

Administrative Procedure 211 – English as a Second Language

Background

The Division recognizes its responsibility to provide support and instruction to English as a Second Language (ESL) students as they work toward English language proficiency.

Definitions

ESL Students:

are students who require programming to help them learn English in order to achieve grade-level expectations in English and other subject areas. They also require support to connect Canadian cultural values, customs and social expectations to their own.

English Language Learners (ELL):

are students who first learned to speak, read and/or write a language other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in Alberta schools. ELLs may have recently immigrated to Canada or may have been born in Canada and live in homes in which the primary spoken language is not English.

Communicative Competence:

is the ability to understand and use language effectively to communicate in a wide variety of contexts and for a variety of purposes. Students who have developed communicative competence demonstrate control over grammar, vocabulary (conversational and academic), turn-taking skills, timing and directness, and the ability to use one's voice and body language in culturally and socially acceptable ways.

Procedures

1. ESL funding may be claimed for students who require additional English language supports and instruction.
 - 1.1. Documentation of an assessment, conducted within the past five years, that confirms the need for additional English language supports shall be kept in the student record.
 - 1.2. Students eligible for ESL funding must be coded either:
 - 1.2.1. Foreign born (code 301); or
 - 1.2.2. Canadian born (code 303).
 - 1.3. The funding allocation for ESL will be calculated based on the ESL Grant Weighted Moving Average (WMA) FTE enrolment.
2. Annual assessment documentation supporting the ESL coding and funding shall be retained in the student record.
 - 2.1. Benchmarking, the ESL Funding Form and the ESL Student Benchmarking Tracking Summary shall be completed annually by the school and stored in the student record.

- 2.2. Benchmarking finalized in May/June may be used to establish language learning targets for the following school year.
- 2.3. If benchmarking is not conducted at the end of the previous school year, it must be completed by November 30 of the current school year.
3. If a student has reached their five-year cap for ESL funding as determined by Alberta Education, but still requires support and/or accommodations for PAT and Diploma exams, code 301 or 303 shall remain and annual benchmarking completed.
4. When the student has reached grade-level communicative competence and no longer receives ESL programming, the code shall be removed.
5. For information regarding funding, coding, assessment, and programming for ESL students refer to the *Guide to Education: ECS to Grade 12, Funding Manual for School Authorities, Supporting English Language Learners* and *English as a Second Language Guide to Implementation*.
6. ESL programs may also be developed for students who do not speak English when entering a school, but do not qualify for ESL funding as defined by Alberta Education.
7. ESL students enrolled in outreach (code 630), distance education (code 621) or online programs (code 620) are exempt from ESL funding.

Reference: Section 3, 11, 17, 18, 33, 52, 53, 197, 222 Education Act
Early Childhood Regulation 89/2019
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Kindergarten Program Statement

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