

Staff Handbook



Multilingual SERVICES



FEDERAL WAY
PUBLIC SCHOOLS

EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.

TABLE OF CONTENTS



Staff Handbook

1: INTRODUCTION.....	3
Welcome Letter from Dr. Pfeiffer Our Strategic Plan Our Mission Our Core Beliefs Vision for Excellence and Equity Our Theory of Action Guiding Principles for Multilingualism and Bilingualism	
2: SCHOLAR & FAMILY RIGHTS	6
Foundation Documents	
3: ELIGIBILITY FOR LANGUAGE INSTRUCTIONAL PROGRAMMING ..	8
Eligibility for ML Services, Title III and DL Programming Home Language Survey Timeline for Identification Language Proficiency Screener Proficiency Levels Parent Notification Equitable Participation Identification of American Indian and Alaska Native Scholars Transfer Scholars Reclassification Determination of Eligibility for Title III Services DL Program Considerations Transferring DL Scholars The Language Access Plan	
4: FAMILY PARTNERSHIPS	11
ParentVue Language Hotline Parent Advisory Group Surveys Tribal Consultation	
5: QUALITY PROGRAMMING ELEMENTS	12
OSPI Bilingual Education Language Development Contexts WIDA ELD Standards ELD Menu of Support Instructional Materials Grade Level Instruction K–12 Tribally Sanctioned Curricular Elements Digital Supports Extended Day/Extended Year Supports Multilingual Specialists and Multilingual Paraprofessionals Multilingual Paraeducators Professional Learning DL Programs DL Curriculum DL Instructional Staff	
6: ASSESSMENTS	17
The Interdepartmental Nature of Assessment WIDA: Screener, ACCESS, Alternate ACCESS Smarter Balanced Dual Language World Language Competency Assessments Standards-based Measurement of Proficiency ALTA Language Services Washington Association of Language Teachers Language Proficiency Determination for the Tribal Seal of Biliteracy	
7: COLLEGE & CAREER READINESS	19
Equitable Participation in Dual Credit and Advanced Learning Courses World Language Competency Credits Indigenous Language Competency Credits Seal of Biliteracy Identifying Students for Seal of Biliteracy Flow Chart	
APPENDIX A: Glossary of Terms	21
APPENDIX B: Contact Information	23
APPENDIX C: Multilingual Services Handbook Committee	23



Here in Federal Way Public Schools, we believe when parents and caregivers send their precious children to our schools, they

do so in trust that students will learn, grow, and succeed.

One of our greatest assets is the broad linguistic, cultural, and racial diversity of our school district. With over 107 languages spoken and scholars of every hue, our classrooms are the beneficiaries of broad points of view, rich dialogue, and diverse thinking.

The Purpose of the Multilingual Services Family Handbook is to provide guidance on the district's plan and procedures for supporting our scholars' academic pathways through English Language Development, Dual Language Programs, Academic Language for American Indian and Alaska Native, World Language Programs, and International Transcript Evaluations.

In Alignment with FWPS Core Beliefs and Strategic Goals, we will ensure equitable academic success of ALL scholars who will graduate Multilingual/Multicultural and College and Career Ready.

Sincerely,

*Dr. Dani Pfeiffer,
Superintendent*

OUR STRATEGIC PLAN

1

The Early Years:

BUILDING THE FOUNDATION

2

Whole Child:

THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS

3

Active Learners:

ENGAGED, EMPOWERED CRITICAL THINKERS

4

Content-Area Competence:

MASTERY OF ALL SUBJECTS

5

Persistence To Graduation:

**HIGH SCHOOL GRADUATION THROUGH
SUCCESSFUL TRANSITIONS**

OUR MISSION

In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data, and collaborate to ensure our scholars have a voice, a dream, and a BRIGHT future.

OUR CORE BELIEFS

- We believe that EVERY scholar can learn at the highest level.
- We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.
- We believe that our scholars must have a voice, see themselves in their schooling, and be connected to the adults that teach them.
- We believe that what we do in the classroom every day has the greatest impact on student learning.
- We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
- We believe that we must intentionally collaborate and use data as a guide to improve our practice.
- We believe that our families are critical partners in each child's learning.

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.

EACH AND EVERY SCHOLAR WILL:

- Know they have limitless potential and can achieve at the highest levels
- Actively engage in rigorous learning and coursework
- Own and influence their learning
- Engage in culturally sustaining conversations and interactions
- Be seen, heard, valued, and celebrated for who they are
- Be socially and emotionally safe at school in the educational environment: curriculum, instruction, school and classroom culture, and activities

EACH AND EVERY STAFF WILL:

- Value and incorporate representative scholar voice
- Commit to integrating culturally responsive, data-informed anti-racist practices and removing barriers to improve scholar learning, leading to increased achievement
- Facilitate culturally sustaining conversations and interactions
- Feel seen, valued, and heard as professionals and individuals
- Welcome, communicate, and partner with families for scholar success
- Live out our district's values and beliefs

EACH AND EVERY FAMILY WILL:

- Know they are seen, heard, and valued as partners in their scholar's education
- Feel welcomed, connected with, and have a sense of belonging to our schools and district
- Feel empowered to communicate with staff around scholar academic and social-emotional goals and progress
- Be provided the information and resources necessary to support their scholar's success

OUR THEORY OF ACTION*



CENTRAL OFFICE

If ALL central office team members lead with equity-driven, evidence-based practices, collaborate to create and align systems of support, develop instructional leadership capacity, and engage families and community members as partners



PRINCIPALS

Then, as instructional leaders, ALL principals will create an equity-driven culture of high expectations by aligning resources, providing high-quality PD and courageous feedback that builds staff capacity to implement powerful instruction grounded in data and scholar and family voice



TEACHERS & SUPPORT STAFF

Which will support ALL teachers and support staff to deeply know, value, and elevate the voice of each and every scholar in order to implement rigorous, culturally responsive, standards-based instruction that supports scholars' intellectual and social emotional growth



SCHOLARS

Which will ensure that EACH and EVERY scholar graduates college and career ready and achieves at high levels as a result, engaging in rigorous instruction, seeing themselves in their learning, and feeling a sense of safety and belonging in a culturally sustaining environment.

The Theory of Action is **HOW we will realize our Vision for Excellence and Equity in FWPS.*

GUIDING PRINCIPLES FOR MULTILINGUALISM AND BILINGUALISM



Language is the road map of a culture. It tells you where its people come from and where they are going.”

—Rita Mae Brown

- Multilingual scholars increase intellectual flexibility through second language learning, which translates into higher achievement in all subject areas (*Genesee & Lindholm-Leary, 2009*).
- Additive bilingual immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (*Howard, Sugarman, Perdomo and Adder, 2005*).
- Second language learning enhances comprehension and application of reading and language skills to the native language (*Thomas and Collier, 2002*).
- Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (*Cummins, 1986; Ager 2005*).



FWPS provides educational services to scholars who, combined, speak more than 107 languages. The district's vision is to provide rigorous academic supports to our scholars which develop high multi-linguistic and academic proficiency while simultaneously fostering positive cross-cultural attitudes and closing achievement gaps. FWPS is committed to taking the necessary steps to meet the needs of its ML scholar population.

FWPS maintains strong relationships with state and federal leadership and professional organizations which support our program implementation by providing guidance that is rooted in civil rights and keenly focused on equitable opportunity. The following foundational documents are among those that guide this work.

FOUNDATION DOCUMENTS

Title III of ESEA as amended by ESSA, 1965, 2015

The English Language Acquisition, Language Enhancement, and Academic Achievement Act guarantees that all multilingual scholars for whom need is determined are provided a specific course of instruction to develop both the English language and academic language supports that allow them to participate with rigorous grade-level instruction.

Equal Educational Opportunities Act, 1974

This body of law directed public schools and state educational agencies to provide instructional supports in order to offer equitable learning opportunities for multilingual students.

The Bilingual Education Act, 1968 (Amended in 1974 and 1978)

To establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local and state education agencies for certain purposes to implement programs that assure equal opportunity for multilingual scholars.

Lau v. Nichols, 1974

'Lau vs. Nichols' is a lawsuit filed by Chinese parents in San Francisco in 1974, which led to a landmark United States Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take "affirmative steps" to provide equitable learning opportunities for multilingual scholars (Lyons, 1992).

Castaneda v. Pickard, 1981

Established three-pronged test to evaluate ELL programs:

1. Is the program theoretically sound or experimentally appropriate?
2. Is the program set up in a way that allows this theory to be put into practice?
3. Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Plyler v. Doe, 1982

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigration status.

The Dear Colleague Letter, 2015

This joint publication from the United States Department of Education and the Office of Civil Rights summarizes federal legislation and Supreme Court rulings pertinent to meeting the needs of multilingual students. This document provides a comprehensive body of guidance for effectively serving multilingual scholars.

RCW 28A.180

Washington State legislation pertains to the provision of bilingual educational programming for multilingual scholars in our public schools and sets aside funding for bilingual programming that is directed at insuring equal educational opportunity to multilingual learners.

Washington State TBIP Guidelines, 2015

ESSB 6002, Section 501(y) mandated the creation of a state basic education funding source to support bilingual programming in Washington State. This Senate Bill also mandated that a Task Force be convened for a period of two years to create the Transitional Bilingual Instructional Program Accountability Guidelines for bilingual programs in Washington State.

RCW 28A.320.170–Cultural Sovereignty

This body of state legislation directs school districts to engage in meaningful consultation with local Indian tribes to arrange for meaningful educational opportunities for scholars of American Indian or Alaska Native heritage. Schools may provide language and literacy instructional supports under Title III or with regard to tribal language programming, only when these educational practices are tribally sanctioned.

Parent Partnerships

Research indicates that family engagement is one of the most important key factors to a child's academic achievement. FWPS demonstrates its commitment to fostering meaningful parent partnerships by providing communication supports. Schools develop family engagement plans that promote parent participation, leadership, and partnership within the school community framework. At the core of our beliefs about equity, we believe that scholars are best served by educational contexts that are informed by rich diversity in our communities. Students are most included when their educational environment was specifically structured to include authentic parent and community stakeholder input.

Resources for Partnerships The Multilingual Services Department partners with the FWPS Office of Equity to support scholars and families with school and community resources that will assist in meeting all academic and social emotional needs.

General family resources can be found here: <https://www.fwps.org/families>

Resources for strengthening parent communications around language instruction, language proficiency standards, and language proficiency assessments can be found here: https://wida.wisc.edu/teach/learners/engagement?utm_source=CR-MM101121&utm_medium=email&utm_campaign=MondayMail&utm_content=FamilyEngagement



ELIGIBILITY FOR ML SERVICES, TITLE III, AND DUAL LANGUAGE (DL) PROGRAMMING

Eligibility for English Language Development (ELD) Services

Under the direction of OSPI, the Transitional Bilingual Instructional Program (TBIP) and the Title III program address the academic needs of multilingual/English learner scholars in the State of Washington.

An ML student who is eligible for ELD services is a student who meets the following two conditions for the TBIP:

- The primary language of the student is other than English; and
- The student's present proficiency does not yet allow them to participate fully in classes offered only in English.

Home Language Survey

All families who register scholars must first complete a Home Language Survey (HLS) to self-report their primary language. Office staff at FWPS use the OSPI Home Language Survey, and provide language support to accurately enroll students at each school. The enrollment application and HLS are available in a wide variety of languages.

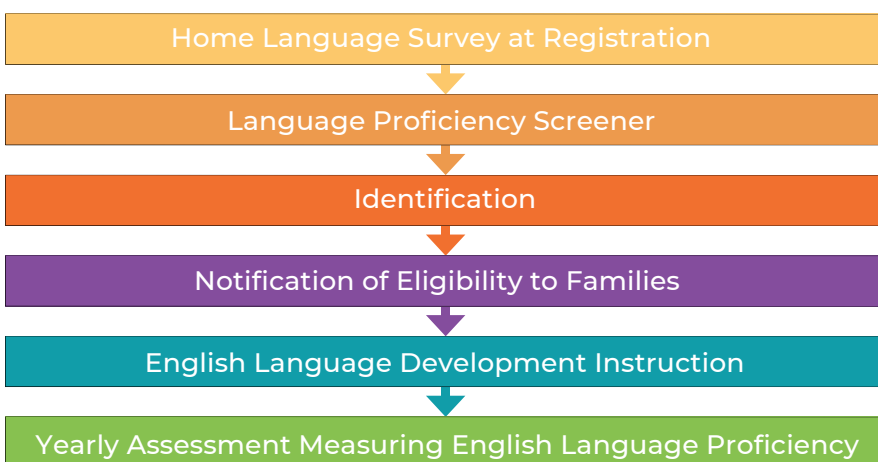
For identification purposes, the following questions are used on the HLS to determine the scholar's primary language:

- What language did your child first learn to speak?
- What language does YOUR CHILD use the most at home?

If the response to either of these questions is a language other than English, scholars will be tested with the state-approved language proficiency placement test.

Washington State defines “**primary language**” as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

All students who register for school in K–12 schools in Washington State are uniformly considered for ELD programming. The process for this consideration follows the steps in the diagram below.



If parents indicate that the child first learned another language and English simultaneously or currently uses both English and another language, the scholar will qualify for testing using the state-approved language proficiency placement test.

Language Proficiency Screener

Scholars whose primary language or language spoken in the home is a language other than English as identified in the HLS, are provided with the language proficiency test. They earn a score ranging from 1–6 in each domain, as well as an overall score.

Timeline for Identification

In accordance with state law, FWPS will determine the primary language and identify eligibility through the Language Proficiency Screener of each newly enrolled scholar no later than the tenth day of attendance.

PROFICIENCY LEVELS

These levels indicate the level of language proficiency the scholar has scored and will guide ML Specialists and content teachers to embed the appropriate supports to their instruction and scholar learning.

DESCRIPTION OF PROFICIENCY LEVELS		
1	Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support.
2	Emerging	Knows and uses some social English and general academic language with visual and graphic support.
3	Developing	Knows and uses social English and some specific academic language with visual and graphic support.
4	Expanding	Knows and uses social English and some technical academic language.
5	Bridging	Knows and uses social English and academic language working with grade-level material.
6	Reaching	Knows and uses social and academic language at the highest level measured by this test.

Parent Notification

The district will mail the district adopted Parent Notification Letter to families to inform families of the identification and eligibility process within 30 days of the scholar's arrival at school. This letter follows federal requirements to provide information that families have a right to receive and should not be modified without approval from the Multilingual Services Director.

Equitable Participation

Students receiving ELD Services support may participate in all basic education programming available without regard to language proficiency. As such, we regularly screen and provide language support for scholars in Running Start, Advanced Placement courses, International Baccalaureate programming, Highly Capable, Career and Technical Education, and Advanced Science, Technology, Engineering, and Math (STEM) coursework. Proactive effort and professional development will be prioritized to ensure that ML scholars are not over or underrepresented for specified services.

Identification of American Indian and Alaska Native Scholars

The Title III program provides supplemental instructional supports to American Indian and Alaska Native scholars whose first language is English and who may have a need for language and literacy supports to address historical patterns of disparate impact that may have affected this group of scholars. Unlike bilingual scholars, families may elect not to have their child screened for services if they feel that this is not the best avenue to support their child.

Transfer Scholars

A scholar who transfers into FWPS from another WA State school district and is identified as eligible for ELD services will maintain those services when enrolled in FWPS. These scholars will be assessed with the annual assessment to determine continuation of services.

If student records indicate that language support may have previously been provided to the scholar, the office secretarial staff will notify the Multilingual Services Department within 24 hours of receiving such records. This timeline will allow district staff to meet the 10-day screening requirement if it is indicated that screening should take place.

An out-of-state transfer scholar who has not been enrolled in a Washington State public school for the past 12 months, and who meets the identification criteria on the home language survey must take the state-approved language proficiency screener to determine eligibility.

Reclassification

A scholar who previously exited from the TBIP program may be reclassified, but should only be considered for reclassification after an extensive evaluation is conducted by the Multilingual Services Department. Further programming may remove the scholar from grade-level instruction unnecessarily and could put a scholar at risk if need isn't clearly identified and quickly addressed.

Determination of Eligibility for Title III Services To

determine eligibility for Title III supplemental instructional support services to American Indian and Alaska Native (AI/AN) scholars, FWPS has established procedures that include:

- The district's race/ethnicity forms during enrollment
and/or
- The Title VI AI/AN ED 506 Student Eligibility Form
and/or
- Responses to the question "Do grandparent(s) or parent(s) have an American Indian tribal affiliation?" on past versions of the Home Language Survey. Documented tribal affiliation is not a requirement for Title III eligibility.
- Reviewing of data to determine if scholar is academically at risk:
 - Beginning or approaching standard on state assessments
 - Beginning or approaching grade level standards on district assessments
 - Classroom grades
 - In the absence of state and district assessment results: consideration of multiple indicators such as teacher recommendation and grade level assessments

If the scholar qualifies for services, FWPS will provide supplementary educational supports to assist the scholar with language and literacy development. These supports will be provided in a manner consistent with our Tribal Consultation agreements and will consist of activities and materials that are tribally sanctioned.

If an American Indian or Alaska Native scholar served by Title III arrives in FWPS, Title III supports will be continued without further screening unless the family formally declines services. This information can be ascertained by checking the state database for Title III services.

If an American Indian or Alaska Native scholar's primary language is a language other than English, the district will follow the procedures for TBIP eligibility.

DL Program Considerations

Incoming Kindergarten students may enter a lottery to enroll in the DL program. The annual Kindergarten DL Lottery is conducted by the FWPS Multilingual Services each spring. Two separate waiting lists are established to ensure the Two-Way DL program is evenly filled with 50% of scholars who speak English and 50% of scholars who speak the targeted language. Our current DL program language is Spanish. If there are fewer than 50% of either group, the ratio of class composition may include up to 2/3 from either language group.

Students are placed on waitlists in the following order:

- Scholars identified for ELD services
- Siblings of students currently enrolled in the FWPS DL program
- Scholars living within the DL school boundary
- Scholars living outside the DL school boundary but within FWPS boundaries
- Scholars transferring from outside the FWPS boundary

Once accepted into the DL program in Kindergarten, families make a K-12 commitment to support their child in achieving the overall program goal of becoming bilingual, biliterate, and bicultural/multicultural.

Transferring Scholars in DL Programs

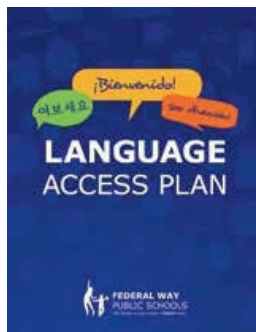
If a DL scholar moves into FWPS during grades Kindergarten through twelve, parents are encouraged to complete and submit an inter-district transfer application. Otherwise, they would need to participate in the choice lottery process.

The Language Access Plan

FWPS has created a comprehensive Language Access Plan to support staff in providing interpreters for families who need an interpreter (in-person, over the phone or via Zoom) or written translations for electronic

communication about all programs, services, and activities that support scholar and family success.

The Language Access Plan can be found at <https://www.fwps.org/academics/multilingual-servicesbiliteracy/language-access-plan>



Families can request interpretation and translation services in the main office of each child's school. Each school's main office has a flip chart with frequently asked questions and requests in the various languages in the district. Staff in the main office use in-district approved bilingual/multilingual interpreters or contracted private agencies to provide interpreters in a variety of settings. The school liaison, teacher, office staff, counselor, and/or principal can provide support to families who may need language support.



ParentVUE®
powered by Synergy

This website give parents access to their children's:

- 1) Grades earned in Classes
- 2) Daily Schedule
- 2) Class Attendance
- 3) Teacher Contact

ParentVue

The ParentVue is a platform that gives families access to their scholars grades and attendance, updated communication preferences, contact information, and more. It can be found here: <https://grades.fwps.org>

Language Hotline

The Language Hotline is another resource available to families in FWPS. Families can call 253-945-2198 to leave a message for an interpreter in Spanish, Russian, Ukrainian, Somali, Vietnamese, Dari, or Korean. This hotline is checked twice daily, and interpreters make a concerted effort to respond to families within 24 hours.

Parent Advisory Group Surveys

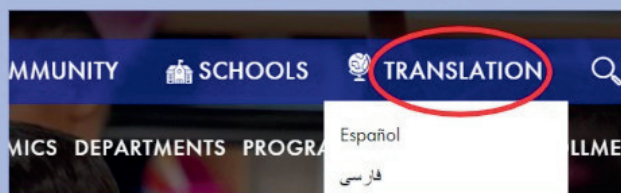
To assist staff in improving family engagement, the Multilingual Services department provides parent surveys to obtain valuable feedback regarding programs and services rendered by the school and district.

Did you know?

Our website is translatable in our top languages!

To change the language on the FWPS website:

Go to www.fwps.org



Click on "Translation"
Select Your Language from the List

Tribal Consultation

Washington State Law and Title III participation requires that school districts engage in meaningful consultation with tribal leadership in their locality regarding services that will be provided to American Indian and Alaska Native scholars. FWPS shares Washington State Superintendent Reykdal's meaningful statement that "Tribal consultation lies at the heart of building ties of trust and collaboration between sovereign tribal nations and local, state, and federal governments. Effective timely, meaningful, and ongoing consultation allows us to set goals and work on common issues." Consultation differs substantially from past practices of notification in that the process is respectful of and demonstrates our commitment to the cultural and linguistic sovereignty tribes retain. We make an earnest effort to learn from the Puyallup Tribe how we can best serve American Indian and Alaska Native scholars, and how we might remain mindful of the government-to-government agreements that we've made with respect to this area of service.

Multilingual scholars arrive in school with rich linguistic and cultural assets that can be employed to achieve high levels of academic success. If the educational environment provides the instructional supports necessary, our scholars can achieve the parity of participation required for equitable educational opportunities. To be successful, these environments must provide both ELD instruction and academic content instruction to all qualifying scholars.

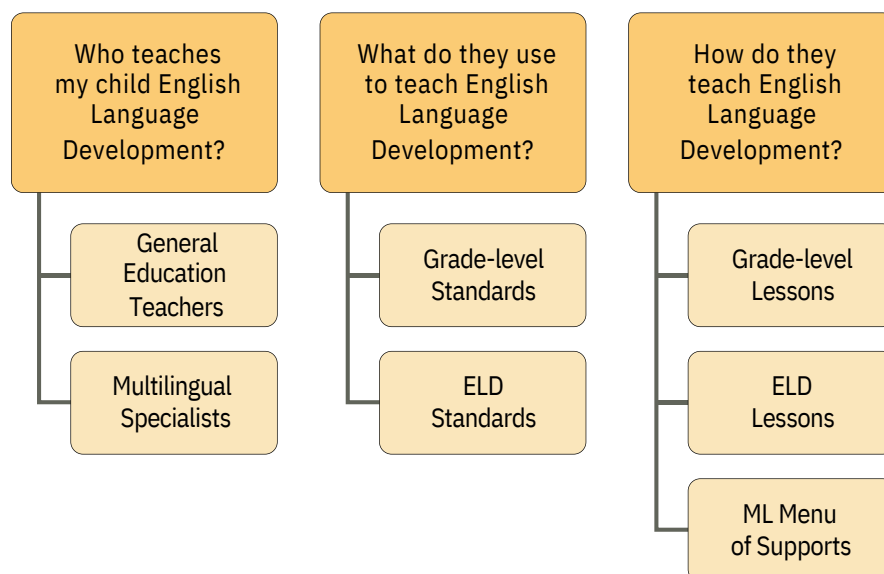
FWPS provides our multilingual scholars with both ELD instruction, as well as academic language support that provide equitable access to rigorous grade level instruction.



Language Development Contexts

The district has developed instructional supports for our K-12 MLs that qualify for services to access comprehensive grade level academic content (English language arts, mathematics, science, history/social studies). All programs are designed to develop English proficiency, increase student engagement, and provide meaningful access to the full curriculum which involves the use

of strategies, scaffolds and academic language instruction. Some programs also focus on the development of a partner language. The district utilizes a comprehensive monitoring process to measure the effectiveness of the programs and to adjust instruction based on the English language needs of our scholars. More information about the different courses offered in FWPS can be found in the [FWPS Course Catalog](#).



K–12 EL Services	Dual Language	American Indian/ Alaska Native Services	World Languages	Newcomer
- Supportive Mainstream - Content-Based (Sheltered) Instruction Scholars access grade-level academic content and English language development.	Two-Way Dual Language Model Program fosters language proficiency and academic achievement in two languages, Spanish and English.	Supplemental Language & Literacy Scholars receive targeted supports as well as extended day and/or extended school year supports grounded in tribally-developed history lessons and Northwest American Indian curriculum.	Languages at the secondary school level Students access courses including: Spanish/Heritage, Spanish, French, ASL, Japanese, Korean, Chinese and an opportunity to obtain the WA State Seal of Biliteracy	Scholars receive specialized instruction Program provides a foundation in both basic English language skills and basic content instruction.

WIDA ELD Standards

ELD instruction is supported by learning standards specifically designed to bridge a scholar's current language proficiency level through the successive approximations to the grade level standards in English language arts, mathematics, science and social studies. Washington State is a member of the WIDA Consortium. This consortium provides our language development standards which can be viewed at this address: <https://wida.wisc.edu/teach/standards/eld>

ELD Menu of Support

ELD Menu of Supports K-12 is a tool that educators use to provide instructional services for scholars' academic success and ELD (Listening, Reading, Speaking, Writing and Visual Literacy). Teachers differentiate these supports by school demographic, scholar language, and academic needs.

This tool helps teachers to:

- Utilize annual assessment data to inform their professional judgment.
- Provide scholars with small group instruction focused on language development.
- Provide ML scholars greater access to core instruction and opportunity to succeed through co-teaching.
- Engage in meaningful Professional Learning Communities (PLC) work with colleagues (classroom teachers, paraeducators, and administrators) to intentionally co-plan, co-teach, teach, and/or consult instruction and learning of ML scholars.
- Check & Connect with scholars whom have transitioned from ELD services for 2 years following proficiency.

Instructional Materials

Instructional materials for scholars receiving ELD support are approved according to the [FWPS Curriculum Management Plan](#). These materials provide foundational language schemata and scaffolds for scholars who need additional linguistic support to reach content learning goals.

Grade Level Instruction K–12

ELD services will supplement core content and will not replace grade level core content or content teachers. All schools are staffed with at least one highly qualified ML Specialist. Schools also have additional paraeducators to support scholars receiving ELD services. ML Specialists provide direct services to the scholar and collaborate with the core content teacher to support ELD in a small group setting within the classroom.

Tribally Sanctioned Curricular Elements

The supplemental instruction for American Indian and Alaska Native scholars will focus on building academic strategies and literacy support in content subjects. In their content classes, scholars are engaged in learning opportunities grounded through the guaranteed viable curriculum (GVC) which includes rich material surrounding Tribal cultural relevance and participation. [FWPS integrates the Since Time Immemorial](#) units and Tribal Sovereignty lessons into the GVC. Where appropriate to the academic needs of the scholar, the Northwest Reading curriculum will be used to support literacy development.

Digital Supports

FWPS shares the view expressed by the Office of the Superintendent in the [English Language Arts Menu of Best Practices](#) (OSPI, 2020).

When used strategically, technology can provide students with opportunities to develop speaking, listening, reading, and writing skills and to access a variety of texts in a variety of mediums. Teachers must monitor student progress and adjust instruction based on formative assessment in all formats. Technology is a tool, not an intervention in and of itself. Technology alone cannot replace effective teaching or intervention activities.

FWPS provides access to digital supports for learning such as Imagine Learning, Reading A-Z, My NG Connect, and other appropriate online platforms. We provide professional learning to our teachers so that they can successfully implement digital supports as an enhancement to the overall intensive language instructional program.

Extended Day/Extended Year Supports

The ML Services Department will determine the extension of supplemental instructional services outside the school day/year. The district will provide educational opportunities of varied curriculum and instruction for those scholars who need additional supports in developing English proficiency. These learning opportunities may be in project-based, interdisciplinary, hands-on, and/or tutoring. Funding for these supports varies year to year, so FWPS makes a concerted effort to connect scholars with the highest level of programming available for each year. ML Specialists are integral to this process, as they are the most knowledgeable about the needs of the individual scholars they serve. Typically, the communications around extended year supports will ask for student recommendations during the spring.

Multilingual Services Department

The Executive Director of Multi-tiered Systems of Support oversees the Multilingual Services Department team who support programming for World Languages, English Language Development, DL Programming, Tribal Language Programming, and Heritage Language Programming. The ML Services Facilitators, Office Manager, and Secretary support the distribution of resources and supports from the central administrative office out to approximately 75 teachers who provide direct services to our scholars. The building principals of those sites oversee the direct implementation of those supports and resources.

Multilingual Paraeducators

ML Paraeducators are important staff members in the development and support of ML scholars. ML Paraeducators will receive ongoing, centralized, professional development throughout the school year. Guidance regarding scheduling and support will be provided by the school leadership team in collaboration with the ML Specialist(s) at each school.

Professional Learning

The ML Services Facilitators will serve as district-wide conduits for professional learning and growth. The facilitator will plan for, deliver, and measure professional learning sessions for ML Specialists, ML PLCs, Sheltered Instruction Leads, and individual and small group sessions.

All instructional staff will be provided ongoing professional learning to develop their practice to ensure scholar learning in the area of ELD. Professional development sessions for ELD include the use of a variety of instructional strategies, may include:

- WIDA Standards Framework for English Learners
- Sheltered Instruction Observation Protocol (SIOP)
- Multi-tiered System of Support (MTSS)
- Universal Design for Learning (UDL)
- Co-Teaching and Co-Planning
- Professional Learning regarding language proficiency testing with the WIDA Screener, WIDA ACCESS, and WIDA Alt ACCESS assessments

DL PROGRAMS

Sunnycrest Elementary School, Evergreen Middle School, Thomas Jefferson High School

The DL Program offers scholars the opportunity to receive literacy and content instruction in two languages that promote bilingualism, biliteracy, multicultural competence and high academic achievement. FWPS is committed to ensuring opportunities for proficiencies of first and second language acquisition for K–12 scholars through developing an effective Two-Way DL Program. Two-Way DL Programs are structured with a balance of 50% partner language speakers, and 50% English proficient speakers. The district currently offers Spanish DL programs at Sunnycrest Elementary School, Evergreen Middle School and Thomas Jefferson High School. Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than scholars in mainstream English classes (Thomas and Collier, 2002). Heritage or native language programs are designed to support heritage language learners who have a background and connection to the language/culture they are studying (Kelleher, 2020). While equally valuing cultural groups, the FWPS staff works to create a positive and respectful cultural climate for second language learning.

DL Leadership Roles and Responsibilities

The DL program is a collaborative effort between the Teaching for Learning Department, Multilingual Services, and schools. The DL Leadership Team provides support and guidance to schools and serves as a liaison between district leadership and the schools. The leadership team assumes responsibility to provide ongoing monitoring of equitable services and communicates program needs, improvements, and success to all stakeholders.

DL Elementary School

Each school begins with a minimum of two classes per grade level. Scholars who were enrolled in the DL program in Kindergarten will be given priority to continue the program in 1st–5th grades.

- If space becomes available from the time Kindergarten begins through the first semester of first grade, FWPS will fill the DL program with students from the waitlist.
- If space becomes available from the second semester of first grade through fifth grade, the school leadership team will determine admission in the DL program based on the waitlist.

The DL program in FWPS will follow a 90/10 instructional model in Kindergarten with the amount of English increasing when possible as scholars move up in grade levels as follows:

Grades	K	1	2	3	4	5
Target Language	90%	80%	70%	60%	50%	50%
English	10%	20%	30%	40%	50%	50%

This model was designed to assist ML scholars develop their heritage language while learning English and assist English native speakers immersed in the target language. Instruction is delivered through social studies, math, science, and the arts with a cross-cultural understanding.



DL Middle School

Scholars who wish to continue building their bilingualism, biliteracy, and cross-culturalism from elementary school may enroll in middle school courses that include English language arts, mathematics, social studies, and/or science.

Scholar Profile	6th Grade	7th Grade	8th Grade
Heritage Language Program (Assessed with grade-level proficiency in the target language)	Instruction in target language in content subjects.	Instruction in target language in content subjects.	Instruction in target language in content subjects.

Middle School DL courses are open to:

- Scholars currently enrolled in the program at DL elementary school.
- Scholars who will attend or would like to enroll in the DL program at the middle school and are fluent and literate in the target languages
- Scholars transferring from DL programs from other districts



DL High School

At the high school level, scholars who wish to continue building their bilingualism, biliteracy, and multiculturalism will have the opportunity to continue to develop language proficiency in both languages. Heritage Language courses of study are available at levels A, B, C, and D.

High School DL courses are open to:

- Scholars who are currently enrolled in the DL program at the middle school
- Scholars who will attend or would like to enroll in the DL program in high school and are fluent and literate in the targeted languages at the intermediate–mid-level or higher level
- Scholars enrolling in Heritage and IB Spanish courses
- Scholars transferring from another district's DL program

All middle and high school courses may be found in the FWPS Course Catalog.

DL Curriculum

FWPS establishes a rigorous research and standards-based GVC in two languages that promotes closing the achievement gaps among diverse groups and has a process for developing and revising a high-quality DL curriculum. The district provides equitable access to materials and resources in both languages within the school and provides ongoing monitoring of cultural equity.

DL Instructional Staff

The Multilingual Services Department works in collaboration with Human Resources and the school principals to develop a plan to hire, retain, and professionally develop high quality staff that can deliver the academic and linguistic rigor at their respective grade levels. Teachers in this program must have advanced knowledge of DL programming, expertise in academic content, and a high level of proficiency in both languages.

FWPS has an intentional process of administering standardized assessments so that they are of benefit to scholars and the educators who serve them. As a district, we are committed to making data-based decisions in all areas of programming, and our district leadership regularly sets aside time for us to engage in the thoughtful analysis of our program outcomes. We believe that our efforts toward equity are not complete if the impacts of those efforts cannot be patently demonstrated to benefit scholars. We use this data to make sure our programs are delivering on our commitment to providing well-defined pathways of success for all learners.

The Interdepartmental Nature of Assessment

The Multilingual Services Department works closely with the Assessment Department to arrange all state and federal assessments that impact our multilinguals. The Assessment Department provides support for the test administration, associated logistics, reporting requirements, and the uses of the student data generated from these assessments. The Multilingual Services Department provides support with matters of linguistic development, professional learning regarding testing administration, and the associated civil rights issues that pertain to standardized assessments. Test administrators are encouraged to reach out to the Multilingual Services Facilitator with questions related to language acquisition, and to the Assessment Team at assessment@fwps.org regarding technical issues.

WIDA

WIDA Screener

The WIDA Screener is the assessment used to determine initial eligibility for ELD services and accessed for those identified through the HLS. The WIDA online screener is a semi-adaptive online assessment. The Kindergarten Screener is a 1-1 tests administration that is not online unlike grades 1–12 which are online. All students who take a WIDA screener must test on grade level. The tests are available to administer for the entire school year.

WIDA ACCESS

All scholars identified as eligible for receiving support through ML services will be assessed annually with the WIDA ACCESS in the four domains of language each year: listening, reading, speaking, and writing. WIDA is currently the approved state language proficiency assessment. Scholars exit from receiving ELD services when they show proficiency in all four domains of language. ML Specialists will monitor MLs for 2 years once they demonstrate proficiency, and they will use the WIDA ACCESS data to guide instruction and provide feedback to scholars and families.

WIDA Alternate ACCESS

OSPI has adopted WIDA Alternate ACCESS for ELLs to assess the language proficiency for MLs with the most significant cognitive disabilities. This assessment is a paper-based assessment and measures the four language domains of listening, reading, speaking, and writing.

Parent and Guardian Notifications

The Annual Notification of Placement or Continued Placement Letter and score reports will be mailed to parents and guardians immediately after the district receives them from OSPI. A copy of the parents' and guardians' letter and score reports will be filed in the scholars' cumulative file at their designated schools.

Smarter Balanced

All scholars in Washington take the Smarter Balanced Assessment (SBA) in ELA and math in grades 3–8 and 10 and the Washington Comprehensive Assessment in Science (WCAS) in grades 5, 8, and 11. The Multilingual Services Department facilitates conversations about testing accommodations that are allowed for MLs in program and work with individual school sites to make sure accommodations are recorded in the Washington Comprehensive Assessment Program (WCAP) portal where appropriate. Guidance for these accommodations can be found in the Guide for Testing Supports and Accommodations (GTSA). The high school ELA and Math assessments can be used to meet a student's graduation pathway requirement. If a ML scholar who is assessed at the Emerging proficiency level AND has been in the United States for fewer than 12 months, they may be exempted from taking the ELA portion of the SBA.

Dual Language

The DL program in FWPS uses assessment and accountability measures to close achievement gaps and to ensure scholars in K–12 finish high school at the most advanced levels of second language achievement with the goal of obtaining the Seal of Biliteracy. The DL program utilizes World Language Competency assessments to measure and monitor scholar proficiency levels in the target language they have chosen to study.

World Language Competency Assessments

Washington State has adopted the National Standards for Foreign Language Learning in the 21st Century as our World Languages K-12 Learning Standards. Scholars have an opportunity to show competency in World Languages through standardized assessments. In addition, these assessments may support a scholar in earning dual credits or the Seal of Biliteracy.

The Multilingual Services Department currently partners with TFL Assessment Team and the schools to offer World Language Competency assessments. FWPS currently offers the Standards-based Measurement of Proficiency (STAMP), and ALTA Language Services assessments. These are available to all scholars eligible to take the world language assessment at no cost to the scholar.

Standards-based Measurement of Proficiency (STAMP)

The STAMP/Avant Assessment will provide the district measures of program quality, language growth, and language competency for the Seal of Biliteracy. The assessment will also be used for placement testing to determine middle and high school DL program entry for scholars transferring into the program from another FWPS school or out-of-district transfer scholars.

Learning another language is not only learning different words for the same things, but learning another way to think about things .”

—Flora Lewis

ALTA Language Services ALTA

Language Services provides language proficiency testing to high school students in more than 90 languages, including low-density languages that are often unavailable from other providers.

Proficiency Determinations for the Seal of Biliteracy for Tribal Languages

In honoring tribal sovereignty, and the relationships between tribes and our district, each tribe develops a program plan and process to determine the level of proficiency students need to be considered biliterate in the respective tribal language and to obtain the Seal of Biliteracy. This determination is based on rigorous language standards that are culturally appropriate and relevant to our tribes.

EQUITABLE PARTICIPATION IN DUAL CREDIT AND ADVANCED LEARNING COURSES

FWPS is invested in the college and career readiness of our scholars. Students receiving ML Services support may participate in all basic education programming available without regard to language proficiency status. As such, we regularly screen and provide language support for scholars in Running Start, Advanced Placement courses, International Baccalaureate programming, Highly Capable, Career and Technical Education, and Advanced Science, Technology, Engineering, and Math (STEM) coursework. We believe that these supports help to address an historic pattern of under-representation of students from diverse backgrounds.

Multilingualism promotes culture. A culturally diverse child is better prepared to participate and compete in a global society.”

—Maritere Bellas

World Language Competency Credits

Scholars who read, speak and write a language other than English can earn world language credits in high school by demonstrating proficiency. Scholar who demonstrate proficiency on nationally recognized proficiency assessments may be able to receive competency credits on their high school transcript. FWPS will support scholars in taking a language proficiency assessment and will award one or more credits based on the student demonstrating an overall proficiency level. More information on the use of assessment for this purpose, please visit the World Languages Department at OSPI.

International Transcripts Translation and Evaluation

The Multilingual Services Department will ensure scholars receive proper credit for courses taken in countries outside of the United States. The ML transcript evaluator in collaboration

with transcript translators, school personnel, families, and scholars will follow a prescribed process to analyze international transcripts or verbal attestations to determine the credits that will be applied to the FWPS transcript.

Indigenous Language Competency Credits

American Indian and Alaska Native scholars have an opportunity to receive 1-4 years of high school Indigenous Language Credit for learning indigenous languages. Eligibility to earn the Seal of Biliteracy for Tribal languages is determined by the Tribe. Programming in indigenous languages may include the following:

- CANVAS courses with template for learning a new language
- Resources containing indigenous language content
- Four years of competency-based credit can be awarded toward the Seal of Biliteracy



Seal of Biliteracy

The Washington State Seal of Biliteracy recognizes public high school graduates who have attained a high level of proficiency in reading, speaking and writing in one or more world languages in addition to English.

FWPS provides scholars the opportunity to earn the Seal of Biliteracy. If earned, the seal is denoted on a scholar's diploma and high school transcript.



More information about the Seal of Biliteracy can be found in the state legislation **RCW 28A.23**.

Scholars are eligible to receive the State Seal of Biliteracy if they complete the following three steps.

Step One - Demonstrate proficiency in a language other than English, by:

- Taking an approved language proficiency assessment

AND

- Earning 4 high school credits in the study of a world language (through coursework or the proficiency assessment)

Step Two - Demonstrate proficiency in English by meeting all ELA graduation requirements.

Step Three - Graduate high school.

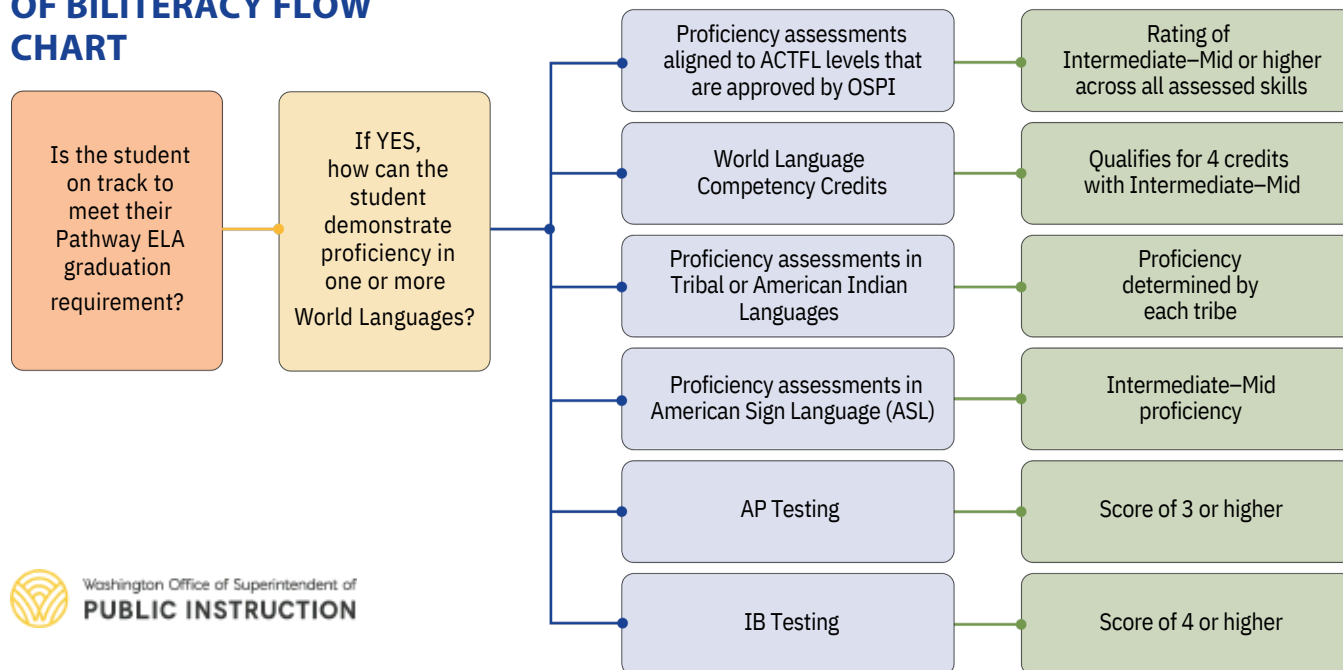
Tribal Language Seal of Biliteracy

In honoring tribal sovereignty, and relationships between tribes and districts, each tribe develops a program plan and process to determine the level of proficiency students need to be considered biliterate in the respective tribal language and to obtain the Seal of Biliteracy.

- Teachers providing instruction of tribal languages must be certified through the First Peoples' Language, Culture, and Oral Traditions Certification Program (WAC 181-78A-700).
- The tribe will send a letter of the scholar's language proficiency and recommended equivalent credits to the high school registrar.



IDENTIFYING STUDENTS FOR SEAL OF BILITERACY FLOW CHART



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Academic English: The English language ability required for academic achievement in context-reduced situations. This is sometimes referred to as Cognitive/Academic Language Proficiency (CALP).

Additive Practices: Any instructional practice that seeks to support and expand upon the knowledge, language, and culture our students bring to school.

Bilingual Education: An educational program in which two languages are used to provide content instruction. Bilingual education programs vary in length of time, and the amount each language is used.

Bilingualism: The ability to use two languages. Bilingualism may be acquired through learning two languages simultaneously in childhood or by learning a second language after acquiring the first language.

Biliteracy: The ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages.

Competency-Based Credits: Credits issued by the district that count toward high school graduation in Washington and that are issued in lieu of attendance in a class by means of demonstrating similar proficiency by an approved language proficiency assessment. These credits include but are not limited to language proficiency credits and credits for courses based in American Indian pedagogy.

Content Language Instruction: These language supports allow a student to access academic content language in classes provided only in English. In Applied Linguistics this is also referred to as Integrated Language Support. In federal law, this instruction comprises half of the civil rights obligation to language learners. See also, English Language Development.

Cultural Sovereignty: The recognized rights of all persons to make decisions regarding their heritage language and culture.

Disparate Impact: Reduced learning outcomes or opportunities for scholars belonging to a protected class as defined in the Equal Educational Opportunities Act, 1974.

Dual Language Program: Also known as two-way immersion or two-way bilingual education, these programs are designed to serve two languages

concurrently. Two language groups receive instruction through the delivery of both languages.

Eligibility: A determination of program participation based on a two-part protocol mandated in WAC 392-160-015. This determination is based on responses on the Home Language Survey and the state-adopted language proficiency screener.

English Language Development (ELD): Foundational language instruction that builds linguistic schemata in the four domains of language so that students can retain and assimilate language and content from courses provided only in English. In Applied Linguistics this is also referred to as Designated English Instruction. In federal law, this instruction comprises half of the civil rights obligation to language learners. See also, Content Language Instruction.

ELL: Students who qualify for English language development services.

English Language Proficiency (ELP): The language proficiency levels in the four domains of language (Listening, Reading, Speaking, Writing) and includes academic and non-academic language. To be proficient means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols.

Equitable Participation: The civil rights mandate that students must be allowed participation in any federal or state programming without regard to their language proficiency. This term applies both to advanced programming opportunities, as well as supports provided for struggling learners.

Home Language Survey: A document that is provided to all students in the State of Washington at the time of enrollment per WAC 392-160-015. This document allows families to self-report the primary language of a scholar. Self-reporting is a Safe Harbor protection for families and districts against claims of profiling.

Identification: A potential indicator that a student should proceed through the two-part protocol mandated in WAC 390-160-015 to determine eligibility for TBIP and/or Title III programming. In response to Cultural Sovereignty, identification different among multilingual scholars and American Indian and Alaska Native scholars.

Indigenous Language: A heritage language recognized as native to a specific locality and spoken as a first language by indigenous peoples.

Interpreter: A person with a high level of proficiency in two or more languages, as verified through the district’s assessment system, who provides in-person, telephonic, or live conferencing language support during school events where Informed Consent is required.

Language Proficiency Screener: The state-adopted standardized assessment that applies a uniform way to determine linguistic need in newly enrolled scholars as mandated in WAC 392-160-015. A uniform determination of need is a Safe Harbor protection for families and districts against claims of profiling.

Multilingual Services Department: A district team that provides support for all language programming in Federal Way Public Schools.

Multilinguals (ML): Students whom qualify for English language development services. This term replaces English Language Learners (ELL)

Newcomer: A student who is newly enrolled within the last 12 months and whose language proficiency is at the Entering or Emerging level as indicated by state-adopted language proficiency assessments (inclusive).

Paraeducator: A specially trained member of the instructional team who may provide language instructional support that is designed and evaluated by a certificated Multilingual Specialist.

Primary Language: As defined in state law, the language first learned by a student or used to communicate most often in the home. Primary languages may be more or less dominant than the language of instruction available to the scholar at school.

Reclassification: A rare condition in which a scholar has demonstrated proficiency on the state-adopted language proficiency assessment and is later considered for re-entry into a TBIP or Title III program. Reclassification is associated with increased risk of later drop-out, so it should only be considered in cases where linguistic proficiency is clearly not in place for a scholar to participate meaningfully in their classes.

Schemata: Existing knowledge of content, cultural practices or language which can be leveraged for the successful acquisition on newly learned concepts.

Stakeholders: Persons who have an interest in the learning outcomes of scholars served within a specific program. Examples of stakeholders include, but are not limited to scholars, families, community members,

teachers, building principles, tribal leaders, and others working both within a district and its surrounding community.

Translator: A person with a high level of proficiency in two or more languages, as verified through the district’s assessment system, who provides written language translation of documents for which Informed Consent is required.

Tribal Consultation: An annual process of conferring with local tribes so that they may direct the instruction of American Indian or Alaska Native youth and so that they may inform Social Studies and History lessons with accurate information about tribal history and perspectives. Tribal Consultation is mandated in WAC 181-78A-700 and ESSA Title VI.

Tribally Sanctioned Supports: Instructional practices approved during the district’s annual Tribal Consultation process and communicated back to practitioners through the district administrative team.

Two-Way Dual Language Immersion Program: A state approved model for the delivery of services to multilingual scholars where instruction is delivered in two languages and where 50% of the class participants are heritage speakers of English and 50% of the class participants are heritage speakers of a language other than English. DL programming is an example of Additive Practices.

WIDA ACCESS: An annual standardized language proficiency assessment, the results of which inform instruction for individuals and program design.

WIDA Alt ACCESS: An annual standardized language proficiency assessment for scholars with the most significant disabilities who require an assessment that is specifically designed for their participation needs.

WIDA Assessments: The state approved standards and assessment suite that support instruction of multilingual scholars in Washington State. The Assessment suite contains the WIDA Screener, WIDA ACCESS, and the WIDA Alt ACCESS.

World Language: A language practiced in pattern of widespread distribution, often internationally spoken. Most World Languages are second languages.

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MULTILINGUAL SERVICES HANDBOOK COMMITTEE

PARTICIPANT	STAKEHOLDER GROUP	SCHOOL/LOCATION
Tess Johnson	Principal	Mark Twain Elementary
Sarah Jackson	Principal	Wildwood Elementary
Matt Oberst	Principal	Federal Way High School
Joan Rohloff	7th Gr. Science Teacher	TAF @ SGH Camelot
Shannon Curran	Family Liaison	Elementary Sunnycrest
Suhad Al-Bayati	Parent	Elementary Sunnycrest
Jeimy Barrientos	Parent	Elementary Valhalla
Romelio Luviano-Lopez	Parent	Elementary Sunnycrest
Dalila Flores	Parent	Elementary & Evergreen Middle School
Maria Martinez	Parent	Olympic View Elementary
Vicky Nunez	Parent	Sunnycrest Elementary
Marlene Sanchez	Parent	Wildwood Elementary
Claudia Massey	Interpreter	Thomas Jefferson High
Sam Park	ML Specialist	Rainier View Elementary
Vanessa Pham	ML Specialist	Valhalla Elementary
Angie Rabina	Office Manager	Educational Service Center
Lacey Johnson	Secretary Generalist	Educational Service Center
Ann Modarelli	ML Services Facilitator	Educational Service Center
Becky Small	ML Services Facilitator	Educational Service Center
Sonia Nicholson	Executive Director of MTSS	Educational Service Center
Melissa Spencer	Chief Academic Officer	Educational Service Center
Shana Watkins	Learning Improvement Officer (LIO)	Educational Service Center
Marla Newton	Deputy Superintendent	Educational Service Center



Multilingual

SERVICES

Staff Handbook



FEDERAL WAY
PUBLIC SCHOOLS