



Independent Procedure

Independent Procedure No.: **9027**

Effective Date: **2001 April 25**

Title: English as a Second Language/English Literacy Development Teacher (ESL/ELD)
Staffing Allocations and Program Delivery

Department: Learning Support Services

Reference(s):

- TVDSB English Language Learner Special Education Protocol
- Ministry of Education, English Language Learners ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007
- English as a Second Language and English Literacy Development, The Ontario Curriculum, Grades 9 to 12, 2008

1.0 Overview

The Thames Valley District School is committed to addressing the needs of English language learners (ELLs). In accordance with the Ministry of Education policy: *English Language Learners/ESL and ELD Programs and Services Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*, it is the goal of the Board to provide language programs to ensure that all students develop a level of proficiency in English required for success at school, in post-secondary education and in the work place. Programs and courses in ESL/ELD assist students in learning English, the language of instruction, and/or in developing the literacy skills needed in order to continue in their education. When teachers work together to support students who are receiving ESL/ELD support, ELLs can develop the proficiency in English that is necessary for success in school.

Thames Valley's One World International Welcome Centre provides a welcoming environment where international and new students and families to TVDSB who may be English language learners are introduced to the Thames Valley school system; complete admissions and registration paperwork, and language and math assessments, when required. The goal is to set up each of these students so that they are successful in school. One World also exemplifies a collaborative working environment where all staff work to ensure a positive introduction to the Thames Valley District School Board.

Through Ministry of Education funding, the budget process establishes the total number of English as a Second Language/English Literacy Development (ESL/ELD) teachers available for distribution to each panel (i.e., elementary and secondary).

Administered By: Learning Support Services
Amendment Date(s): 2012 Sept. 11, 2012 Dec. 18, 2020 June 1

For the purposes of this procedure, English language learners (ELLs) are students in provincially-funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students include:

- English language learners born in Canada
- Newcomers from other countries

(For a more detailed description of ELLs, see *Ministry of Education, English Language Learners ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*, pp. 8-10)

2.0 Staffing Allocations

2.1 Elementary: Learning Support Services will determine the FTE required for elementary staffing purposes by reviewing the number of English language learners and their levels of English language proficiency as assessed through the Ministry of Education's *Steps to English Proficiency* (STEP). ESL/ELD allocations to schools will be submitted to Human Resource Services as part of the spring staffing process.

2.2 Secondary: Learning Support Services will request that secondary schools with ESL and ELD programming forward the number of ESL and ELD courses or number of students and course loadings that are anticipated for the first and second semesters. The deadline for this data collection will be determined by Human Resource Services each spring. The allocation of staffing lines will be based on this information and the available FTE.

2.3 Based on increasing ELL population, class size, and course requirements, the available staffing reserve is distributed as required.

3.0 Data Collection and Use

To inform the Board Improvement Plan and as part of the system collection of data, TVDSB is maintaining electronic data that includes an ELL's country of origin, date of arrival in Canada if applicable, first language (L1), initial assessment results in language and math, type of support (ESL or ELD), and levels of English language proficiency which is assessed through STEP.

This data will be used to identify ELLs, allocate ESL and ELD support and programs, determine ELL participation in large scale assessments and decisions about special provisions and accommodations, (i.e., EQAO and OSSLT), program placement, and for instruction and assessment decisions in schools.

4.0 Hiring and Supervision of ESL/ELD Staff

TVDSB ESL/ELD staff shall have at least the Additional Qualification of ESL Part 1 or Teaching ELLs Part 1.

4.1 School-based Staff

4.1.1 ESL/ELD teachers are hired and supervised by elementary and secondary school administrators.

4.2 System-based Staff

4.2.1 System-based ESL/ELD staff (Learning Coordinators and Teachers on Special Assignment) shall be hired and supervised by the System Principal of ESL/ELD.

5.0 Reception and Orientation of English Language Learners

All schools shall establish a process for the reception and orientation of new students and their families throughout the school year. Information and a template for developing a School Newcomer Reception Plan are available for TVDSB schools.

6.0 Initial Assessment and Programming for English Language Learners

Initial Assessment of English Language Proficiency: Language and math skills are assessed using Board approved initial assessment tools which are derived from the Ministry Initial Assessment. The results are recorded in the TVDSB ELL Tracker and used for determining first steps in programming. Initial Assessment results must also be placed in the ELL OSR Tracking Folder within the student's Ontario Student Record.

6.1 Elementary: After registration, the need for an Initial Assessment will be determined and the student(s) will be assessed by a qualified ESL/ELD teacher.

When a student new to TVDSB who may be an English language learner arrives at a school that does not have an ESL/ELD teacher assigned, contact must be made with the ESL/ELD System Principal or designate who will arrange for a qualified ESL/ELD teacher to determine the need for an Initial Assessment.

The Principals shall place the ELLs in age-appropriate classrooms.

6.2 Secondary: Upon registration at a TVDSB secondary school or the One World International Welcome Centre, the need for an Initial Assessment for a student who may be an ELL will be determined by the assessors. The outcome of these assessments will be used to determine school placement and recommendations for language and math courses.

The results of the initial assessment and course recommendations will be reviewed with the parent(s)/guardian(s) and forwarded to the receiving school. The Principal in consultation with the student, staff, and parent(s)/guardian(s) will make a final decision regarding placement and course selection to support the student's pathway goals.

7.0 Ongoing Tracking of English Language Proficiency

7.1 Elementary: Elementary classroom teachers and ESL/ELD teachers use STEP to regularly track ELLs' development of proficiency in English using classroom-based evidence in the TVDSB ELL Tracker. Information on each ELL's level of English language acquisition will be summarized and included in their OSR at least once in each school year.

7.2 Secondary: Secondary ESL/ELD teachers use STEP to regularly track each ELL's development of proficiency in English. Tracking is based on classroom evidence and may be generated from both ESL/ELD or mainstream subject courses. The TVDSB ELL Tracker stores this evidence and must be documented at least once per semester. Information on each ELL's level of English language acquisition will be summarized and included in their OSR at the end of each school year.

8.0 Protocol for Identifying English Language Learners Who Have Special Education Needs

TVDSB uses a specific protocol for assisting school and board teams with identifying and supporting ELLs who have special education needs.

Where special education needs have been identified, students are eligible for ESL or ELD supports and special education services simultaneously.

9.0 Delivery Models

9.1 Elementary: TVDSB uses three support models for ELLs in Grades 1-8. Depending on the level of proficiency, a student may be supported through a combination of the following models.

Integrated Classroom Support

The classroom teacher and ESL/ELD teacher collaborate in the planning, instruction, and assessment of grade-level curriculum. The development of language proficiency is tracked using STEP, which, in turn, determines the scaffolds to instruction, classroom environment, and assessment.

Collaborative Tutorial Support

The classroom teacher and ESL/ELD teacher collaborate to provide practice and reinforcement of language skills and/or content from class. Based on the needs of students, tutorial support may be delivered at times in alternative settings. Tutorial support may be most appropriate for the significant learning needs of ELLs requiring ELD support and intermediate grade ELLs at early STEP levels.

LEARN Program Intensive Support for ELLs with Interrupted Formal Education

LEARN (Literacy Enrichment and Academic Readiness for Newcomers) is TVDSB's intensive support program for junior and intermediate students, Grades 4-8, who have recently arrived in

TVDSB schools with interrupted or limited prior schooling. LEARN classes are available in specific schools identified for these system-allocated classes.

9.2 Secondary: Secondary schools in TVDSB with direct programming for ELLs use one of the following three models.

Local School Model with Partial Support

Partial support is suitable for English language learners who have acquired some basic skills in using English and a foundation of literacy. Such ELLs take upper level ESL courses (ESLCO, ESLDO, ESLEO) at the appropriate level and, at the same time, take mainstream courses at the appropriate grade levels that best suit their language needs and educational/career goals. The local school model supports these ELLs in their home school communities.

Congregated School Model with Partial and Tutorial Support

In schools where full-service programs are not feasible, ELLs are served in schools with a congregated school model that provide a full range of ESL or ELD courses as needed. These students take an ESL or ELD course at the appropriate level and, at the same time, take mainstream courses in other subjects at the appropriate grade levels that best suit their language needs and educational/career goals. These ELLs should also be considered for additional support from an ESL /ELD teacher, a resource teacher, subject teachers and peer tutors. ESL/ELD Department Heads are leaders in this program delivery model.

Congregated School Model with Full-Service Programs and Intensive Support

Schools with intensive support offer a full range of ESL and ELD courses as well as a range of other credit courses adapted to the needs of ELLs (e.g., geography, history, science). In addition to serving ELLs in their home school communities, schools with the congregated model serve ELLs from a designated geographical area who are in need of intensive support because they are in the early stages of learning English and/or have had limited formal education. The timetable of each of these students includes an ESL or ELD course supplemented with special 'sheltered' sections of other subjects. These students must be integrated into a least one mainstream course to provide balance in the program and opportunities for interaction with English-speaking peers.