

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; English Language Learners: ESL and ELD Programs and Services - Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007; Ontario Curriculum Grades 9 to 12 English As a Second Language and English Literacy Development, 2007; STEP: Steps to English Proficiency 2010*

Related References: *Administrative Procedure 302 Student Enrolment; AP 306 Kindergarten Registration; AP 370 Ontario Student Record*

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 identify English Language Learners (ELLs) and their English language skills (Steps to English Proficiency).
- 1.3 To establish criteria for ESL/ELD students receiving program modifications.
- 1.4 To outline the roles of the ESL/ELD Coordinator, ESL/ELD Teachers, school staff, and ESL Educational Assistants as they relate to the English as a Second Language/English Literacy Development Program.

2.0 Goal

- 2.1 The English as a Second Language(ESL)/English Literacy Development (ELD) Program is designed to address the needs of students in grades K-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;
 - b) to provide resources for school staff; and
 - c) to assist students to attain the English required for success in Ontario's publically funded schools.

3.0 Background

- 3.1 The English as a Second Language/English Literacy Development (ELD) Programs provide supports for ELLs immersed in the mainstream. Supports vary according to the needs of the ELL as determined by: Ministry policy and the student's Steps to English Proficiency (STEPs) results. Initial STEP assessments of ELLs between

- grades 1-6 may be performed by the ESL Coordinator, ESL Teachers, and Classroom Teachers. Initial STEP assessments of ELLs between grades 7-12 will be performed by the ESL Coordinator and/or ESL Teachers.
- 3.2 Once students' STEPs have been determined through initial assessment, support for secondary ELLs will include: age/grade appropriate placement, timetabling that reflects the needs and interests of new arrivals, the granting of credits for prior experience and language proficiencies, the provision of regular program modification and accommodations as recommended in the AMDSB Guide for English Language Learners in Secondary Schools, and opportunities for ELLs working on STEPs 1-4 to earn ESL/ELD credits. Supports will be determined annually through consultations between the ESL Coordinator, principal, guidance department, Student Success teacher, and others as designated by the principal. These supports will be outlined in the secondary ESL/ELD Plan before midterm each semester.
 - 3.3 Once elementary ELL's STEPs have been determined through initial assessment, support for elementary ELLs will include: age/grade appropriate placement, recognition of prior experience and language proficiencies, the provision by classroom teachers of program modification and accommodations for ELLs working on STEPs 1-3 and annual tracking of students' ongoing STEPs progress to full proficiency at STEP 6.
 - 3.4 Individualized tutoring may also be provided to elementary ELLs where possible; this tutoring is delivered by ESL Educational Assistants, trained and coordinated by the ESL Coordinator. ESL tutoring is an intervention based program for ELLs in STEPs 1-3 that focuses on specific language skill development; it accelerates acquisition of the Cognitive Academic Language Proficiency (CALP) required for success in Ontario's publically funded schools.
 - 3.5 Successful implementation of the ESL/ELD program depends on a regular review of students' linguistic needs, the provision of appropriate modifications and accommodations, and co-operation and communication between school staff and ESL/ELD program staff.
 - 3.6 In June, classroom teachers record the progress of ELLs in Maplewood by indicating their current STEPs: Oral, Reading, and Writing. 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 All ESL/ELD students writing EQAO should be identified on all EQAO forms as identified in the EQAO manual. ELLs working on STEPs 1-3 ESL and STEPS 1-4 ELD are eligible for special provisions as well as all permitted accommodations as they are in the early stages of language acquisition described in the EQAO Guide for Accommodations, Special Provisions and Exemptions.

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 Secondary program placement should reflect the ELL's age. Secondary assessment results will be relayed by the ESL Coordinator to the Principal and other staff as needed to support appropriate placement, course selection, ongoing assessment and programming. Secondary principals will work with the guidance department to ensure ELLs are enrolled in courses suited to their interests and English language proficiency: for suggestions please consult the AMDSB Guide to: English Language Learners in Secondary Schools.
- 4.4 Elementary program placement should reflect the ELL's age. The ESL/ELD Coordinator or designate carries out an Initial assessment of the ELL to determine the student's English skills and current working STEPs. Once the assessment is complete, the ESL/ELD Coordinator provides a purple ESL/ELD record folder that contains the assessment and STEPs continua to the Principal, who places the folder in the student's OSR.
- 4.5 Following initial assessment, the ESL Coordinator will determine which students require an ESL/ELD Plan, notify the secretary at the school to identify the student as ESL or ELD in Maplewood, notify the principal as to which students require an ESL Plan and provide the necessary folder and documents for the school to begin ESL/ELD program planning and assessment. The ESL/ELD Plan is stored in a purple ESL/ELD folder in the student's OSR containing: Initial Assessment results and STEPs charts indicating Observable Language Behaviours (OLBs) that have been successfully achieved and the current STEPs the student is working on for Oral, Reading, Writing, (Orientation for ELDs).
- 4.6 Elementary Classroom teachers will be provided with a duplicate or working copy of the STEPs OLB charts to assist them in their ongoing program planning and assessment for the ELL and the ESL/ELD Guide for Elementary Schools by the ESL Coordinator. Based on the student's STEPs, the classroom teacher plans classroom adaptations for the student's program: i.e. modifications (number and complexity) of subject expectations in all classes (modifications to other grade level material may be required in some subjects such as Math), and accommodations may include extra time, use of translation, quiet space, scribing, or the use of assistive technology such as text to speech. Teachers will highlight the OLB chart in the student's OSR at the end of each school year and complete the front of the ESL/ELD record folder to indicate the current STEPs the student is working on as of the end of June. Teachers will also report STEPs progress in Maplewood as per "Maplewood ConnectEd: Entering ESL Steps Data."
- 4.6 Teachers may obtain copies of all STEPs forms on the ESL Resources website (www.amdsbesl.com).
- 4.7 If the student meets the criteria for ESL/ELD STEPs 1-3, the ESL Coordinator may provide resources and/or ESL EA support for an intensive tutoring session, designed to accelerate the student's language acquisition.
- 4.8 If a student leaves the school before the end of the school year, the classroom teacher must file the most recent ESL/ELD OLB results in the student's OSR and notify the ESL teacher of the changes.

5.0 Roles and Responsibilities

5.1 Classroom Teachers

- in elementary schools, complete ESL/ELD Plan forms (OLB and ESL/ELD Plan folder in OSR) at the end of the school year and enter STEPs data into Maplewood;
- in secondary schools, complete ESL/ELD Plan form by midterm;
- adapt all programming and assessment for STEPs 1, 2, and 3 students; and
- provide accommodations as needed, for STEPs 4, 5, and 6 students.

5.2 Principals

- ensure that ESL/ELD students are identified upon entry to the school and contact the ESL/ELD Coordinator to request an initial assessment;
- facilitate communication between school staff and the ESL Coordinator and/or Teacher; and
- place ESL/ELD students in age appropriate grades.

5.2.1 Elementary Principals

- make ESL/ELD assessment results available to classroom teachers and School Resource Teachers and file the ESL Plan folder in the student's OSR;
- ensure that ESL/ELD students in STEPs 1-3 and ELD students in STEPs 1-4 receive appropriate adaptation to their program and assessments;
- supervise ESL/ELD EAs delivering tutoring sessions in their school;
- provide ESL/ELD program personnel with an appropriate workspace, access to computers and materials for instruction as needed; and
- monitor ESL/ELD students' progress.

5.3 ESL/ELD Coordinator

- provides initial assessment results and ESL/ELD Plan documentation for ELLs to the principal or designate;
- makes recommendations to school staff regarding placement, retention, and ongoing program adaptations 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;
- designs secondary ESL/ELD courses and creates and collects course materials and resources;
- coordinates secondary ESL/ELD course placements and delivery;
- provides training and supervision for ESL/ELD EAs and teachers;
- plans intensive interventions for ELLs in STEPs 1-3 designed to meet their individual learning needs;
- is available to discuss students with school staff, participate in team meetings, or meetings with parents;
- is available to make presentations, to give workshops, and to provide information on ESL issues, to school staff, principals, and other interested parties;
- participates in and contributes to ESL/ELD networks to ensure AMDSB's ESL/ELD program reflects current Ministry of Education policy, best practices, and research;
- collects, records and analyzes data on ESL student achievement, language and cultural distribution and location and reports findings to the Superintendent of Education; and
- ensures that the ESL/ELD Program meets the highest standards in terms of the

quality of instruction, planning, assessment practices, and resource development.

5.4 ESL/ELD Teacher

- provides information about ELLs to school staff;
- plans courses for, instructs and assesses ELLs;
- provides initial assessments and documentation to school principals;
- consults with school staff;
- trains and manages ESL/ELD EAs working with the ESL/ELD teacher in ESL/ELD credit courses; and
- communicates and consults with the ESL Coordinator to ensure that the ESL/ELD program meets the highest standards in terms of the quality of instruction, planning, and assessment practices.

5.5 ESL/ELD Educational Assistants

- receive ongoing training from the ESL/ELD Coordinator and ESL Teacher;
- carry out ESL/ELD intervention sessions with students, as prepared by the ESL/ELD Coordinator and under the supervision of the school principal;
- record daily observations, organize materials and provide information to classroom teachers upon request;
- distribute information, forms and other materials to classroom teachers as required by the ESL Coordinator or principal;
- provide examples of student work to elementary classroom teachers at the end of tutoring sessions; and
- assist the ESL Teacher in maintaining resources and organizing supplies.