

2SHB 1153 - H AMD 843

By Representative Orwall

ADOPTED 02/08/2022

1 On page 3, line 16, after "(3)" strike ""Reports" and insert
2 ""2020 and 2021 reports"

3 On page 4, beginning on line 26, after "using" strike all
4 material through "interpreters," on line 27 and insert "interpreter
5 services provided by dual role staff and contract interpreters,"

6 On page 5, line 12, after "in the" insert "2020 and 2021"

7 On page 5, line 18, after "(a)" strike "Develop" and insert
8 "Adopt"

9 On page 5, line 37, after "and" strike "incorporates" and insert
10 "periodically review the policy and procedures to incorporate updates
11 made to"

12 On page 6, line 12, after "(2)" insert "Each school district must
13 designate a language access liaison to facilitate district compliance
14 with state and federal laws related to family engagement, including
15 the requirements under subsection (1) of this section and section 6
16 of this act. If a school district has a language access coordinator
17 with duties as described in subsection (3)(b) of this section, the
18 language access coordinator may also be the language access liaison.

19 (3) "

20 On page 7, line 2, after "the" strike "interpreter" and insert
21 "interpretation"

22 On page 8, line 6, after "in the" insert "2020 and 2021"

23 On page 10, line 4, after "in the" insert "2020 and 2021"

24 On page 10, line 9, after "and" strike "consequences" and insert
25 "significance"

Youth to designate a language access liaison to facilitate district compliance with state and federal laws related to family engagement and allows any language access coordinator to be the language access liaison.

2. Directs school districts, charter schools, the state School for the Blind, and the Center for Deaf and Hard of Hearing Youth to "adopt" the language access plan that is developed.

3. Specifies that the feedback that must be collected from participants in each interpreted meeting be about the effectiveness of the interpretation, rather than the effectiveness of the interpreter.

4. Specifies that the credentialing requirements for interpreters may be tiered based on the structure and "significance," rather than "consequences," of the interaction between school staff and the student's family.

5. Clarifies that "reports of the language access work group" are the 2020 and 2021 reports.

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