



# **GOODHUE COUNTY EDUCATION DISTRICT #6051**

*395 Guernsey Lane, Red Wing, MN 55066 • Phone 651.388.4441 • Fax 651.388.9557*

## **Member Districts:**

Cannon Falls #252 • Goodhue #253 • Kenyon Wanamingo #2172 • Lake City #813 • Red Wing #256 • Zumbrota Mazeppa #2805

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# **English Learner Staff and Administrative Handbook**

## *English Learner Support Services*



# English Learner Staff and Administrative Handbook

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## INTRODUCTORY LETTER

Dear Students, Families, and Staff,

This English Learner (EL) handbook represents the most current updates related to EL programming available to students and families in Goodhue County Education District (GCED) member schools (Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing, and Zumbrota-Mazeppa).

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

[bcashman@gced.k12.mn.us](mailto:bcashman@gced.k12.mn.us)

651-388-4441 (office phone number)

651-764-9016 (cell phone)

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## ENGLISH LEARNER (EL) STAFFING

### **Staffing**

Licensed Staff - 7.0 FTE (4.0 FTE = GCED, 1.0 FTE = Lake City, 2.0 FTE = Red Wing)

Support Personnel - Cultural Liaison: 1.0 FTE (GCED)

Support Personnel - Hispanic Liaison: 1.0 FTE (Goodhue)

Support Personnel – Bilingual Paraprofessionals: 2.0 FTE (Lake City)

### **Teaching Staff**

Bethany Jasin^ - Red Wing (7-12); [bjjasin@rwps.org](mailto:bjjasin@rwps.org)

Kelly Hassemmer^ - Red Wing (K-6); [kahassamer@rwps.org](mailto:kahassamer@rwps.org); 651-385-4570 or 651-385-4700

Kim Bobb^ - Lake City (K-12); [kbobb@lake-city.k12.mn.us](mailto:kbobb@lake-city.k12.mn.us)

Anna Hermann\* - Goodhue (K-12); [ahermann@goodhue.k12.mn.us](mailto:ahermann@goodhue.k12.mn.us); 651-923-4447 ext. 169

Casey O'Donnell\* - Cannon Falls (K-12) and Zumbrota-Mazeppa (K-12);

[codonnell@gced.k12.mn.us](mailto:codonnell@gced.k12.mn.us); 507-732-1420 (Zumbrota-Mazeppa)/507-263-4226 (Cannon Falls)

Diane Jacobson\* - Red Wing (K-6) and Goodhue (K-12); [djacobson@gced.k12.mn.us](mailto:djacobson@gced.k12.mn.us)

Paul Putt\* - Kenyon-Wanamingo (K-12); [pputt@gced.k12.mn.us](mailto:pputt@gced.k12.mn.us)

TBD - Tower View Alternative High School (9-12), River Bluff Education Center (K-12)

(Note: Teaching staff serve nonpublic schools when/where applicable)

### **Culture Liaison**

Jeimmy Yusty-Rojas\* - Red Wing District Office; 651-385-4607; [jyusty-rojas@rwps.org](mailto:jyusty-rojas@rwps.org)

### **Paraprofessional Support**

Dalila Loyo^ - Lake City (Lincoln High School); [dloyo@lake-city.k12.mn.us](mailto:dloyo@lake-city.k12.mn.us)

Amber Robinson^ - Lake City (Bluff View Elementary); [arobinson@lake-city.k12mn.us](mailto:arobinson@lake-city.k12mn.us)

### **Administrative Contacts**

Cherie Johnson, EL Program Administrator, 651-388-4441, [cjohnson@gced.k12.mn.us](mailto:cjohnson@gced.k12.mn.us)

Brian Cashman, EL Program Coordinator, 651-764-9016, [bcashman@gced.k12.mn.us](mailto:bcashman@gced.k12.mn.us)

Notes:

^ = Staff member is employed by their local school district

\* = Staff member is employed by the Goodhue County Education District

## 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.

### **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.

**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.



## MISSION/VISION/ORGANIZATIONAL CHART

### 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.

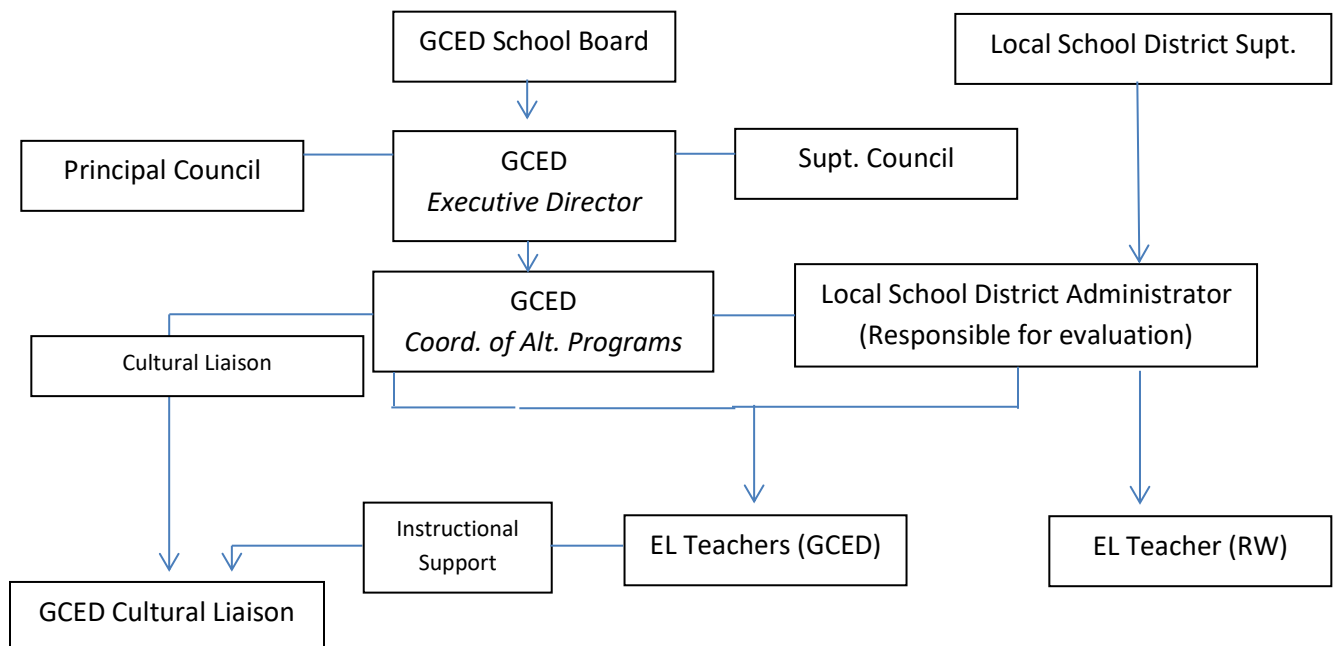
### Goodhue County Education District English Learner Mission:

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.

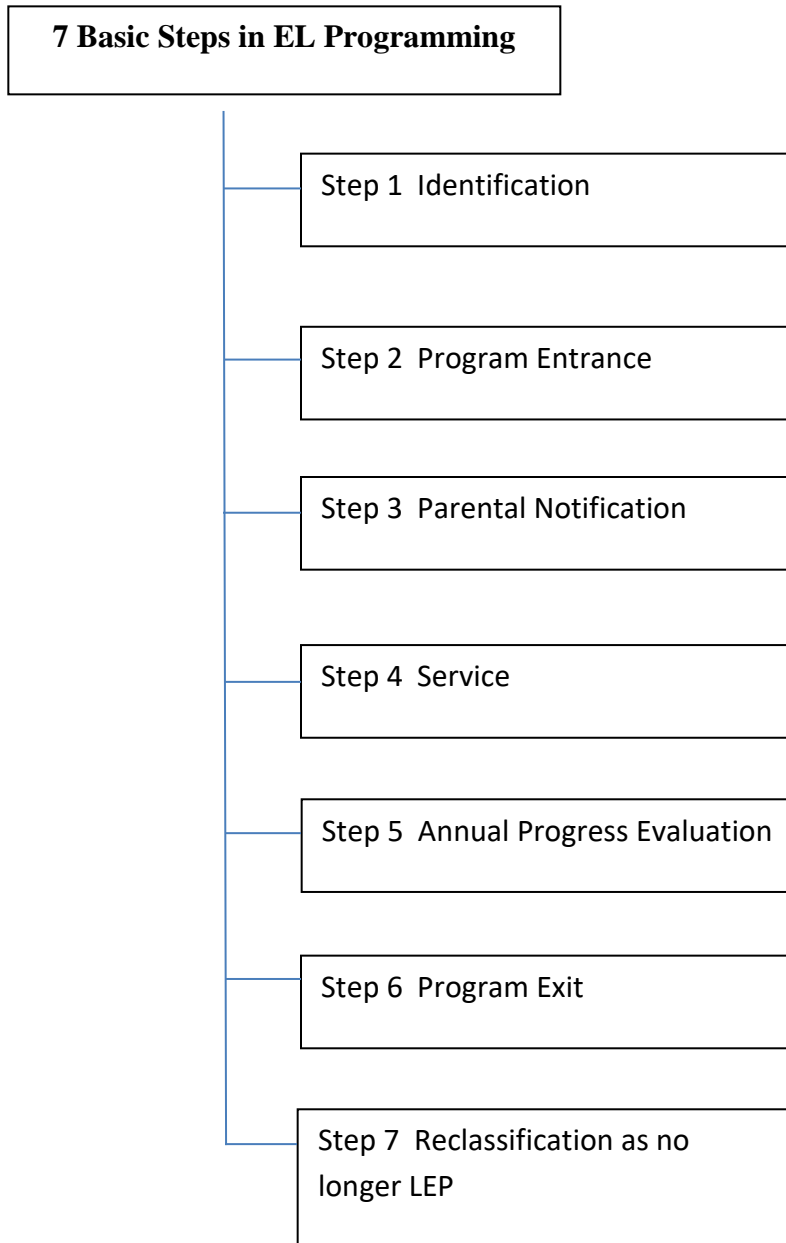
### Goodhue County Education District English Learner Vision:

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



## SEVEN BASIC STEPS IN EL PROGRAMMING



**Step 1: Identification** – Identify student as LEP using state-required criteria.

**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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**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 as stated in state requirements.

**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

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 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 and its member school districts follow state-required procedures and criteria to identify what students should receive EL service.

### Part 1: Minnesota Language Survey (MNLS)\*

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 documented through the use of the MNLS. The MNLS determines if a student:



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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 MNLS needs to 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 MNLS at the time of enrollment and record all information requested. Translation services documents will be provided via the TransAct Portal when appropriate. Interpretation services need to be provided to enrolling families when appropriate as well.
2. The local school district's point person ensures that all questions on the MNLS 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 appropriate WIDA Screener (see "Part 2 English Language Proficiency Screener", below).

## **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.

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## **Part 2: English Language Proficiency Screener (ELP)**

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 adheres to the state-required ELP Screener.

According to state law, the World-Class Instructional Design and Assessment (WIDA) ACCESS Placement Test (W-APT) or WIDA Model Test is given as the ELP Screener for Kindergarten students. For students in grades 1 through 12, the WIDA Screener (either online or paper) is used.

\*For a complete description of the MNLS procedure, including relevant background knowledge, forms, and checklist, see Appendix C

### **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.

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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.

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.

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## **Frequently Asked Questions (FAQs) about Parent Notification for Parents of Learners Receiving English Learner Services (Source: Minnesota Department of Education, Fall 2020)**

*Do all districts and charter schools have to provide parents notification regarding EL services?*

Yes. All districts and charter schools must notify parents of English learners that their child qualifies for service. The requirement to notify is a provision of the Civil Rights Act and is reaffirmed in ESSA's Title I and III provisions. The requirement to notify parents of EL services applies to all English learners in all schools regardless of the schools' Title I or III status or the schools' acceptance of funding.

*When are districts and charter schools required to notify parents?*

- Minnesota Statutes, section 124D.61, requires that parents and guardians of newly-identified English learners (e.g., Kindergarteners or new students to a Minnesota district) be notified within 10 (business) days of enrollment of their student in program for English learners.
- Federal Every Student Succeeds Act (ESSA), section 1112(e)(3)(A)-(4) requires that districts notify parents annually within 30 days of the beginning of the school year. Title I districts could potentially meet both state and federal requirements by sending parental notification that meets the requirements under ESSA within 10 days of enrollment in the language instruction educational program (LIEP).

*What are the required components of the parental notification?*

The required components meeting state requirements can be found in Minnesota Statutes, section 124D.60. The federal ESSA requirements can be found in ESSA Statute 1112(e)(3)(A)(i-viii)(I-III). A sample letter containing all required components is available, translated into multiple languages, on the TransACT and titled "EL-02 - English Learner Placement letter." Parent notifications must include the name of the assessments used for screening, the student's level of proficiency, and the level needed for English proficiency. Additionally, the notification must include information about the parent's rights and a description of the English language development (ELD).

Register for use of the website on TransACT.com using the website and information below. Note: TransACT ESSA documents are provided free of charge to all Minnesota districts. All TransACT documents can be reproduced on district letterhead.

*Does the EL notification letter need to be sent every year?*

Yes. If the child did not exit EL status based on the WIDA ACCESS 2.0 criteria from last year's test, send a notification letter home within 30 calendar days of the beginning of the next school year.

*How are districts and charter schools required to send the letter to parents?*

State statute requires that the initial parent notification letter be mailed to parents. Federal statute requires that letters be sent to parents "in an understandable and uniform format." This means that all parent letters should be distributed to parents in the same way (uniform) and provided in

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an accessible format (and language, “when practicable”). Parents should receive the notification directly. It is not recommended to put the letter into the child’s backpack. Though delivery at parent/teacher conferences ensures delivery, it doesn’t meet the required timeframe. Consider following up with parents during parent/teacher conferences while sending the letter by mail or email to parents within the required timeframe.

*Can you explain the entrance criteria for English learner services?*

First, the family should have noted a language other than or in addition to English when answering the questions on the Minnesota Language Survey. The flow chart in the [Minnesota Standardized English Learner Procedures](#) is a handy reference.

Next, one of the EL teachers should administer the WIDA Screener or MODEL (as appropriate per grade). Third, if the scores qualify the learner for ELD, then your district should send a notification letter to parents/guardians.

*Do we need to contact parents for permission to screen, if it is determined that a screener is needed?*

You do not need permission to screen for English Learner services. You only need to have a Minnesota Home Language Survey indicating that the child speaks a language other than, or in addition to, English. Waiting for parental permission could result in unnecessarily delayed services, a violation of a child’s civil right. However, upon qualifying, parents must be given a notification of services. Parents do have the option to refuse EL services at any time on their child’s behalf.

*If a parent denies services, does the EL parent notification letter need to be sent annually?*

Yes, the parent notification letter must be sent home annually and a written letter from the parents refusing services must be received at the district annually. The letter should be kept in the student’s folder.

### **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

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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.

### 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

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## **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. These data sources are used to determine student eligibility on an annual basis. The Goodhue County Education District will not determine eligibility for the following school year until all ACCESS are available and have been analyzed in conjunction with the aforementioned data sources. Please see Step 6 for more specific information on student exit criteria. Parents and guardians of students eligible for continued EL services will be notified within 30 calendar days of the eligibility determination. Note that parent or guardian has the right at any time to withdraw their student from the EL program by providing written notice of this intent to the school principal or to the district superintendent. The parent or guardian may re-enroll the student into the EL program upon request.

## **STEP 6 – EXITING EL**

A student exits EL programming using state-required criteria. These criteria are intended to ensure that exiting students 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 Composite score of 4.5 or higher on the ACCESS Proficiency test with at least a minimum of 3.5 on each of the four domains (Listening, Speaking, Reading, Writing).
- \_\_\_\_\_ 2. Student received a Composite score of 4.5 or higher on the ACCESS Proficiency test with at least a minimum of 3.5 on each three of the four domains (Listening, Speaking, Reading, Writing).

Note: students who meet this criteria may only be retained in EL services if one domain score is below 3.5 **and** there is clear and documented evidence that the student still requires EL services. Any additional evidence that is used to retain a student must correspond with the domain that is below 3.5.

Please reference the flowchart on the following page for EL Exit Criteria:

## **STEP 7 – RECLASSIFICATION**

A student is reclassified in MARSS using state-required criteria (see checklist in Step 6). The LEP Identifier remains yes (Y) during the school year in which the student is reclassified. A LEP

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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.

## 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/Homework

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



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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.

## 6. Student and Family Paperwork Checklist

### ✓ Initial Screening

A copy of the Minnesota Language Survey (MNLS) should be forwarded from school office to EL teacher.

### ✓ New Student

1. Administer W-APT or Model (Kindergarten) or ACCESS Screener (grades 1-12)
2. Send Title III Parent Notification Letter upon entrance within first 10 days (using TransACT).
3. 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 (using TransACT).
  - a. Send with ACCESS reports if possible.
  - b. Make copies and put in cumulative file.

### ✓ Students coming from US School District

*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 (using TransACT).
- b. Make copies and put in cumulative file.

*If coming from a state with no WIDA:*

- a. Administer W-APT/Model/ACCESS Screener within 10 days of school start.
- b. Send Title III Parent Notification letter within 10 days of school start
- c. Make copies and put in cumulative file.

## 7. Record Retention Within the EL Program\*

The student cumulative file should contain the following:

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- ✓ Home Language Questionnaire (HLQ)
- ✓ Title Parent Notification Letter
- ✓ Copy of yearly ACCESS scores (if applicable)

**Note:** Teachers (EL and/or General) are allowed to keep a student file for up to 12 months only. At the 12<sup>th</sup> month, the material in the folder needs to be shredded.

## **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).

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- 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.
- Supervise the assigned EL Paraprofessional (if applicable).

## **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

## **CULTURAL LIAISON RESPONSIBILITIES**

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

1. Serve as a liaison between the schools and the homes of non-native English speaking students.
2. Facilitate family engagement in the academic life of non-native English speaking students.
3. Participate in planning and facilitating monthly parent meetings and trainings.
4. Promote parent participation in school activities and student related activities.
5. Promote parent advocacy in student/school related matters.

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6. Serve as a community resource for services available to non-native English speaking parents.
7. Make home visits as needed related to student attendance and academic success.
8. Provide referral to area agencies for health services.
9. Maintain support service records on contacts, services provided, and referrals for the purposes of grant evaluation.
10. Work to increase the graduation rate of non-native English speaking students.
11. Serve as a consultant to the schools regarding the family/cultural friendliness of the school community environment.
12. Serve as interpreter when needed.
13. Translate district, building, and classroom documents and letters when needed.
14. Assist district and building staff in orientating new ELs in the building and providing ongoing cultural and academic support.
15. Attend district, building, and/or team level meetings when needed to ensure issues and initiatives are culturally responsive.
16. Network and connect with liaisons from other school districts on responsibilities, duties, and best practice.
17. Complete required federal and state paperwork pertaining to migrant, immigrant, and SLIFE requirements.
18. Participate, as requested, on local, regional, and state committees.

### **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. Be on time to assigned class(es)/class period(s).
3. Assist student(s) in organizing tasks, schedules, materials or assignments.
4. Establish a positive and supportive relationship with the student(s) which encourages independent functioning rather than dependency.
5. Assist the teacher in the implementation of special strategies for reinforcing the skills of individual students based on their needs, interests or abilities.
6. Work with students only as directed by the classroom teacher.
7. Help students operate and care for equipment or instructional materials assigned by teacher.
8. Distribute and collect workbooks, papers, and other materials for instruction.
9. Guide independent study, enrichment work, and remedial work set up and assigned by the teacher.

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10. Assist with the supervision of student(s) during emergency drills, assemblies, lunchtime, trips to the office or nurse, or field trips.
11. Check notebooks, correct papers, and supervise testing and make-up work, as assigned by the EL teacher.
12. Assist with such large group activities as drill work, reading aloud, and storytelling.
13. Read to students, listen to students read, and participate in other forms of oral communication with students.
14. Support established building, classroom and behavior management procedures.
15. Alert the teacher to any problem or special information about the assigned student(s).
16. Maintain the same high level of ethical behavior and confidentiality of information about students as required of all employees.
17. Participate in in-service training programs, as assigned.
18. 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 curriculum review, recommendations, implementation, and fidelity of instruction.
6. Ensure that the EL handbook is current, accurate, and accessible.
7. Facilitate EL department continuous improvement processes.
8. Facilitate the completion of the Annual Measurable Achievement Objective (AMAO) Plan (if needed).
9. Serve as an EL resource for member school district administrators and coordinators.
10. Conduct EL teacher observations and evaluations as needed.
11. Supervise GCED-hired translation/interpretation staff (if applicable).
12. Remain current in pedagogy and research-based instructional practices for ELs.
13. Serve as an advocate for EL students and families within the GCED administrative structure.
14. Facilitate the hiring process for EL staff as needed.
15. Support EL staff in meeting individual, department, school, and county goals.
16. Work to assure program compliance with state and federal regulations.

## 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. Your familiarity 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 (contact the EL Coordinator for more information).

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) or community-members who are fluent in another language (this requires approval from GCED – contact the EL Coordinator).

### Translation Services (written documents)

Option #1: Contact the GCED Cultural Liaison (Jeimmy Yusty-Rojas at [jyusty-rojas@rwps.org](mailto:jyusty-rojas@rwps.org)).

Option #2: SpeechGear (each district currently has this program installed on one computer – contact the EL Coordinator if you need assistance locating the program in your school district).

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) or community-members who are fluent in another language (this requires approval from GCED – contact the EL Coordinator).

## FAQ – FOR STAFF - GENERAL

### 1. Who do I contact for what within GCED and my home school district?

Please review the following chart:

Contact List

<i>Name</i>	<i>Title</i>	<i>Can Help With:</i>
Cherie Johnson	GCED Executive Director	-Contract questions (comp. time, etc.) -Feedback on EL Program Coordinator
Jillynne Raymond	GCED Assistant Director – Systems Development	-Feedback on MTSS processes
Sharon Noble (CF); Casey Vieseth (GH); Amy Buchal (KW); Tracy Olson (LC); Marica Walker (RW); Wendy Ahern (ZM)	Special Education Coordinator	-Student assistance team format and special education referral and evaluation procedures in home school district
Brian Cashman	EL Program Coordinator	-EL procedures and guidelines -Day-to-day logistics / questions / feedback -EL procedures and guidelines -Data analysis

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		<ul style="list-style-type: none"> <li>-EL program improvement</li> <li>-Purchase requests</li> <li>-Monthly PLC agenda items</li> <li>-Compensation/reimbursement questions</li> </ul>
Jackie Paradis	GCED Business Manager	-Title III Grant expenditure coding and budget tracking
Annemarie Lanning	GCED Payroll	-Paycheck, deductions, retirement, etc.
Cindy Luhman	GCED Administrative Assistant	<ul style="list-style-type: none"> <li>-Contracts</li> <li>-Insurance</li> <li>-Material requisition paperwork</li> <li>-Appointments with Cherie</li> </ul>
Charley McLaughlin	GCED Technical Support	-Anything computer or technical hardware/software topics/issues/questions
Tim Hodges/Jennifer Chappius/Steven Strauss (CF); Michelle Rehder/Mark Opsahl (GH); Nicole Bolduan/Jennifer Marquardt/Kim Cory (GCED); Matt Ryan/Bryan Boysen (KW); Greg Berge/Perry Iberg/Jim Borgschatz/Tracy Olson (LC); George Nemanich/Chris Palmatier/Jen Grove/Mike Pagel; Dave Anderson/Quinn Rasmussen/Wendy Ahern (ZM)	Building Principal	<ul style="list-style-type: none"> <li>-Room location</li> <li>-Keys</li> <li>-Building meeting schedule</li> <li>-Building/district teams</li> <li>-Building/district initiatives</li> <li>-Evaluation</li> </ul>
Jennifer Chappius (CF); Alli Rothmeier (GH); Brian Cashman (GCED); Katie Kelly (KW); Trevor Narum (LC); Robin Pagel (RW); Jessica Holst (ZM)	District Assessment Coordinator (DAC)	<ul style="list-style-type: none"> <li>-Ordering of state testing materials</li> <li>-State testing accommodations</li> <li>-State testing results</li> </ul>
EL Team	<a href="mailto:tnarum@lake-city.k12.mn.us">tnarum@lake-city.k12.mn.us</a>	<ul style="list-style-type: none"> <li>-Day-to-day logistics / questions / feedback</li> <li>-Informal mentoring</li> <li>-EL procedures and guidelines</li> <li>-Data analysis</li> <li>-EL program improvement</li> </ul>
Matt Rodgers	GCED Union President	<ul style="list-style-type: none"> <li>-Contract questions/concerns/grievances</li> <li>-Teacher contract items feedback for negotiations</li> </ul>

### FAQ – FOR STAFF – PROGRAMMING

**1. If English and Spanish on the MNLS 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 MNLS 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*



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*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.

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

Minnesota Language Survey (MNLS) – Completed upon enrollment, the MNLS 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.

English Language Proficiency (ELP) Screener – A screener that is implemented for students who are flagged on the MNLS. The W-APT or Model (Kindergarten) or ACCESS Screener (grades 1-12) needs to be used as the ELP Screener.

EL (LEP) Identified – Each student who is flagged on the MNLS is then assessed for qualification for EL services using the W-APT or Model (Kindergarten) or ACCESS Screener (grades 1-12). A student qualifies for EL services (and LEP identification) based on the results of the ELP Screener.

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 state-required criteria. This includes an ACCESS composite score of at least a 4.5 along with achieving a 3.5 in three of the four domains (Listening, Reading, Speaking, Writing). Students who meet this criteria may only be retained in EL services if one domain score is below 3.5 and there is clear and documented evidence that the student still requires EL services. Any additional evidence that is used to retain a student must correspond with the domain that is below 3.5. 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.

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.

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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.

**3. CASE SCENARIO with new students:** This week, three new students moved into my district. They started the school year in a non-WIDA state and then moved to a Minnesota school district before arriving in my district. Two of the students had EL services during their time in the previous schools while one student had EL services in the non-WIDA state but not the Minnesota school district. Do I still give the students the W-APT test? If they took it in their previous Minnesota school, do I get the scores from the EL teacher or do I do my own? Am I supposed to call the other school and find their scores? I think the family has moved quite a bit, so maybe they don’t have any consistent records for EL?

1. W-APT them yourself. Even though they came from a Minnesota school district, sometimes by the time it takes to get transfer records and information from the previous school, it is easier to just do it yourself. I think this especially for these students since there are some inconsistencies in their EL records across the board. You'll feel better later knowing you "W-APTed" them yourself. **[Note – based on state changes for this entrance procedure, these students would be administered the ACCESS Screener (grades 1-12) or W-APT or Model (Kindergarten)]**
2. If they qualify based on the ELP Screener, they will have to take the ACCESS this year. When the shipment of testing materials comes in, you can check the coverage and see if there are enough materials for them. Otherwise, there is an "additional testing materials" ordering window. You would have to have your District Assessment Coordinator (DAC) order any materials that you need. Then, for those students, their information would have to be hand-bubbled according to the Test Specification Guide that is included with your testing materials. If you have questions about which parts to fill in, the WIDA help desk is actually pretty helpful.
3. Don't worry about contacting the other schools unless you feel really strongly that they would have enough valuable information for you regarding the students' abilities and/or EL history.

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## **4. 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.

## **5. 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. The parent's declining of services should be put in the student's cumulative file.

## **6. What happens if a student refuses EL service?**

A student cannot refuse EL service, at least in regard to opting out of offered programming. If the student is opposed to participating in EL services being offered because of following the correct data collection and analysis process, then the EL staff should do the following:

1. Notify the building principal of the situation.
2. Request a meeting with the parents/guardians.
3. At the parent/guardian meeting, review the process used to obtain the applicable data and articulate the data-based decision for offering EL services.
4. If the parents/guardians opt-out/refuse the offered EL services, then the student can be officially opted-out. EL staff would follow the established procedure for student opt-out situations.

## **7. 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.

## **8. For students who are exiting EL services, when is their status changed in MARSS reporting? Do we need to wait until the monitoring phase is complete?**

Students should maintain their EL/LEP status until the final MARSS report for the local school district is completed. Once MARSS switches over to a new school year, the status of the exited student should change.

### **FAQ – FOR STAFF – RECORDS**

## **9. What communication should be placed in a student's cumulative file?**

Please see the handbook section titled "Record Retention".

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**10. Do EL teachers need to save a copy of each parent letter that we send home (i.e. notification of services, program description etc.) and if so, should we be filing them in the student's cumulative folder or in our own EL records?**

Please see the handbook section titled "Record Retention".

**11. I just found out that two of my students are moving to [Minnesota School District]. Do I need to contact their EL teacher for record transfer or just wait and see if they contact me?**

Assuming that all of the appropriate records in the student files, no, you do not need to contact their EL teacher. If they had specific questions, then may reach out to you.

### FAQ – FOR STAFF – INTERPRETATION/TRANSLATION

**12. 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) or community-members who are fluent in another language (this requires approval from GCED – contact the EL Coordinator).

### FAQ – FOR STAFF – PROGRAM FUNDING

**13. 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.

**14. 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).

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

The primary connection is that ACCESS scores are the primary data point for the EL program exit criteria.

### FAQ – FOR STAFF – TESTING

**16. Should EL teachers send a letter to parents informing them about ACCESS testing?**

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There is not a standard GCED letter that is sent out. Each EL teacher can decide whether to send out communication to parents or not. Generally speaking, EL staff did not send a letter as it can sometimes cause confusion – especially when the planned testing sessions are changed (i.e., a snow day).

### **17. Who is responsible for communicating ACCESS results to parents?**

Each member district receives their scores and determines how to get them to families. EL teachers should work with their member school's District Assessment Coordinator (DAC) to ensure state timelines and procedures are followed. In addition, EL staff should work with the applicable member school district staff to ensure ACCESS results are filed and stored appropriately in the member school district.

### **18. Are EL teachers allowed to show mainstream teachers the W-APT/Model/ACCESS Screener and ACCESS tests?**

EL teachers can share the W-APT/Model/ACCESS Screener and ACCESS scores with other staff. As far as the actual test and test materials, the W-APT/Model/ACCESS Screener test materials can be viewed by mainstream staff as needed but the ACCESS test material cannot. The ACCESS test material can only be handled and viewed by the student, the certified testing proctor, and the school district's District Assessment Coordinator (DAC).

## **FAQ – FOR STAFF – COMPENSATION/PAY/DUTIES**

### **19. 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.

### **20. 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.

### **21. If my GCED contract has 186 days and my home school district has 184 teacher days, what should I do?**

Start by adding in any GCED days and/or EL Team meetings/workdays that occur outside the home school district's contract days. If after doing this, the GCED contract day total is not met, then plan on working outside of the home school's contract days until you reach the GCED contracted days amount.

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### **22. I am participating in my home district's new teacher training day and was told by my home district that I will be compensated for it. Will I get compensated for this day?**

Yes, you will get compensated for this day. Complete any of the necessary paperwork as directed by your home district on this day and check to make sure this pay shows up on your paycheck. If the home district has questions and/or the pay does not show up on your contract, contact the EL Program Coordinator.

### **23. My GCED contract is for 186 days. Counting my home district days, GCED workdays, and GCED EL Team Workdays, I will be over the 186 days. What happens with my "extra" days?**

Each GCED-employed English Learner teacher has a 186 day contract. The following is how this might compare to member districts in a given school year:

<b>District</b>	<b>Days</b>	<b>Result</b>
Cannon Falls	182	+4
Goodhue	185	+1*
Kenyon-Wanamingo	184	+2
Lake City	184	+2*
Red Wing	187	-1^
Zumbrota-Mazeppa	184	+2

\* = EL teacher is on member district contract; ^Elementary teacher is member district contract, Secondary teacher is on a GCED contract

Each GCED-employed English Learner teacher needs to submit a work calendar to Cindy Luhman indicating the 186 planned work days for the school year. If there is additional work time (over the 186 contract days) due to your member district student day schedules, open houses, conferences, and similar events, keep track of those hours and submit for comp time to Cindy Luhman.

### **24. Do I need to attend my home school district's open house(s)?**

Yes, you do. If you are serving multiple buildings and/or school districts, make the best effort possible to attend all of the open houses. If the number of open houses attended exceeds what the contract calls for in your home school district, record the extra time as comp. time (this logic applies to school conferences as well). Note that you are not required to attend the GCED/River Bluff Education Center open house(s).

### **25. Can I, as a GCED employee, volunteer or be required to sub in the district I am serving?**

Yes. If this occurs, complete a GCED comp form, have the building administrator initial it, and send it to Cindy Luhman.

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## FAQ – FOR STAFF – TEAM AND INDIVIDUAL LOGISTICS

### **25. 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:

- Positive Behavior Intervention Strategies
- Accommodating, Modifying, and Adapting Curricula, Materials, and Strategies
- Further Reading Preparation
- Key warning signs of early-onset mental illness in children and adolescents, including a minimum of one hour of suicide prevention
- English Language Learner Instruction
- Cultural Competency Training

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.

Finally, EL staff will receive CEU credit for participating in any EL Team Meeting that occurs

### **26. 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 five to seven times a year. This is a good venue to connect with EL colleagues and get practical, day-to-day advice.

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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.
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.

### **27. Do I need to request a substitute teacher for the monthly EL team meetings?**

This is up to your home school district administrator. Some EL staff can just re-arrange their teaching schedule and not get a substitute teacher while other staff may need to get a substitute teacher. Contact your primary building administrator and then adhere to their preference.

### **FAQ – FOR STAFF – MISCELLANEOUS**

#### **28. Who should provide staff laptops/computers to EL staff serving in member school districts?**

In order to mesh the English Learner teacher with the member-district served, it is important to have access to that district's technology. The member-district, then, should provide the laptop/computer.

### **FAQ – FOR STAFF – New Hire**

(New Hire) How do I access the curriculum materials?

Contact the EL Coordinator. The EL Coordinator will share the most-up-to-date curriculum inventory with you, including which materials are currently at your site(s). The EL Coordinator will also work with the member district administration to enable access to the materials. If there is a need to review materials not on site, the EL Coordinator will make arrangements to secure the applicable materials from the team inventory.

(New Hire) How do I access more information about WIDA?

A good source of the foundational information can be found at the Minnesota WIDA website: (<https://wida.wisc.edu/memberships/consortium/mn>). In addition, the EL Coordinator will ensure that you have access to the latest WIDA English Language Development Standards and the most up-to-date Can Do Descriptors.

(New Hire) How do I find out more about local procedures (student entrance, exit, etc.)?

Please refer to the most current EL Team Handbook for the applicable information. You can also access the information at MDE's website: <https://education.mn.gov/MDE/dse/el/>



## English Learner Staff and Administrative Handbook

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(New Hire) Where can I find information on state testing?

Please refer to the most current EL Team Handbook for the applicable information. Additional information can also be found at: <https://education.mn.gov/MDE/fam/tests/>,

<https://wida.wisc.edu/memberships/consortium/mn>, and <https://education.mn.gov/MDE/dse/el/MDE087594>.

(New Hire) (If Applicable) How can I meet with my EL partner teacher(s) to coordinate our schedule(s)?

Set-up a time to meet with your EL partner teacher(s) and keep track of your hours (if the work occurs outside normal contract hours). Turn your hours in to the EL Coordinator for payment.