



NEW MEXICO PUBLIC EDUCATION DEPARTMENT  
STATE SEAL OF BILINGUALISM-BILITERACY REQUEST

Use this document to inform the PED that your board is adopting NMSA 22-1-9.1 and 6.32.3 NMAC, passing a State Seal of Bilingualism-Biliteracy (SSBB) policy, and requesting a copy of the State Seal. This is a one-time request and DOES NOT need to be submitted annually.

Please complete this form electronically and email it as a Word file to [language.culture@ped.nm.gov](mailto:language.culture@ped.nm.gov) and [daisy.barnard@ped.nm.gov](mailto:daisy.barnard@ped.nm.gov).

Superintendent/Charter Administrator:			
District/Charter School:			
Phone:		Email:	
Bilingual Director:		Job Title:	
Phone:		Email:	
Date of Submission			

Did the local school board or charter school governing body approve the SSBB adoption?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Date of Board Approval				

In accordance with NMSA 22-23A-(1) through (8), the Indian Education Act:

Is the district/charter implementing the SSBB on tribal lands?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the district/charter serve a Native American community or substantial population of Native American students?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes to the questions above, does your district/charter school have an updated Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA) with a neighboring Tribe(s)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
If yes to any of the questions above, has the school board or charter school governing body involved the tribal governing body or tribal education department in the roll-out of the SSBB?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Number of High Schools in District (when applicable)				
Names of High Schools that will offer the SSBB				
Projected Number of Students that will receive the SSBB in the coming academic year				
Upon adoption of the SSBB, districts/charters should make every effort to ensure that all four pathways to the SSBB are made available to students, when applicable. Please indicate which pathways will be used to award the SSBB in its first year of adoption.	<input type="checkbox"/> Tribal language proficiency certification by an individual Tribe <input type="checkbox"/> units of credit and an assessment <input type="checkbox"/> units of credit and an alternative process portfolio <input type="checkbox"/> an assessment and an alternative process portfolio			
Name of Registrar:		Has the Registrar been notified of the SSBB and Transcript process?	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>



Name of Head Counselor:		Has the Head Counselor been notified of the SSBB and Transcript process?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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Visit the Language and Culture Division Webpage for Information and Webinars about the SSBB  
<https://webnew.ped.state.nm.us/bureaus/languageandculture/seal-of-bilingualism-biliteracy/>

#### APPLICABLE STATUTE AND/OR STATE RULE:

22-1-9.1. New Mexico diploma of excellence; state seal for bilingual and biliterate graduates.

A. The state seal of bilingualism-biliteracy on a New Mexico diploma of excellence certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English. The graduate's high school transcript shall also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

B. The department shall adopt rules to establish the criteria for students to earn a seal of bilingualism-biliteracy, to include:

- (1) the number of units of credit in a language other than English, including content courses taught in a language other than English, English language arts or English as a second language for English language learners;
- (2) passage of state assessments in a world language other than English or English language arts for English language learners;
- (3) in the case of tribal languages, certification of tribal language proficiency in consultation with individual tribes and adherence to processes and criteria defined by that tribe as appropriate for determining proficiency in its language;
- (4) demonstrated proficiency in one or more languages other than English through one of the following methods:
  - (a) score three or higher on an advanced placement examination for a language other than English;
  - (b) score four or higher on an international baccalaureate examination for a higher-level language other than English course;
  - (c) score proficient on a national assessment of language proficiency in a language other than English; or
  - (d) provide presentations, interviews, essays, portfolios and other alternative processes that demonstrate proficiency in a language other than English.

C. In establishing the criteria for awarding the state seal of bilingualism-biliteracy, the department shall establish and consult with a task force of stakeholders that represent language experts, including:

- (1) Indian nations, tribes and pueblos;
- (2) teachers of world languages;
- (3) endorsed teachers of bilingual multicultural education;
- (4) directors of bilingual education;
- (5) statewide organizations representing language educators, bilingual education, dual language education and teachers of English as a second language;
- (6) university professors of world languages, heritage languages, Indian languages and bilingual education; and
- (7) representatives of the state bilingual advisory council, the Indian education advisory council and the Hispanic education advisory council.

6.32.3 SEAL OF BILINGUALISM-BILITERACY ON NEW MEXICO DIPLOMA OF EXCELLENCE

6.32.3.6 OBJECTIVE: This rule establishes the criteria for students to earn a state seal of bilingualism-biliteracy on a New Mexico diploma of excellence. The state seal of bilingualism-biliteracy certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English.

[6.32.3.6 NMAC - N, 09-15-15]

6.32.3.7 DEFINITIONS:

A. "Academic language" means the language used in academic content in formal schooling contexts, including specialized or technical language and discourse related to each content area.

B. "English language learner" means a student whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers.

C. "Expressive language" means using language to express information, ideas, or concepts in either oral, signed, or written communication.

D. "Language other than English" is any language other than English, including world languages.

E. "Proficiency" means able to express oneself in a language with sufficient structural accuracy and vocabulary to participate



effectively in most social and academic situations.

F. "Receptive language" means processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.

[6.32.3.7 NMAC - N, 09-15-15]

**6.32.3.8 PROFICIENCY REQUIREMENTS:**

A. To earn the bilingualism-biliteracy seal on the diploma of excellence, students must meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC, and demonstrate proficiency in a language other than English, through one of the following methods:

- (1) certification by an individual tribe;
- (2) units of credit and an assessment;
- (3) units of credit and an alternative process portfolio; or
- (4) an assessment and an alternative process portfolio.

B. Certification by an individual tribe. A tribe may certify that a student is proficient in the tribal language. Tribes will develop the methods and processes for determining proficiency in their respective tribal languages.

C. Units of credit and assessments option. A student may demonstrate proficiency by meeting both the units of credit and assessment requirements.

- (1) The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, a student may not use units of credit in English language arts or English as a second language for English language learners.
- (2) The student must meet the assessment of proficiency requirement as follows:
  - (a) the student must attain a score of three or higher on an advanced placement examination for a language other than English; or
  - (b) the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or
  - (c) the student must score proficient on a national assessment of language proficiency in a language other than English; or
  - (d) the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

D. Units of credit and alternative process portfolio option. A student may demonstrate proficiency by meeting both the units of credit and alternative process portfolio option requirements.

- (1) The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, units of credit in English language arts or English as a second language for English language learners cannot be used.
- (2) The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the language other than English.

E. Assessment and alternative process portfolio option. A student may demonstrate proficiency by meeting both the assessment and alternative process portfolio option requirements.

- (1) The student must meet the assessment of proficiency requirement as follows:
  - (a) the student must attain a score of three or higher on an advanced placement examination for a language other than English; or
  - (b) the student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or
  - (c) the student must score proficient on a national assessment of language proficiency in a language other than English; or
  - (d) the student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.
- (2) The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the receptive and expressive aspects of the language other than English.

[6.32.3.8 NMAC - N, 09-15-15]

6.32.3.9 TRANSCRIPT: The graduate's high school transcript must also indicate that the graduate received the state seal on the



graduate's New Mexico diploma of excellence.  
[6.32.3.9 NMAC - N, 09-15-15]

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

*Insert (copy/paste) specific local policy here.*

*This box auto-expands.*

FOR PED INTERNAL USE ONLY			
REVIEWED BY:			DATE:
<input type="checkbox"/>	APPROVED	DATE:	<input type="checkbox"/>
		APPROVED WITH CONDITIONS	DATE:
		CONDITIONS:	
<input type="checkbox"/>	DENIED	DATE:	REASON FOR DENIAL:
<hr/> <i>Language and Culture Division Director</i>			DATE:
THE STATE SEAL OF BILINGUALISM-BILITERACY MAILED TO SUPERINTENDENT/CHARTER ADMINISTRATOR BY:			DATE: