
ADMINISTRATIVE PROCEDURE 211
ENGLISH AS A SECOND LANGUAGE

Background

The Division supports the provision of instructional programs for students who require assistance in learning English as a Second Language (ESL) in order to allow the students to be successfully integrated into the regular school program and to have an opportunity to meet the standards of education set by the Minister.

Procedures

1. The establishment of procedures for assessing the needs of ESL students is required in order to provide appropriate programs and assistance.
 - 1.1 Students who may require English language assistance shall be referred to the Principal by the parent or teacher.
 - 1.2 The Principal shall employ the following criteria for identifying students requiring English as a Second Language assistance:
 - 1.2.1 The child has no receptive or expressive English language skills;
 - 1.2.2 The child has functional oral receptive English language skills, but no functional oral expressive English language skills;
 - 1.2.3 The child has facility in receptive and expressive oral English language skills, but the written comprehension and expressive skills are not commensurate with the age and/or ability.
 - 1.3 In the application of the identification criteria there is to be a consensus among all the stakeholders (student, parent, teacher, Principal) regarding the identification of an English as a Second Language student.
 - 1.4 Students entering an ESL program shall be placed in an age-appropriate setting.
2. The provision of appropriate curriculum and instruction is necessary for the preparation of ESL students for integration into the school and community environment.
 - 2.1 An English as a Second Language (ESL) program is an instructional program for students who require special assistance in learning English as a second language. The program will address the linguistic, cultural and academic needs of ESL students. The student's language and culture will be supplemented but not replaced, thus encouraging understanding and respect across cultures.

- 2.2 The goals of the ESL program will be to:
 - 2.2.1 Maintain and develop a sense of self-worth in ESL students;
 - 2.2.2 Prepare ESL students to study and work where English is the language of communication;
 - 2.2.3 Provide ESL students with an orientation to the cultural and social environment of the school and community while maintaining pride in their linguistic and cultural heritage.
 - 2.3 The content taught will be consistent generally with the content prescribed in the Program of Studies.
 - 2.4 Integration rather than assimilation of the ESL student is to be focused on program content so that the maintenance of the mother tongue and native culture remain in order to better enhance self-worth through self-identity of the ESL student.
 - 2.5 The content shall respond to the special needs of the ESL students arising from different learning styles, cultural backgrounds and educational experiences.
 - 2.6 An understanding and appreciation of the various cultures represented in the school and the community is to be reflected in the program content.
3. Effective program planning is essential to the successful instruction of ESL students.
 - 3.1 The program must demonstrate the planning of instruction as evidenced in daily, unit and long range plans (I.E.P.).
 - 3.2 Lesson and unit plans are to clearly indicate student objectives, content, teaching strategies, learning resources, assignments and a variety of evaluation procedures and techniques.
 - 3.3 Instructional plans are to indicate articulation between ESL instruction and other subject instruction.
 - 3.4 Instructional plans shall specify learning opportunities to foster rapid integration of ESL students into the regular school program and community environment.
 4. Appropriate instructional strategies are required for effective program implementation.
 - 4.1 The ESL instructional strategies shall address the development of the communication strands and the learning of skills and concepts in accordance with the Program of Studies.
 - 4.2 ESL students are to be exposed to various communication models that are meaningful, useful and relevant to the students.
 - 4.3 Instructional strategies shall integrate into all areas of classroom curriculum those relevant cultural experiences that reflect the student's heritage.

- 4.4 Appropriate feedback procedures for the monitoring of student progress are to be employed.
 - 4.5 The program must strive to ensure that sufficient language models by teachers, peers and other sources are provided.
 - 4.6 Instructional strategies may include community involvement.
 - 4.7 Instructional strategies are to encourage a positive and productive student-student interaction.
5. The provision of appropriate resources is essential to the successful integration of ESL students into the school and community environment.
- 5.1 The Principal shall access the human and material resources required to facilitate successful integration of an ESL student into the school and community.

Reference: Section 8, 9, 60, 61, 113, School Act

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