



District Staff Recommendations

ADVANCING OPPORTUNITIES FOR EMERGENT BILINGUAL STUDENTS

Policy, Systems, and Accountability

- Review TELPAS trends, reclassification progress, and advanced coursework participation through regular district-campus conversations among administrators and instructional staff. Use these discussions to share practices and provide targeted support that strengthens enrollment and persistence in advanced pathways.
- Publish and disseminate a district definition of “advanced coursework” (including honors, AP, IB, dual credit, and advanced CTE). Review enrollment policies and prerequisites to identify and revise rules that may unintentionally limit emergent bilingual student access.
- Create or expand policies that use multiple identification measures to enroll emergent bilingual students in advanced coursework. Incorporate measures, including performance indicators, language growth, grades, and student interest. Reduce reliance on single measures and promote earlier access to advanced coursework.
- Review participation patterns with campuses annually to understand how emergent bilingual students are accessing advanced courses. Partner with schools on strategies that strengthen access, enrollment, and persistence in advanced and postsecondary-aligned pathways.

Communication and Community Engagement

- Create and maintain a multilingual glossary of educational terms, acronyms, TELPAS-related language, and course titles. Translate into all major home languages represented in the district. Embed these translations in registration materials and campus websites.

- Identify “translation-required” touchpoints (e.g., course selection guides, LPAC letters, family meetings, information nights) and establish a district protocol to ensure interpretation and translation services are automatically provided.
- Share key data with families in accessible formats, including visuals and brief summaries in home languages, to explain participation gaps, course pathways, and available supports.
- Host recurring community events (e.g., annually or each semester) that celebrate multilingualism and explicitly connect bilingualism to college, career, and workforce opportunities. Include partnerships with local employers and higher education institutions.

Staffing and Professional Learning

- Prioritize staffing at middle and high schools. Hire or reassign bilingual counselors, ESL- or bilingual-certified teachers, family engagement liaisons, and course advisors with specific responsibility for emergent bilingual academic planning.
- Provide targeted professional learning for counselors and advisors that address implicit bias, asset-based mindsets, and how language status can, even unintentionally, shape course recommendations and long-term academic trajectories.
- Define and publish district standards of practice for bilingual and ESL program implementation, including expectations for instructional design, language supports, and course access. Establish a support process for campuses where models need strengthening or redesign.