

SENATE BILL REPORT

SB 5025

As of January 26, 2025

Title: An act relating to educational interpreters.

Brief Description: Concerning educational interpreters.

Sponsors: Senators Lovick, Nobles, Salomon, Trudeau, Valdez, Wellman and Wilson, C..

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/28/25.

Brief Summary of Bill

- Directs the Professional Educator Standards Board (PESB) to adopt separate standards for deaf and deaf-blind educational interpreters, as necessary.
- Creates a two-tiered certificate system for educational interpreters, where limited certificates are granted to educational interpreters who have met the limited performance assessment standard and full certificates are granted to educational interpreters who have met the full performance assessment standard.
- Authorizes PESB to adopt rules limiting the number of times an educational interpreter may take an educational interpreter assessment for qualifying for a certificate.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Elena Becker (786-7493)

Background: Educational interpreters are school district employees, whether certificated or classified, providing sign language interpretation, transliteration, or both. They provide further explanation of concepts introduced by the teacher for students who are deaf, deaf-

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blind, or hard of hearing.

Current state law requires educational interpreters employed by school districts to meet the educational interpreter assessment performance standards identified by the Professional Educator Standards Board (PESB). PESB currently offers the following two performance assessment options:

- Educational Interpreter Performance Assessment (EIPA) with a minimum score of 4.0 out of 5, designated advanced intermediate; and the EIPA written test with a passing score; or
- National Interpreter Certification from the Registry of Interpreters for the Deaf (RID), and the EIPA written test with a passing score.

Educational interpreters who have not successfully achieved the performance standard, but who demonstrate satisfactory efforts to achieve the required performance standard may provide educational interpreter services for up to 18 months.

Summary of Bill: PESB must identify both full and limited performance standards for educational interpreter assessments and must grant certificates for educational interpreters according to those performance standards.

A certificate granted to an individual who has met the full performance standard is considered fully certificated with a period of validity determined by PESB.

A certificate granted to an individual who has met the limited performance standard and has not met the full performance standard, is considered a limited certificate with a period of validity up to five years.

By the beginning of the 2027-28 school year, educational interpreters employed by school districts must have obtained a full or limited certificate. Educational interpreters who have not obtained a limited certificate but who demonstrate satisfactory efforts to achieve a full certificate may continue providing educational interpreter services up to eighteen months after taking the performance assessment or twelve months after receiving their performance assessment results.

PESB may adopt separate standards for deaf and deaf-blind educational interpreters as necessary. PESB may adopt rules to limit the number of times an educational interpreter may take an educational interpreter assessment for the purposes of qualifying for a certificate.

By December 1, 2026, PESB must annually make data relating to educational interpreter certification publicly available.

Appropriation: None.

Fiscal Note: Requested on January 6, 2025.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.