

AVON MAITLAND DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURE

NO. 213

SUBJECT: ENGLISH AS A SECOND LANGUAGE (ESL)

Legal References: *Education Act; Ontario Student Record (OSR) Guideline 2000; Ontario Student Transcript (OST) Manual, 1999; Municipal Freedom of Information and Protection of Privacy Act*

Related References: *Administrative Procedure 302 Student Enrolment; AP 306 Kindergarten Registration; AP 370 Ontario Student Record, AP 378 Report Cards - Student*

1.0 Purpose

- 1.1 To establish procedures for the operation of the English as a Second Language (ESL)/ English Literacy Development (ELD) program within a school.
- 1.2 To establish criteria for ELLs (English Language Learners).
- 1.3 To outline the roles of the ESL/ELD Coordinator, school staff, and ESL /ELD Educational Assistants as they relate to the ESL/ELD Program.

2.0 Goal

- 2.1 The ESL/ELD Program is designed to address the needs of students in grades 1-12 who are unable to meet the expectations of the regular classroom due to lack of proficiency in the language of instruction: English.
- 2.2 The goals of the program are:
 - a) to accelerate the language acquisition process for ESL/ELD students through intensive tutoring
 - b) to provide resources for school staff
 - c) to assist students to attain academic fluency in English

3.0 Background

- 3.1 The ESL/ELD Program provides intensive tutoring to all Stage 1 and 2 students. For elementary ELLs, this tutoring takes the form of daily individualized or small group instruction for a period of at least ten weeks per year. For secondary ELLs, this tutoring may include individualized withdrawal sessions and/or having an ESL/ELD EA in one of their regular classes for a minimum of one semester. ESL/ELD Stage 1 students are acquiring basic survival English skills. ESL/ELD Stage 2 students are able to communicate to a limited degree but are significantly below grade level in terms of comprehension and/or literacy skills.
- 3.2 Individualized tutoring is delivered by ESL/ELD Educational Assistants, trained and managed by the ESL/ELD Coordinator.

- 3.3 Classroom teachers provide regular program modification and assessment throughout the year, as described in the English as a Second Language and English Literacy Development Resource Guide, 2001, (Elementary) and the English as a Second Language and English Literacy Development Ontario Curriculum Guide, 1999, (Secondary).
- 3.4 ESL/ELD students in Stages 3 and 4 are fully integrated into mainstream classes with no additional tutoring. ESL/ELD Stage 3 students are able to communicate effectively orally and can read and comprehend at grade level; they are still developing grade appropriate writing skills and expanding their vocabulary and background academic and cultural knowledge base. Teachers of Stage 3 students may, from time to time, be required to modify students' program and/or assessment to allow for their lack of appropriate writing and/or background knowledge. ESL/ELD Stage 4 students have achieved full fluency in English; they do not require any modification to their program or assessment. Teachers may refer to the English as a Second Language and English Literacy Development Resource Guide, 2001, (Elementary) or the English as a Second Language and English Literacy Development Ontario Curriculum Guide, 1999, (Secondary), for further information on students' skills in Stages 3 and 4.
- 3.5 Successful implementation of the program depends on a regular review of students' linguistic needs, the quality of instruction, and co-operation and communication between school staff and ESL/ELD program staff.
- 3.6 Data summarizing student results is compiled each year. This information is used to plan student programming, to improve programming, to determine resource needs, to collect information on individual achievement rates, and to supply information to the Superintendent of Education.
- 3.7 It is recommended that ESL/ELD students in Stages 3 and 4 write the EQAO tests. However, students in Stages 1 and 2 should not write EQAO. If a school wants to have a Stage 2 student participate in EQAO, the principal or the classroom teacher should consult with the ESL/ELD Coordinator. All ELLs writing EQAO should be identified on all EQAO forms as per the instructions in the EQAO manual.

4.0 Procedure

- 4.1 Students who do not speak English as their first language are identified by school staff when they enroll at the school; they may be identified through lack of oral proficiency or through information provided by parents or by former schools as noted in their OSR.
- 4.2 Principals contact the ESL/ELD Coordinator to request an initial assessment of the student's language skills.
- 4.3 Principals place ESL/ELD students in an age appropriate grade.
- 4.4 The ESL/ELD Coordinator carries out a thorough assessment of the student to determine the student's English skills and ESL/ELD Stage. Once the assessment is complete, the ESL/ELD Coordinator provides a copy of the assessment to the Principal, who makes the report accessible to the classroom teacher and Special Education Resource Teacher (SERT) and places a copy of the report in the student's OSR.

- 4.5 Based on the student's assessment report, the classroom teacher plans appropriate adaptations for the student's program. If the student is in Stage 1 or 2, the classroom teacher must complete the appropriate ESL/ELD Individual Education Plan (IEP) form [Forms 213-1 to 213-7, Forms Manual]. This ESL/ELD IEP must be revised regularly and filed in the student's OSR at the end of each school year.
- 4.6 Teachers may obtain copies of all ESL/ELD IEP forms in the Information and Resources Conference in First Class.
- 4.7 If the student meets the criteria for ESL/ELD Stage 1 or 2, the ESL/ELD Coordinator plans an intensive tutoring session, designed to accelerate the student's language acquisition. This tutoring is delivered, at a scheduled time during the year, by an ESL/ELD Educational Assistant.
- 4.8 If the student meets the criteria for ESL/ELD Stage 1 or 2, the ESL/ELD Coordinator provides an annual assessment of the student's progress. This assessment will include recommendations for the following school year.
- 4.9 Weekly summaries of each student's activities are shared with both the classroom teacher and the ESL/ELD Coordinator
- 4.10 If a student leaves the school before the end of the school year, the classroom teacher must file the most recent ESL/ELD IEP form in the student's OSR and notify the ESL/ELD Coordinator of the changes.
- 4.11 Roles and Responsibilities
- 4.11.1 Classroom Teachers
- complete ESL/ELD IEP forms for Stage 1 and 2 students and file them in each student's OSR at the end of the school year
 - adapt all programming and assessment for ESL/ELD Stage 1 and 2 students
 - adapt programming and assessment as needed, for ESL/ELD Stage 3 and 4 students
- 4.11.2 Principals
- ensure that ELLs are identified upon entry to the school and contact the ESL/ELD Coordinator to request an initial assessment
 - make ESL /ELD assessment results available to classroom teachers and Special Education Resource Teachers and file a copy of the ESL/ELD Coordinator's assessments in the student's OSR
 - place ELLs in age appropriate grades
 - ensure that ESL/ELD students in Stages 1 and 2 receive appropriate adaptations to their program and assessments
 - facilitate communication between school staff and the ESL/ELD Coordinator
 - supervise ESL/ELD Educational Assistants delivering tutoring sessions in their school
 - provide program personnel with an appropriate workspace, access to computers and First Class, and materials for instruction as needed
 - monitor students' progress

4.11.3 ESL/ELD Coordinator

- provides initial and annual assessments of all ESL/ELD Stage 1 and 2 students to school staff, through the principal
- makes recommendations to school staff regarding placement, retention, and ongoing program modifications and assessment
- creates, collects and provides a variety of resources for students and staff to facilitate and accelerate the language acquisition process in the regular classroom
- provides training and supervision for ESL/ELD Educational Assistants
- plans intensive tutoring sessions for each ESL/ELD Stage 1 and 2 student designed to meet their individual learning needs
- is available to discuss students with school staff, participate in team meetings, or meetings with parents, upon request
- is available to make presentations, to give workshops, and to provide information on ESL/ELD issues, to school staff, principals, and other interested parties, upon request
- collects, records and analyzes data on ELL achievement, language and cultural distribution and location and reports findings to the Superintendent of Education
- ensures that the ESL/ELD Program meets the highest standards in terms of the quality of instruction, planning, assessment practices, and resource development

4.11.4 ESL/ELD Educational Assistants

- receive ongoing training from the ESL/ELD Coordinator
- carry out daily tutoring sessions with students, as prepared by the ESL/ELD Coordinator and under the supervision of the principal
- record daily observations and share once a week to the classroom teachers and the ESL/ELD Coordinator
- assist the ESL/ELD Coordinator in maintaining resources and preparing supplies