



Edmonds School District

Dual Language Program Handbook 2021–2026

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Rationale for the Handbook

The *Edmonds School District Dual Language Framework*, approved by the Washington State Office of Superintendent of Public Instruction, presents research-based foundational pedagogy which outlines the benefits of dual language, elements of successful dual language programming, and the mission and vision for dual language in Edmonds School District. This partner document provides a practitioner-oriented informational resource for program implementation in the following areas:

- Recruitment, enrollment, and placement
- School and family partnership
- Staff training and preparation
- Curriculum, instruction, and assessment
- The dual language pathway and seal of biliteracy

Program Overview and Goals

To address the disproportionate outcomes for multilingual learners acquiring English, Edmonds School District has identified instructional strategies and supports needed to improve academic outcomes for students. The dual language program serves as the most effective model to support emergent bilingual students in their English language development and provides equitable access to core content learning. In the 2020–21 school year the district committed to plan and build a comprehensive K–12 dual language program; the first phase began with Spanish as the target language. Implementation started in the 2021–22 school year in two elementary schools, Cedar Valley Community School and College Place Elementary. These schools were chosen due to high socioeconomic needs as well as high numbers of language learners. The majority of the language learners in both buildings were native Spanish speakers. The program was expanded to Mountlake Terrace Elementary School and Spruce Elementary School beginning in the 2023-2024 school year. These schools were chosen to provide greater access across the whole district, and due to the high numbers of multilingual learners and Spanish speakers at the sites. Moving forward the district plans to potentially expand the Spanish dual language program to other high-needs schools, grow the program to a pre-K–12 model, and implement dual language programs with additional partner languages.

Edmonds School District Dual Language Program Vision

Students will be part of a rigorous academic program that develops high linguistic and academic proficiency in two languages while simultaneously fostering cross-cultural attitudes.

Mission

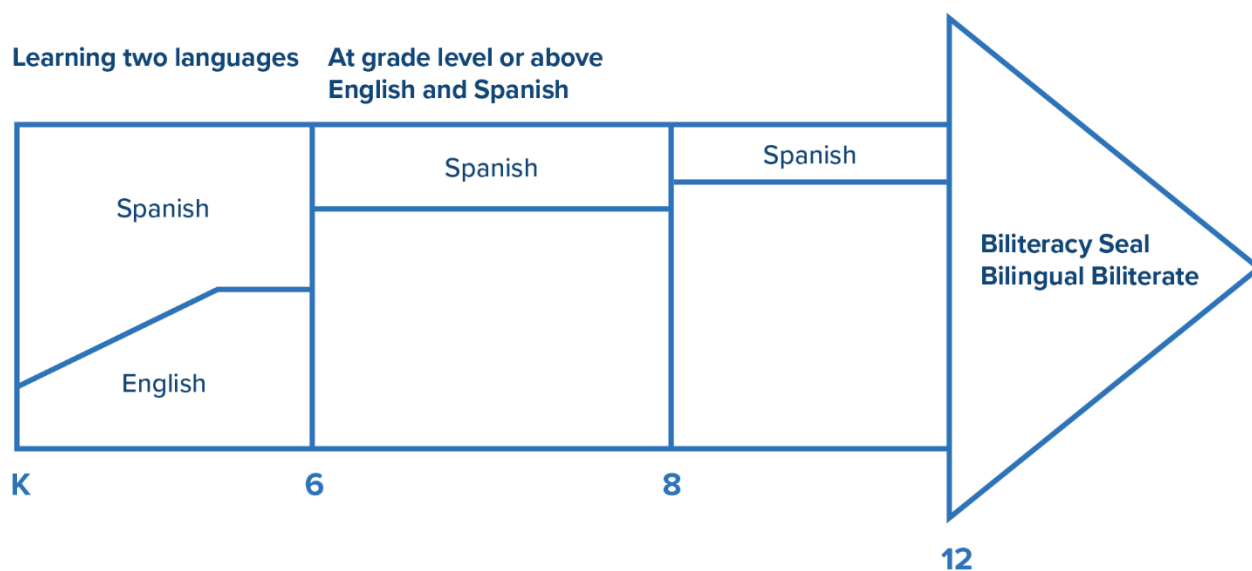
All Edmonds School District dual language students will have the opportunity to graduate biliterate and college and career ready.

Program Goals

1. Promote bilingualism and biliteracy and ensure first and second language proficiency in all four domains in both program languages (reading, writing, speaking, and listening).
2. Students achieve grade-level academic performance in both program languages.
3. Integrate native English speakers and English learners for academic instruction.
4. Foster and promote cultural diversity and respect among all students.

K–12 Program Progression

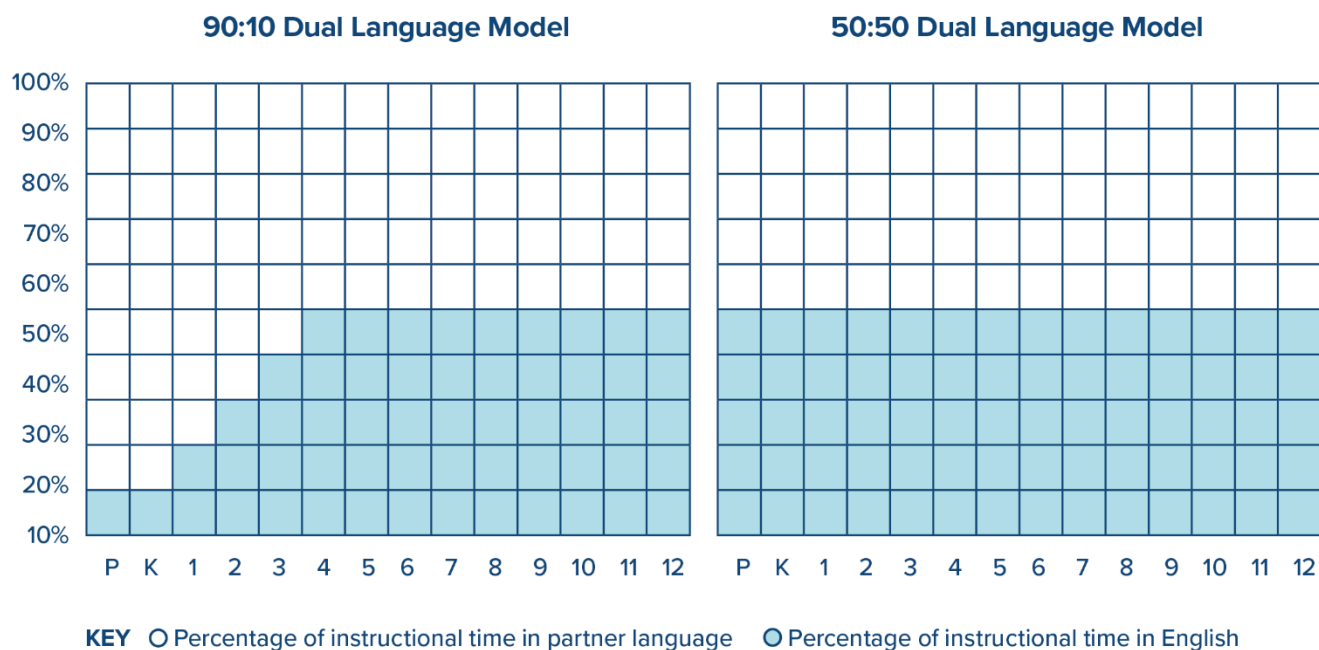
Edmonds School District’s dual language program is intentionally designed to provide students comprehensive academic and sociocultural benefits during a complete kindergarten through grade 12 experience. The language of instruction shifts toward a balance of 50 percent in the target language and 50 percent in English over the life of the program. This progression of language allocation elevates the partner language while developing English, supporting the value of developing both program languages equitably and leading to full bilingualism and biliteracy.



Edmonds School District Dual Language Program Model

Edmonds School District has committed to implementing the 90:10 model, which research demonstrates produces the most effective results for student levels of biliteracy and academic achievement. Instruction is delivered 90 percent in Spanish during the kindergarten year and progressively incorporates larger percentages of instruction in English during each successive school year. The 90:10 model provides students with a strong literacy foundation in Spanish which is utilized for transfer as English language instruction increases.

Instructional time designations in 90:10 and 50:50 Dual Language Models



The 90:10 model benefits students regardless of their linguistic background. Students participating in the 90:10 model demonstrate strong linguistic, biliteracy, and academic achievement without impacting English proficiency. According to research, students in 90:10 programs demonstrate higher levels of partner language proficiency and rate their own bilingualism and Spanish proficiency higher (Lindholm-Leary & Howard, 2008). Reading achievement in 90:10 program models is higher in Spanish than in 50:50 models, particularly for multilingual learners (Lindholm-Leary, 2017).

90:10 program benefits

Multilingual Learners	Both	Native English Students
Receive native language support and development Learn to read in the language they understand Transfer literacy skills from L1 to English Develop English oral proficiency first, facilitating the transition to English reading/writing Build on their assets; they become the language models Reach or surpass achievement levels of English-speaking counterparts	Students have one teacher in early elementary grades No detriment to English development in the long run Higher levels of bilingualism and biliteracy at program end	Strong positive sociolinguistic message about the partner language and culture Higher Spanish proficiency outcomes at program end, compared to students participating in 50:50 models Reach or surpass achievement levels of peers who are not enrolled in dual language programs

Dual Language Program Advisory Committee

Edmonds School District values collaborative community partnership and authentic opportunities for family participation in the dual language program. The dual language advisory committee began during the 2020 school year with the following objectives:

- Establish a common understanding of dual language education and programs
- Investigate opportunities and challenges
- Develop recommendations for next steps for support of dual language programs

The advisory committee includes a variety of stakeholders, who serve as a decision-making body for the dual language program. The advisory committee strives to increase representation of community members, and continues to have a focus on increasing to include parents and family members of dual language students.

The purpose of the Dual Language Advisory Board was created in 2023 and informs the work of this group of members:

The Edmonds Dual Language Advisory Board advocates for a well-structured K-12 dual language program by providing authentic input and feedback to refine systems and processes that create successful bilingual, biliterate, bicultural students.

2024-2025 Dual Language Advisory Members

Member	Role
Nichole Rodriguez	Director of Multilingual Education
Erica Bailey Ramos	Dual Language Program Specialist
Carla Carrizosa	Principal, College Place Elementary
Annika Rudback	Multilingual Learner Program Specialist
Angelica Lopez	Dual language teacher, Cedar Valley Elementary School
Alexis Rios	Dual language teacher, College Place Elementary School
Clifford Chery	Dual language teacher, Cedar Valley Elementary School
Diana Ortega	Edmonds Center for the Arts, Director of Education
Linsi Moy	Dual language parent

Language Articulation Plan

The language articulation plan outlines the progression and balance of the language of instruction during a student’s K–12 dual language experience, as well as articulating the specific content areas and curricula used. The language articulation plan provides educators and families a programmatic foundation in support of the achievement of program goals.

Elementary Language Articulation Plan

The Elementary Language and Content Articulation Plan, shown below, outlines the minutes for each subject area, including the curriculum resources used.

Language Content Articulation Plan						
Spanish Partner Language Instruction Only English Instruction Only						
Category	Grade K Daily Min	Grade 1 Daily Min	Grade 2 Daily Min	Grade 3 Daily Min	Grade 4-6* Daily Min	
	90:10 (approx. 25 min English)	80:20 (approx. 40 min English)	70:30 (approx. 75 min English)	60:40 (approx. 100 min English)	50:50 Spanish CORE Lit Block	50:50 English CORE Lit Block
SEL routines	20 min (Second Step)	20 min (Second Step)	20 min (Second Step)	20 min. (Second Step)	20 min (Second Step)	20 min (Second Step)
Literacy Block	Lectura 75 mins. (Benchmark Adelante) Escritura 25 min (Benchmark Adelante)	Lectura 65 min Escritura 20 min (Benchmark Adelante)	Lectura 45 min Escritura 25 min (Benchmark Adelante)	Lectura 35 min Escritura 25 min (Benchmark Adelante)	Lecto-Escritura 70 min (Benchmark Adelante)	English Literacy 70 min (Benchmark Advance)
		English Literacy 15 min (Bridging)	English Literacy 30 min (Benchmark Advance)	English Literacy 40 min (Benchmark Advance)	English Literacy 45 min (Benchmark Advance)	Lecto-Escritura 45 min (Benchmark Adelante)
Math	50 min (Expressions)	60 min (Expressions)	60 min (Expressions)	60 min (Expressions)	60 min (Expressions)	60 min (Expressions)
Science Or Social Studies	20 min (Amplify)	20 min (Amplify)	35 min (Amplify)	35 min (Amplify)	35 min (Amplify)	35 min (Amplify)
English Language Development (ELD)	25 min (ELD)	25 min (ELD)	25 min (ELD)	25 min (ELD)	25 min (ELD)	25 min (ELD)
Purposeful Play**	15 mins.	15 mins.				

Sample Student Schedule, Second Grade

Content	Duration/Time	Language of Instruction
Morning Meeting/SEL	8:55am-9:15am	English
Spanish Phonics	9:15am-9:30am	Spanish
Reading Mini Lesson	9:30am-9:50am	Spanish
Recess	9:50am-10:10am	
Reading Groups	10:10am-11:15am	Spanish/English
Recess/Lunch	11:15am-12:05	
Math	12:05pm-1:15pm	Spanish
Language Block (ELD)	1:15-1:40	English

Sample Student Schedule, Second Grade		
Content	Duration/Time	Language of Instruction
English Phonics	1:40-2:15	English
Specialist	2:15pm-2:45pm	English
Read Aloud/Choice Time	2:45pm-3:15pm	English/Spanish

Secondary Language Content Articulation Plan

This work is being developed by our Dual Language Advisory Board in the school year 2024-2025. Edmonds Dual Language will roll up to middle school with 6th and 7th grade both starting in the school year 2029-2030. We are hoping to offer more than one core content class in the targeted language. It is recommended to have at least one year-long class focused on grade-level language and literacy development in each program language, and ensure that at least two core content classes are offered in the non-English language.

Recruitment, Enrollment, and Placement

Recruitment

Family collaboration and engagement is an essential component to the successful implementation of the dual language program. Edmonds School District actively recruits families to the dual language program through a variety of outreach modalities. Each school year, the dual language program enrollment process begins with a bilingual information night. Kick-off information sessions for prospective kindergarten families are hosted at the district office, with each school site hosting additional information sessions for incoming kindergarten families at the start of the school year. Community outreach about these events is shared in the following ways:

- District and school website announcements
- Banners posted at the host schools
- Flyers and the program brochure (pamphlet) in the school office
- Social media
- Radio announcements (Spanish radio station)
- Flyers/pamphlets at local spots that families frequently visit
- Reader board (Spanish on one side, English on the other)

In addition, an Edmonds dual language program video in Spanish and English is shared with prospective families. As the program expands to include other partner languages, videos will be created in additional languages.

Application Process

Edmonds School District provides a variety of access points and information for families interested in applying to the dual language program. Interest forms are available in February for the upcoming school year on the district and host schools' websites, at host school sites, and at the district office. Interest forms (see links below in *District Tools*) will be distributed to school buildings and the district office when kindergarten applications are released.

Applications are accepted on a first-come, first-served basis and should be dated upon submission. Neighborhood families have priority in this process. Other applicants may be waitlisted until mid-August. Classes will be filled leaving some spots reserved for late registration families. Applications will be accepted through September of the new school year, and placement will be determined by priority order, consideration of class size, and grade-level capacity. School office staff collects the following information on a shared document as part of the application process:

- Student name
- Home address
- Phone number
- Parent information
- Home language
- Date/time application was submitted
- Acceptance confirmation call date
- Assessment date (Spanish language and literacy)
- Family connection meeting date

Enrollment

Enrollment priority will be given to students who live in the school neighborhood attendance area, with specific attention to classroom composition in order to meet program goals. Classroom composition should strive for a balanced representation of students from various language backgrounds, with no more than half of the class being English-speaking dominant students. Ideally, classes will be composed of one-third home language Spanish-speaking students, one-third simultaneous bilingual students, and one-third home language English-speaking students. As the program grows, a lottery system may need to be established to allocate available space.

Enrollment priority is given in the order listed below:

1. Speakers of the target language residing in the neighborhood boundary
2. Neighborhood students regardless of language background and multilingual learner status

3. Siblings of students already in the program at that school site
4. In-district, out of school neighborhood attendance boundary (priority given to students who speak the target language)
5. Out-of-district (priority given to students who speak the target language)

Families will be notified of their acceptance into the dual language program or their waitlist status by email by the end of the school year and again in August. Families will confirm their commitment to enroll in the program by email or phone, and this will serve as their official program acceptance. Once families have accepted a space in the dual language program, they will schedule a family intake interview, which may also occur during Kindergarten Family Connections meetings.

Dual Language Program Family Commitment

Parents and families will be asked to:

- Sign a commitment letter
- Understand and support the program design
- Agree to a long-term commitment to the program
- Participate in school meetings and activities
- Encourage their child's bilingual learning efforts
- Appreciate and support diversity and cultural awareness

Dual Language Family Information Night

All (kindergarten or new) families enrolled in the dual language program will be invited to attend a Dual Language Family Information Night. At this meeting parents or guardians will:

- Learn about a typical school day and schedule
- Learn how to support their child at home
- Access additional resources
- Preview curriculum
- Ask and answer questions

Timeline

March

Kindergarten registration

March - July

Communicate with accepted families based on priority guidelines above

Student/family interviews begin for accepted families

Interest forms continue to be accepted

August

Communication with families about acceptance or waitlist status - a few spots held for neighborhood late registrations

Student/family interviews for accepted families

Interest forms continue to be accepted

September

Family Connection Meetings - individual family meetings with teachers

Student/family interviews for accepted families

September-October

Family Information Nights

[Family Connection Meeting Questionnaire](#)

Late Enrollment

Students who wish to enroll in the dual language program after the kindergarten year will be considered based on program capacity, student need, and language ability. The dual language program will be opened to students entering grade 1 as spots become available. Students at the grade 1 level will be accepted into the program based on the criteria outlined above. Beyond grade 1, priority will be given to newcomer students, emergent bilingual students, and students who participated in dual language programs before coming to Edmonds School District. Students who are not Native speakers of the partner language will be given the STAMP Language proficiency assessment to gauge readiness for the program. Student placement will be determined by the building administrator in consultation with the multilingual learning department.

Transportation

Transportation will be provided for students who live within the neighborhood school boundary transportation zone. If a student enrolled in the dual language program resides outside the school boundary, families will provide their own transportation.

Dual Language Program Change of Placement

If the parent or guardian determines that their child should withdraw from the dual language program before the end of grade 6, school and program staff should engage in at least two rounds of student data analysis and cycles of intervention before the student exits the program. This analysis and intervention will support students and families with continued program engagement. As a final part of the exit process parents must participate in an exit interview with district staff.

[Dual Language Program Change of Placement Protocol](#)

School and Family Partnership

Student and Family Outreach and Communication

Parents and families are an essential part of growing and sustaining a dual language program. Parents and families should be provided opportunities to actively participate in their child's dual language education. Schools leverage the assets that parents and families bring to the dual language program and invite families to engage in school activities, both in the classroom and the school at large.

Schools communicate with families in a variety of ways, including:

- Newsletters
- Informational meetings
- Dual language program orientation
- Brochures
- Teacher-family conferences
- Parent Square
- Robo-calls/text messaging
- Email
- Social media (Facebook, Instagram, Twitter)
- Culturally relevant family input

Schools may hold periodic informational meetings for families to address questions and concerns, strengthen relationships, and promote a deeper understanding of the dual language program. These may include:

- Support at home (homework, English/Spanish language development, etc.)
- Second language acquisition
- Literacy/biliteracy development
- Program design
- Curriculum nights (math, science, reading, etc.)
- Assessment practices
- Language/cultural exchange/community building (can include community-specific gathering)

In addition, schools or the district may provide language classes for adults in English and the partner language(s).

Volunteer Opportunities

Schools encourage families to participate as volunteers to learn firsthand about the program. Volunteering gives families an opportunity to learn how best to support their children as they learn a new language and also to share their own strengths, backgrounds, and talents to enhance the program. Opportunities to volunteer both during and outside of the school day will be made available for families. District paperwork and background checks are required and must be completed prior to volunteering in schools. There will also be opportunities to volunteer outside the classroom for parents who cannot participate in person. Documentation of citizenship/residency is not required to volunteer.

Celebrations

Dual language program celebrations, both formal and informal, serve to bring communities together to promote interaction, build cross-cultural understanding, and fortify relationships within the dual language community. Showcasing student work, families' unique cultures or backgrounds, and events are important ways to highlight the gifts and customs within the community. Educators and school and district staff members will practice care to avoid cultural appropriation and ensure sensitivity for specific cultural celebrations.

Staff Roles, Responsibilities, and Training

Office Staff

The office staff at each school site plays an important role in supporting the dual language program and is often the first contact with families when they enroll their children. New families, particularly those with backgrounds in the partner language, should be provided with information on the dual language program option. Office staff should be knowledgeable ambassadors for the program and participate in yearly dual language program training to strengthen skills in:

- Understanding the dual language program and its benefits
- Effectively emphasizing key talking points when interacting with families
- Communicating with program staff regarding enrollment status and program capacity

Dual Language Program Staff

Dual language program staff is provided foundational knowledge of dual language programming and guidelines based on The Center for Applied Linguistics Guiding Principles. Areas of professional development and learning include best practices for integration of content and language instruction, the use of curriculum and materials to support dual language learners, and instructional strategies for language acquisition. Additional professional learning topics for future consideration may include:

- Strategic use of cross-linguistic connections
- Zones of biliteracy
- Academic intervention practices and structures in both program languages
- English language development instruction for primary grades (K–2) in the dual language classroom
- Formative assessment practice
- Leadership support
- Standards-based core content instruction in the dual language classroom
- Curriculum mapping
- Structures and scaffolds for language learning in the dual language classroom
- Spanish literacy development
- Collaboration and alignment within and between schools
- Strategies for oral language use and practice in the content areas

Building Staff

All school staff engage in ongoing professional development opportunities to build foundational knowledge of dual language programming and guidelines provided by the multilingual learning department. Additionally, all staff members engage in regular and consistent professional development of best practices for integration of content and language and strategies for language acquisition to support multilingual learners, regardless of program. Opportunities for professional development may include:

- Supporting language learners and strategies for English language development
- Use of data to guide instruction
- Asset-based mindset training
- Understanding and addressing bias
- Building unity
- Dual language program model
- Best practices in language acquisition
- Language classes in the partner language

Building-Level Unity

Building-level unity, regardless of program, should be a focus area of school-level professional learning to deepen relationships centered on embracing all learners. Building-level unity activities will uniquely reflect the school context and goals. Opportunities for building-level unity activities and professional development may include:

- Student interaction during lunch and recess and possibly specialist time
- Grade-level professional learning community planning between the two strands
- Family and community engagement activities, regardless of student program
- Language classes in the partner language

Multilingual Learner Staff

It is the responsibility of Multilingual Learner (ML) teachers to support the implementation of the program, with a focus on how students within the dual language program are supported with their English language acquisition. ML Staff at each school site will be responsible for organizing and coordinating the Language Block, and supporting students with their acquisition of English.

Curriculum, Instruction, and Assessment

Curriculum

The Edmonds dual language program curriculum is guided by Washington state-adopted standards in both Spanish and English which support the program goals of bilingualism, biliteracy, high academic achievement, and sociocultural competence. Instructional materials aligned to the adopted standards are noted below. Washington state standards include:

- Common Core State Standards for literacy and mathematics
- WIDA English language standards
- WIDA Spanish language standards
- Next Generation Science Standards

Instructional Materials

Edmonds' dual language program utilizes instructional materials in both Spanish and English aligned to the adopted standards listed above. Instruction incorporates specific attention to the language needs of bilingual learners and should focus on language and literacy development across content areas. Adopted instructional materials include:

2024-2025 Dual Language Curriculum Resources

- **Reading** - K-5 Benchmark/Adelante (Spanish) and Advance (English)
- **Writing** - K-5 Benchmark/Adelante (Spanish) and Advance (English)
- **Science** - Amplify
- **Math** - Expressions Math (2018 version includes Spanish documents)

Instructional Practices

Instructional practices that support effective coordination of curriculum standards and selected instructional materials are important elements of a dynamic and responsive dual language program. Edmonds School District prioritizes the following practices for educators:

- Alignment of instructional practices, regardless of program
- Collaborative professional learning communities for dual language program staff and English-strand staff within schools
- Data-driven instruction
- Scaffolds (interactive, graphic, or sensory)
- GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol) strategies
- Intentionally planned student interactions (games, talk structures, cooperative learning)

English Language Development

Students in the dual language program will participate in a language block to support the explicit language instruction and development for all students. During this language block, multilingual learners are grouped by their language proficiency level to engage in Designated English Language Development. Students who do not qualify for multilingual learner services will be provided support with acquisition of the partner language (K-1 only) or may participate in English Enrichment activities during this time. Additional guidance for the English Language Development time can be found here: [Dual Language - Language Block Guidance](#).

Interventions

In support of student growth and progress, recommendations for academic interventions align with the 90:10 program model and are provided in both program languages, dependent upon grade level, language acquisition, and literacy progress in both languages. Students receive 30 minutes daily of focused English or Spanish language development.

Additional recommended service minutes by grade level include:

Grade	Frequency	Support Area	Language
Kindergarten	15–20 minutes daily	Title I/LAP	Spanish
Grade 1	20–40 minutes daily	Title I/LAP	Spanish

Grade 2 and Above	30–40 minutes daily	Title I/LAP	Dependent on student language background
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The following plan outlines the guidance for Title and LAP services within the dual language program: **Title/LAP Dual Language Plan**

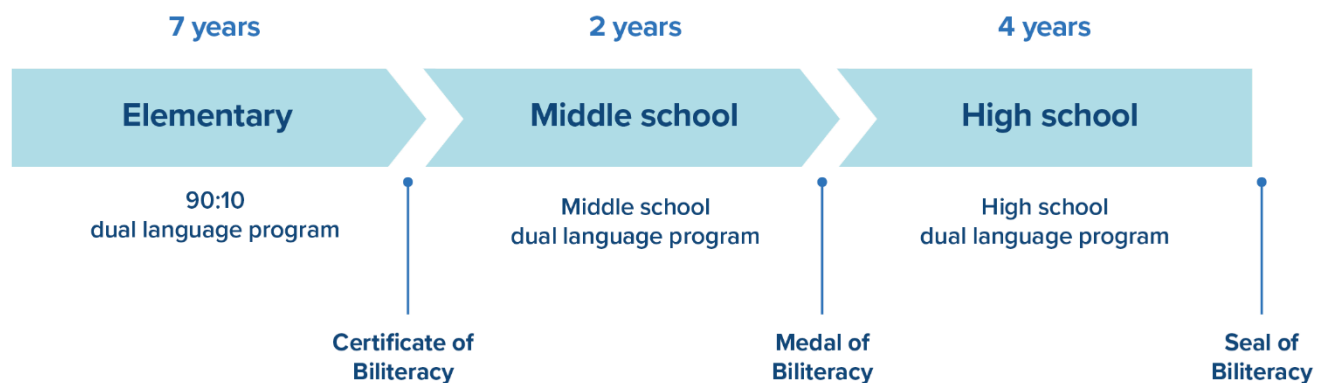
Assessment Practices

Edmonds School District recognizes the importance of both formative and summative assessment practices in a robust dual language program. Student progress should be monitored regularly and include growth in content knowledge, literacy, and language acquisition. Formative assessment data guides instruction and supports the program goals of bilingualism, biliteracy, high academic achievement, and sociocultural competence. All staff members who administer assessments will participate in training to support the process. Assessments may be administered by classroom teachers or dual language teachers on special assignment.

[Dual Language Assessment Calendar](#)

Dual Language Recognition and Pathway

Edmonds K–12 Dual Language Pathway



Edmonds School District recognizes student effort toward the goal of biliteracy and bilingualism. Upon completion of the dual language program at the following levels, students will be recognized with:

- **Grade 6** - Certificate of Biliteracy
- **Grade 8** - Medal of Biliteracy
- **Grade 12** - Seal of Biliteracy (recognized by the state of Washington)

At the high school level, students will be expected to demonstrate their bilingual proficiency and cultural competency through a portfolio that may include (to be determined):

- Work sample(s) in both languages
- An essay in their language of choice
- Volunteer hours in the community using their bilingual skills

- Ethnic studies classes

Seal of Biliteracy

The Seal of Biliteracy recognizes student attainment of bilingualism and biliteracy at the completion of high school. Students participating in multilingual learner programs, as well as native or heritage speakers of any language, can benefit from achieving the state Seal of Biliteracy. The Seal of Biliteracy provides students with a competitive edge in the employment market as well as increased opportunities for higher education. Students are currently eligible to receive the Seal of Biliteracy on their high school transcript by completing all of the following:

1. Demonstrate proficiency in one or more world languages by earning four credits on a World Language proficiency test, scoring a 3 or higher on an AP language test, or scoring a 4 or higher on an IB language test
2. Earn four credits in English per district/state graduation requirements
3. Demonstrate proficiency in English Language Arts by completing an approved ELA Graduation Pathway
4. Graduate from high school

Students are encouraged to take the world language proficiency assessment and can earn up to four world language credits toward graduation.

District Tools

[Dual Language Program Application \(English\)](#)

[Dual Language Program Application \(español\)](#)

[Family Connection Meeting Questionnaire](#)

[Title/LAP Dual Language Plan](#)

[Dual Language Program Change of Placement Protocol](#)

Additional Resources

[Washington Association for Bilingual Education \(WABE\)](#)

[California Association for Bilingual Education – Parent Involvement](#)

[National Association of Bilingual Education \(NABE\)](#)

[Dual Language Education of New Mexico \(DLENM\)](#)

[Center for Applied Linguistics \(CAL\)](#)

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