

ADMINISTRATIVE PROCEDURE

Instruction Programs and Material

English Language Learning

INS #06

Reviewed: January 2022

Background

Christ The Redeemer (CTR) Catholic School Division acknowledges, appreciates and welcomes cultural diversity among its students. English Language Learners (ELLs) enrich schools through their vibrant previous experiences and varied strengths. CTR Catholic recognizes the challenges faced by students for whom English is not a first language and strives to provide high quality programming in order to support students in successfully overcoming these challenges. The welcoming intake process is followed by quality instruction and ongoing monitoring of English language proficiency development. Through appropriate programming and continuous monitoring, ELLs are provided the skills and abilities necessary to be successful in the Canadian education system, and in society as a whole.

CTR Catholic has access to a range of supports to ensure teachers have the tools to provide appropriate, high-quality programming, and instruction. These supports include, but are not limited to:

- Instructional resources.
- Consultation with the Director of Student Services.
- Professional learning opportunities.
- Language proficiency assessments.
- Settlement Workers in Schools (through community partnerships).
- Interpreters.
- Translators.

Definition

Alberta Education (2020) defines ELLs as, "...student who require additional support in the English language.":

Alberta Education identifies four categories of coding for ELLs:

- 301: Foreign-born student or child whose first language is not English, and who requires English language supports to achieve grade level expectations.
- 303: Canadian-born student or child whose first language is not English, and who requires English language supports to achieve grade level expectations.
- 302: Foreign-born or Canadian-born student or child who does not meet the criteria as a funded student or child (International Student).
- 640: Foreign-born funded student or child who has entered Canada as a refugee (as defined in the Immigration and Refugee Protection Act as someone who has been forced to flee their country due to persecution). These students will require significant additional supports and services to deal with issues such as limited or disrupted formal schooling, traumatic events and adjusting to an unfamiliar culture.

Procedures

The school is responsible for meeting the needs of ELLs. These responsibilities include:

i. Welcome

- Fostering a welcoming, inclusive school community.
- Facilitating collaboration among staff and service providers working with ELLs.
- Completing a welcoming intake process for each foreign-born student upon entry into CTR Catholic under the direction of a teacher trained to do so. The process includes:
 - a. Completion of CTR Catholic's registration form.
 - b. Collection and copying of Immigration documents.
 - c. Conducting a family background Interview using the CTR Catholic documents.
 - d. Assessment of student in English in the areas of listening, speaking, reading and writing.
 - e. Determining an overall English language proficiency level.
 - f. Age-appropriate grade placement.
 - g. Reporting the English language proficiency level to the parents and obtaining signed consent for student to be coded ESL.
 - h. Ensuring the code is entered into PowerSchool and PASI.
- Providing an appropriate, high quality ESL program for coded ELLs based on pedagogical theory, research, the four strands of speaking, listening, reading and writing, and student ESL benchmark levels.
- Scheduling, when possible, a variety of course options including ESL and Locally Developed Courses for high school ELL students.

ii. Assessment

- Continuous and ongoing monitoring of each coded ELL student's English language proficiency level using the Alberta Education ESL Benchmark tracking sheets.
 - a. The benchmark tracking sheets are reviewed and updated on an ongoing basis.
 - b. Benchmarks serve as formative assessment to inform instruction.
 - c. Overall benchmark changes are to be recorded in PowerSchool when they occur.
 - d. Student progress on the ESL benchmarks is reported to parents in accordance with existing reporting timelines.

iii. Records

- Continuous updating of appropriate immigration documents for funded students, when required.
- Maintaining ELL data and record keeping.
- Maintaining a list of coded ESL students and informing staff of students requiring this support.

Summary

Due to the nature of language development, the programming for ELLs will be transitional in nature. Based on the Alberta Education ESL Benchmarks, students will receive a variety of supports to enhance their language acquisition and content development. These programming supports will remain in place until the student achieves a Level 5 on the Alberta Education ESL Benchmarks and is consistently successful in achieving academic outcomes.