
Education Committee

HB 2324

Brief Description: Concerning educational interpreters.

Sponsors: Representatives Van De Wege, Stanford, Santos, Frame and Tarleton.

Brief Summary of Bill

- Authorizes the parent or guardian of a child who is deaf, deaf-blind, or hard of hearing to request a specific sign language or sign system in the child's Individualized Education Program (IEP).
- Requires school districts to give priority to a request for a specific sign language or sign system to be used in an IEP.
- Requires an educational interpreter to comply with the sign language or sign system specified in a child's IEP.
- Identifies the Education Sign Skills Evaluation and the Educational Interpreter Performance Assessment as options that meet the requirements for educational interpreter assessments.
- Modifies definitions.

Hearing Date: 1/19/16

Staff: Ashley Fisher (786-7296).

Background:

Individualized Education Program.

An Individualized Education Program (IEP) is a written statement for a student with a disability that describes the amount of time that the student will receive special education, any related services, and academic and behavioral goals and expectations for the year. An IEP team is responsible for identifying and evaluating an IEP student, reviewing and revising an IEP, and determining the setting where a student will receive special education services.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Sign Languages and Sign Systems.

A variety of sign languages and sign systems are available to people who are deaf, deaf-blind, or hard of hearing. Each system differs in its communications options, and individuals use the sign language or sign system that is best suited to their needs. Examples of commonly used sign languages and sign systems include American Sign Language, Signing Exact English, Pidgin Signed English, Listening and Spoken Language, Cued Speech, and Total Communication.

Educator Interpreter Assessments.

Legislation adopted in 2013 (i.e. SHB 1144, enacted as Chapter 151, Laws of 2013) directed the Professional Educator Standards Board (PESB) to adopt standards for educational interpreters, and to identify and publicize educational interpreter assessments that meet the definition of educational interpreter assessment. By the beginning of the 2016-2017 academic year, all educational interpreters employed by school districts must have achieved the performance standards established by the PESB.

The PESB adopted two options for educational interpreter assessments. The interpreter may: (1) take the Educational Interpreter Performance Assessment (EIPA), or (2) have received a National Interpreter Certification as well as passed the written portion of the EIPA.

Definitions.

The term educational interpreter assessment means an assessment that includes both written assessment and performance assessment that is offered by a national organization of professional sign language interpreters and transliterators, and is designed to assess performance in more than one sign system or sign language.

Summary of Bill:

Individualized Education Program.

A parent or guardian of a child who is deaf, deaf-blind, or hard of hearing may request a specific sign language or sign system in the child's IEP. A school district must give priority to the request. An educational interpreter must comply with the sign language or sign system specified in a child's IEP. An assessment given to an educational interpreter for performance standards must be evaluated in the sign system or sign language used by the educational interpreter.

Educator Interpreter Assessments.

The Education Sign Skills Evaluation and the EIPA are identified as options that meet the requirements for educational interpreter assessments.

Definitions.

The definition for educational interpreter assessment is modified to mean an assessment of K-12 job-related knowledge; either proficiency in voice-to-sign interpreting or transliteration, or both, and either sign-to-voice interpreting proficiency or satisfactory understanding of various types of sign systems and sign language.

Definitions are created for the terms: interpretation and transliteration.

Removal of Section.

Removes the requirement that by December 31, 2013, the PESB recommend to the Education Committees of the Legislature how to appropriately use the EIPA assessment and the National Interpreter Certification.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.