



# Language Access Advisory Committee Meeting Notes

March 5, 2025 | Zoom

- Members Present:** Mohammed Akmoosh, Holly Bocchi, Lin Crowley, Matt Dressen, Becky Engel, Angie Jovel, Waiyan Lee, Tami Lentz, Michael Nguyen, Minh Nguyen, Taralynn Petrites, Rebecca Pinzon, Joanna Ramos, Kim Scott-Olson, Jesus Torres, Liliana Villanueva, Milena Waldron
- Members of the Public:** Aspen Brooks, Milagros Casafranca, Ella Florek, Peter Musante
- OSPI/ESD Staff:** Heather Rees, Matthew Frizzell, Kai-Chin Chan, Michele Lovell
- Guests:** LWSD: Virginia & Pablo, Perla Gamboa
- Note Taker:** Diane Stead
- Interpreters:** Claudia A'Zar (Spanish), Amber Robinson (ASL), Doreen Wai (Cantonese), Daniel Mroz, Gabriela DeCastro

## Decisions from this meeting:

Vote: None

Summary of Discussion:

## Next steps:

Summary of Discussion:

Topic	Discussion	Action	Follow Up
<b>Call to order; Welcome; Reminders; Agenda Review, Announcements</b> Heather Rees	We have meeting minutes available on our Padlet.  New section on notes displays decisions made during the meeting.  Reminder to send gift card or contractor invoice for this meeting.	Please propose edits.	No edits to Feb minutes, post on website.



Topic	Discussion	Action	Follow Up
<b>Executive Order Designating English as the official language of the United States</b>	<p>OSPI did confer and put a statement to district superintendents. The order does not change the state and federal requirements.</p> <p>Families have the right to request information in a language that they can understand, and school districts are required to provide information to limited English proficient parents/guardians in a language that can understand.</p> <p>Executive Orders are not law and do not change any of the laws that regulate language access.</p>		
<b>Subcommittee Workgroup</b>	<p>Subcommittees were in breakout rooms until 3:00.</p>		
<b>Family Engagement Subcommittee Workgroup</b>	<p><b>Recommendation that school districts be required to post information regarding language access rights</b></p> <p>What (Content): Simple wording How (Language Elements): QR code to other language translations, have a visual, not a bunch of words Where (Guidelines for Posting): "...in each school building in a location visible to..."</p> <ul style="list-style-type: none"><li>• We should look at the applicable laws and make sure they are noted in announcements. We need to make sure we are referencing the correct law(s).</li><li>• Would there be a way to customize the poster/flyer to translate the message to the top 3–5 languages in the school? Provide a QR code regardless.</li><li>• Clearly demonstrate the intent of the law on the books and define the rights guaranteed.</li></ul>		



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	<ul style="list-style-type: none"><li>• It should start with “By law, you have the right to a qualified interpreter, if needed.”</li><li>• Simple wording should be necessary. It’s important to have the RCW, but laws are not in simple wording. Having “I speak ____” in multiple languages to indicate that the QR code should be accessed. This is how other public signs are made. It made understanding very simple and easy.</li></ul> <p>Q: Do we need to say something that lets the visitors know that an appointment may be needed for a translator?</p> <p>A: The law states that people have rights, but most people know that there are not always interpreters standing by. In the interest of keeping the language simple, we may want to keep the posting simple.</p> <p><b>Is the committee also recommending that a notice of rights be included in certain written documents?</b></p> <ul style="list-style-type: none"><li>• Vital documents, such as IEPs, should be translated to languages needed. There is a list of vital document recommendations.</li><li>• If a school district cannot translate a document into another language, can it be read to the family?</li><li>• We do have information sheet for families which includes important information that schools should provide to families. Interpretation being sight-read can take place of written interpretation, especially for a language that does not typically occur in a district.</li><li>• When students are involved in counseling sessions or</li></ul>		



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	<p>need to be dismissed, is that scenario included in the list?</p> <p><b>Written notice of Rights</b></p> <p>Is the committee also recommending that a notice of rights be included in certain written documents?</p> <p>If a document is not listed as a vital document, can a family request translation? Any document relating to a child should be interpreted as a right.</p> <p><u>Vote: None taken</u></p>		
<b>Spoken Language Subcommittee</b>	<ul style="list-style-type: none"><li>• Working on professional code of conduct.</li><li>• Took a deeper look at commonalities in codes of conduct and discussed writing a preamble.</li></ul>		
<b>ASL Subcommittee</b>	<p>RID professional code of conduct standards, compared to similar agencies and organizations:</p> <p>The group is adopting the RID standards as they stand. Would like to check with some other interpreters in the field.</p>		
<b>Public Comment</b>	<p>There was no public comment.</p>		
<b>Announcements</b>	<ul style="list-style-type: none"><li>• Next meeting: April 2.</li><li>• The US Commission on Civil Rights is holding a briefing on March 31st.</li></ul>		
<b>Meeting Adjourn</b>	<p>The meeting adjourned at 3:30 PM.</p>		