

## Language Access Advisory Committee Meeting Notes

May 14, 2025 | Zoom

<b>Members Present:</b>	Mohammed Akmoosh, Holly Bocchi, Fanny Cordero, Lin Crowley, Emani Donaldson, Matt Dressen, Angie Jovel, Waiyan Winnie Lee, Tami Lentz, Taralynn Petrites, Rebeca Pinzon, Joana Ramos, Jesus Torres, Liliana Villanueva, Milena Waldron, Charlene Williams
<b>OSPI/ESD Staff:</b>	Heather Rees, Kai-Chin Chan, Michele Lovell
<b>Guests:</b>	Elizabeth Puga, Flo Bien-Aime, Jordan Feyerherm, Mayumi Johnson, Perla Gamboa, Ayan Elmi—WMSL
<b>Note Taker:</b>	Diane Stead
<b>Interpreters:</b>	Gabriela De Castro (Spanish), Heather White (ASL), Michael Ho (Cantonese), Daniel Mroz (ASL), Alicia Beatty (Spanish), Michael Chan (Cantonese)

---

### Decisions from this meeting:

#### Vote:

Do you want to make a recommendation on how this written notice requirement should be implemented?

Yes, need a recommendation: 7/13

No, do not need a recommendation: 6/13

Will draft recommendation

---

#### Next steps:

- Draft recommendations and share out before next meeting

---

Topic	Discussion	Action	Follow Up
<b>Call to order; Welcome;</b>	The meeting started at 1:05 PM.		



Topic	Discussion	Action	Follow Up
<b>Reminders; Agenda Review, Announcements</b> Heather Rees	<p>No bills related to language access this year, but some that have impact.</p> <p><u>SB 5025 Concerning Educational Interpreters</u> Serves students in the classroom. This bill charged the PESB with creating a certificate for these interpreters. There will be a full and a limited certification.</p> <p><u>Budget</u> Language Access was not cut from the budget completely, but was combined into a bucket of money, instead of dedicated funding. The amount of funding does not equal previous funding for programs in the bucket. It doesn't impact districts' compliance with civil rights. Will share known impacts when we are informed.</p> <p><u>ESHB 1296 – Promoting a safe and supportive public education system</u> This bill has been broadly called the parents' rights bill. There is a link to the website on the Padlet.</p> <p><u>Washington Equal Education Opportunity Law</u> Groups have been added to the definition: gender identity, homelessness, immigration or citizenship status, and neurodivergence.</p> <p>Under the parents' rights, item (s) has been added.</p> <p>Check Padlet for other resources.</p> <p>Our session is going to end in May and the report will be drafted in June and July. We would like to get recommendations set as soon as possible.</p>		



<b>Topic</b>	<b>Discussion</b>	<b>Action</b>	<b>Follow Up</b>
<b>Data Share 2023-24 Interpreted</b>	<p>Looking at district information, we saw the languages in the last meeting and will look at district data in this meeting.</p> <p>There were 43 total districts where an interpreter was requested but the district was not able to provide at an annual IEP meeting.</p> <p>This is the first time this data has been gathered. There should be more data next time it is collected.</p> <p>The language data was not included, but we can and have pulled out language codes associated with the meetings. The list of languages is provided.</p> <p>We are working to get the reports loaded onto the data portal.</p> <p>Null means that the district did not submit the data requested. The data was not validated in the first year.</p> <p>Districts are not able to provide interpreters. Making those changes to the platform where the data is collected takes several years and must go through committees. Looking at the list of districts, we can say if they had more than ten, we could ask them for more data.</p> <p><u>Language Data—Families' Language Preferences</u></p> <p>This is a large data set that will be made available through the data portal.</p> <p>There is a code for unknown, and it is the 3<sup>rd</sup> largest number students.</p> <p>The codes are being updated, and we will try to remove Chinese–Unspecified.</p> <p>This data will be made available for committee members and ESDs.</p>	<p>Committee would like recommendation to follow up when an interpreter is requested but not provided</p>	<p>Draft recommendation</p>



<b>Topic</b>	<b>Discussion</b>	<b>Action</b>	<b>Follow Up</b>
<b>Language Access Civil Rights Summary Workgroup Update &amp; Spoken Language Subcommittee Share Out</b>	<p>Recommendation Language was read to the group.</p> <p>Our subcommittees often do a lot of work on these details and provide them to the committee for review and feedback. We are looking for consensus, so in the absence of dissent, we will consider it accepted by the committee.</p> <p>The draft document is available on the website. The document is in English and translations will be provided to the schools on an as-needed basis.</p> <p>It describes Language Access and spells out civil rights on the state and federal level. It also describes how language access can be made accessible in schools.</p> <p>Additional Resources:</p> <p>It is available on the Padlet, and a copy will be provided for review before the next meeting (June).</p> <p>Need for explanation for districts, as they do not have the same level of understanding of the legal strength of Presidential Executive Orders.</p> <p>Having worked in the schools, many individuals have varying views of language access. It is important that the schools understand their obligation to students and their families.</p>		
<b>Family and Community Engagement Draft Recommendation</b>	<p>Provides protections based on national origin. We should still reference the law.</p> <p>One recommendation is to take the bylaw out. The argument for taking the law and bylaw language out is that it makes the notice too dense. It would work better as a footnote.</p> <p>OSPI has a webpage that provides translation and interpretation services that may be of use. Students and families can read</p>	Took poll on written notice recommendation	Draft recommendation



Topic	Discussion	Action	Follow Up
	<p>about the rights they have. That link can be provided as a resource.</p> <p>Clear simple, and specific language and/or something easy to access, such as a barcode, is recommended.</p> <p>Tools for students and parents to enforce those rights: These are noted on the Parents' Rights to Interpretation form on the OSPI website.</p> <p>The committee discussed the recommendations from the last whole group meeting. Focus was placed on orienting the person who will be looking at the public posting. The language of the "By law" paragraph was changed.</p> <ul style="list-style-type: none"><li>• Bold the QR code</li><li>• Have the reference to the law.</li><li>• Reference the rights</li><li>• Provide link to OSPI Interpretation and Translation Services page for more information.</li></ul> <p>The feedback that was given in the last workgroup meeting was incorporated, and this is the final version of the recommendation. There should be edits before the final version is shown.</p> <p>Does Part Five/Rights of Parents and Legal Guardians provide the information needed to act? Needs to be language that encompasses the enrollment portion of student needs.</p> <p>Since we only have another month to put together these recommendations, Heather took a poll.</p> <p>Do you want to make a recommendation on how this written notice requirement should be implemented?</p>		



<b>Topic</b>	<b>Discussion</b>	<b>Action</b>	<b>Follow Up</b>
	<p>Yes, need a recommendation: 7/13</p> <p>No, do not need a recommendation: 6/13</p> <p>If you have an idea of what the edits should be, please make note of them.</p> <p>Recommendation: make the annual notice in the parents' home/preferred language, such as IEP meetings.</p> <p>This should be made available on the district website, handbooks, and other resources available to families.</p> <p>It may cause a struggle to have the resources translated into all languages.</p> <p>If the statement is composed of standardized language and interpreted, the SDs could customize with the name of their language access coordinator or other contact.</p> <p>The comments from the committee will be presented at the next meeting.</p>		
<b>Office of Equity</b> Perla Gamboa Jordan Feyerherm	<p>Our team is the access and accessibility team:</p> <p>Our main goal is making the State of Washington a more inclusive and accessible state.</p> <p>One of the responsibilities we have is to provide information on best practices to state agencies. Services, consistency and approach are addressed. We have a lot of similar conversations</p> <p>Providing support and collaboration to LAAC is important, so we wanted to introduce ourselves and make ourselves a resource for this committee.</p> <p>The universal access and belonging plan is supposed to raise to an accessible level and standard.</p>		<p>Jordan Feyerherm Director of Access and Accessibility <a href="mailto:Jordan.Feyerherm@equity.wa.gov">Jordan.Feyerherm@equity.wa.gov</a></p> <p><a href="mailto:perla.gamboa@equity.wa.gov">perla.gamboa@equity.wa.gov</a></p>



<b>Topic</b>	<b>Discussion</b>	<b>Action</b>	<b>Follow Up</b>
	<p>Bringing those experiences to the same level regardless of state agency they are accessing.</p> <p>We want to make sure that interpretation and translation is provided. We want participation of community members who speak other language. We want them participating in different boards and committees throughout the state and sharing their lived experience and influencing policies and procedures.</p> <p>We would like to provide support as service advocates.</p> <p>We're in a position to provide recommendations, but procurements and contracts are outside our services. All of our mandates involve consultation and support.</p> <p>Contact information was provided in the chat.</p>		
<b>Public Comment</b>	<p>There was no public comment.</p>		
<b>Announcements</b>	<p>If you are someone receiving a stipend for participation, we will send your status after the meeting. Please send your forms in before the end of the month. The fiscal year ends on June 30, so please make sure your forms are sent to us ASAP.</p> <p>The next meeting is June 11.</p> <p>We will need an extra meeting between meetings to finish our work.</p>		
<b>Meeting Adjourn</b>	<p>The meeting adjourned at 3:56 PM.</p>		