

Multilingual Education



MUKILTEO SCHOOL DISTRICT

Mukilteo School District shall provide an English language program to assist Multilingual Learners, including immigrant children and youth, to attain English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the district are expected to meet.

Dr. Alison Brynelson

Superintendent

2023-2024

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Multilingual Education Plan

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Section 1 Guiding Principles

"It is time...to teach young people early on that in diversity there is beauty and there is strength." – Maya Angelou

Mukilteo School District believes all students have a right to a culturally and linguistically respectful and responsive education. The district believes all students deserve to learn in environments that foster courage, skills, and discourse to meet high academic goals. The district believes Multilingual Learner (ML) students learn best when engaged in authentic, meaningful, and developmentally appropriate tasks that generate an immediate urgency to learning language. The district believes ML students, when given sincere respect, personally meaningful instruction, and engagement in a diverse community of learning, will thrive and become leaders of their own learning.

District Vision Every student will graduate career and college ready, prepared with skills for a successful life.

District Mission Mukilteo School District is committed to success for every student, accomplished through powerful teaching and learning, dedicated staff and community support.

District Core Values Equity • Commitment to high expectations • Relationships • Collaboration • Belonging • Continuous improvement

Strategic Plan



Federal Legislation The [Every Student Succeeds Act \(ESSA\) \(2015\)](#) provides for strong accountability for the education of all children and provisions specific to limited English proficient students, especially under Titles I and III of the Act.

Supreme Court Decisions The **Equal Education Opportunities Act of 1974** requires schools to "take appropriate steps" to assure equal access as stipulated in the [Lau opinion](#).

	<p>Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of national origin and other civil rights.</p> <p>Castañeda v. Pickard (1981) case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above laws vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.</p> <p>Plyler v. Doe (1982) held that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.</p> <p>Lau v. Nichols (1974) held that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.</p>
Title III Requirements	<p>School districts must:</p> <ul style="list-style-type: none"> • Identify ML students in a timely, valid, and reliable manner • Offer all ML students an educationally sound language assistance program • Provide qualified staff and sufficient resources to instruct ML students • Ensure ML students have equitable access to school programs, activities, and services • Avoid unnecessary segregation of ML students from other students • Monitor the progress of ML students in learning English and doing grade-level classwork • Remedy any academic gaps ML students incur while in a language assistance program • Move ML students out of language assistance programs when they are proficient in English and monitor them to ensure they were not prematurely exited • Evaluate the effectiveness of ML programs
State Regulations	<p>Transitional bilingual instruction act: RCW 28A.180.010-080</p> <p>Special service program — transitional bilingual: WAC 392-160</p> <p>English language limitations and national origin discrimination: WAC 162-28-040</p> <p>Minimum requirements for high school graduation</p>
District Policy	<p>2162 Transitional Bilingual Instruction Program Policy</p> <p>2162-P Transitional Bilingual Instruction Program Procedures</p>

Section 2

Multilingual Learner Enrollment, Identification, and Placement



1. At the time of initial enrollment, the parent/guardian of every student in the school (whether potential Multilingual Learners or not) shall be asked to complete a Home Language Survey (HLS). Translation and interpretation services shall be provided to parents/guardians when needed for communication of enrollment procedures.
2. Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are Multilingual Learners according to the federal definition in ESSA, Title III. The English language proficiency assessment will evaluate listening, speaking, reading, and writing. Students must meet the qualifying screener scores to be eligible for services.

Grade Level	Proficiency Assessment	Assessment & Scoring Administrator	Qualifying Screener Proficiency Scores
Kindergarten (through Dec. 31)	WIDA Screener for Kindergarten (<i>listening and speaking only</i>)	Trained WIDA Test Administrator (<i>must be completed annually</i>)	Below 5 (Oral Language) and Below 5 (Listening & Speaking)
Kindergarten (on or after Jan. 1)	WIDA Screener for Kindergarten (<i>all domains</i>)		Below 4.5 (Composite) and Below 4 (All Domains)
1 st grade	WIDA Online Screener (<i>all domains</i>)		Below 4.5 (Composite) and Below 4 (All Domains)
2 nd –12 th grades			Below 5.0 (Composite) and Below 4.0 (All Domains)

3. Identification of Multilingual learners must occur within **10 school days** of enrolling and attending school.
4. Assessment and placement of Multilingual Learners into an English language instructional program shall be made in compliance with appropriate state and federal education requirements.
5. Instructional and related services shall be designed to meet the English language and academic needs of students while supporting participation in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as Multilingual Learners shall be provided the opportunity to participate in the school's English language instructional program.

Section 3 Native American Student Supports

Title III, Part A has a special provision to provide academic support to students who identify as Native American. Students do not have to be registered with a federally recognized tribe to receive these services. The Multilingual Education and Student Supports Department partners with the Native Parent Committee as well as the Title VI Director to provide culturally respectful and responsive services for Native American students and their families.

Identification

The identification and eligibility process bears some similarities to those for ML students, but also has some important distinctions.

1. Identification of students initially occurs through enrollment forms and/or previous Title III eligibility.
2. Review of data to determine who is academically at-risk:
 - a. Not meeting standards on state assessments
 - b. Below grade level on district assessments
 - c. In the absence of state/district assessments, multiple indicators such as classroom-based assessments, grades, credits, or teacher recommendations (ensure sufficient time for adjustment and instruction before making determinations about academic risk)
3. Once a potential student is identified, Mukilteo School District will reach out to parents/guardians notifying them in writing of potential eligibility for Title III services, explaining the criteria for eligibility (including WIDA Screener testing), the purposes and benefits of services, and their right to refuse.

Eligibility

4. Students are then given the WIDA Screener within 10 days of determination of academically at-risk status. Students must meet qualifying criteria as described in Section 2.
5. Parents/guardians are notified of eligibility status within 30 days of the beginning of the school year or 15 days if identified after the first day of school.

Placement

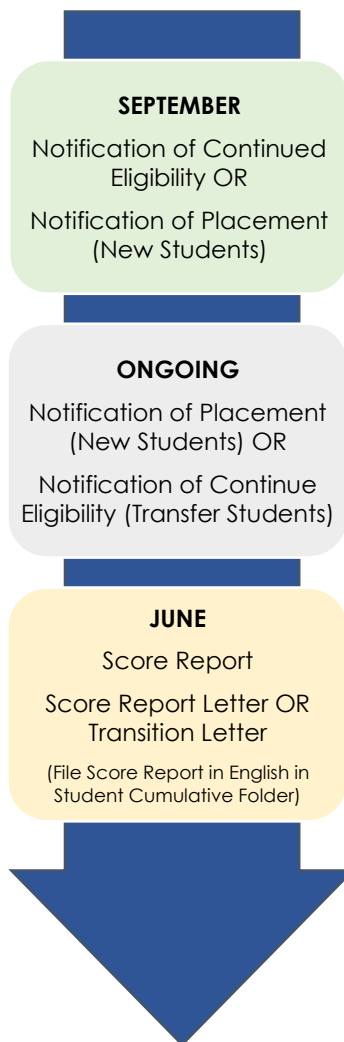
6. For eligible students, the District Instructional Specialist will set up a meeting with parents/guardians and a school representative to determine appropriate academic supports.



Section 4 Program Description

Program Service Development

Notification for Families



1. The ML teacher shall evaluate each student's English language assessment results to determine the appropriate instructional and assessment services.
2. At minimum, each student should have English language development supports as well as access to grade level core content and curriculum.
3. For students who are dual qualified for ML services as well as special education, the ML teacher will consult with the student's IEP team to determine appropriate supports.
4. As required by [ESSA 1112 \(e\)\(3\)\(A\)](#), the District shall send written notification to parents of Multilingual Learners addressing the following:
 - a. The process by which the child was identified
 - b. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement standards
 - c. The programs offered by the district designed for Multilingual Learners
 - d. How the programs will meet the educational strengths and needs of the child
 - e. How the programs will specifically help their child learn English and meet age appropriate academic achievement standards
 - f. Specific exit requirements of the programs
 - g. How the program meets the objectives of the individualized education program of the child, in the case of a child with a disability
 - h. Notifications must be understandable and to the extent practicable, in a language the parent can understand information pertaining to parental rights that include written guidance of (1) the right to waive ML services for their child upon request (2) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, by the school and (3) assist parents in selection among various programs and methods of instruction if more than one program is offered.
5. This notification shall be sent as follows:
 - a. For students already participating in, or identified for participation in, a program for Multilingual Learners, parents shall be notified no later than 30 calendar days after the first day of school
 - b. For students identified after the first day of school, parents shall be notified no later than 14 calendar days following the student's placement in the program.

6. Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

Once a parent/guardian of a Multilingual Learner has received notification, Multilingual Learners shall be provided services consistent with effective, evidence-based language instruction educational programs and curricula for teaching Multilingual Learners, in conjunction with guidelines set out in Washington Learning Standards, and by the national, state, and local standards for English language proficiency and academic performance.

Waiver of ML Services

Families can opt to waive ML services. When a parent/guardian wishes to waive participation, an ML teacher and school administrator, together, must communicate the benefits of program participation to parents/guardians in a language they can understand, including services available, the district's reasoning for recommending the services, and their rights to revoke this waiver at any time. They must also sign and return the district form "[Parent/Guardian Refusal of Student Placement](#)." Students will continue to participate in the annual WIDA ACCESS test until meeting the state exit criteria.

In the event services are waived, the district still retains a responsibility to ensure that the student has an equal opportunity to have their English language and academic needs met through high quality, evidence-based programming, as well as instructional and/or assessment accommodations.

Language Instruction Educational Programming

To determine which ML services and programs are best suited for a student identified as an ML, the ML teacher shall consider the student's:

- a. English proficiency level
- b. Grade level
- c. Educational background
- d. Language background for dual language programs
- e. Other assessment data

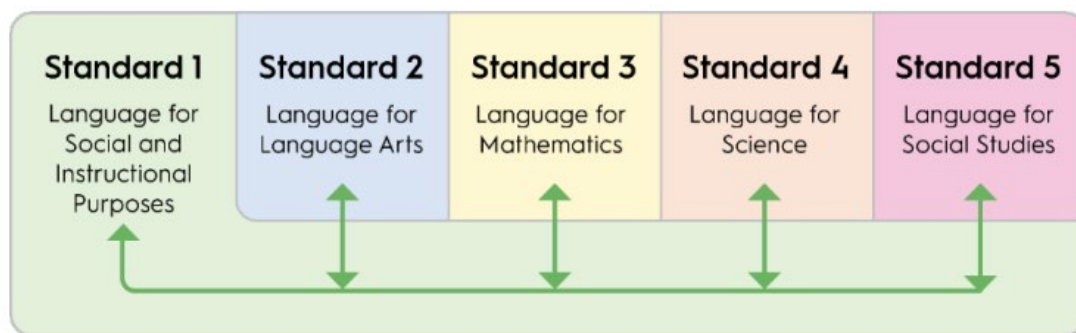
Other child-centered factors the ML teacher may consider include:

- f. Student's native language literacy
- g. Acculturation into U.S. society
- h. Length of time in U.S. schools

The WIDA English Language Development (ELD) Standards serve as Washington's required English Language Proficiency (ELP) standards. These standards act as a companion document to the [Washington Learning Standards](#) (WLS) in guiding instruction for ML students. The WIDA ELD standards do not replace the WLS. Instead, these standards represent the social, instructional, and academic language that

students need to engage with peers, educators, and the curriculum in schools.

WIDA Standards



Program Services and Required Student Records

The following chart provides a brief overview of ML programs offered in the Mukilteo School District. Each program requires Multilingual Learner teachers with specialized training in meeting the needs of MLs (e.g., an endorsement in teaching English/Multilingual Learners or bilingual teaching endorsement). Program service models may be combined to best meet the unique needs of an ML.

Program Service Option	Characteristics and Description
Supportive Mainstream (Grades K-5)	<ul style="list-style-type: none"> Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms. Support is provided either individually or in small groups by specifically trained educators.
Content-based Instruction (Grades 6-12)	<ul style="list-style-type: none"> Content-Based Instruction (CBI) or "sheltered" instruction is used in classes comprised predominantly of Multilingual Learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained ML teachers.
Dual Language Program (Spanish/English) <i>Starting in Kindergarten Fall 2024</i>	<ul style="list-style-type: none"> Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through high school to fully develop bilingual and biliterate proficiency. Available at Challenger and Horizon elementary schools

Students receiving ML services require maintenance of records for each student. Mukilteo School District maintains ML records in the Qmlativ student information system and the cumulative record including:

- Copy of the Home Language Survey
- Initial English Language Proficiency (WIDA Screener for Kindergarten/WIDA Online Screener)

- Copy of parent notification letter containing the required information in ESSA 1112(e)(3)(A)
- Level of academic achievement (e.g., report cards)
- Annual English Language Proficiency assessment results (WIDA ACCESS)
- Parent/Guardian Waiver (if applicable)

Section 5 Meaningful Access

Avoiding unnecessary segregation

ML students must be provided meaningful access to all curricular and extra-curricular programs. Meaningful access includes, but is not limited to:

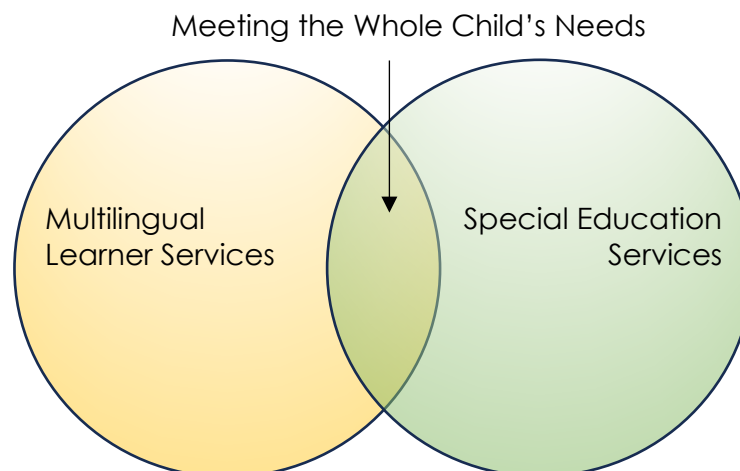
- Grade-appropriate curricula so promotion and graduation requirements are achieved.
- Equal opportunity to participate in all programs, including pre-school, full-day kindergarten, magnet, gifted and talented, career and technical education, arts, and athletic programs, Advanced Placement (AP), International Baccalaureate (IB) courses, clubs, and honor societies.

ML students may not be segregated based on national origin or ML status. Although ML program service options may require that ML students receive separate instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals.

Evaluating ML students for Special Education and Providing Dual Services

ML students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under federal law.

- ML students who may have a disability must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying ML students as students with disabilities based on English proficiency, ML students shall be evaluated in an appropriate language, based on the student's needs and language skills.
- The team developing an Individualized Education Plan (IEP) must include participants knowledgeable about the student's language needs in order to provide services that address the language-related needs of an ML student.



Section 6 Professional Learning

Qualified teachers

ML students receive language instruction and access to the general education curriculum by ML teachers who are certified and/or endorsed to teach ML students. ML teachers and related ML support staff will be provided ongoing professional learning opportunities to examine data and collaborate around evidence-based practices.

General Education Training for ML Support

Certified general education teachers and support staff shall be provided ongoing professional learning opportunities for the implementation of supports to provide equitable access to the general education curriculum for Multilingual Learners, including a focus on the WIDA Standards. While the district will offer some opportunities, school-based ML teachers may also opt to provide professional learning on site.

School administrators will receive annual professional learning on current evidence-based linguistically and culturally responsive practices and supervision of ML programs from the Director of Multilingual Education and Student Supports.

As funds become available, additional opportunities may arise for ML/Bilingual endorsement programs and/or specialized ML training (e.g., GLAD, SIOP).

District Instructional Specialist

A District ML Instructional Specialist shall provide professional learning and coaching support for ML and general education teachers. The Instructional Specialist shall engage in WIDA professional learning opportunities provided by the Washington Department of Education.



Section 7 English Language Proficiency Assessment

English Language Proficiency Screener

Washington uses the WIDA Screener assessments to determine the English Language Proficiency (ELP) of students who have been identified as potential ML students based on the Home Language Survey. Kindergarten students are screened using the WIDA Screener for Kindergarten and students in grades 1-12 are screened using the WIDA Online Screener.

Transfer Students

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

In-State Transfer Students

For students transferring from another Washington school district who are already identified as an ML student receiving services within the last 12 months, no assessment is necessary. ML services will continue.

For students who may qualify based on the HLS, but do not have a screener from their previous district, Mukilteo ML teachers will contact the sending district to determine if the student completed the WIDA Screener. If no response is received within 9 days, the student should be given a new WIDA Screener placement test.

If an eligible ML student has not been tested within the 2 most recent years with the annual WIDA ACCESS assessment, Mukilteo may choose to administer an assessment to determine current English language proficiency to inform placement.

Out-of-State Transfer Students

Students new to Washington (no in-state enrollment for 12 months or longer), who meet the criteria on the HLS, must take the WIDA Screener to determine eligibility unless the student has out-of-state WIDA ACCESS scores from within the previous 12 months. See the flowchart on the following page for additional clarification.

Washington does not accept WIDA Screener scores from out of state.

Annual Assessment

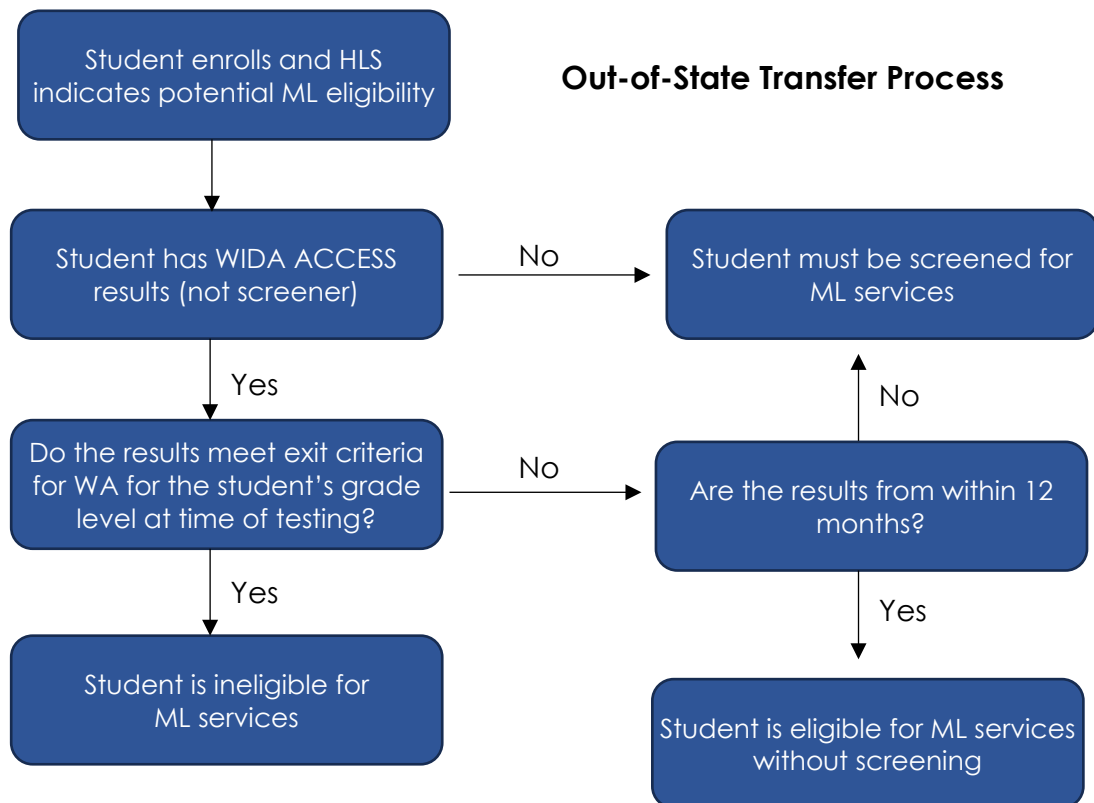
Multilingual Learners, who have not attained English language proficiency, shall be assessed during state-wide testing in a valid, reliable manner and provided appropriate accommodations to yield accurate data regarding student knowledge and ability in academic content areas.

ESSA 1111 (2) (G) requires districts to assess the ELP of all ML students on an annual basis. In Washington, the WIDA Kindergarten ACCESS for ELLs and ACCESS for ELLs Online (grades 1-12) is given to all MLs during the annual testing window.

The ACCESS assesses the student's language in four domains: listening, speaking, reading, and writing.

Any student with an ML identification must take the ACCESS test. An ML student will participate in the annual ACCESS test until meeting the state exit criteria.

The Alternate ACCESS is a paper-based test individually administered to MLs in grades 1-12 with significant cognitive disabilities. Each student's IEP team determines which assessment the student should take, and each student's IEP or 504 team determines if accommodations are required.



Section 8 Exit Criteria and Procedures

Exiting the Multilingual Learner Program

The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students:

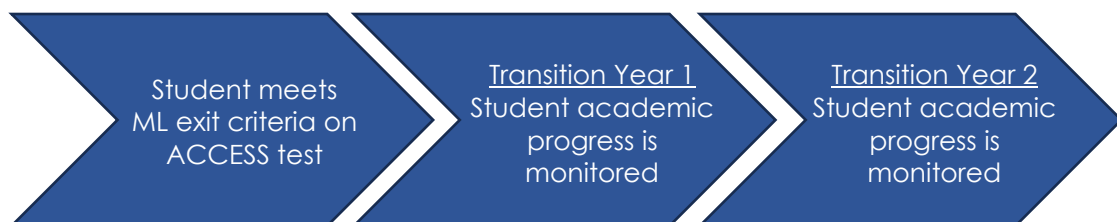
- Have developed the required proficiency in using English to speak, listen, read, and write with comprehension
- Can enter and successfully participate in classrooms not tailored for Multilingual learners
- Can expect to graduate from high school

In order to exit from an ML program in the state of Washington, a student must meet the minimum exit criteria as outlined below.

Grade Level	Proficiency Assessment	Assessment & Scoring Administrator	Exit Criteria Proficiency Scores
Kindergarten	Kindergarten ACCESS for ELLs	Trained WIDA Test Administrator (must be completed annually)	4.0 (Overall Composite)
1 st grade	ACCESS for ELLs Online		4.0 (Overall Composite)
2 nd -12 th grades	ACCESS for ELLs Online		4.7 (Overall Composite)

The program exit date will be the last school day of the school year in which the student exited services.

If a student transfers to Mukilteo School District from a non-WIDA state and is in monitor and/or exit status in that state, the monitor and/or exit status will be honored, and the student will continue with the monitor and/or exit status.



Section 9 | Monitoring Procedures

The academic progress of ML students who have demonstrated English proficiency sufficient to exit services shall be monitored for a minimum of 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-ML peers.

Communication Procedures and Monitoring Frequency

A District Instructional Specialist will facilitate quarterly communication with content teachers to document information regarding an exited student's academic performance and provide instructional support to teachers. The following information may be considered:

- Performance on standardized district/state achievement tests
- Grades in content area classes
- Grade Point Average
- Parent/guardian observations and/or feedback
- Teacher observations
- Meeting promotion and graduation requirements
- Graduation rates

Cause for Potential Program Re-entry

If monitoring shows that a student is struggling in academic performance and/or English language skills, additional supports must be made available to the student. If an exited ML student is not progressing despite these additional supports, the student may be re-evaluated using a valid, reliable, and grade-appropriate assessment (e.g., WIDA Screener) to determine if the student should be provided additional ML program services (fewer than 1% of exited MLs). If a student re-enters the ML program, the district shall document the reasons and obtain consent from the student's parent/guardian.

Reporting

ESSA 3121(a)(5) requires reporting on the number and percentage of MLs meeting Washington Learning Standards for two years after students are no longer receiving ML program services. Data must include results on content assessments for English language arts and mathematics and be disaggregated by Multilingual Learners with disabilities. Data is also disaggregated by year after exit date (e.g., Transition Year 1, Year 2) to ensure that academic deficits incurred due to participation in a language assistance program are recouped.

Section 10 Ongoing Program Evaluation

English Learners Program Goal

Mukilteo School District shall provide an English language program to assist Multilingual Learners in attaining English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the district are expected to meet.

Instructional programs for Multilingual Learners shall be evaluated regularly to determine whether progress is being made toward removing language barriers and to identify instructional changes that need to be made.

Program Evaluation

The District Multilingual Learners Instructional Specialist, along with the Director of Multilingual Education and Student Supports, shall monitor student access to equal educational opportunities, both instructional and extracurricular. Annually, the following data elements will be used:

- Scores on the Washington Smarter Balanced Assessment
- Scores on the i-Ready (K-8) assessments
- Scores on WIDA ACCESS for ELLs
- Grades in content courses
- Reclassification and exit rates
- Graduation and dropout rates for grades 9-12
- Participation rates in advanced courses (honors, Advanced Placement (AP), International Baccalaureate (IB)) and participation in gifted and talented services.
- Enrollment rates in preschool, magnet, and special programs
- Enrollment rates in Special Education services
- Mobility and attendance rates
- Participation in extracurricular programs
- Suspension and expulsion rates
- College and career readiness
- Professional learning records
- Student to ML teacher staffing ratios

Data elements will be utilized to continuously improve the district's ML program by comparing the performance of current MLs, former MLs, and never-MLs. The evaluation shall include an analysis of:

- ML program implementation
 - unnecessary segregation
 - modification of programs when performance data indicates MLs are not reaching proficiency within a reasonable period of time
 - MLs not participating in standards-based, grade-appropriate instruction

- Staffing and professional learning
 - walkthrough tools
 - effectiveness of professional learning
- Student performance (English language acquisition)
 - student English language proficiency levels
 - achievement of language proficiency within a reasonable period of time
- Student performance (academic content)
 - comparable access to opportunities that lead to college and career readiness
 - mastery of grade level content
 - longitudinal performance in the content areas
 - graduation, drop-out, and retention rates

Section 11

Meaningful Communication with Parents/Guardians

Multilingual families are entitled to meaningful communication in a language they can understand to provide adequate notice of information about any program, service, or activity communicated to English speaking families. These communications include, but are not limited to information regarding:

- Language assistance programs
- Special education and related services
- ML services meetings
- Grievance procedures
- Notices of nondiscrimination
- Student discipline policies and procedures
- Registration and enrollment
- Report cards
- Requests for parent permission for student participation in district or school activities
- Parent/guardian-teacher conferences
- Parent/guardian handbooks
- Gifted and talented, magnet, and special programs

Language Access Program

[RCW 28A.183](#) requires school districts to have a Language Access Program that includes the following:

- A plan that identifies needs, allocates resources, establishes standards and monitors effectiveness
- A self-assessment on the provision of language access services
- Engagement of staff, community members, families
- A periodic review of the policy and procedure
- Collaboration with community-based organizations
- A review, update, and publishing of the district's language access plan at least annually

[Mukilteo School District's Language Access Plan](#) provides equitable access to multilingual families by offering native language interpretation and translations. Interpretation and translation services include:

- Onsite interpreting
- Virtual remote interpreting
- Telephone interpreting
- Document translation

Interpretation and translation services are accessed by a school's designees to contracted agencies as well as through the Equity, Family, and Community Partnerships Department.

Notification of Eligibility

ESSA 1112(e)(3)(A-B) requires each district to provide families with notification of their student's identification as an Multilingual Learner and placement in a Multilingual Instruction Educational Program. Notification must be provided to families no later than 30 days after the first day of school or within 14 days of identification for a student who enrolls after the first day of school.

Family Involvement

ESSA 1112(e)(3)(c) requires the district to implement an effective method of outreach to multilingual families to inform them of how they can:

- Be involved in the education of their student
- Be active participants in assisting their student to
 - attain English proficiency
 - achieve at high levels in a well-rounded education
 - meet the challenging Washington Learning Standards expected of all students

Outreach shall include sending notice and holding regular meetings to respond to recommendations from families.

ESSA 1112(c) requires the notice and information provided to families under ESSA 1112(e) to be in an understandable and uniform format and provided in a language the family can understand.

Providing translation and interpreting services related to core instruction and the Multilingual Learners program are requirements of federal civil rights law.

Section 12

Resources

[***Dear Colleague Letter***](#) (US Department of Justice & US Department of Education)

[***Meeting the Civil Rights Requirements for Multilingual Learners in Washington State***](#) (Office of Superintendent of Public Instruction [OSPI])

[***Mukilteo School District's Language Access Plan***](#)

[***Title III, Part A***](#) (US Department of Education)

[***Washington Learning Standards***](#) (OSPI)

[***Washington Multilingual Learner Program Guidance***](#) (OSPI)

[***WIDA Assessment Descriptions***](#)

[***WIDA Can Do Descriptors***](#)

[***WIDA Standards***](#)