

Multilingual Education Information Session

February 6, 2025

In the chat: Share your favorite snow day activity.

Please rename yourself with your full name and district/organization.



Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are presenting from the ancestral lands of the Tribes of Umatilla, Coast Salish, Puyallup, Chelan, Upper Skagit, and Yakima and honor with gratitude the land itself and these tribes.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by **developing equity-based policies** and supports that empower educators, families, and communities.

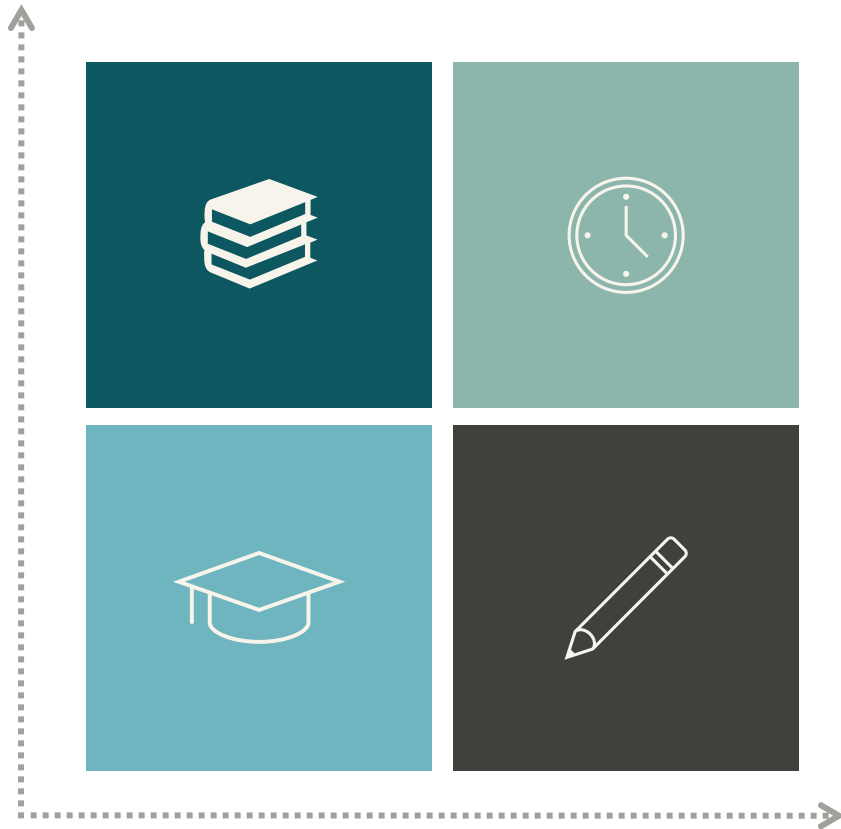
Values

- **Ensuring Equity**
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Agenda



Family Engagement Practices

WIDA Updates

Grant Updates

Professional Learning

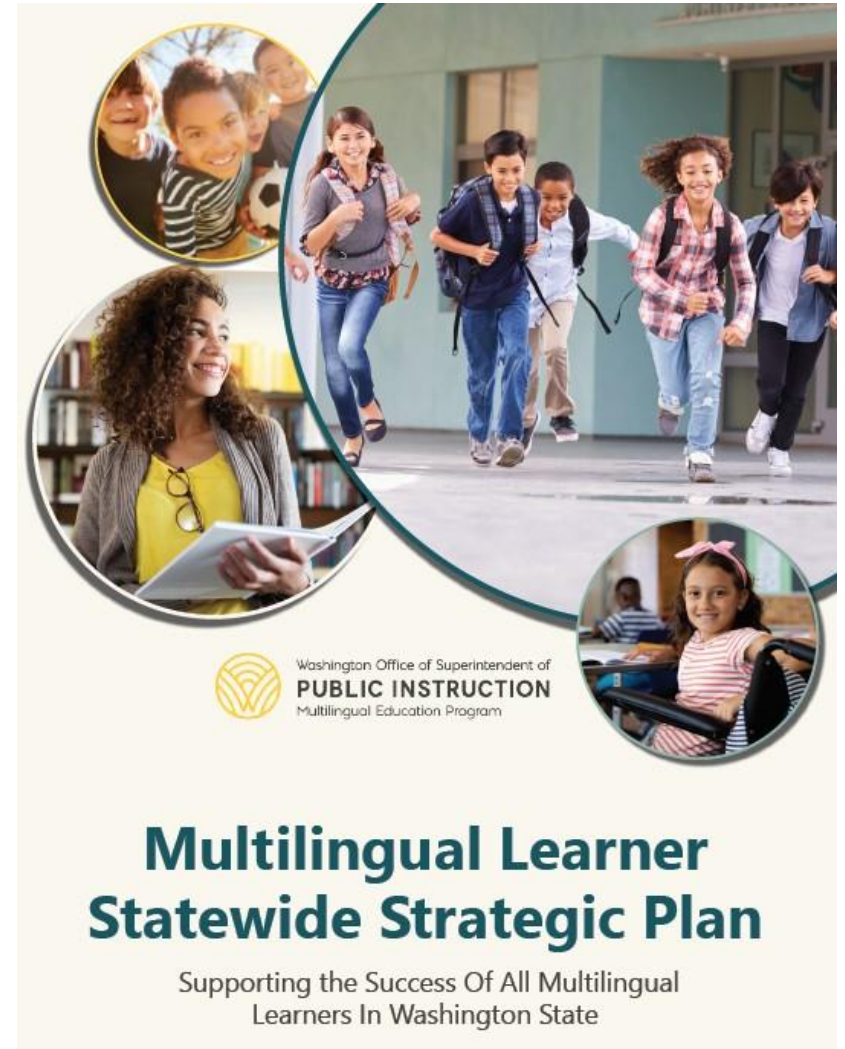
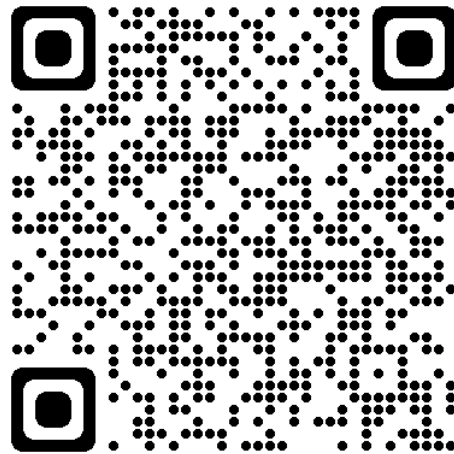


Multilingual Learner Statewide Strategic Plan

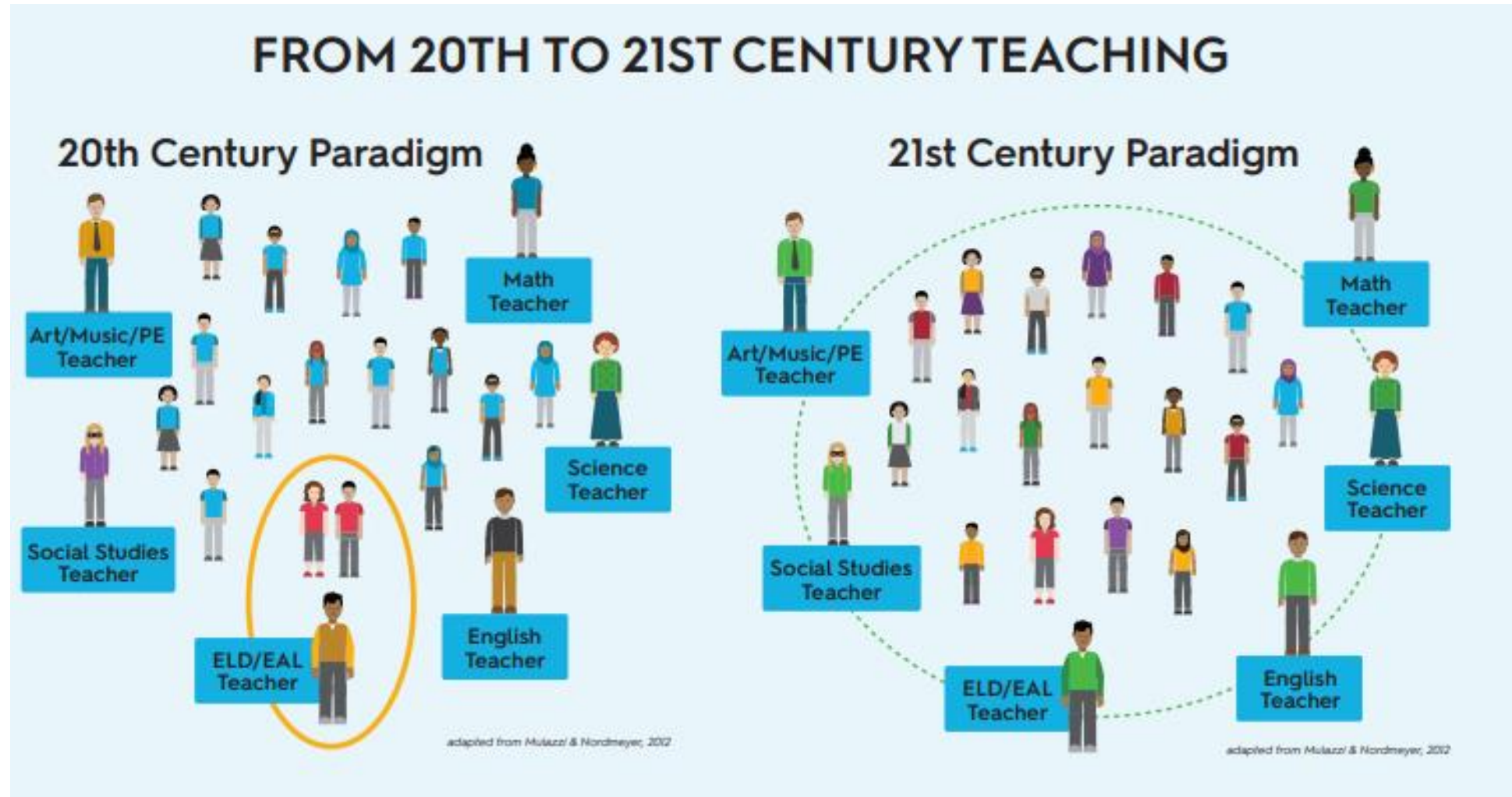
Core Principles:

- Promote Asset-Based Mindsets
- Strengthen Instructional Practices
- Provide Support for Educators
- Engage Students and Families

[Download the Plan](#)



Shift to 21st Century Teaching



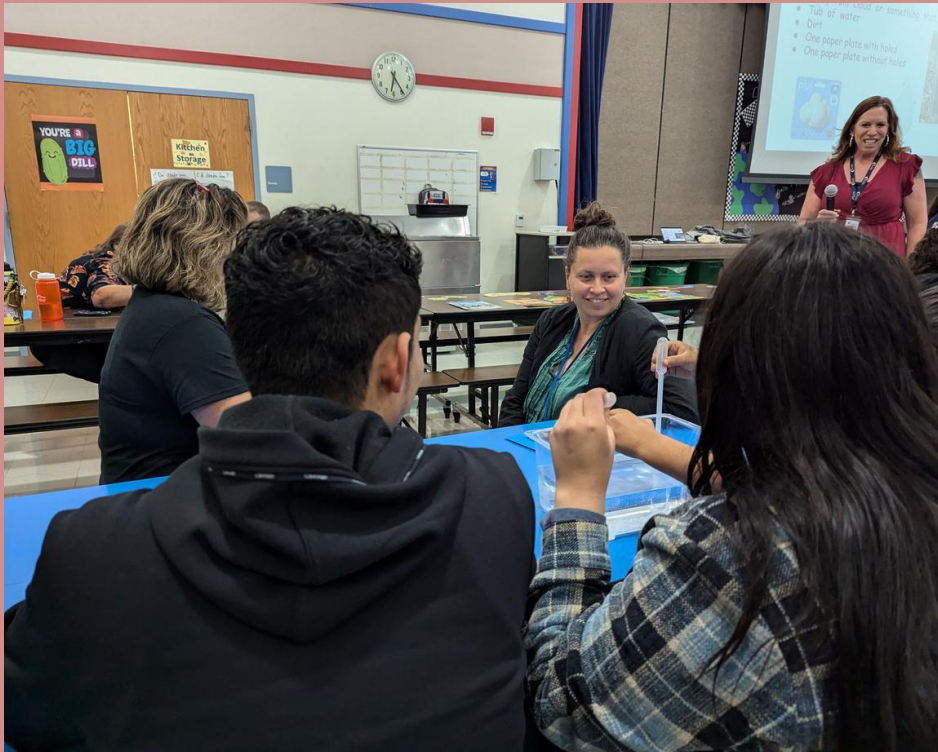


Family Engagement Practices



Tonasket SD

Migrant Monthly Meetings





TBIP Dual Served



82% Elementary

77% Secondary



Purpose

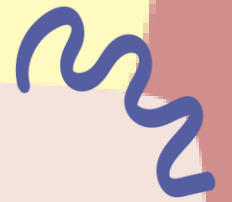


- **Create a sense of community**
- **Increase family engagement**
- **Connect families to school and community resources**





Planning Process



**PAC Meeting in May/June
Provides Direction for Grant
Creates Focus for MMM**



Topics

Health Fair

Wellness Fair

Science, Math, Literacy

Job Fair

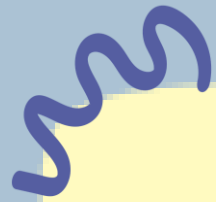




Frequency

6-7 meetings annually
2 Early Childhood
Meetings (New in 24-25)





Logistics

Time is consistent
Location is consistent
Childcare & Meals





Communication

Postcards
Personal Phone Call Invites
Robo-calls

Meeting Magnets





Feedback

Surveys

Attendance

Modifications





Thank You





Language Access Updates

Appropriate, Competent Interpreters and Translators

All interpreters and translators, including staff acting in this capacity, must

- Be proficient in the target languages
- Have knowledge of specialized terms or concepts in both languages, and
- Be trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

Interpretation is an **ORAL** language assistance service.



Translation is a **WRITTEN** language assistance service.



OSPI's Interpreter Training Modules

1. Role of the Interpreter

2. Dual Role Considerations

3. Ethics and Standards

4. Cultural Competence and Cultural Awareness

5. Modes of Interpreting

6. Onsite, Remote and Hybrid Delivery Modalities

7. Notetaking

8. Terminology Management

9. Specific Processes in Education

10. Mental Health for Interpreters



CEDARS Appendix K Updates

- New language Codes – 28
- Spelling corrections & alternate language names – 45
- Identified for archiving in future school years –
 - Archived in 2026-27 w/ recommended language to use – 30
 - Archived in 2026-27 w/ no recommended language – 13
 - Archived in 2027-28 w/ re-surveying needed - 8

APPENDIX K – Language Codes

(Used by Elements B17, B18, B43, D15 and I10)

Language	Code	Language	Code
Acholi	344	Bulgarian	21
Afar	683	Burial	265
Afrikaans	94	Burmese	518
Aquacateco	565	Byelorussian	41
Akan	284	Calchiquel	236
Akateko	700	Cambodian	197
Albanian	18	Carolinian	139
Aleut	669	Catalan	658
American Sign Language	640	Cebuano	554
Amharic	113	Chagatai	158
Aniak	661	Chalchiteco	645
Apache	644	Cham	215
Arabic	37	Chamorro	267
Arapaho	689	Chao	519
Armenian	103	Chavacano	720
Assamese	663	Chechen	567
Athabaskan	552	Cheremis	25
Awadhi	723	Chewa	325
Aymara	203	Chin	593
Ayula-Bambara	205	Chinese-Cantonese	43
Azerbaijani	24	Chinese-Fukienese	509
Balinese	321	Chinese-Mandarin	443
Balochi	650	Chinese-Taiwanese	254
Bamana	345	Chinese-Unspecified	562
Bambara	98	Chippewa	667
Bangala	553	Chuj	726
Bantu	281	Chungki/Chukese	510
Bashkir	285	Chusk/ Chukese	520
Bassa	311	Chuvash	26
Bemba	81	Columbia River Sehapin	521
Bengali	105	Coptic	181
Berber	112	Colville	711
Bikol	237	Cornish	161
Bilen	647	Cowichan	522
Bitsaya	517	Creole	523
Bosnian	516	Croatian	524
Bukusu	566	Crow	675

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WIDA Updates

ELP Annual Assessment Window Open

- Key February Tasks

- *Monitor Testing:* Use WIDA AMS to monitor completion of testing and communicate with DRC Customer Service and/or ELPAssessments@k12.wa.us with questions or issues.
- *Test Appeals and Incidents:* Must be submitted to the Assessment Reporting Management System by the district assessment coordinator.
- *Materials Management Reminders:* Use number two pencil, label and bubble booklets correctly, make sure the right student is testing on the right ticket, and label when the student is present and ready to test.



WIDA ACCESS Testing Notification Letters

Districts can use the templates found on the [Multilingual Family Communication Templates](#) to notify families of ACCESS for ELLs test administration dates and to briefly explain what the ACCESS for ELLs assessment is and how it is used. Contact your ML Program Supervisor if you have any questions.

English

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs assessment to measure their English knowledge and skills. The test measures academic English language proficiency for students learning English in our school and throughout our state.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

Your child will take the ACCESS for ELLs test on: _____

Your child does not need to study for this test. The test is an opportunity for students to demonstrate what they understand and can communicate in English.


Prepare for test day by making sure your child gets plenty of sleep and eats breakfast before testing.

Please contact me if you have questions about the ACCESS for ELLs test.

Sincerely,



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Upcoming WIDA ACCESS Testing for American Indian/Alaska Native Students

Dear Parent or Guardian,

We would like to remind you that your child qualifies for Title III supplemental language and literacy services for American Indian/Alaska Native students. Your child will soon be taking the annual WIDA ACCESS assessment to review their progress and determine ongoing eligibility.

The annual ACCESS assessment is given in the spring of each year, until your child achieves the criteria to exit Title III services. The test helps teachers determine what language and literacy instruction will support your child best. Perhaps most importantly, the test can give you an idea of what skills you can practice with your child at home to improve your child's language and literacy skills.

The WIDA ACCESS assessment is not used as a high school graduation requirement or for withholding a child's promotion from one grade to the next. The test is also not to be used as the single measurement for referral for Special Education services.

Your child will take the ACCESS test on: _____ (INSERT DATE/S)

Your child does not need to study for this test. The test is an opportunity for students to demonstrate their language and literacy skills.

You can prepare for test days by making sure your child is well rested and arrives at school on time and ready to participate.

If you have questions about the WIDA ACCESS test, Title III American Indian/Alaska Native student services, or would like more information about testing, please contact:

Name: _____
Phone: _____
E-mail: _____

[Title III AI/AN ACCESS Testing Notification Letter](#)

ELP Assessment Support

• Contact

- *Inbox:* ELPAssessments@k12.wa.us
- *ELPA Coordinator:* Sharon Coward
- *Phone:* 564-669-4777
- *Email:* Sharon.Coward@k12.wa.us

• Resources

- [OSPI ELPA Website](#)
- [WIDA Secure Portal](#)

ELP Assessment Office Hour

- Mondays at noon
- [NEW Zoom link](#)
- [Updated Key Topics Schedule for 24-25](#)

ELP Assessment Office Weekly Newsletter

- Monday afternoon
- [Link to subscribe](#)





Grants & Data

Possible Eligible Not Reported: Clean-Up

6,247 students are on the PENR statewide!

- Double check district list.
- Is there a valid reason for the student to be on the PENR?
- If not, the student needs to be screened or placed in program.
- Allow *24-48* hours for changes to reflect in the LEP Application.

The screenshot shows the OSPI Limited English Proficiency TBIP View interface. The header includes the OSPI logo and the text 'WASHINGTON STATE Office of Superintendent of Public Instruction' and 'Limited English Proficiency TBIP View'. Below the header are navigation tabs for 'Student', 'Reports', and 'Admin'. Under 'Reports', there are sub-tabs for '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup -- TBIP' section is active, showing a list of categories: 'Possible Eligible Not Reported', 'Possible Needs Withdraw', 'Enrolled Less Than 5 Days', and 'English Proficient and Enrolled in Program'. A blue information box on the right contains a message: 'Several bugs have been identified in Analysis tool. Students may be on the proficiency annual assessment in error level, was removed with Exit Reason enrolled in full-time Running Start and enrolled in multiple schools (for example as receiving services in one, exited before). We are investigating these issues.' Below the information box, the text 'Possible Eligible Not Reported' is displayed in orange.

Grant Support

Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 748 – Tribal Language Grant
- FP 978 – Dual Language Grant
- FP 979 – Heritage Language Grant



EGMS Office Hours:

Tuesdays 10:00 – 11:00 am

<https://us02web.zoom.us/j/88033044818>

Thursdays 1:00 – 2:00 pm

<https://us02web.zoom.us/j/82230019925>

Additional Funds for Dual and Heritage have been allocated





Director Updates

Immigrant Rights Resources



Washington OSPI:

- [Protections for Immigrant Students in Washington's K-12 Public Schools](#)
(Now Available in Spanish, Russian, & Ukrainian)
- Civil Rights Webpage: [Immigrant Students' Rights to Attend Public Schools](#)

Federal & State Resources:

- U.S. Department of Education: [Dear Colleague Letter: Resources for Ensuring Equal Access to Education for Immigrant Students](#)
- California: [Promoting a Safe and Secure Learning Environment for All](#)

Other Resources:

- MPI Policy Brief: [Legal Protections for K-12 English Learner and Immigrant-Background Students](#)
- Colorín Colorado: [Immigrant Students' Legal Rights: An Overview](#)



Additional Resources for Families

- DSHS Website:

[Planning for Changes in Federal Immigration Policies and Practices](#)



SUS DERECHOS CON LA MIGRA

NO ABRA LA PUERTA
COMUNÍQUESE POR LA VENTANA O POR LA PUERTA CERRADA. LA MIGRA SOLO PUEDE ENTRAR A SU CASA CON UNA ORDEN DE REGISTRO EMITIDA POR UN TRIBUNAL Y FIRMADA POR UN JUEZ. (VEA EL EJEMPLO ATRÁS)

GUARDE SILENCIO Y NO FIRME NINGÚN DOCUMENTO
USTED TIENE EL DERECHO DE GUARDAR SILENCIO. DIGA EN VOZ ALTA QUE NO VA A CONTESTAR PREGUNTAS O FIRMAR NINGÚN DOCUMENTO SIN LA PRESENCIA DE UN ABOGADO.

NO ACEPTE UNA BÚSQUEDA DE SU CASA, AUTO, O PERSONA SIN UNA ORDEN DE REGISTRO
USTED TIENE EL DERECHO DE NO DAR PERMISO A QUE ENTREN Y REVISEN SU CASA, AUTO O PERSONA AL MENOS QUE TENGAN UNA ORDEN DE REGISTRO FIRMADA POR UN JUEZ.

TOME FOTOS, VIDEOS Y ANOTE TODOS LOS DETALLES
INFORME AL AGENTE QUE VA A UTILIZAR SU DERECHO A GRABAR.

REPORTE LA ACTIVIDAD DE LA MIGRA A LA LÍNEA DE APOYO DE WAISN
TENEMOS EQUIPOS DE RESPUESTA RÁPIDA QUE IRÁN A VERIFICAR Y DOCUMENTAR LA ACTIVIDAD DE LA MIGRA Y OFRECER APOYO A LAS PERSONAS AFECTADAS.

¡MANTÉNGASE CONECTADO!
REGÍSTRESE PARA RECIBIR MENSAJES DE ALERTA DE TEXTO EN INGLÉS O ESPAÑOL. ENVÍE LA PALABRA WAISN AL 509-300-4959. SÍGANOS EN: [FACEBOOK.COM/WAISNORG](https://www.facebook.com/waisnorg)

WASHINGTON IMMIGRANT SOLIDARITY NETWORK **1-844-724-3737**
REVISED 6/2023 **WAISN.ORG**



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Chris Reykdal, State Superintendent

State Superintendent Chris Reykdal's Statement on President Trump's Order to Discriminate Against Trans Female Athletes

OLYMPIA—February 6, 2025—In another attempt to override the authority of states and local school districts, yesterday, President Trump signed an executive order that requires educational institutions to agree to discriminate against trans female athletes in order to continue receiving federal funds.



Through this order, the President attempts to restrict transgender girls from participating in girls' sports with their peers and withhold federal funds from school districts that do not comply with these discriminatory actions.



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Research Study

- Study of the Impact of English Learner Classification and Reclassification Policies
- Sponsored by U.S. Department of Education, Institute of Education Sciences (IES)
- Surveys will be sent to selected districts
- Please PARTICIPATE!



Professional Learning Opportunities

WIDA Self-Paced Courses pdEnroller Links



2024-2025 Offerings

[The WIDA Standards Framework: A Collaborative Approach](#)

[Engaging Multilingual Learners in Science: Making Sense of Phenomena](#)

[Developing Language for Learning in Mathematics](#)

[**Teaching Multilingual Learners Social Studies through Multiple Perspectives \(Updated!\)**](#)

[Making Language Visible in the Classroom](#)

[Reframing Education for Long-term English Learners](#)

[Exploring the WIDA PreK-3 Essential Actions](#)

[Newcomers: Promoting Success through Strengthening Practice](#)

2024-2025 Offerings

[**Let's Play! Multilingual Children's Joyful Learning in PreK-3**](#)

[**Reading Comprehension Across Content Areas with Multilingual Learners**](#)

[**Desarrollando el Español: las expectativas del lenguaje**](#) (Developing Spanish: Language Expectations)

[**WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón \(New for Spring!\)**](#)
(Classroom Assessment for Language Development)

Access to 2024-2025 offerings began on Sept. 1, 2024.

WIDA Self-Paced Course Highlight: **Evaluaciones del desarrollo del lenguaje a nivel de salón de clases**

Este taller presenta microaprendizaje profesional para equipar a los educadores bi/multilingües con el uso de micro herramientas y recursos multimodales diseñados para abordar desafíos comunes relacionados con la evaluación en el salón de clases. Este taller está diseñado para educadores, administradores y personal de apoyo bilingües en español e inglés desde K–12 que evalúan el desarrollo del lenguaje en un contexto bilingüe. Los educadores pueden seleccionar su recorrido de aprendizaje según sus propios contextos de enseñanza. Este taller y sus recursos se alinean con los marcos de WIDA para apoyar las prácticas lingüísticas de los estudiantes bi/multilingües e incluyen opciones de personalización y ejemplos.

Al participar en este taller, los educadores de estudiantes bi/multilingües podrán:

- Articular el valor de la evaluación en el salón de clases para el desarrollo del lenguaje en contextos bilingües.
- Aplicar el ejemplo de micro herramientas y recursos multimodales creados y seleccionados por WIDA Español.
- Personalizar las herramientas y recursos de evaluación para adaptarlos a su contexto
- *Clock Hours: 1* [pdEnroller link](#)

Evaluaciones del desarrollo del lenguaje a nivel de salón de clases



Save the Date...



 **WIDA**TM Annual Conference
October 27-30, 2025 • Seattle, WA
UNIVERSITY OF WISCONSIN-MADISON

Key Dates

Registration: Opens Spring of 2025

[Join the WIDA Annual Conference email list](#) to stay up-to-date on the WIDA Annual Conference.

[WIDA Annual Conference Website](#)



SCAN ME

New for 2024/25

Statewide **ML Directors'** Network

Audience: District Multilingual/Federal Program Directors

Purpose: Monthly virtual meetings with OSPI ML staff for guidance and support for the implementation of the [Multilingual Learner Statewide Strategic Plan](#).

Dates:

September 19

December 19

March 20

October 24

January 16

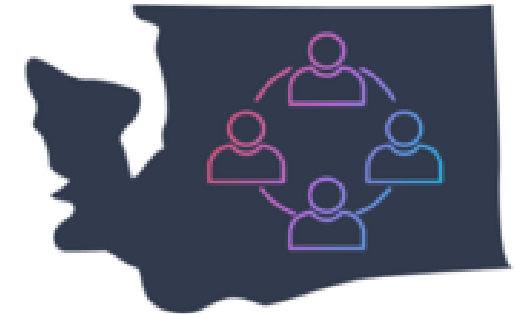
April 17

November 21

February 20

May 15

Time: 9:00 - 10:30 am



[*pdEnroller link*](#)



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New for 2024/25

Statewide **ML Teachers'** Network

Audience: K-12 Teachers

Purpose: Monthly virtual meetings with OSPI ML staff to share best practices for WIDA ELD Standards implementation and effective instructional strategies for MLs.

Dates:

September 19

December 19

March 20, 2025

October 24

January 16

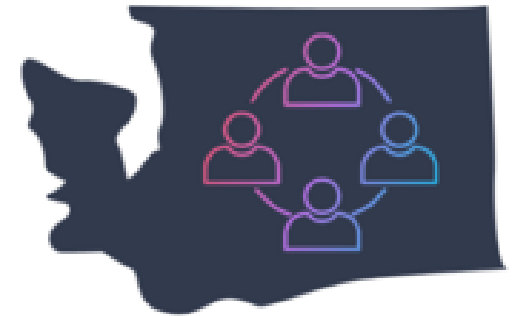
April 17, 2025

November 21

February 20

May 15, 2025

Time: 3:30 - 4:30 pm



[*pdEnroller link*](#)



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Dual Language School Visits

Join us for free Dual Language School visits! Hosting districts will provide light refreshments and lunch. DL grant funds can be used to cover travel costs for districts with a grant. Limited spots are available.

Here are the dates and locations of visits planned for this year:

February 27 – Evergreen School District [Click here to register!](#)

- March 14 – Walla Walla School District
- April 24 – Mount Vernon School District
- May 1 – Bellevue School District
- May 22 – Highline School District



Denny International
Middle School



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News for Dual Language

OSPI Dual Language Newsletter!

- First Monday of every month
- Please **share** with DL staff: principals, teachers, coaches
- Subscribe to our newsletter by [clicking here.](#)



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Multilingual Education Program

DUAL LANGUAGE

EDUCATION NEWSLETTER



February 2025

- [Dual Language News and Updates](#)
- [Dual Language Strategies & Resources](#)
- [Dual & Heritage Language Monthly Professional Learning Communities](#)
- [Dual Language School Visits](#)
- [WIDA Updates & Resources](#)
- [Dual Language Education Professional Learning](#)

**Welcome to our brand-new monthly
Dual Language Newsletter!**

We are thrilled to connect with Dual Language educators across the state and build a vibrant community committed to advancing bilingual education. Together, we aim to share best practices, celebrate successes, and provide valuable professional learning opportunities for all.

Dual Language Leaders: Please **share** this newsletter with your Dual Language Teachers and staff!

Dual & Heritage Language Professional Learning



DL Leaders' Elementary PLC [pdEnroller Link](#)

Time: 12:00-1:00

Dates: October 1, November 5, December 3, January 7, February 4, **March 4**, April 1, May 6

DL Leaders' Secondary PLC [pdEnroller Link](#)

Time: 12:00-1:00

Dates: October 8, November 12, December 10, January 14, **February 11**, March 11, April 8, May 13

DL Drop-in Office Hours | [Zoom Link](#)

Time: 12:00-1:00

Dates: October 15, 22, 29, November 19, 26, December 17, January 21, 28, **February 18, 25**, March 18, 25, April 15, 22, 29, May 20, 27, June 3, 10

DL Spanish Teacher Leader Cohort: [pdEnroller Link](#)

Time: 3:30-4:30

Dates: October 15, November 19, December 17, January 21, **February 18**, March 18, April 15, May 20

2024-25 Information Sessions

1st Thursdays, 9:00am & 3:00pm



- Sept. 5 – Multilingual Perspectives
- Oct. 3 – Supportive Mainstream Programs
- Nov. 7 – AI/AN Language & Literacy Services
- Dec. 5 – Co-Planning & Co-Teaching
- Jan. 9 – Progress Monitoring
- Feb. 6 – ML Family Engagement
- **Mar. 6 – ML Staffing & Scheduling**
- Apr. 3 – Program Evaluation
- May 1 – TBIP & Title III Grants
- June 5 – Using Data for Improvement

Sign up here on [pdEnroller](#).



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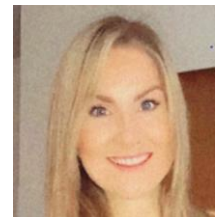
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Check-in Time

Please feel free to join a Breakout Room:

- Family Engagement (Kelwy)
- Language Access (Michele)
- Grant Updates & PENR (Shannon & Dr. Kad)
- WIDA Updates (Sharon & Virginia)
- Dual Language & PD (Teresa, Patricia, & Elizabeth)
- Director Updates (Kristin)

