

CERTIFICATION OF ENROLLMENT  
**ENGROSSED SUBSTITUTE HOUSE BILL 1130**

Chapter 256, Laws of 2019

66th Legislature  
2019 Regular Session

PUBLIC SCHOOL LANGUAGE ACCESS

EFFECTIVE DATE: July 28, 2019

Passed by the House April 18, 2019  
Yeas 95 Nays 0

FRANK CHOPP

**Speaker of the House of Representatives**

Passed by the Senate April 12, 2019  
Yeas 47 Nays 0

CYRUS HABIB

**President of the Senate**

Approved May 7, 2019 10:11 AM

JAY INSLEE

**Governor of the State of Washington**

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 1130** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BERNARD DEAN

**Chief Clerk**

FILED

May 13, 2019

**Secretary of State  
State of Washington**

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**ENGROSSED SUBSTITUTE HOUSE BILL 1130**

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AS AMENDED BY THE SENATE

Passed Legislature - 2019 Regular Session

**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; adding a new section to chapter  
3 28A.155 RCW; creating a new section; and providing an expiration  
4 date.

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

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

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

11            (2) Washington public schools' ability to effectively communicate  
12 with students and their family members who have language access  
13 barriers impacts the schools' ability to engage students and families  
14 effectively in the education process and contributes to inequalities  
15 and increased gaps in student achievement;

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

1 access is a priority, some districts do not know the best practices  
2 for engaging families with language access barriers; (c) school staff  
3 are often not trained on how to engage families with language access  
4 barriers, how to engage and use interpreters, or when to provide  
5 translated documents; and (d) there are not enough interpreters  
6 qualified to work in educational settings; and

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

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

17 (1) Subject to the availability of amounts appropriated for this  
18 specific purpose, the office of the superintendent of public  
19 instruction and the office of the education ombuds must jointly  
20 convene a work group to improve meaningful, equitable access for  
21 public school students and their family members who have language  
22 access barriers.

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

26 (a) The elements of an effective language access program for  
27 systemic family engagement and a plan for the implementation of this  
28 program;

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

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

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

34 (ii) Develop, implement, and evaluate their language access plans  
35 and language services;

36 (d) The development and sharing of educational terminology  
37 glossaries that improve all families' access to the public school  
38 system; and

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

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

11 (a) Standards for interpreters working in education settings,  
12 including familiarity with legal concepts related to, and service  
13 requirements of, Part B of the federal individuals with disabilities  
14 education improvement act and section 504 of the federal  
15 rehabilitation act of 1973;

16 (b) Development and assessment of interpreters' knowledge of  
17 education terminology;

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

21 (d) Updates to the Washington state school directors'  
22 association's model language access policy;

23 (e) Use of remote interpreter services, including the conditions  
24 under which remote interpreter services may be used to provide high  
25 quality interpreter services; and

26 (f) Data collection and use necessary to create and improve state  
27 and local language access programs.

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

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

33 (b) Represent the following groups: The educational opportunity  
34 gap oversight and accountability committee; the state school for the  
35 blind; the childhood center for deafness and hearing loss; the  
36 special education advisory council at the office of the  
37 superintendent of public instruction; the Washington state school  
38 directors' association; a state association of teachers; a state  
39 association of principals; a state association of parents; the  
40 Washington state commissions on African-American affairs, Asian

1 Pacific American affairs, and Hispanic affairs; the governor's office  
2 of Indian affairs; interpreters working in education settings;  
3 interpreter unions; families with language access barriers; and  
4 community-based organizations supporting families with language  
5 access barriers.

6 (5) The office of the superintendent of public instruction and  
7 the office of the education ombuds must provide staff support to the  
8 work group.

9 (6) The work group may form subcommittees and consult with  
10 necessary experts.

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

14 (8) This section expires December 31, 2020.

15 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.155  
16 RCW to read as follows:

17 (1) Beginning in the 2019-20 school year, school districts must  
18 document the language in which families of special education students  
19 prefer to communicate and whether a qualified interpreter for the  
20 student's family was provided at any planning meeting related to a  
21 student's individualized education program or plan developed under  
22 section 504 of the rehabilitation act of 1973 and meetings related to  
23 school discipline and truancy.

24 (2) For the purposes of this section, "qualified interpreter"  
25 means someone who is able to interpret effectively, accurately, and  
26 impartially, both receptively and expressively using any necessary  
27 specialized vocabulary.

Passed by the House April 18, 2019.  
Passed by the Senate April 12, 2019.  
Approved by the Governor May 7, 2019.  
Filed in Office of Secretary of State May 13, 2019.

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