

English Language Learning

**And Apprentissage de la langue anglaise
in the Conseil scolaire francophone
de la Colombie-Britannique**

Policy and Guidelines

Consolidated 2009

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**Updated version reflects policy name change
from English as a Second Language
to English Language Learning**

Table of Contents

Introduction	3
ELL Policy	3
Rationale	3
Definitions	4
ELL Guidelines	5
Background	5
Principles that underpin ELL services	5
Assessment and Identification	6
Eligibility Criteria for ELL (and ALA in the CSF)	7
Placement	8
Planning and Services for the Learner	9
Instructional Plan	9
Services	10
Ongoing Review	12
Discontinuing a Student’s ELL Services	13
Reporting the Learner’s Progress	13
ELL Specialists	14
Qualifications, Knowledge, and Skills.....	14
Relevant Practical Experience	15
Funding	15
Accountability	16
Educational	16
Fiscal.....	16
Roles and Responsibilities	16
The Ministry of Education:	16
Boards of Education:.....	17
Schools:.....	17
Teachers of English language learners:	17
Glossary	18
Acknowledgments	20
Appendix A: Related Documents and Policies	21
Appendix B: Historical Development of ELL Policy	25

English Language Learning

and Apprentissage de la langue anglaise in the Conseil scolaire francophone de la Colombie-Britannique

Introduction

“The purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.”

(Preamble to the *School Act* 1996)

The purpose of this document is to provide policy and guidelines to school districts in the delivery of English Language Learning (ELL) services. These policies and guidelines provide a basis for consistency, quality, and equity while allowing for flexibility in the delivery of ELL services.

To promote equity of ELL services across British Columbia, there is a need for consistent provincial policy and guidelines to

- set parameters within which services are provided,
- establish provincially consistent language, and
- recognize the need for flexibility of delivery.

This document is not a new policy. It consolidates and replaces the following British Columbia Ministry of Education documents: *English as a Second Language Policy Framework* (1999) and *English as a Second Language Policy Guidelines* (1999).

In the Conseil scolaire francophone (CSF) de la Colombie-Britannique, this document pertains to those students who are receiving *Apprentissage de la langue anglaise* (ALA) services.

ELL Policy

Rationale

British Columbia is a diverse society. People from all parts of the globe contribute to the social, cultural, and linguistic fabric of our province. This diversity is mirrored in our schools’ population, both in the contributions made and in the unique needs that must be addressed.

The primary goal of the British Columbia school system is to support the intellectual development of students. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families, and the community. These goals apply equally to all students, including English language learners.

ELL services enable students whose primary language, or languages of the home, are other than English to develop their individual potential within British Columbia's school system. Some students who speak variations of English that differ significantly from the English used in the broader Canadian society may need similar services to access the curriculum.

The purpose of ELL services is to assist students to become proficient in English, to develop both intellectually and as citizens, and to achieve the expected learning outcomes of the provincial curriculum. These services should be provided in BC school communities that value diversity, bridge cultures, and work to eliminate racism.

Definitions

English language learners (often referred to as ELL students) are those whose primary language, or languages, of the home are other than English. For this reason, they require additional services in order to develop their individual potential within British Columbia's school system.

English language learners may be immigrants or may be born in Canada. Schools should ensure that students are entitled to educational services in British Columbia public schools by verifying their age, residency, and immigration status.

In some literature, ELL services for English language learners are sometimes referred to as English as an Additional Language (EAL) services.

Services for students who speak a variation of English significantly different than that used in school are referred to as English as a Second Dialect (ESD) services.

Throughout this policy and guidelines, ESL will include FLS in the CSF

The Conseil scolaire francophone de la Colombie-Britannique enrolls students whose parents have the right to have their children educated in French, according to Section 23 of the *Canadian Charter of Rights and Freedoms*. *Apprentissage de la langue anglaise* students are students enrolled in a CSF school whose primary languages of the home are other than French.

ELL Guidelines

Background

British Columbia schools have provided English Language Learning services for many years. These services have grown in magnitude and complexity to match increasing numbers of students and shifting immigration patterns. As a result of shifts in immigration patterns, many students are unfamiliar with the English alphabet or with Canadian traditions, history, culture, education systems, and lifestyles. ELL services therefore focus both on teaching English and providing an orientation to the societies and cultures of British Columbia.

The arrival in British Columbia of greater numbers of students from refugee backgrounds has increased the need for instruction in basic literacy and numeracy skills to address significant gaps in education. Some of these learners may have come from very difficult situations, causing social or emotional issues that impact learning.

Some students, although born in Canada, require assistance because they use another language and/or a dialect of English in their homes and need additional support to be successful with the school curriculum.

Principles that underpin ELL services

The following principles are based on academic research and the experiences of professionals who work with English language learners:

- English language proficiency (or in the Conseil scolaire francophone de la Colombie-Britannique, French language proficiency) and knowledge of the cultures of Canada are fundamental to the success of students in the British Columbia school system and in BC society.
- Students require both social and academic language competence in order to participate fully in educational programs. Academic language competence, often called by teachers “Cognitive Academic Language Proficiency” (see Glossary), is more difficult to acquire and takes more time to master than social language, often called by teachers “Basic Interpersonal Communicative Skills” (see Glossary).
- Respect for and valuing an individual’s first language(s) and culture is important in order for English language learners to succeed.

- Student learning is enhanced by having proficiency in more than one language.
- Educational, social, emotional, and economic benefits can occur when students maintain their first language(s) or dialect(s).
- Students benefit from seeing their own history, literature, and culture reflected in their school experiences.
- English language learners who also have special needs may need services to address both their language proficiency and their special needs.
- Parents play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an English language learner's education. Parents should be encouraged to actively participate in the learning process.
- ELL services should reflect current research with regard to effective practices.

Assessment and Identification

For a student to be identified as an English language learner, an assessment of English language proficiency must be carried out. Initial assessments will typically be conducted upon a student's first arrival at school, but may be conducted at any point if there is an indication that there might be a need for ELL services.

Initial assessment should be designed to gather information on the student's

**See Glossary, and English Language Arts Kindergarten to Grade 7: Integrated Resource Package, 2006 and English Language Arts 8 to 12 Integrated Resource Package, 2007.*

- English proficiency (or in the Conseil scolaire francophone de la Colombie-Britannique, French proficiency) and experience in all areas of language development: listening, speaking, reading, and writing (representing and viewing may also contribute to assessment of language proficiency*);
- previous schooling (e.g., report cards if available; information on interruptions to schooling);
- the language(s) and/or dialect(s) spoken in the student's home;
- proficiency in his or her first language – listening, speaking, reading, viewing, writing, representing; where documentary evidence and information from parents are insufficient, assessment of a student's first-language proficiency may be required, if available;
- basic language and content skills in academic subject areas (e.g., mathematics); and
- possible needs other than ELL services (e.g., support services for special needs, trauma counselling, services of a settlement worker).

The assessment should be relevant to the student's age, taking into account the student's academic, cultural, and social/emotional needs. Assessment of English proficiency should consider cultural and linguistic diversity (for example, should avoid requiring cultural knowledge) and be non-discriminatory. The assessment should also consider both the language performance and classroom functioning of the learner.

Initial assessments of English language should include, but are not limited to, a combination of the following approaches:

- a test of English language proficiency;
- oral interviews (with students, parents);
- reviews of students' oral and unedited written language samples as appropriate; and
- assessments of students' reading and listening comprehension.

Use of standardized tests can yield helpful information, but these should not be the sole basis for making an initial assessment.

A language proficiency assessment should be documented at least annually for English language learners to determine progress and eligibility for ELL funding.

Eligibility Criteria for ELL (and ALA in the CSF)

School districts may receive supplemental funding from the Ministry of Education for eligible students needing ELL or ALA support, and these students should be reported to the ministry as part of the Regular Enrolment report.

Students are eligible for funding for up to five school years and must receive the service consistently throughout the ten months of each school year.

For a student to be reported in the ELL program so the district may receive supplemental funding, all of the following conditions must be met and documented:

- (1) An annual assessment of English language proficiency has determined that the student's use of English is sufficiently different from standard English that she or he is identified as requiring specialized services to adjust to the linguistic and cultural environment in order to achieve his or her individual potential and be successful in the British Columbia school system;
- (2) An annual instructional plan is designed to meet the needs of the student;

- (3) Specialized ELL services are provided for each student, documented in a list or schedule;
- (4) Progress in the acquisition of English is reported to parents in regular reporting periods, and evidence of reports is documented;
- (5) An ELL specialist is involved in planning and delivering services; and
- (6) Additional ELL services must be provided and may include individual and/or small group instruction, pull-out services, and/or additional services provided within the regular classroom environment. Where the additional services provided to the student are adaptations within the regular classroom, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment referenced above.

NOTE:

Reduction of class size by itself is not a sufficient service to meet the definition of ELL services.

There must be evidence of continuous support throughout the school year. It may be appropriate to vary the level of service throughout the school year based on the student's educational needs.

Services such as Learning Assistance, Speech Language Pathology services, or other services provided to students are not considered to be additional ELL services.

Placement

English language learners vary substantially in their needs for service. Some of the variables which account for this include

- the student's strength, proficiency, and literacy in the first language;
- the level of prior exposure to English;
- the age of the student;
- previous school experience;
- the student's cultural context and emotional situation;
- the student's learning rate and style; and
- the demands of the curriculum.

These individual differences should be reflected in the services which the student receives.

Student's strengths in the first language typically correlate positively with the acquisition of a second language. As students develop an understanding of the general features of language

through their first language, they can bring this knowledge to the task of second language learning.

In the BC school system, students are usually assigned to age-appropriate classes. Placement of students who have been identified as needing ELL services should be determined by an ELL specialist in collaboration with the classroom teacher, other professionals as appropriate (e.g., the school counsellor, the school-based resource staff) as well as with the student and parents. Students should be placed in classroom settings where they can reasonably be expected to succeed.

Planning and Services for the Learner

English language learners must follow provincial curriculum except when they are unable to demonstrate learning in relation to the expected learning outcomes set out in the applicable educational program guide for a course or subject or grade (*Required Areas of Study in an Educational Program Order*). To graduate, English language learners must meet the requirements of the *Graduation Requirements Order*. Schools may need to adapt instructional and assessment methods, provide more time, and/or adapt educational materials to give these students the greatest opportunity possible to achieve the learning outcomes of the provincial curriculum. Where English language learners cannot demonstrate their learning in relation to the expected learning outcomes of the provincial curriculum, school districts should ensure that appropriate ELL services, including English language instruction, are provided.

Instructional Plan

Planning for English language learners should recognize the objective of integration into the regular school program based on students' readiness, so they can achieve the learning outcomes of the curriculum. Adaptations may be required to address the student's level of English language proficiency and prior educational and cultural experience.

Some English language learners arrive with minimal or seriously interrupted schooling and may require unique programming and adaptations.

Based on the assessed needs of the student, a determination should be made of the instructional goals that can reasonably be met in the current school year. These should be recorded in an annual instructional plan for the student, which includes a schedule of the specialized services being provided to that student. As part of this process, parents should be notified that their child is receiving ELL service.

Current knowledge with regard to effective practices should form the basis for program and instructional planning for English language learners. The initial assessment to identify students who require ELL services, the ongoing review of their progress, and the discontinuation of service is a shared, professional responsibility.

Information on English language learners, the range of their needs, research into ELL, effective instructional practices for ELL, and the role of the ELL specialist is provided in the ministry resource documents, *ELL Learners: A Guide for Classroom Teachers* and *ELL Learners: A Guide for ELL Specialists*.

The Ministry of Education provides up to five years of ELL funding per eligible student to boards of education based on enrolment and reporting of students as receiving ELL services. Some English language learners require only one or two years of ELL services while others need more time to acquire academic proficiency in English.

Services

English Language Learning services should enable students to

- achieve the expected learning outcomes of the provincial curriculum;
- develop their individual potential; and
- acquire the language proficiency, skills, and attitudes needed to contribute positively to society.

ESL services should be relevant and of high quality.

The ultimate goals of ELL service are social and academic communicative competence – the ability to use the language appropriate for the situation. The assessment of such competence is an area of specialized expertise and should be made by educational professionals with ELL training, in conjunction with classroom teachers and others as appropriate.

Individual student need, the number of students requiring service, and their location throughout the school and district will contribute to decisions about the way that schools deliver ELL services. Services should be designed to be flexible in response to changing

needs and be reflective of both the needs of the students and the characteristics of the school district. Services should be delivered by an ELL specialist or occur with the guidance of an ELL specialist. Services may be delivered in a number of ways, including (but not limited to)

- separate ELL (or ALA) instruction to students by specialists;
- additional co-teaching or team teaching services within a mainstream classroom;
- consultative support to the classroom teacher;
- collaborative support to a classroom teacher;
- direct skill-building instruction to an individual learner or class;
- adapted and/or supplementary curriculum materials; or
- direction to a classroom assistant or teaching assistant.

All ELL additional services should be documented. Where the only additional services provided to students are adaptations within the regular classroom, there must be documentation of adaptations that are reflective of strategies used to address the needs of the English language learner that are distinct from those that would normally be provided to address student differences.

The ELL specialist, the classroom teacher, and others with appropriate expertise have a role to play, depending on the nature of the services provided and the needs of the student. Overall, meeting the broad needs of the student is a shared responsibility of classroom teachers, the school community, school districts, and families.

Where necessary and appropriate, service delivery may also be enhanced with the provision of support from

- another specialist (e.g., counsellor, psychologist, speech and language pathologist, integration support teacher, qualified interpreter) working in consultation with an ELL specialist; and/or
- a teaching assistant working under the direction of an ELL specialist.

Service should be regularly adjusted in relation to the evolving student progress and needs.

Boards of education may approve Board/Authority Authorized (BAA) courses that are locally developed at the Grade 10, 11, and 12 levels, following guidelines for such courses (see Appendix A for website). An English language learner can earn up to 12 credits toward graduation for ELL BAA courses. To earn credits, letter grades and percentages must be used.

NOTE: Reduction of class size by itself is not a sufficient service to meet the definition of ELL services.

BAA courses are elective credit courses – not supplementary ELL services – and therefore do not qualify for ELL supplementary funding as an additional service.

Ongoing Review

Ongoing monitoring of a student’s English language proficiency should include, but not be limited to

- periodic samples of the student’s unedited writing, completed assignments, tests related to comprehension of content that has been taught, notes of parent interviews or of conferences, teacher observation of oral performance (i.e., as maintained in a portfolio); and
- an array of classroom activities (e.g., worksheets, essays, reports, projects, content-based tests) designed to give the student opportunities to demonstrate his or her understanding of subject-specific content.

At least annually, the student’s progress should be reviewed through an assessment of English language proficiency. This annual assessment should be based on a review of ongoing assessment records (as described above) together with the student’s report cards and other meeting information such as minutes of school-based team or department meetings pertaining to particular students. The assessment should take into account the fact that students may have differing levels of proficiency in relation to different aspects of language (e.g., they may have more advanced oral language proficiency than written language proficiency).

In assessing language proficiency, districts may choose to describe the student’s performance in relation to a matrix of descriptors. This is also beneficial for reporting (see “Reporting the Learner’s Progress” on page 13).

If the annual review shows that the student is not making progress in language development, it may be necessary to conduct further assessment and to adjust ELL services accordingly. A more extensive assessment of student strengths and needs should be conducted to determine any needs beyond the scope of language development.

If the review determines that the student is functioning at the age and grade level given commensurate abilities, the student may no longer require ELL services.

Discontinuing a Student's ELL Services

Boards of education and their schools should determine services for English language learners. Although the Ministry of Education provides ELL funding for up to five years, some students may not require the full five years of service to function at grade level. Other students might benefit from receiving two or three years early in their education and then need ELL supports later in their schooling. The service does not have to be provided for five consecutive years.

If a board of education has received the full five years of supplementary funding for an English language learner, this does not preclude the continuation of ELL services through board allocation of resources, if assessments determine the student continues to need ELL support.

Reporting the Learner's Progress

The reporting requirements for English language learners who are following the provincial curriculum for a course, subject or grade are the same as for other students. These requirements are described in the *Student Reporting Policy* – www.bced.gov.bc.ca/policy/policies/student_reporting.htm – and in the *Student Progress Report Order*. Letter grades, and percentages where appropriate, must be used to indicate students' levels of performance in relation to the prescribed learning outcomes.

Letter grades are appropriate for English language learners where they are capable of meeting

- the provincially prescribed learning outcomes for a particular subject, or
- the learning outcomes for a Board/Authority Authorized course.

Letter grades are not appropriate where English language learners are not yet able to follow the curriculum due to their level of language proficiency. In this case, the student progress report must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning.

In addition, all schools are required to report to parents on the progress of students in the ELL program; this information must be included in each of the five reporting periods provided every year. Parents should be informed of their child's progress in social and academic language competence as part of this process. The same fundamental principles of reporting students' progress to their parents apply to parents of English language learners as well. In cases of language difference, wherever appropriate and possible, interpreters should be provided for parent/teacher conferences.

Teachers have the professional obligation to report progress only for students whom they have personally instructed and evaluated. Where an ELL specialist is responsible for providing some portion of the student's educational program, the specialist should provide written information on the student's progress for inclusion with the classroom teacher's report.

Currently, districts use a variety of descriptors to report a student's level of English language competency. As well, the Ministry of Education's *ELL Standards* (2001, updated December 2011 to reflect policy name change from *English as a Second Language* to *English Language Learning*) address the range of language abilities among Kindergarten to Grade 12 English language learners and describe characteristics that these learners exhibit at various stages of language acquisition. The standards are intended to complement the various approaches to English language learning used by school districts – www.bced.gov.bc.ca/ell/standards.pdf.

The organization Teachers of English to Speakers of Other Languages (TESOL) provides a common set of standards describing English language proficiency at different developmental stages of language acquisition. These standards may be used as a tool to facilitate further consistency in the delivery of ELL services (see Appendix A).

ELL Specialists

Teachers employed as specialists with responsibility for supporting, planning, and delivery of programs and services for English language learners should have appropriate qualifications.

Qualifications, Knowledge, and Skills

ELL specialists must meet the requirements for certification by the British Columbia College of Teachers. Information about teacher

certification is available on the BC College of Teachers website: www.bcct.ca/.

Experience in the regular classroom as well as with students in ELL is necessary in order to enable ELL specialist teachers to provide students with appropriate learning experiences. These learning experiences should assist students to learn the English language, understand Canadian culture, and acquire the academic background necessary to integrate as smoothly as possible.

In addition to fluency in English, training in ELL methodology is essential. Unless a teacher understands the differences between learning one's first language and learning an additional language, the teacher will have difficulty assisting students through the various stages in their growth toward bilingualism. Specialized education for ELL specialist teachers should consist of post-secondary academic preparation in a combination of the following areas:

- methodology and appropriate approaches for teaching ELL;
- applied linguistics;
- first and second/additional language acquisition/learning;
- assessment/testing theory and practice;
- cross-cultural understandings, sensitization, and strategy training or course work;
- multicultural studies; and
- adapting instruction to meet the diverse language needs of students.

Relevant Practical Experience

The experience of living in another culture for a period of time, participating in cross-cultural communication opportunities, learning another language (long-term study), and sustained efforts to bridge cultural gaps can all be beneficial to understanding and helping students from other language and cultural backgrounds.

Funding

The ministry provides supplemental funding to eligible school districts to assist them in delivering ELL services to English language learners.

School districts may receive this funding for an English language learner for up to a total of five years. These five years need not be consecutive. To qualify for funding, service in each of the five years must be provided consistently throughout the ten months of the school year.

Funding should not be used for the delivery of basic classroom instruction. The students should receive ELL supplementary services on a regular basis that are beyond those offered to the general student population and are proportionate to the level of need (see “Services” section of this document, page 10).

A Board/Authority Authorized course is not additional ELL service and therefore does not qualify for English Language Learning supplementary funding.

Accountability

There are two domains of accountability: educational (consisting of service delivery and progress reporting), and fiscal. Educators, administrators, boards of education, and the Ministry of Education are responsible for various aspects of these domains.

Educational

The Ministry of Education has a responsibility to set educational policy and standards, and to establish criteria for the identification and assessment of students reported as ELL.

Boards of education have the responsibility to

- provide ELL services;
- ensure that English language learners are identified, have valid and appropriate assessments, have an annual instructional plan, are placed in learning environments suitable to their needs, and receive appropriate instruction designed to achieve educational goals; and
- ensure that regular progress reporting is provided to parents.

Boards of education are accountable to the public for funding provided for ELL services.

Fiscal

The Ministry of Education sets the criteria for funding eligibility and monitors to ensure that the funding provided supports supplementary services for English language learners.

Roles and Responsibilities

The Ministry of Education:

- promotes the equitable participation of English language learners in the educational system in British Columbia;

- sets standards, develops necessary policy, and establishes guidelines for ELL services;
- allocates funding to the education system;
- monitors funding allocated for ELL programs;
- works with partner groups to improve student and school performance;
- monitors student performance and reports the results to the public; and
- oversees the governance of the system as a whole.

Boards of Education:

- provide educationally appropriate English Language Learning services to all students who require them;
- develop local ELL policies and procedures;
- allocate staffing and resources;
- ensure that educators assigned to deliver ELL services are appropriately trained and have the necessary skills;
- ensure that all educators and support staff who work with English language learners have access to relevant staff development opportunities; and
- clearly identify who is responsible for administering ELL services in the district.

Schools:

- implement ELL services;
- place and plan programming for students;
- inform parents that their child is receiving ELL service;
- facilitate access to resources and support for effective implementation of ELL services;
- facilitate the collaboration among all educators providing ELL services; and
- promote an environment which values diversity, bridges cultures, and works to eliminate racism for students, their parents, and staff.

Teachers of English language learners:

- work collaboratively to identify, plan and provide services to English language learners;
- provide effective instruction;
- provide ongoing assessment;
- update annual instructional plans; and
- report progress.

Glossary

Note: The term “ELL” in this document also pertains to *Apprentissage de la langue anglaise* (ALA) services for students enrolled in Conseil scolaire francophone (CSF) de la Colombie-Britannique. The term “English language learner” in this document also pertains to a French language learner receiving ALA services in the CSF.

Academic refers to subject matter in a formal schooling context.

Academic communicative competence is the ability to use language to communicate academic knowledge and reach one’s potential academically within the context of formal schooling. A variety of factors are involved, including the English language learner’s previous academic experiences, literacy background, previous life experiences (e.g., trauma), motivation to learn the language, personality, and developmental history. [see CALP]

Adaptations are teaching and assessment strategies made to accommodate a student’s special needs. Adaptations may include alternative formats, instructional strategies, and assessment procedures. Adapted programs retain the learning outcomes of the regular curriculum, but the adaptations enable the student to participate in the program. Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood graduation certificate for their work.

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student’s strengths and needs and to set goals. Assessment results in the identification and implementation of selected educational strategies. Assessment of the English language learner occurs initially to identify placement and service, and on an ongoing basis to determine progress. ELL assessment can be a combination of authentic and standardized assessment.

Basic Interpersonal Communicative Skills (BICS) are the day-to-day language skills needed to interact in social situations. Also known as “social English”.¹ [see **Social communicative competence**]

A **Board/Authority Authorized (BAA) course** is an elective course for credit toward graduation that is part of an educational program offered by the board. It is not determined by the minister but must meet Ministry of Education standards. The board must approve of the local program and send a copy of the program and the board’s approval to the minister for information, verification, and record keeping purposes.

Cognitive Academic Language Proficiency (CALP) is the level of language proficiency needed to engage in formal academic learning. Also known as “academic language”.² [see **Academic communicative competence**]

¹ From: Cummins, Jim. (1979). CALP, Linguistic interdependence, the optimal age question and some other matters. *Working Papers on Bilingualism, Vol. 19*, pp. 197-205.

Dialect is a regional or social variety of language distinguished by specific features of vocabulary, grammatical structure, pronunciation, and discourse that differ from other varieties.

An **English language learner** or ELL student/learner is a person who is in the process of acquiring English and has a first language or dialect other than English.

Apprentissage de la langue anglaise is the process that involves teaching students in the Conseil scolaire francophone oral and written language skills in the French language.

Integration means English language learners are included in educational settings with their peers, and are provided with the necessary adaptations to enable them to be successful in those settings.

Parent (in the wording of the *School Act*) “...means, in respect of a student or of a child registered under section 13, a) the guardian of the person of the student or child; b) the person legally entitled to custody of the student or child; or c) the person who usually has the care and control of the student or child.”
(www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf)

Representations/representing is when students demonstrate their understandings relating to the curriculum by creating visual constructions in a variety of media (e.g., collages, diagrams, posters, multimedia presentations). For some students, representing offers a way to construct and convey meaning that suits their learning styles and level of English language proficiency.

Social communicative competence is the ability to use natural speech to communicate in social situations for a variety of purposes and to function effectively in a variety of social contexts, including in the classroom. [see **BICS**]

Viewing is an active process of attending to and comprehending visual media (e.g., electronic media, multimedia, films, diagrams, symbols, photographs). Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes (such as previewing, predicting, and making inferences) involved in reading may also be used in viewing.³

² From: Cummins, Jim. (1979). CALP, Linguistic interdependence, the optimal age question and some other matters. *Working Papers on Bilingualism, Vol. 19*, pp. 197-205.

³ Western Canadian Protocol for Collaboration in Basic Education. (1998). *The common curriculum framework for English language arts, kindergarten to grade 12*, p. 3. From www.wncp.ca/media/40977/wcpla.pdf, retrieved October 31, 2008.

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Appendix A: Related Documents and Policies

Advancement Via Individual Determination (AVID) Website
www.bced.gov.bc.ca/avid/

British Columbia Human Rights Code
www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

British Columbia Newcomers' Guide to Resources and Services
www.welcomebc.ca/en/service_providers/pdf/2009_newcomers_guide_english_web.pdf

British Columbia Performance Standards Website
www.bced.gov.bc.ca/perf_stands/

Canadian Charter of Rights and Freedoms
English: <http://laws.justice.gc.ca/en/charter/>
Français: http://laws.justice.gc.ca/en/charter/const_fr.html

Council of Ministers of Education, Canada

- *Francisation: Taking Stock*
www.cmec.ca/else/francophone/francisatation.en.pdf
- *La francisation: pour un état des lieux*
www.cmec.ca/else/francophone/francisatation.fr.pdf
- *La trousse de francisation*
www.cmec.ca/else/francisatation/indexf.stm

Course Information for the Graduation Program
www.bced.gov.bc.ca/graduation/courseinfo/

Diversity in BC Schools – A Framework
www.bced.gov.bc.ca/policy/policies/diversity.htm

ELL Learners: A Guide for Classroom Teachers
www.bced.gov.bc.ca/ell/policy/classroom.pdf

ELL Learners: A Guide for ELL Specialists
www.bced.gov.bc.ca/ell/policy/special.pdf

ELL Standards
www.bced.gov.bc.ca/ell/standards.pdf

ELL Website
www.bced.gov.bc.ca/ell/

Form 1701: Student Data Collection
www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf

French Programs – Related Links

www.bced.gov.bc.ca/frenchprograms/related_links.htm

Graduation Program Requirements Website

www.bced.gov.bc.ca/graduation/grad2004.htm

Graduation Transitions Website

www.bced.gov.bc.ca/graduation/grad-transitions/

Handbook of Procedures for the Graduation Program

www.bced.gov.bc.ca/exams/handbook/

Integrated Resource Packages

English: www.bced.gov.bc.ca/irp/irp.htm

Français: www.bced.gov.bc.ca/irp/firp.htm

- English Language Arts
www.bced.gov.bc.ca/irp/irp_ela.htm
- Français langue première
www.bced.gov.bc.ca/irp/firp_franclang.htm

LearnNow BC Website

www.learnnowbc.gov.bc.ca/

Ministry of Education Website

www.gov.bc.ca/bced/

Ministry of Education Policy Website

www.bced.gov.bc.ca/policy/policies/

- Board/Authority Authorized Courses
www.bced.gov.bc.ca/policy/policies/board_authority.htm
- ELL Policy
www.bced.gov.bc.ca/policy/policies/ell.htm
- Funding – ELL
www.bced.gov.bc.ca/policy/policies/funding_ell.htm
- Graduation Requirements Policy
www.bced.gov.bc.ca/policy/policies/graduation_req_sec_2.htm
www.bced.gov.bc.ca/policy/policies/grad_reqs_french_sec_2.htm
- International Students Policy
www.bced.gov.bc.ca/policy/policies/international.htm
- International Student Graduation Credit Policy
www.bced.gov.bc.ca/policy/policies/international_grad_credit.htm

- Special Education Policy
www.bced.gov.bc.ca/policy/policies/special_ed.htm
- Student Reporting Policy
www.bced.gov.bc.ca/policy/policies/student_reporting.htm

Multiculturalism Act

www.qp.gov.bc.ca/statreg/stat/M/96321_01.htm

Program Guide for Graduation Transitions

English: www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf

Français: www.bced.gov.bc.ca/graduation/grad-transitions/f_grad_trans.pdf

Reporting on K-12 Education: Summary of Key Information

www.bced.gov.bc.ca/reporting/levels/prov_key.php

Reporting on K-12 Education Website

www.bced.gov.bc.ca/reporting/

Safe, Caring, and Orderly Schools: A Guide

English: www.bced.gov.bc.ca/sco/guide/scoguide.pdf

Français: www.bced.gov.bc.ca/sco/guide/f_scoguide.pdf

Safe, Caring, and Orderly Schools Website

www.bced.gov.bc.ca/sco/

School Act

www.bced.gov.bc.ca/legislation/schoollaw/

- *Francophone Education Authorities Regulation*
www.bced.gov.bc.ca/legislation/schoollaw/d/bcreg_212-99.pdf
- *Graduation Requirements Order*
www.bced.gov.bc.ca/legislation/schoollaw/e/m205-95.pdf
- *Required Areas of Study in an Educational Program Order*
www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf
- *Student Progress Report Order*
www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf

School Completion Certificate Program Website

www.bced.gov.bc.ca/graduation/completion/

Special Education Resource Documents

www.bced.gov.bc.ca/specialed/sped_res_docs.htm

Special Education Services: A Manual of Policies, Procedures and Guidelines

www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Special Education Website
www.bced.gov.bc.ca/specialed/

Teachers of English to Speakers of Other Languages, Inc. (TESOL), *PreK–12 English Language Proficiency Standards*
www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349

WelcomeBC Website
www.welcomebc.ca/en/index.html

Appendix B: Historical Development of ELL Policy

The Ministry of Education initially addressed English Language Learning in *A Manual of Policies, Procedures and Guidelines* (1985). An interim 'English as a Second Language' or 'ESL' policy was in place during the 1996 to 1997 school year. The 1985 guidelines were never rescinded, although both circumstances and educational practice have since changed.

An *English as a Second Language Policy Framework* (1999) and *English as a Second Language Policy Guidelines* (1999) replaced the ESL section of *A Manual of Policies, Procedures and Guidelines* (1985) and was intended to reflect the many changes in legislation, policy, and educational practice that had occurred at the time. Among the significant changes were a new *School Act* (1989) and subsequent amendments, changes in Ministerial Orders and Regulations, a new Multicultural Policy for the Province (1990), and a new Language Education Policy (1996).

The development of the 1999 'ESL' Policy Framework continued the Government's commitment to language education and equal access to services in BC schools.

The current *English Language Learning Policy and Guidelines* (2009) was originally entitled *English as a Second Language Policy and Guidelines*.

The 2009 document was updated in December 2011 to reflect a policy name change (from *English as a Second Language* to *English Language Learning*) made by Government. The name of the policy and support services throughout the school system was changed in response to a direct appeal, by a representative group of students from immigrant and refugee backgrounds, to the Minister of Education. The student appeal was based on a recommendation from student participants at the *Champions for Children and Youth – 2011 BC Summit – Fresh Voices for Long Journeys: Insights of Immigrant and Refugee Youth* forum. The forum, sponsored by the Office of the Representative for Children and Youth, was held in Vancouver October 13-14, 2011.

This document is not a new policy. The foundation and structure for ELL/FLL policy and guidelines have not changed. Rather, this document consolidates and replaces previous British Columbia Ministry of Education documents: *English as a Second Language Policy Framework* (1999) and *English as a Second Language Policy Guidelines* (1999).