SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS AND STUDENTS	
Management Guideline	ENGLISH LANGUAGE LEARNERS: ESL AND ELD	544
Applicable Policy	ENGLISH LANGUAGE LEARNERS; ESL AND ELD	544

Board Approved: May 31, 2022 *Reviewed: February 8, 2022* *Review by: December 2027*

1.0 GUIDELINES

1.1 UPON RECEPTION OF ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES

1.1.1 Superior Greenstone District School Board schools will provide a warm welcome for all English language learners and their families.

1.1.2 At the elementary level, orientation programs will include:
a) information about school routines, programs and activities;
b) explanation of school policies, (including assessment, evaluation, reporting policies and homework policies);
c) explanation of the overall school structure, including the School Council's role; and
d) information about community activities and supports.

1.1.3 Superior Greenstone District School Board provides a welcome package available at schools and online.

1.1.4 Schools are advised to identify a staff member who will be a contact for the student throughout the adjustment and orientation period.

1.1.5 Should the need or a request for an interpreter/translator arise, the school will contact the Superintendent's office responsible for English language learners.

1.1.6 Superior Greenstone District School Board will effectively make use of human resources, including community resources.

1.2 INITIAL ASSESSMENT OF ENGLISH LANGUAGE LEARNERS

1.2.1 The school administration will contact the appropriate Superintendent or designate responsible for English Language Learner instruction, using the form "Request for English as a Second Language Support", Appendix A. The Superintendent's office will involve the appropriate consultant or qualified staff to assess the English language proficiency of all English language learners. This may occur at the school level and may involve the school principal. The assessment procedure will include:

a) A structured interview to assess oral communication skills (i.e., listening and

speaking);
b) An assessment of reading comprehension;
b) An assessment of writing;
d) An assessment of mathematical knowledge and skills. For more information refer to the Initial Mathematics Assessment Guide on the ELL GAINS page of EduGAINS (www.edugains.ca)

The purpose of the initial assessment is to determine:

a) The student's English language proficiency (oral, reading, and writing) and literacy development;
b) The student's mathematical skill level;
c) Appropriate programming supports;
c) Appropriate placement

1.2.2 Superior Greenstone District School Board will gather the necessary student information at the direction of the appropriate Superintendent.

If the initial assessment indicates that an English language learner requires additional support beyond that being provided in the regular classroom setting, the board, in conjunction with the Principal, will provide additional support as recommended in the assessment report.

1.2.3 Superior Greenstone District School Board will use information from the student's home country, from initial assessment or from early teacher observation to identify English language learners who have special education needs and provide necessary support by referring the student to the appropriate school support team.

1.2.4 English language learners are eligible for ESL or ELD services and special education services simultaneously. The development of an Individual Education Plan (IEP) for an English language learner needs to take into consideration both needs related to language learning and needs related to the student's exceptionality.

1.2.5 Completed assessment reports and recommendations will be provided to the school administrator who will determine the appropriate placement of the English language learner.

1.3 PLACEMENT OF ENGLISH LANGUAGE LEARNERS

1.3.1 In elementary schools, a student's level of proficiency in English will not influence the choice of grade placement. English language learners will be placed with an age-appropriate group.

1.3.2 Secondary schools will consider the educational background of all English language learners in determining their placement. Placement in specific subjects will depend upon the student's prior education, background in specific subject areas, aspirations and recommendations from the initial assessment.

1.3.3 PLAR (Prior Learning Assessment and Recognition) may be used to determine the placement of these students in secondary school programs. This formal evaluation and credit-granting process allows students to obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary schools. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma.

1.3.4 Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

1.4 PROGRAMMING FOR ENGLISH LANGUAGE LEARNERS

1.4.1 Superior Greenstone District School Board schools, in consultation with the appropriate Superintendent or designate and Principal, will implement programs and services that will enable English language learners to continue their education while learning English.

1.4.2 The principal of the school will receive approval outlining the amount of support and length of time support has been granted.

1.4.3 The principal shall identify and enlist an instructor to provide tutoring to the amount approved by the appropriate Superintendent or designate responsible for English language learners, excluding weekends and statutory holidays. Progress of the student will be reviewed and reported to the principal.

1.4.4 Superior Greenstone District School Board, with support from the principal, will designate appropriately qualified personnel to coordinate programs and provide leadership at the school level.

1.4.5 Programs and services will be designed for English language learners that are flexible and reflective of the needs of the student. ELLs in elementary schools are placed in grade-level classrooms appropriate to their age. Teachers use information from the STEP initial assessment to determine ESL and ELD programs to support students' English language and literacy development. Instructional programs are adapted by modifying expectations and differentiating instruction, assessment, and learning resources

1.5 GRADUATION REQUIREMENTS FOR ENGLISH LANGUAGE LEARNERS

1.5.1 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. (Four compulsory English credits are required for graduation).

1.5.2 The remaining compulsory English credit(s) will be earned at the Grade 12 level.

1.5.3 The Ontario Secondary School Literacy Course (OSSLC) is a full-credit

course that fulfils the Literacy requirement for graduation and can be counted the compulsory English credit in either Grade 11 or Grade 12.

1.5.4 Boards will implement a process for evaluating a student's proficiency in an international language(s) and providing appropriate credit(s) for that proficiency, where courses in the language already exist in the board.

1.6 SUBSTITUTIONS FOR COMPULSORY COURSES

The principal has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English language learners.

1.7 ONGOING ASSESSMENT, EVALUATION, AND REPORTING

1.7.1 A progress report (see appendix C) will be filed in the student's OSR at the end of each term as applicable. Progress will be shared with parents on a regular basis.

1.7.2 Each September, the principal will forward an application for ESL student support for each student who received ESL support the previous school year, to the appropriate Superintendent or designate responsible for English language learners.

See Appendix B, "Request for Renewal of ESL Services". A copy of the final progress report from the student's OSR shall be forwarded with this request.

1.7.3 The Superintendent's office will forward the report to the appropriate consultant or qualified staff to reassess the English language proficiency if by the Principal.

1.7.4 When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

1.7.5 Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD needs of English language learners.

1.7.6 In completing the report card, teachers check the modification box to indicate:
a) that the student is participating in ESL or ELD programs or courses; or
b) that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

1.7.7 To appropriately assess and evaluate the learning of English language learners, schools may need to make some accommodations related to the assessment process. These may include:
a) the granting of extra time;
b) the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios.

1.7.8 When confidential information is being discussed, Superior Greenstone

District School Board schools will facilitate the accuracy of translation by appropriate adults (e.g. bilingual teacher, a professional interpreter, adult member of the student's family, or close family friend) wherever possible.

1.7.9 Interaction with parents will further support parent engagement in the student's educational experiences and achievements.

1.7.10 Information on each English language learner's level of English language acquisition will be summarized on the progress report, Appendix C, and included in the Ontario Student Record at least once in each school year. Levels of English language acquisition are available on page 25 of the Ontario Curriculum Grades 1-8, English as a Second Language and English Literacy Development, A Resource Guide, 2001.

1.8 IDENTIFICATION AND INVOLVEMENT OF ENGLISH LANGUAGE LEARNERS IN LARGE-SCALE ASSESSMENTS

1.8.1 English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing, and mathematics, and in the Grade 9 provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success.

1.8.2 Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.

1.8.3 English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.

1.8.4 English language learners should participate in national and international assessments when they have acquired the level of proficiency in English required for success.

1.9 DISCONTINUATION OF ESL/ELD SUPPORT

1.9.1 English language learners should receive ESL/ELD program support until they have acquired a level of proficiency required to learn effectively in English with no ESL/ELD support.

1.9.2 The decision to discontinue ESL/ELD support is made by the principal in consultation with appropriate staff.

1.9.3 In Superior Greenstone District School Board, support for English language learners is allocated on an annual basis. In September, the appropriate superintendent will notify administrators of this process.

1.10 ENGLISH AS A SECOND LANGUAGE TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

1.10.1 All teachers are responsible for supporting academic success for all students,

including English language learners. Classroom / subject teachers who have students in their classes who are English language learners are not required to hold English as a Second Language Part 1 qualification.

1.10.2 Teachers assigned to ESL and ELD programs/courses at both the elementary and secondary school level are required to hold English as a Second Language Part 1 qualification.

2.0 APPENDICES

Appendix A S01-012 Request for English as a Second Language Support
Appendix B S01-013 Request for Renewal of ESL Services
Appendix C S01-014 ESL Progress Report

REFERENCES AND RELATED DOCUMENTS

1.1 English language learners: ESL and ELD programs and services K-12 (2007)
1.2 Supporting English Language Learners: A practical guide for Ontario Educators, Grades 1 to 8 (2008);
1.3 Supporting English Language Learners in Kindergarten: A practical guide for Ontario Educators (2007);
1.4 Supporting English Language Learners with Limited Prior Schooling: A practical guide for Ontario Educators, Grades 3 to 12 (2008);
1.5 Growing Success (2010)
1.6 Learning for All (2013)
1.7 Ontario Schools K-12: Policy and Program Requirements (2016)

Request for English as a Second Language Support

Appendix A

Date Submitted:

School:

STUDENT INFORMATION - To be completed by Principal

Name: Grade:

Place of Birth: Native Language:

Citizenship:

Background Information; (Length of time in Canada, Contact with English, etc.)

Has this student previously received support? Yes ☐ No

Brief Explanation

Principal's Signature:

ASSESSMENT INFORMATION - To be completed by Consultant

Assessment Report:

Consultant's Recommendation: **ESL Instruction Approved** **ESL Instruction Not Approved** ☐

Support Details:

Orientation:
Writing:
Reading:
Speaking:
Listening:

Consultant's Signature:

SUPERINTENDENT APPROVAL - To be completed by Superintendent's Office

ESL Instruction Approved ☐ **ESL Instruction Not Approved** ☐

Start Date for Service: **End Date for Service:**

Notification: *Consultant* ☐ *Principal* ☐ *Payroll* ☐

Superintendent's Signature:

Requests for ESL support should be made directly to the Superintendent's office responsible for English language learners.

Request for RENEWAL of ESL Support

Attach Student Progress Report

Appendix B **Date**

School:

STUDENT INFORMATION - To be completed by Principal

Name:_____ Grade:_____

Homeroom Teacher:_____ Most Recent ESL Teacher:_____

Allocation of ESL support received most recently:_____ Total number of years of ESL support in Ontario:_____

Please attach most recent Progress Report by ESL teacher: ☐

Principal's Signature:

ASSESSMENT INFORMATION - To be completed by Consultant

Assessment Report:_____

Orientation:
Writing:
Reading:
Speaking:
Listening:

Consultant's Recommendation: **Continue ESL Support** ☐ **Discontinue ESL Support** ☐

Date:

Consultant's Signature:

ESL Instruction Approved ☐ **ESL Instruction Not Approved** ☐

Allocation of Service:_____

Start Date for Service:_____ **End Date for Service:**_____

Notification: *Consultant* ☐ *Principal* ☐ *Payroll* ☐

Superintendent's Signature:

Requests for ESL support should be made directly to the Superintendent's office responsible for English language learners.

English as a Second Language

Progress Report

Appendix C

This report is an alternative format to the Provincial Report Card for students receiving English as a Second Language curriculum.

Student Name:		Grade (Regular Class):
School:	Principal:	
ESL Teacher:		Date of Report:

ESL Instruction

Start Date:		End Date:	June 20

Description of Program:

Comments on Progress:
(Including Strengths/Weaknesses/Next Steps)

Orientation:

Writing:

Reading:

Speaking:

Listening:

Teacher's Signature: _____

Principal's Signature: _____