



Policy Guidelines

CONSOLIDATED 2009
UPDATED 2018

ENGLISH LANGUAGE LEARNING

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

A photograph of a student in a purple vest holding a blue pen, with other students blurred in the background. The text is overlaid on the left side of the image.

**ENGLISH
LANGUAGE
LEARNING
POLICY GUIDELINES
2018**

Table of Contents

■ Introduction	04
■ ELL Policy	04
Rationale	04
Definitions	04
■ ELL Policy Guidelines	05
Background	05
Principles for Effective ELL Services	06
Eligibility Criteria for ELL (and ALA in the CSF)	07
■ ELL Planning and Services	08
Assessment and Identification	08
Ongoing Review	10
Annual Instructional Plan	10
Services	11
Reporting Student Progress	13
ELL Specialists	14
Discontinuing a Student’s ELL Services	15
■ ELL Funding	15
■ ELL Accountability	16
Educational	16
Fiscal	16
■ Roles and Responsibilities	17
The Ministry of Education	17
Boards of Education	17
Schools	17
Teachers of ELL Students	17
■ Glossary	18
■ Appendix A: Related Documents and Policies	20
■ Appendix B: Historical Development of ELL Policy	21

Introduction

The purpose of this document is to provide policy guidelines to school districts in the delivery of English Language Learning (ELL) services. These 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
- 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), English as a Second Language Policy Guidelines (1999), and English Language Learning Policy and Guidelines (2013).

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 that of student success through intellectual, social-emotional and career development.

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 facilitate student success and inclusion in school and society.

ELL Policy Guidelines

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. Many ELL 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.



Background

The arrival in British Columbia of greater numbers of students from refugee backgrounds, frequently with interrupted schooling, 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 for effective 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 society.
- Students require both social and academic language competence in order to access the provincially prescribed curriculum and succeed in the academic context. Academic language competence, often referred to by teachers as “Cognitive Academic Language Proficiency” is more difficult to acquire and takes more time to master than social language or “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 in school and society. 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).
- A student’s strengths in previously acquired language(s) typically correlate positively with the acquisition of other languages. As students develop an understanding of the general features of language through developing their proficiency in other languages, they can bring this knowledge to the task of English (or French) language learning.
- Students’ cultural identities should be honoured by instructional practices (including Indigenous pedagogical practices); educators should teach both ELL students and non-ELL students about cultural diversity, cultural identities, Aboriginal perspectives and inclusiveness.
- 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. Please refer to:
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/english-language-learning>

Eligibility Criteria for ELL Supplemental Funding (and ALA in the CSF)

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:

1. An annual assessment of the student's English (or French in the CSF) 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 (see "Assessment and Identification" section of this document).
2. An Annual Instructional Plan (AIP) has been created to meet the needs of the student (see "Annual Instructional Plans" section of this document).
3. Specialized supplementary ELL services are provided for the student to address their linguistic needs (see "Services" section of this document).
4. Progress in the development of English (or French in the CSF) language proficiency is reported to parents in each of the school's regular reporting periods (see "Reporting Student Progress" section of this document).
5. An ELL specialist is involved in planning and delivering services (see "ELL Specialists" section of this document).
6. Additional ELL services must be provided within and may include individual and/or small group instruction, pull-out services, and/or additional services provided within the classroom environment. Where the additional services provided to the student are adaptations, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment referenced above.

Current knowledge with regard to effective practices should form the basis for program and instructional planning and service delivery for ELL students. The initial assessment to identify students who require ELL services, the ongoing review and assessment of their progress, the support services provided, and the discontinuation of service is all a shared, professional responsibility among the educators who have contact with the ELL student. Information on ELL students, the range of their needs, research into ELL, effective instructional practices for ELL, and the role of the ELL specialist is provided in detail in the Ministry resource documents, *ELL Students: A Guide for Classroom Teachers* and *ELL Students: A Guide for ELL Specialists*.

ELL Planning & Services

Assessment and Identification

For a student to be identified as an ELL student, assessment of their English (or French in the CSF) language proficiency in all areas of language development (oral language, reading, writing) must be carried out initially. Furthermore, assessment of relevant areas of language development should be carried out on an ongoing basis, and at least annually, to determine language acquisition progress and eligibility for ELL Supplemental Funding in subsequent years (see “Ongoing Review” section of this document).

Initial assessments are often conducted upon a student’s first arrival at school, but may be conducted at any point if there is an indication that the student might need ELL services in order to successfully access the provincially prescribed curriculum. In addition to language proficiency, it is often helpful at this point to gather additional information in order to better understand the student’s needs and assist in support planning.

This information can include:

- Academic history and experiences (e.g., report cards if available; information on interruptions to schooling)
- The language(s) spoken in the student’s home or the student’s heritage language(s)
- Proficiency in all areas of language development (oral language, reading, writing) in their first language, if different than English (or French in the CSF) – where documentary evidence and information from the family is insufficient, assessment of the student’s first-language proficiency may be required, if available
- Basic skills in academic content areas (e.g., mathematics)
- Possible needs other than ELL services (e.g., support services for special needs, Aboriginal support service programs, trauma counselling, services of a settlement worker, etc.)



Assessment should be designed to take into account the student’s age and developmental maturity, and their academic, cultural, and social/emotional needs. Assessments should also consider cultural and linguistic diversity (for example, should avoid requiring specific cultural knowledge), be non-discriminatory, and take into account the fact that students may have differing levels of proficiency in relation to different areas of language (e.g., they may have more advanced oral language proficiency than written language proficiency).

Initial and ongoing assessment of language and literacy proficiencies can include, but is not limited to, a combination of the following approaches:

- Oral interviews with the student (and with parents, as appropriate)
- Review of the student’s unedited written language samples
- Evaluation of the student’s reading and listening comprehension
- Review of observation reports or summaries related to language development and progress
- A standardized test of language proficiency*

In assessing language proficiency, schools are encouraged to describe the student’s performance in relation to a continuum of descriptors such as the Ministry’s ELL Standards. This is also beneficial for reporting (see “Reporting Student Progress” section of this document).

** Use of standardized tests can yield helpful information for assessment, but these should never be the sole means of assessment for any area of language development (oral language, reading, and writing).*



Ongoing Review

Ongoing review of a student's English language proficiency should include (but is not limited to) gathering:

- 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 (e.g., as maintained in a portfolio)
- Evidence of 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

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.

If the annual review / assessment 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.

The Ministry has developed an ELL Planning Tool that can be used for this purpose:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/english-language-learning>

If review / assessment determines that the student is functioning without additional supports at the age and grade level given commensurate abilities, the student may no longer require ELL services (see "Discontinuing a Student's ELL Services" section of this document).

Annual Instructional Plans (AIPs)

Based on the student's initial language assessment or ongoing language assessment throughout the previous year, an Annual Instructional Plan (AIP) should be developed before September 30 for the current school year (e.g. an AIP for the 2020/21 school year needs to be developed before September 30, 2020).

Each AIP needs to include information for the current school year on the ELL student's:

- 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).

As part of this planning process, parents should be notified that their child is receiving ELL service. Furthermore, an ELL Specialist (see "ELL Specialists" section of this document) must be involved in the planning process by writing the AIP, or consulting with the AIP writer and reviewing the AIP.

Planning for ELL student support 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 with the appropriate adaptations and accommodations (see "Services" section of this document).

Services

ELL services should enable students to become competent in social and academic communication, in order to:

- Achieve the expected learning outcomes of the provincial curriculum;
- Develop their individual potential; and
- Acquire the language proficiency, skills, and learning strategies and interpersonal skills needed to succeed in school and contribute positively to society.

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. The services should address the student's linguistic (and related) needs and must be clearly distinct from services that would normally be provided to address student differences.

All ELL additional services should be documented, including information on the 'nature of support' and 'support strategies'.

The term 'nature of support' refers to a number of ways that services may be delivered, including but not limited to:

- 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

The term 'support strategies' refers to the specific strategies that enable students to become competent in social and academic communication.

The ELL specialist, the classroom teacher(s), and others with appropriate expertise have a role to play, depending on the nature of the services provided and the needs of the student. Where necessary and appropriate and in consultation with the ELL specialist, service delivery may also be enhanced with the provision of support from other specialists (e.g. counsellor, psychologist, speech and language pathologist, integration support teacher, qualified interpreter), and classroom or teaching assistant(s). Overall, meeting the broad needs of the student is a shared responsibility of classroom teachers, the school community, school districts, and families.

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

Reporting Student Progress

The reporting requirements for ELL students 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 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 ELL students where, with the appropriate supports, they are capable of meeting:

- The provincially prescribed learning outcomes for a particular subject
- The learning outcomes for a Board/Authority Authorized course.

Letter grades are not appropriate where ELL students are not yet able to follow the curriculum due to their level of language proficiency, even with supports. 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 of ELL students on the progress of students in their language support and development.

These ELL progress reports can include (but are not limited to) information on:

- The student's language proficiency*
- The language development services the student is receiving
- The student's linguistic and/or literacy goals
- Ways the parents can support the student in their learning

ELL student progress information must be included in some format in each of the school's regular reporting periods during the year.

The same fundamental principles of reporting students' progress to their parents apply to parents of ELL students 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. The ELL specialist responsible for the student should be involved in some way in ELL student progress reporting, by providing information on the student's progress for inclusion with the report, or by reviewing and approving the information.

** Currently, districts have the flexibility to use any matrices of ELL descriptors to assess and report a student's level of language proficiency. The Ministry provides a common set of ELL Standards which include descriptions of characteristics that K-12 ELL students typically exhibit at the various stages of their language learning process. These Ministry Standards can be used as a tool to assess and understand a student's language proficiency and progress, facilitating communication with both ELL students and their parents.*

ELL Specialists

Districts need to employ ELL specialists to be involved in language assessment / review, planning and delivery of programs / services, and reporting of progress and services for ELL students. These specialists should have appropriate qualifications, knowledge, skills, and practical experience.

ELL specialists must meet the requirements for certification by the British Columbia College of Teachers. Information about teacher certification is available on the Teacher Regulation Branch website: <https://www.bcteacherregulation.ca>

Experience in the regular classroom as well as with ELL students is necessary in order to enable ELL specialists to provide students with appropriate learning experiences. These learning experiences should assist students to improve in language skills, understand Canadian culture (including but not limited to Canadian Aboriginal perspectives), and acquire the academic language competence necessary to succeed in school and in society.

In addition to fluency in English (or French in the CSF), training in ELL methodology is essential for ELL specialists. Unless an educator understands the differences between learning one's first language and learning an additional language,

they will have difficulty assisting ELL students through the various stages in their language development process. 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
- Language assessment/testing theory and practice
- Cross-cultural communication, understandings, sensitivity, and strategies
- Multicultural studies
- Adapting instruction to meet the diverse language needs of students

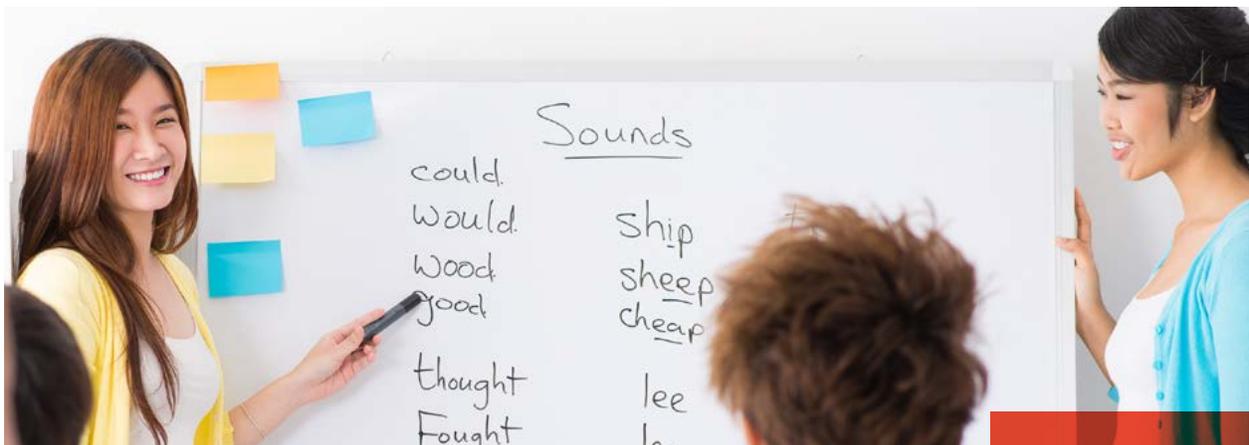
The experience of living in another culture for a period of time, participating in cross-cultural communication opportunities, learning an additional language (long-term study), and sustained efforts to bridge cultural gaps can all be beneficial to understanding, helping, and instructing ELL students.



Discontinuing a Student's ELL Services

Boards of education and their schools are responsible for determining services for ELL students. Although the Ministry of Education provides ELL Supplemental Funding for up to five years, some students may not require the full five years of service to function at grade level; some ELL students require only one or two years of ELL services while others need more time. 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 ELL Supplemental Funding for an ELL student, this does not preclude the continuation of ELL services through board allocation of resources, if review / assessment determines the student continues to need ELL support.



ELL 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 11). A Board/Authority Authorized course is not additional ELL service and therefore does not qualify for ELL supplementary funding.

ELL 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.

1. 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.

2. 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

Ministry of Education

- Promotes the equitable participation of ELL students in BC's educational system
 - Sets standards, develops necessary policy, and establishes guidelines for ELL services
 - Allocates funding to the education systems
 - Monitors funding allocated for ELL services (ELL Supplemental Funding)
 - Works with partner groups to improve student and school performance
 - Monitors student performance and reports the results to the public
 - Oversees the governance of the system as a whole
-

Boards of Education

- Provide educationally appropriate ELL 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 and supports are appropriately trained and have the necessary qualifications, skills and resources
 - Ensure that all educators and support staff who work with ELL students have access to relevant staff development opportunities
 - Clearly identify who is responsible for administering ELL services in the district
-

Schools

- Implement ELL services
 - Place and plan programming for students
 - Inform parents when 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
 - Promote an environment which values diversity, bridges cultures, and works to eliminate racism for students, their parents, and staff
-

Teachers of ELL Students

- Work collaboratively to identify, plan and provide services to ELL students
- Provide effective ELL and/or integrated instruction
- Provide ongoing ELL assessment / review
- Update Annual Instructional Plans (AIPs)
- Report progress

Glossary

NOTE: The term “ELL” in this document also pertains to French Language Learning / Francization (FLL) for students enrolled in Conseil scolaire francophone (CSF) de la Colombie-Britannique. The term “ELL student” in this document also pertains to a Francization / FLL student receiving FLL services in the CSF.

Academic - Refers to subject matter in a formal schooling context.

Academic communicative competence - Language used to express ideas and thought across content areas; it can be oral and/or written language, and it is of a more succinct and formal register.

Adaptations - Teaching and assessment strategies made to accommodate a student’s special needs, and may include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Adaptations enable achievement toward the learning outcomes of the provincially prescribed curriculum.

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) - Language skills needed in everyday social situations. They are usually context embedded. These language skills usually take approximately 6 months to 2 years to acquire (e.g. talking on the phone, playing on the playground, shopping in a mall, ordering food in a restaurant).

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) - Language skills needed in the academic classroom. They are usually context-reduced and abstract. These language skills usually take approximately five to seven years to acquire (e.g. listening, speaking, reading, writing about subject-specific content, etc.).

Diversity - Is an overarching concept that reflects a philosophy of equitable participation and an appreciation of the contributions of all people. It is a concept that refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups. Diversity refers to the ways in which we differ from each other. Some of these differences may be visible (e.g. ethnicity, gender, age, ability), while others are less visible (e.g. culture, ancestry, language, religious beliefs, sexual orientation, socio-economic background). Goals or purposes for Diversity include:

- *Taking into account the different beliefs, customs, practices, languages, behaviours and physical differences of individuals and cultural groups*
- *Encouraging understanding, acceptance, mutual respect and inclusion, in order to make school communities and society as a whole more equitable for all people*

English as a Second Dialect - Students speak a variation of English significantly different than that used in school.

English Language Learning (ELL) - Designed for students whose use of English is sufficiently different from standard English that they require specialized language services in order to be successful in the British Columbia school system. Instruction provided to assist students to become proficient in English and to prepare them to achieve the expected learning outcomes of the provincial curriculum.

English Language Learners (ELL Students) - Are those whose primary language(s) of the home is/are other than English and who may therefore require additional services in order to develop their individual potential within BC's school system. Some students speak variations of English that differ significantly from the English used in broader Canadian society and in school; they may require ELL support.

Inclusion - British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.

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."

(<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/school-law/revisedstatutescontents.pdf>)

Qualified Teacher - In reference to a public school, a teacher certified by the Ministry of Education Teacher Regulation Branch. In reference to an independent school, a teacher certified either by the Ministry of Education Teacher Regulation Branch or by the Inspector of Independent Schools.

Appendix A: Related Resources

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

British Columbia Ministry of Education:

<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/education>

British Columbia Newcomers' Guide to Resources and Services:

<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/education>

Canadian Charter of Rights and Freedoms:

English: <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Français: <http://laws-lois.justice.gc.ca/fra/Const/page-15.html>

Council of Ministers of Education, Canada: <https://www.cmec.ca>

Diversity in BC Schools: <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/diversity-in-bc-schools>

ELL Teaching Resources: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/english-language-learning>

French Programs: <https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/french-programs/learn-in-french>

Graduation Information for Students: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

Handbook of Procedures for the Graduation Program: www.bced.gov.bc.ca/exams/handbook/

Ministry Guidelines for Board/Authority Authorized ELL Courses: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses?keyword=baa&keyword=course&keyword=template>

Safe, Caring, and Orderly Schools : <https://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/safe-caring-and-orderly-schools?keyword=safe,&keyword=caring&keyword=and&keyword=orderly&keyword=schools>

Special Education Policy: <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education?keyword=special&keyword=education&keyword=policy>

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

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 2009 *English Language Learning Policy and Guidelines* were 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, 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*.

This document is not a new policy. The foundation and structure for ELL/FLL policy guidelines have not changed. Rather, this updated document consolidates and replaces previous British Columbia Ministry of Education documents: *English as a Second Language Policy Framework (1999)*, *English as a Second Language Policy Guidelines (1999)*, and *2009/11 English Language Learning Policy and Guidelines*.

The Ministry of Education would like to thank all ELL specialist teachers who have contributed to the development of the ELL Policy Guidelines over the years.



ENGLISH LANGUAGE LEARNING

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

Policy Guidelines

CONSOLIDATED 2009

UPDATED 2018

