

# English Learners, Bilingual Multicultural Education Programs, & the State Seal of Bilingualism-Biliteracy



## SCHOOL REENTRY GUIDANCE

### Identification of Potential English Learners Who Are New to Public Education in New Mexico (Includes Students Entering Kindergarten)

The administration of the department-approved English language proficiency screening assessment, as well as parent notification, must occur within 30 days of the beginning of the school year. Students new to public education who registered in the spring during school building closures or those registering for the 2020–2021 school year (including all Kindergarten students), and who are potential English learners (ELs) based on the responses on the New Mexico Language Usage Survey (LUS) questions 1–7, must be administered the department-approved English language proficiency screening assessment (W-APT for Kindergarten and WIDA Screener Online for grades 1–12) when hybrid or full reentry models are implemented. This ensures that students receive all the instruction that they are entitled to as soon as possible. Thus, administration of the department-approved English language proficiency screening assessment must be prioritized when students are allowed in school buildings.

Identifying ELs and ensuring appropriate language services for students as soon as possible is a requirement so that students have meaningful access to all instruction. During the implementation of the remote model, schools can serve limited small groups of some K–3 students in person. This includes no more than five students per teacher and the prioritizing of students most in need of learning support. The decision, whether to prioritize administering the department-approved English language proficiency screening assessment (W-APT for Kindergarten and WIDA Screener for grades 1–3) to potential ELs, during the remote model implementation in the limited small groups of some K–3 students, would depend on the local context.

If a student is an EL based on the W-APT/WIDA Screener Online score results, parent notification must occur within 30 days from the beginning of the school year. Any communication with parents must be conducted in a language that the parents can understand. The district/school has to offer free and appropriate language assistance services to parents, including competent translators and interpreters.

**Please Note:** Appropriately identifying and serving ELs is required under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 for all districts and schools, including charter schools. Please document any variation in parent notification from the 30 days of the beginning of the school year, given the current COVID-19 Health Order.



#### Resources:

- [W-APT/WIDA Screener Cut Scores](#)
- [Sample Parent Notification](#)



Reentry Support Guidance

Public Education Department

## Transfer Students

**Students who transfer from a district/charter school in New Mexico** are not given the LUS, nor are the students administered the English language proficiency screening assessment. Please follow guidance in the [LUS Guidance Handbook](#), FAQ #21 on pages 31–32.

**Students transferring to a school in New Mexico from another state:** NM accepts the English language proficiency status (initially fluent English proficient, English learner, reclassified fluent English proficient) of the student as determined in the state from which the student transferred.

## Provisional Screening for EL Programs & Services in Remote Model

For potential ELs who are not administered the department-approved English language proficiency screening assessment as described above (in limited small groups for some K–3 students), districts and schools use the WIDA Remote Screener to provisionally screen students for EL programs and services. The WIDA Remote Screener serves as a temporary solution for students new to public education who are potential ELs (based on Language Usage Survey responses), and only gives provisional guidance on the language supports the student may be entitled to; please ensure this information is shared with parents. As a result of administering the Remote Screener to a student, the test administrator (TA) completes a WIDA Remote Screener Student Score Sheet on which the TA gives one of the three recommendations.

- 1. The student is a newcomer or beginner—** Student is a provisional English learner and is provided an EL program and services.
- 2. The student demonstrates a developing level of English language proficiency but not in a way that clearly supports an identification decision—** Student is a provisional English learner and is provided an EL program and services.
- 3. The student is fluent or highly proficient (equivalent to a monolingual English peer)—** Student is a provisional initially fluent English proficient (IFEP) student.

**Please Note:** The WIDA Remote Screener is not a department-approved English language proficiency screening assessment, per section 6.29.5.11 of the New Mexico Administrative Code (NMAC). Thus, the identification process is not complete until the hybrid or full reentry models are implemented, and the district/schools complete the full identification process by administering the department-approved English language proficiency screening assessment (W-APT for kindergarten and WIDA Screener Online for grades 1–12) to promptly ensure proper identification and placement for new English learners.

The WIDA Remote Screener is administered by experienced test administrators, who have previously administered the WIDA Screener or ACCESS for ELLs and have re-certified for the 2020–2021 school year. WIDA has provided a Test Administrator Manual, Test Administrator Script, and test materials for students taking the K–1 Remote Screener in addition to a training video showing an example test administration and a recorded webinar video on the K–1 Remote Screener. All materials are accessible in the WIDA Secure Portal by choosing the WIDA Remote Screener tile under Screener Test Materials & Training. Materials for grades 2–12 Remote Screener will be available by the end of July 2020. Please note: Students must have access to a hardcopy, printed student packet during the remote screening; WIDA recommends color printing whenever possible. Please work with your district/school to provide the packet to the student's household.

## Communicating with Parents

Successful communication is part of building strong relationships between schools and families. Districts and schools have an obligation to meaningfully communicate with parents who are not proficient in English and inform them adequately of any program, service, or activity that is called to the attention of English proficient parents. This ensures that all families can make informed decisions about their child's education.

Any communication with parents must be conducted in a language that the parents can understand. The district/school has to offer free and appropriate language assistance services to parents including proper and competent translators and interpreters.

## Expectations for English Learner Programs and Services

As part of learning academic standards, it is important that EL students are supported in the development of their English language skills. The table below shows the New Mexico Public Education Department (NMPED) guidelines. Consideration should be given to a student’s English language proficiency level when implementing the recommended times.

The spring 2020 ACCESS for ELLs and Alternate ACCESS results can be used to support instructional decision making in the 2020–2021 school year to ensure English learners receive the appropriate language supports that they need and to which they are entitled. 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 and must be monitored for academic progress for two subsequent years. Please ensure each teacher has the W-APT/WIDA Screener Online scores for students new to public education. For students who are current ELs, please ensure each teacher has the scores for the spring 2020 ACCESS for ELLs/Alternate ACCESS results, including all of the domain scores. The results have been available in WIDA AMS starting on May 21, 2020. Districts/ state charter schools will receive printed reports on September 8, 2020.

**Resource:**

- [ELD Instructional Framework](#)

### English Language Development (ELD) Course/Block (dedicated course/block to develop English skills)

	REMOTE*	HYBRID	FULL REENTRY
K–1st Grade	Same proportion of instructional day as in full reentry	Same proportion of instructional day as in full reentry	45 min daily
2nd–3rd Grade			45 min daily
4th–5th Grade			45 min daily
6th–12th Grade			45 min daily

\*How recommended ELD time is used within the week during Remote Learning depends on each teacher’s weekly plan to ensure critical standards are met and that students have meaningful access to them.

## State-funded Bilingual Multicultural Education Programs (BMEPs):

Expectations for content areas include that students continue learning the content in the language that is in the school’s approved State BMEP Application for 2020–2021. Additionally, it is important to allow students to stay connected to language learning.

**Resource:**  
 • [BMEP Requirements](#)

### Required Instruction in Bilingual Multicultural Education Programs

	REMOTE	HYBRID	FULL REENTRY
<b>3-hour BMEPs</b> (Dual Language Immersion, Heritage, Maintenance, Transitional models)	Students in 3-hour programs spend equal amounts of work and instruction in English and Spanish	Students in 3-hour programs spend equal amounts of work and instruction in English and Spanish	<b>Initial fluent English proficient (IFEP) and reclassified fluent English proficient (RFEP) students</b> —one hour of home/heritage language arts, and two content areas in the home heritage language  <b>ELs</b> —one hour of home/heritage language arts, one hour of ELD, and one content area in home/heritage language
<b>2-hour BMEPs</b> (Heritage, Maintenance, Transitional, Enrichment models)	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction  See guidelines for ELD above Continue teaching content areas in the language indicated in the approved BMEP application for 2020–2021	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction  See guidelines for ELD above Continue teaching content areas in the language indicated in the approved BMEP application for 2020–2021	<b>IFEP/RFEP students</b> —one hour of home/heritage language arts, and one content area in the home/heritage language  <b>ELs</b> —one hour of home/heritage language arts and one hour of ELD
<b>1-hour BMEP</b> (Enrichment, not for ELs)	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Home/heritage language arts class

## Avant STAMP Language Proficiency Assessment for Students in a Spanish Language State-funded BMEP

Avant STAMP must be administered to all students who participate in a Spanish language state-funded BMEP until a student scores at the proficient level on this assessment. It is recommended that this assessment be administered around the same time each year to measure annual Spanish language proficiency growth for students. Please ensure that as the district and schools plan for re-opening, Avant STAMP administration is scheduled when school buildings are open (full reentry and hybrid) staggering schedules for taking the assessment.

Please note that Native American language revitalization BMEPs must provide language proficiency assessments as required by tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension.

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

### Full Reentry/Hybrid Learning

It is important to plan how seniors intending to earn the State-Seal of Bilingualism-Biliteracy (SSBB) will be able to complete all requirements to earn the SSBB by the end of the school year. For the options that have an Assessment Component (options 2 and 4), please plan that students can take the required assessment throughout the school year when school building are open staggering schedules for taking the assessment as necessary.

### Remote Learning

Completing the Assessment through Avant Online Remote Proctoring: High school seniors in need of testing for the SSBB are provided an online remote 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.

**Technology requirements:** Students will need to have an internet connected computer and a headset with a microphone 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).

### Completing the Alternative Portfolio Process

**under Remote Learning:** Students whose option to earn the SSBB 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.

[Further information on the options and the SSBB](#) may be found on the NMPED website.

## Tribal Consultation During a 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 program 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.

Consider Nation, Tribe, and Pueblos' reopening plans, which may differ from state of New Mexico and NMPED guidance.

## Educator Collaboration and Professional Development

During the school year whether remote, hybrid, or full reentry, providing office hours supports consistency and structure for students and families. Joint office hours with teams of educators, including ELD teachers, EL specialists, Native American Language and Culture teachers and special education teachers might work very well so that teachers begin to support one another and differentiated groups of learners dynamically in the instructional space. It would also encourage language teachers, special education teachers and other content teachers to collaborate to maximize efficiency in the delivery of instruction.

WIDA's free Self-Paced eLearning workshops provide flexible professional learning that is available when you want, where you want, and at your own pace.

### Current eWorkshop offerings include:

- Foundational Concepts
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning Mathematics
- Doing and Talking STEM
- WIDA Writing Rubric
- Leading for Equity: Classroom Walkthrough

Learn more on the [WIDA Self-Paced eWorkshops](#). Starting on September 1, 2020 some of the eWorkshops will be retired and new workshops added.

### Below are some ways to maximize the eLearning opportunity:

1. Evaluate your school or district's needs and find an offering that meets your goals.
2. Create a professional learning community (PLC) or a learning cohort that meets online.
3. Use WIDA PLC-specific and collaborative learning resources in some of the Self-Paced eWorkshops.

