

# Goodhue County Education District

## English Learner Staff and Administrative Handbook

Growth, Advocacy, Support...

*English Learner Support Services*



Goodhue County Education District



*Enhancing Educational Opportunities Through Inter-district Cooperation*



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*English Learner (EL) Support Services*



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## Glossary of Terms

### **EL (English Learner)**

This is the term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and the Goodhue County Education District are moving to use of this term in place of other terminology used in the past (LEP, ELL, ESL).

### **LEP (Limited English Proficient)**

LEP is a term usually used in conjunction with funding. This is the federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind (NCLB).

### **ELL (English Language Learners)**

ELL was a term used in the past by the Goodhue County Education District and the state of Minnesota to refer to LEP students.

### **ESL (English as a Second Language)**

ESL is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four language acquisition domains (Speaking, Listening, Reading and Writing).

**Title III** This is the federal program that provides parameters and supports for educating EL students.

### **WIDA World Class Instructional Design and Assessment**

WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

### **ACCESS for ELLs Assessing Comprehension and Communication in English State-to-State for English Language Learners**

ACCESS for ELLs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs).

### **W-APT WIDA-ACCESS Placement Test**

The W-APT is an English language proficiency "screener" test given to incoming students who may be designated as English learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.

### **Annual Measure of Achievement Objectives (AMAO)**

Title III requires states to define Annual Measurable Achievement Objectives (AMAOs) to measure and report on English Learners (ELs) progress toward and attainment of English proficiency and academic achievement standards. AMAO is the standardized accountability test for EL students and staff. The areas measured are: language acquisition, language proficiency, and math and reading achievement.



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Dear Students, Families, and Staff,

This English Learner (EL) handbook represents the most current updates related to EL options available to students and families in Goodhue County Education District (GCED) member schools.

In regard to EL programming, the role of GCED EL staff is to promote student academic success, be a link between students and families, and to support increased language proficiency to the point where services are no longer needed. GCED is fortunate to have a highly talented staff working in its member school districts who are working hard each day to support students, families, and staff.

Please know that your feedback is welcome at any time. To give feedback regarding EL programming, please contact the local EL teacher in your school district. Alternatively, you can also contact me via e-mail or telephone.

Thank you,

Brian Cashman

Coordinator of Alternative Programs, Goodhue County Education District

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651-388-4441 (office phone number)

651-764-9016 (cell phone)



**Goodhue County Education District Mission:**

The mission of the Goodhue County Education District is to optimize educational opportunities for students by increasing cooperation and coordination among the member districts.

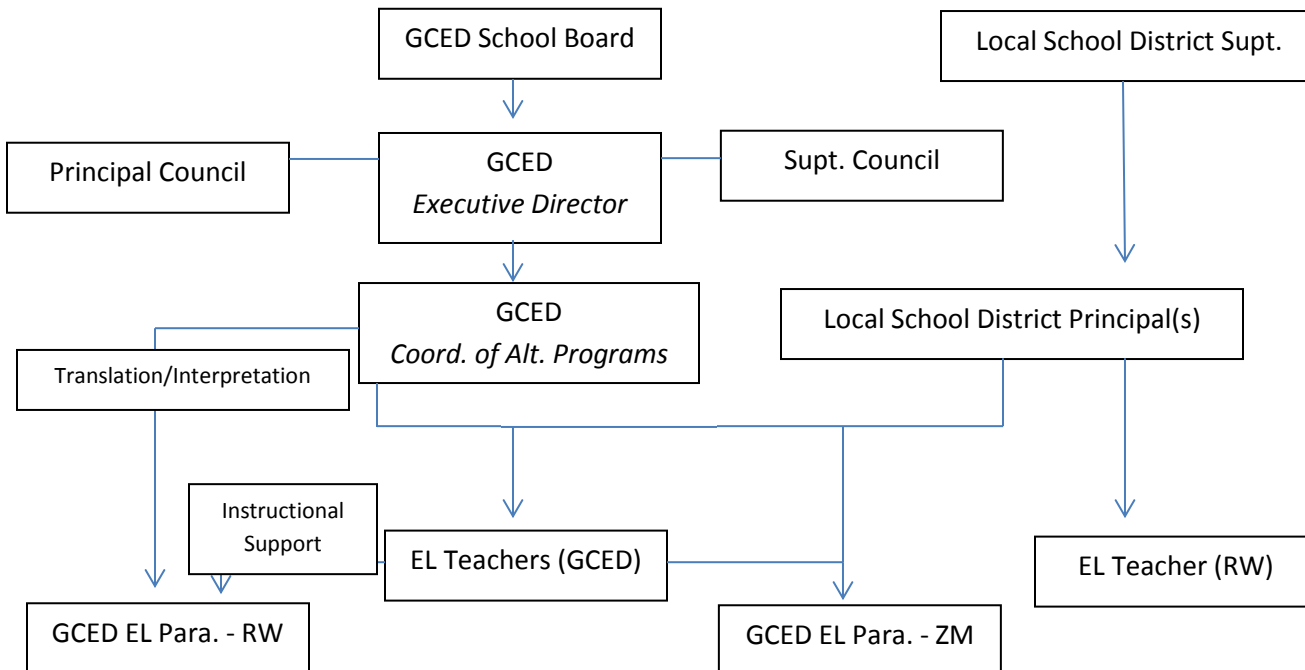
**Goodhue County Education District English Learner Mission:**

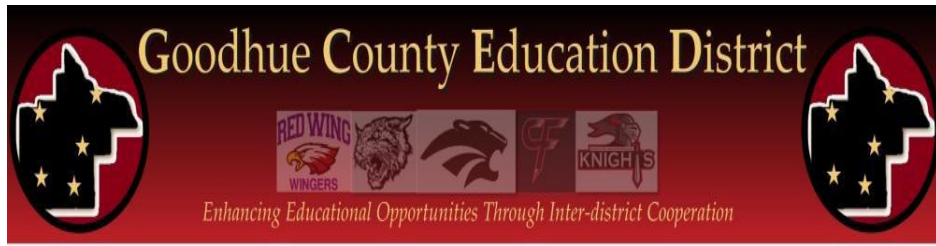
The mission of the Goodhue County Education District English Learner (EL) program is to promote student academic success, be a link between school and home, and to support increased language proficiency to the point where EL services are no longer needed.

**Goodhue County Education District English Learner Vision:**

The vision of the Goodhue County Education District EL program is to support student growth, provide advocacy for students and families, and to provide effective support to students, families, and staff.

**Goodhue County Education District English Learner Organizational Chart**



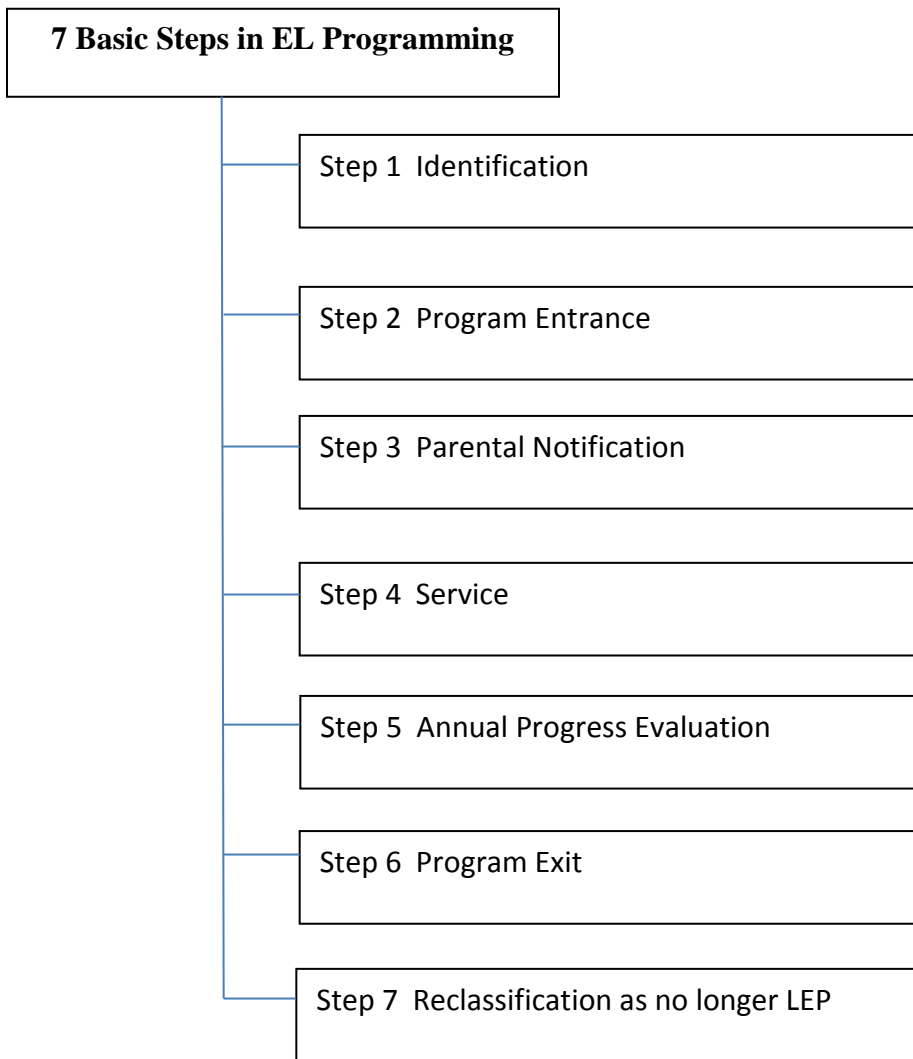


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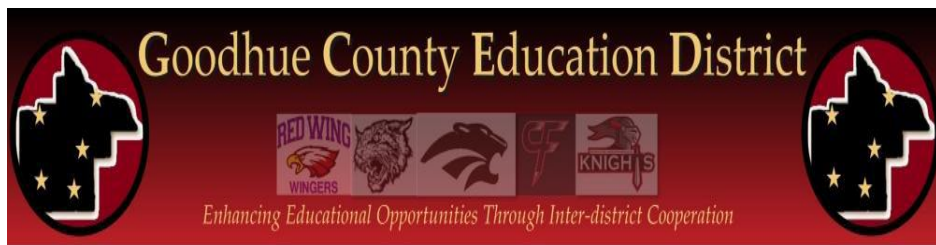


### Seven Basic Steps in EL Programming



**Step 1: Identification** – Identify student as LEP using district-established criteria based on developmentally appropriate measures.

**Step 2: Program Entrance** – Determine the English language proficiency level of the student and place student in district instructional program designed to meet the needs of ELs at all proficiency levels.



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### Seven Basic Steps in EL Programming (continued)

**Step 3: Parental Notification** – For students new to the EL program, parents must be notified within 10 days of enrolling a student in an instructional program for ELs. Title III of NCLB requires informing parents of both new and returning students, within 30 days after school starts, about the reasons for their identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and graduation rate of ELs in the district.

**Step 4: Service** – Students are served in an instructional program for ELs. School districts have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field.

**Step 5: Annual Progress Evaluation** – Ongoing assessment will determine continued LEP identification and movement from level to level within the EL education program. ELs participate in statewide English language proficiency assessments, MCA assessments, and district achievement assessments as well as classroom assessments in English language development/EL, reading, math, science, and social studies.

**Step 6: Program Exit** – Students exited from the direct service language instruction program should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.

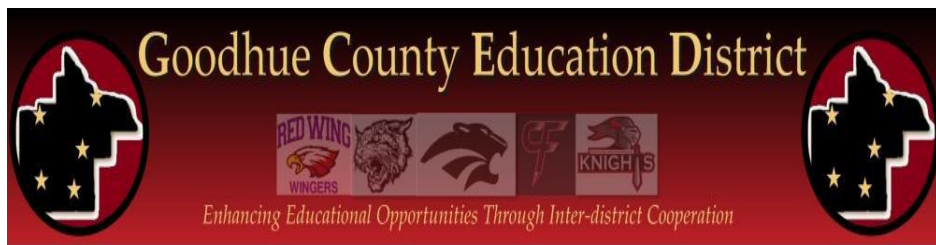
**Step 7: Reclassification as no longer LEP** - A student is reclassified as no longer LEP using district-established criteria based on developmentally appropriate measures.

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### **Step 1 - Identification**

School districts are required to establish identification criteria and procedures as the first step in serving ELs. Identification consists of two parts. The first part is determining the home language of the student. The second part is determining students' proficiency in English based on developmentally appropriate measures. Identification procedures developed by the district include students who are new to the system as well as ongoing identification of students who continue in the school system from year to year. The Goodhue County Education District has procedures and criteria that each local school district implements to identify what students should receive EL service.





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### **Seven Basic Steps in EL Programming (continued)**

#### *Part 1: Home Language Questionnaire (HLQ)*

When a student initially enrolls in the school district, it is important to identify the primary language of the student. This is true for each and every student. The appearance of the student should not determine whether or not he or she is screened for primary language. Likewise, how the student sounds in English should not determine whether or not he or she is screened for primary language. In order to ensure that each and every non-native speaker of English is correctly identified, the district must ascertain the primary language of every student. The primary language of a student is routinely documented by districts through the use of a home language questionnaire. The questionnaire determines if a student:

- (1) First learned a language other than English.
- (2) Comes from a home where the language usually spoken is other than English.
- (3) Usually speaks a language other than English.

A student who can answer yes to one or more of the questions above is considered to have a primary language other than English. The home language questionnaire should be placed in the cumulative folder of each student. In general, the home language does not change. However, if an error occurred upon initial enrollment, every effort should be made to ascertain the correct home language background of the student.

Goodhue County Education District follows these steps:

1. Parents/guardians of all new students (including Preschool and Kindergarten) complete the Home Language Questionnaire at the time of enrollment and record all information requested. Translation services will be provided by the local school district whenever necessary (see “Translation and Interpretation Options” on page 16 for more detailed information).
2. The local school district’s point person ensures that all questions on the Home Language Questionnaire are completed. If there is any indication that the student is an English Learner (EL) – submit this form to EL teacher assigned to the local school district to review the responses. If the parent lists more than one language, other than English, the EL teacher must determine which one is the child’s predominant home language for data collection purposes and document it on this form.
3. If it is determined that a student’s home language is not English, the EL teacher will administer the W-APT Placement Test.



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### **Seven Basic Steps in EL Programming (continued)**

#### Legal Considerations

As a result of the Plyer vs. Doe [457 U.S. 202 (1982)] ruling, schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- Treat students differently to verify residency;
- Engage in any practices that “chill” or hinder the right of access to school;
- Make inquiries of students or parents that may expose their undocumented status;
- Require social security numbers. Parents without social security numbers who are applying for a free lunch and/or breakfast program need only to state on the application that they do not have a social security number.

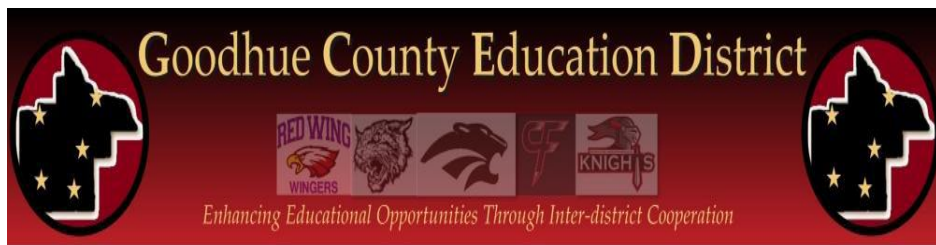
#### Classroom Training and Support

Training on cultural awareness, instructional strategies, and translation assistance will be given by the EL teacher at the initial meeting with the classroom teacher. At this time, the classroom teacher will receive information about the student’s English Proficiency levels and appropriate classroom and testing accommodations. The EL teacher will coordinate with classroom teachers about monitoring student progress on an ongoing basis.

#### *Part 2: Developmentally Appropriate Measure*

Students who are determined to have a primary language other than English are not automatically ELs. They are, however, the group of students that should be screened to determine which are ELs and which are not ELs. To properly screen students with a primary home language other than English, and in order to determine whether or not they are an EL, the Goodhue County Education District uses multiple developmentally appropriate methods. These methods may differ according to the age and grade of the students.

According to state law, developmentally appropriate measures might include observations, teacher judgment, parent recommendations or developmentally appropriate assessment instruments. In terms of best practice, it is advisable to include results of English Language proficiency assessments in reading, writing, listening and speaking when constructing the district’s EL identification criteria. Because the Goodhue County Education District is part of the World-Class Instructional Design and Assessment (WIDA) Consortium, Goodhue County Education District-member schools uses the WIDA-ACCESS Placement Test (W-APT). It is an English language proficiency “screener” test given to incoming students who may be designated as English Learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.



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### Seven Basic Steps in EL Programming (continued)

#### **Step 2 – Program Entrance**

Data collected in Step 1 will determine whether or not a student will enter the EL program. Well-constructed identification criteria will provide information about placement in a program as well. EL identified students are eligible to receive service. Sometimes, however, not all ELs in a district receive service. This is because parents have the right to refuse EL service even if their child has been identified as an EL. A parent's decision to refuse EL education service does not change the status of the student.

When a student begins service, a start date for EL service should be entered on the student's individual record in MARSS. If the student begins receiving services, but after parent notification (see below) is withdrawn from services, the start date in MARSS should be removed. A start date for ELs receiving EL services must be entered into MARSS annually.

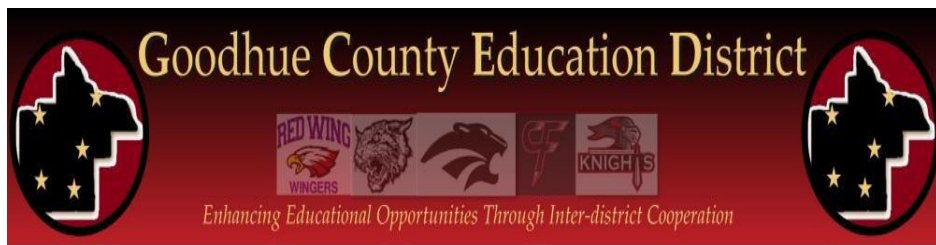
#### **Step 3 – Parental Notification**

When a student is first identified as an English Learner, the state of Minnesota requires that parents are notified of English Learner services available to the student. Districts that receive Title III funding from the federal government are required to notify parents every year that their child receives English Learner services. The Goodhue County Education District receives Title III funding. All parents have the option of declining English Learner services by indicating the proper notification on the notification letter and returning it to the student's school building. If parents desire that their child receives EL services, no action is needed.

If EL service is refused, it is advisable for the district to work directly with the parents to make sure that they understand the purpose of service and the risk to the student who parent or guardian refuses service. If the parent understands the service and chooses to refuse service, the district must remove the EL from EL service.

To satisfy Minnesota state law, a district must notify parents within 10 calendar days of a student's initial placement in an EL education program. Additionally, because the Goodhue County Education District receives Title III dollars, the federal government requires that parents be notified annually of the child's participation in EL education programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent available assessments of the child's English Language proficiency.

Parents who report their child's primary language as English but who may actually be referring to a variety of English that is significantly different from American English, should be encouraged to specify the type of English. For example, Liberian English or Nigerian English may well be different enough from Midwestern US English to warrant EL services.



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### **Seven Basic Steps in EL Programming (continued)**

The local school district must indicate with a YES or NO if a student is EL identified. All students identified as EL must be recorded as such in MARSS. Once a student is identified as EL, the individual record for that student in MARSS should be updated to reflect the student's status as EL. The MARSS record for each student asks whether or not the student is "LEP" (limited English proficient). An EL is LEP and the MARSS record should reflect the student's status with a "Y" for Yes.

Please note that for reporting of LEP identification in MARSS, it does not matter if the EL is receiving EL services. It does not matter if the parent or guardian of an EL refused services. It does not matter if the student has or has not taken any particular state test. If a student has been determined by the district to be an EL, the student is just that – EL. The student's record on MARSS should then show that status.

Finally, a start date is entered indicating when the student began to receive EL services. The start date should be the first day upon which the student received instruction in an EL program. It is not permissible to simply enter the first day of school if the student did not receive EL services the first day of school.

#### **Step 4 – Service**

Students who are identified as EL will be served in an instructional program for ELs. See the next page for an outline of programming. Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessment (ACCESS), MCA assessments, and district achievement assessments as well as classroom assessments in English language development/EL, reading, math, science, and social studies, and other core subjects. EL instruction focuses on the explicit teaching of listening, speaking, reading, and writing, through content. The Goodhue County Education District model is a combination of pull-out and push-in services, with a focus on the development of academic language and skills. The total amount of EL instruction varies according to the students' needs. EL instruction is informed by theories of language acquisition, current pedagogy, and current materials. The State of Minnesota's standards for English Language development, students' ACCESS scores, together with formative and summative assessments guide EL teachers' instruction and provide a touchstone for collaboration with mainstream staff. EL teachers focus on literacy and specialized vocabulary and academic language in the content areas. Paraprofessionals support the instruction EL teachers provide according to student needs. All ELs receive English Language Development instruction from a licensed EL teacher. The service an EL receives from EL teachers will depend on the following criteria: the student's proficiency level, previous schooling, the amount of time in the United States, and current academic achievement level. EL staff collaborate with personnel from other district support services such as Special Education, Title I, and Gifted and Talented. When appropriate, these services are combined with the EL student's general education program and EL services. For example, a student can receive both EL services and Title I service.



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### Seven Basic Steps in EL Programming (continued)

Recommended Minimum Service Minutes for Elementary and Middle Level Students (Grades K-8)

<b>Proficiency Level</b>	<b>Minimum Minutes of Direct Service Provided</b>
Entering/Beginning (WIDA Levels 1-2)	80 minutes per day
Developing (WIDA Level 3)	30 minutes per day
Expanding/Bridging (WIDA Levels 4-5)	90 minutes of service per week
Bridging/Reaching (WIDA Levels 5-6)	Indirect service as needed

Recommended Minimum Service Minutes for High School Students (Grades 9-12)

<b>Proficiency Level</b>	<b>Minimum Minutes of Direct Service Provided</b>
Entering/Beginning (WIDA Levels 1-2)	80 minutes per day
Developing (WIDA Level 3)	45 minutes per day
Expanding/Bridging (WIDA Levels 4-5)	90 minutes of service per week
Bridging/Reaching (WIDA Levels 5-6)	Indirect service as needed

\*The amount of direct instruction can be adjusted based on the needs of the individual student.

\*\*The minimum amount of instructional time indicated above is provided by an EL teacher. Additional services may be provided through both direct and indirect services with EL staff and/or other school resources.

\*\*\*Staff to student ratio (total caseload) should allow for recommended service minutes to be reached within reason

### **Step 5 – Annual Progress Evaluation**

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessment (ACCESS), MCA assessments, and district achievement assessments as well as classroom assessments in English language development/EL, reading, math, science, and social studies, and other core subjects.



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### Seven Basic Steps in EL Programming (continued)

#### **Step 6 – Exiting EL**

A student exits EL programming using district-established criteria based on developmentally appropriate measures. The Goodhue County Education District uses the following checklist to determine if a student is ready to exit EL status or not:

Students exit the EL program when they are deemed to have achieved a level of English Language proficiency that allows them to be successful without the support of English Language instruction. The following are the exit criteria:

- \_\_\_\_\_ 1. Student received a Cumulative score of 5.0 or higher on the ACCESS Proficiency test with at least a minimum of 4.0 on each subgroup (Listening, speaking, reading, writing).^
- \_\_\_\_\_ 2. Social behavior and confidence is appropriate for mainstream, as evaluated by applicable staff (including the assigned EL teacher).\*
- \_\_\_\_\_ 3. Exiting the student from EL services, in the professional judgment of the applicable stakeholders (including the assigned EL teacher), is in the best interest of the student.#

*^Note: If a student doesn't meet the minimum standards for criteria #1, but has other standardized test scores that can be considered evidence of language acquisition proficiency, the assigned EL teacher and other applicable staff can use that evidence as a means of a student exiting the EL program.*

*\*Note: Parent/family communication and discussion should occur when examining criteria #2.*

*#Note: Applicable stakeholders refers to mainstream staff, building administrator(s), and/or the student's parents/family.*

#### **Step 7 – Reclassification**

A student is reclassified in MARSS using district-established criteria based on developmentally appropriate measures (see checklist in Step 6). The LEP Identifier remains yes (Y) during the school year in which the student is reclassified. A LEP no (N) indication is based on developmentally appropriate measures for the student (see step 6). The switch from a “Y” flag to a “N” flag occurs is done at the close of one school year for the next school year. Students are not required to take the ACCESS test when reclassified as no longer LEP. Note that students can be exited from the EL program at any point in the year, but can only be reclassified at the close of a school year.



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## **English Learner (EL) Student Placement, Evaluation, and Paperwork**

### **1. Grade Placement of Child**

Placing EL students at a lower grade level because they do not speak English may be considered a violation of Civil Rights. Students should be placed in a grade level appropriate to their age within one year. Any variation must be determined by looking at a variety of information and data and conferencing with parents, teachers, and administrators. This process must be documented and maintained in EL records. Ultimately, grade placement is the building principal's responsibility.

### **2. Grading Students**

EL students should be evaluated in academic subjects primarily on effort and progress as they relate to potential achievement. These students should accomplish the same objectives using modified language functions and instructional supports. Modifications to instruction for EL students must be made to ensure non-discriminatory evaluations. EL students should not be penalized if it is the case that they cannot express themselves in English. Classroom teachers need to document ways that instruction has been differentiated based on the student's proficiency level. The Office for Civil Rights takes the position that this is the classroom teacher's responsibility.

### **3. Testing Students**

Local school districts need to adhere to the Minnesota Department of Education's (MDE) guidelines for testing students with Limited English Proficiency (LEP). For a complete overview of exemptions and accommodations, see the most current *Procedures Manual for the Minnesota Assessments*. In addition, it is highly recommended that EL staff work with their local school district's District Assessment Coordinator (DAC) to ensure testing protocol is followed.

### **4. Promotion/Retention of Students**

Promotion of EL Students should be based on recommendations by the classroom teacher, the building principal, and the counselor in consultation with the EL teacher. Federal regulations prohibit the retention of an EL student solely based on English language deficiency in listening, speaking, reading, or writing. In other words, students should not be retained, even though they might not be on grade level, because of the language barrier. The final decision to promote or retain EL students shall be made by the building principal.

### **5. Special Services for EL Students**

EL students are eligible for all services offered by the local school district. Records should be reviewed to determine if the EL student needs special services. Appropriate referrals should be made through the local school district's established protocols. It is highly recommended that the EL teacher be a part of the school level team that reviews referrals and that the EL teacher works to ensure a fair and equitable process for EL students.



**Student Placement, Evaluation, and Paperwork (continued)**

**6. Student and Family Paperwork Checklist**

Initial Screening

1. A copy of the Home Language Questionnaire (HLQ) should be forwarded from school office to EL teacher.

New Student

1. Administer W-APT
2. Send Title III Parent Notification Letter upon entrance within first 10 days
3. Send NCLB Program Description letter within first 10 days.
4. Send NCLB Fact Sheet within first 10 days.
5. Send AMAO letter within 30 days of notification from state.
6. Make copies of the above letters and put in cumulative file and your file.

Returning Students

1. Send Title III Parent Notification Letter within 30 days of school start
  - a. Send with ACCESS reports if possible.
  - b. Make copies and put in cum file.
2. Send NCLB Program Description letter within 30 days of school start
3. Send NCLB Fact Sheet within 30 days of school start
4. Send AMAO letter with 30 days of notification from state.
  - a. Make copy and put in cumulative file.

Students coming from other School District in US

- 1. If coming from a WIDA state and have ACCESS scores from prior district:**
  - a. Send Title III Parent Notification letter within 10 days of school start.
  - b. Send NCLB Program Description within 10 days of school start.
  - c. Send NCLB Fact Sheet within 30 days of school start.
  - d. Make copies and put in cumulative file.
- 2. If coming from a state with no WIDA:**
  - a. W-APT student within 10 days of school start.
  - b. Send Title III Parent Notification letter within 10 days of school start.
  - c. Send NCLB Program Description within 10 days of school start.
  - d. Send NCLB Fact Sheet within 10 days of school start.
  - e. Make copies and put in cumulative file.

**7. Record Retention within the EL Program\***

A. The student cumulative file should contain the following:

- \*Copy of initial notification paperwork - Title Parent Notification Letter, NCLB Program Description, and NCLB Fact Sheet
- \*Copy of AMAO letter (if applicable), \*Copy of yearly ACCESS scores (if applicable)

*\*Note: Teachers (EL and/or Mainstream) are allowed to keep a student file for up to 12 months. When the twelve month mark is reached, the material in the folder needs to be shredded.*





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### **EL Teacher Responsibilities – Program and Instructional**

EL Teachers should carry out their responsibilities according to the following guidelines:

#### **Program Responsibilities:**

- Collaborate with the Coordinator of Alternative Programs and EL colleagues to review and refine the procedures contained in this guide.
- Review all Home Language Questionnaires of potential incoming ELs.
- Review potential ELs records.
- Administer W-APT approved language proficiency test, as needed.
- Meet with team (EL and general education/special education teacher(s) and others as appropriate) to determine need for service.
- Maintain EL records.
- Communicate on a regular basis with the local school district MARSS Coordinator to ensure accurate records.
- Communicate on a regular basis with the local school district District Assessment Coordinator (DAC) to ensure proper testing protocol is followed for EL students.
- Review EL data in the fourth quarter/2<sup>nd</sup> semester/last trimester to determine progress and placement for the upcoming school year.
- Serve, to the best extent possible, on the local school district's Student Assistance Team (SAT)/Teacher Assistance Team (TAT) or similar team, with the express purpose of ensuring fair and equitable review of EL students.
- Actively participate in local school district committees and initiatives, representing EL interests and development.
- Consult with general education and special education teachers in best practices in language acquisition instruction.
- Administer ACCESS testing according to state-defined procedures.
- Provide EL program information to school personnel, parents, and community members.
- Act as an advocate for EL students and families.
- Continually work to keep parents informed and offer ways for families to become engaged in the local school(s).
- Participate fully in the local school district's Teacher Evaluation program or, when appropriate, the Goodhue County Education District's Teacher Evaluation program.
- Participate fully in EL program reviews and self-study
- Act as building liaison in responding to questions from administrators, teachers, and/or parents regarding services provided to children and families who have a primary language other than English.



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## **EL Teacher Responsibilities – Program and Instructional (continued)**

### **Instructional Responsibilities**

- Design and articulate a teaching schedule based on the GCED program model and the needs of the students.
- Plan and deliver instruction on language proficiency and content standards developed from research-based best practices.
- Facilitate the implementation of the WIDA and MN State Standards.
- Ensure that English language learners receive English language development appropriate for their level of English proficiency.
- Model, support and promote rigorous instruction and high standards for ELs.
- Collaborate with and support general education teachers to ensure that the EL is acquiring the necessary academic language to meet grade level content standards, including, when appropriate, co-teaching.
- Continually refine instruction to incorporate both best practice in EL instruction and current local school district instructional initiatives.
- Incorporate technology into instructional planning and delivery.
- Inform students, teachers, and parents about student progress.
- Formally report student progress

### **EL Paraprofessional Responsibilities - Translation/Interpretation**

EL paraprofessionals, with translation and interpretation support duties, should carry out their responsibilities according to the guidelines:

1. Collect and prioritize translations (policies, forms, etc.).
2. Translate written materials, such as: policies, communications, letters, form, handbooks, teacher documentations (IEP, class newsletters, etc.).
3. Determine what documents are already translated and available and store them in a place accessible to administration, teachers, and staff.
4. Plan ahead for interpretation services at conferences with teachers and parents.
5. Identify the parents/guardians who need interpretation services and/or information in another language.
6. Establish a positive relationship with parents who do not speak English.
7. Work with school and district staff involved in student enrollment, to ensure a welcoming and accessible process.
8. Under the supervision of the teacher, work with student(s) to reinforce concepts introduced by the teacher.
9. Assist student(s) in organizing tasks, schedules, materials or assignments.
10. Establish a positive and supportive relationship with the student(s) which



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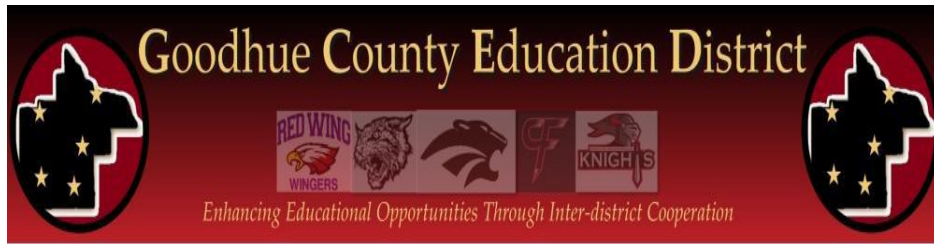
### **EL Paraprofessional Responsibilities - Translation/Interpretation (continued)**

10. Establish a positive and supportive relationship with the student(s) which encourages independent functioning rather than dependency.
11. Assist the teacher in the implementation of special strategies for reinforcing the skills of individual students based on their needs, interests or abilities.
12. Help students operate and care for equipment or instructional materials assigned by teacher.
13. Distribute and collect workbooks, papers, and other materials for instruction.
14. Guide independent study, enrichment work, and remedial work set up and assigned by the teacher.
15. Assist with the supervision of student(s) during emergency drills, assemblies, lunchtime, trips to the office or nurse, or field trips.
16. Check notebooks, correct papers, and supervise testing and make-up work, as assigned by the teacher.
17. Assist with such large group activities as drill work, reading aloud, and storytelling.
18. Read to students, listen to students read, and participate in other forms of oral communication with students.
19. Support established building, classroom and behavior management procedures.
20. Alert the teacher to any problem or special information about the assigned student(s).
21. Maintain the same high level of ethical behavior and confidentiality of information about students as required of all employees.
22. Participate in in-service training programs, as assigned.
23. Perform other duties that may be assigned by supervisor.

### **EL Paraprofessional Responsibilities - Classroom Support**

EL paraprofessionals should carry out their responsibilities according to the guidelines:

1. Under the supervision of the teacher, work with student(s) to reinforce concepts introduced by the teacher.
2. Assist student(s) in organizing tasks, schedules, materials or assignments.
3. Establish a positive and supportive relationship with the student(s) which encourages independent functioning rather than dependency.
4. Assist the teacher in the implementation of special strategies for reinforcing the skills of individual students based on their needs, interests or abilities.
5. Help students operate and care for equipment or instructional materials assigned by teacher.
6. Distribute and collect workbooks, papers, and other materials for instruction.
7. Guide independent study, enrichment work, and remedial work set up and assigned by the teacher.



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### **EL Paraprofessional Responsibilities – Classroom Support (continued)**

8. Assist with the supervision of student(s) during emergency drills, assemblies, lunchtime, trips to the office or nurse, or field trips.
9. Check notebooks, correct papers, and supervise testing and make-up work, as assigned by the EL teacher.
10. Assist with such large group activities as drill work, reading aloud, and storytelling.
11. Read to students, listen to students read, and participate in other forms of oral communication with students.
12. Support established building, classroom and behavior management procedures.
13. Alert the teacher to any problem or special information about the assigned student(s).
14. Maintain the same high level of ethical behavior and confidentiality of information about students as required of all employees.
15. Participate in in-service training programs, as assigned.
16. Perform other duties that may be assigned by supervisor

### **EL Coordinator Responsibilities**

The EL Coordinator should carry out their responsibilities according to the following guidelines:

1. Facilitate the accurate completion of the Title III grant on a yearly basis.
2. Monitor the implementation of the Title III grant, including making adjustments as needed.
3. Monitor the Title III budget and review requisition requests using Title III dollars.
4. Facilitate monthly meetings of the GCED EL team.
5. Facilitate EL department continuous improvement processes.
6. Serve as an EL resource for member school district administrators and coordinators.
7. Conduct EL teacher observations and evaluations as needed.
8. Remain current in pedagogy and research-based instructional practices for ELs.
9. Serve as an advocate for EL students and families within the GCED administrative structure.
10. Facilitate the hiring process for EL staff as needed.
11. Support EL staff in meeting individual, department, school, and county goals.
12. Work to assure program compliance with state and federal regulations.



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### Relationship with Parents

The parents of English Learners play an important role in their child's program and should be involved in all phases of the EL program. Parents have the right to information about their roles, responsibilities, and rights. Their participation in interviews, reporting on developmental and educational histories, and the process of language acquisition is invaluable. Parents provide information that can form a framework for understanding the student and interpreting the data. A combined parent-professional approach can increase the validity of the referral to English Learner services and the assessment data.

Trust and respect are the cornerstones of any good relationship between parents and school professionals. Becoming familiar with traditions from other cultures helps to establish a sense of trust and cooperation between the school and home.

Practices that can build a partnership between professionals and parents:

- Pronounce parents' names correctly.
- Ask parents about family, how decisions are made, and how rules are established.
- Give parents an opportunity to talk about goals for their child.
- Understand that in some cultures the avoidance of eye contact is a sign of respect and does not indicate disinterest.
- Understand that the parents' level of proficiency and confidence in English may affect the degree to which they participate, even with an interpreter present. Do not assume this lack of assertiveness implies agreement with school observations or recommendations. In fact, it may signal disagreement or confusion and frustration with the recommendations and outcomes.
- Ensure that the interpreter translations conversations held among professionals so that the parent feels involved at all times.
- Acknowledge all concerns as legitimate ones. It may be very difficult for parents to voice their concern.
- Talk about the student's academic, behavioral, and social strengths and positive traits as well as areas of need.
- Listen attentively to parents, be willing to learn from them, and practice active listening skills to clarify what has been communicated.
- Respects the parent's right to disagree.
- Use language without jargon and acronyms as much as possible.
- Ask parents specific questions to check for understanding.
- Make sure to obtain parental approval for assessment and EL service delivery. Have consistent follow through with stated actions.



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## **Translation and Interpretation Options**

### Interpretation Services

Option #1: Language Line Over-the-Phone Interpretation Service

Option #2: Current ELL staff who are fluent in another language (this requires GCED paying for this additional time, as ELL staff are employed as full-time teachers), community-members who are fluent in another language (this requires approval from GCED – contact the EL Coordinator), the GCED Interpretator/Translator (for Red Wing, grades 5-12 and District Office), or a local school district position (i.e., Cultural Liaison).

### Translation Services (written documents)

Option #1: SpeechGear (each district currently has this program installed on one computer)

Option #2: Google Translate

Option #3: Current ELL staff who are fluent in another language (this requires GCED paying for this additional time, as ELL staff are employed as full-time teachers), community-members who are fluent in another language (this requires approval from GCED – contact the EL Coordinator), the GCED Interpreter/Translator (for Red Wing, grades 5-12 and District Office), or a local school district position (i.e., Cultural Liaison).



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## FAQ – For Staff

### **1. How do CEU's work?**

The state of Minnesota requires that licensed staff renew their license every 5 years. Renewal is contingent on earning 125 Continuing Education Units (CEUs), including training in the following areas:

- Technology
- Reading Preparation
- Accommodations, Modifications, and Adaptations of Curriculum
- Positive Behavioral Intervention Strategies
- English Learner Strategies

In addition, a reflection statement is required by the Minnesota Department of Education. Local school districts file CEUs into the state system. For GCED, CEUs are typically approved two or three times during the school year. Staff earning CEU should submit a copy of the CEU, as well as a completed cover sheet (to get the cover sheet, go to the GCED website, then “Staff Links”, then “CEU Form”), to Emily Grobe. Emily chairs the GCED CEU Committee and will make sure your paperwork is in order and reviewed by the committee. Once the committee approves the CEU, that approval is noted on the MDE site. You can check your current CEU total at any time by going to the MDE website, specifically - <http://education.state.mn.us/MDE/EdExc/Licen/>. You will need to log into the MDE website to view your license status and CEU accumulation. If you do not have an account, you can create an account right on the MDE website.

It is also worth noting that sometimes EL staff participate in local school district professional development. For these times, you will probably get credit for CEUs via the local school district's CEU committee. It would be prudent for EL staff to connect with their local school district(s) CEU Committee Chairperson to find out more about how to ensure credit is given for local school district CEU opportunities.

### **2. I have an EL paraprofessional who will be traveling between sites. Who reimburses her for mileage?**

GCED would reimburse for mileage. To submit for mileage reimbursement, the staff member should complete a “Mileage Form” (go to the GCED website, then “Staff Links”, then “Mileage Form” underneath “Forms”). That completed form should be sent to the GCED EL Coordinator, who will then forward it on to the GCED Administrative Assistant for processing.

### **3. I will be traveling between sites. How do I get reimbursed for mileage?**

To submit for mileage reimbursement, complete a “Mileage Form” (go to the GCED website, then “Staff Links”, then “Mileage Form” underneath “Forms”). That completed form should be sent to the GCED EL Coordinator, who will then forward it on to the GCED Administrative Assistant for processing.



**FAQ – For Staff (continued)**

**4. I need interpretation support (i.e. at conferences, for a parent meeting, etc.). What are my options?**

Option #1: Language Line Over-the-Phone Interpretation Service (if you need support in accessing this service, contact the GCED EL Coordinator).

Option #2: Current ELL staff who are fluent in another language (this requires GCED paying for this additional time, as ELL staff are employed as full-time teachers), community-members who are fluent in another language (this requires approval from GCED – contact the EL Coordinator), the GCED Interpretator/Translator (for Red Wing, grades 5-12 and District Office), or a local school district position (i.e., Cultural Liason).

**5. On the Home Language Questionnaire, English and Spanish are both listed as the primary language. Is the student still eligible for services?**

The MARSS (Minnesota Automated Reporting Student System) sets parameters for the various student codes. In regard to “Limited English Proficiency” (LEP), the following are the MARSS standards. Note that a child can only be given LEP status if both conditions 1 and 2 are met. Condition 1 is usually determined on the Home Language Questionnaire while Condition 2 is usually determined by the internal GCED EL-services screening procedure.

*... (1) The pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English, and (2) the pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.*

So, the answer to the question, based on definition, is a partial “yes”, yes, the student would meet condition #1 but would only be eligible to receive EL services based on the assessment for condition #2. The results of the assessment process will indicate whether the student should receive EL services or not.

**6. What happens if a student is deemed eligible for EL services but the parents decline service?**

A student’s classification as an EL does not change whether or not a parent declines services. All students classified as ELs should be scheduled for the annual ACCESS English Language Proficiency (ELP) assessment. Also, note that there should not be an EL services start date entered on the student’s MARSS record.

**7. Does LEP and EL funding cease five years after the initial start date of service?**

LEP status does not automatically equate to funding. Students need to be receiving EL services to generate EL funds from the state of Minnesota. Students receiving EL services in Minnesota generate EL funds for school districts for 7 years, effective in 2015-2016. It was 6 years in 2014-2015 and 5 years before that.





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### **FAQ – For Staff (continued)**

#### **8. How does EL funding work with students transferring into a district?**

The 7 years of funding are based on total Average Daily Membership (ADM) as reported in MARSS, based on total time in Minnesota schools. ADM follows students from one school or district to the next and is also accrued through participation in after school and summer academic programs (i.e. Area Learning Center [ALC] programming).

#### **9. What is the connection between ACCESS scores and funding?**

There is a state cut-score on ACCESS for accountability (AMAO) and for funding purposes. GCED uses these cut scores as part of the Exit Criteria – namely, a composite score of 5 with no domain under 4 on the ACCESS. It is worth noting that there can be exceptions to this, based on other evidence. Please see pages 8 and 9 of this handbook for more information on this.

#### **10. Let's say a student is exited from the EL program in one of our member school districts in December...does that student generate revenue for the fiscal year in which they are exited?**

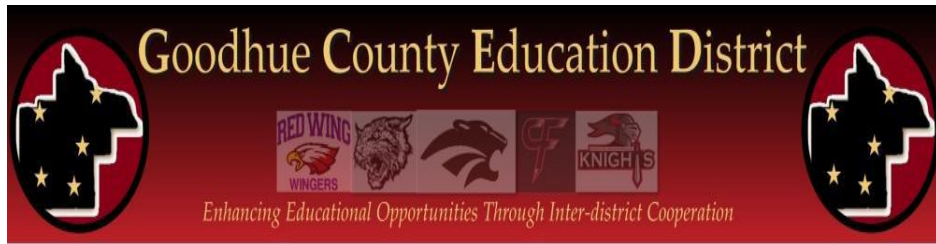
Generally, yes, any student served in EL programs generates funding for that year.

#### **11. What is the state language pertaining to EL services, exiting services, etc.?**

Home Language Code (HLQ) – Completed by a parent, the HLQ indicates if there is a language other than English that was first learned by the student and/or spoken the majority of time at home and/or that the child speaks most of the time.  
EL (LEP) Identified – Each student who is flagged on the HLQ is then assessed based on GCED internal procedure for service identification (see page 5 of this handbook for more detail).

EL (LEP) Start Date – The date on which the student begins receiving EL services. Note – if the parents decline service, a start date is not entered.

Exit and Reclassification – Students are exited from EL service upon meeting GCED-established criteria based on developmentally appropriate measures. For funding and accountability purposes, state proficiency on ACCESS is a composite of 5.0 with no domain less than 4.0. For further information on the GCED exit criteria, please see pages 8 and 9 of this handbook. Program exits can be done at any time during the school year. For MARSS classification purposes, a student's field is changed from Y to N only at the close of one school year for the following school year.



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### **FAQ – For Staff (continued)**

If there is a period of time between when a student is exited from a program and reclassified in MARSS, this is termed “transition”, and the student’s progress should be reviewed to determine whether the student will resume services or be reclassified for the following school year. Following re-classification, a student is monitored for two years by school personnel. Note that students who have exited the EL program, but who have not yet been reclassified in MARSS as English Proficient/Former EL, still need to take the ACCESS test. Once students are identified as proficient in English (“EL No”), they are no longer eligible to receive EL services and no longer take the ACCESS test. For two years they are identified as “former ELs” and count toward the EL subgroup on the MCA Assessments.

#### **12. What communication should be placed in a student’s cumulative file?**

Please see the handbook section titled “Record Retention” (page 11).

#### **13. What happens if a student who is flagged as LEP from the Home Language Questionnaire shows proficiency on the W-APT and has similar data from other assessments?**

The LEP status remains in MARSS. The student, however, would not receive EL services. A letter should be sent home explaining this decision, as well as providing home with copies of the applicable assessments. This communication should also be placed in the student’s cumulative folder.

#### **14. I was wondering if the AMOA letter was also supposed to be sent to exited students and students that are just entering?**

The state of Minnesota defines who receives the letters as those students who receive EL services, so current, and new, students should receive the AMOA letter but not exited students.

#### **15. Can you explain to me how you monitor students?**

Monitor is done for two years after exit. The students are no longer LEP in MARSS and do not take the ACCESS. If a student is listed as LEP in MARSS, they must be receiving direct service from a licensed EL teacher in some way.

#### **16. Is there a mentoring program for probationary EL teachers?**

There is not an official mentoring program for new EL teachers, however, there are a few supports in place:

1. EL Team – the EL team usually meets on a monthly basis...this is a good venue to connect with EL colleagues and get practical, day-to-day advice.
2. EL Team – the EL team is typically very responsive to e-mails and questions that teammates might have questions can be posed to the whole team, just one or two teachers, or just the EL Coordinator – depending on the topic.



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### **FAQ – For Staff (continued)**

3. Member school districts typically have some sort of mentoring program. New EL teachers should talk to their building principal(s) to determine what the member district mentoring program entails.

4. Although not an official program, it would be possible to connect a new EL team member to a veteran EL team member to do classroom visits, talk about curriculum, etc. If a new EL teacher is interested in this, please contact the EL Coordinator.

