

## **ISAC Executive Committee Meeting**

Via telephone @ 8:00 a.m.

August 25<sup>th</sup>, 2020

### **Members Present:**

Jennifer Naddeo, Chair  
Elizabeth Conran  
Suzanne Lee  
Ancel Montenelli  
Susy Woods  
Sara Friedrich

### **Members Absent:**

### **Others Present:**

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Chair Jennifer Naddeo called the meeting to order at 8:08 a.m. A quorum was present.

#### **A.) Consideration of Public Comment on Proposed Changes to Part 226 Rules:**

Suzanne Lee sent a draft of the public comment on Part 1 Rule to the committee before the meeting to be voted on. (Please see below)

**Susy Woods made a motion to “Accept the letter as drafted to submit on behalf of ISAC to the State Board Rules Comment email online”. Elizabeth Conran seconded. Motion carried.**

Meeting was adjourned at 8:17 a.m.

To: Illinois State Board of Education, Rules

Subject: Public Comment on Proposed Part 226 Rules

The Illinois State Advisory Council on the Education of Children with Disabilities (ISAC) is statutorily created by Section 14-3.01 of the School Code of Illinois. Among this group's charges is to advise the State Board of Education regarding rules and regulations relating to the education of children with disabilities. ISAC's members represent a wide variety of stakeholders, including educators, administrators, parents, individuals with disabilities, and state agency representatives.

Our Council has a responsibility to represent the educational interests of Illinois children with disabilities. In that light, we offer the following comment on proposed changes to Part 226 rules relating to criteria, standards, and competencies for bilingual interpreters attending individualized education program meetings.

Section 226.800 (I)(1)(A) states that to be a qualified interpreter, an individual must meet all employment eligibility requirements of the school district. It is our understanding that some districts require factors such as residence in the district in determining employment eligibility. Given the importance and scarcity of highly qualified individuals to fill this role, we would not support rules that function to limit district capacity to engage or contract with individuals or agencies able to provide appropriate services.

Section 226.800(I)(1)(C) and (D) detail requirements for interpreters to complete three hours of training on special education terminology and protocol and nine hours of training on interpreting. We ask that ISBE reconsider and require an increased amount of preparation comparable to what is required for similar roles in other states and other fields (i.e., legal and healthcare interpreting and translating)

Section 226.800 (I)(D) states that the topic of "cultural awareness" is to be included in the initial training. Cultural awareness is also one of several optional topics for the six hours per two years of professional development required. Given the nature of the role of an interpreter in relation to families, simple "awareness" of culture is woefully insufficient. We recommend refocusing the nature of the training from awareness to cultural competence and responsiveness and expanding significantly the amount of training required in this area.

Sincerely,