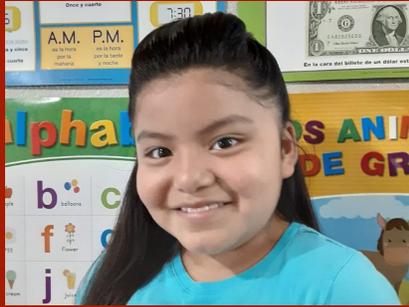




PROSSER SCHOOL DISTRICT

EDUCATE, GRADUATE AND EMPOWER ALL STUDENTS TO BECOME RESPONSIBLE AND CONTRIBUTING MEMBERS OF SOCIETY.



Prosser School District Teaching and Learning Framework for Multilingual/English Learners



1500 Grant Avenue Prosser WA 99350

Statement from Eric Larez, Director of Migrant and Bilingual Education

Welcome to the Prosser School District

It is our honor to have your student participate in the programs here at Prosser School District. We have committed ourselves to ensuring that we provide comprehensive programs that ensure students are taught content standards with intentional rigorous learning opportunities for students to connect their learning to real world contexts to become empowered, responsible global citizens.

The following provides an outline and comprehensive description of our Dual Language, Bilingual and Migrant programs. These programs have been developed and implemented to ensure that equity of education is provided to students who historically have been underserved and marginalized.

There are four major areas of focus for our programs which include the following:

- Standards of Content Delivery
- English Language Development
- Biliteracy and Biculturalism
- Interventions to close achievement gaps

Please feel free to contact our department at any time for additional information. We look forward to serving you.

Sincerely,

Eric Larez
Director of Migrant and Bilingual Education



Acknowledgements

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Section 1

Foundational Understandings

“Build a strong foundation and you can reach even the most unthinkable heights.”

- M.J. Moores

Chapter One: *English Learner Demographics*

This chapter presents critical preK-12 demographic and enrollment data regarding English learners at the national, state, and local levels. This data helps districts make informed decisions that engender equitable and quality education for our rapidly-growing English learner population, and their peers. School districts will use enrollment data to inform their choice of TBIP Service Model(s).

Chapters Two and Three: *Commitment to Equity and Civil Rights Obligations*

Chapter Two shares various equity statements and stances, including those from the U.S. Department of Education and from Washington State. All district decisions and actions should occur in alignment with a key commitment to equity. Local school districts craft their Statement of Equity with feedback from a diverse range of stakeholders, including, certificated and classified teaching staff, administration and leadership, students, parents, community members, and the School Board. Chapter Three sharpens the focus on equity by articulating the civil rights obligations we have to provide high quality and equitable schooling for multilingual English learners.

Chapters Four and Five : *Introduction to TBIP Models and Supt. Reykdal’s Vision*

Chapter Four describes the Transitional Bilingual Instructional Program (TBIP) models available to districts. The first three models are bilingual in nature: Dual Language (one-way and two-way), Developmental Bilingual, and Transitional Bilingual. The final three are English only (or primarily English) in nature: Supportive Mainstream, Content-Based and/or Sheltered Instruction, and Newcomer models. Chapter Five presents Superintendent Reykdal’s “Dual Language for All” vision for K-12 public education students in Washington State.

Chapter 1: English Learner Demographics

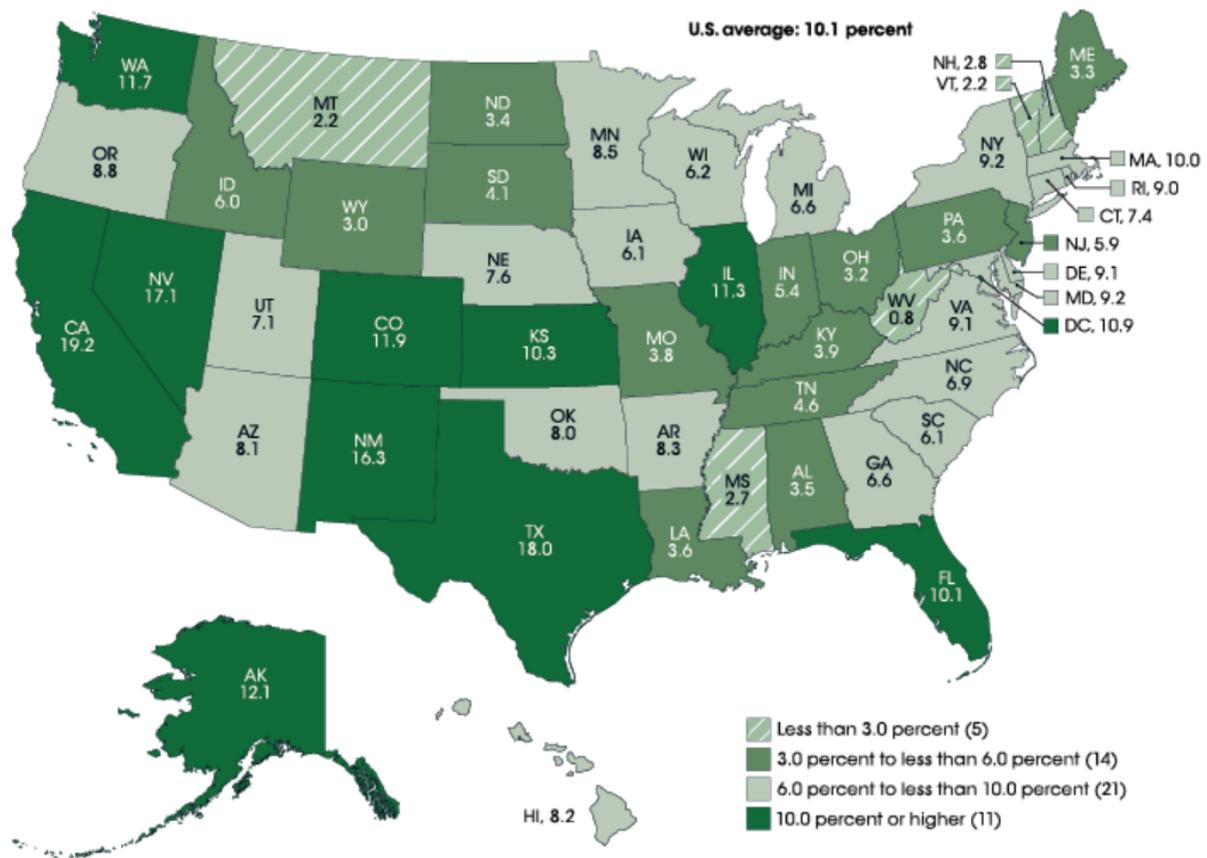
The Nation

Between 2000 and 2017, English learner enrollment in our nation's K-12 public schools grew by more than a million students, bringing the total number of ELs in K-12 classrooms to five million, representing 10.1 percent of the overall student population (National Center for Education Statistics). When data includes birth to age five dual language learners, these numbers grow substantially. Park, Zong, and Batalova (2018) explain that “young children who have at least one parent who speaks a language other than English in the home now make up nearly one-third of all young children between the ages of 0 and 8” (p. 1). So, while English learners account for 10 percent of the overall K-12 student population, nearly *one-third* of children between birth and age eight are growing up with exposure to more than one language at home. These numbers predict a considerable upsurge in enrollment of culturally and linguistically diverse learners across the nation's schools.

Washington State

As of 2017, Washington had the 7th highest K-12 public school enrollment of English learners in the nation (see Figure 1.1).

Figure 1.1



Source: National Center for Education Statistics

Washington state has experienced tremendous and steady growth in its English learner population (see Figure 1.2). Between 2014-2015 and 2019-2020, English learners grew from 10 to 11.7 percent of the overall student population (OSPI, DataPortal). While 11.7 percent may seem a relatively small number, it is the rate of growth that is astounding. English learners accounted for 38 percent of the total student population growth between 2014-2015 and 2019-2020. In other words, a staggering 38 percent of total student growth came from less than 12 percent of the population. By all accounts, this is a trend that is expected to continue.

Figure 1.2

School Year	Total Students	English Learners
2019-2020	1,147,464	134,217
2014-2015	1,082,780	109,781
<i>Growth</i>	+64,684	+24,435

Educational Service District 123

ESD 123 partners with 23 school districts in Eastern Washington to serve the region’s 75,931 K-12 students. As per 2021/2022 data, twenty percent - or 15,305 - of these children and youth are multi- or bilingual learners who qualify for English language support services. Put another way, 1 in 5 students in our region are English learners. In some districts - like Othello, North Franklin, and Pasco - nearly 2 in 5 students are ELs. At 20 percent, English learner enrollment in our area is significantly higher than state and national percentages (from 2019/2020 data), at 11.7 and 10.1 percent respectively. Per 2019/2020 data, English Learner enrollment in ESD 123 districts is 62.4 percent above that of Washington on average and nearly double the national average. Our region mirrors the percentage of English learners in the states with the highest percentage of ELs among their public school students: California at 19.2 percent and Texas at 18.0 percent (National Center for Education Statistics). Figure 1.3 lists ESD 123 school districts in alphabetical order and indicates total student enrollment, English learner enrollment, and the percentage of English learners in each district for the 2021/2022 school year. Figure 1.4 lists districts from highest to lowest percentage of English learners.

Prosser School District

In the 2021/2022 school year, PSD enrolled 2,497 students in their K-12 classrooms. Twenty-four percent of these learners (606 students) qualified as English learners and received support services through the Transitional Bilingual Instructional Program (TBIP). Prosser School District has the 7th highest percentage of ELs in our region. It is important to note that Hispanic/Latino students make up 65.9 percent of the overall Prosser student population, and certainly many of these learners, while not currently eligible for services, speak both Spanish and English at home. Accounting for these students, the actual percentage of multilingual learners in PSD is higher than current TBIP English Language Learner enrollment suggests.

Figure 1.3: ESD123 Districts' EL Enrollment 2021/22, **Sorted Alphabetically** Source: OSPI Data Portal

<u>Row</u>	<u>DistrictName</u>	<u>All Students</u>	<u># of ELs</u>	<u>% of ELs</u>
1	Asotin-Anatone School District	607	0	0
2	Clarkston School District	2,489	19	1%
3	College Place School District	1,576	296	19%
4	Columbia (Walla Walla) School District	738	132	18%
5	Dayton School District	381	4	1%
6	Dixie School District	14	0	0
7	Finley School District	879	172	20%
8	Kahlotus School District	36	0	0
9	Kennewick School District	18,816	2,778	15%
10	Kiona-Benton City School District	1,424	401	28%
11	North Franklin School District	2,108	730	35%
12	Othello School District	4,716	1,943	41%
13	Pasco School District	18,749	6,468	34%
14	Paterson School District	143	24	17%
15	Pomeroy School District	365	3	1%
16	Prescott School District	241	69	29%
17	Prosser School District	2,497	606	24%
18	Richland School District	14,031	812	6%
19	Star School District No. 054	13	4	31%
20	Starbuck School District	24	0	0
21	Touchet School District	205	38	19%
22	Waitsburg School District	290	3	1%
23	Walla Walla Public Schools	5,589	803	14%
	Total	75,931	15,305	20%

Figure 1.4: ESD123 Districts' EL Enrollment 2021/22, **Sorted by % of ELs** Source: OSPI Data Portal

<u>Row</u>	<u>DistrictName</u>	<u>All Students</u>	<u># of ELs</u>	<u>% of ELs</u>
1	Othello School District	4,716	1,943	41%
2	North Franklin School District	2,108	730	35%
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23	Starbuck School District	24	0	0
	Total	75,931	15,305	20%

English learners bring incredible cultural and linguistic richness to our nation's schools. While linguistic differences within English learner populations are significant, the majority of ELs - 75 percent - are Spanish speakers. In the fall of 2017, some 3.7 million students, or 7.6 percent of our total national public K-12 students, reported Spanish as their home language. Arabic, Chinese, English and Vietnamese were the next most commonly reported home languages spoken by English learners, at 136,500, 106,500, 94,000, and 77,765 respectively (between 2.7 and 1.6 percent of overall EL enrollment). The next most prevalent languages are Somali, Russian, Portuguese, Haitian/Haitian Creole, and Hmong (each at less than one percent of overall enrollment). Of note, ELs who reported their home language as Swahili, Nepali, or a Karen language (from Burma) nearly quadrupled between the 2008-2009 and 2017-2018 school years (National Center for Education Statistics).

Washington State is home to some 224 languages with Spanish being the most prevalent language spoken by Washington's ELs and their families. In the 2016-2017 school year, 85,655 English learners in Washington schools spoke Spanish, followed by Russian (5,377), Vietnamese, Somali, Arabic, Ukrainian, Marshallese, Tagalog, Korean, and Chinese-Mandarin (Migration Policy Institute). Not surprisingly, the vast majority of ELs in the ESD123 region speak Spanish, or a combination of Spanish and English, at home. At the same time, districts like Richland serve ELs from 42 languages, in addition to the 71 percent of ELs who report Spanish as a home language. The following chapter describes the obligation, opportunity, and commitment we have to provide an equitable and meaningful education for English learners within all schools and across all grade levels.



Chapter 2: Commitment to Equity

Dr. H. Richard Milner IV (2015) explains the difference between equality and equity in one succinct sentence: “*Equality* means sameness, while *equity* means, in the effort to achieve equal results, being responsive to the particulars of the circumstances” (p. 34). In essence, the difference between these terms is in the words sameness and responsiveness. In the effort to achieve equal results - and consequently, *equal life opportunities for all children* - we must educate learners responsively, not identically. In 1974, the Supreme Court affirmed that all students in the United States, regardless of their native language(s), have the right to receive a quality education. As a result of the *Lau v. Nichols* case, school districts across the nation must act responsibly in the face of changing social and linguistic patterns, provide appropriate language assistance programs, and make certain that systems and structures do not operate as “educational dead ends or permanent tracks” for English learners. *Lau v. Nichols* makes clear that merely providing English learners with the same facilities, textbooks, teachers, and curriculum is not enough. In fact, in so doing we risk English learners being “effectively foreclosed from any meaningful education.” It is precisely our role to provide a meaningful education for *all* children, and this will only happen when equity leads the charge.

The U.S. Department of Education posits that ensuring educational equity for ELs and other diverse student groups is *the civil rights issue of our generation*. Their Equity Goal states that

All students - regardless of circumstance - deserve a world-class education. To ensure that America regains its status as the best-educated, most competitive workforce in the world with the highest proportion of college graduates of any country, we must close the pervasive achievement and attainment gaps that exist throughout the nation. Yet, far too often, the quality of a child’s education and learning environment, and opportunities to succeed are determined by his or her race, ethnicity, national origin, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status and/or zip code... Moreover, too many students feel unsafe or unwelcome in school because they are (or are perceived as) different from other students. All students should have an equal opportunity to learn and excel in a safe and supportive environment. Because inequities at all levels of education still exist, education equity is the civil rights issue of our generation. (U.S. Department of Education Strategic Plan for Fiscal Years 2011-2014, 39-40)

Washington State - including the Prosser School District - seeks to transform K–12 education to a system that is centered on closing opportunity gaps. Such a system is characterized by high expectations for all students and educators and equity-based policies and supports that empower educators, families, and communities. OSPI’s equity statement builds on this mission. Prosser School District stands in alignment with this equity statement. It reads

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools. Ensuring educational equity goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations. It requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

This equity statement serves as our continual “north star” in that it guides all decisions and actions taken by PSD and inspires the following vision for the district’s multilingual/English learners:

Our multilingual/English learners will be empowered to develop and embrace their bilingual, biliterate, and multicultural identities and life. They will be poised to realize their personal dreams and aspirations and to be responsible, caring, and contributing members of society.



In March of 2022, Washington State adopted the Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) Standards for educators. Beginning with the 2021/2022 school year, OSPI requires that every district provide a one-day training around CCDEI, using the CCDEI Standards as a guiding document (to see the Standards, click [here](#)). This training is funded by OSPI and is to occur biennially (once every two years). As noted in the title of the Standards, Equity is a key focal point for this work. CCDEI is defined as follows:

Cultural Competency: Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Diversity: The presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences.

Equity: Developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups.

Inclusion: Intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access to engagement and participation in available activities and opportunities.

The WIDA English Language Development (ELD) Standards Framework, adopted by OSPI during the 2021/2022 school year, underscores the critical role that equity plays in developing comprehensive English language development programs (to see the WIDA ELD Framework click [here](#)). WIDA’s philosophy is rooted in equity and a commitment to supporting high-quality education for multilingual learners. Accordingly, equity is one of the four “Big Ideas” or cornerstones that anchor all framework components. The Framework explains that

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate. (p. 18)



Chapter 3: Equity as a Civil Rights Obligation

In 1974, the Supreme Court affirmed that all students in the United States, regardless of their native language(s), have the right to receive a quality education. As a result of the *Lau v. Nichols* case, school districts across the nation must

- Act in the face of changing social and linguistic patterns.
- Provide appropriate language assistance programs.
- Take affirmative steps to ensure that English learners can meaningfully and equally participate in their education. Merely providing students with the same facilities, textbooks, teachers, and curriculum is not equality of treatment. Students who do not understand English are “effectively foreclosed from any meaningful education.”
- Ensure that systems and structures do not operate as “educational dead ends or permanent tracks” for English learners.

As a result of the *Castañeda v. Picard* case (1981), the Supreme Court developed a three-pronged test for determining whether school districts are taking appropriate action to address the linguistic needs of English learners. Known as the *Castañeda* Standard, this three-pronged test has “essentially become the law of the land in determining the adequacy of programs for ELLs” (Wright, 2010). The three prongs are

- 1) The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy;
- (2) The program and practices used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school; and
- (3) The program succeeds, after a legitimate trial, in producing results indicating that students’ language barriers are actually being overcome within a reasonable period of time.

Referring to our nation’s emergent bilinguals, Crespo, Celedón-Pattichis, and Civil (2018) remind us that “one particularly underestimated challenge to educational equity is the students’ experiences with the dominant language of instruction...” (p. 2). Washington state seeks to provide an equitable and quality education for English learners by *requiring* bilingual instruction where practicable. When this is not possible due to student enrollment or select other factors, alternative instructional models to support ELs are available. It is important to note that English Language Development (ELD) services are an essential and assumed part of any bilingual instructional model. The following chapter reflects OSPI’s current program models and services for English learners, updated in April 2015. This information is taken from the OSPI website (see [TBIP Program Models](#)).

Chapter 4: Introduction to TBIP Models and Services

Washington Administrative Code (WAC) 392-160-010 (1) **requires** that districts ‘make available to each eligible student a transitional bilingual instructional program’ as defined in WAC 392-160-005, which

- a) Uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English.
- b) Teaches concepts and knowledge in the primary language of a student, while the student also acquires English language skills.
- c) Tests students in the subject matter in English.

If the use of two languages is not practicable, an alternative instructional program, defined as ‘a program of instruction which may include English as a second language...designed to enable the student to achieve competency in English’, may be provided. School districts may elect to provide an alternative instructional program (AIP) under one or more of the following conditions: WAC 392-160-040

- Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success.
- The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students.
- Bilingual instruction cannot be provided to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both.
- Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

Washington State recognizes six types of program models for the purposes of TBIP funding and reporting. Each model - and the vision they hold for participants in terms of being bilingual, biliterate, and multicultural - is listed below, followed by detailed explanations.

Bilingual Programs

- 1) Dual Language (One-Way and Two-Way)
- 2) Developmental Bilingual Education (DBE, also known as Late-Exit)
- 3) Transitional Bilingual Education (TBE, also known as Early-Exit)

Alternative Instructional Programs (AIP) (Districts must meet AIP criteria)

- 4) Content-Based Instruction (CBI) or Sheltered Instruction (SI)
- 5) Supportive Mainstream
- 6) Newcomer Program

Bilingual Programs

Transitional Bilingual Education (TBE or Early-Exit). Transitional Bilingual Education classrooms are made up exclusively of English learners with a shared home language (other than English). In the vast majority of cases, TBE classrooms are composed of hispanic/latino students who speak Spanish as a home language. The purpose of a Transitional Bilingual Education or Early-Exit model is “to use the student’s native language as a foundation to support English language development. TBE models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English” (OSPI). TBE models are time limited - they typically span K-2, sometimes K-3, with students moving into mainstream English-only classes within three or four years.

Vision. The overall goal of TBE is to provide native language support, including early literacy skills and competencies in the native language, just long enough for a student to be able to transition into an English-only learning environment. This is considered a “subtractive” model of bilingual education in that ultimately, one of the student’s languages (e.g., Spanish) is subtracted in favor of the exclusive development of another (English). In this model, the education system does not take responsibility to foster long-term bilingualism or biliteracy. The end goal is mono-literacy, if not monolingualism, in English.

Developmental Bilingual Education (DBE or Late-Exit). Like TBE, Developmental Bilingual Education classrooms are made up exclusively of English learners with a shared home language (other than, and/or in addition to, English). In the vast majority of cases, DBE classrooms are composed of hispanic/latino students who speak Spanish as a home language. In Developmental Bilingual Education (DBE) classrooms, instruction is carried out in both English and the student’s native language (e.g., Spanish). Most often, DBE programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Over the course of elementary school, instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. This 50/50 division of instructional time typically occurs by 3rd or 4th grade and continues through the completion of the program, which is usually in the 5th or 6th grade. Upon entering middle school, students transition into all-English instruction. Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day.

Vision. Over the years, Developmental Bilingual Education has had various names, including Maintenance Bilingual Education and Late-Exit Bilingual Education. As these names imply, the development and maintenance of bilingualism and biliteracy is a key program model and goal. Consequently, DBE is considered an “Additive” approach in

that it fosters the development and maintenance of the students' two languages, without one lost in favor of the other. While this model supports bilingualism and biliteracy, by virtue of the long-term separation of certain groups of students, it may not foster multiculturalism with the same potential as two-way dual language program models. Two-way dual language education is described later in this section. If a developmental bilingual education model is chosen, schools must take explicit and systemic action towards integration.

One-Way Dual Language Education. Like TBE and DBE classrooms, one-way dual language classrooms are composed entirely of students from one home language background (e.g., Spanish speakers) who are then educated in two languages (e.g., English *and* Spanish). In the title one-way dual language, "one-way" refers to the participating group of learners, whereas "dual language" refers to the two languages of instruction. One-way dual language programs can follow a 90/10 model (as in DBE) or a 50/50 model. A 50/50 model balances native language (L1) and English language (L2) instruction equally by means of content areas, unit of study, or by instructional time such as class period or day beginning in kindergarten. For example, a K-5 one-way model might develop Spanish literacy, social studies and science in the mornings (3 hours per day) and English language and literacy, math, and specials in the afternoon (three hours per day). Where one-way dual language diverges from developmental bilingual education is in program length. One-way dual language programs begin in kindergarten, like DBE, but continue at least through middle school and ideally through high school in order to fully develop bilingual and biliterate proficiency.

Vision. Like DBE, one-way dual language education is considered additive as it fosters the long-term development of the students' two languages, without one lost in favor of the other. The goals of this model include (1) better serving a traditionally underserved group of students, (2) closing pervasive opportunity and achievement gaps, and (3) enabling native speakers of Spanish and/or developing bilinguals to be bilingual and biliterate, attain high academic achievement in all content areas, and develop sociocultural competence.

Two-Way Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education). Two-Way Dual Language Programs integrate language development with academic instruction for both native speakers of English (e.g., English-only speakers) and new speakers of English and/or simultaneous bilinguals. The goal is for students to become highly proficient in both their native language and their second language while simultaneously gaining high academic achievement in both languages. Additionally, dual language programs seek to foster student success in becoming bilingual, biliterate, and bi(multi)cultural. Dual Language Programs typically balance native language instruction (50% of the time) and English language instruction (50% of the time) by means of content areas, unit of study, or by instructional time such as class period or day. This model differs from a Developmental Bilingual Education model in that instruction is

provided to both native English speakers and English language learners in the same instructional setting simultaneously. Two-way dual language ideally encompasses a child's K-12 experience, but must be provided K-8 at a minimum. Teachers use techniques and strategies to make content accessible regardless of the language being used for instruction. (OSPI)

In a two-way program, students with differing linguistic and cultural backgrounds are instructed in both Spanish and English, with equal value and prestige given each group and each language. If we break the label "two-way dual language" down, we see that "two-way" refers to two language groups and "dual language" refers to instruction in two languages. So, two-way dual language refers to two language groups (e.g., Spanish speakers and English speakers) instructed in and through two languages (e.g., Spanish and English). Realistically, there is a third group of learners in this program model as well. These learners are simultaneous bilinguals, or students whose native language is *bilingualism* (e.g., Spanish and English). Simultaneous bilinguals are people who have lived and learned two (or more) languages simultaneously across life's many contexts beginning from birth, or shortly thereafter. Simultaneous bilinguals may also participate in the DBE or one-way dual language models described earlier.

Vision. The goals of this program are to (1) become bilingual and biliterate, (2) attain high academic achievement in all content areas, and (3) develop sociocultural competence. As stated above, OSPI underscores this goal: "The goal is for students to become highly proficient in both their native language and their second language while simultaneously gaining high academic achievement in both languages. Additionally, dual language programs seek to foster student success in becoming bilingual, biliterate, and bicultural." The opportunity for bi/multiculturalism changes in this model because it structurally integrates students from diverse cultural and linguistic backgrounds. In this model, bilingualism, biliteracy, and multiculturalism becomes a possibility for all learners.

English-Only (Alternative) Instructional Programs

When a bilingual/dual language program is not practicable, OSPI recognizes three alternative educational program models for multilingual/English learners. They are: Content-Based Instruction (CBI) or Sheltered Instruction (SI), Supportive Mainstream, and Newcomer programs. The following descriptions are taken directly from the OSPI website:

- 1) Content-Based Instruction (CBI) or Sheltered Instruction (SI): Content-Based Instruction (CBI) and Sheltered Instruction (SI) models both integrate English language development with academic content learning using English as the language of instruction. CBI and SI models are used in classes composed predominantly of English language learners with instruction delivered by teachers specially trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI and SI classes can be designed to meet core

content credit requirements or to serve as language development support classes. OSPI recommends that teachers be endorsed in both:

- a) ELL, ESOL, or Bilingual Education
- b) the content area of instruction.

Alternatively, SI and CBI courses may be taught by ELL /ESOL teachers and content area teachers. CBI and SI vary slightly in their focus. SI models focus primarily on content learning with a secondary focus on language development. CBI models focus primarily on English language development, using academic content as the vehicle of instruction.

- 2) Supportive Mainstream: Consistent, focused, and effective language development instruction is provided through ELL pull-out/push-in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development. Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.
- 3) Newcomer Programs: Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Such programs typically are employed at the secondary level, but could go as low as 3rd grade to provide a foundation of both basic English language skills and content instruction to facilitate students' transfer into a district's regular TBIP program while additionally serving to familiarize newcomers with American culture and educational settings. The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs. Note: Newcomer Programs should never constitute the district's entire English language development program, but should serve only as a foundation for students to move into the regular district TBIP program.

Chapter 5: Superintendent Reykdal's Vision *Dual Language for All*



OSPI approves and supports each of the TBIP models presented in Chapter 4 of this roadmap.

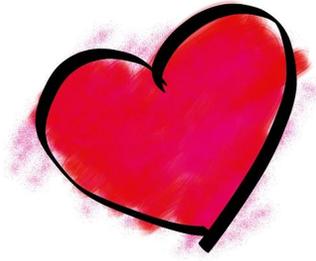
Districts make program model choices according to their vision, resources, and stakeholder input, among other things. That said, OSPI has proposed their vision of “Dual Language for All” by 2040.

Superintendent Chris Reykdal explains that OSPI’s long-term goal is that *all children in Washington* have access to quality dual language education by 2040. He shares that the goal is to increase student access to dual language programs in order to close educational opportunity gaps and prepare students for a globally interconnected economy.

In order to close educational opportunity gaps, this vision prioritizes English learners and Native American students for dual language education while providing all students access to these programs by 2040.

Given this explanation, it is clear that OPSI advocates two-way dual language instruction in which more than one language group of students is instructed, and learns, bilingually. To reinforce this point, OSPI states that if we begin second language acquisition in kindergarten, we can improve academic outcomes for ELs and Native American students while simultaneously giving native English speakers the skills to compete in a multilingual world.





Section Two

Dual Language Education

“Mi corazón late en dos idiomas.”

- Unknown

Chapter 6: *Benefits of Dual Language Education*

Chapter Six highlights key research around the cognitive, academic, socioemotional, and economic benefits of knowing multiple languages. It includes key research around bilingual/dual language models and connects their implementation with long-term school achievement. This chapter draws upon the work of Dr. Katherine Carrison and the Evergreen School District in Vancouver, WA.

Chapter 7: *Prosser School District’s Dual Language Program*

Chapter Seven explains Prosser School District’s one-way dual language programming at the K-5, 6-8, and 9-12 levels. This includes an orientation to the mission, vision, history, rationale, and guiding theory of action that shapes PSDs decisions and the current systems and structures that are in place for effective program implementation. In addition, this chapter describes the steps that are underway to establish dual language education at the middle school, and eventually, at the high school.

Chapter 8: *Dual Language Guiding Principles*

Chapter Eight presents a brief overview of the seven guiding principles of Dual Language Education as outlined by the Center for Applied Linguistics (CAL). These principles serve as guideposts for both the design and implementation of effective dual language programs. The seven principles are: Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community, and Support and Resources.

Chapter 9: *Washington State Seal of Biliteracy*

Chapter 9 briefly highlights the what, why and how of the Washington State Seal of Biliteracy - *What* the Seal of Biliteracy is, *Why* it is significant, and *How* students can obtain this prestigious Seal.

Chapter 6: Benefits of Dual Language Education

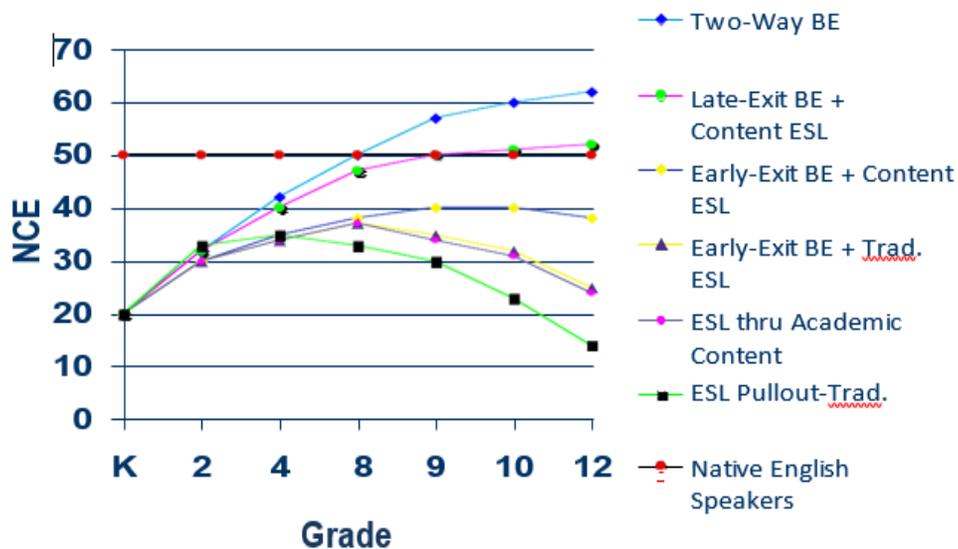
A significant body of research has established many benefits for knowing more than one language. These benefits are cognitive, academic, economic and social in nature. Studies on Second Language Learning provide the following evidence (as reported by Carrison, 2014):

- The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).
- 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).
- Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know (ACTFL, 2006).
- Students in two-way dual programs have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting (Genesee and Lindholm-Leary, 2009). The “additive bilingual” nature of dual language education allows students to learn two languages simultaneously without losing one language to learn another (Howard, Sugarman, Perdomo and Adder, 2005).
- Second-language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (Thomas and Collier, 2002).
- Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL, 2006).
- Immersion helps close the achievement gap between English Learners and their English only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes (Lindholm-Leary, Promise Initiative, 2012; Thomas and Collier, 2002).
- Native Spanish Speakers continue to stay connected with their families by developing their mother tongue as well as learning English in school.
- Learning other languages encourages students to participate actively in an increasingly interdependent world. Second language study also prepares students for full participation in an international job market.

A substantial body of research around the education of bilingual learners in the United States comes from Virginia Collier and Wayne Thomas. During a 32-year period from 1985 to 2017, they analyzed over 7.5 million student records from 36 school districts in 16 states, including an analysis of data for the entire state of North Carolina. Their work primarily focused on the long-term academic achievement of multilingual English learners (across the six models listed below) and their English-only peers (in the two-way dual model). Collier and Thomas found that the most powerful predictor of multilingual English learners’ achievement in a second language is nonstop development of students L1 (e.g., Spanish) *and* schooling through the second language (English). Longitudinal data revealed that “English-only and transitional bilingual programs of short duration only close about half of the achievement gap between English learners and native English speakers, while high quality long-term bilingual programs close all of the gap after 5-6 years of schooling through two languages (L1 and L2)” (Collier & Thomas, 2017, p. 1). The six program models analyzed by Thomas and Collier are:

1. Traditional ESL Pullout
2. ESL thru Academic Content
3. Early Exit (1 to 3 years in program) + Traditional ESL (e.g. TBE)
4. Early Exit + Content ESL (e.g. TBE)
5. Late-Exit (at least through 5th grade)+ Content ESL (e.g., DBE, One-Way Dual)
6. Two-Way Dual

Figure 5.1: English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2000).



Results across models progressed similarly until about third grade, at which point marked differences in achievement according to the program model emerged. The strongest model for closing achievement gaps is clearly two-way dual language education. However, it is important to note that one-way dual/developmental bilingual education (late exit) also yields positive results for multilingual learners. When ELs are followed across time, comparing their achievement as tested in English by program type, the findings are as follows:

Early Elementary: Differences in achievement among student groups are small initially (grades K-3), with no significant difference in program outcomes in the early years. English learners in all programs appear to do well in terms of gap closure in grades K-3. (Both school and tests are easier in early elementary school than later on.) It is easier to close the achievement gap in elementary school than in middle school, and most difficult to close it in high school.

Late Elementary and Middle School: Differences in average student performance become significantly larger in middle school, depending on the program model experienced during the elementary school years. Real differences in program outcomes only become discernible after instructional and testing difficulty increase in the late elementary and middle school years. The level of cognitive demand of the tests and the curriculum is much greater in these years.

High School: Differences in average student performance are very large in high school, depending on the program model experienced during the elementary school years.

The Bottom Line: Dual language programs (with long-term academically and cognitively enriched instruction in two languages, one of which is the primary language of the English learners and the second instructional language is English) show English learners scoring as high as (or higher than) typical native English speakers after 6-8 years (closing the achievement gap) when tested on difficult literacy assessments. Enrichment dual language programs in elementary school prepare students for cognitively complex secondary work better than remedial elementary programs (Thomas and Collier, 2012, pp. 93-95).

Note: Thomas and Collier use NCEs to measure where students fall along the normal curve. To understand NCEs, click on the following link [What is a Normal Curve Equivalent \(NCE\) Score?](#)

Chapter 7: PSD's Dual Language Program

Due to Prosser's significant population of Spanish-speaking and simultaneous bilingual learners, and the district's ability to provide bilingual teachers and curriculum, the district instituted its first one-way dual language classrooms in the fall of 2016 at the kindergarten level. Prosser School District implements a one-way dual language immersion program in which only native speakers of Spanish, and/or simultaneous Spanish/English bilinguals, are included (see page 17). As of the 2020-2021 school year, the program is implemented K-5 at Whitstran, K-2 at Keene-Riverview, and 3-5 at Heights with a single dual language strand at each grade level. Beginning in 2022-2023, dual language programming will move into Housel Middle School. This chapter highlights PSDs current dual language program at the elementary level and the plan for services at the middle and high school levels.

Orientation

Vision. Our multilingual/English learners will be empowered to develop and embrace their bilingual, biliterate, and multicultural identities and life. They will be poised to realize their personal dreams and aspirations and to be responsible, caring, and contributing members of society.

Mission. A one-way dual language program was established to provide academic, social, and language support to our qualified bilingual students, with Spanish speaking and/or bilingual (Spanish-English) students selected for the program. Our mission is to develop a K-12 program that promotes bilingualism, biliteracy, and multiculturalism as pathways towards empowering our multilingual/English learners to become responsible and contributing members of society.

Two key foundational understandings are key to this mission:

1. Educators must possess a strong foundational understanding of biliteracy. The Prosser School District has worked diligently with Karen Beeman and the Teaching for Biliteracy Center to build this understanding. This work has helped us define our program outlined below and provide a focus for resources.
2. Educators and administrators must develop a solid understanding of content standards for reading, writing, science, social science, and mathematics as these content areas provide the instructional focus and structures for each academic year.

Program History. When the decision was made to create a one-way dual language program at PSD, four program options were available to choose from in accordance with TBIP:

1. Early Exit (Transitional Bilingual Education)
2. Late Exit (Developmental Bilingual Education)
3. One-way Dual Language
4. Two-way Dual Language

OPSI was already firmly moving in the direction of dual language programming. As noted earlier, it has been a goal of the superintendent of public instruction that more dual language opportunities be made available for all. When we began our planning and implementation process, the district did not have the necessary resources in place for a two-way dual language program, so the one-way dual language program was chosen.

Rationale. Research shows that students who participate in both one-way and two-way dual language programs receive many benefits. The following are just some highlights:

- Achieve high levels of proficiency in both languages
- Perform as well or better than their peers on standardized tests in English
- Demonstrate increased literacy development, cross cultural awareness, cognitive flexibility, attention control, memory, information integration, and problem-solving skills

Additional rationale for selecting a dual language program based upon State level information include:

- One-way and two-way Dual language models are consistently the highest achieving model of the three programs recognized by the state: dual language, early-exit at 3rd grade, and late-exit at end of 5th grade
- Dual language is chosen by more and more districts in the state, giving us access to support and resources

The rationale for our programmatic decisions in PSD include:

- PSD is in district improvement due to low ELL achievement levels
- PSD has a relatively stable population - for example, our current third graders have been in Prosser schools since Kindergarten
- It is possible to start small and build a dual program year-by-year
- The costs of implementation of a dual language model are only higher during setup, for professional development and the acquisition of materials in Spanish
 - Other expenses (paraprofessional staff, providing funding for teacher endorsements) may increase slightly
 - These costs will be covered by the bilingual program budgets (Title III and TPIB funds). Note that teaching salaries do not cost the district more. Each teacher in the program carries the usual student caseload

Systems and Structures

Elementary

Program Model. In the 2016/2017 school year, PSD established its first one-way dual language programs at Whitstran Elementary and at Keene-Riverview Elementary (KRV) with one kindergarten classroom at each school. With each successive school year, an additional grade-level classroom was added to the program. Because KRV is a K-2 school, the third grade one-way dual language strand began at Prosser Heights Elementary in the fall of 2019. The 2021/2022 school year marks the complete K-5 implementation of one-way dual language education at Whitstran Elementary and KRV/Prosser Heights elementary schools. In each of the aforementioned schools, there is one dual language classroom at each grade level.

Each classroom is self-contained and is taught by a bilingual (Spanish/English) certificated teacher. Instruction is provided in English and Spanish. When there is only one bilingual classroom at each grade level, this is called a “single-strand” model. Single-strand models can be problematic for several reasons. Foremost, the same group of students stays together year after year from kindergarten through fifth grade as there are no other bilingual classrooms in the school. This essentially creates a “school-within-a-school” system and children are not afforded the opportunity to learn with different peers across their early school years.

Future Direction: As resources become available, it is recommended that the district move to a two-way dual language program that would provide a comprehensive opportunity to multilingual English learners and other students who wish to become biliterate and bicultural. This shift will require considerable planning as well as stakeholder input and support. Stakeholders will necessarily include: staff personnel including district leaders, principals, teachers, paraeducators, and other classified support staff, board member(s), community member(s), students and their families.

Content Allocation and Language Plan. An essential part of the program model is to determine whether the dual language program will be a 90/10 (or 80/20) model or a 50/50 model. This refers to the amount of Spanish and English language instruction that occurs across the model at any given year. For example, in a 90/10 model, 90% of instruction occurs in Spanish and 10% occurs in English during the kindergarten year. With each successive year, these percentages shift until eventually instruction is divided equally between Spanish and English (50/50). In a 90/10 model, this shift typically happens by 3rd or 4th grade. In a 50/50 model, instruction is divided equally between Spanish and English beginning in kindergarten. Both 90/10 and 50/50 models have good results. Each model has certain advantages and disadvantages over the other. For example, a 90/10 model provides greater native language support for multilingual ELs and leads to somewhat better outcomes. It is typically the first choice for one-way dual programs. Given this information, PSD decided upon an 80/20 content and language allocation plan. The year-by-year rollout of this plan is described in figure 7.1 below.

Figure 7.1: PSDs K-5 Content and Language Allocation Plan

Grade and School Year	Spanish	Bridge	English
K 2016-2017	80% Spanish Language Arts Science Social Studies Math	→	20% English Language Arts English Language Development Specials
1 2017-2018	80% Spanish Language Arts Science Social Science Math	→	20% English Language Arts English Language Development Specials
2 2018-2019	70% Spanish Language Arts Science Social Science Math	→	30% English Language Arts English Language Development Specials
3 2019-2020	60% Spanish Language Arts Science Math	→ ←	40% English Language Arts English Language Development Social Studies Specials
4 2020-2021	50% Spanish Language Arts Science Social Science	→ ←	50% English Language Arts English Language Development Math Specials
5 2021-2022	50% Spanish Language Arts Science Social Studies	→ ←	50% English Language Arts ELD Math Specials

Middle School Program

Program Model. The middle school program will be fully developed as a pathway for the students who have participated in the dual language elementary program. In addition to the elementary program students, the middle school may incorporate newcomers who are bilingual and/or biliterate in Spanish. The instructional day will consist of a minimum of two classes in Spanish (target language). The needs of a secondary school have unique scheduling so rather than a percentage allocation, overall course offerings are utilized to address needs.

Content and Language Allocation. The master schedule at the middle school may be designed as a block schedule or a daily schedule with discrete content area times for instruction. Special consideration must be given to the dual language program classes in order to ensure that students have daily instruction in both languages. The course offerings at the middle school are predicated on the teacher's credentials and capacity to teach content with a highly proficient level of the Spanish language in order to advance students to higher levels of oral and literacy production. Each grade level will have a minimum of a Spanish Language Arts course and one other subject in the target language. Students will be mainstreamed into the other subject areas that may include English Language Arts, Mathematics, Science or Social Studies and an elective.

High School Program

It is the expectation of PSD that the students that graduate from the PSD dual language program after 8th grade will be promoted into high school proficient in both languages and ready to meet the requirements for the Seal of Biliteracy or Global Seal of Biliteracy for their high school diplomas. Upon meeting the program standards of performance, the students will be able to add a Seal of Biliteracy/Global Seal of Biliteracy to their high school diplomas giving students college credit for their years of participation in a dual language program.

The course sequence at the high school will continue to offer dual language program participants the opportunity to advance their bilingualism and biliteracy skills in Spanish. Students who successfully pass their placement test after the 8th grade program will have the opportunity to participate in one of the following sample program options, depending on resources: Spanish 4, AP Spanish Language, AP Spanish Literature.

By the end of 9th grade, it is expected that students from the dual language program will have demonstrated a sufficient level of proficiency to function in a Spanish-speaking country and benefit from a variety of advanced language courses and multicultural experiences. By their sophomore year of high school, dual language program students will most likely complete the available course offerings and will seek other opportunities to develop higher levels of proficiency. There will be a need for additional courses and learning experiences. To ensure that secondary students can continue along a language proficiency pathway, they need an enhanced program of study that may include:

- Internships and additional service learning opportunities in Spanish
- Cultural exchanges
- Study of a third language
- Spanish for Special Purposes courses (i.e. translation courses, medical and legal)
- Other multilingual education pathways at the local high schools, for example International Baccalaureate Programs, etc.

Table 7.2 below provides a sample scope and sequence for the high school level dual language program. (Table courtesy of Katherine Carrison, Evergreen School District, Vancouver, WA)

9 th Grade Option 1	10 th Grade Option 1	11 th Grade Option 1	12 th Grade Option 1
Spanish 4	AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes; Community College course
9 th Grade Option 2	10 th Grade Option 2	11 th Grade Option 2	12 th Grade Option 2
AP Spanish Language	AP Spanish Literature	Spanish for Special Purposes (i.e. medical or other translation) 3 rd Foreign Language 1	Spanish for Special Purposes (i.e. medical or other translation) 3 rd Foreign Language 2
9 th Grade Option 3	10 th Grade Option 3	11 th Grade Option 3	12 th Grade Option 3
AP Spanish Literature	Spanish for Special Purposes (i.e. medical or other translation) 3 rd Foreign Language 1	Spanish for Special Purposes (i.e. medical or other translation) 3 rd Foreign Language 2	Spanish for Special Purposes (i.e. medical or other translation) 3 rd Foreign Language 3

Table 7.2

Professional Development

Every dual language teacher will be trained in the foundations of “Teaching for Biliteracy.” This is to provide a solid understanding of the biliteracy work that has been created for the students who attend Prosser School District. Teachers will then move through the conceptual flow mapping process to understand the content English and Spanish allocations as described in the Content and Language Allocation Plan.

All dual language teachers are to be assessed on Spanish skills by taking the ACTFL assessment in Speaking, Listening, Reading and Writing. This will allow the district to plan additional professional development for teachers to assist them in becoming exemplary professionals in meeting the academic standards of teaching in the Spanish language.

All K-5 dual language teachers will use the *ARC Core* curriculum as a basis for content delivery. Teachers will continually receive additional professional development around the major components of dual language to include English Language Development, Spanish Language Development, SIOP and WIDA.

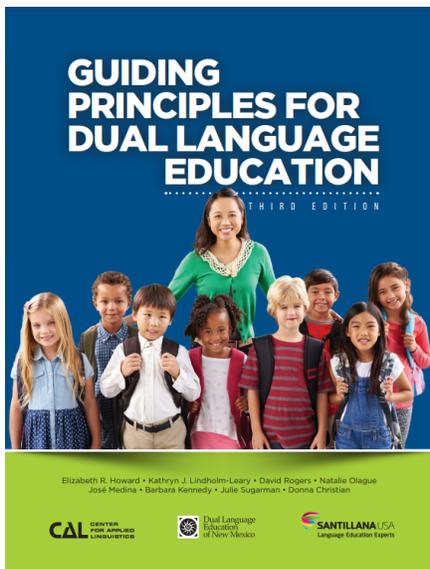
The department of Bilingual Education will continually work with building administration and teachers to ensure that all bilingual education teachers have the skills necessary to meet the needs of our dual language students. A yearly reflection meeting will take place prior to the end of each school year to determine next steps to support buildings and staff with skills, materials and/or program adjustments. The information provided in this document will guide the discussions and planning points during these annual meetings. Potential professional development opportunities include:

- Professional learning for all staff on effective services for multilingual/English learners, including instructional strategies, English language development standards, cultural competence, culturally responsive teaching practices
- Training for EL staff in content areas (for example, foundational skill instruction for EL endorsed teachers working with PK – grade 3, content training for EL teachers in co-teaching environments)



Chapter 8: Dual Language Guiding Principles – Center for Applied Linguistics

PSD utilizes the *Guiding Principles for Dual Language Education* published by The Center for Applied Linguistics (CAL) to create, implement, and calibrate dual language programming and instruction. This document has been used for over a decade by dual language programs and educators across the United States. It is an effective tool for planning, self- and program-reflection, and continual improvement. In the event that PSD moves to a two-way dual program, the principles in this document will guide the transition. The principles are organized into seven strands:



1. Program Structure
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. Support and Resources

In the above document, CAL explains that each strand is composed of two primary components:

1. The first component of each strand is a review of relevant literature on research and best practices in dual language education.
2. The second component of each strand consists of a series of guiding principles, each of which is broken down into several key points. Each key point includes progress indicators - descriptions of four possible levels of alignment with that point: minimal alignment, partial alignment, full alignment, and exemplary practice.

The following explanations provide initial insight into the seven guiding principles.

Program Structure. The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second-language learners and is consistent with federal, state, and District requirements. Clear structures, policies, and processes are aligned with program vision, mission, and goals. These are based upon a solid philosophical and empirical foundation.

Curriculum. The program has a process for developing and revising a high-quality curriculum that is based on general education research and research on bilingual learners and adaptable to student, program and community needs, and is coordinated with support services such as English as a second language, Spanish as a second language, special education, Title I, and gifted & talented.

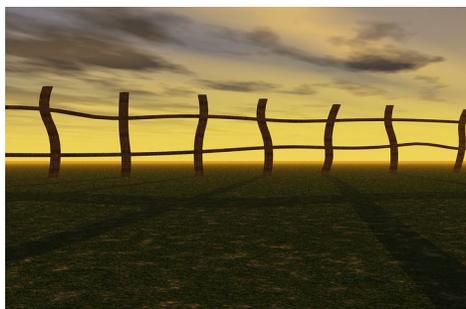
Instruction. Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model and support the three core goals of dual language education: bilingualism, biliteracy, and sociocultural competence.

Assessment and Accountability. Assessment is aligned with program goals and state content and language standards and results are used to guide and inform instruction. The program systematically collects and analyzes data to ensure compliance, assess program outcomes and measure students' academic achievement, second language proficiency, and multicultural understanding. These data are communicated to all stakeholders and used for program planning and improvement.

Staff Quality and Professional Development. The program cultivates knowledgeable and effective leaders, enables stakeholders to provide support, develop advocacy skills, and maintains structures and processes for decision-making and communication. The program provides high quality professional development that is tailored to the needs for dual language educators and support staff. Human, technological, and financial resources are allocated equitably and effectively.

Families and Community. The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.

Support and Resources. The program is supported by all key stakeholders and is equitably and adequately funded to meet program goals. The program advocates for support.



Chapter 9: Washington State Seal of Biliteracy



The Washington State Seal of Biliteracy is an award in recognition of a student who has attained proficiency in both English and one or more other languages by high school graduation. The Seal of Biliteracy may take the form of a gold seal or notation that appears on the transcript or diploma of the graduating senior. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college and to engage as a global citizen.

The Seal of Biliteracy originated in California and was signed into law in October 2011, with the first seals being issued in early 2012. New York passed their bill and it was signed into law in July 2012. Since spring 2012, a number of language leaders in Washington State from the universities and non-profit sector, including the Washington Association of Foreign Language Teaching (WAFLT) and Washington Association for Bilingual Education (WABE), researched the progress of the Washington State Seal in both states before taking it forward to the state legislators for review, comment and approval. The Washington State Seal was signed for approval in March 2014 as part of State Bill 6424.

Establishing the State Seal of Biliteracy in Washington State will give students an incentive to increase their language skills and would provide employers and universities with a reliable indicator of this bilingual/biliterate skill set. Approving a state seal ensures a common, high standard across Districts issuing the Seal and equitable opportunities for students across the state.

Forty percent (40%) of Washington State jobs are tied to international trade, making it critical for students to develop proficiency in English and other languages to be competitive in the future. Yet, few students pursue high enough levels of proficiency to meet the state and national needs. Furthermore, the bilingual skills of students for whom English is not a dominant language represent a tremendous potential resource to the state of Washington. Such students have been given little recognition or support for becoming bilingual and biliterate i.e., able to read and write in their home language and English. In addition to career advantages, studies show numerous cognitive benefits for students' learning more than one language, including enhanced working memory, attentional control, cognitive flexibility and creative thinking. All of these attributes will be valuable in the future of this generation of students and beyond.

The State of Washington requires students to meet one of the following criteria to be awarded the Washington State Seal of Biliteracy:

- A. Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher
- B. Passing an International Baccalaureate (IB) examination with a score of 4 or higher
- C. Passing the SAT II foreign language examination with a score of 600 or higher
- D. Completing an international examination such as DELE (for Spanish), DELF (for French), HSK (for Mandarin) at the level of A2 or higher based on the Common European Framework of Reference (CEFR)
- E. Receiving a rating of Intermediate Mid or higher on nationally available test of proficiency across language skills based on the ACTFL Proficiency Guidelines (e.g. STAMP 4S or ACTFL OPI and WPT)
- F. Earning 4 Competency-Based Credits by demonstrating proficiency at intermediate mid-level or higher according to the model state policy and procedure of Competency-based Credits for World Languages

*Special Note: The Prosser School District is actively planning to include the Global Seal of Biliteracy as an option for students to attain as well.





Section 3

A Comprehensive English Language Development Model

“How is your district meeting the civil rights obligation to provide designated English language development and meaningful access to content?” (OSPI)

Chapters 10 and 11: *Integrated and Designated English Language Development*

These chapters highlight two essential facets of a comprehensive English Language Development Program: Integrated ELD (also known as Meaningful Access to Content) and Designated ELD (also known as Specialized Attention to Language). Each chapter provides a general overview of the component, recommendations for implementation, current practice at PSD, future directions for eELD and dELD design with implementation.

Chapter 12: *WIDA ELD Standards Framework*

This Chapter presents a brief overview of the WIDA ELD Standards Framework, 2020 Edition. It begins with the four big ideas that anchor the Framework: Integration of content and language, a functional approach to language, collaboration among stakeholders, and equity of access and opportunity. Then, the four interrelated components of the Framework are presented. These components are: The five standards statements, the four key language uses, the language expectations (including language functions and features), and the proficiency level descriptors. For a much more in-depth understanding, access the entire Framework [here](#).

Chapter 13: *Sheltered Instruction Models and Tools*

This chapter is the “how-to” chapter. In it, three sheltered instructional models are described: SIOP, GLAD, and Thinking Maps. These models include immediately applicable strategies that teachers can employ to make content more comprehensible and to build academic language. All of the models encourage students to engage in substantive and extended talk around content, foster productive struggle and a move from dependent to independent learning, and engender both collaborative and individual work and success.

Chapter 10: Integrated ELD (iELD) - Meaningful Access to Content

Our Vision

It is the vision of the Prosser School District that equity in education is continually at the forefront of our work. In supporting that vision, we ensure that meeting the needs of the bilingual students we serve through intentional programming is paramount. Every student in the bilingual program is served through all teachers who have received professional development on how to provide support structures for attaining academic English to access the content being taught. The integration of content and language at this level is called integrated ELD (iELD), or *meaningful access to content*. In addition to ensuring that all students have meaningful access to content, we also understand that specialized attention to the English language development is critical for our multilingual learners. We are committed to providing this targeted attention through the thoughtful design and implementation of designated English language development services.

A comprehensive English Language Development (ELD) program consists of two essential components: integrated ELD (Meaningful Access to Content) and Designated ELD (Specialized Attention to Language). For purposes of this document, the term integrated ELD (iELD) will be used interchangeably with Meaningful Access to Content. The term designated ELD (dELD) will be used interchangeably with Specialized Attention to Language.

Integrated ELD (iELD) - Meaningful Access to Content

Ybarra and Hollingsworth (2017) explain that “integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson” (p. 2). Given this definition, integrated ELD occurs all day, within all content areas, and across all grade levels. *All* teachers focus on meaningful access to content and *all* learners benefit from instruction that fosters meaningful access to content. A helpful way to understand and recap this facet of a comprehensive English Language Development Program is “all content, all teachers, all students, all day.” Learning objectives for integrated ELD lessons come from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science, and Science. In addition, teachers access the WIDA ELD Standards Framework and the CCSS Language Standards to provide complementary language goals and objectives.

In their document *Meeting the Civil Rights Requirements for Multilingual Learners in Washington State* (2021), OSPI shares specific guidelines to help districts determine if they are providing meaningful access to content for multilingual learners (and their peers). The information on the next page was retrieved from the OSPI website:

Meaningful access to content is one of the two essential components of any program for multilingual/ English learners. All identified multilingual/English learners must be provided meaningful access to the full curriculum which involves the use of strategies, scaffolds (such as graphic organizers and other visuals), and specific instruction related to the academic language of the content. The criteria by which a district may identify if their services are, in fact, providing meaningful access to content are:

1. Planning: Language specialists collaborate with core content teachers to identify academic language expectations and needed scaffolds for multilingual/ English learners at various language proficiency levels.
2. Instruction: Sheltered instruction strategies such as OCDE Project GLAD, Sheltered Instruction Observation Protocol (SIOP), and Universal Design for Learning (UDL) are utilized in all core classes in which multilingual/ English learners are enrolled.
3. Focus: Instruction addresses the most critical academic language functions and features of the lesson as driven by the content standards and content learning objectives of the lesson.
4. Instructor: Language specialists may co-teach with core content teachers, addressing the language expectations of the lesson, or core-content teacher holds appropriate endorsement or training (i.e., ongoing, job embedded support) and addresses the language expectations of the lesson.

Districts may use the above criteria to reflect upon the services provided to multilingual/ English learners to determine if the services provide meaningful access to rigorous, grade-level content. The following table demonstrates common examples and which criteria are met or not met:

Examples of common practices	Does the example meet the criteria for meaningful access to content? (Yes/No)			
	Planning	Instruction	Focus	Instructor
Simultaneous translation provided by a paraeducator in some content classrooms.	no	no	no	no
Students receive the same whole-class lessons as all students without attention to language proficiency levels or language demand of the lesson.	no	no	no	no
Core-content teacher with EL training uses sheltered instruction strategies such as OCDE Project GLAD, SIOP, and/or UDL to scaffold academic and content-specific language to provide meaningful access to grade-level learning.	yes	yes	yes	yes
Co-teaching model is used to provide specific academic language support by an EL-certified teacher working with a core content teacher.	yes	yes	yes	yes

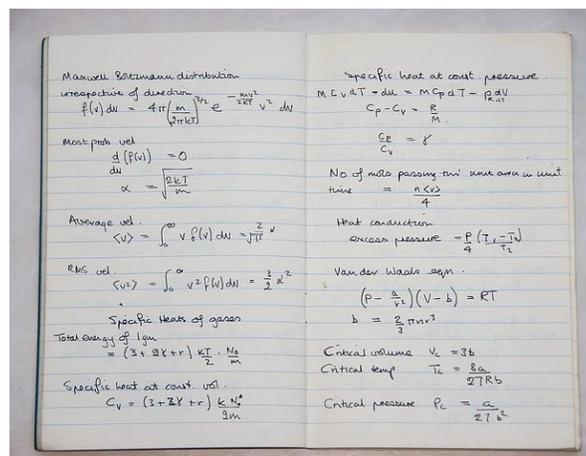
Table References

1. Castañeda v. Pickard, 648 F.2d at 1007-1008, 1009 (5th Cir. 1981).
2. Elementary and Secondary Education Act of 1965 (ESEA). As Amended by Every Student Succeeds Act (ESSA), December 10, 2015.
3. Lau v. Nichols, 1974, U.S. Supreme Court.
4. US Department of Justice & US Department of Education (2015). Dear Colleague Letter.
5. *Orange County Department of Education Project GLAD (Guided Language Acquisition Design).

In sum, Meaningful Access to Content

- Is designed to support academic language learning in all core content classrooms,
- Scaffolds access to rigorous grade-level content standards using sheltered instruction strategies,
- Is provided by trained and supported core content teachers and/or EL specialists, and
- Involves co-planning and collaboration.

Future Direction: Prosser School District will articulate its plan to provide meaningful access to content for all students K-12. The plan will become part of this document. It will include the integration of content and language standards, a functional approach to language, collaboration among key stakeholders, and a focus on equity of access and opportunities. Key to the plan will be the WIDA ELD Standards Framework, and importantly, the intersections between the ELD standards and content area standards. PSD's plan will outline the professional development and training that teachers need to provide meaningful access to content for multilingual English learners and their peers. Professional development considerations include training around the WIDA ELD Standards, sheltered instructional models (e.g., GLAD, SIOP, Thinking Maps, etc.), and assessment (formative and summative). Another important planning point will be sustainability of learning and implementation over time. In addition, PSD will pinpoint success criteria and measures to determine if their systems, structures, and practices are enabling students to meet the success criteria.



Chapter 11: Designated ELD - Specialized Attention to Language

Multilingual English learners are the intended audience of dELD. Designated ELD instruction “focuses on English Learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English” (Ybarra and Hollingsworth, 2017, p. 2). Designated ELD seeks to develop multilingual English learners’ language “into and through” content. Learning objectives for dELD come from key documents like the WIDA ELD Standards Framework, the CCSS Language Standards, and content standards. First and foremost, designated ELD is designed around students’ language strengths and needs as captured by teacher observation, and both formative and summative assessments.

The Sonoma County Office of Education underscores the balance between content and language objectives during dELD instruction. While dELD uses content and language standards in tandem, the scale tips in the direction of language development, as evidenced in the following explanation: “The purpose of [designated] ELD instruction is to actively engage students in learning English vocabulary and language structures. Although ELD lessons can be related to academic content, it is critical that the core purpose of this instruction—English acquisition—be maintained” (School & Classroom Structures for ELD Instruction, p. 2).

Designated ELD occurs during protected times of the day. These times can be fixed and/or flexible. During designated ELD, ELs are intentionally grouped by proficiency level, thereby facilitating specialized (and targeted) attention to language. It is important to note that a protected time is not synonymous with pull-out ELD instruction. In fact, OSPI discourages pull-out models of designated ELD as their success is not typically supported by research (an exception may be in the case of newcomers). Schools can design protected times of the day for dELD in many ways.

For example, elementary schools may choose to implement a walk-to-language model in which all students develop academic language with peers who are experiencing some of the same language needs. The walk-to-language structure occurs at fixed times for each grade-level and is often supported by the EL teacher(s) and paraeducator(s). In this model, students are grouped by like proficiency or language needs, and walk to their respective instructor. Other schools train elementary teachers to provide dELD in their own classrooms with their own students during a fixed time. For example, all first grade teachers may provide designated ELD from 8:30 to 9:00 am with push-in support from language specialists (teachers and paraeducators). Both of these approaches can include the strategic clustering of ELs in certain classrooms.

Flexible dELD can occur at multiple points in the day, as long as the timing and delivery is intentional. For example, during math instruction, the classroom teacher may consistently pull a small group of English learners to focus on challenging aspects of math language while the remainder of the class works independently, with partners, or in small groups. This same

routine may be followed for other content areas, like social studies and science. While the time might not be “fixed” in that it is the same every day, it is protected in that it is planned for and consistent. This approach requires a great deal of accountability to dELD on the teacher’s part as well as ongoing training and leadership support and oversight.

Whether it occurs during fixed or flexible times, dELD is “the sliver of the academic day dedicated to deliberate language instruction at a student’s proficiency level. By meeting students at their instructional ‘sweet spot’ we can both fill and prevent gaps in their language development. This accelerates language learning by making it more systematic, less ad-hoc. With that boost, students are better equipped to apply what they learn as they interact with peers, adults, and text throughout the day” (E.L. Achieve). Districts should always consider their localized context when making programmatic decisions.

Sample dELD: Walk-to-Language Model (Blended Services Model)

The following section describes the Walk-to-ELD Model as described in *School and Classroom Structures for Comprehensive ELD Instruction*, 2008, pp. 2-4. With the exception of a few minor changes in wording to specify local context, this is a direct quotation from the article cited above.

When students are grouped across classrooms and/or grade levels for ELD instruction, it’s known as the “blended services” model. This structure places students from multiple classrooms in instructional groupings based on their language proficiency. Often, specialists, para-educators, and other staff are used to keep these instructional groupings small. For example, students from three classrooms might be formed into four groups as follows: Group 1 for students at the beginning and early intermediate English language proficiency levels, Group 2 for intermediate, Group 3 for early advanced and advanced, and Group 4 for students who are proficient in English. The three classroom teachers and the school’s English learner specialist would each be assigned to a group. The focus for groups 1-3 would be English Language Development. Group 4 might focus on other language and literacy skills. ELD instruction can be related to a content area—for example, focusing on language structures and vocabulary used in science or math—but the core purpose of the instruction for groups 1-3 is English acquisition.

Note that the grouping of ELs includes no more than two English language proficiency levels per group. During this slice of an English learner’s day, students are grouped according to language need. At times, small groups may reflect students at one overall English language proficiency level. At other times, students might be grouped with others near their English language proficiency level and/or with similar language acquisition needs. During dELD, we pay close attention to where students are with language so that we can help them move their language forward in very targeted and intentional ways. Grouping students with like proficiency levels enables teachers to provide specialized attention to language as needed by the students.

Students who are proficient in English or who are English-only speakers may be served as a single group or divided into smaller groups based on their learning needs. Generally speaking, these students would not be served in the EL groups as their language needs and proficiency levels may differ significantly. However, there may be cases in which it is appropriate to group ELs (e.g., our ELs with a higher overall proficiency in English) with their English dominant or English only speaking peers because they share language learning needs. A note of caution - bringing English dominant or English only students into a group should not displace EL groupings or “force” groupings that span more than two proficiency levels. Keep in mind the overall purpose of designated ELD when making grouping decisions.

The blended services model requires close collaboration among the teachers and principals to plan student groupings and deliver instruction. Working together, the school staff must: (1) agree to a consistent time of day for ELD instruction, (2) discuss and plan placements that cluster students by English language proficiency level, (3) plan instructional delivery, strategies, and resources, and (4) assess students regularly, monitor progress, and change placements as appropriate. Because the blended services model requires educators to carefully coordinate instructional time, it works best at schools that have collaborative structures in place and where staff are committed to working together to deliver instruction.

Sample dELD: Power Hour

Each grade level is assigned a fixed “power hour” during the day (e.g., kindergarten, 8:30-9:30). Through intentional master scheduling, school leaders ensure that maximum support is provided during each grade’s power hour. During this scheduled time, classroom teachers, ELD specialists, and paraeducators come together to provide strategic instruction, including designated ELD. Small groups of learners gather in the classroom, or in other nearby areas, with their assigned ELD teacher. It is important to note that paraeducators work with direct supervision and support from certificated teachers. All small group lesson planning is done by certificated teachers and supplied to paraeducators in advance. Paraeducators working with English learners must receive professional development around second language acquisition and instructional strategies for language learners.

Increased personnel during the power hour allows for smaller group instruction. Most likely, not all groups will be the same size. Group size will be determined by (1) the amount of teachers available to a grade level - including specialists and paraeducators, and (2) EL proficiency level groupings. English learners are the students with the greatest language acquisition needs and are the intended audience for designated ELD. We must ensure that their designated ELD groups are kept as small as possible.

Middle School/High School

Designated ELD at the secondary level is tailored to the systems and structures associated with that level of schooling. For example, as both middle and high school schedules typically follow

instructional periods and/or instructional blocks, designated ELD should be organized to fit seamlessly into those time patterns. Some schools choose to dedicate one period for designated ELD, especially for newcomer students. Others devise a schedule in which content and language teachers coplan and coteach a particular discipline. Designated ELD takes place with the class period or block. The sample schedule below is courtesy of Bree Devlin, a middle school principal in Kent School District (Breanne.devlin@kent.k12.wa.us). At her middle school, there are three EL endorsed language teachers who are funded together for 1.8 FTE from TBIP. The blocks in gray indicate the coplanning block of time shared by the language specialist and the content-area teacher. The block in yellow indicates the periods, content area, and grade level that they co-teach. The EL teachers are also highly qualified content area teachers. During the remainder of their contractual time, they teach their own content area classrooms.

Department	Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELA	Teacher A	Common Plan	ENG703 CoreLangArts 7	ENG703 CoreLangArts 7	ENG703 CoreLangArts 7	ENG703 CoreLangArts 7	ENG703 CoreLangArts 7
ELA/ELL	Teacher B		ENG704 CoreLangArts 7	ENG704 CoreLangArts 7	ENG704 CoreLangArts 7	ENG704 CoreLangArts 7	ENG704 CoreLangArts 7
Social Studies	Teacher C	SOC821 World Studies 8 SOC822 World Studies 8	SOC821 World Studies 8	SOC821 World Studies 8	SOC821 World Studies 8	Common Plan	SOC821 World Studies 8
ELL	Teacher D	ELL001 Language Arts I ELL002 Language Arts II	SOC822 World Studies 8	SOC822 World Studies 8	SOC822 World Studies 8		ELLW93 LangDev_ELL_7/8 ELLW94 LangDev_ELL_7/8
Science	Teacher E	SCI803 Science 8 SCI804 Science 8	SCI701 Science 7 SCI702 Science 7	SCI803 Science 8 CI804 Science 8	Common Plan	SCI803 Science 8 SCI804 Science 8	SCI803 Science 8 SCI804 Science 8
Science/ELL	Teacher F	SCI803 Science 8 SCI804 Science 8	SCI803 Science 8 SCI804 Science 8	SCI803 Science 8 SCI804 Science 8			
IE	Teacher G	ACMA81 Math SE (7) ACMA82 Math SE (7)	MAT811 Core Math 8	Common Plan	ACMA81 Math SE (8) ACMA82 Math SE (8)	ACMA81 Math SE (7) ACMA82 Math SE (7)	Writing Behavior (SDI Release Time)
Math	Teacher H	MAT811 Core Math 8 MAT 812 Core Math 8	MAT 812 Core Math 8 (Pizzalato)		MAT201 Algebra MAT202 Algebra	MAT811 Core Math 8 MAT 812 Core Math 8	MAT203 Geometry MAT204 Geometry

Notes

- Per CBA co-teachers required to have common planning
- No pairs of teachers have planning during the same period as other pairs.
- No co-teaching of same program area of same grade level. (example: 8th grade science is not co-taught same time as 8th grade social studies but inclusive education and ELL can be co-taught as same period since it serves different students)
- Wednesdays our district has early release with altering admin directed and employee directed time. Encourage PLC time, release days, and use grant/categorical funds to support co-teacher collaborating outside contracted time

The following eight principles (see Olson, 2014) are especially applicable to secondary schools and classrooms. These principles are foundational to designing a master schedule that includes specialized attention to language. Keeping these principles at the forefront ensures that the teaching and learning experience for multilingual learners allows for maximum growth.

1. Specialized English Language Development course designed for LTELs (separate from other English Language Learners), emphasizing writing, academic vocabulary, active engagement, and oral language
2. Clustered placement in heterogeneous and rigorous grade- level content classes (including honors and college-track), mixed with English proficient students and taught with differentiated instructional strategies

3. Explicit academic language and literacy development across the curriculum
4. Primary language literacy development through native speakers classes (in an articulated sequence through Advanced Placement levels)
5. Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress
6. School-wide focus on study skills, metacognition, and learning strategies
7. Data chats and testing accommodations
8. Affirming school climate and relevant texts

The explanations in this chapter make the goal of designated ELD clear: The core purpose of designated ELD is English development and acquisition. This happens through

- Explicit English language instruction
- Deliberate language instruction
- Active engagement in learning English vocabulary and language structures

In the document titled *Meeting the Civil Rights Requirements for Multilingual Learners in Washington State (2021)*, OSPI reiterates that “English language development, or designated ELD as it is often called, is one of the two essential components of any program for multilingual/ English learners. All identified multilingual/ English learners must be provided designated ELD.” OSPI outlines five criteria by which a district may identify if their services are, in fact, providing designated English language development:

1. Planning: Instruction/lessons are designed by a language specialist/certificated teacher with a Bilingual Education or EL endorsement.
2. Instruction: Instruction is specific to the student’s proficiency level and targets English language development standards (WIDA ELD Standards Framework).
3. Resources: Instructional resources are specifically designed for multilingual learners. Domains: Instruction addresses all 4 domains of language.
4. Grouping: If grouping occurs, it must be by proficiency level.
5. Instructor: ELD instruction is provided by a certificated teacher with an appropriate endorsement (Bilingual Education or EL endorsement). NOTE: Paraeducators may deliver some instruction as a temporary measure while a district actively seeks to employ and/or train bilingual or EL endorsed teachers. Paraprofessionals may be used as a supplement to the services provided by qualified EL teachers, however they must be directly supervised by the qualified EL teacher and be trained to provide these services.

Examples of common practices	Does the example meet the criteria for designated ELD? (Yes/No)					
	Planning	Instruction	Resources	Domains	Grouping	Instructor
Reading intervention programs not specifically designed for second language acquisition.	no	no	no	no	no	
Paraeducator works with small group by grade level/classroom, uses ELA resources as preview or review	no	no	no	no	no	no
EL Teacher works with small group and provides ELA content support with ELA resources.	yes	yes	no	no	no	yes
EL teacher works with small group by proficiency level and teaches ELD lesson addressing 4 domains of language using resources specifically designed or adapted for multilingual/ English learners.	yes	yes	yes	yes	yes	yes
Classroom teacher with EL training plans and/or co-teaches ELA lesson with EL teacher using adapted materials to address the specific language needs of EL students in all 4 domains with differentiated support for different proficiency level groups	yes	yes	yes	yes	yes	yes

Teacher Expertise

OSPI (2021) explains that “ explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component” (p. 25).

It is clear that OSPI expects teachers to receive EL or bilingual endorsements and that these specially trained teachers will work with English learners. At the same time, in their publication entitled *Washington State Multilingual/English Learners Policies and Practices Guide 2021*, OSPI states that explicit English language instruction should be delivered “by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners” (p. 25). Teachers who do not currently possess an EL endorsement can be specifically trained through a school district’s thoughtful and rigorously planned professional development program.

As districts commit funds and as teachers commit time and effort to getting bilingual and/or EL endorsements, districts must also provide specialized PD in the field of second language acquisition for teachers working with English learners. The 2015 *Dear Colleague Letter*, issued by the U.S. Department of Education (Office for Civil Rights) and the U.S. Department of Justice (Civil Rights Division), describes a scenario in which a district responds to immediate needs while at the same time increasing the number of EL endorsed teachers.

A school district with a Structured English Immersion program, consisting of ESL and sheltered content instruction, does not have a sufficient number of either qualified ESL-licensed teachers to provide ESL services or qualified content area teachers who are adequately trained to shelter content for EL students. The school district creates an in-service training on sheltering techniques, requires all core content teachers to successfully complete the training within two years, and requires a quarter of its new hires to obtain an ESL license within two years of their hiring date. (p. 16).

In sum, both integrated and designated ELD focus on the simultaneous development of content and language. Both components of a comprehensive ELD program are grounded in content and language standards. Integrated and designated ELD use content and language standards in tandem - with greater focus on content standards during iELD and greater focus on language standards during dELD. The following table (10.1) pinpoints some key differences between these “two sides of the same coin”:

Table 10.1: Key differences between iELD and dELD

Instructional Differences	Integrated ELD	Designated ELD
Time	All day within all content areas (by all teachers and for all students)	During a “protected” time of the day - this protected time can be fixed and/or flexible
Focus	Content of lesson, with language support	Language skills, using content through regular curriculum (“into and through” content)
Standards	Content Standards in tandem with WIDA ELD Standards and CCSS Language Standards	WIDA ELD Standards and CCSS Language Standards into and through Content Standards

(Table adapted from [Designated and Integrated ELD – the Left and Right Hand of ELD Instruction](#))

Chapter 12: WIDA ELD Standards Framework, 2020

Retrieved from OSPI [WIDA ELD Standards Framework, 2020 Edition: At A Glance](#)

WIDA ELD Standards Framework, 2020 Edition: At A Glance

Big Ideas

Four **Big Ideas** are interwoven throughout the document. Like WIDA's [Can Do Philosophy](#), they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Learn more about Big Ideas on pages 15-20.



The WIDA ELD Standards Framework

The four components of the WIDA ELD Standards Framework are like building blocks of language development and range from broad to narrow in scope.

WIDA ELD Standard Statements *conceptual framing of language and content integration*

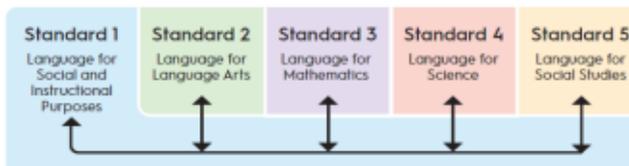
Key Language Uses *prominent language uses across disciplines*

Language Expectations *goals for content-driven language learning*

Proficiency Level Descriptors *a continuum of language development across six levels*

The WIDA Standards Statements

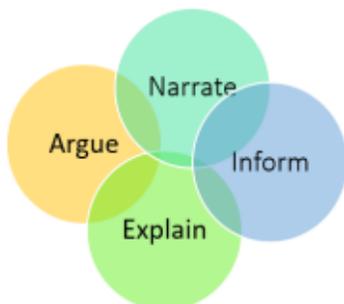
Learn more about the standards statements, their abbreviations, and the relationship of standard 1 to standards 2-5 on pages 24-25.



The standards statements broadly represent content and language integration in the language of schooling. They emphasize the importance of using language **FOR** learning.

Standard 1 applies across a range of educational settings and works both independently from and in conjunction with ELD Standards 2-5. It encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards.

Key Language Uses

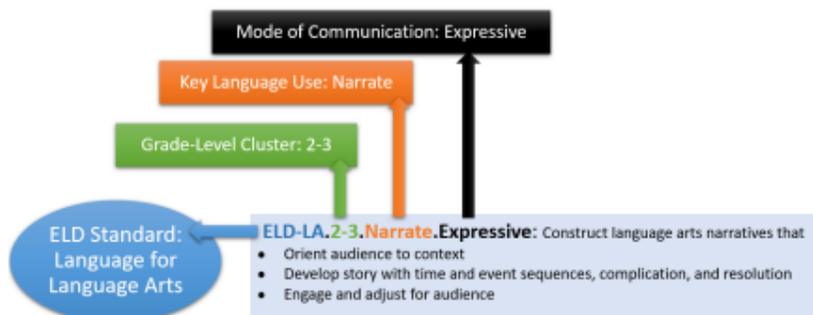


Key Language Uses—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature. They bring focus and coherence to the language of schooling, helping educators make choices in what to prioritize during curricular planning for content-language integration.

Learn more about Key Language Uses on pages 26-27 or take a deeper dive on Key Language Uses: A closer Look on pages 217-233.

Language Expectations

Language Expectations are goals for content-driven language instruction. They help to inform unit-level goals.



Communication Modes: Four language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication

- Interpretive: listening, reading, *and viewing*
- Expressive: speaking, writing, *and representing*

Language Functions and Language Features: Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions**. **Language Features** (e.g., types of sentences, clauses, phrases, and words) help carry out each Language Function.

Learn more about Language Expectations on pages 28-30.

- Take a look at **grade-level-cluster materials** (Section 3) to see Language Expectations (with Functions and Features) and annotated language samples illustrating how they appear in authentic grade-level texts.
- Appendix B offers sample correspondence tables for academic content standards and Language Expectations
- Appendix C offers a compilation of all Language Expectations, K-12

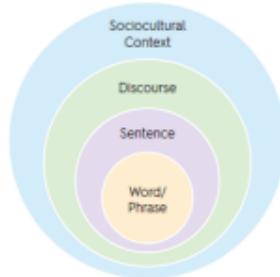
Proficiency Level Descriptors (PLDs)

PLDs are a detailed articulation of student language performance across six levels of English language proficiency.

The image shows a stack of tables representing the WIDA Proficiency Level Descriptors (PLDs) for Listening, Reading, and Writing. Each table is organized by grade level (K, 1, 2, 3, 4-5, 6-8, 9-12) and lists specific performance indicators for each proficiency level (Beginning, Developing, Expanding, Bridging, Proficient).

The Dimensions of Language Use

The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).



Learn more about PLDs and the dimensions of language on pages 31-34.

- The Dimensions of Language Use Table describes five PLD criteria (p.33)
- PLDs appear in **grade-level-cluster materials** (Section 3)
- Appendix D offers a compilation of all PLDs, K-12

Additional Materials

- Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations
- Glossary
- Appendices include compilation tables of K-12 Language expectations and PLDs, content-language correspondence tables, Theoretical Foundations, and more.
- Check the [WIDA ELD Standards Framework website](http://www.wida.usd.edu/ELDStandardsFramework) for a range of supporting resources, including professional learning opportunities.

Chapter 13: iELD and dELD Models and Instructional Tools

In this chapter, we describe the direction that PSD is taking to ensure meaningful access to content for English learners and their peers by highlighting three instructional models that may be used by individual teachers, schools, and the district as a whole. PSD is not limited to these models, but they are a current part of professional development to one degree or another, depending on school and/or grade-level. OSPI does not mandate any particular model or curriculum for integrated ELD or designated ELD, but they do support the models described in this chapter as strong options. The models described below - SIOP, GLAD, and Thinking Maps - can also be used to scaffold language development during designated ELD.

The SIOP Model

SIOP - which originally stood for Sheltered Instruction Observation Protocol, and is now simply known as SIOP - is a model of sheltered instruction designed to support English learners as they acquire content and language simultaneously. The SIOP Model has been in use since the early 1990s and is composed of 30 features grouped into eight main components (see Table). The SIOP approach helps teachers integrate content and language instruction for students learning through a new language. Through SIOP, teachers employ techniques that make content concepts accessible and also develop the students' skills in the new language. SIOP can be applied beginning in prekindergarten and through the end of high school. SIOP training is provided from trainers outside the district (e.g., CAL or ESD123) and/or from trainers within the district. If a district decides to pursue the SIOP model as foundational to their comprehensive ELD program, it is ideal to train staff inside the district to become trainers. These staff members not only provide initial training but are consistently available to support teachers as they implement the SIOP components. Having "inside" trainers also strengthens the ongoing commitment to - and enthusiasm for - the SIOP features that foster simultaneous content and language learning.



Copied from [B/ND Program: Workshop: Sheltered Instruction Observation Protocol](#)

Table 12.1: The SIOP Model

Components	Features
Lesson Preparation	<ol style="list-style-type: none"> 1. Content Objectives 2. Language Objectives 3. Appropriate Content Concepts 4. Supplementary Materials 5. Adaptation of Content 6. Meaningful Activities
Building Background	<ol style="list-style-type: none"> 7. Concepts Linked to Students' Backgrounds 8. Links Between Past Learning and New Learning 9. Developing Key Vocabulary
Comprehensible Input	<ol style="list-style-type: none"> 10. Appropriate Speech 11. Clear Explanation of Academic Tasks 12. A Variety of Techniques Used
Strategies	<ol style="list-style-type: none"> 13. Learning Strategies 14. Scaffolding Techniques 15. Higher-Order Questioning and Tasks
Interaction	<ol style="list-style-type: none"> 16. Frequent Opportunities for Interaction 17. Grouping Configurations 18. Sufficient Wait Time 19. Clarify Concepts in L1
Practice and Application	<ol style="list-style-type: none"> 20. Hands-on Practice with New Knowledge 21. Application of Content and Language Knowledge in New Ways 22. Integration of All Language Arts
Lesson Delivery	<ol style="list-style-type: none"> 23. Support Content Objectives During Lesson 24. Support Language Objectives During Lesson 25. Promote Student Engagement 26. Pace Lesson Appropriately
Review and Assessment	<ol style="list-style-type: none"> 27. Key Vocabulary 28. Key Content Concepts 29. Regular Feedback on Student Output 30. Assess Student Comprehension on Objectives

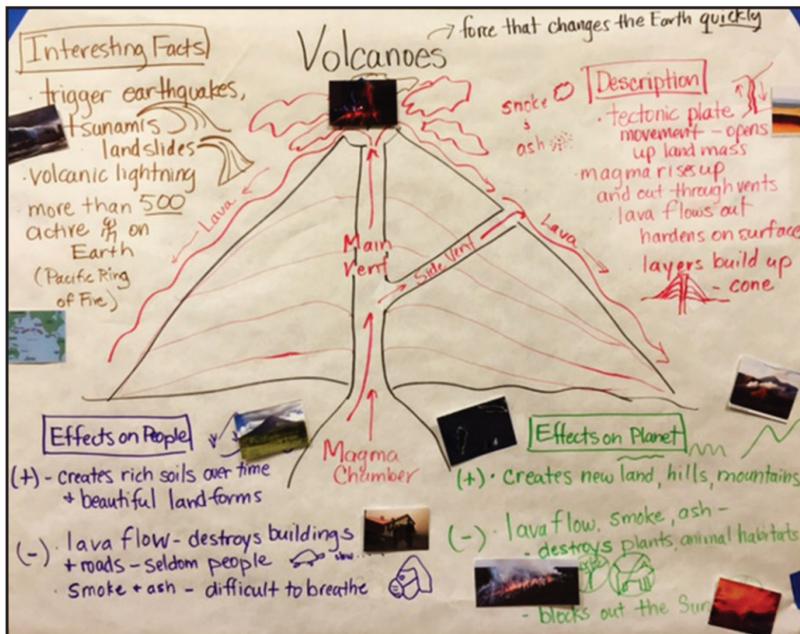
Project GLAD Model

Project GLAD - which stands for Guided Language Acquisition Instruction - is a model of sheltered instruction designed to support English learners as they acquire content and language simultaneously. Project GLAD has been implemented since the 1990s and is intended for use in mainstream prek-12 academic classrooms with students at various levels of English language development. It consists of five components (Focus/Motivation, Comprehensible Input, Guided Oral Practice, Reading/Writing and Closure) and upwards of 60 strategies teachers can use in the classroom to help English Learners achieve (see Table). The goal of Project GLAD is to seamlessly build in linguistic support for multilingual ELs during regular content instruction, so that they are better able to understand the subject material at hand.

Table: Project G.L.A.D

Components	Strategies
Focus and Motivation	<ol style="list-style-type: none">1. Zero Noise Signal2. Three Personal Standards3. Literacy Awards4. Prediction Reaction Guide5. Cognitive Content Dictionary6. Observation Charts7. Inquiry Charts8. Teacher-Made Big Books
Comprehensible Input	<ol style="list-style-type: none">9. Graphic Organizers (Maps, Timelines, Six Kingdoms, etc)10. Pictorial Input Chart11. Comparative Input Chart12. Narrative Input Chart
Guided Oral Practice	<ol style="list-style-type: none">13. T-Graph for Social Skills and Team Points14. Picture File Cards15. Exploration Report16. .Guess My Category17. Chants/Poetry18. Sentence Patterning Chart19. Personal Interaction20. Personal Interaction Extension: Extended Name Tag21. Home/School Connection
Reading and Writing	<ol style="list-style-type: none">22. ABC Book23. Cooperative Strip Paragraph24. DRTA25. Ear-to-Ear Reading26. Expert Groups27. Flexible Reading Groups (Emergent Reading Groups with Cooperative Strip Paragraph, Emergent Reading Groups with Here/There Chant: K-1, Clunkers & Links with SQ3R)

	<ul style="list-style-type: none"> 28. Focused Reading 29. Found Poetry 30. Interactive Journals 31. Learning Log 32. Listen and Sketch 33. Memory Bank 34. Poetry Frame 35. Process Grid 36. Sentence Patterning Chart Extension (Reading/Trading Game and Flip Chant) 37. Story Map 38. Strip Book 39. Team Tasks 40. Team Writer's Workshop 41. Whole Class Group Frame 42. Whole Class Mind Map 43. Word Bank
<p>Closure</p>	<ul style="list-style-type: none"> 44. ELD Group Frame 45. Teacher-Made Rubrics 46. Portfolios 47. Student-Made Tests 48. Action Plan 49. Team Explorations 50. Personal Explorations 51. Team Presentations 52. Graffiti Wall 53. Jeopardy or Family Feud 54. Where's My Answer? 55. Individuals Tasks



10. Pictorial Input Chart copied from [Tapping the Power of the Cooperative Strip Paragraph— A Project GLAD® Writing Strategy](#)

Thinking Maps - A Language for Learning

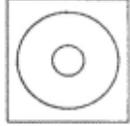
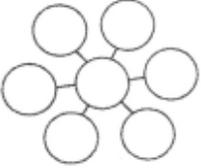
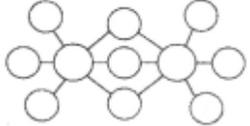
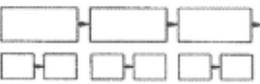
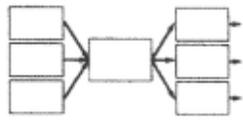
Thinking Maps is a language of eight visual patterns each based on a fundamental thinking process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for lifelong learning. Each visual representation is linked to a specific thought process, and the language it entails. By connecting a dynamic visual design with a specific thought process (and its language), students create mental visual patterns for thinking based on these 8 cognitive skills. Thinking Maps are used in all content areas. All content areas require thinking and language; so, when students move from subject to subject or class to class, they can apply the same set of Thinking Maps for language and cognition in all areas. Because teachers at all levels are involved in teaching language and cognition, all teachers can use the same 8 Thinking Maps. As students move from grade level to grade level, or from one teacher to another, many of the variables of their education change. Thinking Maps give all students and teachers a common language for meaningful learning. Thinking Maps are most effective when used in combination to fully develop a concept or theme. Analyzing an idea from multiple thought processes helps students develop the depth of thought - and depth of language - necessary for meaning making. (Thinking Maps Training Manual, pp. 2-12)

Table: Thinking Maps

Thinking Maps	Use for...
Circle Map	Brainstorming or Defining in Context
Bubble Map	Describing using Adjectives or Adjective Phrases
Double Bubble Map	Comparing and Contrasting
Tree Map	Classifying
Brace Map	Seeing the Structural Analysis of Whole to Part Relationships
Flow Map	Sequencing
Multi-Flow Map	Analyzing Cause and Effect Relationships
Bridge Map	Seeing Analogies



THINKING MAPS

Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map 
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING and CONTRASTING	Double Bubble Map 
What are the main ideas, supporting ideas, and details in this information?	CLASSIFYING	Tree Map 
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map 
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map 
What are the causes and effects of this event? What might happen next?	CAUSE and EFFECT	Multi-Flow Map 
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map 



Section 4: Meeting Compliance Obligations

“Compliance is **the state of being in accordance with established guidelines or specifications, or the process of becoming so.**” *Dictionary Definition*

As a public school district who receives funds from the federal and state governments, we must meet all required obligations of funding to include state and federal laws. For further information about these laws, please feel free to contact the Director of Migrant and Bilingual Education or the District Office.

Chapter 14: *ELD Program Identification and Support*

This chapter specifies the steps to identify students eligible for English language development support services. It includes, but is not limited to, the most basic start: the home language survey and the language screener.

Chapter 15: *Services for Eligible Students*

This chapter reinforces our civil rights obligation to provide services for English learners.

Chapter 16: *Services for Exited Students*

In this chapter, we address the question, “What happens when students test out of program?” Our ongoing responsibility to these students is outlined in this chapter.

Chapter 17: *Parent Notification of Eligibility*

Communication with parents is critical and is addressed in this chapter. Specifically, this chapter explains three things: notifying parents of eligibility, parental waiver of services, and family and community engagement requirements.

Chapter 18: *PSD Multilingual Learner Plan*

This chapter includes a link to the Multilingual Learner Plan designed by OSPI and completed by the district. This 15-page document is reviewed and updated yearly to ensure the best possible support for multilingual learners.

Chapter 14: ELD Program Identification and Support

The following are the processes followed as directed by the Office of the Superintendent of Public Instruction for student identification in the Title III program.



Timeline

Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance. For students entering kindergarten, the state-approved language proficiency placement test may be administered beginning in August of the year of enrollment.

Home Language Survey

All students who register with a school in Washington State must be asked to identify their primary language. Districts must:

Use the [state-approved home language survey form](#) that can be downloaded from the [OSPI Website](#).

– OR –

Add the questions necessary to identify a student’s primary language from the state- approved home language survey to the district’s enrollment form. For identification purposes, the following questions are used to identify the student’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, refer the student for testing with the state-approved language proficiency placement test.

The Home Language Survey (HLS) must be verified and signed by the student’s parent(s) or guardian(s); an emancipated youth may complete the HLS. Districts with a policy for accepting verified electronic signatures may allow parents to complete the HLS and sign it electronically.

Districts should retain electronically the completed HLS in the same manner that they retain

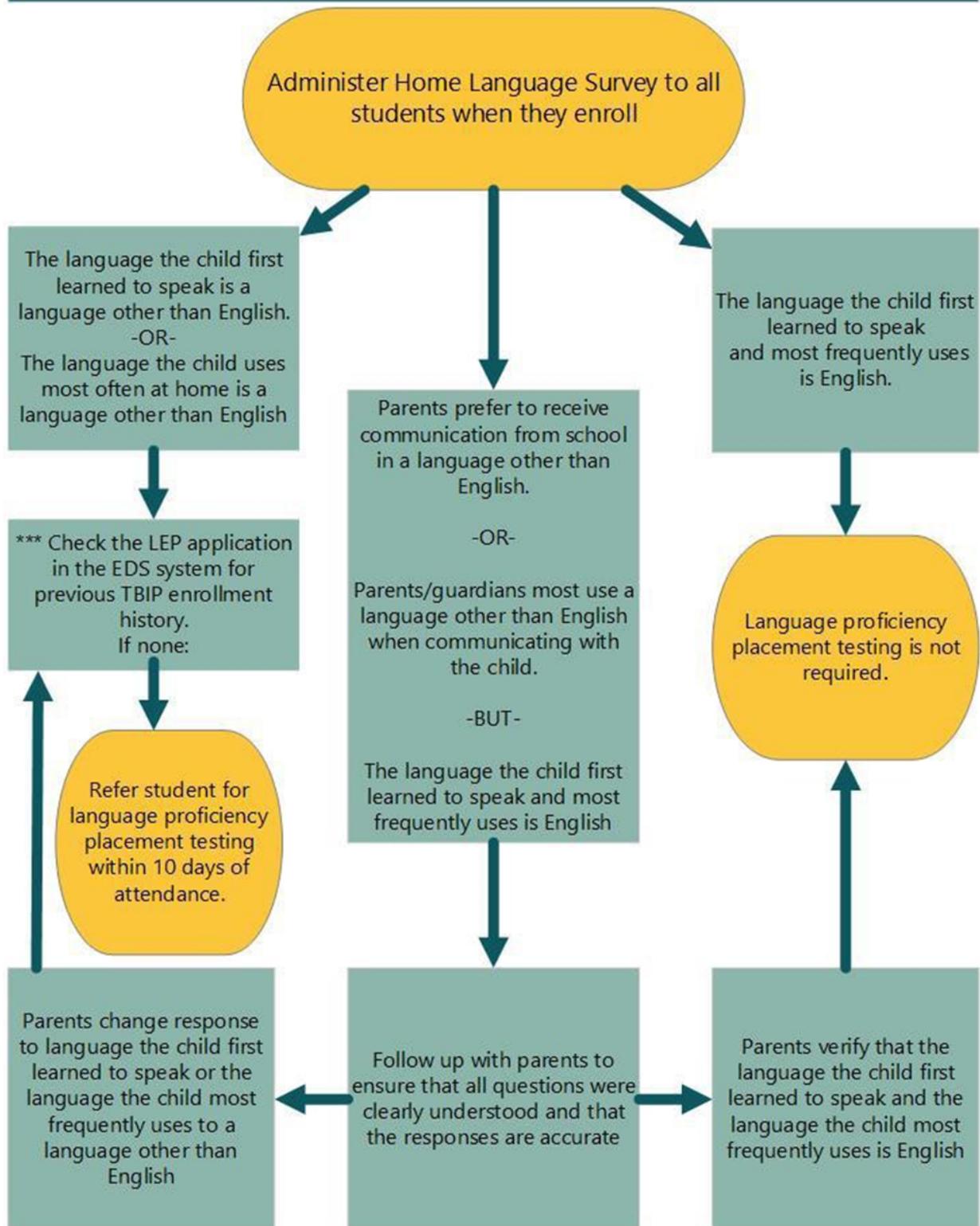
other documents required for Consolidated Program Review, placing it in the student cumulative file.

If the parent indicates that the child first learned another language and English simultaneously or currently uses both English and another language, administer the state-approved language proficiency placement test.

If a language other than English is indicated in the responses to any other question on the Home Language Survey or enrollment forms, but the student's primary language is identified as English, follow up with parents/guardians to ensure that the questions were accurately answered.



Home Language Survey Flow Chart



Student Groups

American Indian and Alaska Natives (Title III Part A)

[Title III Definition of English Learners: ESEA Title XIII, Sec. 8101\(20\)](#)

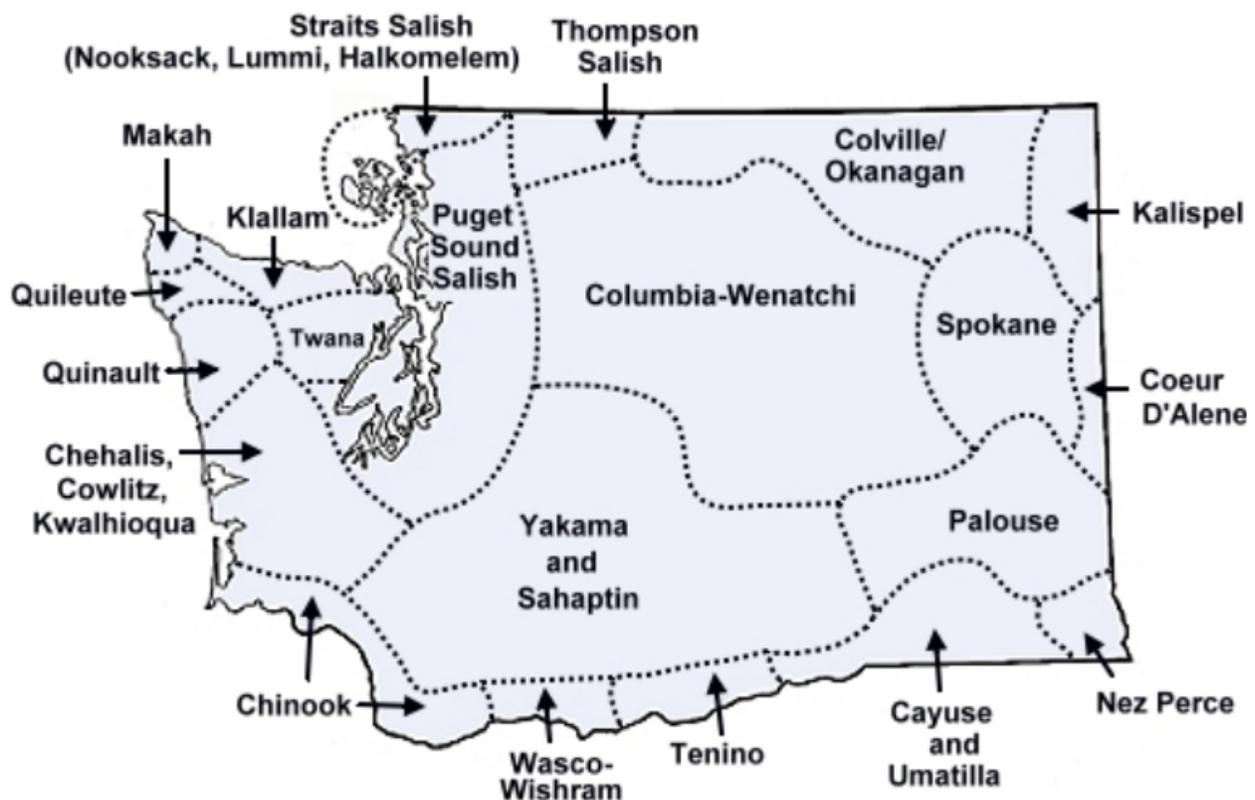
All districts are required to have procedures for the identification of American Indian and Alaska Native (AI/AN) students who qualify for Title III. AI/AN students whose first language is English may qualify for Title III supplemental instructional support through the following process:

1. Identify AI/AN students through:
 - The district's race/ethnicity forms during enrollment. AND/OR
 - Responses to the question "Do grandparent(s) or parent(s) have a Native American tribal affiliation?" on past versions of the Home Language Survey. Documented tribal affiliation is not a requirement for Title III eligibility.
2. Search for Native American students in the Title III section of the [LEP Application](#) to determine if student has previously been tested for Title III eligibility.
3. Review data to determine if student is academically at risk:
 - Not meeting standard on state assessments.
 - Below grade level on district assessments.
 - In the absence of state and district assessment results, consider multiple indicators, such as classroom-based assessments, curriculum-based assessments, or teacher recommendations. For students newly entering the school system, allow sufficient time for adjustment and instruction to occur before making the determination that the student is academically at risk.
4. If a Native American student is academically at risk, inform parents/guardians that the student is potentially eligible for Title III. In writing, explain the criteria for eligibility and the purpose and benefits of Title III services. Inform parents of the screener date and that they have the right to refuse testing. OSPI has developed a [template letter](#) for this purpose. If there is no initial response to the written notification, follow up with a phone call or in-person contact and document the attempt to communicate with parents. Proceed with administering the screener if there is no response or no refusal from the student's parents.
5. Assess the student with the state language proficiency screener within 10 school days of determination of academically at-risk status. Students scoring at the Emerging or Progressing Level are eligible for Title III services. *Note: Emerging, progressing, proficient are from ELPA21 assessments. Beginning in 2021 – 2022 school year,*

Washington will use the WIDA screener. Scoring determinations for the WIDA screener will be set prior to the start of the 2021 - 2022 school year.

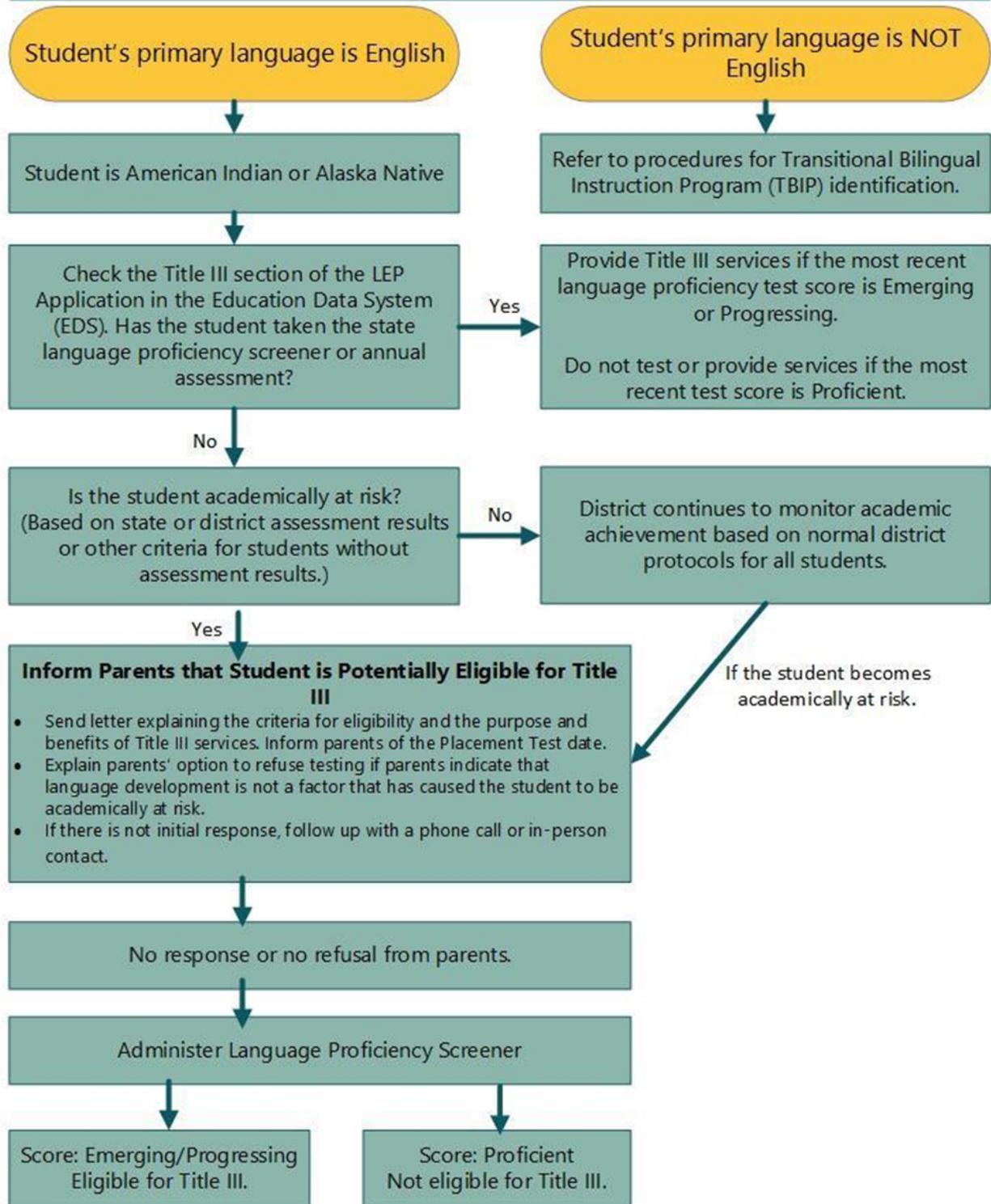
6. Report all screener results (including Proficient) and program enrollment to CEDARS through the district's student information system. Refer to the [Student Limited English Proficiency File \(J\) section](#) of the CEDARS Data Manual for guidance.

7. Notify parents of student's initial identification within 30 days of the beginning of the school year, or within 15 days if identified during the school year, after administering the screener. The notification must include all required components of the [Title III parent notification letter](#). Refer to [ESEA Sec. 1112\(e\)\(3\)](#) for the list of the required components.



Prosser (and surrounding areas) are located on the ancestral homelands of the Cayuse, Umatilla, and Walla Walla, along with the Confederated Tribes of the Yakama Nation, who have lived in the Pacific Northwest, throughout the Columbia Basin, from time immemorial.

Process for Identifying Title III Eligible American Indian/Alaska Native Students



Immigrant Children & Youth (Title III, Part A)

Identification and Reporting

Identify students who meet the definition of “immigrant” by asking the following questions from the state’s home language survey during enrollment:

- In what country was your child born?
- When did your child first attend a school in the United States?
(Kindergarten-12th Grade)

Although many immigrant students are English language learners, this is not always the case. Students who meet the Title III definition of “immigrant” must be reported regardless of their primary language or language proficiency level.

Districts report immigrant students through their student information systems to CEDARS based on the following [data elements](#):

- Element B09 – Birth Date (required)
- Element B10 – Birth Country (required)
- Element B32 – Initial USA Public School Enrollment (required for students whose birth country is not the United States). Provide the initial date of enrollment in a U.S. school, kindergarten-12th grade, public or private.
- Element B34 – Number of Months Non-US Attendance in School

Immigrant Students' Rights to Attend Public Schools

While school districts are required to identify immigrant students as defined by Title III, districts may not take steps with the purpose of determining the documented status of children or their parents.

The U.S. Supreme Court ruled in [Plyler vs. Doe \(457 U.S. 202 \(1982\)\)](#) that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age. As a result of the Plyler ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student differently to determine residency.
- Engage in any practices to "chill" the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from students.

Please note that parents or guardians without social security numbers who are completing the Free and Reduced-Price School Meals Application and Verification Form for a student only need to indicate on the application that they do not have a social security number.

Requirements of the [F-1 \(Student\) Visa Program](#), which only applies to students who apply for a student visa from outside the U.S., do not alter the Plyler obligations to children residing in a district's service area. Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at a public primary or secondary school.

School personnel — especially building principals and those involved with student intake activities — should be aware that they have no legal obligation to enforce U.S. immigration laws and should not attempt to do so. (U.S. Supreme Court, 1982)

Visit <http://www.k12.wa.us/MigrantBilingual/ImmigrantRights.aspx> for additional resources.

Foreign Exchange Students

Districts are required to follow the same identification procedures for all students, including foreign exchange students.

Sign Language as Primary Language

A student cannot be considered an English language learner for the purpose of qualifying for Title III based solely on a reliance on signing for communication (e.g. American Sign Language) due to the student's or parent's deafness or hearing impairment. However, a student who relies on signing for communication can qualify for Title III services if the student's home language is a language other than English.

A student who uses American Sign Language for communication at home because of a family member's hearing impairment may be tested to determine TBIP eligibility. Districts should consult with the family prior to testing as such students can only be identified as English Language Learners under the state definition and not the federal definition. In this case, testing for TBIP eligibility is not required by the state, but it is an option if the parents and district determine that it is in the student's best interest.

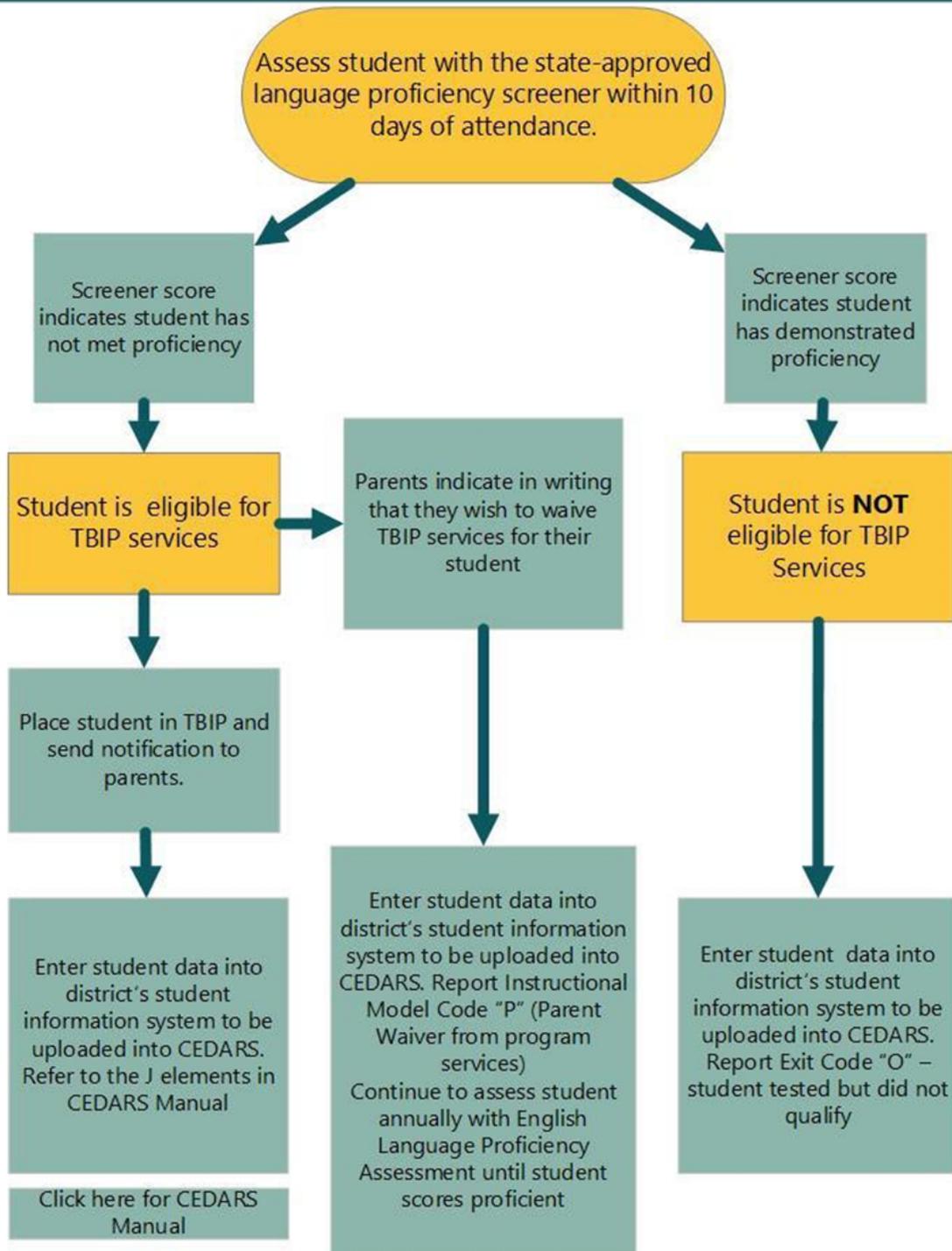
Student	Home Language	Eligible for TBIP?	Eligible for Title III?
American Sign Language (student has hearing impairment)	English	No	Only Native American students who qualify based on the state procedures .
American Sign Language (student has hearing impairment)	Not English	Yes, based on state language proficiency placement test results.	Yes, based on state language proficiency placement test results.
American Sign Language (student does not have hearing impairment but uses ASL for communication at home)	American Sign Language	Yes. The district may test with parent permission to determine TBIP eligibility but is not federally required to do so.	Only Native American students who qualify based on the state procedures . American Sign Language is not considered a language other than English for the purposes of the federal definition of an English Language Learner.

Language Proficiency Placement Test (Screener)

Students whose primary language is a language other than English must be assessed by the tenth day of attendance with the [state-approved language proficiency placement test](#)/screener. Beginning with the 2021 – 2022 school year, WA State will use the WIDA Screener for Kindergarten and the WIDA Screener.

The placement test is only for students who have been identified as potential ELLs based on the Home Language Survey and for [Native American](#) students who have been determined to be academically at risk. Districts may not administer the state language proficiency placement test to students who are not potential ELLs.

Language Proficiency Screener and Placement Flow Chart



In-State Transfer Students

Transfer students may complete a new home language survey as part of the enrollment packet. If there is a discrepancy between the new home language survey and the home language survey completed at the sending district, program eligibility determinations should be made based on the home language survey that indicates a language other than English.

Look for the student in the [LEP Application](#) in the EDS system to determine whether the student has already been identified as a multilingual /English learner in Washington if:

the student's primary language is indicated as a language other than English.

– OR –

there is any indication in the student's enrollment forms or cumulative file that the student may have been identified as an English language learner in Washington in the past.

If no results are found for the student in the [LEP Application of EDS](#), contact the sending district to determine if the student completed the placement test, and information was simply not yet uploaded to CEDARS.

If the sending district does not respond in a timely manner, administer the state language proficiency placement test.

If the student's original placement test becomes available after retesting, base program eligibility on the results of the first placement test and contact the sending district to request that these results be reported to CEDARS.

If a TBIP-eligible student has not been tested on the two most recent annual English proficiency assessments, the district may choose to administer an assessment to determine current proficiency level and inform placement decisions. The following options are all acceptable options for this purpose.

- A local assessment developed for the purpose of determining current proficiency and informing placement.
- WIDA MODEL (district purchased),
- WIDA Screener. Please note that students who are already identified as English learners may not exit EL services using the Screener regardless of their score.

No placement test is necessary for a student who has been served through a Transitional Bilingual Instructional Program within the last twelve months in Washington and has not exited on the state annual language proficiency assessment. Students who currently have a language proficiency level of emerging or progressing should be placed directly into the TBIP program.

Students who score proficient on the state annual language proficiency assessment are eligible for follow-up academic support in the TBIP program as “[exited TBIP students](#)” for two years after transitioning.

Out-of-State Transfer Students

If the student has not been enrolled in a Washington State public school in the past 12 months, the student must take the placement test to determine eligibility.

Students who transfer from out-of-state and who meet the identification criteria on the home language survey must be tested on the placement test/screener, regardless of whether the student has already been identified as an English language learner in another state.

If a student who previously transitioned (exited) from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for twelve or more months, the district can administer the placement test to determine if there has been a loss of English language proficiency. The student can re-qualify for TBIP services based on the new placement test results.



Chapter 15: Services for Eligible Students

Dual Civil Rights Obligation

Districts must meet the dual obligation of providing designated English language development services as well as provide meaningful access to rigorous, grade-level content. The OSPI Bilingual Education Program supports and guides districts in designing and implementing programs which draw upon the assets of multilingual/English learners and utilizes culturally responsive practices. The OSPI Bilingual Education Program created Meeting the Civil Rights Requirements for Multilingual/English Learners in Washington State to clarify the criteria of this dual obligation and to serve as a self-reflection tool for districts.

School districts have an obligation to provide the personnel and resources necessary to effectively implement their chosen TBIP program models. This obligation includes having highly qualified teachers to provide English language development services, trained and supported core content teachers who provide meaningful access to rigorous, grade-level content, administrators trained in second language acquisition who can evaluate these teachers, and adequate and appropriate materials for the TBIP program.

Paraprofessionals, aides, or tutors may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its multilingual/English learners. If a school district uses paraprofessionals to provide language assistance services to multilingual/English learners that supplement those provided by qualified teachers, it may do so only if the paraprofessional is trained to provide services to multilingual/English learners and instructs under the direct supervision of a qualified teacher.

Read more in the January 7th, 2015 Dear Colleague Letter on meaningful participation for English learners. Learn more about compliance monitoring for qualifications for staff who instruct multilingual /English learners in section 7 of the Consolidated Program Review checklist.

Equitable Access to School and District Programs

State and federal civil rights laws, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, require school districts to allow multilingual/English learners the opportunity to participate in all programs, services, and activities offered by the district.

Districts may not categorically deny multilingual /English learners from participating

in any program, service, or activity solely based on students' English proficiency. This includes honors and advanced courses, Career and Technical Education, Highly Capable Programs, online programs, Title I services, special education, Advanced Placement, extracurricular activities, and athletic programs. If, for example, a school district has a process for locating and identifying students for a particular program or activity, it must also locate and identify multilingual/English learners who could benefit from the program.

Tests used to place students in specialized programs should not prevent a student from qualifying simply based on a student's English proficiency. For programs with entrance exams, testing multilingual/English learners in English may not effectively demonstrate their ability or skills. Testing in the student's primary language may be necessary to provide multilingual/English learners an equal opportunity to participate.

For more information, refer to Prohibiting Discrimination in Washington Public Schools: Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC.



Chapter 16: Services for Exited Students

RCW 28A.180.030 defines an “exited pupil” as a student previously enrolled in the transitional bilingual instruction program (TBIP) who is no longer eligible for the program based on his or her performance on an annual English language proficiency assessment approved by the Superintendent of Public Instruction. RCW 28A.180.040 requires school boards to provide instructional support for exited pupils who need assistance in reaching grade-level performance in academic subjects.

The only means by which a student served under TBIP and/or Title III may demonstrate proficiency in academic English and thereby exit services is through the annual language assessment approved by the state. Beginning in spring 2022, this is the WIDA ACCESS Assessment.

After students have exited an EL program, school districts must monitor the academic progress of former ELs for at least two years to ensure that:

- Students have not been prematurely exited.
- Students are meeting challenging state standards.
- Students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

TBIP Services to Eligible Exited Students

Although funds are allocated based on the headcount of eligible exited TBIP students who are enrolled in each district, districts will make the determination of the amount and type of supplemental instructional support based on eligible students’ needs in the academic subjects in which they are not at grade level. Academic subjects are not limited to those that fall within state- testing requirements.

Districts should use more than one measure to determine when a student needs assistance in reaching grade-level performance. Such review of exited students’ academic needs should occur throughout the school year and not be limited to annual assessment results.

Measurements can include but are not limited to:

- State, district, and classroom assessments
- Grades
- Teacher recommendations.

Academic support could be provided by a member of the district’s English Language Development staff or other district staff best able to meet the specific individual academic needs of the exited students. This support may be provided before, during, or after school. The following items are examples of ways a district may use exited TBIP funds for exited students:

- Expanded access to homework supports increased academic achievement.
- In-class support
- Extended day, extended year, and/or Saturday support services
- Other innovative district supports designed to assist recently exited TBIP students in reaching grade-level performance in academic subjects.

Services provided will depend on the individual academic needs of exited students identified as needing support. The district should provide supports based on specific students’ needs, rather than developing a program that all recently exited English learners would participate in.

The exit criterion of a Proficient score on the annual language proficiency assessment (ELPA21 in 2020-2021. WIDA ACCESS in 2021 – 2022) is set with the anticipation that transitioning ELs are proficient enough in English to participate meaningfully in the regular educational program.

Districts should provide language program services for only as long as necessary for the English learner to transition out of the program. While the focus of TBIP services to exited students is academic support, language development support should also be provided if this need is identified through monitoring.

Program Evaluation Requirements Regarding Former English Language Learners

Both TBIP and Title III require evaluation of the effectiveness of services to English learners with regard to how students perform academically after they exit a district’s English language development program.

ESEA Title III, Section 3121(4) indicates districts’ program evaluations must include “a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services” to support English language development.

Reclassification of Exited English Learners – Fewer than 1% of Exited ELs

A school district’s monitoring of an exited EL student may indicate that a persistent language barrier is the cause of academic difficulty. In such instances, first examine the student’s general education and intervention services and determine whether they are adequate. After a thorough examination of data and an in-person

consultation with the family, school districts should retest the student with the state’s English language proficiency screener to determine if there is a persistent language barrier. Prior to re-assessing the student, school districts should document the bases for rescreening and the parents’ consent to rescreening. In order to rescreen a student for reclassification, the parent must consent to having their child rescreened.

If the results of the rescreening qualify the student as an English learner, the school district must re-enter the student into English learner status, offer English language development services, and send home the parent notification of student placement into the program. The district may claim the reclassified student for funding. Students who test but do not qualify on their initial screener, and who later demonstrate a need to be re-assessed, should also follow the reclassification process.

Exited English learners may be considered for reclassification during or after the two-year monitoring period.



Chapter 17: Parent Notification of Eligibility

Parental permission is not needed to assess a student’s English language proficiency for placement purposes except during circumstances as outlined in the Transitional Bilingual Instructional Program Procedures for Eligibility and the state procedures for identifying Title III-eligible Native American students. Districts must notify parents when a student initially qualifies for English language development support services. Districts must also send parents/guardians their student’s results on the annual state language proficiency assessment and notification of whether the student continues to qualify for services.

Parent notification of initial placement or continued eligibility must be sent to parents no later than 30 days after the beginning of the school year or within two weeks of placement if the student qualifies for language support services during the school year.

Notification	Required by TBIP?	Required by Title III?
Initial Placement	Yes (with parents’ right to opt out of services)	Yes (with all eight Title III-required components)
Continued Placement in Program	Yes (with parents’ right to opt out of services)	Yes (with all eight Title III-required components)
Annual Score Report	Not required but recommended	Yes
Transition from program	Not required but recommended	Yes
Potential Eligibility, Prior to Placement Testing	No	Only when testing Native American students who are not eligible for TBIP.

Although TBIP legislation does not specify the information to be included in the parent notification letter, Title I requires that the parent notification letter include the following components (ESEA Title I Section 1112 (e)(3)):

- the reasons for the identification of their child as an English Learner and need for placement in a language instruction educational program.
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs,

including how such programs differ in content, instruction goals, and use of English and a native language in instruction.

- how the program in which their child is or will be participating will meet the educational strengths and needs of the child.
- how such program will specifically help their child learn English as well as meet age- appropriate academic achievement standards for grade promotion and graduation.
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English Learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools.
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance detailing:
 - Parents' right to have their child immediately removed from such program upon their request; and
 - Parents' option to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

OSPI provides districts with a template notification letter for both initial and continued eligibility that includes these required components. It has been translated into several languages. The expected rate of graduation (component 6) can be reported as the most recent district five-year graduation rate found on the Limited English tab in Appendix F of the Graduation and Dropout Statistics Annual Report (under Graduation and Dropout Statistics). The expected rate of transition (component 6) can be reported as the median number of years that students remain in the program in the district; this can be found in Appendix E of the most recent Appendix to the Annual Reports to the Washington State Legislature.

Districts must retain a copy of all parent notification letters in students' cumulative files to demonstrate program compliance.

Parent Waivers

Under the Transitional Bilingual Instructional Program, WAC 392-160-015(2), parents have the right to opt their children out of TBIP services. Such a waiver of services must be documented and kept on file by the district.

However, an administrator knowledgeable about the program must communicate the benefits of program participation to parents or guardians in a language they can understand.

Districts must document the parent refusal of TBIP and Title III services and keep a signed copy of the document in the student's cumulative file. The state provides a template form with translations that districts may choose to provide to parents for this purpose.

English Language Learners whose parents have waived TBIP/Title III services are reported to the state with an instructional model code of "P". Districts do not receive supplemental TBIP or Title III funding for these students but must still periodically review their progress with school staff and annually assess the student's progress toward English language proficiency. The January 7th, 2015 Dear Colleague Letter states that districts retain the responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met when parent/guardian(s) decline TBIP program participation. Districts can meet this obligation in a variety of ways, including adequate training to classroom teachers on second language acquisition.

Students under a parent waiver must continue to take the annual state English language proficiency assessment until the student meets program exit criteria. TBIP-eligible students who have met exit criteria are eligible for academic supports through TBIP funding if they are not at grade level, regardless of whether they were previously under a parent waiver.

A parent may choose to withdraw the waiver at any time with a written request. In this situation, the district changes the student's instructional model code in CEDARS and begins providing English language development services to the student.

Title III Family and Community Engagement Requirements

Title III requires that LEAs:

- provide and implement effective activities and strategies that enhance or supplement ELD programs for English learners which must include parent, family, and community engagement activities.
- inform parents on how they can be active participants in:
- assisting their children to learn English,

- achieving high levels in core academic subjects, and
- meeting the state’s academic content and student academic achievement standards as all students are expected to meet.
- implement an effective means of outreach to parents which must include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of English Learners.
- strengthen and increase parent, family, and community engagement in programs that serve ELs.



Chapter 18: PSD Multilingual Learning Plan Link

Any additional desired information and or questions may be submitted to the following:

Attn: Director of Bilingual Education

1500 Grant Avenue Prosser, WA 99350

Prosser School District values diversity, cultivates respect, and thrives on collaboration among students, staff, parents and the broader community. As such, the District’s bilingual education program facilitates ongoing communication and collaboration and encourages the involvement and support of all stakeholders.

