

ENGLISH LANGUAGE LEARNERS (ELL)

Background

The Division is committed to meeting the diverse needs of English Language Learners (ELL), providing programs and supports to facilitate both their acculturation and language development in listening, speaking, reading and writing.

ELLs requiring support will receive differentiated instruction within the classroom environment. The need for additional supports will be determined by the ELL Consultant in collaboration with the teacher and Principal. ELLs will also be assessed at predetermined intervals using the Alberta ESL Proficiency Benchmarks.

Procedures

1. Schools must ensure they complete the proper intake process for an ELL student. Intake of an ELL student to a school includes:
 - 1.1 Language or translation supports offered, as necessary, for completion of student registration;
 - 1.2 Ensuring the proper documentation is on file to support the code and funding;
 - 1.3 Conducting a family interview using the ELL Family Interview form (211-1);
 - 1.3.1 Share interview information with staff working with ELL;
 - 1.4 Ensuring the student and/or family is aware the pathway for completing an Alberta Grade 12 Diploma may look different and take longer than a student with proficient English;
 - 1.5 Providing an orientation to the school;
 - 1.6 Communicating with Transportation regarding the student's ability to understand English and the language support needed to access busing; and
 - 1.7 Contacting the ELL Consultant for language proficiency assessment and Language Learning Plan (LLP) preparation.
2. The Principal will ensure coding of student as per Alberta Education Program. ELL codes are categorized in five (5) ways:
 - 2.1 (301) Foreign-born students whose first language is not English and who require English language supports;
 - 2.2 (302) International students who require English language support (unfunded);
 - 2.3 (303) Canadian born students whose first language is not English and who require English language support;

- 2.4 (600) Ukrainian Refugee students; or
 - 2.5 (640) Refugee students who have limited or disrupted formal schooling and are unable to complete many courses in the Program of Studies and who require additional supports and services.
3. The Principal will develop a program plan for ELLs which includes:
 - 3.1 An initial language proficiency assessment completed by the ELL Consultant or designate;
 - 3.2 Ensuring a Language Learning Plan (LLP) is prepared, shared and maintained by the staff responsible for providing instruction and supporting language learning. Such a plan will provide for long and short-term objectives, instructional strategies, evaluation procedures, the reporting of student progress in the Alberta ESL Proficiency Benchmarks, and suggestions for modification/improvement of the program;
 - 3.3 The maintenance of ELL data (Dossier) and record keeping as required by Alberta Education;
 - 3.3.1 Language Acquisition is tracked using the AB K-12 ESL Proficiency Benchmarks twice a year, and reported in November and May;
 - 3.3.2 Documentation must be uploaded into PASI – One writing assessment and the tracking sheet, for audit purposes;
 - 3.3.3 Documentation of writing, reading, speaking and listening assessments must be kept on file and also be accessible for audits;
 - 3.3.4 New AB K-12 ESL Proficiency Benchmarks are printed and used when student moves between grade Divisions (1, 2, 3, and 4);
 - 3.4 Student progress on their ELL goals shall be included in the student's report card; and
 - 3.5 Facilitating collaboration among all staff and service providers working with ELLs.
 4. Each school will develop a program plan for ELLs which will:
 - 4.1 Foster a welcoming, inclusive school community;
 - 4.2 Be based on sound ELL and literacy pedagogical theory and research; and
 - 4.3 Actively support the linguistic, cultural, emotional and academic needs of students.
 5. A teacher supporting an ELL will:
 - 5.1 Take responsibility for supporting students' language development regardless of the subject and grade level;
 - 5.2 Utilize the provincial benchmarks to assess student skills to properly program for learning;
 - 5.3 Consult with the ELL Consultant to attain programming assistance as required; and
 - 5.4 Access school, community, and provincial resources to support language learning.

Reference: Section 11, 12, 17, 196, 197 Education Act
K to 12 Education Funding Framework

Forms: English Language Learner (ELL) Family Interview (211-1)

Revised: May 2023