

INSTRUCTION

English Language Learner (ELL) Instruction

1.0 Introduction

- 1.1 This procedure has been based on *Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, Ministry of Education, Ontario 2007* and on fundamental principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* so that assessment, evaluation and reporting are valid and reliable.

2.0 Purpose

- 2.1 To support English language learners (ELLs) in Elementary and Secondary schools throughout the Durham District School Board (DDSB).
- 2.2 Promote academic achievement among ELLs at the level expected of all learners in Ontario.
- 2.3 Ensure that practices such as Universal Design for Learning, Inclusive Design, differentiated instruction and tiered interventions are in place to support equitable and inclusive learning for all ELLs. It will also support successful outcomes for English language learners as they graduate from school and move to the next stage of living and learning.

3.0 Definition

- 3.1 English language learners (ELLs)
"English language learners are students in provincially funded English language schools whose first language is a language other than English, or is 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." (Ministry of Education, English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12)
- 3.2 Students who may require ELL support include:
- Canadian-born English Language Learners
 - First Nations, Metis and Inuit learners whose first language is 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 language schools
 - Children who were born in immigrant communities in which languages other than English are primarily spoken
 - 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 a war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency
 - International or "visa" students who have paid fees to attend school in Ontario and who plan to attend a Canadian university.

4.0 Reception and Orientation of English Language Learners and Their Families

- 4.1 School boards will develop procedures and practices for welcoming English language learners and their families and provide them with an appropriate orientation to the Ontario school system, in the first language of the students and their families whenever possible.
- 4.2 Procedures for the admission of students in all grades, including Kindergarten – regardless of the level of English proficiency or prior schooling – who arrive and need to begin school in Ontario at any time during the school year.
- 4.3 Parents will be made aware of the goal of ESL and ELD programs in Ontario schools and how they are of benefit to students who are developing proficiency in English.
- 4.4 Effective use of community resources to assist in the orientation process including the involvement of Settlement Workers in Schools (SWIS), community organizations, resources provided by the Ontario Ministry of Citizenship and

Immigration, Citizenship and Immigration Canada, public libraries, and adult education programs in areas such as ESL, citizenship education, and parenting.

- 4.5 Clear direction should be given to school staff on the gathering of student information that will be required for monitoring purposes.

5.0 Initial Assessment of English Language Learners

- 5.1 School secretaries/guidance teams/school leaders will notify ESL/ELL Officer/facilitator/coach of new registrants whose first language is not English.
- 5.2 ESL/ELD coaches/facilitators will be assigned to assess the English language proficiency of all English language learners. The assessment procedure will include:
- A structured interview to assess oral communication skills (i.e., listening and speaking)
 - An assessment of reading comprehension
 - An assessment of student writing
 - An assessment of mathematical knowledge and skills

6.0 Placement of English Language Learners

- 6.1 In Elementary schools, English language learners will be placed with age-appropriate peers.
- 6.2 A student's level of proficiency in English will not influence the choice of grade placement.
- 6.3 In Secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations.
- 6.4 The educational background of all English language learners will be considered in determining their placement and the number of credits that may be granted (Secondary) for prior learning and so do in a timely manner.
- 6.5 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.

7.0 Programming for English Language Learners

- 7.1 Programs and services that will enable English language learners to continue their education while learning English through responsive and relevant programming.
- 7.2 Programs and services for English language learners will be flexible and respond to changing needs and reflective of the needs of the students.

8.0 Graduation Requirements for English Language Learners

- 8.1 A student entering DDSB 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.)
- 8.2 The remaining compulsory English credit(s) will be earned at the Grade 12 level.
- 8.3 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 Grade 12. This course may be offered in special sections for English language learners.
- 8.4 DDSB 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.

9.0 Substitutions for Compulsory Courses

- 9.1 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.

10.0 Ongoing Assessment, Evaluation, and Reporting

- 10.1 DDSB will establish procedures for ensuring ongoing assessment of the development of proficiency in English and the academic progress of each English language learner. Progress will be reported to parents on a regular basis.

- 10.2 In collaboration with administration, the ESL teacher/coach or ESL facilitator or classroom/subject teacher determines if modifications are required and if so which expectations will be modified, and the type of modifications.
- 10.3 For modifications in Secondary schools, principals, collaboratively with subject teachers and the ESL teacher/coach, determine if a credit will be granted.
- a) The special indicator “M” (modified curriculum expectations that do not lead to a credit) will be entered on the Provincial Report Card for English Language Learners who are in the beginning stages of language acquisition (ELD, STEP 1 and 2) to indicate that the course has been modified to the extent that its integrity is impacted due to the barrier of language.
- 10.4 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.
- 10.5 When modification have been made teachers check the ESL/ELD box on the progress report card and Elementary and Secondary provincial report cards.
- 10.6 Teachers do not check the ESL/ELD box to indicate:
- that the student is participating in ESL or ELD programs or courses; or
 - that DI has been provided (i.e., accommodations such as extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language)
- 10.7 Information on each ELL’s level of English language acquisition will be summarized and included in PowerSchool at least once in each school year.

11.0 Responsibility

- 11.1 The Principal guides teachers to:
- Understand and provide differentiated instruction for ELLs (accommodations and modifications) to meet individual learning needs and the ongoing acquisition of language
 - Supports the implementation of STEP (Steps to English Proficiency) to assist in creating an environment that values cultural diversity, and supports the well-being and development of students
- 11.2 The teacher:
- differentiates content as required for ELL students which may involve modifying expectations for a period of time, collaboratively with administration, or the ESL teacher/coach
 - evaluates and reports on the modified expectations
 - uses and implements STEP (Steps to English Proficiency)
 - differentiates process, content, product and learning environment as required for ELL
 - students by providing accommodations
- 11.3 All English Language Learners have the right to accommodations which support their learning and reduce barriers. These accommodations include but are not limited to:
- granting of extra time for assignments, tests, and examinations
 - the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios, etc.
 - the use of simplified language and instructions (i.e., through tasks that require completion of graphic organizers or cloze sentences)
 - access to a bilingual dictionary, use of dual language materials
 - strategic use of students’ first languages
 - use of technology
 - extensive use of visual cues
 - pre-teaching of key words
 - simultaneous use of oral and written instructions
 - use of adapted text

12.0 Identification and Involvement of English Language Learners in Large-Scale Assessment

- 12.1 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.
- 12.2 Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.
- 12.3 English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.
- 12.4 English language learners should participate in national and international assessments when they have acquired the level of proficiency in English required for success.

13.0 Discontinuation of ESL/ELD Support

- 13.1 English language learners should receive ESL/ELD program support until they have acquired the level of proficiency required to learn effectively in English with no ESL/ELD support. The decision to discontinue ESL/ELD support is made by the principal in consultation with the student, the parents/guardians, and ESL/ELD and classroom teachers.

Appendix:

None

Effective Date:

2020/01/01