



PROPOSAL TO THE BOARD OF TRUSTEES
Multilingual Acculturation Studies for Newcomers (MULTILAS)
Approval of an Innovative Course | PEIMS Code: N1290062

COURSE AT A GLANCE

Subject / Abbreviation	Multilingual Acculturation Studies for Newcomers (MULTILAS)
PEIMS Code	N1290062
Grade Level	9–12
Credit	1 elective credit
Prerequisites	LPAC Approval
Approval Required By	Texas Administrative Code §74.27 — Local Board Approval
Effective School Year	2026–2027

PURPOSE AND NEED

Our district serves a growing population of newcomer emergent bilingual (EB) students who face significant cultural, social, and academic transitions upon arrival. Research demonstrates that targeted acculturation support improves academic retention, social integration, and long-term student outcomes. This course directly addresses those needs.

Multilingual Acculturation Studies for Newcomers (MULTILAS) is a Texas Education Agency-approved innovative course designed to guide immigrant students through the acculturation process — the cultural and social changes that occur when an individual is exposed to a new environment and cultural group. The course takes an integrated identity approach, helping students blend their heritage culture with their new environment while developing the academic and social skills necessary for success.

CURRICULUM FRAMEWORK

The course is organized around three interconnected strands:

- Academic Orientation — Navigating the school environment, technology proficiency, campus procedures, and school culture comparisons.
- Cultural Development — Exploring identity, communication skills, coping strategies, and cross-cultural understanding.
- Personal Success — Building resilience, leadership, goal-setting, career awareness, and digital citizenship.

Instruction employs comprehensible input strategies aligned to the English Language Proficiency Standards (ELPS) and is linguistically accommodated to each student's English proficiency level.



KEY BENEFITS TO STUDENTS AND DISTRICT

- Addresses federal requirements for emergent bilingual students under Texas Education Code §§29.051–29.064.
- Builds social-emotional resilience, self-advocacy, and academic confidence in newcomer students.
- Reduces isolation and improves community engagement, which correlates with improved attendance and graduation rates.
- Validates students' heritage backgrounds while equipping them with skills to succeed in a new cultural context.
- Provides a structured transition pathway that supports other core academic coursework.

IMPLEMENTATION REQUIREMENTS

Teacher Qualifications: The course will be taught by our district's current New Arrival (NAC) teachers, who already hold the required valid Texas classroom teaching certificates with the appropriate English as a Second Language credentials. No additional staffing is needed.

Assessment: Performance-based and experiential assessments including role-play, concept mapping, journaling, collaborative projects, and community service-based projects — reflecting academic, linguistic, social, and cultural growth.

Curriculum and Training: The curriculum will be developed internally by our department at no additional cost. Teacher training will be incorporated into the district's existing NAC Academy summer professional development, eliminating the need for outside vendors or additional expenditures. There is no additional cost to the district.

BOARD ACTION REQUESTED

The administration respectfully requests that the Board of Trustees approve the implementation of Multilingual Acculturation Studies for Newcomers (MULTILAS) as an innovative elective course for grades 9–12, effective for the 2026–2027 school year, in accordance with Texas Administrative Code §74.27.

Submitted by: Sam Torres-Banda
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Date: 04/15/2026
Campus/Department: Multilingual & Migrant Department