

SB 5606 - DIGEST

Requires the office of the superintendent of public instruction to: (1) Implement a technical assistance program for language access to identify and disseminate best practices for providing language access services for linguistically and culturally diverse families;

(2) Monitor language access plan implementation to determine whether public schools are providing meaningful access to persons with limited English proficiency; and

(3) Convene a work group to guide the development of training standards or a curriculum for interpreters working in public schools.

Requires school districts to: (1) Supplement the language access training program with district-specific policies, procedures, and other information;

(2) Determine the language in which an enrolled student's family prefers to communicate with the school and if the family's language is not English, whether the family requires language services to communicate effectively with school district staff;

(3) Establish contracts for remote interpreter services for the following school year; and

(4) Document the language in which families of special education students prefer to communicate and whether a qualified interpreter for the family was provided at certain meetings.

Requires certificated instructional staff, certificated administrative staff, paraeducators, and front office staff to complete the language access training program.