



9.1 English Language Learner Program

The English Language Learner (“ELL”) Teacher supports ELLs, ISTs, and classroom teachers, and collaborates with the ELL Resource Teacher for strategies and interventions. They also recommend and share resources. Services can vary depending on the student’s need of support. The IST provides a progress report each term/semester regarding English language acquisition.

PROCEDURE FOR REPORTING ENGLISH LANGUAGE LEARNERS (ELLs)

ELLs are identified at the school level upon registration or when the classroom teacher notices an area of need in oral language, reading, or writing. Consequently, ISTs should ask classroom teachers if they believe an ELL is enrolled in their classroom.

IST collects information regarding student needs and shares with the District ELL Resource Teacher.

The District ELL Resource Teacher assists the IST with planning ELL services.

To fulfill the requirements for funding, ELLs require language instruction on a regular basis. To determine the ELL’s educational needs, the District ELL resource teacher provides the following:

- An annual assessment,
- An IPT report,
- An Annual Instructional Plan,
- Case management of the yellow ELL student file, and
- Support to the classroom teacher and IST.

The IST shares the list of ELLs to the principal for inclusion on the 1701 twice yearly.

MINISTRY EXPECTATIONS

- Annual English language proficiency assessment (oral proficiency and/or reading/writing assessment).
- Annual Instruction Plan.
- ELL services documented in a schedule.
- Progress report developed by the IST each term.
- District ELL Resource Teacher involved in planning services with the IST.
- ELL services provided by the IST which may include individual or small group instruction.



PROGRESS REPORTING

According to the Policy and Guidelines for English Language Learners (2013), letter grades are not appropriate where English Language Learners (ELLs) are not able to meet the learning outcomes. As such, if a student does not meet grade level expectations, leave the grid blank where a grade is normally placed.

For an ELL not meeting grade level expectations in the elementary grades, insert this line, “This student has been identified as an English Language Learner and is working toward language proficiency for their grade level.”

In addition to this sentence, include the appropriate statements as per the ELL guidelines. That is, 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.