

9.1 English Language Learner Program Requirements

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.

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.

For a school district to receive ELL Supplemental Funding from the Ministry for an ELL student in a particular school year, all of the following must be met and documented:

- An annual assessment of the student's English language proficiency in all areas of language development (reading, writing, oral language) has determined that the student requires (or continues to require) specialized support to successfully access the provincially prescribed curriculum. Districts have the flexibility to use any matrices of ELL descriptors to assess and report a student's level of language proficiency.
- An Annual Instructional Plan (AIP) has been created to meet the needs of the student before September 30th of each year. The AIP must include:
 - Language assessment (see "Assessment and Identification" section of this document) and determined language proficiency
 - Linguistic and/or literacy goals that can reasonably be met in the current school year
 - Support plan for language development, including a schedule or plan showing nature of support (e.g. bi-weekly ELL specialist consultation with classroom teacher) and support strategies (e.g. explicit teaching of reading skills, adapting lesson materials).
- Specialized supplementary ELL services are provided for the student to address their linguistic needs
- Parents have been informed their child is identified as an ELL student. Progress in the development of English language proficiency is reported to parents in each of the school's regular reporting periods.
- An ELL specialist is involved in planning and delivering services.
- Additional ELL services must be provided within and may include



- ELL educator consulting with classroom teacher, classroom assistant and / or teaching assistant
- ELL educator co-planning with classroom teacher
- ELL educator and classroom teacher co-teaching or team teaching within the regular classroom
- ELL educator delivering small-group instruction
- Direct skill-building instruction / support to an individual student
- Classroom teacher using differentiation (e.g. adaptations, supplementary curriculum materials, accommodations)
- Collaborative planning with individual student regarding language goals and strategies

Board/Authority Authorized (BAA) courses, locally-developed (LD) courses, and Literacy Foundations courses are all block-funded courses - not supplementary ELL services - and therefore do not qualify as 'additional service' for ELL Supplemental Funding.

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.

For additional information, please see:

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