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**SUBSTITUTE HOUSE BILL 1130**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** House Education (originally sponsored by Representatives Orwall, McCaslin, Pollet, Ryu, Lovick, Stanford, and Valdez)

READ FIRST TIME 02/22/19.

1 AN ACT Relating to language access in public schools; adding a  
2 new section to chapter 28A.630 RCW; creating a new section; and  
3 providing an expiration date.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature finds that:

6 (1) It is the policy of the state to welcome and encourage the  
7 presence of diverse cultures and the use of diverse languages and  
8 modalities of communication in business, government, and private  
9 affairs in this state;

10 (2) Washington public schools' ability to effectively communicate  
11 with students and families with limited language access impacts the  
12 schools' ability to engage students and families effectively in the  
13 education process and contributes to inequalities and increased gaps  
14 in student achievement;

15 (3) Effective communication is not taking place for a variety of  
16 reasons, including: (a) Some school districts do not consistently  
17 assess the language needs of their communities or consistently  
18 evaluate the effectiveness of their language access services; (b)  
19 resources, including time and money, are often not prioritized to  
20 engage families with limited language access; and even when language  
21 access is a priority, some districts do not know the best practices

1 for engaging families with limited language access; (c) school staff  
2 are often not trained on how to engage families with limited language  
3 access, how to engage and use interpreters, or when to provide  
4 translated documents; and (d) there are not enough interpreters  
5 qualified to work in educational settings; and

6 (4) Providing meaningful, equitable access to students and  
7 families with limited language access will not only help schools meet  
8 their civil rights obligations, but will help students meet the  
9 state's basic education goals under RCW 28A.150.210 resulting in a  
10 decrease in the educational opportunity gap between learners with  
11 language access barriers and other students, because student outcomes  
12 improve when families are engaged in the student's education.

13 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.630  
14 RCW to read as follows:

15 (1) The office of the superintendent of public instruction and  
16 the office of the education ombuds must jointly convene a work group  
17 to improve meaningful, equitable access for public school students  
18 and their family members who have language access barriers.

19 (2) The work group must advise the office of the superintendent  
20 of public instruction and the Washington state school directors'  
21 association on the following topics:

22 (a) The elements of an effective language access program for  
23 systemic family engagement and a plan for the implementation of this  
24 program;

25 (b) The components of a technical assistance program for language  
26 access and a plan for the implementation of this program;

27 (c) The development and sharing of a tool kit to help public  
28 schools:

29 (i) Assess the language needs of their communities; and

30 (ii) Develop, implement, and evaluate their language access plans  
31 and language services;

32 (d) The development and sharing of educational terminology  
33 glossaries that improve all families' access to the public school  
34 system; and

35 (e) The development and sharing of best practices or strategies  
36 for improving meaningful, equitable access for public school students  
37 and their family members who have language access barriers, including  
38 effective use of interpreters and when to provide translated  
39 documents in other formats.

1 (3) The work group must develop recommendations for practices and  
2 policies that should be adopted at the state or local level to  
3 improve meaningful, equitable access for public school students and  
4 their family members who have language access barriers, including  
5 recommendations on the following topics:

6 (a) Standards for interpreters working in education settings,  
7 including familiarity with legal concepts related to, and service  
8 requirements of, Part B of the federal individuals with disabilities  
9 education improvement act and section 504 of the federal  
10 rehabilitation act of 1973;

11 (b) Development and assessment of interpreters' knowledge of  
12 education terminology;

13 (c) The feasibility and cost-effectiveness of adapting another  
14 state agency's interpreter program to test, train, or both,  
15 interpreters for educational purposes;

16 (d) Use of remote interpreter services;

17 (e) Updates to the Washington state school directors'  
18 association's model language access policy;

19 (f) The conditions under which remote interpreter services may be  
20 used to provide high quality interpreter services; and

21 (g) Data collection and use necessary to create and improve state  
22 and local language access programs.

23 (4) The office of the superintendent of public instruction and  
24 the office of the education ombuds must select up to twenty-five work  
25 group members who:

26 (a) Are geographically diverse and represent people with a  
27 variety of language access barriers; and

28 (b) Represent the following groups: The educational opportunity  
29 gap oversight and accountability committee; the state school for the  
30 blind; the childhood center for deafness and hearing loss; the  
31 special education advisory council at the office of the  
32 superintendent of public instruction; the Washington state school  
33 directors' association; a state association of teachers; a state  
34 association of principals; a state association of parents; the  
35 Washington state commissions on African-American affairs, Asian  
36 Pacific American affairs, and Hispanic affairs; the governor's office  
37 of Indian affairs; interpreters working in education settings;  
38 interpreter unions; families with limited language access; and  
39 community-based organizations supporting families with limited  
40 language access.

1           (5) The office of the superintendent of public instruction and  
2 the office of the education ombuds must provide staff support to the  
3 work group.

4           (6) The work group may form subcommittees and consult with  
5 necessary experts.

6           (7) By October 1, 2020, and in compliance with RCW 43.01.036, the  
7 work group must report its findings and recommendations to the  
8 appropriate committees of the legislature.

9           (8) This section expires June 30, 2022.

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