



## 9.1 English Language Learner Program Overview

According to the Province of BC's *ELL Policy Guidelines*, "the purpose of ELL services is to facilitate student success and inclusion in school and society."

The principles of effective ELL programs include:

- *English language proficiency and knowledge of the cultures of Canada are fundamental to the success of students in the British Columbia school system and society.*
- *Students require both social and academic language competence in order to access the provincially prescribed curriculum and succeed in the academic context.*
- *Respect for and valuing an individual's first language(s) and culture is important in order for English language learners to succeed in school and society.*
- *Educational, social, emotional, and economic benefits can occur when students maintain their first language(s) or dialect(s).*
- *A student's strengths in previously acquired language(s) typically correlate positively with the acquisition of other languages.*
- *Students' cultural identities should be honoured by instructional practices.*
- *English language learners who also have diverse learning needs may need services to address both their language proficiency and their diverse learning needs.*
- *Parents play a vital role in the education of their children by working in partnership with educators.*

### SD8'S ELL MODEL

SD8 identifies ELL students when their overall English proficiency level is at Level 3: Expanding or below. The assessment tool used is primarily *CM Global*, but that assessment data may also be supported with classroom samples and oral proficiency assessments graded via the [BC ELL Standards](#).

SD8's ELL model has two elements:

- Direct support and instruction in English from an ELL teacher
- Support in the classroom via accessible input and varied scaffolded language opportunities

### ROLES AND RESPONSIBILITIES:

- ELL TEACHER:
  - Assesses new and continuing ELL students at least once per year



- Provides regular direct service to all active ELL students
  - Collaborates with classroom teachers to support accessible input and scaffolded language opportunities in the classroom
  - Communicates with the parents of ELL students regularly
  - Collaborates with the classroom teacher to develop each ELL student's Annual Instructional Plan (AIP)
  - Provides progress updates for active ELL students alongside all regularly scheduled learning updates
  - Maintains ELL folder at the school as per Ministerial requirements
  - Ensure MyEd and 1701 data is accurate
- CLASSROOM TEACHER:
  - Identifies potential ELL students in their classroom and communicates with the ELL teacher or principal to request assessment of these students
  - Collaborates with the ELL teacher to provide access to ELL students and to increase access to the curriculum and scaffolded language opportunities
  - Contributes to and follows student's Annual Instructional Plan (AIP)
  - Promotes an accepting and welcoming classroom environment where students home language and culture are honored and respected
- PRINCIPAL:
  - Ensures all potential ELL students are identified and assessed by the ELL teacher
  - Ensures school's MyEd and 1701 data is accurate
  - Ensures classroom teachers are supporting identified ELLs students appropriately

For additional information, please see:

- [BC ELL Standards](#)
- [BC ELL Policy Guidelines](#)
- *9.2 English Language Learner Program Requirements*
- *9.3 ELL Audit Compliance: Audit Checklist for 1701*
- *9.4 ELL Program FAQ*
- *9.5 ELL Progress Report Template*