



Language Access Advisory Committee Meeting Minutes

January 8, 2025 | Zoom

Members Present: Holly Bocchi, Lin Crowley, Matt Dressen, Helen Eby, Becky Engel, Angie Jovel, Waiyan Lee, Tami Lentz, Michael Nguyen, Minh Nguyen, Taralynn Petrites, Rebecca Pinzon, Kim Scott-Olson, Joana Ramos, Milena Waldron, Heather White, Jesus Torres

Members of the Public: Mario Banuelos, Naomi Byrdo, Lisa Gilchrist, Vanessa Lemos, Jennifer Price, Elizabeth Puga,

OSPI/ESD Staff: Heather Rees, Matthew Frizzell, Kai-Chin Chan

Note Taker: Diane Stead

Decisions from this meeting:

- Decision of whether to have co-chairs is tabled for now.
- Minutes will be posted on the Padlet prior to the meeting for review. At the start of each meeting, staff will ask for any edits to the minutes. Edited minutes will be posted on the website.
- Temporary workgroup will work on language access civil rights summary

Follow up:

- Give answer at the next meeting: can schools be compelled to post information?

Topic	Discussion	Action	Follow Up
Call to order; Welcome; Reminders; Agenda Review Heather Rees	The meeting was called to order at 1:04 PM.		
December Recap, Charter and Workplan Matthew Frizzell	If we go back to our norms, we will see some have been met, and others still need to be addressed. In December, many people had something to say, and others may need time to process, so we need to acknowledge that. Calling Roberts Rules of	To consider: Does the LAAC generally agree that a co-chair would be a positive addition?	Heather has located the meeting notes and added them to the Padlet. It was not announced, but they are available.



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	<p>Order caused some confusion among the members and caused issues with the interpreters. Our charter does not allow us to use Roberts Rules of Order to conduct meetings.</p> <p>We appreciate that not all members can attend all meetings. If any actions are taken in a meeting while a member is away, that member needs to accept those decisions.</p> <p>Section I decision-making was reviewed. We are beholden to that decision.</p> <p>We are trying to gather information to decide whether to go forward with co-chairs or not.</p> <p>Were recordings from previous meetings saved? OSPI policy is to delete Zoom recordings after 30 days.</p> <p>Recommendation: new procedure at the beginning of the meeting to review notes from the previous meeting for accuracy. This procedure should take no longer than 5 minutes.</p> <p>Is there a way to maintain a list of previous decisions to avoid redundancy?</p> <p>Can we post the notes on the committee's website? If people don't come to the meeting, they may not have the link to the Padlet.</p> <p>One of the reasons why the last meeting moved in the direction that it did was due to differences between the previous discussion and institution of</p>	<p>What work would that co-chair be responsible for?</p> <p>What other questions for consideration about co-chairs should the LAAC include?</p> <p>Status update on the conduction and sharing of meeting notes. We need the notes from 2023 that Veronica Gallardo promised. We will make notes available.</p> <p>We will try to get the notes posted on the OSPI website.</p> <p>We will check the original intent of previous discussions before drafting policy.</p> <p>We will put forth ideas for vote by the committee.</p> <p>The spirit of multilateralism needs to be followed regarding the direction of the committee.</p>	<p>Will include previous decisions on Padlet.</p> <p>We will continue to find out what a co-chair would be like and re-open it for discussion.</p> <p>We should also have two facilitators to make sure the meeting flow will not interrupted by absence.</p>



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	<p>policy by the staff. The result was not what was intended by the committee.</p> <p>The long-standing culture of non-compliance regarding civil rights is what brought this committee about. There is concern that the incoming administration will interfere through intimidation with our ability to be welcoming to all cultures. It has already affected some schools' abilities to communicate civil rights.</p>		
Subcommittee Breakout: Workplan	<p>The annual cycle was reviewed. This reflects previously agreed-upon schedule changes.</p> <p>The next report will come out in June.</p> <p>Priorities were ranked as agreed upon by the committee.</p> <p>The committee contributed to training modules for interpreters.</p> <p>Discussion:</p> <p>RCW 28A.183.07 specifically mentions training, including the code of conduct. The committee needs to develop a code of ethics.</p> <p>We have not recommended a code of ethics, so the training in the module is not customized to our ethics. That was decided to do this in this term.</p> <p>Washington doesn't have a general code of ethics that can be used for schools; there are rules for healthcare interpreters and rules for court</p>	<p>The group needs to decide on what we're going to work on going forward.</p> <p>We need to implement a code of ethics for interpreters in health care. People need to be trained in the Washington code of standards.</p> <p>The module should be rewritten to conform to our state requirements.</p>	



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	interpreters.		
Share Out	<p>This discussion is an opportunity to discuss any element that we would like in the top two priorities.</p> <p>We have already discussed civil rights. No further discussion is necessary.</p> <p><u>Training for interpreters:</u></p> <p>Is anyone aside from OSPI offering training?</p> <p>Are any higher ed institutions providing training?</p> <p>How can dissatisfaction with interpreters be expressed?</p> <p>Another point of inquiry is the use of AI. Are schools going to rely on AI interpretation? It is very inaccurate and can sometimes cause more difficulty for families and staff.</p> <p>The children who are being used as interpreters by their families are untrained. It would be better if educational institutions could provide support.</p> <p>Writing a professional code of conduct for interpreters should be a priority for the next focus of the group.</p> <p><u>Sign language subcommittee:</u></p> <p>It is difficult to find consensus on certification for modules development. Some of the modules may work well for some of the other groups, but</p>	<p>We should address 3rd-tier priorities over the next few months.</p> <p>The needs of the school, family, student and interpreter level trainings need to be established.</p> <p>Higher education overlap should be explored.</p> <p>Training for employees of schools and families regarding their rights should be provided.</p> <p>Recommendation: Assign a subcommittee to work on drafting the Professional Code of Conduct.</p>	<p>Check with higher ed institutions to see if they offer training for interpreters.</p> <p>We need to further discuss training school staff.</p>



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	<p>probably not ASL interpreters. Potential requirements were discussed.</p>		
Legal Review of Language Access	<p>The language was developed by the Equity and Civil Rights Department at OSPI. Kai-Chin Chan from the department is available to answer questions.</p> <p>All of the original documents are available through LEP.gov, at least for the time being, and in the Federal Register.</p> <p>The Language Access Rights Summary was reviewed.</p> <p>Are we going to develop materials for front desk staff for finding interpreters? Should it be in a flow chart format for easier understanding?</p> <p>We need more takeaways for direction.</p> <p>We want everyone to know the process of filing a complaint. If your complaint is not resolved at the district level, OSPI has the Office of Equity and Civil Rights.</p> <p>We would like our one-pager to reflect this information.</p> <p>Ombuds experience has been an unsatisfactory</p>	<p>Provide link for Education Ombuds</p>	<p>Verify that calendar holds have gone out to all members for the remainder of the year.</p> <p>We would like to see more comprehensive steps to the procedures that all districts and schools need to follow when they want to file a complaint.</p>



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	<p>experience for some families. One complaint from a parent was that they were told that LEAs can have families deported, which was taken as an implied threat. This would intimidate citizens and prevent them from complaining.</p> <p>1) We can't be sure that the complaint process is fair if each district has its own complaint process. If a family moves from one district to another, they have the burden of re-learning how to access the new complaint process. It seems there should be a unified statewide complaint process accessible in the same way and manner, regardless of where you are in the state</p> <p>2) It is important for school district staff to know how to quickly guide a parent in the steps to take a formal complaint, so a how-to or communication tool in simple language should be provided.</p> <p>Schools should have something short in every office that explains parents' rights and explains that there may be time constraints. Parents may not know they have the right to ask for an interpreter. The parents should be notified that an appointment is needed. Some of the schools have been telling parents that they need to come back or that they can't help them.</p> <p>Some office staff have a poor attitude toward people who do not speak English as their primary language and do not want to provide service. It</p>		



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	<p>would be helpful to have a sign at the entrance that makes families aware of their right to interpreters.</p>		
Subcommittee Breakout: Civil Rights Summary	<p>From what you heard today, what questions do you have?</p> <p>What is most important for school and district staff to know?</p> <p>What should the workgroup keep in mind/center in this work?</p> <p>All districts must follow the steps for complaints and the steps are the same across the board.</p>		<p>Can we put out more information for the next meeting?</p>
Share Out	<p><u>The why of the document:</u></p> <p>We should explain why we do language access, that it is rooted in laws regarding accessibility. We need to make sure the schools understand that this is a civil right, not optional. Teachers also have the right to an interpreter to help them work with students' families. And we need to make sure the state's expectations are made clear.</p> <p>When a complaint is processed, how does it go through the system? What are the next steps? Having something visible and accessible in the common area and the office letting everyone know they have the right to an interpreter.</p> <p>OSPI has a poster that is available to districts on</p>	<p>Find out if schools can be compelled to post the information.</p>	<p>Give answer at the next meeting: can schools be compelled to post information?</p>



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	<p>OSPI's website; not sure if posting it is required. Can OSPI compel the schools to post it?</p> <p>This is a notification requirement. The schools are recipients of federal funds, so the requirements apply and the committee can enforce the law.</p> <p>Medical clinics & hospitals have posters regarding rights to interpreters, so there may be a legal basis for requiring posting information.</p> <p>Postponing meetings due to interpreters can hamper the families' abilities to help students by delaying necessary changes.</p> <p>There should be a penalty for schools and other bodies that do not provide assistance.</p>		
Public Comment	There was no public comment.		
Workgroup Time	<p>The Language Access Rights Summary Workgroup will be meeting after the regular committee meeting.</p> <p><u>Workplan</u></p> <ul style="list-style-type: none">• Create an outline and provide a draft for more detailed editing.• Rely on all members' expertise.• Resources for different audiences — more technical for administration and plainer for families. <p><u>Additional meetings</u>: Create a schedule.</p>		



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	<p>Resources to start from:</p> <ul style="list-style-type: none"> • We would look at resources that already have the information that we would like to include. • Can OSPI scan other districts & offices? 		
Meeting Adjourn	The meeting adjourned at 4:00PM.		

Links provided by OSPI:

<https://padlet.com/CISL/laac-full-committee-meetings-resources-771koqtko1b1jb0>

<https://ospi.k12.wa.us/policy-funding/legislative-priorities/legislative-budget-requests>

<https://padlet.com/cisl/language-access-workgroup-gdyl8u82qmhp>

<https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns-about-discrimination>

<https://forms.office.com/r/piCf6cLxmZ>

Links provided by committee members:

In ATA one of the groups wrote some guidelines for using Machine Interpreting. I just put the link in. Please review it to see if it helps.

https://www.ata-divisions.org/ID/wp-content/uploads/2024/09/20240906_machine_interpreting_today_v2.pdf

<https://www.gauchatranslations.com/lau-v-nichols-language-access-started-schools/>

<https://www.gauchatranslations.com/a-healthcare-interpreting-timeline/>

<https://www.justice.gov/crt/fcs/fcs-publications-major-interest#TIPS>

<https://nwjustice.org/language-rights>