

## Language Access Advisory Committee Meeting Minutes

February 5, 2025 | Zoom

- Members Present:** Mohammed Akmoosh, Holly Bocchi, Lin Crowley, Matt Dressen, Helen Eby, Becky Engel, Angie Jovel, Melissa Klindtworth, Waiyan Lee, Tami Lentz, Michael Nguyen, Minh Nguyen, Taralynn Petrites, Rebecca Pinzon, Joana Ramos, Kim Scott-Olson, Jesus Torres, Liliana Villanueva, Charlene Williams, Heather White
- Members of the Public:** Aspen Brooks, Milagros Casafranca, Ella Florek, Peter Musante
- OSPI/ESD Staff:** Heather Rees, Matthew Frizzell, Kai-Chin Chan, Michele Lovell
- Note Taker:** Diane Stead
- Interpreters:** Claudia A'Zar (Spanish), Alicia Beatty (Spanish), Michael Chan (Cantonese), Amber Robinson (ASL), Doreen Wai (Cantonese), Heather White (ASL)

### Decisions from this meeting:

- Vote: Require school districts to post information regarding rights to interpreters
- Summary of Discussion:
1. Make the language simple and visual.
  2. Use a QR code that will send the person to the OSPI web page with translated materials sorted by language.
  3. Include training to school and district staff that they do not have the right to deny interpreter access.

- Next steps: Recommend a professional code of conduct for interpreters
- Summary of Discussion:
1. Define the code of conduct and identify how it is different & similar to other codes.
  2. List the credentials required and how they might overlap or conflict with another code.
  3. Decide what is universal first.

Topic	Discussion	Action	Follow Up
<b>Call to order; Welcome; Reminders; Agenda Review, Announcements</b>	The meeting was called to order at 1:04 PM. Decisions should be included in action.	WAISN links are noted at the end of the document.	Put a section at the top of the minutes that notes the decisions made and one for



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Heather Rees	<p>The poster is available on the website.</p> <p>Stipend invoice: Send your gift card form or contract invoice by the end of the month. We will send the final reminders for each month after the meetings, but not after.</p> <p>OSPI Guidance: Protections for Immigrant Students in Washington’s K–12 Public Schools</p> <p>It is aimed more toward districts so they understand how to protect students and their families and provides guidance on how to assist them.</p> <p>This is only the most recent information going out. The language access section is to remind districts of their obligations to families, but there are no resources available for families just yet.</p> <p>Referrals to community-based organizations:</p> <ul style="list-style-type: none"><li>• <u>Informal First Step</u>: Reach out to the school official, language access coordinator, and/or the civil rights coordinator.</li><li>• <u>Formal Complaint</u>: submit a written complaint to civil rights coordinator and/or supplement. Once that is filed, it triggers a series of steps. The minimum requirements are noted on the OSPI website.</li><li>• Parents can also contact the Office of the Education Ombuds and file complaint with WA Human Rights Commission.</li></ul>		<p>follow-up items.</p> <p>Put a note to address the question of guidance on the next agenda.</p>



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	<ul style="list-style-type: none"><li>• Despite the current upheaval in the federal government, there are no threats to the Department of Education at this time.</li></ul>		
<b>Technical Assistance Program Update</b> Michele Lovell	<p>The information on the language access coordinator and liaisons is given to us through EGMS.</p> <p>OSPI works with districts by assisting districts as they develop their language policy guidelines.</p> <p>The language access guide is currently being developed.</p> <p>Statutes and workgroup recommendations are used for development. There are some other projects that the RCW says should provide best practices one-pagers.</p> <p>The goal is to get the guide done first, then establish the best practices and provide details.</p> <p>Michele has reached out to other departments to get their determinations of what good guidance looks like.</p> <p>Language access office hours for districts will occur in January/February/March 2025 that include training for interpreters and liaisons.</p> <p>The access hours results will be shared with the committee.</p> <p>Michele has been reaching out to district leaders to discuss what language access is. ESD 112 has been invaluable for facilitating and getting</p>	Lin Crowley would like to send Michele an invitation to attend conference.	



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	<p>information out.</p> <p>Right now we have 128 districts with verified accounts and 562 notices were downloaded between 12/1/2024–1/29/2025.</p> <p>Families Link is a pilot that involves 13 districts. We’re looking at getting families to share their experiences that included an interpreter.</p> <p>Michele provides multiple access methods to facilitate communication. The committee will have access to today’s PowerPoint deck and the links, and they can use the links to contact Michele with any questions or input.</p> <p>Michele and Kai Chin Chan are both on the Civil Rights Committee and are happy to hear from the committee.</p> <p>Michele has a contact list that she sends the training information to and posts it in the newsletter to announce trainings and invites school representatives to attend. She also plans to hold conferences and school tour to keep pushing language access forward.</p> <p>Exempt districts have assigned coordinators and are listening to discussions of language access. Those districts will be indicated in the materials on the contacts list. When the exemptions were made, it was concerning, so it’s good that the exempt districts are stepping up.</p>		



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<p><b>Requiring Notice of Language Access Rights</b> Heather Rees</p>	<p><i>Can OSPI require districts to post language access information?</i></p> <p>Yes, per RCW 28A.183.090.</p> <p>Nondiscrimination Statement: required in the WACs</p> <p>WAC 392-190-060 has a top statement that each district and charter school must provide a nondiscrimination statement on all materials and indicates what the statement must include.</p> <p>Sample nondiscrimination statements are provided pre-translated on OSPI’s website.</p> <p><u>Sexual harassment policy</u>: required in each school building in a location visible to students and staff. It must inform them of their rights. OSPI provides a sample in multiple languages on the OSPI website. The OSPI web site also provides information on the responsibilities of the districts regarding nondiscrimination.</p> <p>Kai from the Equity &amp; Civil Rights office is in attendance and available via email to answer questions.</p>	<p>OSPI has the authority to adopt rules under this chapter for effective implementation. If that is a recommendation that this committee would like to make, the family engagement subcommittee can discuss.</p>	<p>The committee can review and determine how to proceed.</p>
<p><b>Family Engagement Subcommittee Workgroup Shareout</b></p>	<p><u>Family engagement subcommittee</u>: <i>Multiplicity responds to diversity.</i></p> <p>If families can be certain there will be an interpreter handy, their level of participation will increase.</p> <p>School and district staff need to be trained to not say, “No,” to translation services. It should be</p>	<p>The group can decide where the information informing people about the website should be placed for the most effect.</p> <p>Establish procedures to ensure the language access</p>	<p>Future discussion: Putting something in the Washington code that compels the schools to inform the families.</p>



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	<p>posted in areas frequented by staff.</p> <p>We need to make sure the rights involve appropriate and competent interpreters, not students or a cafeteria worker. The interpreters should be people the families are comfortable with handling very personal information.</p> <p>How do parents know how to access the information on the website?</p> <p>Some districts put it on their website. There is also a poster that districts have created. It doesn't state families' rights, but it does state that families can get help in their language.</p> <p>There are SDs that did not take the grant money offered for interpretation. They tell families that they need to have their kids interpret for them or speak English. Parents will not complain because they fear retaliation against their kids. In schools where the population is mostly white, they do not provide interpretation, or the interpretation services are very poor quality. If the parents don't know what is happening in the school, they are less able to support the children or work with the schools. Parents want to be able to communicate with the schools and work with them.</p> <p>There have been challenges getting the information out because Michele's position has not been filled for some time. A language access plan prevents discrimination. Equity is still an issue at this point. The language access grant is going to</p>	<p>coordinators notify families.</p>	



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	<p>26 districts.</p> <p>Whether they take the grant money or not, they still bear the responsibility of providing resources.</p> <p><b>VOTE: Posting Notices of Rights</b></p> <p>School districts should be required to post notification of rights to interpreters.</p> <p>What wording would you like in these publications?</p> <p>Add QR code in addition to notice of rights that links families to the page that has all of the interpretations. Organizing by language, rather than documents, would help.</p> <p>Keep the wording simple, such as just saying “You have rights,” and providing a QR code. The QR code would take them to the OSPI web page, where they can find information translated to their language. Expanding access to information in interpreted form in one location on OSPI’s website would be effective.</p> <p>Make the information more visual. Sometimes people can’t read at a high grade level, so keep the language basic.</p> <p>Recommended places to advertise:</p> <ul style="list-style-type: none"><li>• Places of worship,</li><li>• Food access,</li><li>• Laundromats,</li><li>• Parent organizations</li><li>• Community organizations</li></ul>		



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	<ul style="list-style-type: none"><li>• Apartment offices</li></ul> <p>In-Person Advertising, such as school offices: It may help people who have difficulty with technology to have a list that they can point to that indicates the needed language. It simply says, "I speak ____" in the language that they need.</p> <p>If a family comes in, they may need to use an interpreter on the phone or a device to communicate that they need to schedule an appointment. Parents need something that tells them that (1) they have the right to an interpreter, (2) the interpreter needs to be scheduled, and (3) how they can ask for one.</p> <p>The committee should require that the right to interpreter language go out on every piece of communication that goes out to families. The information should be sent at enrollment and included in information for teacher-parent conferences, IEP meetings, etc.</p>		
<b>Shareout: Spoken and ASL Subcommittees</b>	The LAAC will set forth a code of professional conduct for interpreters.	<ul style="list-style-type: none"><li>• Define what it is and how it is different/similar to other codes of conduct.</li><li>• Determine the credentials required and how they might overlap or conflict with another code by identifying what is universal first.</li></ul>	Will work separately and then come back together during the next meeting for full committee consideration.





<b>Topic</b>	<b>Discussion</b>	<b>Action</b>	<b>Follow Up</b>
<b>Public Comment</b>	There was no public comment.		
<b>Meeting Adjourn</b>	The meeting adjourned at 3:45 PM.		