



## Continuous Learning Plan Addition English Learners, Bilingual Multicultural Education Programs, Native American Students, and the State Seal of Bilingualism-Biliteracy

### Registering Students Who are New to Public Education in New Mexico?

Parents who register a student new to public education in New Mexico complete the Language Usage Survey (LUS). If the LUS responses in questions 1-7 indicate a language other than English, the student is a **potential** English learner. At this time of school building closures, schools are not able to administer the appropriate English language proficiency screening assessment (W-APT for kindergarten, WIDA Screener for grades 1-12). Teachers can use appropriate language supports as deemed necessary during the instructional time. Please ensure that potential English learners are screened for English language proficiency at the earliest possible time when schools buildings are open again for school year 2020-2021.

### Expectations for Developing the English Language Skills of English Learners under the Guidelines for Student Learning and Instructional Time Based on Age

As part of learning academic standards, it is important that students stay connected to learning English. The table below shows the PED recommended times. Consideration should be given to a student's English language proficiency level when implementing the recommended times.

Grade Level	Recommended ELD Time*
K – 1st	30 min per week
2 – 3rd	45 min per week
4 – 5th	15 min per day or 30 min every other day
6 – 12th	30 min per day

\*How the recommended ELD time is used within the week would depend on each teacher's weekly plan to ensure critical standards are met and that students have meaningful access to them.

### ACCESS for ELLs and Alternate ACCESS

The school year 2019-2020 statewide English language proficiency assessment was completed prior to the announcement of physical school closure. Thus, the spring 2020 ACCESS for ELLs and Alternate ACCESS results can be used to support instructional decision making in school



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year 2020-2021 to ensure English learners (ELs) receive the appropriate language supports that they need and are entitled to. Students, who receive a composite overall score of 5.0 or higher on ACCESS for ELLs or a composite overall score of P1 or higher on Alternate ACCESS, exit EL status.

### Expectation for Content Instruction

**English Learners:** Please use appropriate grade-level resources with students and offer language supports based on the student's English language proficiency level.

**State-funded Bilingual Multicultural Education Programs (BMEPs):** Expectations for content areas include that students continue learning the content in the language that it has been taught during the regular school year in the classroom. Additionally, it is important to allow students to stay connected to language learning.

### Educator Collaboration

As recommended by PED in the Implementation Guide to the Continuous Learning Plan (CLP), providing designated online office hours supports consistency and structure for students and families. Joint office hours with teams of educators, including English language development (ELD) teachers, EL specialists, Native American Language and Culture teachers and special education teachers might work well so that teachers begin to support one another and differentiated groups of learners dynamically in this new space. It would also encourage language teachers, special education teachers and other content teachers to collaborate to maximize efficiency in the delivery of instruction.

### Developing a Plan for Seniors to Earn the State Seal of Bilingualism-Biliteracy

Students should complete all State Seal of Bilingualism-Biliteracy requirements **by June 19, 2020.**

**Completing the Assessment through Avant Online Remote Proctoring:** High school seniors in need of testing for the State Seal of Bilingualism-Biliteracy are provided an online remote



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proctoring option. This option will be provided through the Avant Remote Proctoring Service and will enable students to take Avant STAMP or WorldSpeak tests at home. The cost will be covered by the NMPED.

Technology requirements: Students will need to have an internet connected computer and a headset with a mic like they would require if they were taking the test at school. Additionally, test takers will need to have a smart phone and a web cam on their computer for testing. The online proctoring will work on a PC or Mac computer, but it will not work on iPads or Chrome Books. Due to the comprehensiveness of the home proctoring solution, test takers can expect to encounter more steps when logging in to test than they do in the classroom setting. An ID check and facial scan will be required, along with showing the testing room to ensure no outside resources are at hand.

For further details, please contact Bonnie Buck at [bonnie.buck@avantassessment.com](mailto:bonnie.buck@avantassessment.com) . Please also see link below to the working draft for the Avant technology guide for students using Online Remote Proctoring: <https://avantassessment.com/remote-testing/technology-guide-for-remote-testing>.

**Completing the Alternative Portfolio Process:** Students, whose option to earn the State Seal of Bilingualism-Biliteracy includes the Alternative Process Portfolio, could conduct the alternative portfolio presentations through virtual resources like Skype, Zoom meeting, Google hangout, etc. Students can submit a copy of the portfolio a few days earlier than the actual virtual meeting to give enough time for the panel members to review the materials. Additionally, alternative portfolio panel members can have another short virtual meeting to discuss the student presentation. Please note that establishing procedures for the alternative process portfolio is within the purview of the school district or charter school and therefore determined at the local level. The state seal rule provides the following guidance under 6.32.3.8 D-2 NMAC:

*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.*



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### **Assessing for Home/Heritage Language proficiency**

Schools that have not yet completed the state-funded bilingual multicultural education program (BMEP) home/heritage language assessment for the 2019-2020 school year are not required to complete the assessment this spring.

The Department of Dine Education has also cancelled the Oral Navajo Language Culture-Test-Standards Based Assessment (ONLC-T-SBA) for all participating Grant, Contract, BIE and Public Schools for Spring 2020 (March 30-April 24) and, if applicable, the 2020 Fall Dine Language Proficiency Assessment.

### **Tribal Consultation During the Health Order**

Tribal Consultation remains a requirement, district and charter school staff should practice the principles of social distancing while engaging with stakeholders. Engagement can be completed through conference calls, video conferencing, etc.. As a friendly reminder, Tribal Consultation should take place as it pertains to federal programs under ESSA as well as prior to an agency activity that impacts tribal interests related to educational resources, curriculum development, or the development, changes, and implementation of educational policies and procedures that address the unique educational needs of New Mexico's American Indian students.