

Multilingual Education Information Session

February 1, 2024

In the chat:

Share your “Groundhog Day” prediction for the weather!
Please rename yourself with your full name and school district.



Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are presenting from the ancestral lands of the Chelan, Puyallup, Squaxin Island, Swinomish, and Coast Salish Tribes and honor with gratitude the land itself and these tribes.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by **high expectations for all students** and educators. We achieve this by developing **equity-based policies and supports** that empower educators, families, and communities.

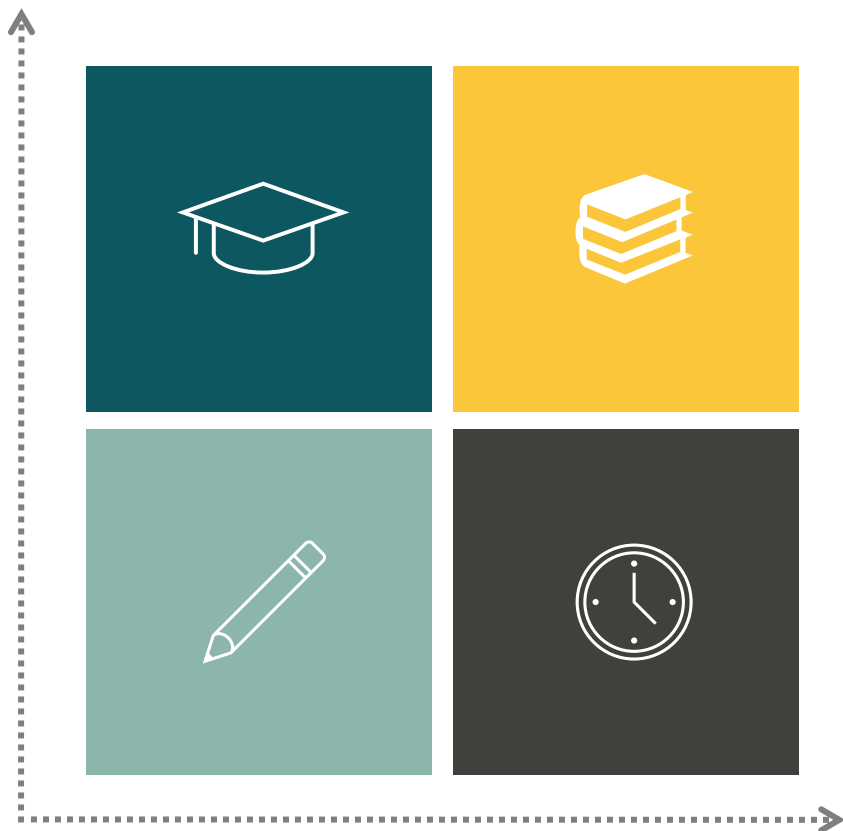
Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Today's Agenda



**Inclusionary Practices for
MLs**

**WA Office of Education
Ombuds**

WIDA ACCESS Updates

Resources & Opportunities





Inclusionary Practices for MLs

Welcome, Guest Presenters:



Jaimee Kidder
(they/them)
Program Supervisor
Special Education



RJ Monton
(he/him)
Director of MTSS
CISL

What is Inclusion?

“Inclusion is engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community *promotes and sustains* a sense of belonging; it *affirms* the talents, beliefs, backgrounds, and ways of living of its members.”

“Belonging Through a Culture of Dignity,” by Floyd Cobb and John Crownapple



Who is consistently being pulled away from community?

A multilingual learner new to the country?

A student with an intellectual disability?

A student who receives exclusionary discipline?

A student who uses assistive or augmentative communication?

A student who is labeled a "troublemaker" because the schoolwide PBIS structure doesn't work for them?

Others?



“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are successfully included.

This simple fact suggests that whether a student with a disability is meaningfully included may have less to do with his or her characteristics and more to do with the attitudes, skills, structure, and practices of the adults responsible for providing education.”

- Michael Giangreco, University of Vermont



Who is Responsible for Inclusionary Practices?

Each of us, (especially those closest to students, including principals, educators, and families)...

“can inhibit or inspire school personnel to accept the inclusion of students with disabilities in the general education classroom. Moreover, their attitudes are critical in the design and implementation of programs and practices in their schools. Principals’ attitudes can either promote or discourage the inclusion practices in their schools.”

Source: Vazquez, M. 2010. “Inclusionary Practices: Impact of Administrators’ Beliefs on Placement Decisions.”
Unpublished Doctoral dissertation, University of Central Florida, Orlando, Florida.



What's in the



?

80+ years of research: Placement in general education improves outcomes for students with disabilities!

[Carlberg & Kavale \(1980\)](#)

50 research studies
from 1932 – 1970

[Wang & Baker \(1985\)](#)

Meta-analysis
from 1975 – 1984

[Oh-Young & Filler \(2015\)](#)

Research studies
from 1980 – 2013

[Theobald, et al. \(2018\)](#)

WA Study on
CTE & Outcomes

Inclusive practices have also been shown to have positive or neutral results for students *without* disabilities.

[Ruijs & Peetsma \(2009\)](#)

Positive/neutral effects

[Szumski, et al. \(2017\)](#)

Benefits for all students

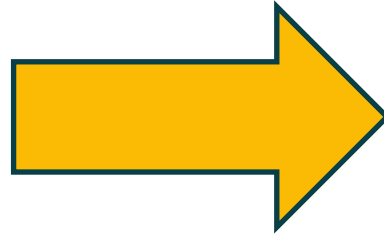
[Shogren, et al. \(2015\)](#)

SEL benefits



Developing inclusionary habits...

**Are we committed
to building a
system that meets
the needs of all
students?**



**Or are we trying to
“add on” supports
to our existing
support system?**

**How can we move forward, collectively,
and leave behind dangerous assumptions?**





Reframing Activity

Medical Model	Inclusive Model
Disability is a deficiency.	Differences are experienced by everyone.
Interventions should focus on normalizing the individual and their skills.	Interventions should help the individual <u>interact</u> with and <u>access</u> community.
Students with disabilities can be included if they can keep up with core content.	Learning environments should <u>adapt</u> to all types of learners and abilities.
Interventions are determined by the experts and professionals.	Interventions are focused on and driven by the strengths of the individual.

Provide multiple means of Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression



Strategic Networks
The "HOW" of Learning

- Offer individual choice
- Scaffold supports – and level of challenge!
- Build in self-reflection practice
- Model coping skills/strategies

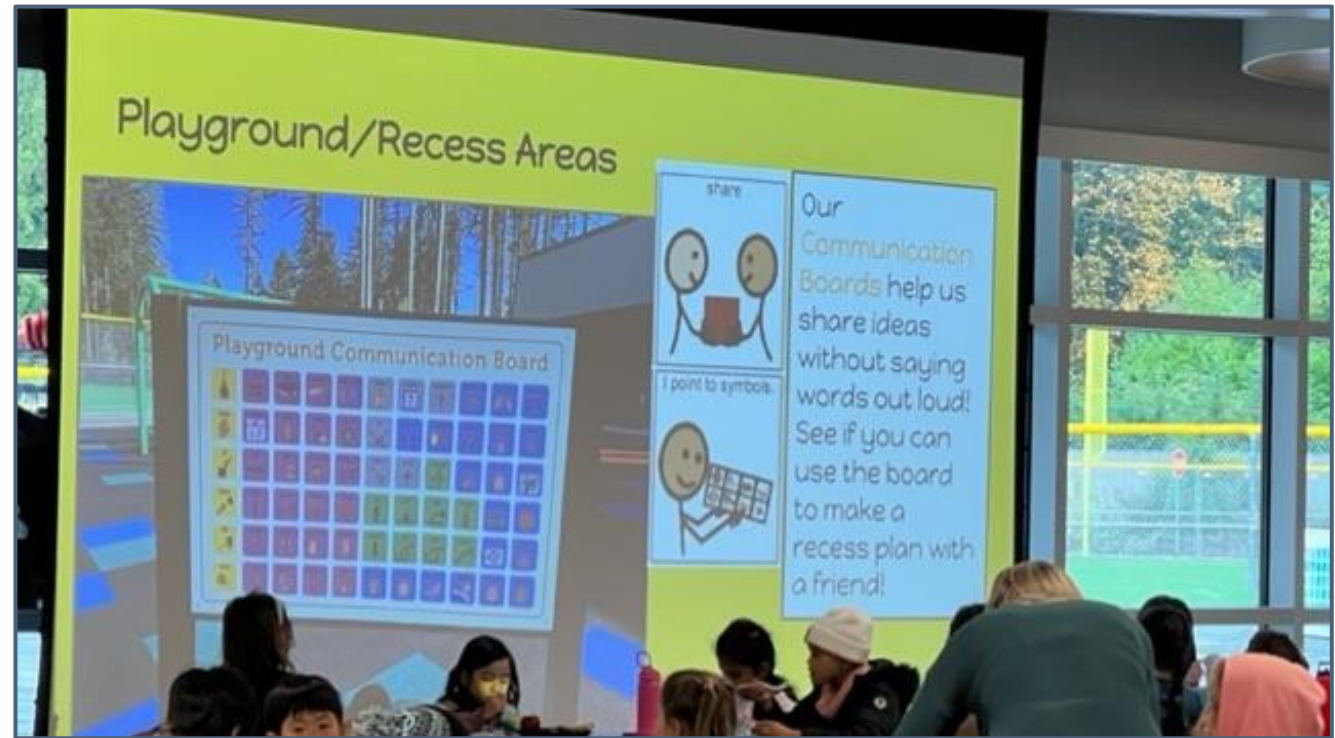
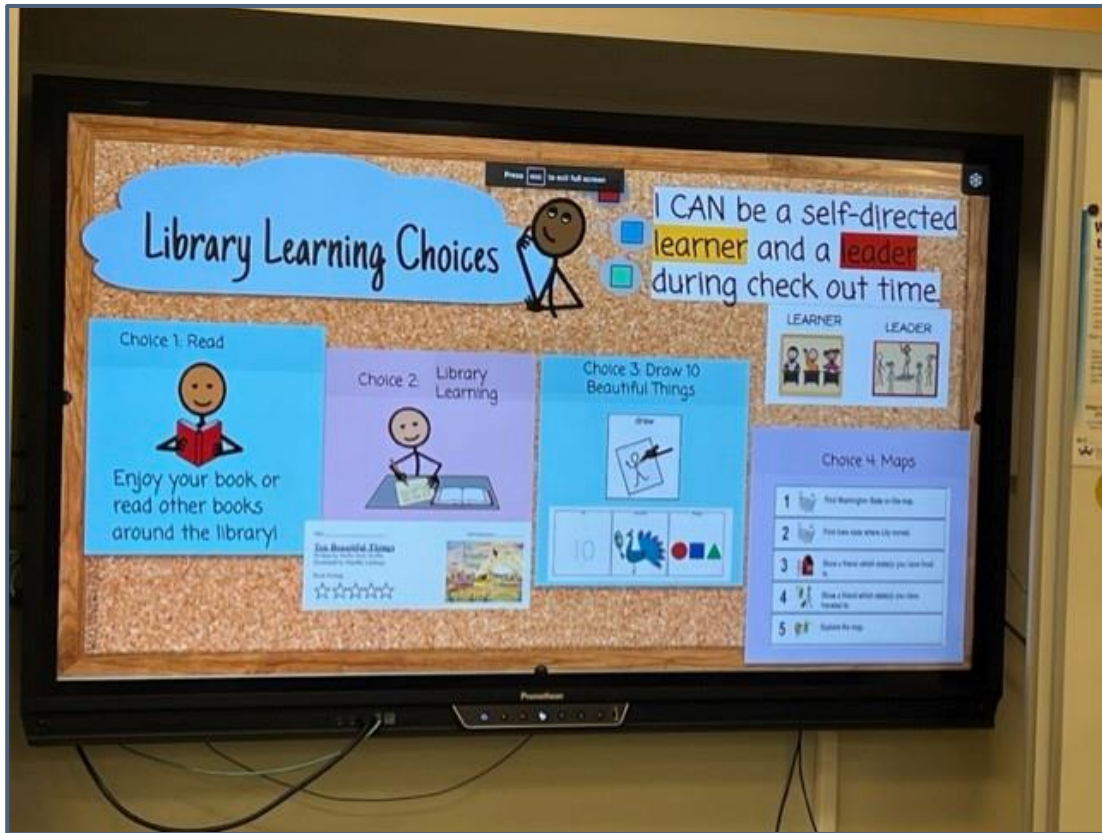
- Customize display of information
- Provide alternatives to auditory/visual inputs
- Support decoding (of symbols, too!)
- Activate background knowledge

- Vary methods of response
- Optimize access to assistive technologies
- Design graduated levels of support
- Practice guided goal setting

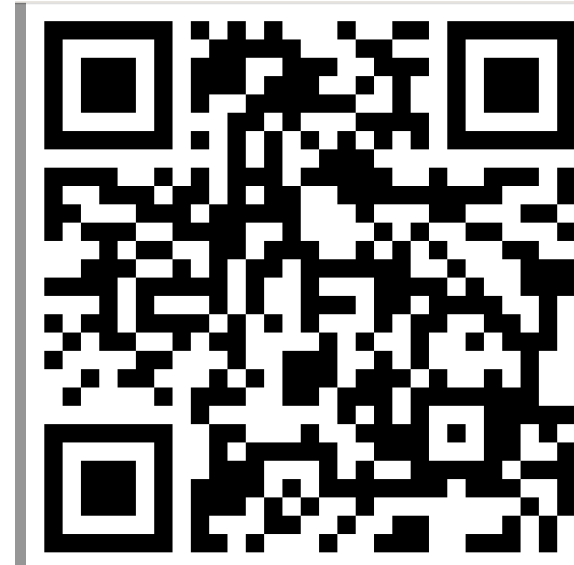


Example

Inclusive, universally designed learning experiences



Developing Communities of Belonging



[10 Essential Dimensions of Belonging](https://z.umn.edu/communitiesofbelonging)

<https://z.umn.edu/communitiesofbelonging>

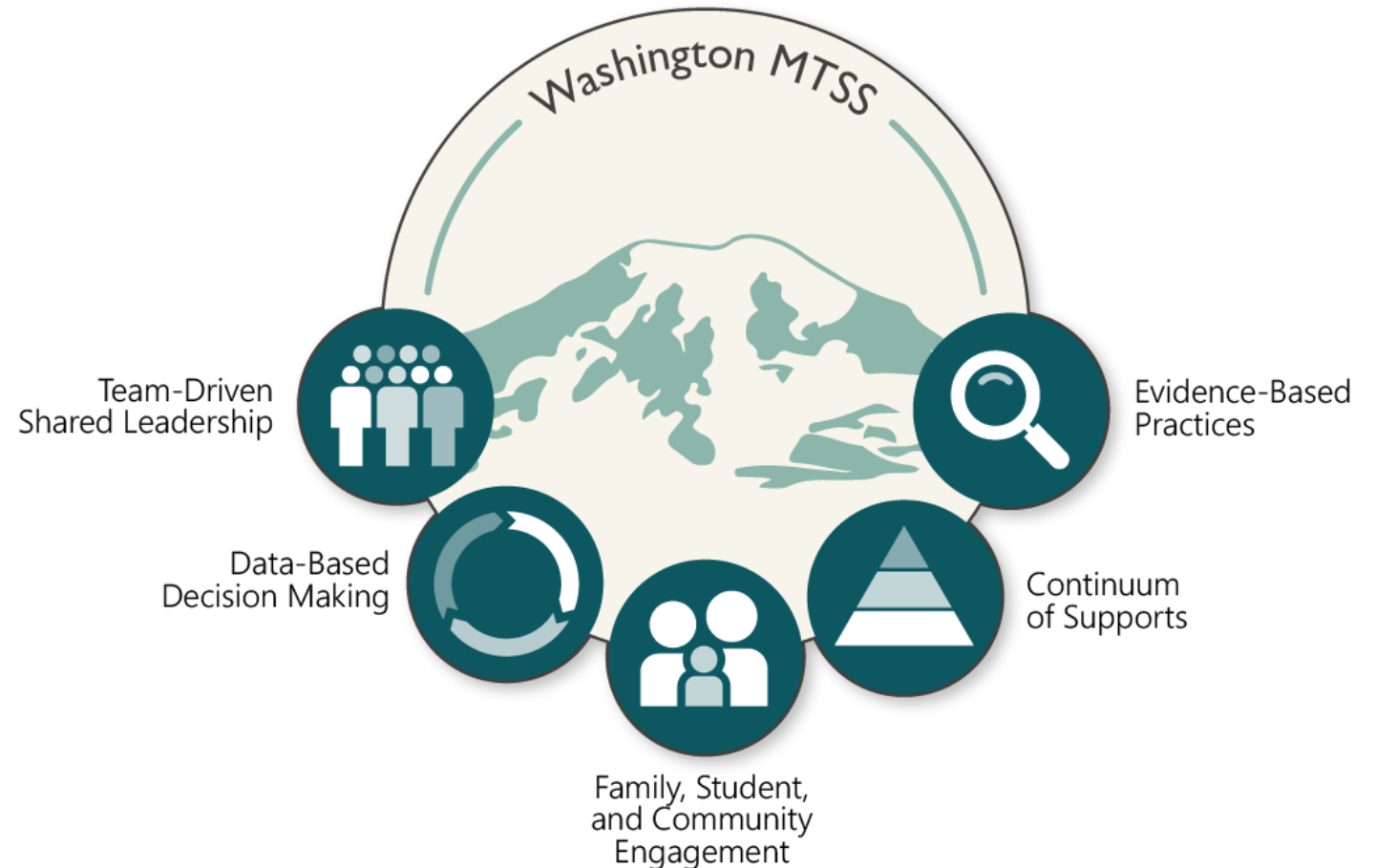


Multi-Tiered System of Supports

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

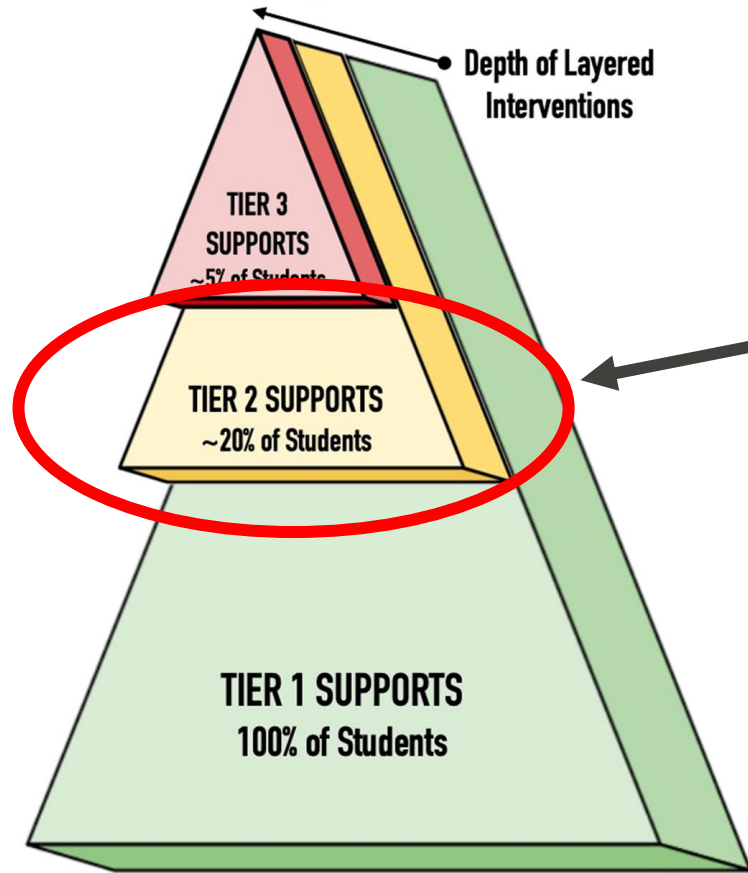
Learn More:

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





Continuum of Supports



Tier 3 Intensive and Individualized Support
5% of Student Population

Tier 2 Targeted and Small Group
15% - 20% of Student Population

Tier 1 Universal Support for ALL Students
100% of Student Population

Each layer of support is stacked upon the previous.

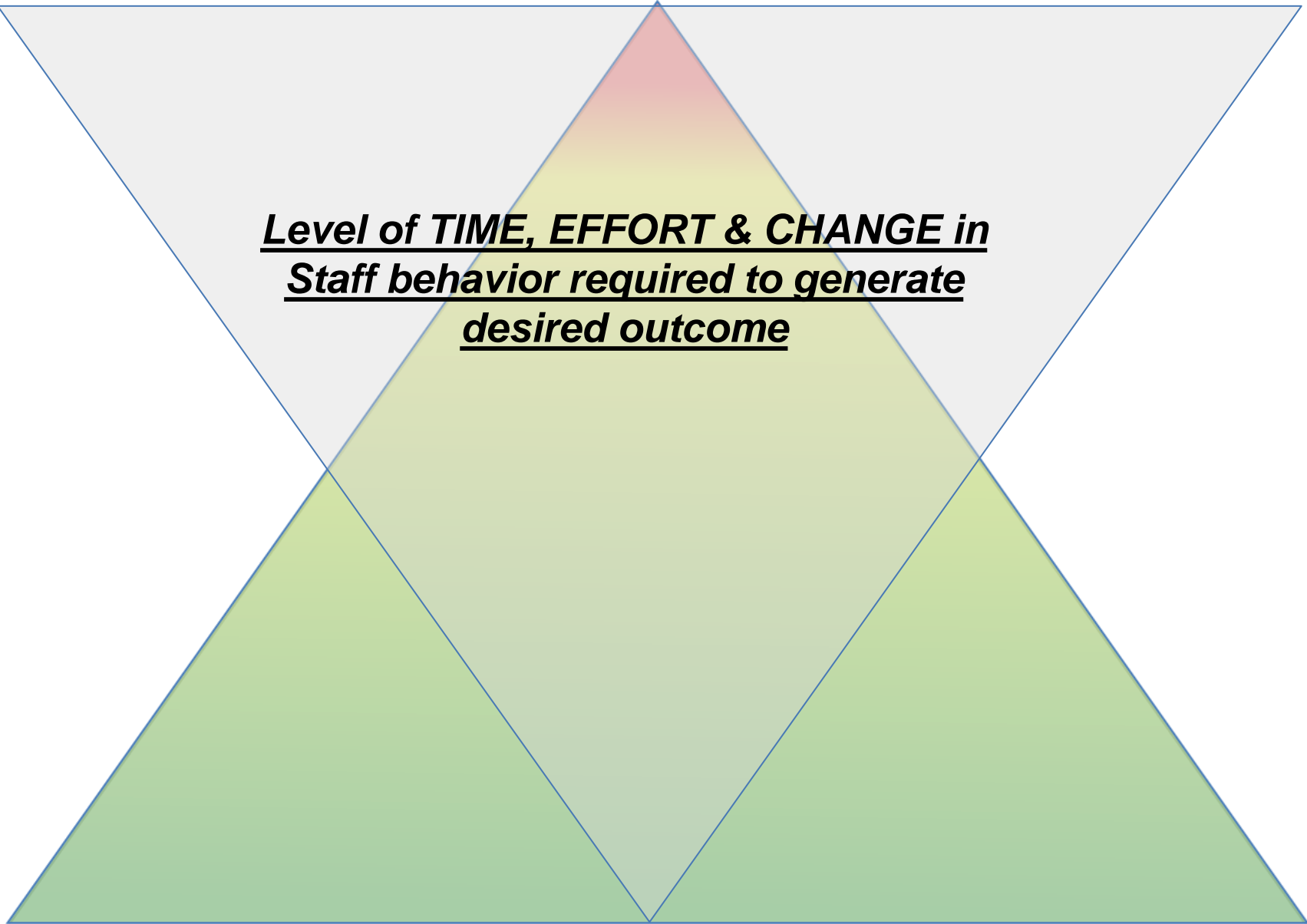


Shifting Our Perspective



- Don't JUST ask, "What can a few of us do to support the student...?" (interventions)
- ALSO ask, "What can we ALL do to INCLUDE the students...?" (systems)





Level of TIME, EFFORT & CHANGE in
Staff behavior required to generate
desired outcome



Tool: Intervention Mapping

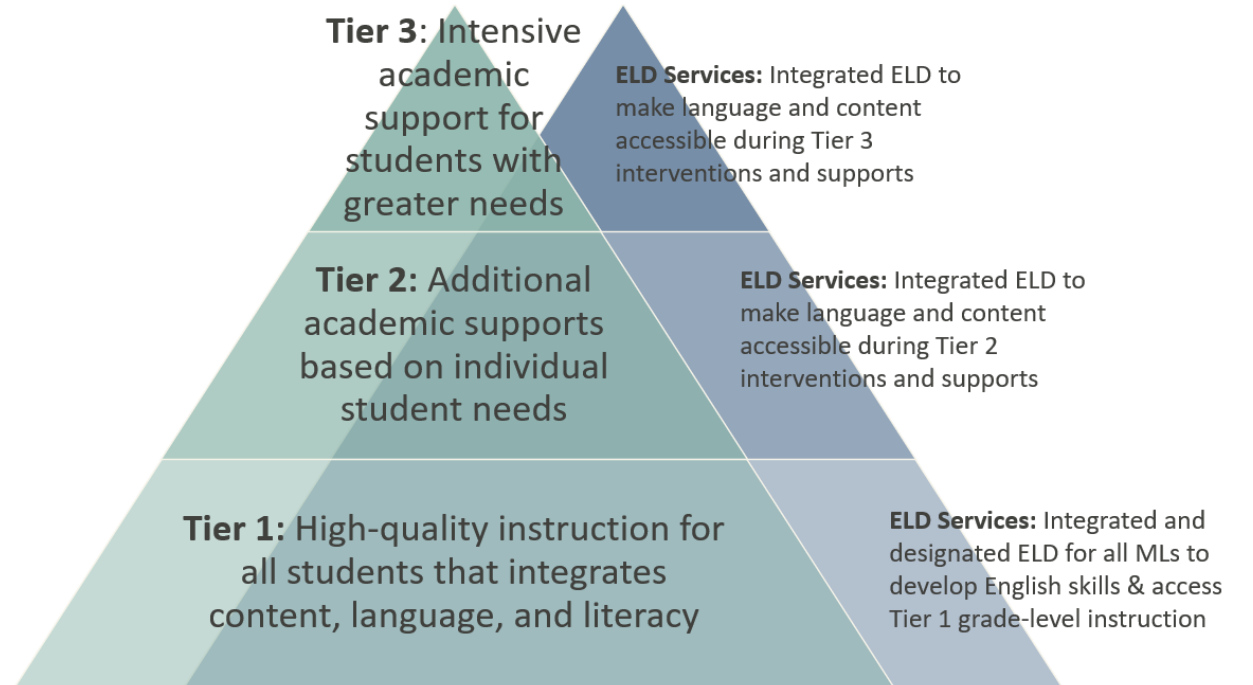
	Existing Resources, Instructional Materials, Programs, Interventions	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	Outcome Measurement	% of students responding (Progress Monitoring)	Evidence Based	Fidelity Measurement
Tier 1									
Tier 2									
Tier 3									



Universal Supports and Multilingual Learners

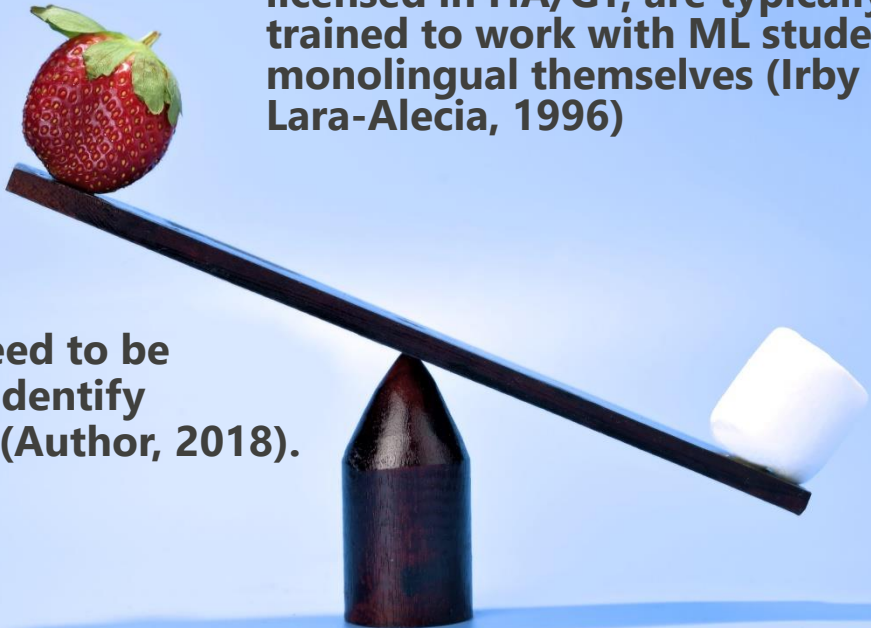
Integrated in ALL levels

- English Language Development
- Culturally Responsive Pedagogy (CRP) that reflects on implicit biases and supports instruction for learners with diverse cultural and linguistic experience
- Instruction that builds on students' full linguistic abilities, including opportunities for translanguaging
- Opportunities for goal-setting and reflection
- Multiple means of action and expression– How will students show what they learned?



Highly Capable Multilingual Learners

A Balancing Act



Teachers who are trained and licensed in HA/GT, are typically not trained to work with ML students and monolingual themselves (Irby & Lara-Alecia, 1996)

ML staff need to be trained to identify giftedness (Author, 2018).

Inclusion Framework of MLs (LGs) in HA/GT Ed

- Cultivate a shared mindset
- Essential Features of Teaching and Learning
- Opportunities to develop rich academic language

[Link to full article \(includes a one-page checklist\)](#)





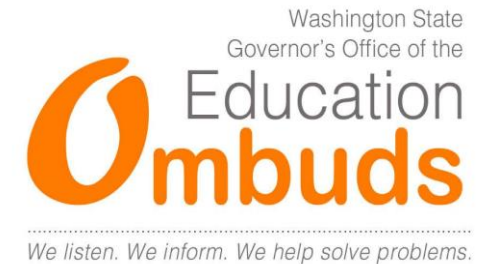
Washington Office of the Education Ombuds

Introduction to the Office of the Education Ombuds

Mika Dean, Community Engagement Specialist

[OEO website: www.oeo.wa.gov](http://www.oeo.wa.gov)

1-866-297-2597



History of the OEO

Tackling the Opportunity Gap in k-12 Washington State Public Schools

Founded by the state legislature in 2006

OEO's Mission: We work with families, communities, and schools to address problems together so that every student can fully participate and thrive in Washington's K-12 public schools.



What OEO Does

Free, Confidential & Independent Resource

- Individual support with information and informal conflict resolution
- Training and Outreach
- Policy Work

Read more about how we work with families, educators and community professionals on OEO's website: www.oeo.wa.gov.

OEO's Strategic Plan 2020 - 2023

OEO's legislative mission is to reduce opportunity gaps. Our strategic plan priorities concentrate on education justice, especially for communities most affected by COVID-19.

The Washington State Governor's Office of the Education Ombuds: Strategic Plan

(August 2020-2023)



VISION: We envision a public education system that dismantles racism, ableism, and other marginalization to support every student's dreams for the future.

We value our independence, anti-racist values, and responsiveness to communities. We will learn as a team from families, students, and communities and promote this vision.

MISSION
We work with families, communities, and schools to address problems together so that every student can fully participate and thrive in Washington's K-12 public schools.

Strategic Priorities

Informal Conflict Resolution

OEO assists anyone with questions or concerns about Washington's K-12 public schools. We can provide you with information, referrals, toolkits, and other resources.

OEO's legislative mission is to reduce opportunity gaps. Our strategic plan priorities concentrate on education justice, especially for communities most affected by COVID-19. We are focusing our limited conflict resolution resources, such as informal mediation and coaching, on K-12 students who are:

- Out of school, including students with disabilities receiving partial school days
- People of color, Black, or indigenous
- Experiencing homelessness
- In kinship or foster care
- Involved with the juvenile justice or juvenile rehabilitation systems
- Immigrant, refugee, asylee, or migrant, or students or families whose primary language(s) is not English, or
- Receiving Wraparound with Intensive Services (WISe) or Children's Long Term Inpatient Programs (CLIP) supports

Strategies:

OEO Resources – www.oeo.wa.gov

On Education
Issues and About
Us tabs:

Find information
about a variety of
topics and links to
publications and
recorded webinars

Washington State
Governor's Office of the
**Education
Ombuds**

Search

We listen. We inform. We help solve problem

WELCOME GET OUR HELP EDUCATION ISSUES ABOUT US English

[Home](#) / Discipline, Suspensions and Expulsions

Main navigation

- Academic Progress
- Athletics and Activities
- Attendance and Truancy
- Bullying, Harassment, and Intimidation
- COVID-19 Novel Coronavirus Information and Resources for Families
- Discipline, Suspensions and Expulsions -**
 - School Discipline Rules
 - Discipline at School - Classroom Exclusions & In-School Suspensions
 - Out of School Suspensions and Expulsions
 - Educational Services While Out of School During Suspension or Expulsion
 - Getting Back to School after

Discipline, Suspensions and Expulsions

Note: This information is from our manual, *Discipline in Public Schools (Disciplina Estudiantil en español)*

3 Key Things to Know about Student Discipline in Washington State

1. Students and their families have a *right to due process* when a student faces discipline – that means a *right to notice and an opportunity to be heard*;
2. Schools are encouraged to *limit out of school suspensions and expulsions*, and can only use long-term suspensions and expulsion for certain serious behaviors.
3. All students have the *right to continue receiving educational services during any suspension or expulsion*.

The Right to an Education

Every student living in Washington State has a right to access a free public education. The right to an education continues even if a student makes a mistake, breaks a rule, or is suspended or expelled. Students can learn from mistakes, and they can do their best learning when they are supported by trusted adults.

Ideally, school discipline will:

- **respond** to the needs and strengths of students;
- **support** students in meeting the school's behavior expectations; and
- **keep** students in classrooms as much as possible.

Some Common Questions

OEO frequently receives calls about the following topics:

- **Special Education** – from evaluation, to IEP development, to reviews of Behavior Plans and more
- **Student Discipline** – including rights to notice, limits on removals, rights to appeal, and access to educational services during removals
- **Harassment or Bullying** – including discriminatory harassment, applicable procedures, points of contact in schools and districts, safety plans and strategies for preventing and responding
- **Enrollment and transportation** – especially for students experiencing homelessness or students in foster care
- **Attendance** – rights to notice, strategies for supporting attendance and the Becca Bill process
- **Language access** – right to interpretation and translation of specific documents

Working with the OEO

Starts by contacting us (by phone, email or online)

We'll take some basic information and listen to the question or concern

We'll try to provide quick information and resources

If it is within the strategic plan, we schedule a time with a Senior Education Ombuds to understand more about the situation and work collaboratively to try to resolve the concerns.

- We can work with a family for up to about 120 days in a school year to try to help reach resolution
- With written permission we can reach out to schools directly
- We can sometimes attend meetings (virtually) as part of efforts to reach resolution
- Resolution might involve clarifying concerns and options

OEO is not an enforcement agency. We can share information with families and students about their rights and options for formal complaint or dispute resolution, but we do not advocate for or represent families in those processes.

Connecting with OEO

By phone: 1-866-297-2597

Online: www.oeo.wa.gov

By email: oeoinfo@gov.wa.gov

Stay in Touch with OEO

Contact Us:

OEO's website: www.oeo.wa.gov

OEO Email: oeoinfo@gov.wa.gov

Toll free phone: 1-866-297-2597
(interpreter services available)

OEO on Facebook:

<https://www.facebook.com/WAEducationOmbuds/>

OEO on Facebook en Español (Spanish):

<https://www.facebook.com/OmbudsdeEducacion/>

Twitter: @EdOmbuds



WIDA ACCESS Updates

Important Dates for 2024 WIDA Testing

- **January 4 or 5:** Student Management will open in WIDA-AMS.
- **January 19 or 22:** Initial materials arrive.
- **January 19:** Additional Materials Order window opens.
- **January 29:** Test window opens.
- **February 24:** Newly enrolled student deadline.
- **March 29:** Materials must be returned to DRC



WIDA ACCESS Exit Criteria

OSPI has updated exit criteria for the WIDA ACCESS assessment

Beginning in 2024 students who score close to proficient on the WIDA ACCESS assessment will have an additional opportunity to demonstrate their readiness to exit ELD services using ELA scores from the SBA test.

- Students in grades K-1 who score 4.0 on the Kindergarten ACCESS or ACCESS test will exit ELD services. (no change)
- Students in grades 2-12 who score 4.7 on the ACCESS test will exit ELD services. (no change)
- Students in grades 3-12 who score 4.3-4.6 on the ACCESS test may exit ELD services if they also score a level 3 or 4 on the state required ELA content assessment.

Grades not tested on SBA

- Students in grades 2 and 9 will not have an opportunity to use the new exit criteria. Federal regulations do not allow for off grade assessments in these kinds of situations. Since 2nd and 9th grade does not complete SBA testing, all SBA tests would be off grade.

Reporting

- There is no change in how districts report exit codes and dates in CEDARS.



Ordering Additional Materials

- **Who:** District Assessment Coordinators
- **When:** January 19 to March 15
 - Two or three times total.
- **Where:** At the District Level ONLY ("District_Level Additional Materials site" in the school dropdown menu)
- **How:** Use • Use the **Additional Materials** tab in WIDA AMS to order materials. The ~~Ordering Materials~~ tab is not what you think it is.
- **Why:** Order additional materials if the initial materials were insufficient to cover the testing students who need to test.



Ordering Labels

- Student-specific labels can ONLY be provided in the initial order.
- DACs or DAC designees can request school/district-specific labels through email: ELPAssessments@k12.wa.us

District Name:

District Code:

School Name:

School Code:

District Coordinator Name:

District Coordinator Email:

Shipping Address:

Number of label sheets needed (come in sheets of 10):

Testing students with visual impairment

- ELPA21 large print and braille assessments are ready to be mailed out. (Need NDA before shipping to districts)
- WIDA Alternate ACCESS Braille Supplements were mailed to those who requested them on January 24.
- If you need accommodated test versions for students with visual impairments, please contact ELPAAssessments@k12.wa.us.
- Orders for ELPA21 tests are typically submitted in the fall. Please set a calendar reminder for October to submit your 2025 requests to OSPI.





Resources & Opportunities

Substitute Shortages

EL teachers and specialists subbing:

- **Student services** - EL teachers and specialists are asked to sub on occasion, it cannot significantly disrupt student services
- **Funding source** - If a district intends to use EL teachers/specialists to sub on a regular basis, they will need to fund that portion using basic ed funds, NOT Title III or TBIP funding

Long-term substitutes for EL teachers:

- Long-term substitutes for TBIP-funded teachers **can** be paid from TBIP (even if they lack an endorsement), if necessary, on a temporary basis
- Long-term subs **should have training** in supporting MLs



Multilingual Education Webinars & Newsletters

Multilingual Information Session Topics (subject to change):
1st Thursdays, 9:00am & 3:00pm

- Sept. 7 – Newcomers
- Oct. 5 – Pre-Referral Process
- Nov. 2 – Family Engagement
- Dec. 7 – WIDA ACCESS
- Jan. 4 – Early Literacy for MLs
- Feb. 1 – Inclusionary Practices
- **Mar. 7 – Braided Funding**
- Apr. 4 – Long-Term ELs
- May 2 – Program Evaluation
- June 6 – Using Assessment

Sign up on [pdEnroller](#) for clock hours!



Language Learning Regional Networks



Program Supervisor: [Virginia Morales](#)

- ESD 189 | [Mon. Feb.12, 10:30 AM-12:00 PM](#)
- ESD 121 | [Tues. Feb. 13,10:00 AM-12:00 PM](#)

Program Supervisor: [Katie Sperling](#)

- ESD 101 | [Mon., Feb. 12, 8:30-10:00 AM](#)
- ESD 171 | [Mon., Feb. 12, 12:30–2:00 PM](#)
- Small/Rural LLRN | [Mon., Feb. 12, 3:30–4:30 PM](#)

Program Supervisor: [Shannon Martin](#)

- ESD 113 | [Thurs., Feb. 8, 10:00 AM - 11:30 AM](#)
- ESD 114 *Staff* | [Thurs., Feb. 8, 3:00-4:00 PM](#)
- ESD 114 *Admin* | [Thurs., Feb. 8, 4:00-5:00 PM](#)

Program Supervisor: [Lindsey Maehlum](#)

- ESD 123 | [Tues., Feb. 27, 8:30-10:00 AM](#)
- ESD 105 | [Wed., Feb. 28, 8:30-10:00 AM](#)

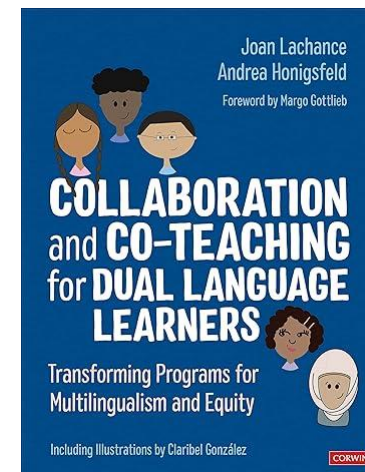


DL/HL Professional Learning

2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1st Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2nd Tuesdays | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) 4th Tuesdays | 3:30-4:30 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) 4th Tuesdays | 3-4 PM
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM



Upcoming WIDA Facilitated Webinars

Expanding Reading Instruction with Multilingual Learners

- Session 1: March 20 & 27; 3:30pm – 5:00pm
- Session 2: April 16 & 23; 9:00am – 10:30am



Bringing Language into Focus: Expectations, Functions & Features

- Session 1: April 30 & May 14; 9:00am – 10:30am
- Session 2: May 9 & 23; 3:30pm – 5:00pm

Registration will begin on Friday, February 9th with pdEnroller links in the Multilingual Education Newsletter. Only register for one session, as both sessions repeat the same information. Webinars will not be recorded, so you must be able to attend both webinars within the session you register for.



Check-in Time

Please feel free to join a Breakout Room for Q&A:

- **Inclusionary Practices** (Jaimee, RJ, & Ema)
- **Office of Ombuds** (Mika)
- **WIDA ACCESS** (Leslie)
- **Dual Language** (Katie, Teresa & Kristin)





Washington Office of Superintendent of
PUBLIC INSTRUCTION

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