Multilingual Education Information Session

September 3, 2026

In the chat: What is one “Back to School” ritual or activity that you do or have done in the past?

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

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CC BY NC SA

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 Squaxin Island and Puyallup Tribes 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.

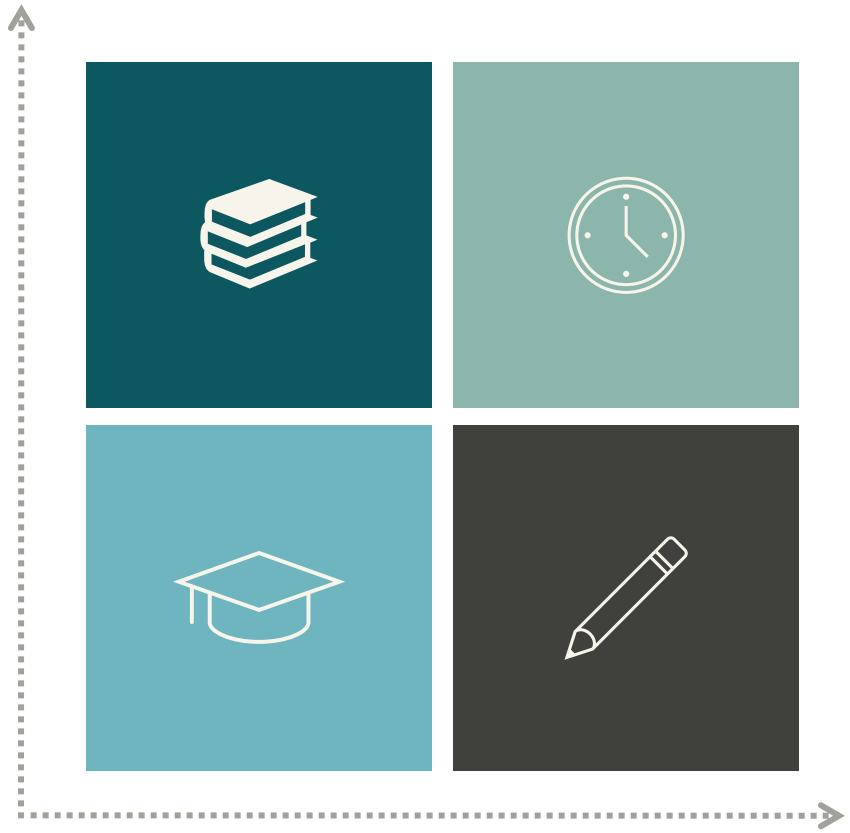
Values

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

*With a focus on OSPI's vision, mission and values, the **Student Engagement and Special Programs** division strives to create an equitable education system that provides whole-child supports in partnership with communities to ensure every student is safe, supported, and equipped to thrive and learn.*

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Agenda



Internation Transcript Review

WIDA Assessment Updates

Nuts and Bolts

Professional Learning Opportunities

Multilingual Learner Statewide Strategic Plan

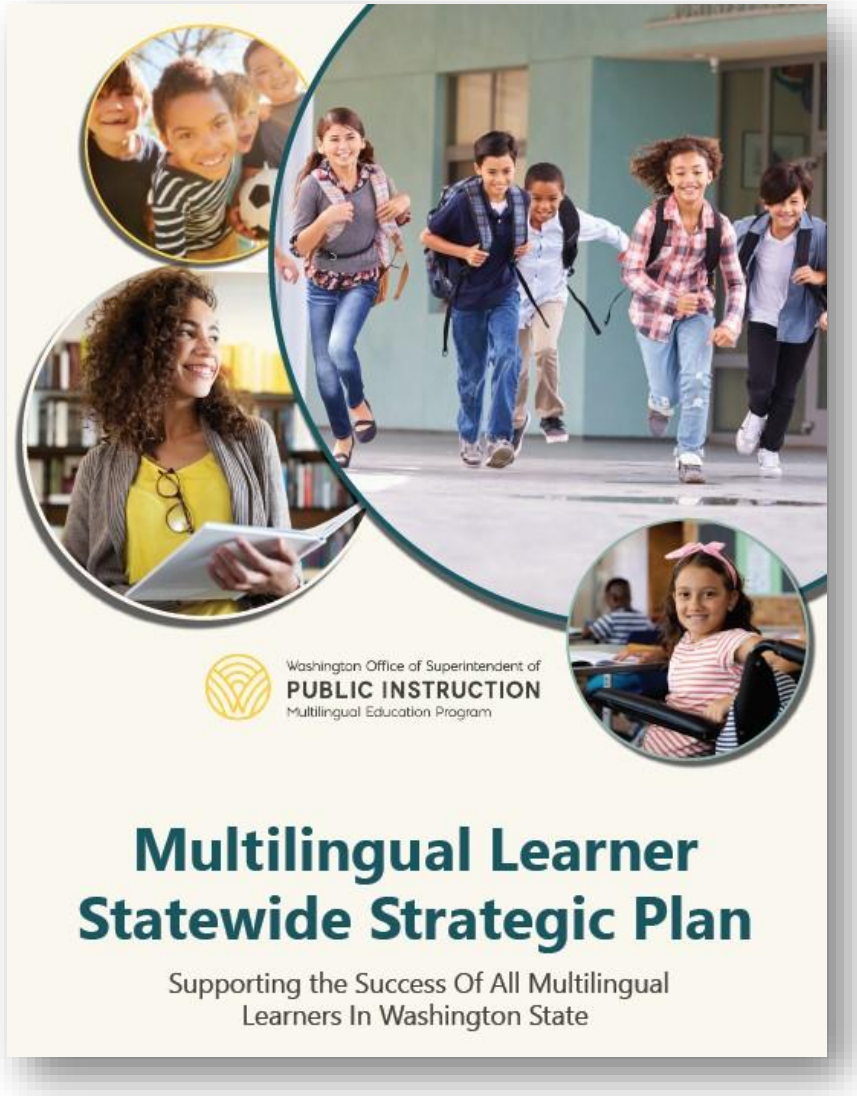
Core Principles:

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

[ML Statewide Plan]

[ML Action Plan Toolkit]

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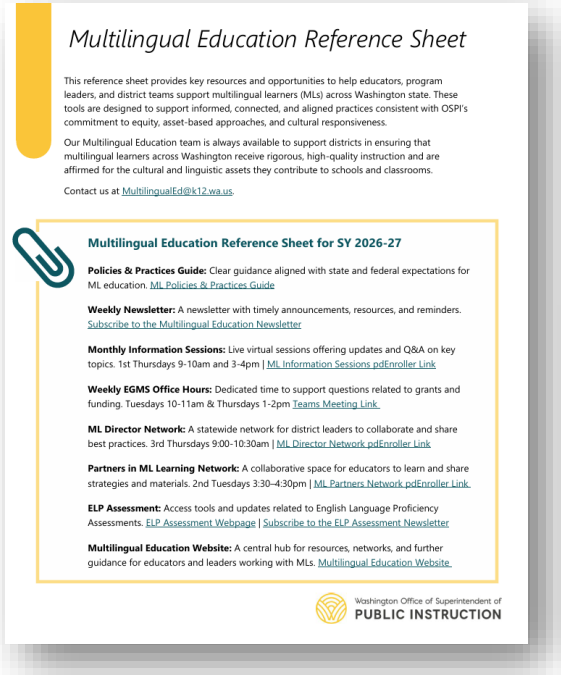


One-Page Reference Sheets

Includes links to resources, PD, office hours, and key webpages

Available on the OSPI Multilingual Education Website

- ML Reference Sheet
- DL Reference Sheet



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 2026-27

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 & Thursdays 1-2pm Teams Meeting Link

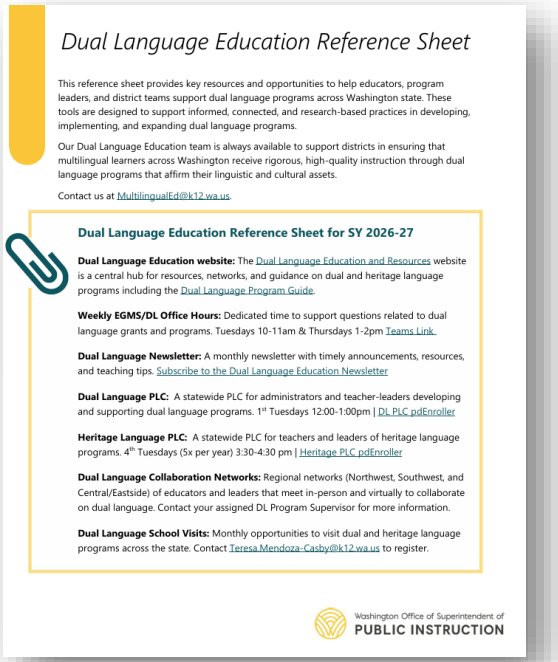
ML Director Network: A statewide network for district leaders to collaborate and share best practices. 3rd Thursdays 9:00-10:30am | ML Director Network pdEnroller Link

Partners in ML Learning Network: A collaborative space for educators to learn and share strategies and materials. 2nd Tuesdays 3:30–4:30pm | ML Partners 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

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Dual Language Education Reference Sheet

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support dual language programs across Washington state. These tools are designed to support informed, connected, and research-based practices in developing, implementing, and expanding dual language programs.

Our Dual Language Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction through dual language programs that affirm their linguistic and cultural assets.

Contact us at MultilingualEd@k12.wa.us.

Dual Language Education Reference Sheet for SY 2026-27

Dual Language Education website: The Dual Language Education and Resources website is a central hub for resources, networks, and guidance on dual and heritage language programs including the Dual Language Program Guide.

Weekly EGMS/DL Office Hours: Dedicated time to support questions related to dual language grants and programs. Tuesdays 10-11am & Thursdays 1-2pm Teams Link

Dual Language Newsletter: A monthly newsletter with timely announcements, resources, and teaching tips. Subscribe to the Dual Language Education Newsletter

Dual Language PLC: A statewide PLC for administrators and teacher-leaders developing and supporting dual language programs. 1st Tuesdays 12:00-1:00pm | DL PLC pdEnroller

Heritage Language PLC: A statewide PLC for teachers and leaders of heritage language programs. 4th Tuesdays (5x per year) 3:30-4:30 pm | Heritage PLC pdEnroller

Dual Language Collaboration Networks: Regional networks (Northwest, Southwest, and Central/Eastside) of educators and leaders that meet in-person and virtually to collaborate on dual language. Contact your assigned DL Program Supervisor for more information.

Dual Language School Visits: Monthly opportunities to visit dual and heritage language programs across the state. Contact Teresa.Mendoza-Casby@k12.wa.us to register.

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Reviewing International Transcripts

ML Statewide Strategic Plan Connection

Core Principle: Strengthen Instructional Practices

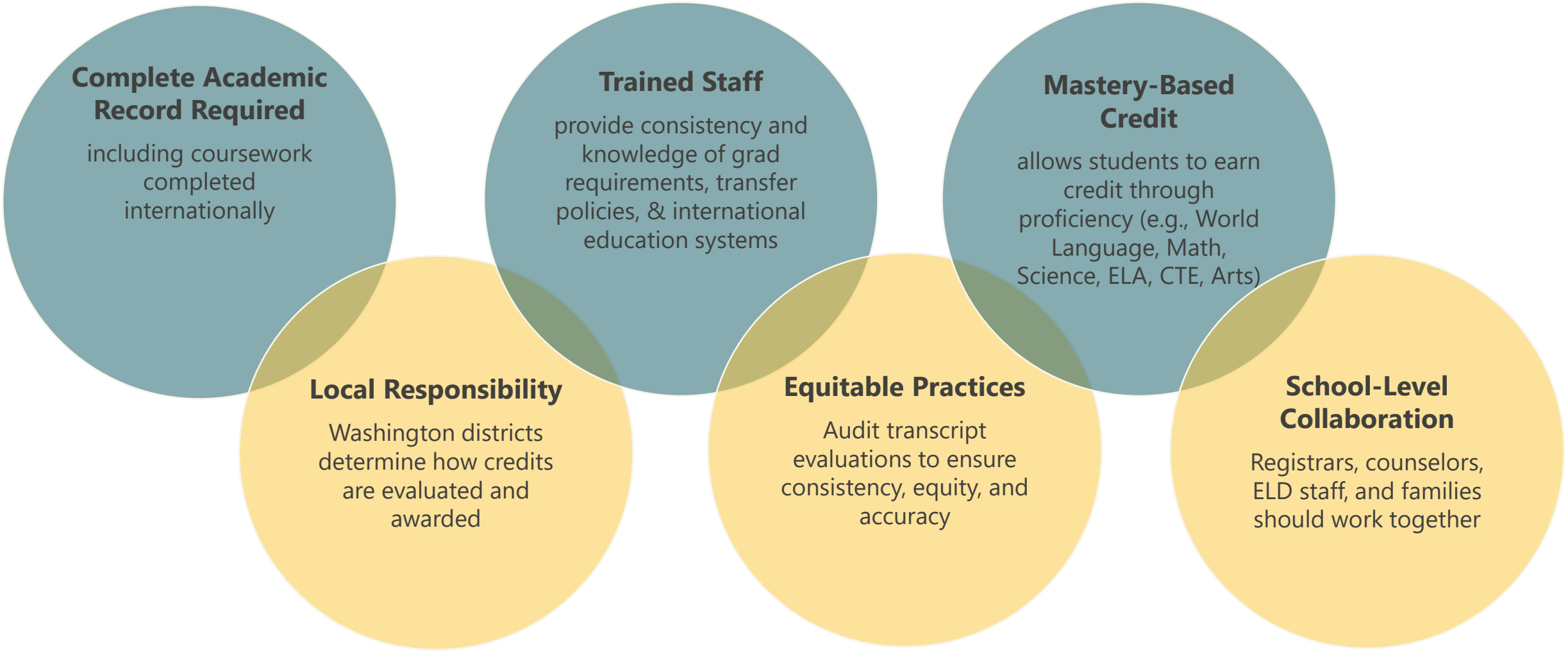
Goal 6 : Increase high school graduation rates of current and former multilingual learners by…

a) Developing course pathways and supports that provide access to grade-level appropriate content.

b) Ensuring access for multilingual learners to all electives, activities, and high-level courses.



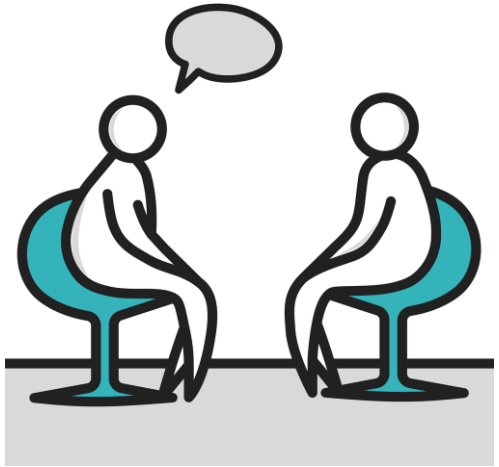
Transcript Review Responsibilities



Intake Interview

Collaborative intake process identifies student strengths, needs, and goals.

- Educational Background
- Interests and Talents
- Transcripts and Certifications



Intake Interview Protocol

This protocol can be used for students who arrive with prior schooling from outside of the United States. The purpose of this protocol is for the interviewer to collect background information and learn about the student. Some questions will provide general information, and others will be specific for students with or without international transcripts. Be sure to have a qualified interpreter available, if needed, and include a family member or advocate for support.

Educational Background Questions

- At what age did you start school?
- What languages do you read and write already?
- How many years of formal schooling have you completed?
- Were there any interruptions in your education?
- Have you ever studied in more than one school or country?
- Were there times when you could not attend school regularly?
- Did you participate in internships, apprenticeships, or technical training?
- Are there future goals (college, trade, career) you are considering?

Interest Questions

- Are there classes or topics you hope to study here?
- What are your academic strengths or areas of interest?
- What are you most proud of from your schoolwork in the past?
- Are you interested in sports, clubs, or other activities outside of class?
- Do you have any special skills, hobbies, or talents? (art, music, sports, technology, etc.)

Questions Regarding Transcripts

- Do you have your student transcript from your previous school(s)?

YES: Questions for Students with Transcripts

- Did you receive any certificates, diplomas, or national exam results?
- Do you have any Cambridge, PSAT, SAT, AP or IB exam or course scores?
- **Do you have any additional documents such as Year End or Semester Exam Results, Leaving Certificates, Grade Level Completion Certificates, Attestation from Resettlement Agencies or the State Department, or others?**

NO: Questions for Students without Transcripts

- Do you know the name of your student's former school(s) and how to contact them?
- What subjects or courses did your student study most recently?
  - Since starting secondary education, or approximately from 13 or 14 years old, what years of school did you attend, and how much of each year did you attend?
  - Which Math, Science, Social Studies, Career Prep, Art, Physical Education, and Language Courses did you take?
    - What age/year did you take the class
    - What grade do you remember earning? (number, letter, rank, etc)
    - How many hours per week were in that class?

Transcript Review Process

Collect & Verify Records	• Verify authenticity through seals, signatures, school information, and direct contact.
Translate Documents Accurately	• Use qualified translators or credential evaluation services.
Evaluate Coursework for Credit	• Determine grade-level equivalencies, instructional hours, grading scales, and alignment with Washington State Standards.
Assign Transfer Credits & Grades	• Match international coursework to local courses and graduation requirements.
Support Equity & Graduation Pathways	• Use mastery-based crediting when records are incomplete to ensure students receive all eligible credits.
Leverage Resources & Expertise	• Utilize tools such as NCAA and Scholaro guides, trained evaluators, and standardized district procedures.

Transcript Review Process Template

Tool to document district transcript review process

- **Details:** How will each step be completed?
- **Responsible Party:** Who will complete it?
- **Timeline:** When will it be completed?

Step	Details: How will this be completed?	Responsible Party: Who will complete this?	Timeline: When will this be completed?
1. Conduct intake interview with student and family			
2. Conduct WIDA screening			
3. Make initial course placement decisions			
4. Collect transcript from student or family			
5. Coordinate translation of records			
6. Conduct transcript evaluation			
7. Document credits awarded in local transcript			
8. Communicate credit information with student and family			
9. Adjust grade-level and course placements as needed			

International Transcript Examples

Provides examples of transcripts from common sending countries:

- Mexico
- Afghanistan
- Ukraine

Example of Partial Transcript from Mexico



COLEGIO DE ESTUDIOS CIENTIFICOS Y TECNOLOGICOS DE BAJA CALIFORNIA

CLAVE: 02ETC...25N

cecyte

CECYTE Baja California

LÁZARO CÁRDENAS

BOLETA DE CALIFICACIONES PARCIALES

02/10/2023 09:12 AM

NO. DE CONTROL [redacted] ALUMNO [redacted] PARCIAL 1

CARRERA NUEVO INGRESO TRONCO COMÚN (TC-23) PERIODO 2023-2 AGO_DIC

GRUPO B SEM 1 GEN 2023-2026 TURNO MATUTINO

	CVE	MATERIAS	CALIF	REC	FALTAS	OBSERVACIONES
1	108	INGLÉS I	8.0			OCHO
2	721	LENGUA Y COMUNICACIÓN I	10.0			DIEZ
3	722	PENSAMIENTO MATEMÁTICO I	7.0			SIETE
4	723	CULTURA DIGITAL I	10.0			DIEZ
5	724	LA MATERIA Y SUS INTERACCIONES	8.0			OCHO
6	725	HUMANIDADES I	8.0			OCHO
7	726	CIENCIAS SOCIALES I	7.0			SIETE
8	727	RECURSOS SOCIOEMOCIONALES I	9.0			NUEVE
9	121	ACTIVICACIÓN FÍSICA	10.0			DIEZ

PROMEDIO PARCIAL 8.4 0

ISMAEL OLIVO FLORES

DIRECTOR Ó ADMINISTRADOR DEL PLANTEL

S.E.P.

COLEGIO DE ESTUDIOS CIENTIFICOS Y TECNOLOGICOS DEL ESTADO DE BAJA CALIFORNIA PLANTEL "LÁZARO CARDENAS" CLAVE: 02ETC0025N

Transcript Evaluation Form

Used for documenting each student's credits earned

Student and Transcript Information:

Transcript Information	
Name	
SSID	
Name of Prior School	
City, State/Province, Country of Prior School	
School Years Included in International Transcript	
Tests Completed Previously (SAT, ACT, CEFR, ACTFL, WIDA, GED, etc.)	
Date of Transcript Evaluation	
Transcript Reviewer Name	
Previous Transcript Review Dates (if any)	
Additional Documents Reviewed	

Course Equivalencies Form:

Content Area	International Transcript Course Name	District Course Equivalent	Grade Earned	Credits Earned
English Language Arts				
Mathematics				
Science				
Social Studies				
World Language				
Arts				
Physical Education and Health				
Career & Technical Education (CTE) and Occupational Education				
Electives				
Mastery or Proficiency Based Credits				
Other				
			Total Credits earned:	







International Transcripts Procedure at FWPS

Becky Small, ML Services Facilitator

Sonia Nicholson, Exec. Director of Categorical Programs and ML Services

FEDERAL WAY PUBLIC SCHOOLS

FWPS - Equity and Access



VISION FOR EXCELLENCE AND EQUITY

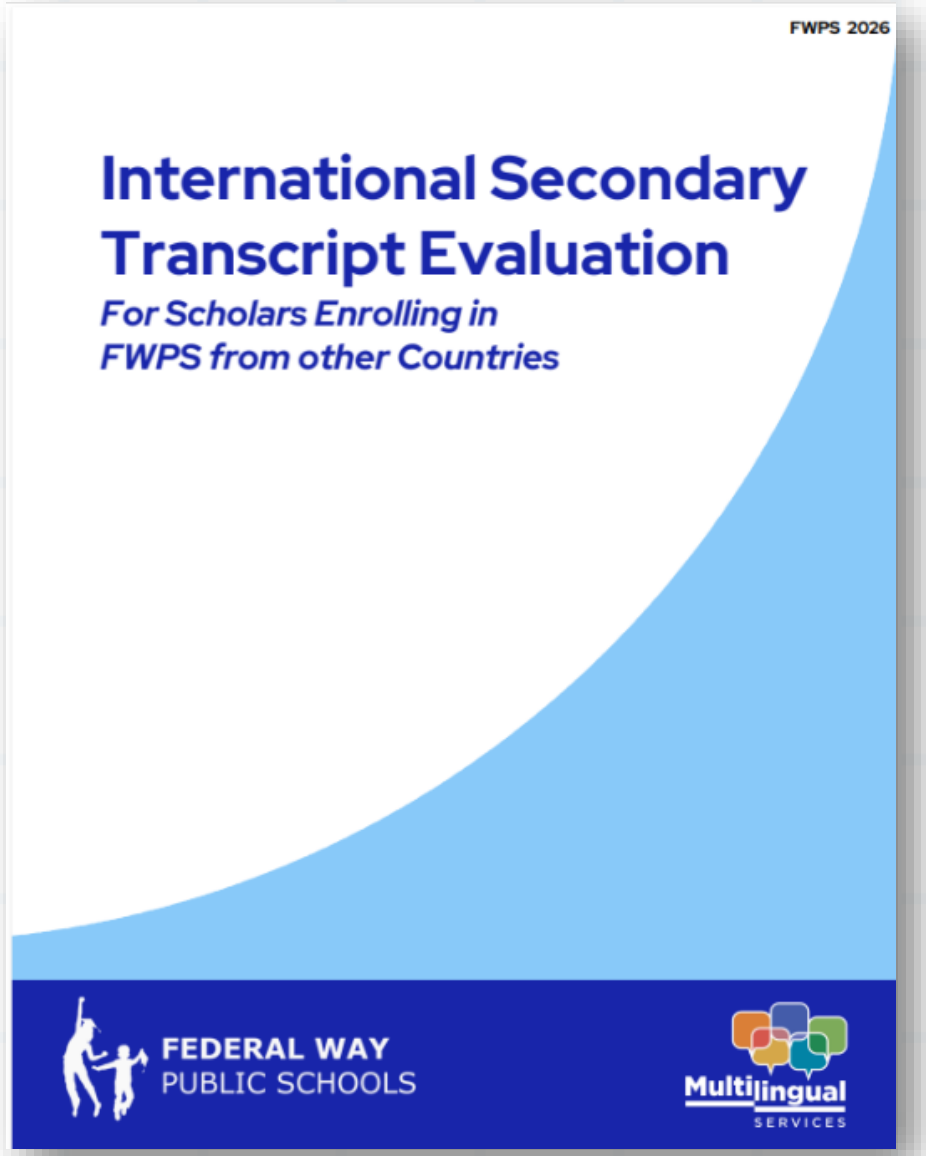
FWPS believes that each and every scholar has limitless potential and is committed to ensuring that all scholars, of every race, class, linguistic background, disability, gender identity/expression, sexual orientation, and other exceptionalities, thrive and achieve at high levels. We will engage in anti-racist and inclusionary practices to identify and eliminate the barriers that cause disproportionality.

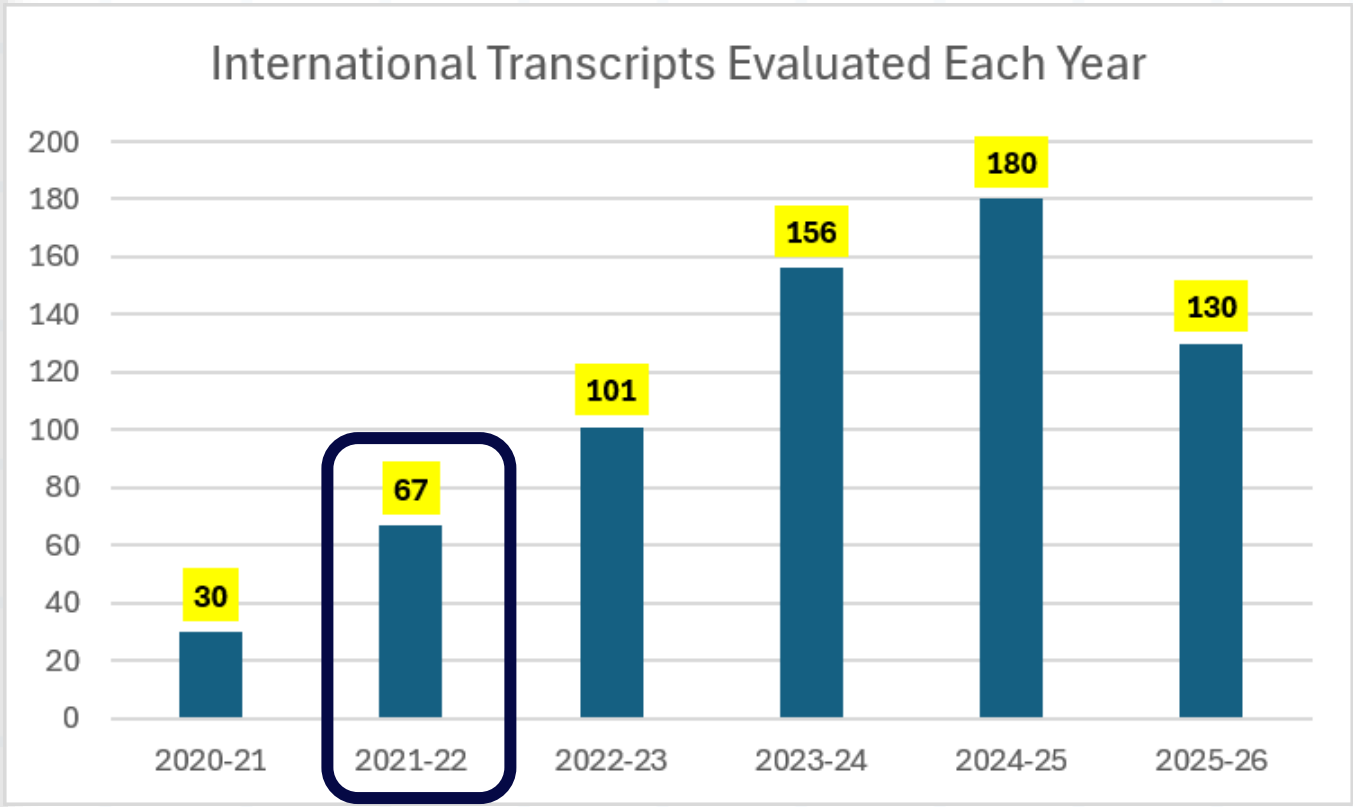
5 *Persistence To Graduation:*

HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

International Transcript Evaluation





FEDERAL WAY PUBLIC SCHOOLS

Clear Roles and Responsibilities

Multilingual SERVICES

FWPS 2026

TRANSCRIPT SUBMISSION PROCEDURE

	Procedure Steps		Responsible Party	Processing Time
1	Send Records to ML Services	Registrar and/or Data Secretary sends transcripts or verbal attestations to be processed by ML Services to → transcripts@fwps.org	Registrar / Data Secretary	1 Day
2	Add Scholar to Roster	ML Office Manager adds the scholar to the *International Transcript Evaluation Roster* and begins the tracking process for that scholar's records of prior schooling	ML Office Manager	1 Day
3	Send Records for Translation	ML Office Manager sends all records from prior schooling in a foreign or indigenous language for translation into English	ML Office Manager	Up to 2 Weeks
4	Submit Documents for Evaluation	ML Office Manager submits the records of prior schooling (with translation if applicable) to the ML Facilitator for evaluation	ML Office Manager	1 Day
5	Complete Evaluation	ML Facilitator consults relevant sources for evaluation recommendations and assigns high school equivalencies using corresponding FWPS course codes on the *International Transcript Analysis Worksheet.* *For transcript submissions that are not accepted for evaluation, ML Facilitator writes an *Unable to Process Letter* detailing the documentation issues.	ML Facilitator	Up to 1 Week
6	Submit Packet for Approval	ML Facilitator submits the record of prior schooling, the *International Transcript Analysis Worksheet*, and the *International Transcript Approval Form* as a packet to the Executive Director of MTSS and Chief Academic Officer for review and approval. * OR ML Facilitator submits an *Unable to Process Letter* to the Executive Director of MTSS for review and approval.	ML Facilitator	Up to 1 Week
7	Notify Data Secretary	ML Office Manager notifies the Building's Data Secretary of the finalized evaluation and emails them the approved packet or letter.	ML Office Manager	1 Day
8	Enter Credits and Inform Counselor	The Building's Data Secretary enters the approved credits from the packet into the scholar's FWPS transcript, uploads a copy of the evaluation documents into Synergy, and ***sends a copy of the evaluation to the scholar's Counselor.***	Data Secretary	1 Day
9	Scholar and Family Communication	The Counselor reviews the equivalencies that count toward graduation, communicates with the scholar and the scholar's family. ML Facilitators may be invited to this meeting if further support is needed. **Unable to Process Letter* The ML Secretary mails the letter to the scholar's home in the family's communication letter. If the letter has been translated, the ML Secretary also uploads the translated copy into Synergy and ***sends the Building Data Secretary a copy of the letter to be filed the CUM folder.***	Counselor ***ML Secretary***	ASAP
10	Appeal and Revision Requests	If a scholar or family contests the evaluation, the Counselor must contact ML Services to review the case. If needed, a meeting may be set up between the family and the Executive Director of MTSS. Further documentation or a verbal attestation may be considered on a case-by-case basis, provided the information is congruent with established records.	Counselor	ASAP

FEDERAL WAY PUBLIC SCHOOLS

FEDERAL WAY PUBLIC SCHOOLS

Obtaining Records



When a Family is Missing Educational Records

There are many reasons a family may not have documentation of prior education, but that should not be a barrier for a students to receive credits for courses they have successfully completed in another country. For this reason, the district has developed a ***Verbal Attestation Interview Form*** to help document any courses a scholar may have taken.

Verbal Attestation Interview Form

see pg. 7-10

When a scholar or family cannot obtain prior educational records, but they expresses that the scholar did participate in classes at a high school level in another country, Counselors should conduct a Verbal Attestation Interview with the scholar and/or family. The ML Specialist and a building administer may also be present at the interview, but it is not required.

(Follow *Language Access Plan*, and provide interpretation if needed).

- Grade Level Completion Certificates
- Attestations from Resettlement Agencies or the State Department

All documents should be copied and uploaded into Synergy before sending them along to ML services for evaluation

Send all documents to transcripts@fwps.org for evaluation

Verbal Attestation

FWPS 2024

VERBAL ATTESTATION INTERVIEW
FOR EDUCATIONAL RECORDS
(WITH LANGUAGE ACCESS AS REQUIRED)

Should be conducted as a single, comprehensive interview and only submitted to Multilingual Services once, at the conclusion of the interview.

Scholar Name					
FWPS ID		Graduation Year		Home Schooled?	☐

School Attended (Name, Country)	Age/Grade Level (at time of enrollment)	Total # of Fully Completed Academic School Years	Interrupted/Partial School Years? (include approximate % complete)
Ex: City Secondary School	*Ex: 14-17 years old*	*Ex: 2 full school years*	*Ex: 3rd year, about 75% completed*

People Present At Interview: _____

NOTE: for the purpose of this interview, "high school" is defined as any courses taken at a secondary level from **the ages of 14-21**, *regardless* of how the international school system defines or structures its secondary classes.

FWPS 2026

VERBAL ATTESTATION INTERVIEW
FOR EDUCATIONAL RECORDS
(WITH LANGUAGE ACCESS AS REQUIRED)

Social Studies Classes

3 Have you taken any **social studies classes** (including, but not limited to, **world or country history**, **geography**, **government**, **civics**, **morality/ethics**, etc.)?

Course Title	Age/Grade Level (at time course was taken)	Hours in Class (per week)	Grade Earned (Letter, Number, or Pass)

Science Classes

4 Have you taken any **science classes**, such as **biology**, **chemistry**, or **physics**? Did any of those courses include a **lab component**? (If yes, please note below.)

Course Title	Age/Grade Level (at time course was taken)	Hours in Class (per week)	Grade Earned (Letter, Number, or Pass)

Scholar_____ Parent/Guardian_____ Counselor_____ School Administrator_____ ML Facilitator_____

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FEDERAL WAY PUBLIC SCHOOLS

Analysis Form

FEDERAL WAY PUBLIC SCHOOLS
Each Scholar: A voice. A dream. A **BRIGHT** future.

International Transcri

Scholar Name	
International School Name(s)	

Class of 2019+ Graduation R
Scholars must meet ALL requirements to
Credit is earned for a "D" or better

Course Content Area	International Transcript (Refer to student's translated transcript) Courses / Grade Level	International Transcript Grades/Credits	
Mathematics 3 Credits Required *4 Recommended*	Mathematical Thinking I (10)	C	0.5
	Mathematical Thinking II (10)	C	0.5
	Mathematical Thinking III (11)	C	0.5
	Mathematical Thinking IV (11)	C	0.5
Social Studies 4 Credits Required	Ethics (10)	C	0.5
	Intro Historical Science (10)	C	0.5
	History of the 19th Cent. (10)	C	0.5
	20th Cent. History I (11)	C	0.5
	20th Cent. History II (11)	C	0.5
World Language 2.0 Credits Required	Spanish Exposition (10)	B	0.5	Heritage Spanish I: FS618	
	Spanish Communication (10)	A	0.25	Heritage Spanish I: FS619	
Electives 5.0 Credits Required	Foreign Language I	B	0.25	***Likely:*** International English: FI301	Clarify contents of "Foreign Language." If English, proceed with aligned course codes. If a different World Language, code for WL credit.
	Foreign Language II	A	0.5	International English: FI302	
	Foreign Language III	A	0.5	International English :FI303	

State Testing

ELA: ☐
MATH: ☐
Science (Class of 2021+): ☐

High School & Beyond Plan

Career Path Letter: ☐
24 Hours Community Service (Class of 2021+): _____ hrs.

MYP (*TJ only*): ☐

Summary: **The only documents received were from the equivilent of 10th and 11th grade, but further credits could be awarded if transcripts or verbal attestations are provided for any additional courses completed at a 9th grade level, or the final year of "Secundaria".**

Clarify contents of "Foreign Language." If English, proceed with aligned course codes. If a different World Language, code for WL credit.

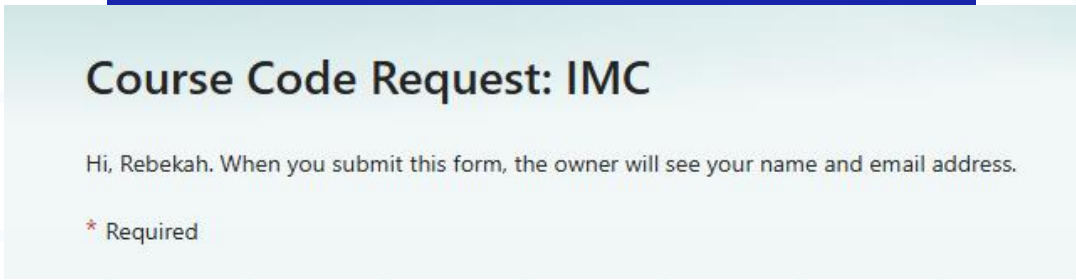
Conference with the scholar about the World Language Competency Test to potentially earn World Langauge credit and the Seal of Biliteracy.

Internal Resources

Internal Course Code Alignment

	Courses	Course Codes	Example Courses
Social Science	World History I	below	History, World History, History of [Country], History of [Time Period], Social Studies, Geography, Social Geography, Humanities
	World History II	SS350/SS351	History, World History, History of [Country], History of [Time Period], Social Studies, Geography, Social Geography, Humanities
	(AP) World History	SS649A/SS650A	
	Current World Problems	SS506	Current Events, Women's Rights, Patriotism, Defense, National Sovereignty
	Ethnic Studies	SS701	Culture, Anthropology Social Science or Art Credit: Art & Culture
	Psychology	SS518/SS519	Philosophy, Sociology
	U.S. History	SS653/SS654	
	(AP) Comparative Government and Politics	SS478A/SS479A	Culture & Politics, Morality, Citizenship
	(Cambridge) Economics	SS635C/SS636C	
	(Cambridge) Global Perspectives	SS647C/S	
	Street Law	SS765/SS	
World		TJH: SS4 FWP: SS3	

New WL Course Code Form



Country Info Database

Country	School Age/Grade Groupings	Grading Scale	Class Hours/Credit Equivilancy	Other Notes on School Stuctures	Links
Ghana	Basic Ed: Primary - 1-6 Basic Ed: Junior High - 7-9 High School - 10-12	80-100 or 1 = A 70-80 or 2-3 = B 55-69 or 4-6 = C 40-54 or 7-8 = D 0-39 or 9 = F	School year is August through May and is 45 weeks long, or approx 200 days long The school day is typically 6-7 hours, and they take 9-10 classes per year. **Annual Class = 1.0 Credits**		
Guam	Primary - Grades 1-5 Middle Education - Grades 6-8 Secondary Education - Grades 9-12	90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F	Semester classes are 60 hours of seat time, and year-long classes are 120 hours. So its our reccomendation that: **Annual Classes = 1.0 credits**	- English is the medium of education - Some high schools are run by the Guam Dept of Ed; Some are run by the Dept. of Defense Ed. Activity. - Standards based grading - 24 credit hours required for graduation as well as 75 service hours.	https://educati SYSTEM-OVI https://www.g
Guatemala	Primary - Grades 1-6 Ciclo Prevocacional or Ciclo Basico Middle Schools = Grades 7-9 Ciclo Diversificado Secondary School - Grades 10-11 or Vocational School (Grades 10-12) Sometimes Secondary 7-11 are grouped together into 5 grades, Grades 1-3 in Middle and 4-5 in High	90.00-100.00 Excelente [Excellent] = A 80.00-89.00 Muy Bueno [Very Good] = A- 70.00-79.00 Bueno [Good] = B 60.00-69.00 Aceptable [Acceptable] = C 50.00-59.00 Minimo [Minimal] = D 0.00-49.00 Reprobado [Fail] = F	Students often take over 10 classes per day, and school is often 4-5 hours each day, and so seat time is only 2-3 Hours a week. Given a school year of approximately 180 days a year, the recomendation is that: **All Annual Courses: .5 Credits** Completion of a **Bachiller in Ciencias y Letras** should be interpreted as a grade 12 completion in FWPS.	- Secondary School is more specialized by focus areas - Secondary Graduation takes place after grade 11 - Vocational School is 3 years long	https://www.s https://www.s http://www.stu
Guinea		14-20 = A 12-13.99 = B 10-11.99 = C 0-9.99 = F	**The have approx 1000 hours of school per year** **100 Level Classes (Coefficient 1) are apporx 60 Hours - 0.5 credit** **200 Level Classes (Coefficient 2) are apporx 120 Hours - 1.0 credit** **300 Level Classes (Coefficient 3) are apporx 180 Hours - 1.0 credit** **400 Level Classes (Coefficient 4) are apporx 240 Hours - 2.0 credit**		
Haiti	Ecole Primaire Fondamentale - Grades 1-9 Primary School (Cycle 1) - Grades 1-4 Primary School (Cycle 2) - Grades 5-6 Intermediate School (Cycle 3) - Grades 7-9 New/Reformed Secondary School - Grades 10-12 Traditional Secondary School - Grades 10-13 or Technical Secondary School (Grades 10-12)	Classes graded Based on 100, 200, or 300 Levels 100 Scale: 90-100 = A; 80-89 = B; 65-79 = C; 50-64 = D; 0-49 = F 200 Scale: 180-200 = A; 159-179 = B; 129-158 = C; 100-128 = D; 0-99 = F 300 Scale: 270-300 = A; 239-269 = B; 194-238 = C; 150-193 = D; 0-149 = F 400 Scale: 360-400 = A; 320-359 = B; 260-319 = C; 200-259 = D; 0-199 = F	The have approx 1000 hours of school per year **100 Level Classes (Coefficient 1) are apporx 60 Hours - 0.5 credit** **200 Level Classes (Coefficient 2) are apporx 120 Hours - 1.0 credit** **300 Level Classes (Coefficient 3) are apporx 180 Hours - 1.0 credit** **400 Level Classes (Coefficient 4) are apporx 240 Hours - 2.0 credit**	High school is divided into 4 quarters each year, with a "Control Period" of exams given at the end of each quarter	

Unable to Process Letters

FEDERAL WAY PUBLIC SCHOOLS

Department of MULTILINGUAL SERVICES

April 30, 2026

To whom it may concern,

Thank you for submitting the transcript for ..... for translation into graduation credits at Federal Way Public Schools. The documents submitted have been carefully examined by the Multilingual Services Department, but unfortunately, they cannot be processed without additional information. The specific questions or issues that we could not resolve were:

- The submitted documentation contained direct contradiction with previously submitted records:
  - The courses and grades listed on the new Grade 9 and Grade 10 transcripts are an exact duplicate of the records previously submitted for Grade 5 and Grade 6.
  - The initial records identified the Afghan year 1399 as 6th grade, while this new submission identifies that same year as 9th grade.
- The submitted documentation show age and grade level misalignment:
  - Based on the Afghan calendar years provided (1399 and 1400), the scholar would have been approximately 11 to 13 years old during the recorded period. This age range is significantly younger than the typical age for secondary school (Grades 9–10) and aligns instead with the primary/middle school enrollment previously reported.

Please Note: Following the formal rejection issued on March 9, 2026, for primary school records, the submission of a second set of documents with identical data for higher grade levels raises serious concerns regarding the authenticity of these records. Federal Way Public Schools only grants graduation credit for authentic secondary school coursework.

Due to these significant data conflicts, no credits will be awarded for these transcripts. Should the family or scholar wish to pursue this matter further, a mandatory in-person meeting must be scheduled with the scholar's family, school administration, and the Multilingual Services Department to review these documentation discrepancies and discuss district policies regarding the accuracy and authenticity required for official student records.

If you have questions or if our team can support the transcript evaluation process in other ways, please reach out to ML Services Department at (253) 945-2094.

Sincerely,

Sonia Nicholson
Executive Director, Multi-Tiered Systems of Support

FEDERAL WAY PUBLIC SCHOOLS

دیارتصب
حدمات جندربابه

30 اپریل، 2026

به شخصی که مربوط میشود،

تشکر از اینکه ترانسکریپت ..... را برای ترجمه به واحد های گریدت برای فراغت در مکاتب دولتی فدرال وی ارسال کردید. اسناد ارائه شده توسط دیپارتمنت خدمات چندزبانه با دقت بررسی گردید، اما متاسفانه بدون معلومات اضافی قابل پروسس نمی باشند. سوالات یا موارد مشخصی که نتوانستیم آن‌ها را حل یا تثبیت کنیم، عبارت اند از:

- مستندات ارائه شده تضاد مستقیمی با سوابق قبلی داشت:
  - کورس ها و نمرات ذکر شده در ترانسکریپت‌های جدید صنف 9 و صنف 10، دقیقاً تکرار همان اسنادی است که قبلاً برای صنف 5 و صنف 6 ارسال شده بود.
  - در اسناد ابتدایی، سال 1399 افغانستان به عنوان صنف 6م مشخص شده بود، در حالی که در اسناد جدید، همان سال به عنوان صنف 9م معرفی شده است.
- اسناد ارائه شده نشان دهنده عدم مطابقت میان سن و سطح صنفی است:
  - براساس سال‌های تقویم افغانستان که ارائه شده است (1399 و 1400)، شاگرد در جریان این دوره تقریباً بین 11 تا 13 سال عمر داشته است. این محدوده سنی به طور قابل ملاحظه‌ای کمتر از سن معمول برای مکاتب متوسطه (صنف‌های 9 و 10) میباشد و در خوض با ثبت نام دوره ابتدایی/متوسطه که قبلاً گزارش شده بود، مطابقت دارد.

لطفاً توجه داشته باشید: پس از رد رسمی اسناد دوره ابتدایی به تاریخ 9 مارچ 2026، ارائه مجموعه دوم اسناد با معلومات مشابه برای سطوح بلندتر صنفی، نگرانی‌های جدی را در مورد اعتبار و اصالت این اسناد به وجود می آورد. مکاتب دولتی فدرال وی، تنها برای کورس های اصلی و معتبر دوره متوسطه، گریدیت فراغت اعطا می نماید.

به دلیل این تناقضات جدی در معلومات، هیچ گریدیتی برای این ترانسکریپت‌ها داده نخواهد شد. در صورتیکه خانواده یا شاگرد بخواهد این موضوع را بیشتر پیگیری نمایند، باید یک جلسه حضوری اجباری با خانواده شاگرد، اداره مکاتب و بخش خدمات چندزبانه تنظیم گردد تا این اختلافات موجود در اسناد بررسی شده و پالیسی های حوزه تحصیلی در مورد دقت و اصالت مورد نیاز برای اسناد رسمی شاگردان مورد بحث قرار گیرد.

اگر سوالی دارید یا تیم ما میتواند به شکل دیگری در روند ارزیابی ترانسکریپت‌ها همکاری نماید، لطفاً با بخش خدمات چندزبانه به شماره (253) 945-2094 تماس بگیرید.

با احترام،

Sonia Nicholson
رئیس اجرایی سیستم های چند سطحی حمایت (MTSS)

FEDERAL WAY PUBLIC SCHOOLS



WIDA Assessment Updates

Key Tasks for August and September

- **Update Users for the ELP Placement Assessments.** Clean out user accounts and update users for the new school year in the WIDA Secure Portal and WIDA Assessment Management System (WIDA AMS).
- **Manage User Training for the ELP Placement Assessments.** Ensure that users are trained in WIDA Screener assessments prior to the administration of WIDA Screener assessments. Users must complete the Test Security Staff Assurance Report before and after completing WIDA Screener test administration.
- **Administer WIDA Screeners.** Administer the WIDA Screener to qualifying students within the first ten days of their first day of school attendance. Students qualify to screen when their Home Language Survey (HLS) indicates a potential need for services.

Key Tasks for August and September, Continued

- **Enter Screener Data.** Once screening is complete and a score report produced, report the screener data in the district's local Student Information System (SIS). This includes students who did and did not qualify for services based on their score report.
- **Review Student Records.** Once the final data from the previous school year is loaded into the Limited English Proficiency (LEP) and Washington Assessment Management System (WAMS) applications on the Education Data System (EDS), districts should conduct a full review of student data to ensure accuracy for the ELP annual assessment.
- **Send Family Notification Letters.** By the end of September, letters notifying families of placement and/or transition must be sent. Refer to the Multilingual Education (MLE) website for more information: Multilingual Family Communication Templates.

Updates for 2026-27

- **Two substantial changes to Student Management:**
  - Adding student profiles in WIDA AMS will be disabled. Student profiles will only be created using the nightly upload.
  - Accommodations will move to WAMS. There will be individual and bulk upload options. There will be a parallel process in WIDA AMS available to add accommodations through Test Management, but this will be by student and domain and is advised for individual, time-sensitive changes.
- **Complete list of OSPI and WIDA/DRC updates for 2026-27 can be found here:** English Language Proficiency Assessments in 2026–27
  - New WIDA article: What to know: WIDA assessments in the 2026-2027 school year | WIDA.

WIDA ACCESS Standard Setting

- WIDA ACCESS Standard Setting took place at the end of July 2026 with educators and representatives from across the consortium.
  - Cut scores were recommended for the revised WIDA ACCESS and WIDA ACCESS for Kindergarten.
- Our timeline:
  - October: WIDA will communicate the updated cut scores. OSPI will then review the information against current exit criteria.
  - December: No later than December, information will be communicated with districts.

Upcoming Dates and Resources

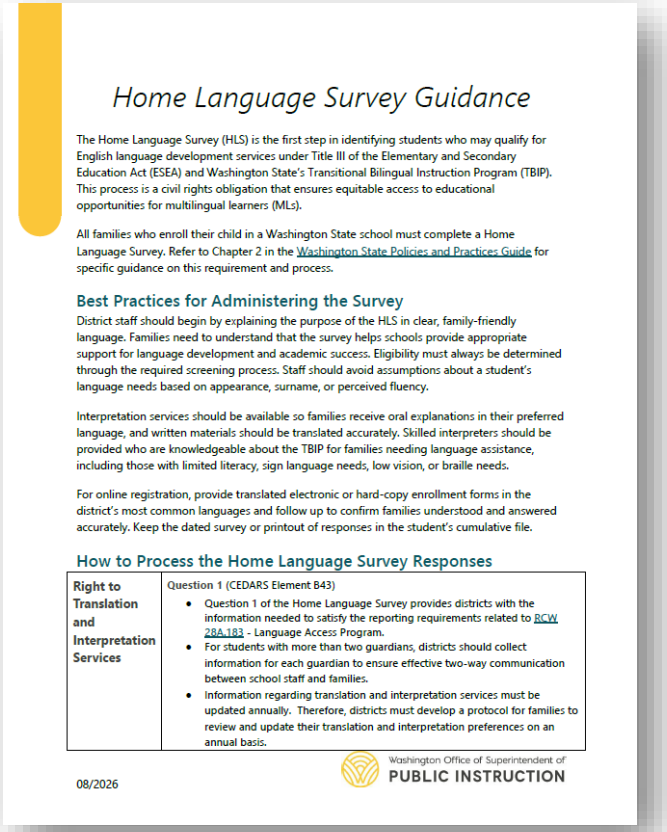
- **Upcoming Dates:**
  - *September 30:* Deadline to send family notification letters.
  - *December 4:* Pre-ID Deadline in WAMS for ML identification, accommodations, and modes of administration.
  - *December 31:* Student Management in WIDA AMS opens.
- **For more information about ELP Assessments:**
  - Visit the weekly office hour on Monday at 12:05. Access the link and schedule here: English Language Proficiency Assessments.
  - Subscribe to the weekly ELP Assessments newsletter: Washington Office of Superintendent of Public Instruction.
  - Introduction to ELP Assessments Webinar hosted Wednesday, September 23:
    - *10:00 – 11:00 a.m. An Introduction to ELP Assessments in Washington*
    - *4:00 – 5:00 p.m. An Introduction to ELP Assessments in Washington*



Nuts and Bolts

Home Language Survey Guidance

- Updated guidance document with FAQs and sample responses to support culturally and linguistically responsive practices
- Two options for forms:
  - OSPI Home Language Survey Form
  - District Online Enrollment Form (including all HLS questions)
- Save the signed and dated HLS (or electronic form & signature)
- If SIS has additional fields for languages, use the HLS answers to verify and correct information in other fields (contact family if needed)



Home Language Survey Guidance

The Home Language Survey (HLS) is the first step in identifying students who may qualify for English language development services under Title III of the Elementary and Secondary Education Act (ESEA) and Washington State's Transitional Bilingual Instruction Program (TBIP). This process is a civil rights obligation that ensures equitable access to educational opportunities for multilingual learners (MLs).

All families who enroll their child in a Washington State school must complete a Home Language Survey. Refer to Chapter 2 in the Washington State Policies and Practices Guide for specific guidance on this requirement and process.

Best Practices for Administering the Survey

District staff should begin by explaining the purpose of the HLS in clear, family-friendly language. Families need to understand that the survey helps schools provide appropriate support for language development and academic success. Eligibility must always be determined through the required screening process. Staff should avoid assumptions about a student's language needs based on appearance, surname, or perceived fluency.

Interpretation services should be available so families receive oral explanations in their preferred language, and written materials should be translated accurately. Skilled interpreters should be provided who are knowledgeable about the TBIP for families needing language assistance, including those with limited literacy, sign language needs, low vision, or braille needs.

For online registration, provide translated electronic or hard-copy enrollment forms in the district's most common languages and follow up to confirm families understood and answered accurately. Keep the dated survey or printout of responses in the student's cumulative file.

How to Process the Home Language Survey Responses

Right to Translation and Interpretation Services	Question 1 (CEDARS Element B43) • Question 1 of the Home Language Survey provides districts with the information needed to satisfy the reporting requirements related to RCW 28A.183 - Language Access Program. • For students with more than two guardians, districts should collect information for each guardian to ensure effective two-way communication between school staff and families. • Information regarding translation and interpretation services must be updated annually. Therefore, districts must develop a protocol for families to review and update their translation and interpretation preferences on an annual basis.

08/2026

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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]

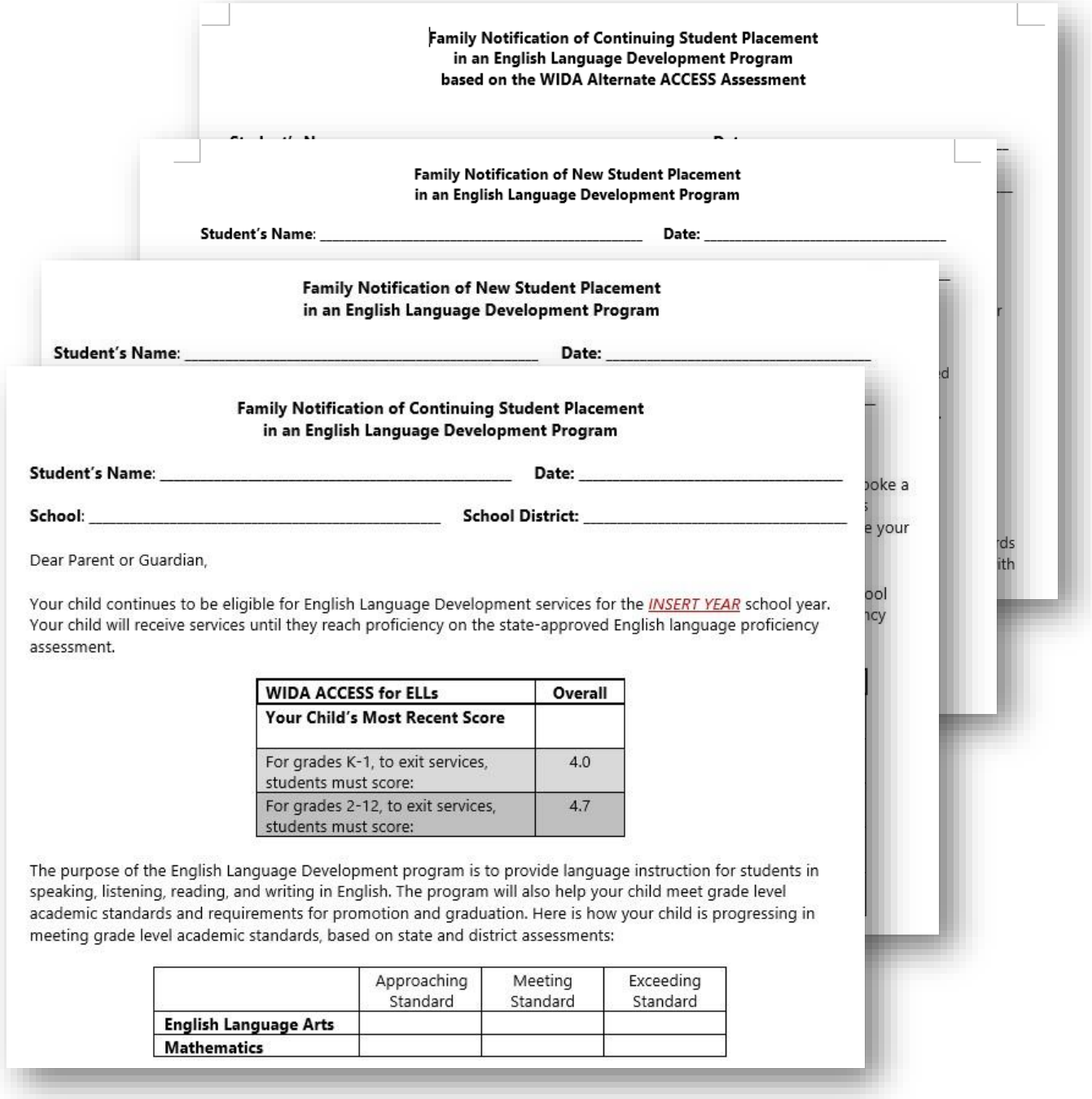
Notification Letters

New Students:

- Notification of Placement
- Notification of Placement - TK
- Notification of Placement - WIDA Alt Screener
- Notification of Tested, Not Eligible

Returning Students:

- Notification of Continued Eligibility
- Notification of Continued Eligibility – WIDA Alt ACCESS



Family Notification of Continuing Student Placement
in an English Language Development Program
based on the WIDA Alternate ACCESS Assessment

Family Notification of New Student Placement
in an English Language Development Program

Student's Name: _____ Date: _____

Family Notification of New Student Placement
in an English Language Development Program

Student's Name: _____ Date: _____

Family Notification of Continuing Student Placement
in an English Language Development Program

Student's Name: _____ Date: _____

School: _____ School District: _____

Dear Parent or Guardian,

Your child continues to be eligible for English Language Development services for the *INSERT YEAR* school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment.

WIDA ACCESS for ELLs	Overall
Your Child's Most Recent Score	
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet grade level academic standards and requirements for promotion and graduation. Here is how your child is progressing in meeting grade level academic standards, based on state and district assessments:

	Approaching Standard	Meeting Standard	Exceeding Standard
English Language Arts			
Mathematics			

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Notification Letter Data

Notification Letter Information

	Bellevue School District	State Total
	2023-24	
Avg Years Served	3.8	5.3

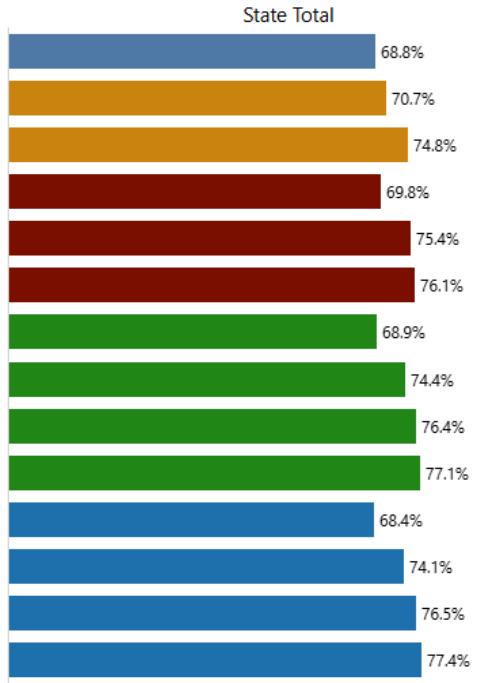
		Bellevue School District		State Total	
			of 2023	Class of 2024	Class of 2023
Grad Rates	Four Year	76.4%	68.3%	68.8%	70.7%
	Five Year		74.7%		74.8%

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 the 2024-25 Rainbow Spreadsheet if data are not available in EDS.
  - (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



State Total

Class of 2024	Class of 2023	Class of 2022	Class of 2021	Class of 2020
68.8%	70.7%	69.8%	68.9%	68.4%
	74.8%	75.4%	74.4%	74.1%
		76.1%	76.4%	76.5%
			77.1%	77.4%



Language Access

Language Access Reminders

RCWs	Chapter 28A.183
Check district plans and procedures	School Board Policy: 4218 School Board Procedure: 4218P
District Language Access Plan	RCW 28A.183.040: "(f) *Review, update, and publish, at least annually, information about the school district's language access plan, policy and procedures, and language access services, including the need for, and spending on, language access services.*" Locate **where** on your district's website the Language Access plan has been published.
OSPI's Language Access Site	Resources Templates Training

Language List Updates

Archived Languages

- 43 languages removed from Appendix K
- Check CEDARS site to access updated spreadsheet
- New recommended languages available, if possible

Language Code	Language Name	Change	Recommended Language to use
~~552~~	~~Athabascan~~	Archived	n/a
~~205~~	~~Ayula-Bambara~~	Archived	Bambara / Bamanankan (98)
~~345~~	~~Bamana~~	Archived	Bambara / Bamanankan (98)

Language List Updates

- 42 languages added since 2025
- Email to request languages or dialects not currently on list
  - Can usually be added in the next quarterly CEDARS update!
- Bold is new for 2026-27

New Language List Additions		
Abkhazian	Cape Verdean – Balavento	**Mixtec – San Martin Peras**
Arabic – Algerian	Cape Verdean – Sotavento	**Mixtec – Santos Reyes Tepejillo**
Arabic – Iraqi	Fiji Hindi	**Mixtec – Silacayoapam**
Arabic – Jordanian	Gaelic (Irish)	**Mixtec – Tlacoachistlahuaca**
Arabic – Lebanese	Hawai'ian Creole	Saho
Arabic – Libyan	Jula / Dyula	siSwati
Arabic – Moroccan	Kankanaey	Sylheti
Arabic – Palestinian	Kurdish – Kurmanji	Tartar
Arabic - Saudi Arabian	**Mixtec – Coicoyán de las Flores**	Tausug
Arabic – Syrian	**Mixtec – Juxtlahuaca**	Uduk
Arabic – Tunisian	**Mixtec – Metlatónoc**	Waray-Waray
Arabic – Yemeni	**Mixtec – Mixtepec**	Zaghawa/Beria
Assyrian	**Mixtec – Ometepec**	
Basque	**Mixtec – San Agustín Atenango**	



Professional Learning Opportunities

WIDA Self-Paced Courses

2026-2027 Offerings	
Developing Language for Learning in Mathematics	Newcomers: Promoting Success through Strengthening Practice
Desarrollando el Español: las expectativas del lenguaje (Developing Spanish: Language Expectations)	Reading Comprehension Across Content Areas with Multilingual Learners
Engaging Multilingual Learners in Science: Making Sense of Phenomena	Reframing Education for Long-term English Learners
Exploring the WIDA PreK-3 Essential Actions	Teaching Multilingual Learners Social Studies through Multiple Perspectives
Let's Play! Multilingual Children's Joyful Learning in PreK-3	The WIDA Standards Framework: A Collaborative Approach
Making Language Visible in the Classroom	WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón (Classroom Assessment for Language Development)

Access to 2026-2027 offerings begins on Sept. 1, 2026.

Statewide **ML Directors**' Network 2026-2027



Audience: District Multilingual/Federal Program Directors

Purpose: Deep Dive into the Program Review Checklist

Dates:

September 17, 2026 - ML Director Convening Review

October 15, 2026	January 21, 2027	April 15, 2027
November 19, 2026	February 18, 2027	May 20, 2027
December 17, 2026	March 28, 2027	

Time: 9:00 – 10:30 am

Register on pdEnroller

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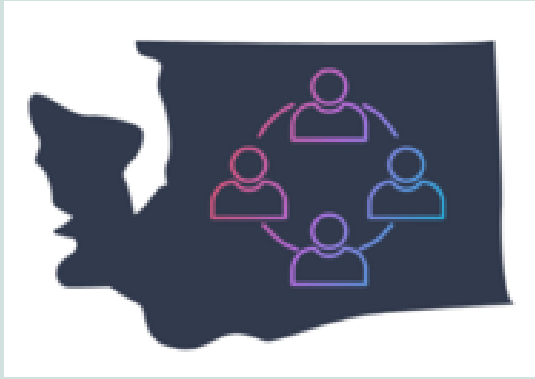
Partners in Multilingual Learning Network 2026-2027

Proposed Dates:

September (Independent Work)	December 8, 2026	March 9, 2027
October 13, 2026	January 12, 2027	April 13, 2027
November 10, 2026	February 9, 2027	May 11, 2027

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

Register on pdEnroller



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2026-27 Information Sessions



- **Days:** 1st Thursdays
- **Time:** 9:00-10:00 am & 3:00-4:00 pm

- Sept. 3 – Enrollment & Identification
- Oct. 1 – Title III Native Literacy
- Nov. 5 – ELD Strategies
- Dec. 3 – MTSS
- Jan. 7 –Content & WIDA Standards
- Feb. 4 – Braiding Funding
- Mar. 4 – Family Engagement
- Apr. 1 – Dual & Heritage Language
- May 6 – Grant Applications & Program Planning
- June 3 – Use of WIDA Data

Register for Clock Hours on pdEnroller

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Language Access & World Language Open Office Hours

Language Access

- 2x a month on Tuesdays from 11:00 am - 12:00 pm
- 2026 Dates
  - September 8 & 22
  - October 6 & 20
  - November 3 & 10
  - December 1 & 15
- Teams Link

World Language

- 2x a month on Wednesdays from 11:00 am – 12:00 pm
- 2026 Dates
  - September 16, 23
  - October 7, 21
  - November 4 (1x due to holidays)
  - December 2, 16
- Teams Link

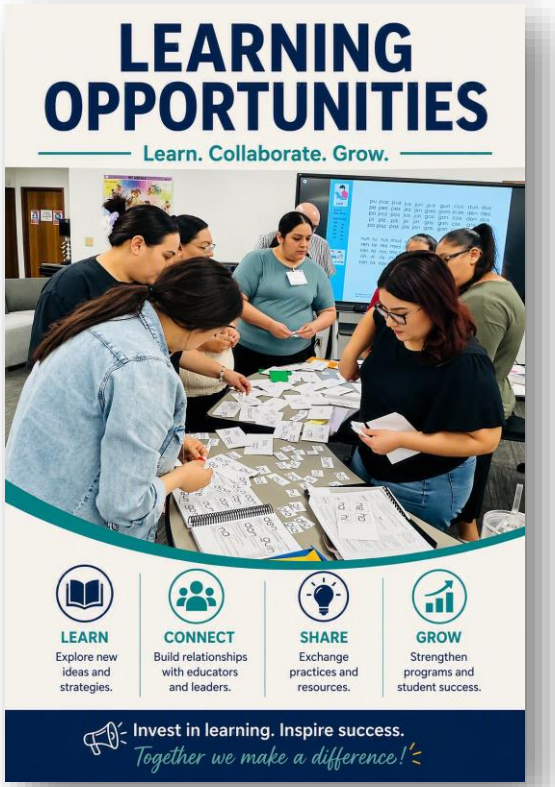
Dual & Heritage Language Professional Learning

Dual Language Professional Learning Community

- **Days:** 2nd Tuesdays – Oct. 6, Nov. 3, Dec. 1, Jan. 5, Feb. 2, Mar. 2, Apr. 6, May 4
- **Time:** 12:00-1:00 pm
- **Register on** pdEnroller

Heritage Language Professional Learning Community

- **Days:** 4th Tuesdays – Sept. 22, Oct. 27, Jan. 26, Mar. 23, May 25
- **Time:** 3:30-4:30 pm
- **Register on** pdEnroller



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Dual Language School Visits 2026–27

1. **Wahluke School District** – Oct. 15, 2026
2. **Federal Way School District** – Oct. 20, 2026
3. **Edmonds School District** – Nov. 6, 2026
4. **Selah School District** – Dec. 1, 2026
5. **Kent School District** – Jan. 28, 2027
6. **Bethel School District** – Mar. 4, 2027
7. **Kennewick School District** – Mar. 26, 2027
8. **Bellevue School District** – Apr. 29, 2027
9. **Grandview School District** – May 21, 2027



Join educators and leaders from across Washington to observe Dual Language programs in action, exchange promising practices, and strengthen support for multilingual learners and their families.

Clock Hours available!
Register in pdEnroller

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2026-27 Central/Eastern DL Network

Hosting Districts

1. Kennewick— October 30, 2026
2. Pasco— February 19, 2027
3. Selah— April 23, 2027
4. Yakima— June 4, 2027

✅ Clock Hours Available

Save the date!

Complete the survey →



Survey -Central/Eastern Network

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Conferences and Workshops

Multilingual Learner Conferences & Workshops

- NAELPA Virtual Conference – Sept. 30-Oct. 1, 2026
- WABE Fall Institute – Oct. 16-17, 2026 | Wenatchee, WA
- WAESOL Conference – Oct. 24, 2026 | Renton, WA

Dual Language Conferences

- La Cosecha Conference– Nov. 10-14, 2026 | Santa Fe, NM
- WABE Dual Language Institute – Jan. 29-30, 2027 | Seattle, WA
- ATDLE Conference– June 16-18, 2027 | Sacramento, CA

World Language Conferences

- WAFLT Fall Conference – Oct. 17-18, 2026 | Yakima, WA

Breakout Rooms

1. Transcript Review – Kristin, Elizabeth & Guests
2. DL Program Planning – Patricia
3. WIDA Assessments –Virginia
4. Funding/Grants – Katie, Shannon & Kad

Washington Office of Superintendent of
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Multilingual Education Team

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