me with today is nice and fresh.

LORI KNABE: Too clean.

KEVIN BABIN: Didn't have any notes on it.

KEVIN BABIN: Floor is open for comments, anyone feel free. I am just in the looking mode here.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

STEVE HAMERDINGER: This is Steve, I have a question. Just a general comment. As a member of the deaf community, not a BCI member, but from the deaf community, I find it a little annoying that the organization is coinciding with the responsibility of the rights. What about TTY access for me -- but what about TTY access for me? I have to go through relay? So that's just an assumption I am going to take from the deaf community how they will feel. I prefer not to have to go through Relay Missouri.

LORI KNABE: You would prefer to have a TTY there at Division of Professional Registration?

STEVE HAMERDINGER: Well, I'm sure. Absolutely.

JERRY COVELL: This is Jerry. We have two TTY's. We have two we have two we are not using. And I would be happy more or less, to trade those off, and send them to you, if you would be interested in considering that, free of charge. Just

transfer those over.

LOREE KESSLER: I think the question is we have to install the phone line and make those arrangements, or can it be done off of the current line.

MELODY WILSON: You just plug it in. You just plug the machine in.

LOREE KESSLER: Into our regular phone?

KEVIN BABIN: There has to be a separate line. You can't go through a switch board. You can't have someone

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

transfer a call. You would lose the calls. That is one specific.

MELODY WILSON: For instance, you have your own direct line; right.

LOREE KESSLER: For interpreters.

MELODY WILSON: You mean the one that is printed on that brochure.

LOREE KESSLER: Uh-huh.

MELODY WILSON: That would become in -- once you plug in the TTY, that would be a voice and TTY phone.

LOREE KESSLER: The plans are to do that. However, government doesn't move as fast as we want. Yes, we do want to do that. We also want to train anybody who would answer our telephone, so they use the appropriate language, and understand

how the TTY machine works. The one thing that we did ask MCD to do also was when we had problems, and a member of the deaf community did need to get in touch with us, and preferred to use TTY, and not want to use Relay Missouri. Could we use MCD as kind of an intermediary to help us until we had our equipment in place?

KEVIN BABIN: Sure. And Jerry was also mentioning that we could even have Joel as our workshop training specialist to come and do the training.

LOREE KESSLER: At our division, yes.

LORI KNABE: One thing I would like to highlight back

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

on our fee, the rule 1.040, the cost for license came in well under what we thought the initial costs were going to be. We are kind of proud of that!

The cost for initial license is going to be 75 dollars which I think is definitely affordable.

GEORGETTA GRAYBILL: 75 dollars, I thought it was going to be 65. We announced 65. It is 75?

LORI KNABE: 75 dollars for the initial license. And 60 dollars for renewal.

GEORGETTA GRAYBILL: Oh, okay.

LORI KNABE: Maybe that was what you were thinking.

It is 60 dollars for every year after that.

KEVIN BABIN: I don't remember if I saw this, but then when would be the renewal time period. Maybe it was in here and I didn't see it.

LORI KNABE: I have to refer to the executive director.

LOREE KESSLER: Plan renewal cycle for interpreters. Presuming the rules go into effect in 1999, the first renewal cycle would be in year 2000, probably January or February. So interpreters with their initial application, would get a full year -- almost a full year of licensure also.

KEVIN BABIN: Answered my question. Thank you.

STEVE HAMERDINGER: I know my first comment was a little bit critical, so my second comment will be an ATTABOY, a

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

compliment. I am very pleased to see on 4 SR-2.1.30 how to handle complaints and disposition, complaints shall be proposed in writing.

INTERPRETER: I am sorry. It is hard for me to copy you and voice at the same time. I am sorry. I am just losing you.

STEVE HAMERDINGER: Again, this is 4 CSR, 232 -- 1.30. Paragraph 3. Talking about complaints, shall be made in writing or by voice recording or videotape. I am pleased to see that.

Because you have to consider the deaf people. Maybe a written complaint would not be acceptable. They would prefer to use their mode of communication, which would be sign language. I am very pleased to see it was changed.

LORI KNABE: Actually we have received a complaint on videotape. I think that that was really helpful. Very helpful to have that format.

KEVIN BABIN: Then am I understanding a person could actually do that, make their own videotape. They don't have to come to Jeff City to do that.

LORI KNABE: Absolutely not.

LOREE KESSLER: We will come and videotape you.

KEVIN BABIN: If I don't have a camera?

LOREE KESSLER: Yes. We will videotape you.

KEVIN BABIN: All right.

MELODY WILSON: On the fees, G research fee, 35

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

dollars per hour, who pays that, and what is that for?

LORI KNABE: That is for the Division of Professional Registration for any research time that they have to do.

MELODY WILSON: Is that like for investigations?

LOREE KESSLER: A research fee would typically come from a request from an attorney, for example, who would like to

have a copy of all of the open session minutes that involve a discussion of a given topic dealing with interpreters. For us to go back and resurrect, and copy that material, we want to be able to allocate a fee to that entity. Most record requests have no charge attached.

ANTONINA WILSON: I agree.

JEAN GALLOWAY: Back on the general principles. I need clarification on number 9. I need clarification on the A part of number 9 of the last sentence, that is not quite clear to me what we are talking about here.

KEVIN BABIN: Which area are you looking at.

JEAN GALLOWAY: We are under general principles, rule number 9.

LORI KNABE: Rule 9, section A, sentence 2.

JEAN GALLOWAY: The one that says "however it has to do with an event open to the public, disclose information, for the purposes of this rule, an interpreter may disclose the general location of an assignment for the purpose of contacting the interpreter in the event of emergency. However, the

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

interpreter shall remain responsible for any unauthorized disclosure." What are we talking about.

LORI KNABE: What we were talking about is we want information to remain confidential. However, there is the

reality of you must tell your husband when you go on an assignment approximately where you will be in case something should happen to you. If you have to go to a hospital, or somewhere, let's say you have to go downtown, late at night, somebody needs to know where you are. But although you disclose that information, you are still responsible if your beloved husband goes and tells someone else, you are still responsible for releasing that information. Does that make sense?

JEAN GALLOWAY: Yes. I didn't know what that was referring to.

LORI KNABE: Yeah, that's what that is talking about. In the event you do have to disclose any information, you are still responsible for what happens to the information.

JEAN GALLOWAY: Okay. Thank you.

LORI KNABE: Okay? We don't want anyone breaking the code of ethics. We have to let them -- I mean there is the reality that you do have to let someone know where you are. I mean especially for the majority of interpreters are women, and sometimes we are not in the safest places. Things like that.

JEAN GALLOWAY: Makes sense. I just didn't know what that was based on.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: Well, I wonder if you have a suggestion

on wording that we could put there. Because I agree. Unless you were in on a meeting, you probably have no idea what we are talking about.

JEAN GALLOWAY: I would have to think of it. Off the cuff I don't have -- I can't just spit it out.

LORI KNABE: Please do. If you might have some wording by the public hearing, on October 24th.

KEVIN BABIN: Something that came up in reference to the proposed rule that Steve addressed a while ago, 4 CSR, 232-1.030, complaint handling, and disposition. In reference to the videotaping, I wondered if you considered and discussed this, regarding receiving that videotape, report from a deaf individual, and then the voice interpreting of that. And I guess the confirmation maybe by a tend voice interpreter or -- and then actuality of you have costs figured in that too.

LORI KNABE: Can you hang on one second?

LORI KNABE: What has happened because an investigator is a hearing person, and an interpreter -- I am sorry. Let me just back up for a minute. Okay.

When a complaint like that is received, and it needs to be videotaped, our investigation unit will contract with an interpreter who goes with the investigator, and voices and signs, you know, does the interpreting there.

KEVIN BABIN: Live.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: Right. Live on camera. So we have a recording of the interpretation. The videotape is viewed by the board, and we can -- what? We can hear the interpretation, we can also see what is actually being signed at the same time. So if we don't agree with whatever was interpreted, the board can make their own decision.

KEVIN BABIN: Distinguish that?

LORI KNABE: Yes, thank you.

KEVIN BABIN: In some cases the thought comes up in reference to this, in some cases, let me see if I got this right. You may have taken care of it already. In other words, if there was a complaint, then you would respond to the complaint and do the videotaping. There wouldn't be anyone doing the videotaping and sending it to you without a voice on it. Or would it be?

LORI KNABE: Right. Because the investigator is a hearing person, they need an interpreter to communicate with the deaf complainant.

LOREE KESSLER: Is your question, Kevin: Could a deaf person go to a meeting where they know an interpreter is or be present and it is videotaped? And they use that as the basis of their complaint, that the interpreter that provided the service at a given place was not competent, not performing within their scope, not communicating appropriately? Yes, you could do that.

The committee again would go to the interpreter who we

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

typically use under contract for this activity, and go through it with the investigator to voice what is going on during this meeting. So that person who works with our investigative unit could be involved in taping the actual complaint, or going in going over the tape of a complaint or situation that a deaf person made.

I think the preference of the committee is to save the time and expense for the complainant and go out and produce a tape, then they can assure its good quality, that all the committee members can see and hear everything.

KEVIN BABIN: If I hear you directory LOREE, probably you want to set a precedent, and say, hey, can you recommend this, first contact, and second send out a team, and that way no one makes a video, and that messes up the plan. Just a thought.

LOREE KESSLER: If the committee is making the video, we can pretty much guarantee confidentiality on the committee's side because they are in control of the material. If it just comes in, you don't know who may have seen that tape or if there are copies made or whatever. So that's another issue of confidentiality.

MELODY WILSON: I got one more. We have had questions and I did not know the answer to this. Who -- okay if a school district hires an uncertified interpreter, okay, the interpreter, first of all, is violating the law. But can the school also be punished in any way?

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: By us? No. Our regulatory authority is limited to licensees.

MELODY WILSON: What have we -- am I jumping ahead. What is the penalty going to be.

LORI KNABE: Somebody is practicing without a license.

LOREE KESSLER: If they are practicing without a license, then it is in some sort of -- it ends up being a misdemeanor, it could be some criminal action.

MELODY WILSON: People say, are the interpreter police going to come after me

(LAUGHTER)

I know it says it is a class A misdemeanor. But I don't know what that includes.

LOREE KESSLER: Typically it would be a situation where if a complaint was filed with the State Committee, and found the person was practicing without a license, then normally what the committee will do is if it is the course of two actions. Get them certified, get them to the commission or BCI, and get them in the fold. Then at least you have got a person who has been evaluated or are in the process of being evaluated. That is goal number one.

They are reluctant, the committee may ask the Attorney

General's office to draft an affidavit to enjoin this person from providing services. The ability to regulate a school district, really lies with DESE.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

MELODY WILSON: Right. My answer to them was, pretty much, I would assume it would be the same as hiring an uncertified teacher in that it would affect their Missouri school improvement plan that affects their rating as a school district.

So, Mark, is there going to be a fine? Or what are they going -- if you are caught interpreting the deaf certification and licensure, and a complaint is filed, is there going to be a fine?

MARK SCHOEN: Are you talking about the statute that makes it a class A misdemeanor.

MELODY WILSON: Right.

MARK SCHOEN: To get someone under, that the prosecutor or whatever is informed and they take whatever action.

MELODY WILSON: Your office will notify the prosecuting attorney in the county they reside.

MARK SCHOEN: That's one alternative.

KEVIN BABIN: Working in legal settings, what would the prosecutors awareness of the law. Is that something we need

do in making them aware. It seems like, same old, same old --

MARK SCHOEN: They would have to be made aware of the occurrence. It is probably not a law they deal with often. And probably is not also one that is a high priority.

KEVIN BABIN: Very true. I just wondered probably not

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

very much sting even.

MARK SCHOEN: But I mean once the prosecutor would go after them, for the misdemeanor charge, a range of penalties, could be jail time or a fine.

KEVIN BABIN: Ultimately I guess it would mean making sure that the prosecutor was aware of the fact how it impacted that child or person in that setting so that was understandable. I think there would be some sympathy for someone who was -- an interpreter in the educational setting. Meaning that, well, that's a very -- other things tie to that.

STEVE HAMERDINGER: This is Steve. I do need to can have size your point, yes. In reading through this, the same thing occurred to me. As well as the fascination with -- had occurred with my boss. And he was irate, and could not believe that interpreters are working with without certification and licensure. And then he said, well it doesn't apply to us any way. It doesn't matter for any interpreter -- that works for us

will be within DMH any way. This rule does not apply to us.

Well, you just recently explained why. Well, the reality is, licensure does not only apply to the interpreter -- well, it is not intended to apply to the rest of the world out there that uses interpreters. The law is only to implicate the interpreter working.

So there are specific rules and laws made to protect state agencies from inventing rules that can maybe back stab

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

other state agencies. I feel like DMH has already gotten in trouble with that, with organizations like DESE before. So-and-so on and I won't go into it.

But I just wanted to add, that there is a second thought that just, overwhelms me. If they were relying on the local prosecuting attorneys to enforce them all, we might as well close up the books, and go home.

You are exactly right. High priority list? No. It will be at the bottom. It will be in file 13, in the garbage.

LOREE KESSLER: That happens with all the licensure boards. It is not interpreters. The board of pharmacy, or the board of healing arts or the boards of nursing have approached prosecutors on cases involved improper prescribing of drugs. It isn't a high priority. They got rape, murder, child abuse also on the stove, if you will. So where do we fall?

I think the answer to that is you work as hard as you can to educate people to know how to select an interpreter, to know that they have rights for their children in schools. And you also keep the school districts apprised you want these children to have appropriately certified and licensed interpreters. So it is not just the interpreter group, it is kind of that whole community.

KEVIN BABIN: I was just thinking it is not necessarily always a conviction that will cause some reverse in action. Sometimes it is a subpoena, sometimes it is coming

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

before a judge for that purpose, that may be enough to ripple through, and make an impact on people that are entertaining the idea of crossing that boundary and breaking that law.

LORI KNABE: Good point, Kevin. I think the first time an interpreter in the State of Missouri is subpoenaed to court, we will see a drastic change in the mentality of, it is all right. They can't touch me.

KEVIN BABIN: I think that would be something that would make an impact, at least to a great percentage, than what we already have seen taking place. I think about the schools that there is a lot of issues related to that. Steve.

STEVE HAMERDINGER: Again with the same rule, number

9. When an assignment is an event open to the public, an interpreter cannot disclose the information, and so on, without written consent of use. That's one. I suggest that that should be --

INTERPRETER: Wait.

STEVE HAMERDINGER: Consumers, in no interpreting situation do you only have one consumer. You always have two or more.

LORI KNABE: Where is that definition of consumer.

LOREE KESSLER: There is a definition of consumer in the section which includes more than one. It is any person, persons, or entity receiving interpreter services. That's in 4 CSR-2 32-3.010 number 2.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: Any other questions?

DAN BETZLER: I have one question.

KEVIN BABIN: I think Dan, excuse me for interrupting. I think in the word "interpreting" we also include more than one person, if anyone I understand the definition of interpreting. Go ahead,

DAN BETZLER: Dan one question. Focusing on the general principles. In regards to confidentiality, and in regards to he had -- in the educational setting, and teaching in an interpreter training program, like many other professions, a

lot of times the backgrounds are the basis for us being there, and those experiences shared in the general way are part of the teaching process to new interpreters.

Is that -- the way this looks to me says that that should not be. That it is past experiences shared in educational setting would be something of the licensure boards. Is that accurate.

LORI KNABE: What description.

DAN BETZLER: I am talking about the same disclosure section in which we talked about earlier.

LORI KNABE: Discuss for general practices.

DAN BETZLER: I am talking about general practices.

LORI KNABE: I don't think general practices is in it.

DAN BETZLER: Open forums, saying the interpreting in a certain setting. For example, maybe I would be platform

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

interpreting in a certain setting, and something happened that I think would be beneficial to share with a group of students to say, maybe, that it doesn't happen to them. Or something. Would that be then considered --

LORI KNABE: I think as long as you would not disclose, the nature of the assignment, or the individuals present.

MELODY WILSON: I think you are talking about number 7. Is that the one specific you are on?

DAN BETZLER: Actually the kind of all address the issue. But none of them specifically address whether or not in an educational setting they can be shared. Many textbooks will say the only place that you can share information in a general format is in an educational setting or in an interpreter training program.

JERRY COVELL: You have to understand, telling the person's name, specific location, you know, oh, yeah, car accident, last October, well, of course, you wouldn't do you. You can say, yes, I interpreted in a medical setting. This is what happened. The doctor who was inept was not -- you know don't talk about the specific deaf person. You can generalize. I think in your example that would be fine that. Would be acceptable. Just be -- and that could be enough. I mean for me to say, you told me that information, that Kevin did something. You know, if you keep it vague, then any of us would not know.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

DAN BETZLER: I understand clearly. I just wanted to hear you say that. I wanted you to say that. I want to see you say that yourself. That's all I want.

DAN BETZLER: Here in front of everyone. That's okay. But here it doesn't say it is okay.

LORI KNABE: Again, Dan, if you come up with language to make it more clear for educational interpreters, please send it to us.

DAN BETZLER: I understand your concern, that you don't want to start putting in holes.

LORI KNABE: Then the hole gets really big.

DAN BETZLER: I understand.

LORI KNABE: The same thing where you have case studies. You don't mention specifics. You talk about general instances.

STEVE HAMERDINGER: That's correct.

JERRY COVELL: Once more. I know that the board, I had a meeting with licensure several times. And I can assure you in regards to sharing information, you can use my name, and date and place that I said so, but licensure will review each case by case. It is not like they are going to say, well, Nina broke the law, period. No, they are going to ask questions, and investigate. Oh, was this a classroom setting. It is not like, we have set a standard rule for every teacher, every interpreter out there.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

We will review these, case by case.

DAN BETZLER: Okay. Sure.

(LAUGHTER)

STEVE HAMERDINGER: Rule 14, same section. An interpreter shall not delegate an assignment to a person who is not qualified or does not possess appropriate certification as explained or defined in section 209.2853.

Now I am going to ask for clarification. Does that mean that suppose the person -- this is just an example. Suppose an interpreter cannot provide services for the assignment and I decide to hand it over to Lori to work this assignment for me and she screws up on the assignment. And the investigator finds out Lori was not an appropriately trained interpreter for the job.

Now as I read rule 14, I am the person liable because I handed over the assignment to Lori. Now is that your intent for this rule that I, the interpreter that handed off the assignment, am liable for this misdemeanor?

LORI KNABE: I think, Steve, the answer to your question is both parties will be liable. First of all, you would be for delegating to the wrong person. And I would be liable for accepting.

STEVE HAMERDINGER: I am just asking that for clarification. I support the rule. But I am just asking for clarification.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

KEVIN BABIN: I would like to get more clarification on that if I could. I am wondering if there is any difference between a referral from an agency, versus, hey, you know, I can't make that assignment, but I know so-and-so over here has a comprehensive level if you want to call them. Is there a distinguishment there?

LORI KNABE: Again, Kevin, we can only discipline individuals. We cannot discipline referral agencies.

KEVIN BABIN: I am more concerned about the individual than the referral agency at this point.

MELODY WILSON: What would we do then if we have a referral agency who is consistently sending out unqualified interpreters.

LORI KNABE: The interpreters should not be accepting jobs above their skill level.

KEVIN BABIN: Responsibility has to go to the individual. Therefore, if I hear it -- quickly. I didn't set you up here.

LORI KNABE: Did I answer right? I passed?

KEVIN BABIN: I wonder if, in fact, there again, always falls back on the shoulders of the individual, and the interpreter who accepted the assignment. So then, would it be the responsibility for the person who referred to the individual who accepted the assignment?

LORI KNABE: It is individual. What I think this will

address is emergency situations, you know, somebody arrives at a hospital, whatever, you know what, this is a good friend of mine. I can't do this. Let's just grab so-and-so in here. Don't do that. Don't do that.

Does that make sense?

KEVIN BABIN: That's the different use than what I was thinking. I don't know if I made myself clear enough yet. So if I can't do the job and I ask Jerry, another interpreter to do the job, or at least say, refer that other hospital to contact him, because I am not available. Then am I responsible if he does a lousy job.

HELEN BAYER: They are not saying refer. They are saying delegate.

KEVIN BABIN: That's my question is clarification on delegate.

LORI KNABE: I see them as different things.

KEVIN BABIN: Thank you.

JERRY COVELL: I'll give it back to you, Kevin.

(LAUGHTER)

KEVIN BABIN: That's a good point. He could say, well, I can't accept this.

JERRY COVELL: Right. You are still with me before I delegate it back to you, because I am not qualified. You know, and you are tough guy. I don't want you to be embarrassed.

KEVIN BABIN: Okay. That clarifies for me.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: I know it is the drawback of the English language. If we could all communicate in sign language, we could all communicate.

KEVIN BABIN: Another lesson for another day.

MELODY WILSON: Ula has a question, you can't see her.

ULA WILLIAMS: It was in relationship with that. I thought, well, suppose --

ANTONINA WILSON: I have a question too.

ULA WILLIAMS: -- suppose the person who is referring someone in an agency is also a certified interpreter. So with that, go back to them? Would it go back to them?

And second point is you are saying delegate is different than referral. Two words are different. Should that be explained more clearly? Some -- so people understand the difference between delegate and referral.

LORI KNABE: I am sure we will be happy to entertain suggestions on that.

DAN BETZLER: Only, in reference to what she said. If I accepted an assignment from an agency, they referred me. It becomes my responsibility to assess whether I am certified appropriately for that assignment. Different than delegating.

KEVIN BABIN: Yeah, I would imagine, I as an interpreter in that situation would want a whole lot more

information from the agency before I make that good quality decision to take that job or not. Kind of wrapped up in a

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

package, it is not as clear. I don't mean the rule. I mean just the concept of accepting something that has been turned over, and not having enough information. And the responsibility, you know, I could see a person actually take a job, and getting up, and saying, whoa, over my head. Oh, no, will I get in trouble with this?

I don't know if there is that option, you know, based upon what I got so far. That may be looking too far ahead right now.

DAN BETZLER: Well, I think it opens itself to more self-pleasing. Right now it looks as though it falls on the agency. Well the agency sent me. So they are determining my qualifications.

The way this is written, looks like it is going to be the interpreter who is going to be --

KEVIN BABIN: That needs to be clarified. That needs to be clarified because someone thinking if they chose me, then they think, I can, I will. But responsibility falls on my shoulders personally, regardless.

Isn't that right. It is written up, it is basically back to number one, you are the interpreter, you make a

decision, an ethical decision in reference to accepting a job, taking a job, being at a job, and doing the job.

LORI KNABE: I think section 3, would cover that. Section 3 says an interpreter will not accept a continued

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

assignment if you don't have the appropriate qualifications, education, training, and so.

KEVIN BABIN: Yeah. It goes back to the interpreter. Okay. Anything else out there?

DEBBIE ULINSKI: . Excuse me. I think we need to add this may not be an appropriate time to edit. However, but say you go to a counselor. The doctor hires an interpreter. I know for myself. Very sweet person. But still, the facilitation of communication, and information did not, was not appropriate. I called the agency, and I told them, please do not send that woman again. The following week I went to the same counselor, the same interpreter was there! Same woman. The doctor was furious because they knew I made the complaint. Obviously, the woman went ahead and accepted the job because the agency forced her to go. No other interpreters available to take the assignment. I don't know, I think the agency should be liable in that kind of situation at least in regard to that rule. It has happened to me.

ANTONINA WILSON: Right.

JERRY COVELL: I have a problem with that. And that is the -- not if insult interpreters. But I think it is a lack of standards within our interpreting profession. And also a lack of skill levels, whatever you want to call it.

A lack of self-confidence, assurance in your skill in your qualifications. And yes, the agency is liable because they

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

are sending out the interpreters, whether they are good, bad, not good enough. But we have to address one issue at a time. If we set a standard that interpreters are liable, based on their skill level, and accepting an assignment, and the agencies continue to refer them, I feel, you know with the state commission, MCD, and BCI, we will have several accounts of evidence showing that agencies are abusing this law by sending out unqualified interpreters. We need to address each issue one at a time. We don't have the standards now. That's why that happened to you Debbie.

You know that BCI has discussed this issue, countless times. And yes, the reasons being that the agency is the main player involved. They are sending unqualified interpreters. And I am getting the impression now that referral agencies now are going to say, you know, Kevin I am paying you 35 dollars an hour. You take this assignment. And Kevin says over my dead

body. I am not losing my license over that. That is where he is liable.

And so we will hope that that will do it, the interpreters. But the licensure committee are going to have to hang a few interpreters before -- to set an example before it gets across the state, that message is impacted. Right?

LORI KNABE: Right.

JERRY COVELL: You are going to have to hang them.

(LAUGHTER)

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

LORI KNABE: Well, if we don't have any more questions. Kevin, there is a couple of topics I would like to discuss with the commission, but I think we need to do it in closed session, because it involves attorney/client privilege.

KEVIN BABIN: Okay.

ULA WILLIAMS: I have one question. Yeah, throughout all of the testimonies that the BCI received during the public hearings, we heard time and time again about deaf people saying well, my daughter or my son is not certified, but my daughter or my son has a right to interpret for me any place I want them to go. I believe that we have stated that anyone in the act of interpreting is interpreting. Okay? So is that covered somewhere in here? Does it say -- where is that addressed

anywhere?

LORI KNABE: Ula, you are right. Poorly, interpreting is any act of.

ULA WILLIAMS: I got to know.

LORI KNABE: Yeah, that's in the statute. We do -- they would have to be certified, no matter what. If their son, daughter, brother, cousin, whatever.

BRIAN MORRISON: I have a question. Actually what we have been saying is that as long as that interpreter is not being paid, if I bring my son or daughter with me to interpret for me, they are doing that voluntarily and the law does not cover volunteer interpreting.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

JERRY COVELL: Right not liable.

BRIAN MORRISON: But if when I told people because they called and asked that. A lot of that has been like the doctor's office. We have this client that wants to bring their daughter, and they are not certified.

Now if that person was getting paid, then they would have to be certified regardless of who they were. But if they are just -- I am just volunteering my services for my mom, then, no.

ULA WILLIAMS: All right. Then what happens -- I am just doing a hypothetical. We are all here so we can all talk

about it at the same time.

What happens if the other consumer, the hearing person, complains, because a misunderstanding occurred. I diagnosed a certain procedure. The child or the -- child of this person for one reason or another whether misunderstood the communication or whether chose not to tell his or her parent what was being said complains?

MELODY WILSON: We always recommend that in court or medical situations that family members not be utilized.

ULA WILLIAMS: I know that. But I am just saying, what if it happens? What will be done.

LOREE KESSLER: If I may interject. The complaint will be handled exactly the same as a hearing person as for the deaf person. If you say you have to have more than one person,

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

then you have to have the balance of the complaint. Kim has, I think, some interesting -- a situation that happened to her in a family situation that she shared with the committee one time about -- talking about family members that received bad news, how do you stop being the child or the parent and become the objective interpreter.

KIM McENULTY: That was our focus for this, is that family members cannot interpret. They should not. If they do,

and the complaint is filed, it would be processed just like anyone else interpreting without certification or licensure.

Because you are often confronted with the issues of misinterpretation, misunderstanding, eliminating information, adding information, or simply not telling them you know, if there is a crisis going on, because it is too emotional, too close.

KEVIN BABIN: Even a certified family member interpreter still wrestles with that -- in the immediate situation. I am sure -- at the same time, it is still -- they even have more so to wrestle well.

MELODY WILSON: Do we need to reverse what we have been telling like volunteers who, -- many people, for instance, say I only interpret for church. And I am not paid for it.

ULA WILLIAMS: Church is not covered under any law here.

KEVIN BABIN: I sexually harassed also mention, along

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

the same line -- Steve, is not looking. Let me get his attention. Steve, you and I talked the other day briefly about a situation regarding -- you know we talked about the issue of not having enough certified interpreters at certain levels going to certain jobs. And then some people in the deaf community had expressed taking a level 3 instead of a 5, just to have

somebody.

We are talking about that issue. Do you mind if I share that -- kind of put you on the spot.

STEVE HAMERDINGER: That's fine.

KEVIN BABIN: There was -- it was really --

STEVE HAMERDINGER: I am always happy to become your target.

(LAUGHTER)

KEVIN BABIN: Really not. I just want to make sure it came out in that context.

We are thinking about it may not be just that person who is going to volunteer that day, but it may be a second deaf person or other consumer that views that interpreting situation that may be the one who will file a complaint. And I know you just said, you don't recommend it for legal settings, etc. but if John Doe, deaf person, went to a meeting in municipal court. And a second person, observing it, could see this is not happening, this is not actually effective, and volunteers in that situation. That was just a concern that came up in some of

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

the discussion. You know, may not be the immediate parties that would actually file the complaint. It may be someone outside of that group that might observe the setting, and say, geez,

communication didn't happen. I saw it, the deaf person chose to waive his rights. And, you know -- any way just throw it out there for the sake. It gets extreme in mental health situations. That's why I am bringing it up.

STEVE HAMERDINGER: Let's not go there.

JEAN GALLOWAY: So what's the conclusion on this? I mean if the conclusion is that if you are in the process of interpreting then you need to have a license? Is that the bottom line?

I mean if -- church aside. If you are in the process of interpreting, you need to have certification, and a license, regardless of who you are? Is that the bottom line.

LORI KNABE: It would behoove the individual!

(LAUGHTER)

STEVE HAMERDINGER: Actually, I am more concerned about the perception there. I am not sure where we are going with this.

JERRY COVELL: Jean, in regards to your question, it is my understanding from the statutes that those offering volunteer interpreting services, no the law doesn't apply to them. Unless someone files a complaint. Melody said, people have been calling. We tell them, you are volunteering your

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

time. What is the situation? Oh, that's the situation. Oh, a

medical situation. Oh, no, that's high risk. And really, though, most people that call tend to be service providers. Now for doctors we tell them, now the risk is higher if, you know, you are using a non-qualified interpreter uncertified.

And you will be liable. You will responsible formal practice.

So we are not only educating, we are telling them, we can't pursue every volunteer interpreter. For example, one interpreter today, I know there is one in the school system that is not certified. And we talked with the school, and the school said, I am not paying them. The school is not paying them.

ANTONINA WILSON: No school is not paying.

JERRY COVELL: Interpreter is volunteering at school. Why? Because she knows she doesn't have certification, or licensure. She is volunteering her time.

ANTONINA WILSON: No, she should be punished.

KEVIN BABIN: What about the deaf child in the situation.

JERRY COVELL: No. Parents hasn't filed a complaint. No one said she is not qualified. We know she is not certified. So, yeah, I called, checked it out. The school responded we are not paying her.

ANTONINA WILSON: But the interpreter -- no, but -- but what about the deaf child. That hurts the deaf child's

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

education.

JERRY COVELL: I know that.

DEBBIE ULINSKI: Well, the school themselves, think about it, very small rural town. They cannot find interpreters. Often times they will hire non-certified interpreters or maybe lower level certified interpreters. I don't know what they are called. They are lousy. And they are interpreting for the children, and it could be right over their head. I mean they could be failing in school. But I have that similar concern. I feel the same way you do, Nina.

JERRY COVELL: You know, we need to do this one piece at a time. I know licensure hasn't yet started. When it does, then we can say, oh, we don't have anything better do. Let's pursue the non-certified interpreter. Let's chase the people who are volunteer interpreting. We can't always chase all of the volunteer interpreters, when we have 179 people on the waiting list to be tested. I mean we are trying to get them through. Once we certify everybody, we will twiddling our thumbs and then we can pursue the individuals. If we don't have complaints, then we'll pursue complaints to be filed. Brian --

JERRY COVELL: Once we pass the law we know it will take time. It is not going to be a process that will happen over night. It will be gradual. Yes, there are still more to come.

ANTONINA WILSON: But, how do the children benefit.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

JERRY COVELL: Complain to the parents. They are the advocates! They are the dumb advocates not complaining! Talk to the parents.

ANTONINA WILSON: Fine. I'll talk to the parents. If you know where the school is, tell me, I'll go to the school. Ask Melody. (Too many conversations).

KEVIN BABIN: Let me bring this to your attention. Read from the statute that is here. 209.321, item 4, a person is not considered to be interpreting pursuant to the provisions of this section if, in a casual setting and as defined by rule a person is acting as an interpreter gratuitously or engaged in interpreting incidental of traveling.

MELODY WILSON: That tells you, if they are volunteering, they are not --

LORI KNABE: That's in a casual setting. I wouldn't call a medical office a casual setting. No judge in the land would call it that.

LOREE KESSLER: I don't think a church is a casual setting. I don't think a school is a casual setting. I think those are formal settings with purposeful activities going on. And you know --

MELODY WILSON: Did you mean to say church.

LOREE KESSLER: A church is not a casual setting. It is a formal setting.

MELODY WILSON: Now we are going to require church

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

interpreters to be certified.

LOREE KESSLER: It has to be gradual. And frankly, why don't you want certified interpreters in churches.

JERRY COVELL: Oh, we are going to get there.

KEVIN BABIN: Nobody in this room wants it more than you. We have heard them -- we have heard some of the response that is came, and because of church, and state --

LOREE KESSLER: Sure, I understand that.

KEVIN BABIN: We avoid it. I think everybody should be brought up to a standard.

LOREE KESSLER: That may happen in case law which will come from a complaint where somebody did it, and it will be tested and maybe we will get a definition of what is a casual setting? Maybe churches are. I don't know. I wouldn't think it is.

MELODY WILSON: But at this point in time it is okay to voluntarily interpret in church?

LOREE KESSLER: I don't think we should advise people where they can and cannot interpret. I think that they need to read the law and rules and use their best judgment.

MELODY WILSON: Okay. Now we have already made a determination by the commission in that we accepted church hours

of interpreting towards temporary certification.

KEVIN BABIN: Then we have got things like Tupperware parties and other Avon meetings, things of that sort. And we

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

tried to put to put into the same category.

DEBBIE ULINSKI: And resorts too. Interpreters there too.

JERRY COVELL: Is it possible that licensure in accordance to the law, what it says as defined by the rules, can you develop a rule then? And can you somehow play with it. I don't mean implement it now. But at least start talking about it, and developing a rule? That is in regard to church interpreting?

LOREE KESSLER: Are you asking Lori or are you asking me?

JERRY COVELL: Why is Steve leaving?

KEVIN BABIN: Kansas City.

LOREE KESSLER: I think right now I agree with Jerry. One step at a time. Let's get everybody certified, and let's get everybody licensed. I don't know if we have the authority to define what is casual.

KEVIN BABIN: You know, as I think back for a second, I don't remember those churches complaining about having

certified interpreters, complaining about paying them. I think maybe a volunteer certified interpreter. Just a thought. Yes.

LORI KNABE: On section 15. Other professions, when they are regulating individuals, we have to come up with what I call "a nasty laundry list". No basically sexual terms. And to avoid that kind of language we used the term "exploitive

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

relationship". That is supposed to include a wide variety of things. That way we are all aware of what that means.

ULA WILLIAMS: In talking about 3.020 consumer welfare. Regarding --

DEBBIE ULINSKI: 4 CSR, 232-3.020. Consumer welfare.

ULA WILLIAMS: This --

KEVIN BABIN: Which item?

ULA WILLIAMS: I am looking at 2 and 4. I think somehow it says that interpreters shall report to the committee all knowledge pertaining to be known -- this is on 4 -- or suspected violation of loss, and regulations governing the practice of interpreting as defined. Okay. Now I know that when an interpreter gets up in court and interprets, and if that interpreter is called to testify about any knowledge and the judge says, you have to testify, well, you either do, or you risk going to jail.

LORI KNABE: This was -- excuse me. This was a

subject that I wanted to talk about in closed session, because it advice from our attorney. So I am not skirting, or dodging your question. I don't want to discuss it in open session.

ULA WILLIAMS: When will the BCI learn of this?

LORI KNABE: Hopefully we will have closed session today. If the chair would permit.

ULA WILLIAMS: Let me go back to number 2. When you are talking about confidentiality or through this whole thing,

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

when you are talking about confidentiality, and you are talking about a school system, many interpreters are required by their school to tell teachers, the homeroom teacher, or the DHH teacher information that ordinarily would not be shared, like how is the child doing in social studies. Well, that teacher to my mind, should talk to the other teacher because these are the two responsible people. Not the interpreter. But some school systems they require them to do that.

KEVIN BABIN: In-house.

ULA WILLIAMS: How do we protect the interpreter from that? That's not our job I guess.

KEVIN BABIN: Speak strongly for that in mental health, Steve talks about it. He talks about the -- he talks about working with the consumer.

ULA WILLIAMS: I don't know if this is the right place to do it. It seems the educational interpreters have responsibility to address the communication of the child, the way the child communicates and that's not breaking confidentiality to my mind because that's the team approach. All right?

But not the rest of this stuff.

KEVIN BABIN: Good point.

HELEN BAYER: One of the things that is a little sticky there is because under IDEA, the team does include anybody in the educational setting. And confidentiality

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

requirements there is anyone who is assigned to work with the child can access information and shares information. So there is one sort of set of standards there. Which is different from the way interpreters interpret confidentiality and I think your example is a very good one. And I think in many cases that's what they try to use as a guiding factor. The interpreter's role as a team member relates to communication issues, and interaction issues, those kinds of things, not to academic performance, or behavior control.

ULA WILLIAMS: Exactly.

HELEN BAYER: It is not spelled out in writing in most places.

DAN BETZLER: Isn't that the role of the IEP that the interpreter plays, it is based on communication, and not any other format of the child's education? I mean if you had an interpreter going into an IEP, it would be to address the communication --

HELEN BAYER: Yes. Fluency in sign language, and English.

DAN BETZLER: Are they understanding, and communication flowing. But not the other issues of how they are doing in math.

HELEN BAYER: Right.

KEVIN BABIN: Not like a big brother or mother.

HELEN BAYER: But that's not very well described

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

anywhere. That's what I am saying. Someone wanted to bring up under IDEA, they say, you are part of the educational team, you can talk about anything you do with the kid. That is very different than the viewpoint that we take from the interpreters. And like I said, I know in most systems that is not a written -- I don't know if anyone has seen it delineated a school policy.

ULA WILLIAMS: Let's say a school system looks at number 2. The interpreter shall provide the following. Limits to confidentiality regarding the individual couple, family, or

group. What are the limits?

HELEN BAYER: That's what I am saying. The school system, what they are familiar with, is IDEA.

ULA WILLIAMS: They set the limits.

HELEN BAYER: They say you are a member of the educational team and talk about anything pertinent to this child's education. The interpreter could look at the records about the child, look at their IEP. And participate in the meetings. The difference is I think in systems where they have had more experience, where they tried to define it. But I know in a lot of parts of the state, there is one poor interpreter, who has very little guidance to help them with this. They are often put on the spot and asked inappropriate parts of their role. I just don't know where that is going to show up.

ULA WILLIAMS: It is not going to show up.

KIM McENULTY: Well, certainly it does. Because the

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

interpreter, what role is their role. They can only talk communication in that setting. They don't have any background knowledge about anything else. See, so, if they are asked to share, but sure, I can share, but I can only share about communication. Because that's all their background is.

HELEN BAYER: Communication is an integral part of behavior. And the interpreter runs into not only did the -- is

the kid misbehaving because he didn't understand.

KEVIN BABIN: We have a lot of folks not qualified to be in the situation, and they are not responding from the wealth that you are talking about. They ask me a question and they respond. It may take years for them to get that part in a workshop to say you should not be talking about that. You should talk about communication issues. Oh, all of these years I have blown this. That is part of the thing we are trying to fix. We raise the standard. If the past, if you sign, we bring you into the setting and hire you right now. That's an extreme. But it has happened.

BRIAN MORRISON: And when I spoke to a lot of educational interpreters, and especially in rural areas. They are not only interpreters. They are tutors monitors, recess monitors. When I talked to them and mentioned the code of ethics, because one interpreter would say, I knew that the student didn't understand something, so when I went to their speech language therapist, I told them that they didn't

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

understand this I had I don't mean, they didn't understand this, this, and this. And when I mentioned the code of ethics they were like, what's that? And I think that's where we really need to hit that.

KEVIN BABIN: We need to be able to articulate of ethics they are following may be another factor. They may not be able to articulate something else they are following. They may be aware of that, but have it so entrenched in their being that they say, whoa.

HELEN BAYER: It gets more complex. Over the years as we have had workshops on educational interpreting, and especially when you are looking at children that are dependent, they are not adults. This is not college. We are talking about minority children, we have had many, many workshops and discussions on the code of ethics isn't always that clear-cut. What we are used to following as an interpreter sometimes does have other modifications in an educational setting with children. Things like, should the interpreter report if they notice a child is suffering from depression. Or if they report in the home there was abuse but the child doesn't tell anyone else. You can get into some fascinating discussions.

There are sort of different boundaries.

LORI KNABE: Helen, if you and Ula want to get together and make suggestive language for that rule, that would be great.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

ULA WILLIAMS: She is very good at that, you know.

DAN BETZLER: That's delegating. That is not

referring!

(LAUGHTER)

LORI KNABE: That would be really helpful. I think if I am remembering back to one of the meetings, I think this is an issue that Loretto raised in even a college setting. If you guys want to work on that and suggest some language. Everybody is aware of the concern. We don't know how to put it in.

ANTONINA WILSON: I wanted to comment. I have a question. I am curious, how do interpreters, just as she was mentioning in working with the children, suppose a child expresses, you know, don't tell, don't tell but does express something of importance to the interpreter. Should the interpreter tell? The child wants trust? And then the interpreter goes and tells the teacher or principal. How do you solve that kind of issue?

DAN BETZLER: Nina, I don't know if I want to answer the question. Because you will run to the lady in the rural and get the parents.

DEBBIE ULINSKI: I know I have butted heads with that. That is very important to have trust and confidence between the student and teacher.

DAN BETZLER: I think, Nina, the way I understand it is that the school establishes the rules. Same kid goes into

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

the hall, and they decide to sell drugs. The interpreter's responsibility to tell administration is the part of the staff and the school. Do you understand what I am mean? And plus have you ever seen the triangle, the age, the younger the student, the more responsibility of the interpreter.

But it is hard to cleanly tell one situation, the kid says one thing, and someone says, that's trust. I feel good. They trust me. Next thing, it is really breaking the rules of the school.

HELEN BAYER: Just to add onto your thing. Is we --

DEBBIE ULINSKI: I am confused. Who was signing. Dan was signing, and interpreter was signing. I don't know where I am.

DAN BETZLER: She looked at me. It was my fault.

HELEN BAYER: We try to train the child and the interpreter early on about what things the interpreter is going to share because they are an employee of a school versus what things they will not share.

ANTONINA WILSON: That's good. Yes, then if there is training for that. How much training. Does that mean, what the commission or the BCI, or MCD should train these schools? I mean they should. They should be trained, and know how to communicate. Get that started.

DAN BETZLER: I think the teachers need to be trained as well.

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT

DEBBIE ULINSKI: Yes, we need to work on it.

KEVIN BABIN: Okay. Let's kind of bring things back over here. Steer things in this direction. In a sense that maybe we can take a few minutes break. I have seen a couple of requests for break. Five minutes or so. Is there a need to come back and do hope. Or further comments need to be made. Further comments need to be made. We'll come back and have closed. And hopefully then come back to the open.

ANTONINA WILSON: Ant who is involved in closed meeting.

KEVIN BABIN: Licensing board requested closed meeting with the Attorney General. That means MCD is involved with the licensing board.

LORI KNABE: I want you to stay. Please. Please stay.

o-o-o

THIS IS AN UNCERTIFIED REALTIME TRANSCRIPT