

English as a Second Language

Policy and Guidelines



English as a Second Language

*and Francisation – Langue seconde in the Conseil scolaire
francophone de la Colombie-Britannique*

Policy and Guidelines

Consolidated 2009



Ministry of
Education

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Introduction

“The purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.”

(Preamble to the School Act, 1996)

The purpose of this document is to provide policy and guidelines to school districts in the delivery of English as a Second Language (ESL) services. These policies and guidelines provide a basis for consistency, quality, and equity while allowing for flexibility in the delivery of ESL services.

To promote equity of ESL 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, and
- 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) and *English as a Second Language Policy Guidelines* (1999).

In the Conseil scolaire francophone (CSF) de la Colombie-Britannique, this document pertains to those students who are receiving *Francisation – Langue seconde* (FLS) services.

ESL 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 to support the intellectual development of students. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families, and the community. These goals apply equally to all students, including English as a Second Language learners.

ESL 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 ESL services is to assist students to become proficient in English, to develop both intellectually and as citizens, and to achieve the expected learning outcomes of the provincial curriculum. These services should be provided in BC school communities that value diversity, bridge cultures, and work to eliminate racism.

Definitions

English language learners (often referred to as ESL students) are those whose primary language, or languages, of the home are other than English. For this reason, they require additional services in order to develop their individual potential within British Columbia's school system.

English language learners may be immigrants or may be born in Canada. Schools should ensure that students are entitled to educational services in British Columbia public schools by verifying their age, residency, and immigration status.

In some literature, ESL services for English language learners are sometimes referred to as English as an Additional Language (EAL) services.

Services for students who speak a variation of English significantly different than that used in school are referred to as English as a Second Dialect (ESD) services.

Throughout this policy and guidelines, ESL will include FLS in the CSF

The Conseil scolaire francophone de la Colombie-Britannique enrolls students whose parents have the right to have their children educated in French, according to Section 23 of the *Canadian Charter of Rights and Freedoms*. *Francisation – Langue seconde* students are students enrolled in a CSF school whose primary languages of the home are other than French.

ESL Guidelines Background

British Columbia schools have provided English as a Second Language services for many years. These services have grown in magnitude and complexity to match increasing numbers of students and shifting immigration patterns. As a result of shifts in immigration patterns, many students are unfamiliar with the English alphabet or with Canadian traditions, history, culture, education systems, and lifestyles. ESL services therefore focus both on teaching English and providing an orientation to the societies and cultures of British Columbia.

The arrival in British Columbia of greater numbers of students from refugee backgrounds 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 that underpin ESL 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 in BC society.
- Students require both social and academic language competence in order to participate fully in educational programs. Academic language competence, often called by teachers “Cognitive Academic Language Proficiency” (see Glossary), is more difficult to acquire and takes more time to master than social language, often called by teachers “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.
- 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).
- Students benefit from seeing their own history, literature, and culture reflected in their school experiences.
- 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.
- ESL services should reflect current research with regard to effective practices.

Assessment and Identification

For a student to be identified as an English language learner, an assessment of English language proficiency must be carried out. Initial assessments will typically be conducted upon a student’s first arrival at school, but may be conducted at any point if there is an indication that there might be a need for ESL services.

*See Glossary, and *English Language Arts Kindergarten to Grade 7: Integrated Resource Package, 2006* and *English Language Arts 8 to 12 Integrated Resource Package, 2007*.

Initial assessment should be designed to gather information on the student's

- English proficiency (or in the Conseil scolaire francophone de la Colombie-Britannique, French proficiency) and experience in all areas of language development: listening, speaking, reading, and writing (representing and viewing may also contribute to assessment of language proficiency*);
- previous schooling (e.g., report cards if available; information on interruptions to schooling);
- language(s) and/or dialect(s) spoken at home;
- proficiency in his or her first language – listening, speaking, reading, viewing, writing, representing; where documentary evidence and information from parents are insufficient, assessment of a student's first-language proficiency may be required, if available;
- basic language and content skills in academic subject areas (e.g., mathematics); and
- possible needs other than ESL services (e.g., support services for special needs, trauma counselling, services of a settlement worker).

The assessment should be relevant to the student's age, taking into account the student's academic, cultural, and social/emotional needs. Assessment of English proficiency should consider cultural and linguistic diversity (for example, should avoid requiring cultural knowledge) and be non-discriminatory. The assessment should also consider both the language performance and classroom functioning of the learner.

Initial assessments of English language should include, but are not limited to, a combination of the following approaches:

- a test of English language proficiency;
- oral interviews (with students, parents);
- reviews of students' oral and unedited written language samples as appropriate; and
- assessments of students' reading and listening comprehension.

Use of standardized tests can yield helpful information, but these should not be the sole basis for making an initial assessment.

A language proficiency assessment should be documented at least annually for English language learners to determine progress and eligibility for ESL funding.

Eligibility Criteria for ESL (and FLS in the CSF)

School districts may receive supplemental funding from the Ministry of Education for eligible students needing ESL or FLS support, and these students should be reported to the ministry as part of the Regular Enrolment report.

Students are eligible for funding for up to five school years and must receive the service consistently throughout the ten months of each school year.

For a student to be reported in the ESL program so the district may receive supplemental funding, all of the following conditions must be met and documented:

- (1) An annual assessment of English language proficiency has determined that the student's use of English is sufficiently different from standard English that she or he is identified as requiring specialized services to adjust to the linguistic and cultural environment in order to achieve his or her individual potential and be successful in the British Columbia school system;
- (2) An annual instructional plan is designed to meet the needs of the student;
- (3) Specialized ESL services are provided for each student, documented in a list or schedule;
- (4) Progress in the acquisition of English is reported to parents in regular reporting periods, and evidence of reports is documented;
- (5) An ESL specialist is involved in planning and delivering services; and
- (6) Additional ESL services must be provided and may include individual and/or small group instruction, reception classes, pull-out services, and/or additional services provided within the regular classroom environment. Where the additional services provided to the student are adaptations within the regular classroom, there must be documentation of support provided that is specifically designed to address linguistic needs of each student identified in the assessment referenced above.

NOTE:

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

There must be evidence of continuous support throughout the school year. It may be appropriate to vary the level of service throughout the school year based on the student's educational needs.

Services such as Learning Assistance, Speech Language Pathology services, or other services provided to students are not considered to be additional ESL services.

Placement

English language learners vary substantially in their needs for service. Some of the variables which account for this include

- the student's strength, proficiency, and literacy in the first language;
- the level of prior exposure to English;
- the age of the student;
- previous school experience;
- the student's cultural context and emotional situation;
- the student's learning rate and style; and
- the demands of the curriculum.

These individual differences should be reflected in the services which the student receives.

Student's strengths in the first language typically correlate positively with the acquisition of a second language. As students develop an understanding of the general features of language through their first language, they can bring this knowledge to the task of second language learning.

In the BC school system, students are usually assigned to age-appropriate classes. Placement of students who have been identified as needing ESL services should be determined by an ESL specialist in collaboration with the classroom teacher, other professionals as appropriate (e.g., the school counsellor, the school-based resource staff) as well as with the student and parents. Students should be placed in classroom settings where they can reasonably be expected to succeed.

Planning and Services for the Learner

English language learners must follow provincial curriculum except when they are unable to demonstrate learning in relation to the expected learning outcomes set out in the applicable educational program guide for a course or subject or grade (*Required Areas of Study in an Educational Program Order*). To graduate, English language learners must meet the requirements of the *Graduation Requirements Order*. Schools may need to adapt instructional and assessment methods, provide more time, and/or adapt educational materials to give these students the greatest opportunity possible to achieve the learning outcomes of the provincial curriculum. Where English language learners cannot demonstrate their learning in relation to the expected learning outcomes of the provincial curriculum, school districts should ensure that appropriate ESL services, including English language instruction, are provided.

Instructional Plan

Planning for English language learners 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. Adaptations may be required to address the student's level of English language proficiency and prior educational and cultural experience.

Some English language learners arrive with minimal or seriously interrupted schooling and may require unique programming and adaptations.

Based on the assessed needs of the student, a determination should be made of the instructional goals that can reasonably be met in the current school year. These should be recorded in an annual instructional plan for the student, which includes a schedule of the specialized services being provided to that student. As part of this process, parents should be notified that their child is receiving ESL service.

Current knowledge with regard to effective practices should form the basis for program and instructional planning for English language learners. The initial assessment to identify students who require ESL services, the ongoing review of their progress, and the discontinuation of service is a shared, professional responsibility.

Information on English language learners, the range of their needs, research into ESL, effective instructional practices for ESL, and the role of the ESL specialist is provided in the ministry resource documents, *ESL Learners: A Guide for Classroom Teachers* and *ESL Learners: A Guide for ESL Specialists*.

The Ministry of Education provides up to five years of ESL funding per eligible student to boards of education based on enrolment and reporting of students as receiving ESL services. Some English language learners require only one or two years of ESL services while others need more time to acquire academic proficiency in English.

Services

English as a Second Language services should enable students to

- achieve the expected learning outcomes of the provincial curriculum;
- develop their individual potential; and
- acquire the language proficiency, skills, and attitudes needed to contribute positively to society.

ESL services should be relevant and of high quality.

The ultimate goals of ESL service are social and academic communicative competence – the ability to use the language appropriate for the situation. The assessment of such competence is an area of specialized expertise and should be made by educational professionals with ESL training, in conjunction with classroom teachers and others as appropriate.

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 ESL 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 ESL specialist or occur with the guidance of an ESL specialist. Services may be delivered in a number of ways, including (but not limited to)

- separate ESL (or FLS) instruction to students by specialists;
- additional co-teaching or team teaching services within a mainstream classroom;

- consultative support to the classroom teacher;
- collaborative support to a classroom teacher;
- direct skill-building instruction to an individual learner or class;
- adapted and/or supplementary curriculum materials; or
- direction to a classroom assistant or teaching assistant.

All ESL additional services should be documented. Where the only additional services provided to students are adaptations within the regular classroom, there must be documentation of adaptations that are reflective of strategies used to address the needs of the English language learner that are distinct from those that would normally be provided to address student differences.

The ESL specialist, the classroom teacher, and others with appropriate expertise have a role to play, depending on the nature of the services provided and the needs of the student. Overall, meeting the broad needs of the student is a shared responsibility of classroom teachers, the school community, school districts, and families.

Where necessary and appropriate, service delivery may also be enhanced with the provision of support from

- another specialist (e.g., counsellor, psychologist, speech and language pathologist, integration support teacher, qualified interpreter) working in consultation with an ESL specialist; and/or
- a teaching assistant working under the direction of an ESL specialist.

Service should be regularly adjusted in relation to the evolving student progress and needs.

Boards of education may approve Board/Authority Authorized (BAA) courses that are locally developed at the Grade 10, 11, and 12 levels, following guidelines for such courses (see Appendix A for website). An English language learner can earn up to 12 credits toward graduation for ESL BAA courses. To earn credits, letter grades and percentages must be used.

NOTE:

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

BAA courses are elective credit courses – not supplementary ESL services – and therefore do not qualify for ESL supplementary funding as an additional service.

Ongoing Review

Ongoing monitoring of a student's English language proficiency should include, but not be limited to

- 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 (i.e., as maintained in a portfolio); and
- 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.

At least annually, the student's progress should be reviewed through an assessment of English language proficiency. This 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. The assessment should take into account the fact that students may have differing levels of proficiency in relation to different aspects of language (e.g., they may have more advanced oral language proficiency than written language proficiency).

In assessing language proficiency, districts may choose to describe the student's performance in relation to a matrix of descriptors. This is also beneficial for reporting (see "Reporting the Learner's Progress" on page 12).

If the annual review shows that the student is not making progress in language development, it may be necessary to conduct further assessment and to adjust ESL services accordingly. A more extensive assessment of student strengths and needs should be conducted to determine any needs beyond the scope of language development.

If the review determines that the student is functioning at the age and grade level given commensurate abilities, the student may no longer require ESL services.

Discontinuing a Student's ESL Services

Boards of education and their schools should determine services for English language learners. Although the Ministry of Education provides ESL funding for up to five years, some students may not require the full five years of service to function at grade level. Other students might benefit from receiving two or three years early in their education and then need ESL 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 supplementary funding for an English language learner, this does not preclude the continuation of ESL services through board allocation of resources, if assessments determine the student continues to need ESL support.

Reporting the Learner's Progress

The reporting requirements for English language learners 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* – www.bced.gov.bc.ca/policy/policies/student_reporting.htm – 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 English language learners where they are capable of meeting

- the provincially prescribed learning outcomes for a particular subject, or
- the learning outcomes for a Board/Authority Authorized course.

Letter grades are not appropriate where English language learners are not yet able to follow the curriculum due to their level of language proficiency. 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 on the progress of students in the ESL program; this information must be included in each of the five reporting periods provided every year. Parents should be informed of their child's progress in social and academic language competence as part of this process. The same fundamental principles of reporting students' progress to their parents apply to parents of English language learners 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. Where an ESL specialist is responsible for providing some portion of the student's educational program, the specialist should provide written information on the student's progress for inclusion with the classroom teacher's report.

Currently, districts use a variety of descriptors to report a student's level of English language competency. As well, the Ministry of Education's *ESL Standards* (2001) address the range of language abilities among Kindergarten to Grade 12 English language learners and describe characteristics that these learners exhibit at various stages of language acquisition. The standards are intended to complement the various approaches to English language learning used by school districts – www.bced.gov.bc.ca/esl/standards.pdf.

The organization Teachers of English to Speakers of Other Languages (TESOL) provides a common set of standards describing English language proficiency at different developmental stages of language acquisition. These standards may be used as a tool to facilitate further consistency in the delivery of ESL services (see Appendix A).

ESL Specialists

Teachers employed as specialists with responsibility for supporting, planning, and delivery of programs and services for English language learners should have appropriate qualifications.

Qualifications, Knowledge, and Skills

ESL specialists must meet the requirements for certification by the British Columbia College of Teachers. Information about teacher certification is available on the BC College of Teachers website: www.bcct.ca/.

Experience in the regular classroom as well as with students in ESL is necessary in order to enable ESL specialist teachers to provide students with appropriate learning experiences. These learning experiences should assist students to learn the English language, understand Canadian culture, and acquire the academic background necessary to integrate as smoothly as possible.

In addition to fluency in English, training in ESL methodology is essential. Unless a teacher understands the differences between learning one's first language and learning an additional language, the teacher will have difficulty assisting students through the various stages in their growth toward bilingualism. Specialized education for ESL specialist teachers should consist of post-secondary academic preparation in a combination of the following areas:

- methodology and appropriate approaches for teaching ESL;
- applied linguistics;
- first and second language acquisition/learning;
- assessment/testing theory and practice;
- cross-cultural understandings, sensitization, and strategy training or course work;
- multicultural studies; and
- adapting instruction to meet the diverse language needs of students.

Relevant Practical Experience

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

Funding

The ministry provides supplemental funding to eligible school districts to assist them in delivering ESL 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 ESL 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 9).

A Board/Authority Authorized course is not additional ESL service and therefore does not qualify for English as a Second Language supplementary funding.

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.

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 ESL.

Boards of education have the responsibility to

- provide ESL 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 ESL services.

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

The Ministry of Education:

- promotes the equitable participation of English language learners in the educational system in British Columbia;
- sets standards, develops necessary policy, and establishes guidelines for ESL services;
- allocates funding to the education system;
- monitors funding allocated for ESL programs;
- works with partner groups to improve student and school performance;
- monitors student performance and reports the results to the public; and
- oversees the governance of the system as a whole.

Boards of Education:

- provide educationally appropriate English as a Second Language services to all students who require them;
- develop local ESL policies and procedures;
- allocate staffing and resources;
- ensure that educators assigned to deliver ESL services are appropriately trained and have the necessary skills;
- ensure that all educators and support staff who work with English language learners have access to relevant staff development opportunities; and
- clearly identify who is responsible for administering ESL services in the district.

Schools:

- implement ESL services;
- place and plan programming for students;
- inform parents that their child is receiving ESL service;
- facilitate access to resources and support for effective implementation of ESL services;
- facilitate the collaboration among all educators providing ESL services; and
- promote an environment which values diversity, bridges cultures, and works to eliminate racism for students, their parents, and staff.

Teachers of English language learners:

- work collaboratively to identify, plan and provide services to English language learners;
- provide effective instruction;
- provide ongoing assessment;
- update annual instructional plans; and
- report progress.

Glossary

Note: The term “ESL” in this document also pertains to *Francisation – Langue seconde* (FLS) services for students enrolled in the Conseil scolaire francophone (CSF) de la Colombie-Britannique. The term “English language learner” in this document also pertains to a French language learner receiving FLS services in the CSF.

Academic refers to subject matter in a formal schooling context.

Academic communicative competence is the ability to use language to communicate academic knowledge and reach one’s potential academically within the context of formal schooling. A variety of factors are involved, including the English language learner’s previous academic experiences, literacy background, previous life experiences (e.g., trauma), motivation to learn the language, personality, and developmental history. [see **CALP**]

Adaptations are teaching and assessment strategies made to accommodate a student’s special needs. Adaptations may include alternative formats, instructional strategies, and assessment procedures. Adapted programs retain the learning outcomes of the regular curriculum, but the adaptations enable the student to participate in the program. Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood graduation certificate for their work.

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. ESL assessment can be a combination of authentic and standardized assessment.

Basic Interpersonal Communicative Skills (BICS) are the day-to-day language skills needed to interact in social situations. Also known as “social English”.¹ [see **Social communicative competence**]

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.

¹ From: Cummins, Jim. (1979). CALP, Linguistic interdependence, the optimal age question and some other matters. *Working Papers on Bilingualism, Vol. 19*, pp. 197-205.

Cognitive Academic Language Proficiency (CALP) is the level of language proficiency needed to engage in formal academic learning. Also known as “academic language”.² [see **Academic communicative competence**]

Dialect is a regional or social variety of language distinguished by specific features of vocabulary, grammatical structure, pronunciation, and discourse that differ from other varieties.

An **English language learner** or ESL student/learner is a person who is in the process of acquiring English and has a first language or dialect other than English.

Francisation is the process that involves teaching students in the Conseil scolaire francophone oral and written language skills in the French language.

Integration means English language learners are included in educational settings with their peers, and are provided with the necessary adaptations to enable them to be successful in those settings.

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.”
(www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf)

Representations/representing is when students demonstrate their understandings relating to the curriculum by creating visual constructions in a variety of media (e.g., collages, diagrams, posters, multimedia presentations). For some students, representing offers a way to construct and convey meaning that suits their learning styles and level of English language proficiency.

Social communicative competence is the ability to use natural speech to communicate in social situations for a variety of purposes and to function effectively in a variety of social contexts, including in the classroom. [see **BICS**]

Viewing is an active process of attending to and comprehending visual media (e.g., electronic media, multimedia, films, diagrams, symbols, photographs). Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes (such as previewing, predicting, and making inferences) involved in reading may also be used in viewing.³

² From: Cummins, Jim. (1979). CALP, Linguistic interdependence, the optimal age question and some other matters. *Working Papers on Bilingualism, Vol. 19*, pp. 197-205.

³ Western Canadian Protocol for Collaboration in Basic Education. (1998). *The common curriculum framework for English language arts, kindergarten to grade 12*, p. 3. From www.wncp.ca/media/40977/wcpla.pdf, retrieved October 31, 2008.

Acknowledgments

The Ministry of Education would like to thank the members of the 1999 English as a Second Language Policy Advisory Committee whose advice and expertise contributed to the development of the original *English as a Second Language Policy Framework* (1999) and the *English as a Second Language Policy Guidelines* (1999).

The Ministry of Education gratefully acknowledges the contributions of the individuals representing the education partners who offered advice and input to help develop this consolidated *English as a Second Language Policy and Guidelines* (2009) document.

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Appendix A: Related Documents and Policies

Advancement Via Individual Determination (AVID) Website

www.bced.gov.bc.ca/avid/

British Columbia Human Rights Code

www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm

British Columbia Newcomers' Guide to Resources and Services

www.welcomebc.ca/en/service_providers/pdf/2009_newcomers_guide_english_web.pdf

British Columbia Performance Standards Website

www.bced.gov.bc.ca/perf_stands/

Canadian Charter of Rights and Freedoms

English: <http://laws.justice.gc.ca/en/charter/>

Français: http://laws.justice.gc.ca/en/charter/const_fr.html

Council of Ministers of Education, Canada

- *Francisation: Taking Stock*

www.cmec.ca/else/francophone/francisatation.en.pdf

- *La francisation: pour un état des lieux*

www.cmec.ca/else/francophone/francisatation.fr.pdf

- *La trousse de francisation*

www.cmec.ca/else/francisatation/indexf.stm

Course Information for the Graduation Program

www.bced.gov.bc.ca/graduation/courseinfo/

Diversity in BC Schools – A Framework

www.bced.gov.bc.ca/policy/policies/diversity.htm

ESL Learners: A Guide for Classroom Teachers

www.bced.gov.bc.ca/esl/policy/classroom.pdf

ESL Learners: A Guide for ESL Specialists

www.bced.gov.bc.ca/esl/policy/special.pdf

ESL Standards

www.bced.gov.bc.ca/esl/standards.pdf

ESL Website

www.bced.gov.bc.ca/esl/

Form 1701: Student Data Collection

www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf

French Programs – Related Links

www.bced.gov.bc.ca/frenchprograms/related_links.htm

Graduation Program Requirements Website

www.bced.gov.bc.ca/graduation/grad2004.htm

Graduation Transitions Website

www.bced.gov.bc.ca/graduation/grad-transitions/

Handbook of Procedures for the Graduation Program

www.bced.gov.bc.ca/exams/handbook/

Integrated Resource Packages

English: www.bced.gov.bc.ca/irp/irp.htm

Français: www.bced.gov.bc.ca/irp/firp.htm

- **English Language Arts**
www.bced.gov.bc.ca/irp/irp_ela.htm
- **Français langue première**
www.bced.gov.bc.ca/irp/firp_franclang.htm

LearnNow BC Website

www.learnnowbc.gov.bc.ca/

Ministry of Education Website

www.gov.bc.ca/bced/

Ministry of Education Policy Website

www.bced.gov.bc.ca/policy/policies/

- **Board/Authority Authorized Courses**
www.bced.gov.bc.ca/policy/policies/board_authority.htm
- **ESL Policy**
www.bced.gov.bc.ca/policy/policies/esl.htm
- **Funding – ESL**
www.bced.gov.bc.ca/policy/policies/funding_esl.htm
- **Graduation Requirements Policy**
www.bced.gov.bc.ca/policy/policies/graduation_req_sec_2.htm
www.bced.gov.bc.ca/policy/policies/grad_reqs_french_sec_2.htm
- **International Students Policy**
www.bced.gov.bc.ca/policy/policies/international.htm
- **International Student Graduation Credit Policy**
www.bced.gov.bc.ca/policy/policies/international_grad_credit.htm
- **Special Education Policy**
www.bced.gov.bc.ca/policy/policies/special_ed.htm
- **Student Reporting Policy**
www.bced.gov.bc.ca/policy/policies/student_reporting.htm

Multiculturalism Act

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

Program Guide for Graduation Transitions

English: www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf

Français: www.bced.gov.bc.ca/graduation/grad-transitions/f_grad_trans.pdf

Reporting on K-12 Education: Summary of Key Information

www.bced.gov.bc.ca/reporting/levels/prov_key.php

Reporting on K-12 Education Website

www.bced.gov.bc.ca/reporting/

Safe, Caring, and Orderly Schools: A Guide

English: www.bced.gov.bc.ca/sco/guide/scoguide.pdf

Français: www.bced.gov.bc.ca/sco/guide/f_scoguide.pdf

Safe, Caring, and Orderly Schools Website

www.bced.gov.bc.ca/sco/

School Act

www.bced.gov.bc.ca/legislation/schoollaw/

- *Francophone Education Authorities Regulation*
www.bced.gov.bc.ca/legislation/schoollaw/d/bcreg_212-99.pdf
- *Graduation Requirements Order*
www.bced.gov.bc.ca/legislation/schoollaw/e/m205-95.pdf
- *Required Areas of Study in an Educational Program Order*
www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf
- *Student Progress Report Order*
www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf

School Completion Certificate Program Website

www.bced.gov.bc.ca/graduation/completion/

Special Education Resource Documents

www.bced.gov.bc.ca/specialed/sped_res_docs.htm

Special Education Services: A Manual of Policies, Procedures and Guidelines

www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Special Education Website

www.bced.gov.bc.ca/specialed/

Teachers of English to Speakers of Other Languages, Inc. (TESOL), *PreK–12 English Language Proficiency Standards*

www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349

WelcomeBC Website

www.welcomebc.ca/en/index.html

Appendix B: Historical Development of ESL Policy

The Ministry of Education initially addressed English as a Second Language in *A Manual of Policies, Procedures and Guidelines* (1985). An interim 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.

The *English as a Second Language Policy Framework* (1999) and the *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.

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