

ENGLISH AS A SECOND LANGUAGE

Background

Holy Spirit Catholic School Division values the cultural diversity among its students and welcomes students from throughout the world. English Language Learners (ELLs) enter our school district with numerous strengths, gifts and a wealth of experience. We also recognize the challenges that English Language Learners face while adjusting to their new language and environment. As such, we are committed to providing high quality programming for all students in an environment that values cultural diversity. High quality instructional practices and programming are intended to provide students with the social and language skills necessary to participate and contribute within Canadian society.

Procedures

1. To ensure high quality English language learning programming, Holy Spirit Catholic School Division supports a wide range of programs and supports, including:
 1. Identifying English Language Learners including country of origin and refugee status if applicable.
 2. Assessing English language proficiency level with the support of the Alberta K-12 ESL Proficiency Benchmarks
 3. Planning, implementing and assessing appropriate instruction for language development
 4. Consulting with the ELL Specialist Teacher
 5. Students new to Canada (less than 6 months) will complete an intake assessment with the ELL Specialist teacher.
 6. Utilizing high quality instructional practices and resources
 7. Accessing literacy, interpretive, and specialized supports and services, as needed
 8. Development of on-going professional development opportunities for staff
 9. Fostering partnerships with settlement services and other relevant community agencies

2. Each school will maintain programming and assessment documentation that supports programming for English Language Learners who require support in acquiring English as a Second Language. This may include the Alberta K-12 ESL Proficiency Benchmarks or Limited Formal Schooling Benchmarks.
3. Educational programming for English Language Learners must include provision for instruction in the four language strands: speaking, listening, reading and writing.
4. The needs of English Language Learners will be met in such a way that respects and values each student's language and culture.