



GENESEE INTERMEDIATE SCHOOL DISTRICT
OFFICE OF EDUCATION AND LEARNING
CURRICULUM & INSTRUCTION
 2413 West Maple Avenue
 Flint, Michigan 48507

English as a Second Language
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SCHOOL PROCEDURES AND COMPLIANCE CHECKLIST for NEW ESL/ ELL STUDENTS

All forms should be copied: one should go in the child’s CA-60 and the other should be faxed to the GISD.

As of Fall 2006, all buildings who had ELL students enrolled should have received an ESL binder created by the GISD. If you do not have one, please let us know and we will get one to you immediately. This binder contains many valuable resources and will make the experience much more positive for everyone involved. In the **Fall 2007**, you will have received updated pages for your binder.

All forms and information (included translated many translated versions) are available on the web at <http://www.geneseeisd.org/edlearn/edlearning.htm> under the link English as a Second Language.

Forms and information are available by contacting Lisa Hook, ESL Project Manager at lhook@geneseeisd.org or Sara Rainwater, ESL Coordinator at srainwat@geneseeisd.org.

PROCEDURE CHECKLIST

At the beginning of every school year, the “ELL Student Identification Letter to Teachers” should be given to ALL teachers.

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	<p>STEP 1: Upon enrollment, a parent must complete a Home Language Survey form to identify ELLs. Any student may be referred as potentially eligible for ESL services by a Teacher Referral Form, also. Translated forms are available as well as a phone translation service.</p>
	<p>STEP 2: When a student is identified as potentially eligible for ESL services, he/she should immediately receive a “Parent Consent for Testing” and a “Language and Literacy Background Survey” (translated versions available). When at all possible, the school should go over the consent form with the parents/ guardians. It is important to reassure them that this language test is only a tool used to identify students who may qualify for ESL services, including tutoring. Both phone translation services and tutor/translators can normally be made available.</p>
	<p>STEP 3: The school ESL contact should be notified (when lacking, the teacher/counselor/principal). He/she will call the GISD at 810-591-4443 to set up a time for testing and will also fax the student’s “Parent Consent for Testing” and “Language and Literacy Background Survey” to 810-591-4420 (Attn. Sara Rainwater). The ELPA (English Language Proficiency Assessment) is the test used. The testing time should be convenient for the student and the student’s teacher. The test itself may take from 15 minutes to 60 minutes depending on the child’s willingness to participate and his/her English language proficiency.</p>

	<p>STEP 4: The GISD will administer the English language proficiency test, offer its support to all staff, and speak with the child's teacher and ESL building contact (counselor / building contact-middle & high school). At the middle school and high school, the counselor / building contact needs to relay the information about support, accommodations, etc. to the student's teachers.</p>
	<p>STEP 5: Within approximately 10 school days, the results of the language testing will be faxed to the building ESL contact. If he/she is eligible for program services, a letter to the parent(s), and a parent notice/consent must be sent out for signature.</p>
	<p>STEP 6: As soon as the parent notice is returned, we can have a tutor start to work with the student. Genesee ISD will make every effort possible to find a tutor match quickly. However, this is not always possible. In that situation, the building can then decide whether they have someone in mind whom it would like to be the child's tutor (who must be screened by the GISD) or if it wants to explore other options. The teacher should dictate what he/she wants the tutor to work on with the student. The tutors, as of Fall 2006, receive instructions, professional development and other guidelines- see the tutoring section for details.</p>
	<p>STEP 7: As soon as possible, within three weeks of enrollment, a team should be created to develop the student's ILDP (Individual Language Development Plan). The team should consist of teacher(s), counselor, student, parent(s) or guardian(s), and the ESL Coordinator. The team should then schedule a meeting to evaluate the language needs of the student and then complete ILDP form. This form should be updated quarterly for students at beginning levels of English language proficiency and in December and May for those at the intermediate and advanced levels of English proficiency. When finished, the quarterly/semester language and content goals are filled in for the basis of short term instruction and tutor/teacher collaboration. Team members should utilize the ESL (English Language Proficiency - ELP) Standards, which can be viewed and/or downloaded at www.mi.gov/documents/Draft_ELP_Standards_Benchmarks_att_A_10-03_76961_7.pdf This will help the teacher(s) and team members see what is academically appropriate for expectations – according to the child's English language proficiency.</p>
	<p>STEP 8: The teacher(s) and tutor should schedule a time for weekly meetings to discuss the Tutor/Teacher Collaboration forms.</p>
	<p>STEP 9: The student should be registered at OEAA web site for the Spring ELPA testing – as required by state law. All ELL students MUST be registered – no exemptions.</p>
	<p>STEP 10: The student should be entered in the school system (SRSD, SPM) as an ELL student.</p>