

The district recognizes, respects and welcomes cultural diversity among its students. English Language Learners bring many strengths and experiences to the District. In welcoming English Language Learners, the District recognizes the challenges faced by students whose first language is not English. The District is committed to providing high quality programming to meet their needs. The District's intake process and ongoing instructional programming is designed to equip students with the skills and an understanding of the English language. This is necessary for students to succeed as learners so that they are able to participate fully in the Canadian education system and culture.

Procedures

1. In order to enable teachers and administrators to provide high quality and appropriate English language programming, the District supports a range of programs and services including but not limited to:
 - 1.1 Instructional resources;
 - 1.2 Consultation with the supervisor English Language Learning (ELL) and staff at the school.
 - 1.3 Literacy, language and special needs assessment services;
 - 1.4 Mental health assessments and supports;
 - 1.5 Cultural and settlement supports;
 - 1.6 Contact with external agencies;
 - 1.7 School based staff allocations;
 - 1.8 Use of interpreters.
2. The Alberta Education English as a Second Language (ESL) coding system is categorized in four ways:
 - 2.1 301: Foreign-born student whose first language is not English, and who requires English language supports to achieve grade expectations.
 - 2.2 303: Canadian-born student whose first language is not English, and who requires English language supports to achieve grade level expectations.
 - 2.3 302: Foreign-born or Canadian-born student who does not meet the criteria as a funded student or child (International Student).
 - 2.4 604: Foreign-born funded student 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.
3. The District registers students born outside of Canada. When necessary, document monitoring procedures and assessments are implemented and the District will continue to collect documents that are required for public education access and funding. It is critical for all foreign-born students to register because:

- 3.1 Alberta Education has a high level of accountability and a great deal of complexity of documentation with regard to foreign-born students
 - 3.2 It ensures that the required documentation related to funding is collected and retained
 - 3.3 Foreign-born students are included in the District database to ensure follow-up when documents expire.
4. The district documentation database is thus maintained. This is used to generate reports identifying students and parents for whom a reminder to update and renew their immigration papers is required in order to ensure continued funding.
5. Principals are responsible for:
 - 5.1 Identifying, registering and assessing the English Language Proficiency Level for Code 303 ESL students
 - 5.2 Notifying the parents or guardians of the student's ELL needs and securing parental consent for the programming to occur.
 - 5.3 Reporting to parents/guardians, the student's progress in developing English language competency
 - 5.4 Planning, implementing and assessing appropriate instruction for English language development.
6. Principals are responsible for the following ELL programming:
 - 6.1 Planning
 - 6.1.1 The classroom teacher will develop long and short-range plans which provide details about instructional programming and will be adjusted to meet the needs of the ELL students on an ongoing basis. The Alberta K-12 ESL Proficiency Benchmarks is a foundational planning and assessment document which is designed to support teachers with programming. Students will be leveled according to these Benchmarks and their English language proficiency will be monitored based upon the outcomes. Students in senior high have access to leveled Alberta Education ESL courses that focus on English language development.
 - 6.1.2 Working collaboratively, the District coordinator and the classroom teacher will ensure the plans developed reflect a balanced literacy approach, which addresses language development, content learning and the changing needs of the ELL student.
 - 6.2 Instructional Strategies
 - 6.2.1 ELL programs will include speaking, listening, reading and writing components. Teachers will model and explicitly teach literacy strategies that support English language development as illustrated in the Alberta Education K-12 ESL Proficiency Benchmarks.
 - 6.2.2 Teachers of ELL students will use appropriate strategies, accommodations and adaptations of the curriculum to meet the varied needs of the students. These instructional strategies will be based on current research and effective practices.

- 6.2.3 A variety of authorized and support resources will be used in the instructional program to accommodate student needs, interests and abilities. Previous experience, background knowledge, first language and culture of the ELL students will be valued and included in instruction.

6.3 School and Classroom Environment

- 6.3.1 The school culture and climate will be supportive of the needs of ELL students. The learning environment will reflect the core values of a Catholic Community of Gratitude, Compassion, Justice and Wisdom.

6.4 Assessment and Reporting

- 6.4.1 Students' evaluation will reflect their English Language Proficiency Level. Marks will be assigned for reporting purposes when the ELL student has sufficient English language development to clearly demonstrate their understanding of curriculum outcomes.
 - 6.4.1.1 Support to complete appropriate reporting for ELL students may be accessed through Learning Support Techers. ELL students will be provided with a choice of assessment processes, products and tasks.
 - 6.4.1.2 Ongoing assessment will inform ELL students and their parents how they are performing with regard to their English Language Proficiency Level and learner outcomes.
- 6.4.2 ELL students and their parents will be made aware of the process of English language development and will be clearly informed about all aspects of the student's progress in school. The annual assessment of ELL students will take place and principals will ensure these assessments for all ELL students will happen annually.

6.5 The School is responsible for:

- 6.5.1 Undertaking initial intake of all foreign-born students;
- 6.5.2 Confirming that all necessary documentation is available and completed;
- 6.5.3 Assessing each student and determining their grade placement;
- 6.5.4 Entering students' information into PowerSchool, issuing an Alberta Education number and monitoring documentation structures;
- 6.5.5 Completing the District registration process including collection of any key immigration documents required by Alberta Education;
- 6.5.6 Collecting Catholicity documentation;
- 6.5.7 Recording educational background, when it is available;
- 6.5.8 Interviewing and collecting relevant background information regarding the student;
- 6.5.9 Completing an English language proficiency assessment and completing referrals to other agencies or District support services, if appropriate.

- 6.6 Programming for English Language learners will be transitional in nature. As students make progress in developing English language proficiency, it is anticipated that the majority of ELL students will progress through the language proficiency levels until exceptional programming support is no longer required.

- 6.7 ELL instructional programming will provide students with a variety of supports depending

upon their level of competence in English. The intent of the programming is to support students in accessing regular content curriculum as early as possible. Varying levels of appropriate programming support are to remain in place until the student is able to achieve academic outcomes on a consistent basis.

- 6.8 Students who require ELL programming are to be placed in age-appropriate regular classrooms unless there are other District programs that can more effectively meet their specific needs. Placement in other programs must be determined in consultation with the Superintendent or designate.

Reviewed/Revised: March 2014 April 2021

Reference: Section 3, 17, 18, 52, 53, 196, 197, 222 Education Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
AP 211 English Language Learning – Fort McMurray Catholic Schools
AP INS#06 English Language Learning – Christ the Redeemer Catholic Schools