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## **TITLE: English Language Learners Policy**

### **1.0 Rationale:**

Given the high level of diversity in classrooms in Ontario, it is essential that students acquiring English as a second language are supported in their efforts to do so, while working towards meeting the Ontario curricular outcomes. This support is necessary so that all English language learners are able to develop their talents, meet their goals, and acquire the knowledge and skills to achieve personal success.

### **2.0 Definitions:**

#### **Canadian-born English Language Learners**

- Aboriginal students whose first language is a language other than English
- children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English schools
- children who were born to immigrant communities in which languages other than English are primarily spoken

#### **Newcomers from Other Countries**

- children who have arrived in Canada with their families as part of a voluntary, planned immigration process
- children who have arrived in Canada as a result of war, or other crisis in their home country, and who may have left under conditions of extreme urgency
- international visa students who have paid fees to attend school in Ontario and often plan to attend a Canadian university

### **3.0 Policy:**

This policy outlines procedures that support those students for whom the first language is other than English, or who speak a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English.

## PROCEDURES:

When a new student and/or their parents/guardians, meeting any of the criteria in the definitions, arrives at or contacts a school in our board, the following shall occur.

### English Language Learner Contact (Principal or SERT):

- ensure the school secretary assists the parent, guardian, or student in completing school registration forms
- ensure parents/guardians who are French speaking are informed of their right to enrol their child(ren) in a French language school
- ensure 'Confirmation of Pupil Entry from Another Country' form is completed and filed in the Ontario Student Record (OSR) – confirmation is based upon possession of one of the following documents:
  - landing papers, passport, student visa, parental/guardian working visa, confirmation of tuition paid for visiting students
- organize meeting which may involve the following: parents or guardians, principal, resource or guidance teacher, and interpreter (if available)
- ensure SERT administers the Steps to English Proficiency (STEP) assessment tool – this tool includes:
  - an interview to assess oral communication skills
  - an assessment of reading comprehension skills
  - an assessment of student writing
  - an assessment of mathematical knowledge and skills

### Principal:

- place student according to their age and provide teacher with print resources available through the Ministry of Education website (Appendix A)
- at elementary, ensure appropriate programming and adaptations are put in place by classroom teachers to assure English Language Learners' academic success – teachers need to incorporate appropriate approaches and strategies into all areas of the curriculum
- at secondary, with assistance of guidance, resource, and student success teachers, create a timetable which remains tentative until initial assessment is complete – courses which are less language-based, such as the Arts and Physical Education, should be considered at this time
- monthly check-ins are scheduled to monitor English Language Learners' academic achievement and class participation
- ensure classroom, guidance, and resource teachers maintain ongoing communication among themselves and with parents/guardians, and collaboratively develop appropriate programming and assessment strategies

- ensure resource and/or guidance teacher tracks and records student progress using the STEP tool – report is kept in the OSR
- provide student with increased opportunities to use technology to assist in developing proficiency in English
- ensure subject teachers modify expectations or assignments for early level English Language Learners – **modification is indicated on the Provincial Report Card by checking the ESL (English as a Second Language) or ELD (English Literacy Development) box**
  - ESL programs are for students whose first language is other than English – these students have had educational opportunities to develop age-appropriate first-language literacy skills
  - ELD programs are for students whose first language is other than English – these students are from a country where access to education has been limited and they have had limited opportunities to develop language and literacy skills in any language
  - modifications may include:
    - granting extra time
    - use of alternative forms of assessment such as oral interviews, learning logs or portfolios
    - the use of simplified language and instructions
- if an English Language Learner is also identified as having special education needs, they will be referred to the appropriate school and board team
- determine when an English Language Learner has acquired the level of proficiency in English required for successful completion of EQAO assessments – exemptions are available for Grade 3 and 6 students; deferrals are available for students at the secondary level - **refer to EQAO Guide for Accommodations**
- English Language Learners should be encouraged to participate in national and international assessments when they have acquired the level of proficiency in English required for success

#### **Graduation Requirements for English Language Learners:**

- a student entering the Ontario secondary school system at any grade level may count a maximum of 3 ESL or ELD credits as compulsory English credits
- the remaining compulsory English credit will be earned at the Grade 12 level (this course may be offered in special sections for English Language Learners)
- the Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfills the literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or 12 (this course may be offered in special sections for English Language Learners)
- schools will implement a process for evaluating a student's proficiency in an international language and providing appropriate credit(s) for that proficiency where courses in the language already exist in the board

- the principal has the discretion to make substitutions for a maximum of three compulsory courses at the secondary level to address the specific needs of English Language Learners

#### **Discontinuation of ESL/ELD Support**

- English Language Learners should receive ESL/ELD support until they have acquired the level of proficiency necessary to learn effectively in English

#### **Allocation of Resources to Support English Language Learners**

- funding provided under the ESL/ELD component of the Language Grant is expected to be used for programs and services that are designed to benefit English Language Learners

#### **English as a Second Language Teacher Qualifications and Professional Development**

- schools will assign staff with the qualifications required by the Ministry of Education to lead ESL and ELD programs
- professional development opportunities might include:
  - making program adaptations to support English Language Learners
  - modifying learning expectations
  - fostering involvement by parents and communities in the schooling of English Language Learners

## **English Language Learner Support Materials**

- ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12  
[www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf](http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf)

Sets out policies and procedures for the development and implementation of programs and supports for English Language Learners in English language elementary and secondary schools in Ontario.

- Many Roots, Many Voices: Supporting English Language Learners in Every Classroom  
[www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf](http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf)

This resource is designed to support teachers, principals, and other education professionals at the elementary and secondary levels in working effectively with English Language Learners.

- Supporting English Language Learners: A Practical Guide for Ontario Educators Grades 1 to 8  
[www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf](http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf)

This resource guide provides a rich source of practical techniques, research findings, and strategies that can be put to immediate use in the classroom and in the school. It also contains valuable information on working with families and communities, and as a whole school, to enable English Language Learners to achieve curriculum expectations while they learn English.

- Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators Grades 3 to 12  
[www.edu.gov.on.ca/eng/document/manyroots/ELL\\_LPS.pdf](http://www.edu.gov.on.ca/eng/document/manyroots/ELL_LPS.pdf)

This resource attempts to demystify some of the challenges, and highlight strategies that educators may use to create possibilities and opportunities, for English Language Learners with limited prior schooling before their arrival in Ontario.

- Family Support Website  
[www.settlement.org](http://www.settlement.org)

Provides families with the helpful tools and answers they need for settling in, or immigrating to, Ontario.

- ABC123  
[www.edu.gov.on.ca/abc123/](http://www.edu.gov.on.ca/abc123/)

Download tips to help children with reading, writing, math and homework, as well as other resources for parents in a variety of home languages.

## APPENDIX B

### English Language Learners (ELL) Support Documents

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- English as a Second Language (ESL) and English Language Development (ELD) Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)  
[www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf](http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf)
- Many Roots, Many Voices: Supporting English Language Learners in Every Classroom  
<https://www.edu.gov.on.ca/eng/document/manroots/manroots.pdf>
- Supporting English Language Learners: A Practical Guide for Ontario Educators Grades 1-8  
<https://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>
- Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators Grades 3 to 12  
[www.edu.gov.on.ca/eng/document/manroots/ELL\\_LPS.pdf](http://www.edu.gov.on.ca/eng/document/manroots/ELL_LPS.pdf)
- Family Support Website  
[www.settlement.org](http://www.settlement.org)



#### Contact information:

##### Schumacher Board Office:

153 Croatia Avenue, Schumacher  
Mailing address:  
Box 1020, Timmins ON  
P4N 7H7  
705-360-1151 OR 1-800-381-7280

##### New Liskeard Board Office:

198022 River Road, R.R. #1  
New Liskeard ON  
P0J 1P0  
705-647-7394 OR 1-800-461-8759

#### Website:



Appendix B  
ELL Policy 2.1.30  
(revised January 2016)

## English Language Learners:

## Protocols and Procedures



#### District School Board Ontario North East Mission Statement:

Together, we inspire innovation and  
a passion for learning in every student.

## English Language Learners (ELL): Protocols and Procedures K-12

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The following protocol and procedures apply for students whose first language is a language other than English, or who speak a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English.

### Canadian-born English Language Learners (ELL):

- \* Aboriginal students whose first language is a language other than English;
- \* children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English schools;
- \* children who were born to immigrant communities in which languages other than English are primarily spoken.

### Newcomers from Other Countries:

- \* children who have arrived in Canada with their families as part of a voluntary, planned immigration process;
- \* children who have arrived in Canada as a result of war, or other crisis in their home country, and who may have left under conditions of extreme urgency.

### Roles and Responsibilities

#### ELL Contact (Principal):

- \* ensure the school secretary assists the parent, guardian or student in completing school registration forms;
- \* ensure 'Confirmation of Pupil Entry from Another Country' form is completed and filed in the Ontario Student Record (OSR) - confirmation is based upon possession of one of the following documents:
  - \* landing papers, passport, student visa, parental/guardian working visa, confirmation of tuition paid for visiting students;
- \* organize meeting which may involve the following: parents or guardians, principal, resource or guidance teacher, and interpreter (if available);
- \* implement school reception practice for students new to the school community;
- \* ensure administration of the **Steps to English Proficiency (STEP)** assessment tool.

#### Principal:

- \* place student according to their age and provide teacher with print resources available through the Ministry of Education website;
- \* at secondary, with assistance of guidance, resource, and student success teachers, create a timetable which remains tentative until initial assessment complete—courses which are less language based, such as the Arts and Physical Education, should be considered at this time;
- \* frequent check-ins are scheduled to monitor ELL's academic achievement and class participation;
- \* ensure classroom, guidance, and resource teachers maintain ongoing communication and collaboratively develop appropriate programming and assessment strategies;
- \* ensure resource and/or guidance teacher tracks and records student progress using the STEP tool—report is kept in the OSR;
- \* ensure subject teachers modify expectations or assignments for early level ELLs—**modification is indicated on the Provincial Report Card by checking the ESL or ELD box;**
- \* principal determines when an ELL has acquired the level of proficiency in English required for successful completion of EQAO assessments—exemptions are available for Grade 3 and 6 students; deferrals are available to students at the secondary level;
- \* **Refer to EQAO Guide for Accommodations.**