

2SHB 1153 - H AMD 835

By Representative Orwall

WITHDRAWN 02/08/2022

1 On page 3, line 16, after "(3)" strike ""Reports" and insert
2 ""2020 and 2021 reports"

3 On page 4, beginning on line 26, after "using" insert
4 "interpreter services provided by" and after "staff" strike "as
5 interpreters, for using"

6 On page 4, line 27 after "contract interpreters," strike "for
7 using"

8 On page 5, line 12, after "in the" insert "2020 and 2021"

9 On page 5, line 18, after "(a)" strike "Develop" and insert
10 "Adopt"

11 On page 5, line 37, after "and" strike "incorporates" and insert
12 "periodically review the policy and procedures to incorporate updates
13 made to"

14 On page 6, line 12, after "(2)" insert "Each school district must
15 designate a language access liaison to facilitate district compliance
16 with state and federal laws related to family engagement, including
17 the requirements under subsection (1) of this section and section 6
18 of this act. If a school district has a language access coordinator
19 with duties as described in subsection (3)(b) of this section, the
20 language access coordinator may also be the language access liaison.

21 (3) "

22 On page 7, line 2, after "the" strike "interpreter" and insert
23 "interpretation"

24 On page 8, line 6, after "in the" insert "2020 and 2021"

25 On page 10, line 4, after "in the" insert "2020 and 2021"

26 On page 10, line 9, after "and" strike "consequences" and insert
27 "significance"

EFFECT: 1. Requires school districts, charter schools, the state School for the Blind, and the Center for Deaf and Hard of Hearing Youth to designate a language access liaison to facilitate district compliance with state and federal laws related to family engagement and allows any language access coordinator to be the language access liaison.

2. Directs school districts, charter schools, the state School for the Blind, and the Center for Deaf and Hard of Hearing Youth to "adopt" the language access plan that is developed.

3. Specifies that the feedback that must be collected from participants in each interpreted meeting be about the effectiveness of the interpretation, rather than the effectiveness of the interpreter.

4. Specifies that the credentialing requirements for interpreters may be tiered based on the structure and "significance," rather than "consequences," of the interaction between school staff and the student's family.

5. Clarifies that "reports of the language access work group" are the 2020 and 2021 reports.

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