

Multilingual Education Information Session

October 2, 2025

In the chat: Share one of your favorite things about fall!
Please rename yourself with your full name and district/organization.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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.

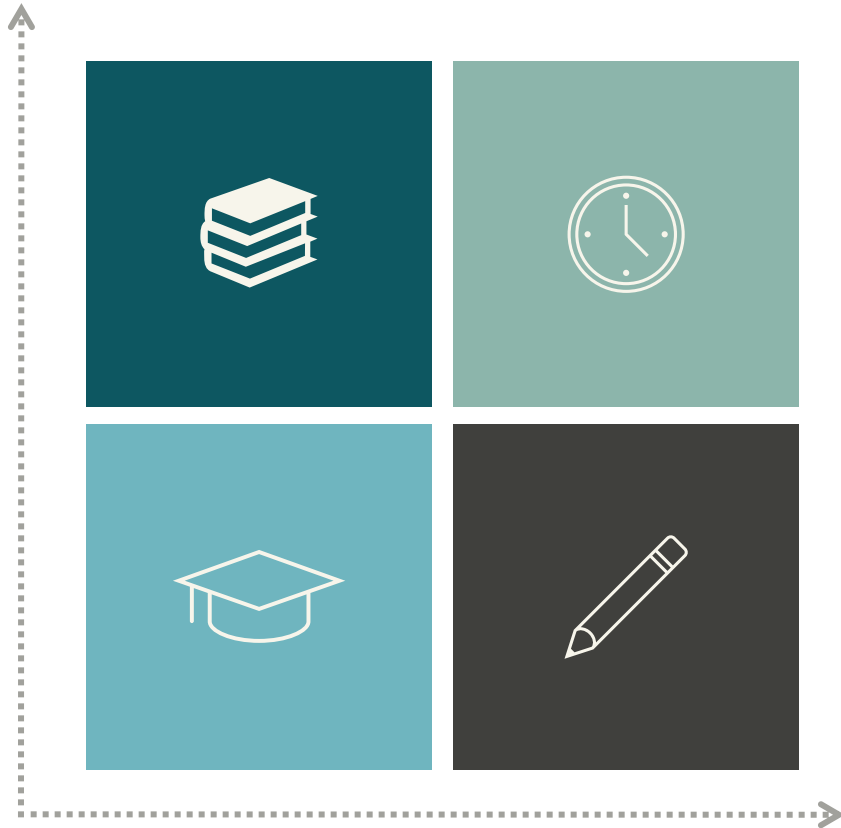
Values

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



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Agenda



Identification & Notifications

Title III AI/AN Services

WIDA & Seal of Biliteracy

Grants & Opportunities



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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 Coast Salish, Puyallup, Chelan, Squaxin Island, and Yakima Tribes and honor with gratitude the land itself and these Tribes.

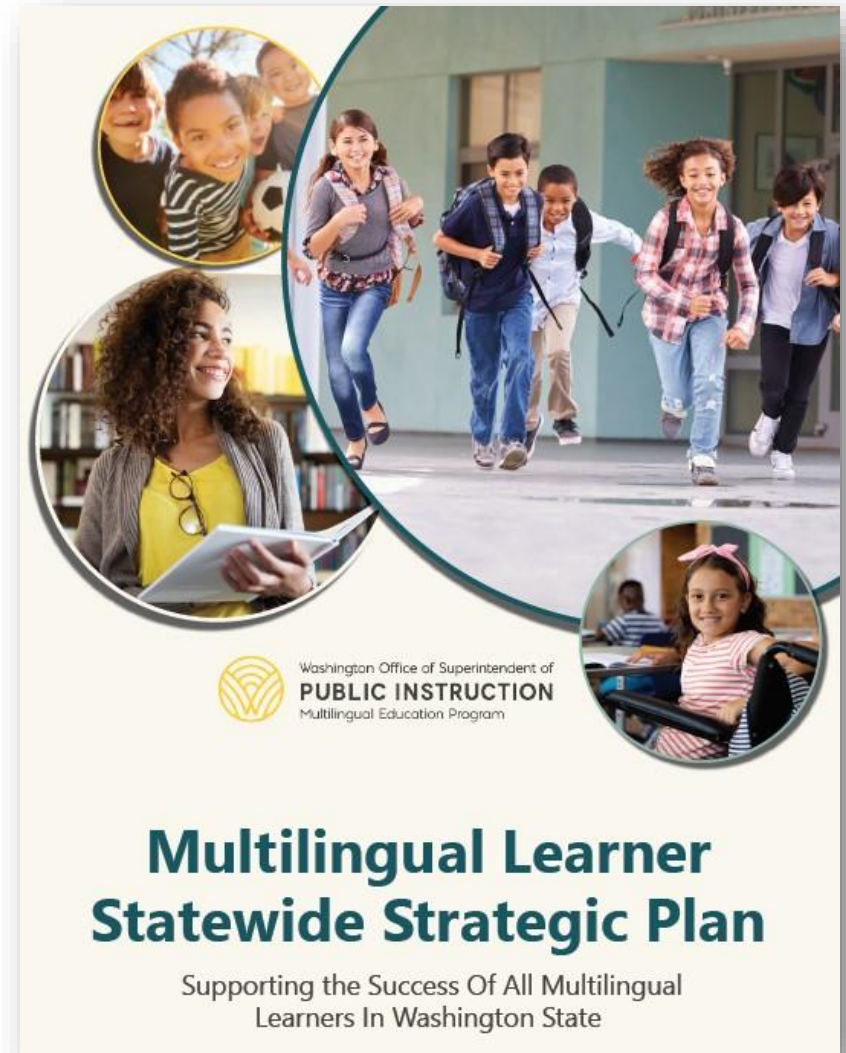
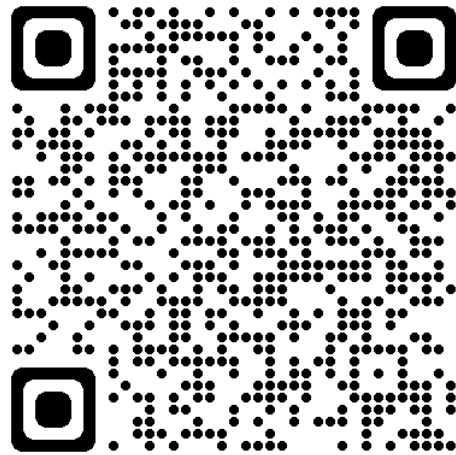


Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[Download the Plan](#)

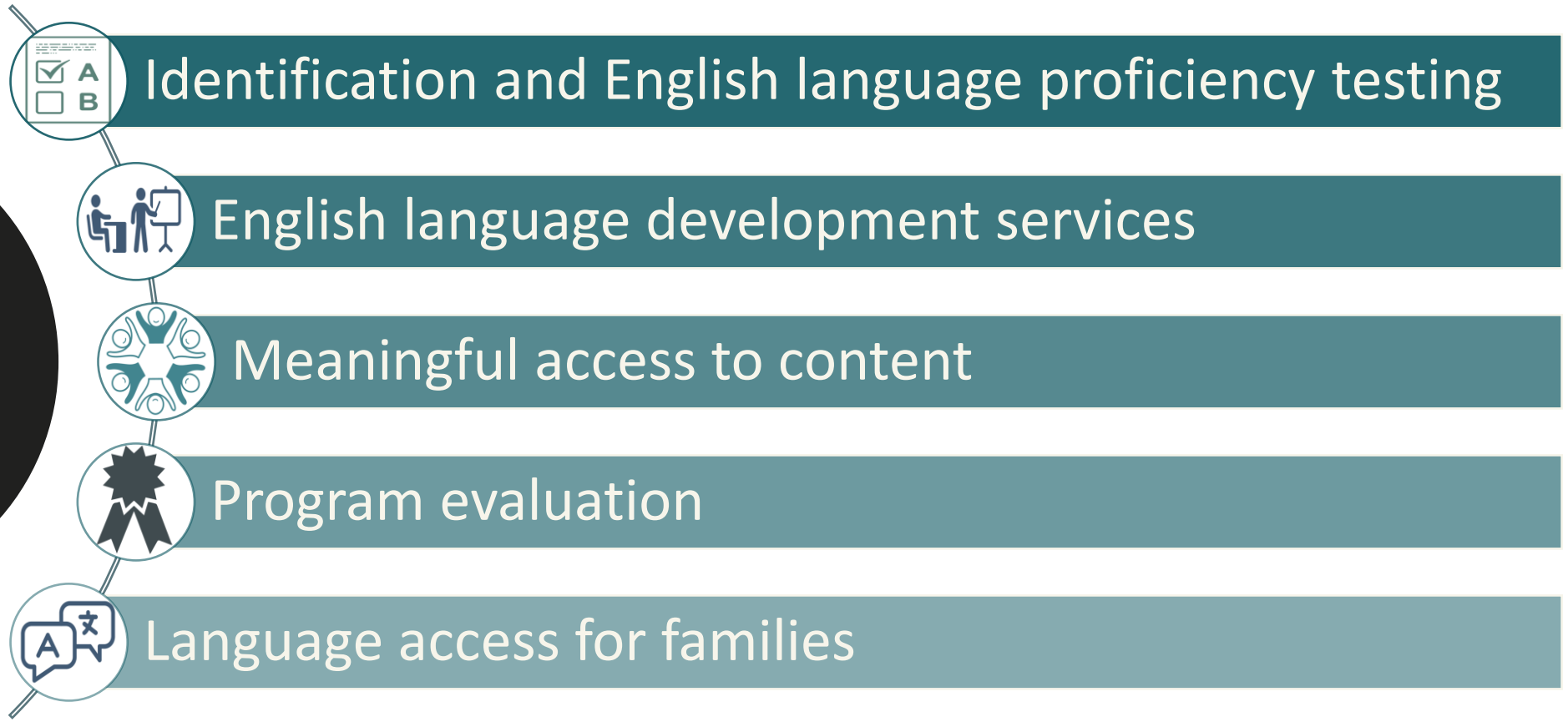




Title III AI/AN Identification & Services

Civil Right Obligations

**All Schools
Must Meet
Civil Right
Obligations**



Title III Identification of American Indian & Alaska Native Students

Washington state's process to determine initial eligibility for Title III, Part A services for American Indian/Alaska Native students:

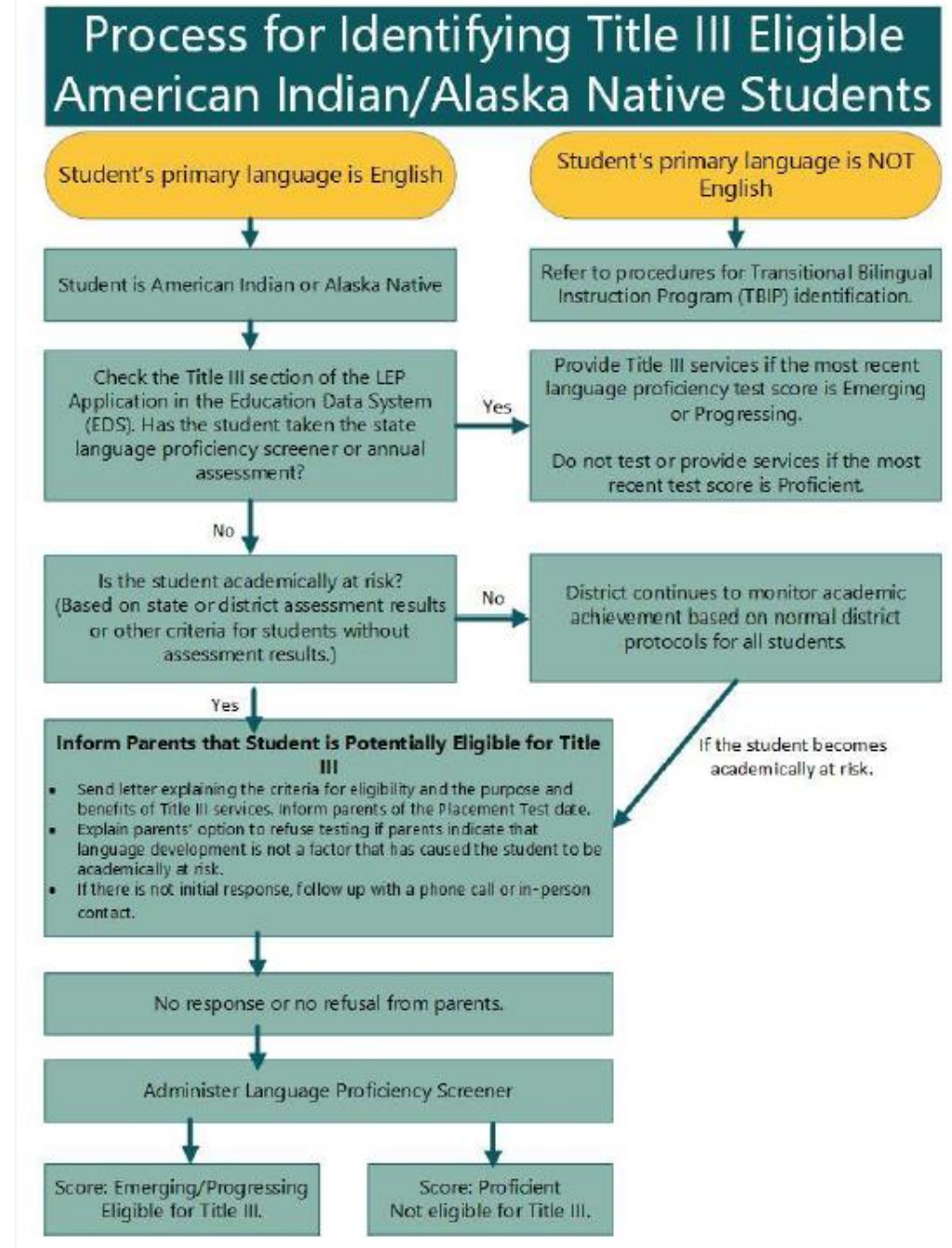


Chapter 8: Title III Services of Native American Students



Identify Students

- Home Language Survey is used to identify primary language
- Enrollment data on race/ethnicity is used to identify American Indian/Alaska Native students
- State CEDARS database is checked for previous ELP assessment data



Determine “Academically at Risk”

Criteria to determine if student is academically at risk:

- Not meeting standard on state assessments
- Below grade level on district assessments
- If no state or district data, use multiple indicators such as:
 - Classroom-based assessments
 - Curriculum-based assessments
 - Teacher recommendations



For new students, allow sufficient time for adjustment and instruction before making determination of academically at risk.



Inform Family of Potential Eligibility

Schools can use the [Title III American Indian/Alaska Native Initial Parent Letter](#) to:

- Inform families of AI/AN students who may qualify for Title III services
- Explain the screening process and eligibility criteria
- Provide information on the purpose, benefits, and services
- Inform families of their choices and provide contact information to answer questions

Schools are encouraged to follow up with families who don't respond or opt out



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Title III Language and Literacy Services and WIDA Testing for American Indian/Alaska Native Students

Dear Community Members and Family of American Indian/Alaska Native Students,

The Office of the Superintendent of Public Instruction would like to share information about the availability of Title III supplemental language and literacy services for American Indian/Alaska Native students, what those services are, and how your child may qualify for this support.

What is Title III?

Title III is the section of the Every Student Succeeds Act (ESSA) which relates primarily to language and literacy development. This federal act defines American Indian/Alaska Native students as members of a community who can qualify for language and literacy support. The federal definition is here: [ESSA Title VIII, Sec. 8101\(20\)](#).

Assess Student Using ELP Screener

Schools are required to:

- Assess each student with the state-approved WIDA screener
- Assess within 10 days of determination of academically at-risk status
- Report all screener results and program enrollment in the state database



Notify Family of Results and/or Services

Schools can use the [Title III American Indian/Alaska Native Parent Notification of Placement Letter](#) to:

- Inform families of AI/AN students who have qualified for Title III services
- Provide additional information about Title III services

Schools are required to notify families of students' eligibility:

- NEW: within 15 days after administering the screener OR
- CONTINUING: within 30 days of the beginning of the year



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OSPI

**Parent Notification of Student Placement in Title III Language and Literacy Services for
American Indian/Alaska Native Students**

Child's Name: _____ Date: _____

Enrollment Status: New to the program _____ Continuing in the program _____

Dear Parent or Guardian,

I am pleased to inform you that your child will receive additional language and literacy support for the INSERT YEAR school year. Our school identified your child as being a student who could benefit from extra language and literacy support, so after reaching out to you, the school assessed your child's language and literacy skills. Your child's overall result was _____.

Notification Timeline

SEPTEMBER

Notification of Continued
Eligibility OR
Notification of Placement
(New Students)

ON-GOING

Notification of Placement
(New Students) OR
Notification of Continued
Eligibility (New Transfers)

JUNE

Score Report (in Home Language)
Score Report Letter OR
Transition Letter
File Score Report in English in Cum Folder

Multilingual Family Communication Templates



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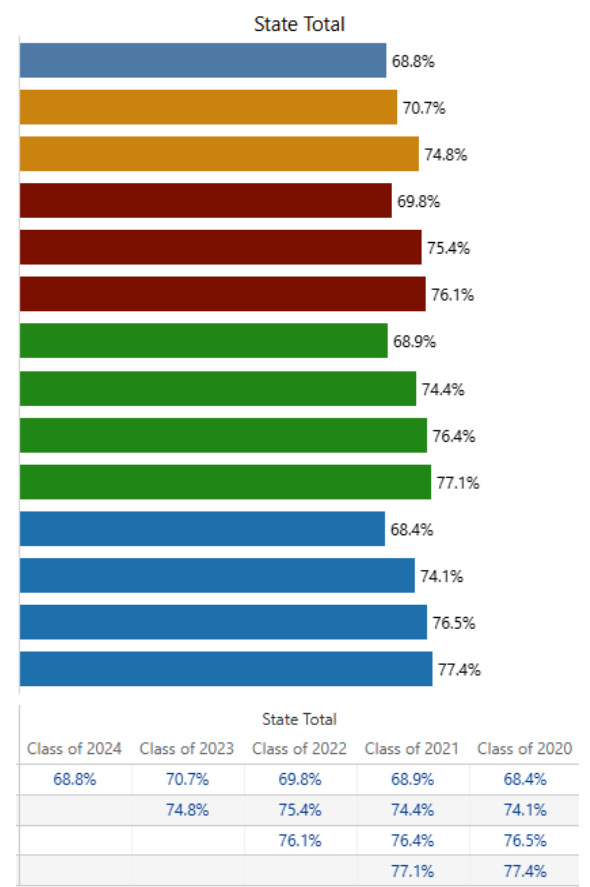
Notification Letter Data

Notification Letter Information					
Avg Years Served	Bellevue School District	State Total	Bellevue School District		
	2023-24		Class of 2023		
			Class of 2024	Class of 2023	Class of 2022
			Four Year	76.4%	68.3%
			Five Year	74.7%	70.7%

- The letter must include:
- Graduation Rate for Multilingual Learners
 - Typical Time in Program (Average Years to Exit)

Data for these elements can be found in EDS in the Secure Tableau server in the TBIP and Letters Dashboard.
(Use local data or the state average if data are inaccurate or missing due to low numbers.)

Note: Average Years to Exit includes Long-Term English Learners who exit upon graduation



Planning Title III Services for American Indian & Alaska Native Students

1. ESSA Tribal Consultation

Consultation is required with the nearest federally recognized Tribe(s) before submitting plans and application...

- For districts where 50% or more of the district's students are identified as American Indian/Alaska Native AND/OR
- If the district receives \$40,000 or more through Title VI

2. Collaboration with Title VI Coordinator

3. Selection from Professional Learning Menu



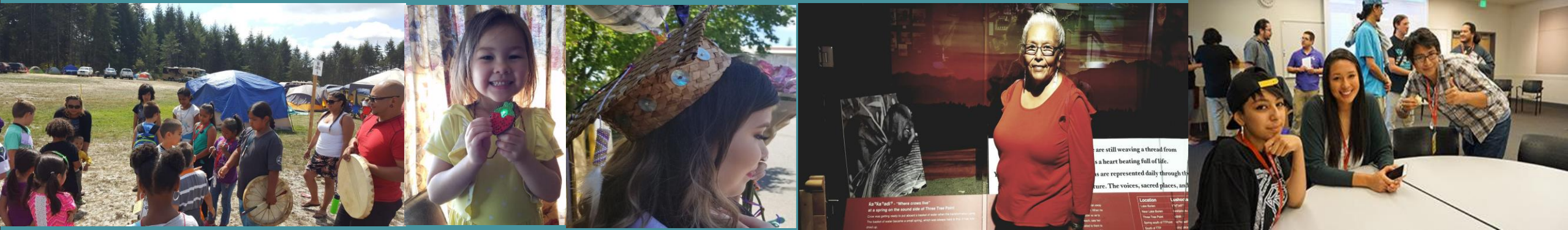
Approved Title III Services for American Indian & Alaska Native Students



- Supplemental implementation of the [*John McCoy \(lulilaš\) Since Time Immemorial curriculum*](#) or tribally-developed history lessons with a language and literacy focus for Title III eligible students.
- Professional learning for English language development educators to use the *John McCoy (lulilaš) Since Time Immemorial* or tribally-developed history curriculum.
- Hosting family nights and introducing the *John McCoy (lulilaš) Since Time Immemorial* and tribally-developed curriculum as a resource to build language and literacy with their children.
- [Northwest Native American reading curriculum](#) (available from OSPI Office of Native Education.)
- Literacy activities in preparation for the canoe journey or other tribally specific gatherings.
- Other (must be approved by the OSPI Office of Native Education).



Futurisms in Native Student Literacy & Language in Highline Public Schools



October 2, 2025



OUR PROMISE

Every student in
Highline Public Schools
is known by **name**,
strength and **need**, and
graduates prepared for
the **future they choose**.

American Indian/Alaska Native Students Enrolled at Highline Public Schools

- Current Title VI Count: 353
- Current number of Title III eligible students: 179
- Current number of identified AIAN students: 577



Highline's Commitment: Putting Our Money Where Our Mouth Is

Native Education Funding in Highline is Braided - Currently Funded By:

- Title VI
- Title III
- Title I
- LAP
- BEA



Just Some of the Ways We're Meeting Our Goals

Culturally-rooted and informed in-school T3/LAP-funded support provided by our Native Literacy & Culture Specialist across the district provided to Native students in elementary, middle and high school



Highline Native Student Success Summer Academy

A ten-year legacy and exemplar of all-Native designed pedagogy, curriculum, and Native student/educator-centered learning spaces



Just Some of the Ways We're Meeting Our Goals

Year-round events offered to Native students and their families and the whole Highline community that spotlight Native history, Native thought/art/literature, land/place-based learning, culturally-grounded literacy, Tribal sovereignty, traditional knowledge and practices, and spaces that support deep, intergenerational cultural-communal learning



Celebrations in Highline!



At Highline School District, only 1% of Behavior Referrals were assigned to students who are Native in school year 2023-24. This number is particularly important as it marks a big improvement between this school year and school year 2022-23 where all behavior referrals for Native students were at 5%.

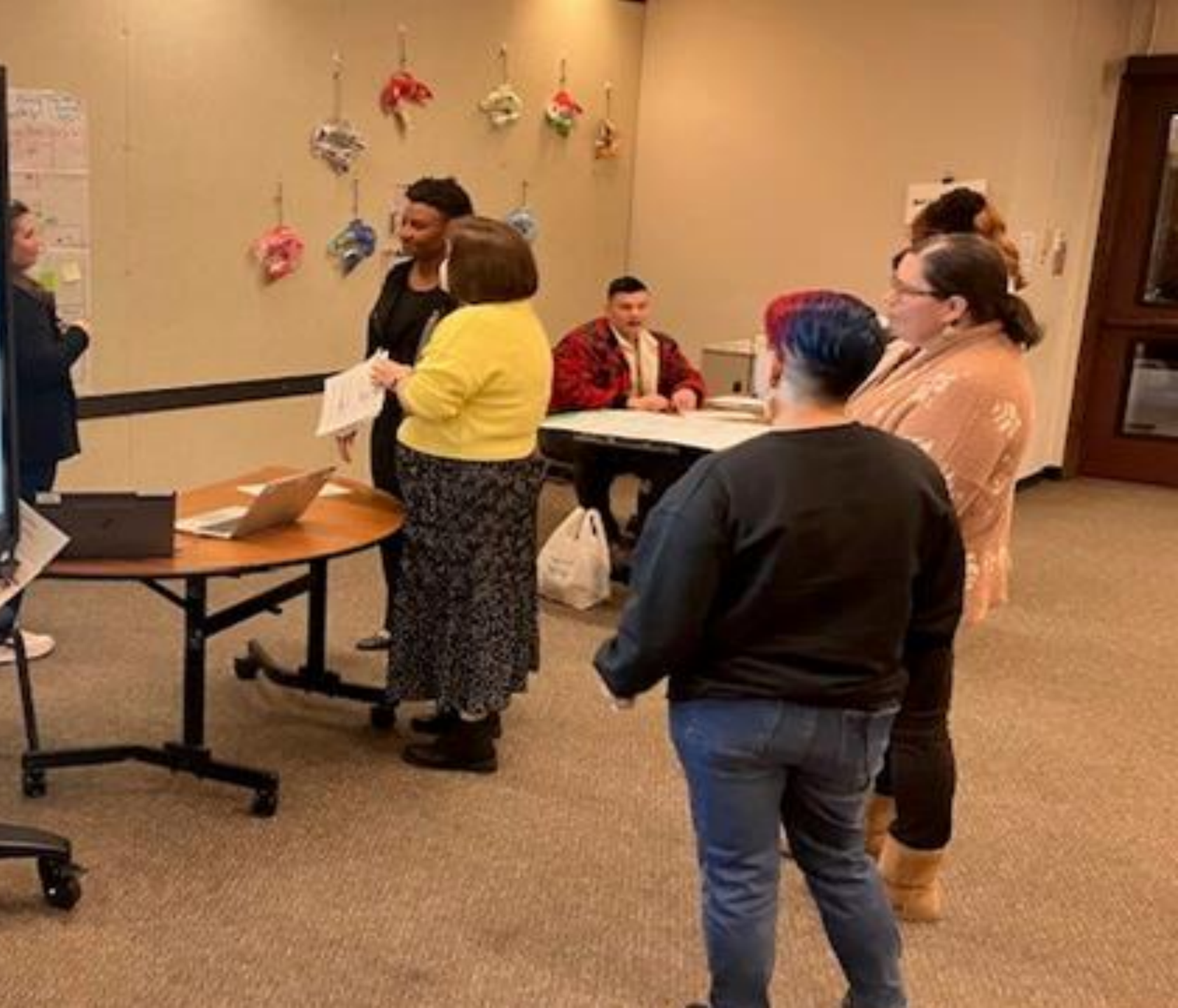


Google Docs interface showing a document titled "Elementary ST Data Summary & Synthesis". The document content includes:

Survey Data Key Points/Summary (56 responses)

- Most teachers are aware of the STC. The awareness STC is not uniform across all teachers. Some have used parts of it in integrated science lessons, others, however, have not.
- Several teachers learned about STC through listening to the concerns of teachers in their district. Others have had 5th grade students tell them about it.
- Teachers see value in the curriculum for improving understanding and knowledge of science.
- Teachers acknowledge it is important.
- However, many teachers have not had time to implement it.
- Suggestions include: integrating STC into existing lessons, using it as a resource, and having a dedicated time for STC.
- Some teachers report students who are engaged in STC lessons.
- Overall, the data shows that STC is being used in various ways, but more implementation is needed.
- Overall, the data shows that STC is being used in various ways, but more implementation is needed.

Richard P. ...







HIGHLINE
PUBLIC SCHOOLS

Every student knows by nature, strength and mind

Gratitude from Highline

We raise our hands to you, fellow
education leaders \o/

Please find more information and stay
connected to us by going to

- highlineschools.org
- highlineschools.org/nativeprogram
- facebook.com/highlinenativeeducation



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Resources from the Office of Native Education

Requirements in Washington's Basic Education Act

1. Integrate [John McCoy \(lulilaš\) Since Time Immemorial: Tribal Sovereignty in Washington State](#) into current and newly-adopted social studies or history curricula.
2. Collaborate with [federally recognized Indian Tribes](#) within or neighboring district boundaries.

- [Native Education Curriculum Materials](#)
- [Native Student Success](#)
- [Native Educator Community](#)



Resources from the National Indian Education Association



Culturally- Based Curriculum

Digital Resources for Schools, Teachers, Parents and Students

RESOURCES DEVELOPED BY NIEA



DIGITAL LESSONS & TASKS



GOOD MEDICINE BUNDLES



NIEA: SHARE MY LESSON



Native Education Resource Collection



Tier 1: Native Culture and Background

To expand outreach to Native parents, start by understanding their culture, values, and historical context. Tier 1 materials offer a foundation for learning about today's Native communities.

Tier 2: Outreach to Native Communities

Tier 2 builds on Native culture and history by offering guidance on culturally appropriate outreach. It covers how to connect with Native parents in rural and urban areas, cultural protocols to follow, where to meet families, and helpful organizations and programs.

Tier 3: Native Children and Youth

Tier 3 offers materials to help Parent Centers support Native youth with special needs. It covers cultural views on transition planning, education system impacts, bullying, and building resilience.

Tier 4: Resources and Additional Information

Tier 4 gathers NAPTAC and LDAH materials—worksheets, activities, and resources—to support Parent Centers in engaging Native families with special needs. It also includes contacts and organizations representing Indigenous peoples. As CPIR updates content, new items will be added over time.



Culturally Responsive Instruction for Native American Students – Center for Standards, Assessment, and Accountability

Modules:

1. The What and Why of Culturally Responsive Instruction
2. Understand Culture and Native American Diversity
3. Foundation for Culturally Responsive Practice
4. Where to Start: Initial Guidelines for Instruction
5. Going Further: More Guidelines
6. Part A: Pedagogical Implications for Math, Science and Social Studies
Part B: Pedagogical Implications for ELA, Native Language & Problem/Place-based Scenarios
7. Developing a Culturally Responsive Practice

Why Is Formative Assessment Needed?

This section introduces culturally responsive instruction and explains why it's critical for the academic success of Native American students.

Steps to complete section:

1. Watch the course video.
2. Click on the link below to answer the Exit Questions for this section.
3. Complete the Reflection handout.

Supplemental Materials:

- [Exit Questions](#)
- [Reflection handout](#)



Pacific Northwest Finder for Indigenous Resources in Education

[PNWFIRE.ORG](https://pnwfire.org) is a search tool created by Region 16 with input from the Region 16 Washington Tribal Advisory and the Office of Native Education. It helps Native students, families, and educators find academic, cultural, and emotional support resources in Washington. The site features programs from Tribes, schools, and community groups.





WIDA Updates

Key Tasks for October 2025



- **Review Multilingual Learner Data:** Review Multilingual Learner data to ensure that all students expected to take the WIDA ACCESS are accurately identified in your Student Information System (SIS) and CEDARS.
 - Consider using reports in the LEP application in EDS to support this work.
 - Students needing accommodated test forms such as the WIDA Alternate ACCESS or WIDA ACCESS Paper must also show as receiving Special Educations services.
- **Accommodations:** The Pre-ID deadline is December 5, 2025. As IEP teams meet, the following resources can be shared to make decisions for accommodations and accommodated test forms for the 25-26 SY test administration cycle:
 - [Guidelines for Statewide Accountability Assessments](#)
 - [Guidelines on Tools, Supports and Accommodations for State Assessments – GTSA](#)
 - [Resources | WIDA](#)



WIDA Alternate Screener Guidance Update

- **Qualifications for Use**

- Student must have an IEP and already identified for alternate assessment.
 - Update: Districts may convene an IEP team to add "Alternate Assessment" to administer the WIDA Alternate Screener if this can be done within the ten-day screening window.

- **Criteria for ELD Services**

- Must score 5.0 to be ineligible for services.

- **CEDARS**

- CEDARS, and local Student Information Systems, are in the process of being updated to reflect the WIDA Alternate Screener as a placement test option for data entry. More information will be shared once updates are available.



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
- [Key Topic Schedule for 2025-2026](#)

ELP Assessment Office Weekly Newsletter

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





Seal of Biliteracy Updates

Washington State Seal of Biliteracy



The Seal of Biliteracy supports...

- Students' languages to be valued and respected
- Students to earn additional proficiency-based credits towards graduation
- Students to meet college entrance requirements

To earn the Seal of Biliteracy, students must...

Intermediate Seal	Advanced Seal
Test at Intermediate-Mid level in a language other than English (LOTE)	Test at Advanced-Low level in a LOTE OR Test at Intermediate-Mid in 2 LOTEs
Earn 4 credits in that language & in ELA	Earn 4 credits in each language & in ELA
Meet all graduation requirements	Meet all graduation requirements

Seal of Biliteracy Changes



RCW [28A.300.575](#)

- Districts must award Seal beginning SY25-26
- All languages eligible for Seal, even those without writing systems
- Legal basis for supporting Less Commonly Taught Language proficiency testing

WAC [392-410-350](#)

- Additional Award Level
 - Intermediate Award (No changes)
 - Advanced Award
- Alignment to new scales
 - Seal awarded for Common European Framework of Reference (CEFR) assessments
- Reporting Deadline
 - Districts must report all Earned Seals (graduated Seniors) by last Friday of August



Seal of Biliteracy CEDARS Reporting Changes

- Element 109 (Exit Reason Code) no longer necessary to report Seal of Biliteracy Proficient or Seal of Biliteracy Earned.
- Following slides contain step-by-step reporting procedures for Proficient and Earned.



Element I06 – Attribute or Program Code (Seal of Biliteracy Proficient - 42)

Proficient

- Identifies students who have demonstrated intermediate mid proficiency in one or more world languages but **have not met pathway ELA requirements and/or have not graduated**, which are needed to be awarded a Seal of Biliteracy.
- This code applies for **students in grade 9 through ~first semester grade 12** who earn 4 World Language CbC or meet the passing score on Dual Credit Assessments.

Element I – Student Attributes and Programs File (I) CEDARS Reporting Codes

- **Element I06 – Attribute or Program Code** is the code to identify a student as **Proficient** for the Seal of Biliteracy.
- **Element I07 – Start Date** is the date the student was identified as **Proficient** in a language other than English and must fall within the district enrollment span. *(This is the day the student took the assessment. If a student enrolls within the district after assessing, this will be the date of enrollment)*
- **Element I08 – Exit Date** is the date the student was identified as **Proficient** in a language other than English and must fall within the district enrollment span. *(This is the day the student took the assessment. If a student enrolls within the district after assessing, this will be the date of enrollment)*
- ~~**Element I09 – Exit Reason Code** is the method by which the student became **Proficient** in a language other than English and is required. *(Appendix L contains a list of the recognized assessments and codes.)*~~
- **Element I10 – Qualification Code** is the language in which the student is identified as Proficient in a language other than English. **(Appendix K** contains the list of approved language codes.)

Element I06 – Attribute or Program Code (Seal of Biliteracy Earned - 41)

Earned

- Identifies students who have demonstrated intermediate-mid proficiency in one or more world languages and **have met pathway ELA and graduation requirements** needed to be awarded the Seal of Biliteracy.
- Some students will already have a file for students marked **Proficient**. You need to add a new file.
- This code applies for students in **second semester grade 12** who are on track to graduate.

Element I – Student Attributes and Programs File (I) CEDARS Reporting Codes

- **Element I06 – Attribute or Program Code** is the code to identify a student as having **Earned** the Seal of Biliteracy.
- **Element I07 – Start Date** is the date the student **Earned** the Seal of Biliteracy and must fall within the district enrollment span. *(This is typically **graduation day** since it cannot be earned before graduation)*
- **Element I08 – Exit Date** is the date the student **Earned** the Seal of Biliteracy and must fall within the district enrollment span. *(This is typically **graduation day** since it cannot be earned before graduation)*
- ~~**Element I09 – Exit Reason Code** is the method by which the student **Earned** the Seal in a language other than English and is required. (Appendix L contains a list of the recognized assessments and codes.)~~
- **Element I10 – Qualification Code** is the language in which the student **Earned** the Seal in a language other than English. (Appendix K contains the list of approved language codes.)



Grants & Data

Dual Language Data Clean-up

Reporting Dual Language Instruction is required for Dual Language Courses reported to CEDARS in Elements D14 and D15.

These codes are for dual language programs only and should not be added for world language, heritage language, or Tribal language courses.

DO:

Use for ALL dual language courses.

DON'T:

Use for world language, heritage language, or Tribal language courses.



Dual Language Data Elements

D14: Dual Language Instruction Type:

- 1 – One-Way Dual Language Program
- 2 – Two-Way Dual Language Program
- ~~3 – World Language Enrichment Program~~
- 4 – World Language Immersion Program

Please note that code 3 (World Language Enrichment Program) will be phased out in the 2026-27 school year and should not be used when reporting for the 2025-26 school year.

D15: Dual Language Instruction Language: Use the language codes from the [2024-25 CEDARS Appendix K](#)



Grant Updates



- FP 219 – TBIP – Open Now!
- FP 231 – Title III Consortia – Open Now!
- FP 232 – Title III CGA – Open Now!
- FP 748 – Tribal Language Grants – Open Now!
- FP 978 – Dual & Heritage Language Grants – Open Now!
- FP 423 – Language Access Coordinator Grant – Open Now!

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 and 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>



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Professional Learning Opportunities

WIDA Self-Paced Courses

2025-2026 Offerings	
<u>Developing Language for Learning in Mathematics</u>	<u>Newcomers: Promoting Success through Strengthening Practice</u>
<u>Desarrollando el Español: las expectativas del lenguaje</u> (Developing Spanish: Language Expectations)	<u>Reading Comprehension Across Content Areas with Multilingual Learners</u>
<u>Engaging Multilingual Learners in Science: Making Sense of Phenomena</u>	<u>Reframing Education for Long-term English Learners</u>
<u>Exploring the WIDA PreK-3 Essential Actions</u>	<u>Teaching Multilingual Learners Social Studies through Multiple Perspectives</u>
<u>Let's Play! Multilingual Children's Joyful Learning in PreK-3</u>	<u>The WIDA Standards Framework: A Collaborative Approach</u>
<u>Making Language Visible in the Classroom</u>	<u>WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón</u> (Classroom Assessment for Language Development)

Access to 2025-2026 offerings begins on Sept. 1, 2025.



Register Now!



Key Dates

Registration: Virtual Track Only

Live Virtual Track Pricing

2025 Regular Rate – Live Track: \$275*

Available August 19 – October 13

** Includes access to recordings*

Recording Only Access

General Rate: \$155

Available May 5 – November 10

Recordings available November 17, 2025

[WIDA Annual Conference Website](#)

Statewide **ML Directors'** Network 2025-2026



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 18, 2025

October 16, 2025

November 20, 2025

December 18, 2025

January 15, 2026

February 19, 2026

March 19, 2026

April 16, 2026

May 21, 2026

Time: 9:00 – 10:30 am

Register here: [25/26 Multilingual Directors' Network](#)



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Statewide **ML Teachers'** Network 2025-2026



Audience: K-12 Teachers

Purpose: The ML Teacher Network is a welcoming space for educators across Washington State to come together, share ideas, and grow in their practice. We will learn the latest research, explore effective instructional strategies, and discover high-quality materials and tools to better serve our multilingual learners.

Dates:

September (Independent Work)

December 9, 2025

March 10, 2026

October 14, 2025

January 13, 2026

April 14, 2026

November 18, 2025

February 10, 2026

May 12, 2026

Time: 3:30 – 4:30 pm with optional breakout session 4:30 – 5:00 pm

Register on pdEnroller: [25/26 Multilingual Teacher Network](#)



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🌟 2025–2026 Dual Language School Visits 🌟

Join Us for the 2025–2026 Dual Language School Visits!

Observe Dual and Heritage Language programs in action. Connect with educators and leaders. Learn and share best practices.

📌 **Space is limited — Max 8** participants per district.
📝 **Registration required** for each attendee.

1. **October 23 - Franklin Pierce School District** [Click here to register!](#)
2. **November 19 - Vancouver School District** [Click here to register!](#)
3. December 11 – Lake Washington School District
4. January 29 – Puyallup School District
5. February 26 – East Valley School District (Yakima)
6. March 19 – Burlington School District
7. April 23-Yakima School District
8. May 14 – Shoreline School District



2025-26 Dual & Heritage Language Professional Learning



Dual & Heritage Language PLC

Day: 2nd (or 3rd*) Tuesdays

Time: 12:00-1:00 pm

Dates: Oct. 14, Nov. 18*, Dec. 9, Jan. 13, Feb. 10, Mar. 10, Apr. 21*, May 12

Register on [pdEnroller](#)

Dual & Heritage Language Drop-in Office Hours

Time: 12:00-1:00 pm

Days: All Other Tuesdays (Sept. 9 through June 9)

Please Note: No DL Office hours on Oct. 28 during the WIDA Conference!

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!

2025-26 Information Sessions

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



- Sept. 4 – State & Federal Guidance, Identification & Notifications
- Oct. 2 – Title III AI/AN Services
- Nov. 6 – Shared Leadership & Accountability
- Dec. 4 – MTSS for MLs
- Jan. 8 – WIDA Standards Implementation
- Feb. 5 – Building Capacity of Content Teachers
- Mar. 5 – Secondary ML Programming
- Apr. 2 – Multilingual Family Engagement
- May 7- Program Evaluation & Review: Data Informed Decision-Making
- June 4– Program Planning & Grant Applications

Sign up in [pdEnroller](#) for clock hours.



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Breakout Rooms

1. Student Identification & Grants – Shannon & Kristin
2. AI/AN Services – Sara & Katie
3. Seal of Biliteracy – Veronica & Kad
4. Dual Language – Teresa & Patricia





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Multilingual Education Team

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