

Multilingual Education Information Session

December 4, 2025

In the chat: Share your favorite holiday treat.

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



Washington Office of Superintendent of
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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.

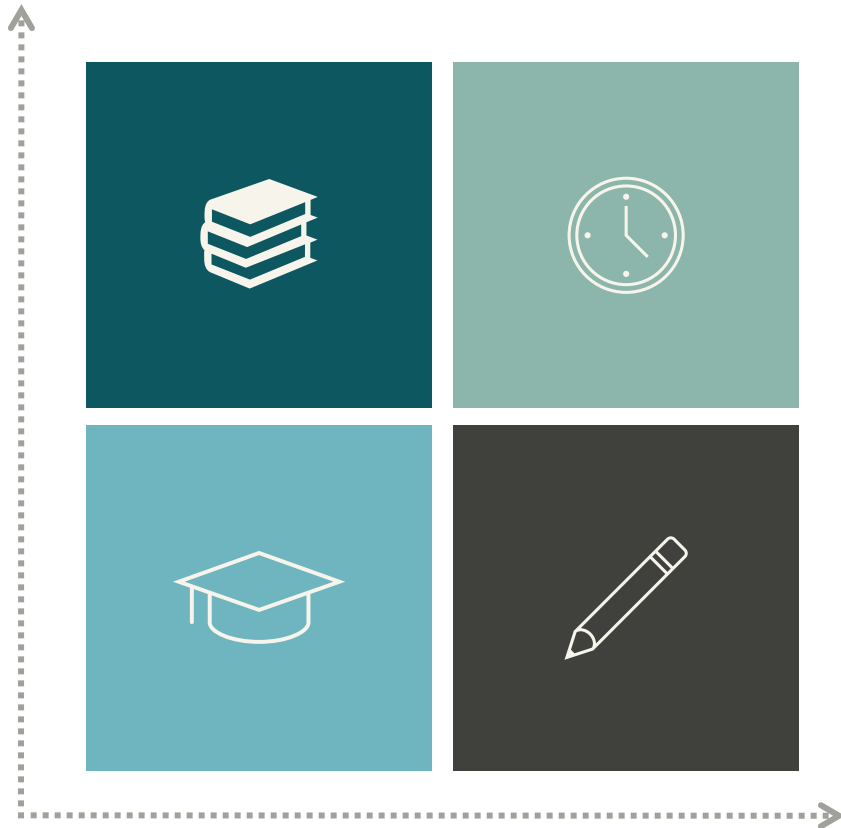
Values

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



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Agenda



MTSS for Multilingual Learners

Colorín Colorado

WIDA Assessment Updates

Grants, Data & Opportunities



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 and Puyallup Tribes and honor with gratitude the land itself and these Tribes.



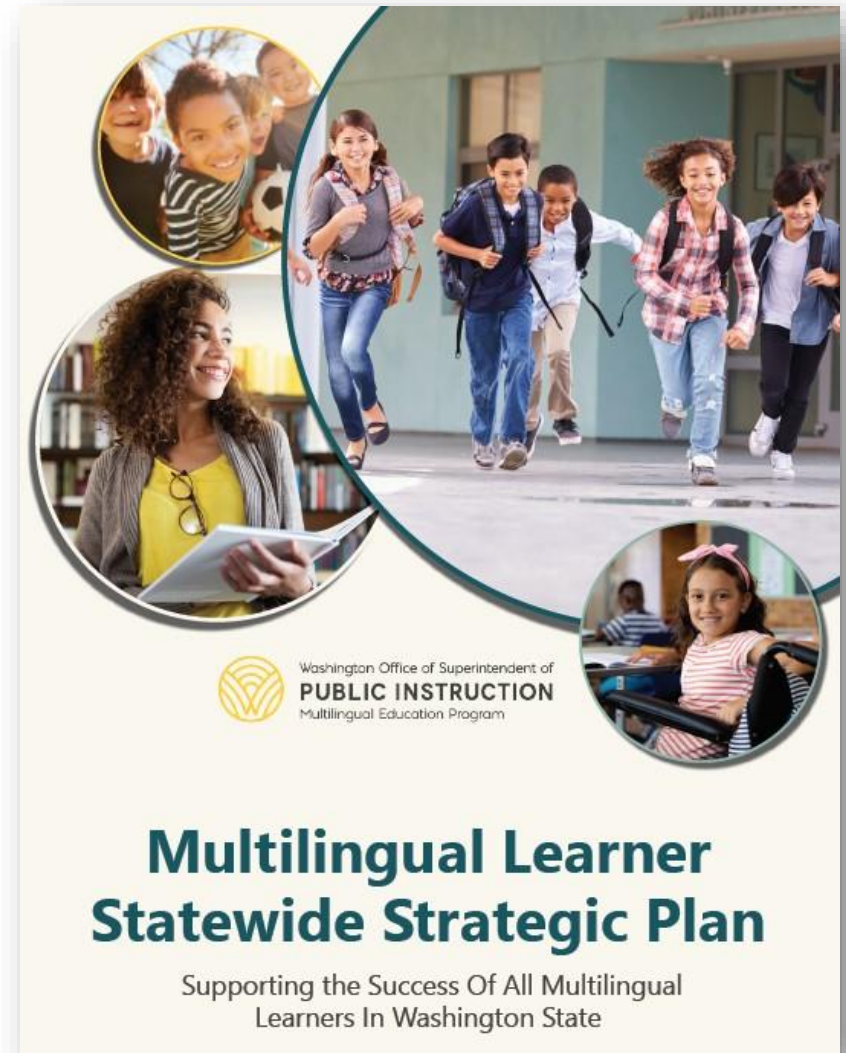
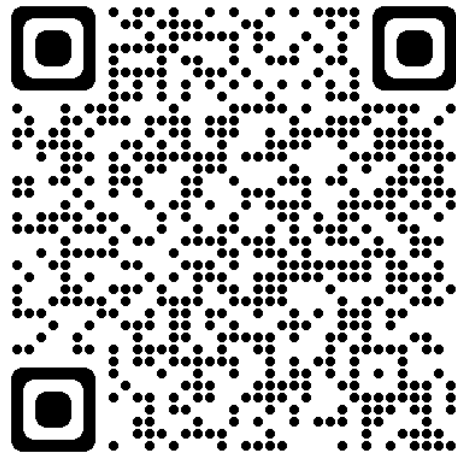
Multilingual Learner Statewide Strategic Plan

Core Principles:

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

ML Statewide Plan

ML Action Plan Toolkit





MTSS for Multilingual Learners

ML Statewide Strategic Plan Connection

- **Goal 4: Provide high quality instruction and assessment for all multilingual learners by...**
 - Using a Multi-tiered System of Supports (MTSS) to provide tiered interventions designed for multilingual learners.



MTSS Framework for Multilingual Learners

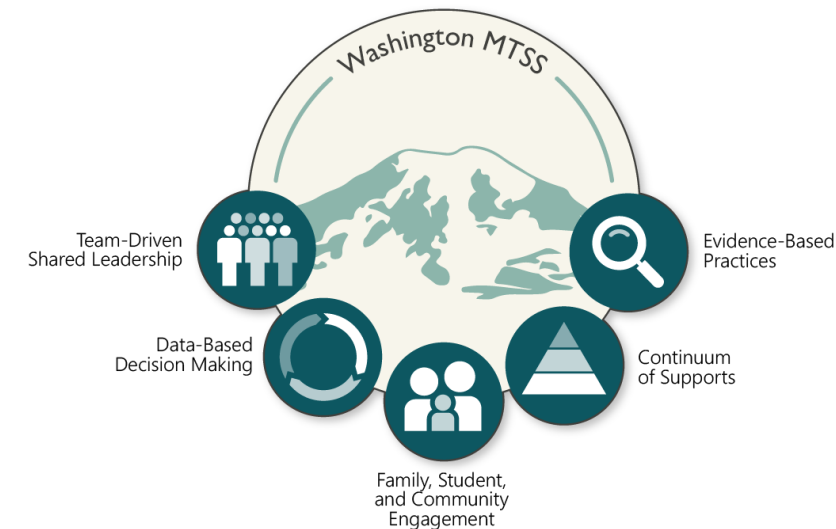
 **Team-driven shared leadership** including ML teachers and specialists

 **Data-based decision making** using disaggregated academic and language data

 **Evidence-based practices** including ELD and accessible content

 **Continuum of supports** for MLs in all tiers of academic need

 **Family, student & community engagement** including multilingual families and students





Team-Driven Shared Leadership

Consider the following when forming a team:

- Who has deep knowledge of the school's mission, vision, and goals? (principal, leadership team)
- Who has deep knowledge of multilingual learners' strengths and needs? (ML teacher, DL or ML coach/specialist)
- Who works regularly with multilingual learners (classroom/content teachers)?
- Who has knowledge of resources and professional learning to support multilingual learners? (school, district, or ESD specialist)
- How will families and students' voices be included in decisions?



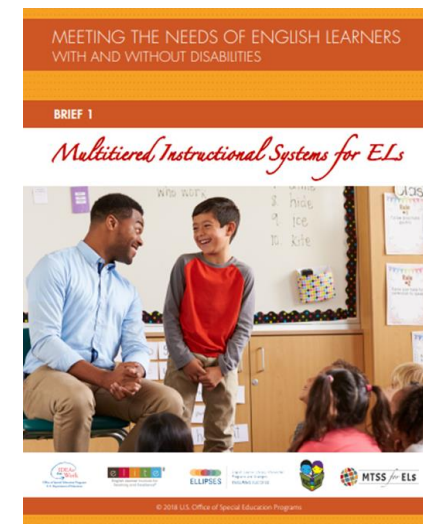


Data-Based Decision Making

What changes need to be made to **core instruction** when a disproportionate number of MLs are not meeting grade-level standards?

Do **assessments** capture students' oral language skills in English and their native language?

How can **culturally responsive practices** that value students' linguistic and cultural identities be integrated into all instruction and assessment?



Multitiered Instruction
Systems for ELs

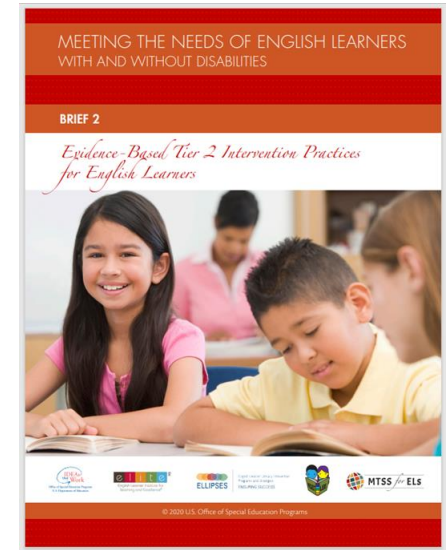


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Evidence-Based Practices

- Multilingual learners may need Tier 1, Tier 2, and/or Tier 3 supports, depending on students'...
 - Current academic skills
 - Previous schooling in their first language
 - Other disabilities or special needs
- Integrate evidence-based practices to support ML students at ALL TIERS with...
 - English language development
 - Access to academic content instruction in each tier



Evidence-Based Tier 2 Practices for ELs

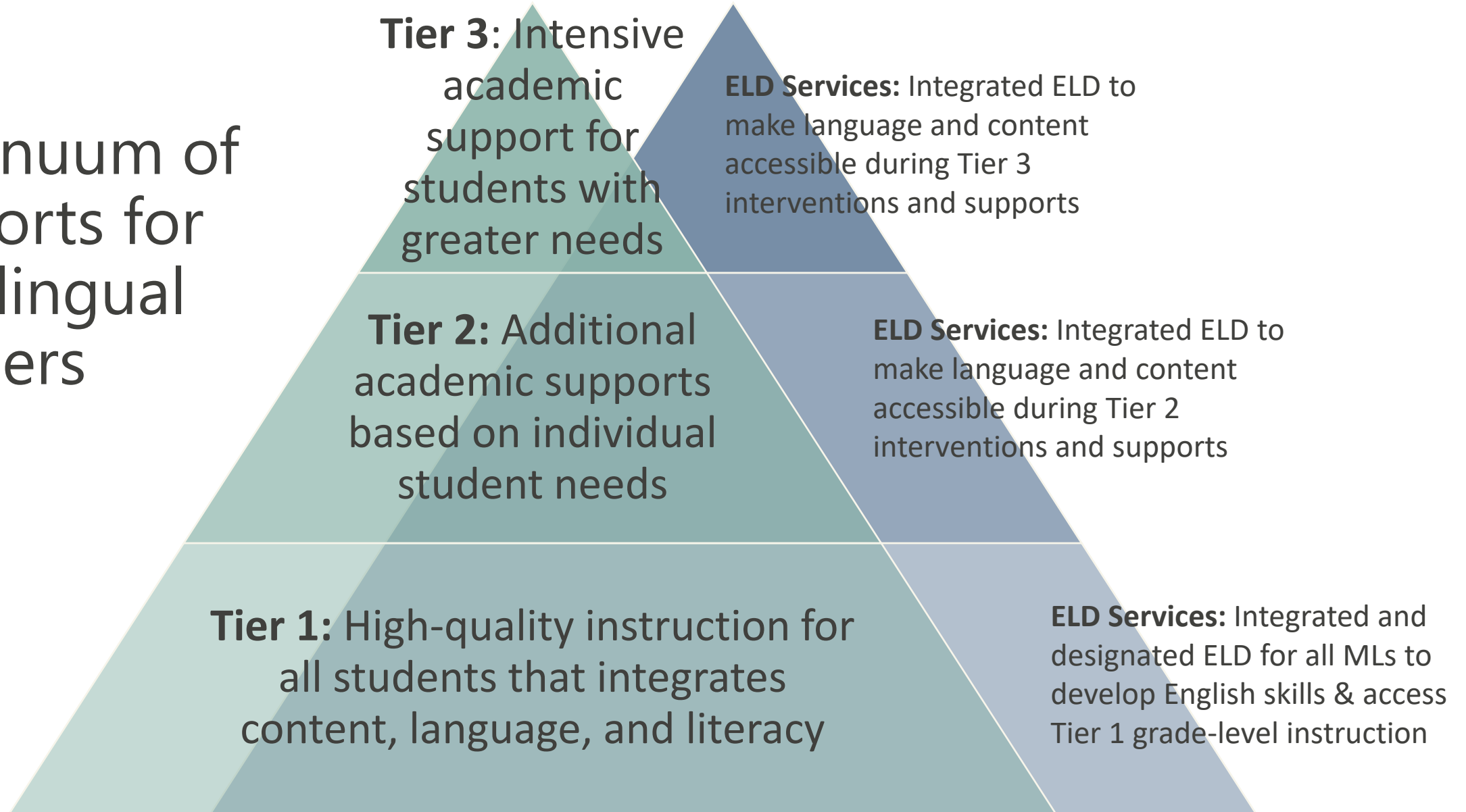


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Continuum of Supports for Multilingual Learners





Family Engagement

Families of multilingual learners want and need to be engaged with their children's schools. Ideas for engagement include:

- Use translation and interpretation services, apps, and language lines to communicate with families
- Provide face-to-face communication opportunities for family input and joint decision-making
- Offer family events on:
 - Academic, linguistic, and socio-emotional supports
 - Seal of Biliteracy and language credits
 - College preparation and support



Photo by Allison Shelley for EDUimages





Bellevue School District

Culturally and Linguistically Responsive MTSS Matrix (CLRMM)

Amber Snapke, Special Programs MLL Facilitator

snapkea@bsd405.org



Culturally and Linguistically Responsive MTSS Matrix (CLRMM)



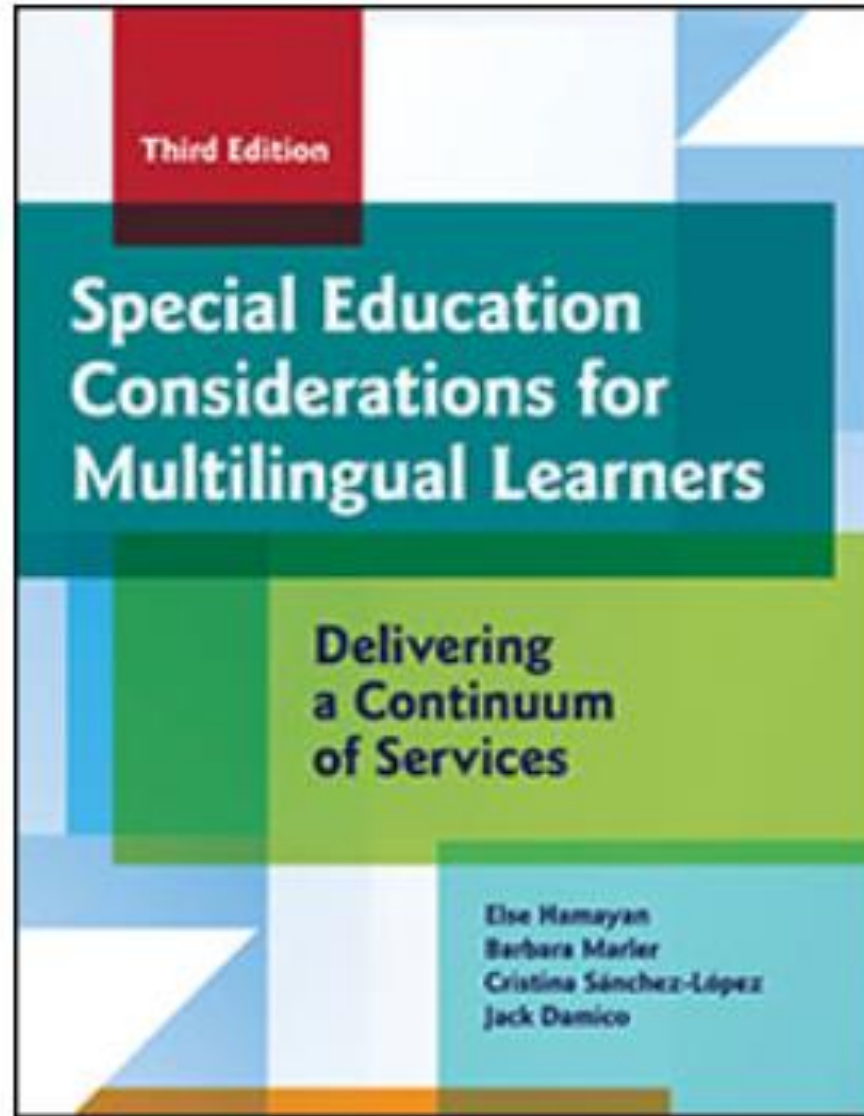
Why?



To reduce the overidentification of MLLs in Special Education, we needed a more holistic and culturally responsive data matrix.



***OSPI has identified the Bellevue School District with areas of disproportionality in Special Education**



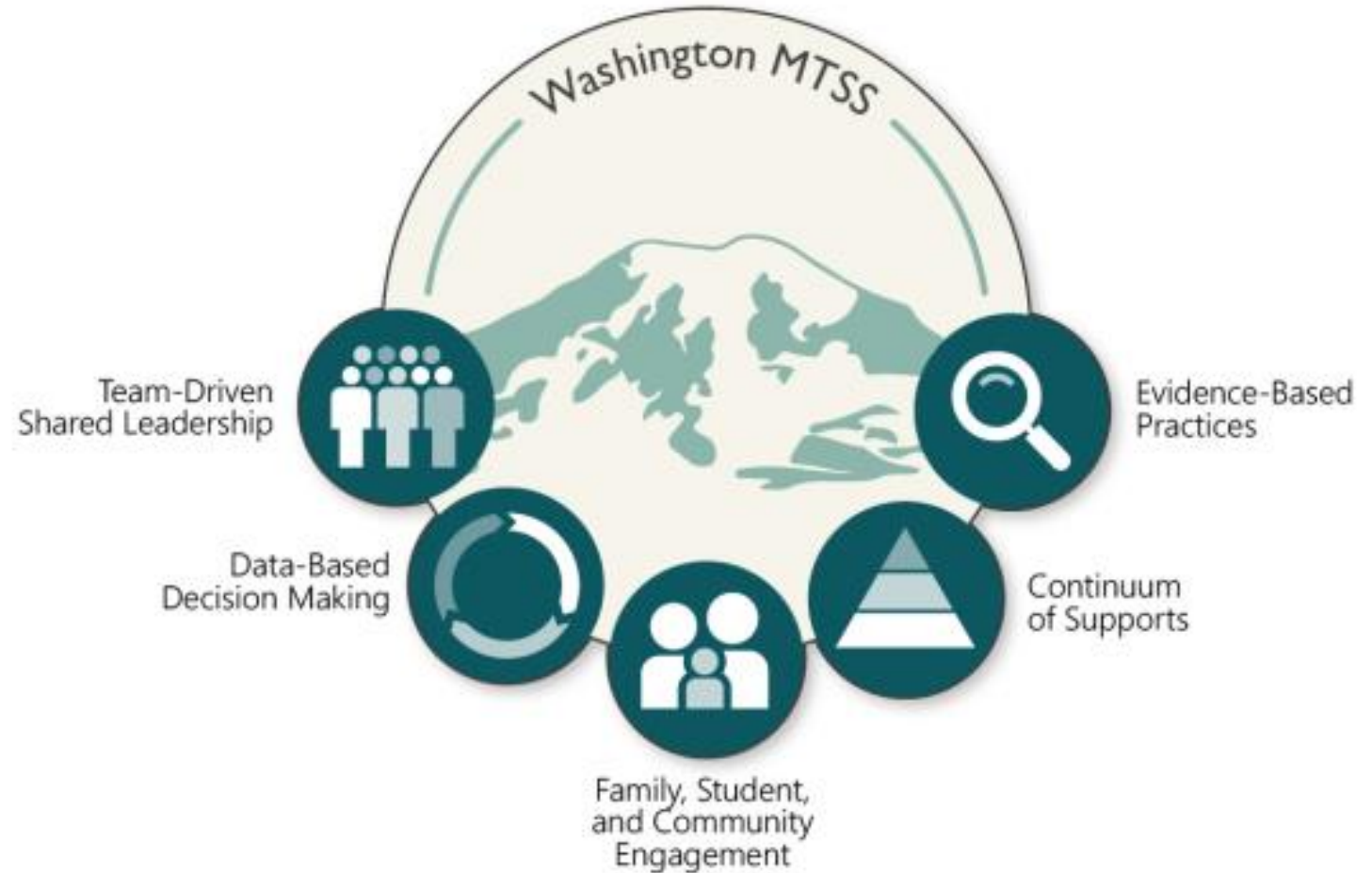
By
Else Hamayan
Barbara Marler
Cristina Sanchez-Lopez
Jack Damico

Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

Learn More:

<https://www.k12.wa.us/mtss>



Three Goals of The Culturally and Linguistically Responsive MTSS Matrix

We are shifting our focus away from trying to quickly decide whether a student has a disability or not. Instead, we are focusing on **three goals**.

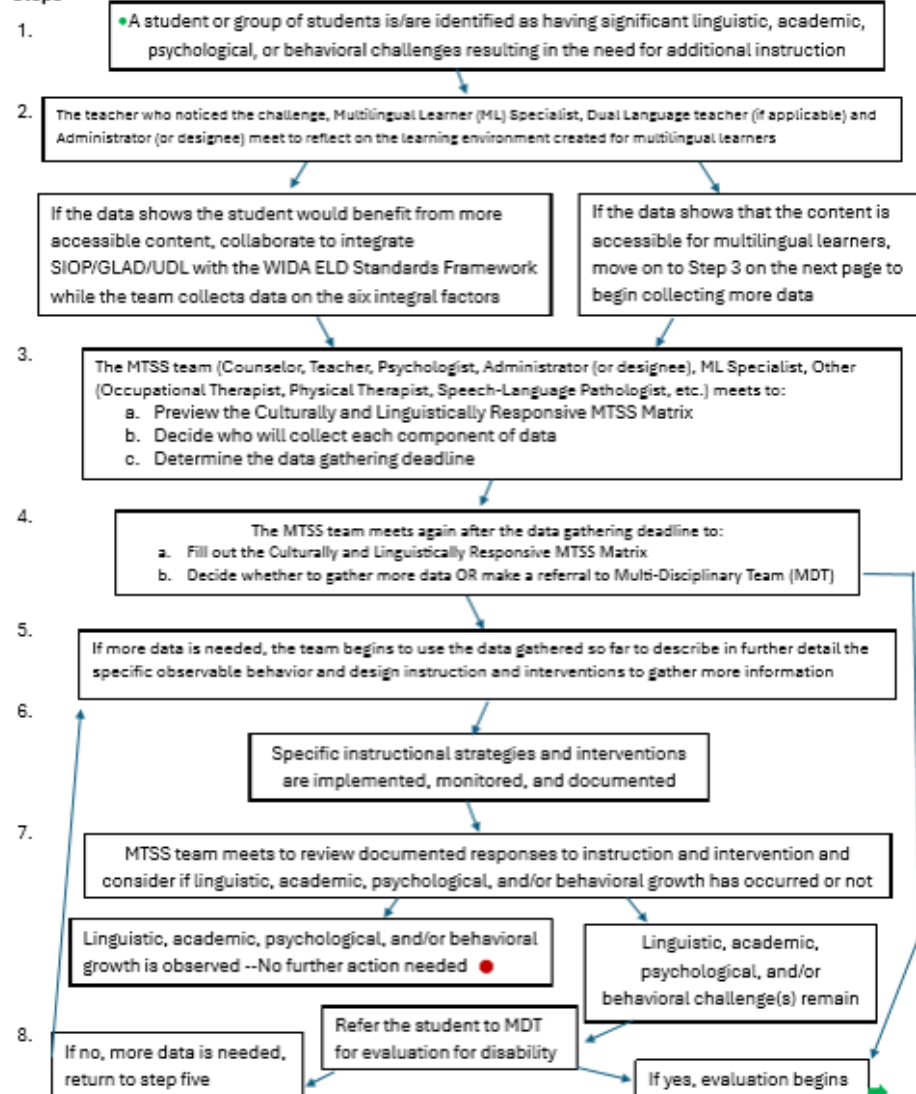
Goal #1: ensuring that each student gets a continuum of support every day as we collect data and adjust to best eliminate the challenge the student is facing in school.

Goal #2: gathering wholistic data using every MTSS member's area of expertise to address the challenges we all see from our individual perspectives.

Goal #3: reducing the likelihood of the overrepresentation or underrepresentation of MLLs qualified for special education.

Culturally and Linguistically Responsive MTSS Matrix Flowchart

Steps



Adapted by Jill Suresh from Hamayan, E. V., Marler, B., Sánchez-López, C., & Damico, J. (2023). *Special Education Considerations for Multilingual Learners: Delivering a Continuum*

The Learning Environment Created for Multilingual Learners

- An MTSS system assumes equitable access to the core curriculum and is based on the supposition that the school provides an adequate learning environment for all students.
- Therefore, **before looking at any of the factors that may interfere with a multilingual learner's experience when learning, we need to look at the learning environment itself.**
- **Extensive research provides us with clear guidelines as to the learning environment that is most effective for multilingual learners to acquire English and learn grade level concepts.**

Learning Environment Resource:

Universal Instruction Fidelity Checklist: UDL + ELD Integration

Purpose: To be used for a student identified as having linguistic, academic, psychological, or behavioral challenges resulting in additional instruction. Team will use this tool to reflect on the learning environment of the student and next steps using the CLRMM flowchart. (Note: Danielson is added for each component)



I. Lesson Planning & Learning Goals

Component	Notes
Clear, content-aligned learning objectives are posted and stated in student friendly language. They are reviewed throughout the lesson. 1c: Setting Instructional Outcomes	
Language objectives explicitly state how students will learn the content by speaking, listening, reading, and writing. 1c: Setting Instructional Outcomes	
Lessons are connected to students' background knowledge, culture, and language experiences. Background knowledge is developed to facilitate comprehension and establish connections to schema. 1b: Knowing & Valuing Students	

Department of Education Toolkit for English Language Learners - Ch.6



Language Acquisition vs. Possible Learning Disability



TOOL #2 CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS

Differentiating language and literacy acquisition from disability can be difficult for some educators. The following table illustrates learning behaviors that a student might exhibit in class, followed by corresponding indicators of whether that behavior could represent a language difficulty or a potential learning disability. By determining the root of each student's difficulties, educators can select the most appropriate and effective teaching and learning strategies to use.

COMPARISON OF LANGUAGE DIFFERENCES VERSUS DISABILITIES

This tool is taken from *Meeting the Needs of English Learners with Disabilities: Resource Book* by Jarice Butterfield, Ph. D., Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. In the tool below, L1 refers to the student's native language and L2 refers to the student's second language (English). It is reprinted with permission of Dr. Butterfield.

Oral Comprehension/Listening

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home & school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2	Student consistently takes a longer time period to respond in L1 & L2

Areas of Focus in Bellevue



Professional Development of all team members



Focus on using a Universal Instruction and ELD Fidelity Checklist, prior to moving forward with MTSS/Referral process



Working with educators on universal instruction- opportunities for co-planning and co-teaching



IEP meetings are including MLL specialist input, as recommended by WIDA



Tier 2 and tier 3 classes incorporating ELD- Co-Planning cycles with ML specialists



Colorín Colorado

Resources from Colorín Colorado

Lydia Breiseth, Director, Colorín Colorado



[New Resources from Colorín Colorado](#)
[Special Education and ELLs: Resource Gallery](#)
[Video Collection: Special Education and ELLs](#)



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WIDA Assessment Updates

Key Tasks for December 2025



- **Training Users for WIDA ACCESS:** Train users for the WIDA ACCESS. It is recommended that training start in December. Required trainings include:
 - OSPI: [Test Security Best Practices](#)
 - OSPI: [Test Security Staff Assurance Report](#)
 - WIDA: Training courses for any test administered and/or scored.
- **Planning for Scheduling:** Plan the schedule for the WIDA ACCESS in January 26 – March 20, 2026. The following documents can support planning for scheduling:
 - [WIDA ACCESS District and School Test Coordinator Manual | WIDA Secure Portal](#)
 - [WIDA ACCESS Test Administrator Manual | WIDA Secure Portal](#)
 - [ACCESS Online Test Schedule Examples | WIDA Secure Portal](#)



Key Tasks for December 2025 cont.



- **Accommodations:** There is a new Pre-Identification process in WAMS that is outlined in [this resource](#). It includes documenting the following accommodations decisions:
 - *Accommodated Test Forms (WIDA Alternate ACCESS and WIDA ACCESS Paper):* Deadline December 5, 2025.
 - *Domain Exemptions:* Deadline April 24, 2026.
- **Repeat Information:** 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](#)



Upcoming 2026 Dates



- **January 2:** Student Management Opens.
- **January 20-21:** Districts Receive Initial Materials.
- **January 20:** Additional Materials Window Opens.
- **January 26 – March 20:** ELP Annual Assessments Test Administration Window.
- **February 20:** Cut-Off Date for Newly-Enrolled Students to Test on the WIDA Screener and WIDA ACCESS Assessment.
- **March 13:** Additional Materials Window Closes.
- **March 20:** Student Management Closes.



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](#)
 - New resources now available.
- [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](#)





Grants, Data, and Opportunities

Grant Support

Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 359 – Afghan 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>

Afghan Grant additional funds are available in EGMS.

Dual and Heritage Language Grants will release a 2nd Intent to Participate soon to distribute remaining funds.



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Possible Eligible Not Reported Update

Issue: A bug in CEDARS affecting **Element J23** is preventing **File J records** from loading.

Impact: Some students appear on the “**Possible Eligible Not Reported**” list.

FIX: Address all non-Element J23 CEDARS Submissions exemptions to clear the issue

Contact: Reach out to your **program supervisor** with any questions or concerns.

The screenshot shows the Washington State Office of Superintendent of Public Instruction (OSPI) Limited English Proficiency (LEP) TBIP View interface. The header includes the OSPI logo and the text "Limited English Proficiency TBIP View". Below the header is a navigation bar with tabs for "Student", "Reports", and "Admin". Under the "Reports" tab, there are sub-tabs for "-Student Lists-", "-Assessments-", "-Data Cleanup-", and "-LEP Tables-". The "Data Cleanup -- TBIP" sub-tab is selected. On the left side, there is a list of categories: "Possible Eligible Not Reported", "Possible Needs Withdraw", "Enrolled Less Than 5 Days", and "English Proficient and Enrolled in Program". The "Possible Eligible Not Reported" category is highlighted. On the right side, there is a blue information box with a white 'i' icon and the text: "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 TBIP before. We are investigating these issues with them." Below the information box, the text "Possible Eligible Not Reported" is displayed in orange.



Multilingual One-Page Reference Sheet

- Includes links to resources, PD, office hours, and key webpages.
- Dual Language version coming soon!



Multilingual Education Reference Sheet

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support multilingual learners (MLs) across Washington state. These tools are designed to support informed, connected, and aligned practices consistent with OSPI's commitment to equity, asset-based approaches, and cultural responsiveness.

Our Multilingual Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction and are affirmed for the cultural and linguistic assets they contribute to schools and classrooms.

Contact us at MultilingualEd@k12.wa.us.



Multilingual Education Reference Sheet for SY 2025-2026

Policies & Practices Guide: Clear guidance aligned with state and federal expectations for ML education. [ML Policies & Practices Guide](#)

Weekly Newsletter: A newsletter with timely announcements, resources, and reminders. [Subscribe to the Multilingual Education Newsletter](#)

Monthly Information Sessions: Live virtual sessions offering updates and Q&A on key topics. 1st Thursdays 9-10am and 3-4pm | [ML Information Sessions pdEnroller Link](#)

Weekly EGMS Office Hours: Dedicated time to support questions related to grants and funding. Tuesdays 10-11am [Zoom Link](#) | Thursdays 1-2pm [Zoom Link](#)

ML Director Network: A statewide network for district leaders to collaborate and share best practices. 3rd Thursdays 9:00-10:30am | [ML Director Network pdEnroller Link](#)

ML Teacher Network: A collaborative space for educators to learn and share strategies and materials. 2nd Tuesdays 3:30-4:30pm | [ML Teacher Network pdEnroller Link](#)

ELP Assessment: Access tools and updates related to English Language Proficiency Assessments. [ELP Assessment Webpage](#) | [Subscribe to the ELP Assessment Newsletter](#)

Multilingual Education Website: A central hub for resources, networks, and further guidance for educators and leaders working with MLs. [Multilingual Education Website](#)



What is NAELPA?



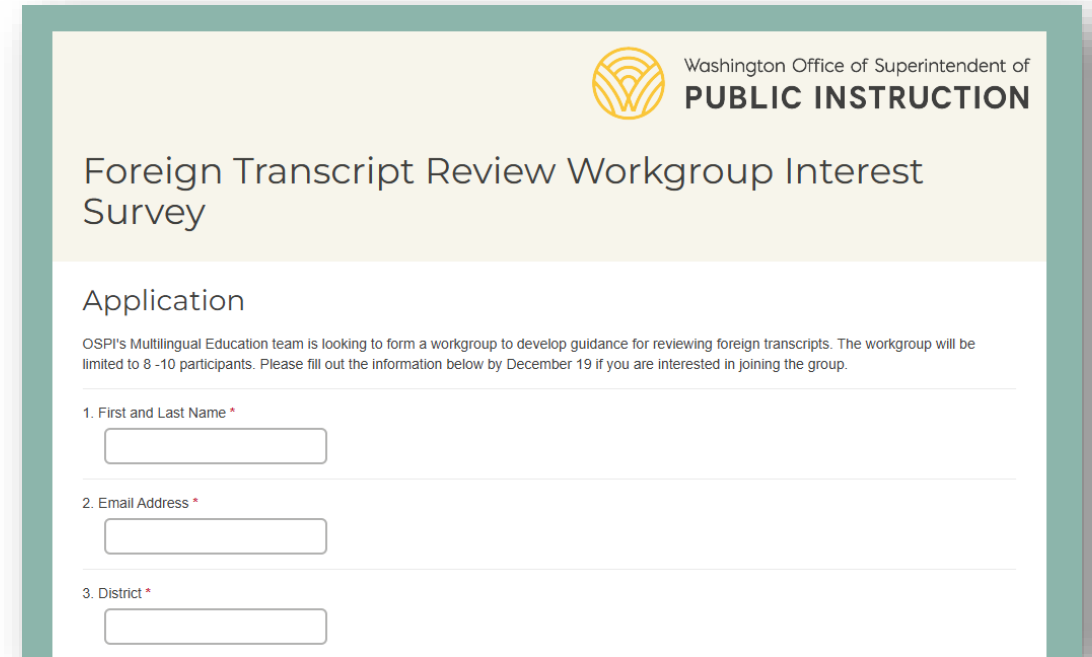
- National Association of English Learner Program Administrators
- Advocates for multilingual learners (MLs) at the state and federal level
- Represents State (SEA) and Local Education Agencies (LEAs) across the U.S.
- Membership:
 - \$50 per year for individuals
 - \$150 for an institutional (transferable) membership
- NAELPA Conference is February 9-10 in Chicago
 - Keynote Speaker: **Tan Huynh**
 - Conference meets before NABE
 - About 100-150 participants

A promotional poster for the NAELPA Chicago 2026 conference. The poster has a light blue background with a faint city skyline. At the top left is the NAELPA logo and the word "Chicago" in a large, yellow, cursive font. To the right of this, it says "February 9-10, 2026" and "Hyatt Regency McCormick Place". A "REGISTER" button with a right arrow is in the top right corner, with the URL "naelpa.connect.space/2026in-person-conference" below it. The main title "Built to Last: Creating Durable Support Systems for Multilingual Learners" is in bold, with "Two-Day Conference In-Person \$450.00" below it. A list of benefits includes connecting with professionals, joining discussions, and exploring sustainable solutions. Two speakers are featured: Joanne Clyde for Opening Remarks and District Highlight, and Tan Huynh for the Keynote. At the bottom, a section titled "Breakout Session Presenters" lists six individuals with their photos and names: Dr. Kristin Percy Calaff, Dr. Diane Staehel Fenner, Dr. Cody Fernandez, Dr. Tanya Kennedy, Dr. Carrie Parker, and Dr. Carol Salva.



Foreign Transcript Review Workgroup

- OSPI will be starting a workgroup to develop guidance on awarding credits for students with foreign transcripts.
- Please ask educators and leaders who do this work in your district to apply for the workgroup using [this form](#).



The screenshot shows a web form titled "Foreign Transcript Review Workgroup Interest Survey" from the Washington Office of Superintendent of PUBLIC INSTRUCTION. The form includes an "Application" section with a brief description of the workgroup and a deadline of December 19. It contains three required input fields: "1. First and Last Name", "2. Email Address", and "3. District".

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Foreign Transcript Review Workgroup Interest Survey

Application

OSPI's Multilingual Education team is looking to form a workgroup to develop guidance for reviewing foreign transcripts. The workgroup will be limited to 8 -10 participants. Please fill out the information below by December 19 if you are interested in joining the group.

1. First and Last Name *

2. Email Address *

3. District *

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 began on Sept. 1, 2025.



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

Dec. 11, 2025 (NEW DATE!)

March 19, 2026

October 16, 2025

January 15, 2026

April 16, 2026

November 20, 2025

February 19, 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.

- **December 12 – Lake Washington School District | [Register](#)**
- **January 29 – Puyallup School District | [Register](#)**
- February 26 – East Valley School District (Yakima)
- March 19 – Burlington School District
- April 23-Yakima School District
- 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)



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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!

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.

Breakout Rooms

1. MTSS for MLs – Kristin & Amber
2. Colorín Colorado Resources – Lydia & Virginia
3. WIDA Assessments - Sharon
4. Grants & Data – Shannon & Katie
5. Dual Language – Teresa & Patricia





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