

## **APPENDIX I**

### **BILINGUAL OR MULTILINGUAL ABILITY**

I.1 In the application of the bilingual or multilingual exception to seniority in Section 18.6.2.4 the following interpretations shall apply:

- I.1.1 Bilingual or multilingual shall mean proficiency in reading, writing, speaking and listening equivalent to Advanced Mid using the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines aligned rubric. If an alternate exam, such as the Standards-Based Assessment and Measurement of Proficiency (STAMP), is selected, the level of proficiency under that alternate exam will be the equivalent to the ACTFL Advanced Mid.
- I.1.2 Proficiency shall be established prior to the posting of vacancies in the annual internal transfer process.
- I.1.3 Professional educators shall be informed of dates and times during the school year that they are able to demonstrate proficiency.
- I.1.4 In order to be considered “relevant to the assignment”, a minimum of ~~5~~ 45% of the students in a school must have in common a language other than English according to the October 1 enrollment report using the “Student’s Language at Home” report from Synergy, and the professional educator receiving the exception must directly support, on a daily basis, one or more students within this category and be proficient as determined by I.1.1 in the same language.
- I.1.5 Prior to December 1 of each year, the District shall notify professional educators in schools that meet the ~~5~~ 45% threshold of the opportunity to demonstrate proficiency in the applicable language or languages.

I.2 ~~Beginning the 2021-2022 school year, p~~Professional educators who have bilingual or multilingual ability relevant to the assignment (as defined in I.1.4) and who have demonstrated proficiency (as defined in I.1.1) will receive a \$1500 annual stipend.