



Registration, Reception, Orientation and Assessment of English Language Learners #200.26

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Last Reviewed/Revised:	N/A
Responsibility:	Superintendent of Education
Next Scheduled Review:	January 2023

PURPOSE:

It is the administrative procedure of the Brant Haldimand Norfolk Catholic District School Board (the Board), to provide clear direction regarding registration, reception and orientation, initial assessment, and ongoing assessment for all English Language Learners (ELL) from grades K to 12. These practices are consistent with system philosophy, system priorities, the Ontario Catholic School Graduate Expectations, and Ministry of Education policies.

APPLICATION AND SCOPE:

School Administrators: responsible for overseeing all elements of this procedure and ensuring consistency and compliance among all staff.

All Educators and Support Staff (Educational Assistant (EA), Early Childhood Educator (ECE), School Librarian, Special Education Resource Teacher (SERT), Student Success Teacher, Guidance Counsellor, Classroom Educators): responsible for ensuring practices are consistent with the guidelines within this document.

REFERENCES:

- [Considerations for Program Planning, Ministry of Education: Planning for English Language Learners](#)
- [EduGains.ca – Learn more about supporting English Language Learners](#)
- [English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010](#)
- [© Institute for Catholic Education – Ontario Catholic School Graduate Expectations, Third Reprint, 2019](#)
- [Many Roots, Many Voices: Supporting English Language Learners in Every Classroom – A practical guide for Ontario Educators](#)
- [STEP: Steps to English Proficiency – A Guide for Users, November 2015](#)
- [Supporting English Language Learners: A practical guide for Ontario educators, Grades 1 to 8](#)
- [Supporting English Language Learners in Kindergarten: A practical guide for Ontario educators](#)
- [Supporting English Language Learners with Limited Prior Schooling: A practical guide for Ontario educators – Grades 3 to 12](#)
- [The Newcomer’s Guide to Secondary School in Ontario: Information and Suggestions for Your Child’s Success in School](#)
- [The Ontario Curriculum, Grades 1 to 8, Language \[revised\] 2006](#)
- [The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development \[revised\] 2007](#)
- [The Ontario Curriculum: Secondary](#)

FORMS:

- STU.F – Parent/Guardian Consent for Elementary Assessment ELL
- STU.F – Parent/Guardian Consent for Secondary Assessment ELL



- STU.F – SWIS Parent/Guardian Consent Form

APPENDICES:

- Appendix A: Questions to Consider when Creating a Newcomer Student Profile

DEFINITIONS:

ELD: English Literacy Development programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education.

ELL: English Language Learners 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 may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

ESL: English as a Second Language programs, are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first language literacy skills.

OLB: Observable Language Behaviours: a continuum based on the 6-STEP framework which measures English proficiency in oral, reading, and writing. It is a classroom educator tool that helps educators track language acquisition, program for ELLs, identify next steps and inform instruction

STEP: Steps to English Proficiency: A Ministry developed and endorsed tool that is used to measure or track English proficiency and English proficiency development and progress. It informs programming considerations and educator practices.

SWIS: Settlement Worker in Schools Program, through the YMCA provides settlement support to newcomer students and their families in designated schools during the school year. Settlement workers connect with newcomer student and families, one-on-one and in group settings and provide them with important settlement related information to facilitate their adjustment in Canada.

ADMINISTRATIVE PROCEDURES:

The main body of the Administrative Procedure, this section outlines specific direction, action, and expected standards to implement the policy.

1.0 Catholic Context and Vision of the English Language Learner ([MOE – Supporting English Language Learners](#))

1.1 English Language Learner procedures in a Catholic Context will:

- Respect the dignity and worth of all students
- Encourage students to become reflective, creative, holistic thinkers
- Provide multiple opportunities for students to demonstrate their learning – recognizing each student's unique capacity to learn and grow
- Foster a commitment to excellence
- Create a learning environment where assessment is holistic in nature, integrating the moral and spiritual development of the students
- Be fair and equitable

1.2 English Language Learners come with many assets and skills. They will:

- Learn English at the same time as the Ontario curriculum
- See themselves in the learning environment
- Feel that their culture and language are valued



- Have confidence to express their opinion and know they have a voice
- Meet high expectations when they are involved in setting goals (with appropriate supports)
- Have opportunities to choose pathways that honour their strengths and interests

2.0 Registration, Reception and Orientation of English Language Learners and their Families

First impressions are important, and schools shall provide a warm welcome for all English Language Learners and their families. If initial contact from parents/guardians or registration information (i.e., paper registration package, online registration) indicate that an English Language Learner is enrolling ensure the following:

2.1 Confirm citizenship and immigration status:

- Canadian Citizens and Permanent Residents register directly at schools
- Contact Executive Assistant, Business Services to confirm citizenship and immigration status for students who are not Canadian Citizens or not Permanent Residents

2.2 Prior to first day of attendance or as soon as possible, the administrator or designate will schedule an in-school Reception and Orientation Meeting to complete or review registration package and provide reception and orientation to the school and Ontario school system involving:

- Parent(s) or guardian(s)
- Student
- Administrator
- System ESL Educator
- Guidance Counsellor
- Other School Support Staff (i.e., Student Success Teachers, SERTs)
- YMCA Settlement Worker in Schools (SWIS)
- Interpreter (as necessary and available)

2.3 Reception and Orientation Meeting considerations for K to 12:

- Collect early development and health history, languages and prior schooling from parents/guardians using suggested questions in Appendix A
- School tour
- Bell schedules/timetables (nutrition breaks, outdoor breaks, lunch)
- Transportation
- Orientation to school websites and Brightspace
- Orientation to School Cash Online (food orders, trip payments, etc.)
- Dress code (i.e., indoor / outdoor shoes, gym clothes, etc.)
- School agendas / calendars
- Dietary considerations (i.e., allergens, restrictions, religious, etc.)
- Religious / cultural considerations
- Extra-curricular activities (sports, teams, clubs, etc.)
- School programs (Special Education, French Immersion, others)
- ESL and ELD programs and support
- Obtaining parent/guardian consent for ELL assessment (See Forms 1 and 2)
- School procedures in the event of absence, late arrival, or early leaving
- Parent/guardian involvement (e.g., volunteering, Parent Council)
- Community supports (e.g., settlement services (i.e., YMCA SWIS), local adult ESL classes, and other community programs and resources)
- Student behaviour, Discipline and Safety Policy 200.09 and District Code of Conduct

2.4 Additional Reception and Orientation Considerations for Secondary:

- Provide overview of OSSD requirements
- Explain Pathways (university, college, apprenticeship, workplace)
- Review prior transcripts if possible
- Consider ESL courses and follow Ministry Guidelines for placement (section 4.0)
- Uniform / Dress code (i.e., indoor / outdoor shoes, gym clothes, etc.)
- Uniform purchase information



- Locker assignments / lock purchase
- Activity fees

3.0 Initial Assessment of English Language Learners

- STEP / Steps to English Proficiency OLB / Observable Language Behaviours will be used to establish the use of common language and practice regarding English language acquisition and program considerations. STEP is a six-step continuum which measures English language proficiency in oral (listening and speaking), reading and writing skills. STEP OLB tools:
 - Vary across divisions:
 - Kindergarten – K STEP Framework
 - Primary (Grades 1 to 3)
 - Junior (Grades 4 to 6)
 - Intermediate (Grades 7 to 8)
 - Senior (Grades 9 to 12)
 - Reflect the increasing literacy demands of higher grades
 - Are used for ongoing assessment of English-language acquisition and development
 - Are used to inform programming considerations for ELLs

3.1 Administrator or designate will contact the System ESL Educator as soon as possible following registration to schedule the Initial Assessment of English and Mathematics.

- For Elementary students, this should take place within the first three weeks of attendance
- For Secondary students, this should take place prior to creation of timetable and prior to first day of attendance in courses, whenever possible

3.2 System ESL Educators will assess the English language proficiency of all English Language Learners to determine initial placement on STEP continuum. The assessment procedure will include:

- A structured interview to assess oral communication skills (i.e., listening and speaking)
- An assessment of reading comprehension
- An assessment of writing
- An assessment of mathematical knowledge and skills

3.3 If initial assessment indicates that an English Language Learner has had limited prior schooling, the Board will provide additional support to the student.

3.4 If information from the student's home country, from initial assessment, or from early educator observation indicates that the student may have special education needs, the student will be referred to the appropriate school team.

3.5 Completion of the initial assessment will provide information about the support a student will need.

- System ESL Educators will consult with classroom educators to help program and provide resources.
- System ESL Educators will consult with guidance counsellors to establish a timetable that aligns with STEP level, student interests and pathway goals, and course availability and in accordance with Building an Initial Timetable for Newcomer Secondary School Students.

3.6 System ESL Educators will contact administrator or designate to enroll students in the ESL program in the Student Information System

4.0 Placement of English Language Learners

4.1 Consider the educational background of all English Language Learners in determining their placement and the number of credits that may be granted for prior learning.



- 4.2 A student's level of proficiency in English will not influence the choice of grade placement.
 - 4.3 In elementary schools, English Language Learners will be placed with an age-appropriate group.
 - 4.4 In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations.
 - 4.5 Final decisions regarding placement are made by the administrator in consultation with the student, staff, parents/guardians. The administrator will communicate the placement decision, and the rationale for the placement, to the student and parents/guardians.
- 5.0 Programming for English Language Learners
- 5.1 School boards will implement programs and services that will enable English Language Learners to continue their education while learning English.
 - 5.2 In elementary schools, classroom educators will support English language acquisition across the curriculum.
 - 5.3 In secondary schools, content area educators will support English language acquisition as well as curriculum expectations for the course.
 - 5.4 (ESL) English as a Second Language Programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools.
 - 5.5 (ELD) English Literacy Development Programs are for students in grades 3 to 12 who have had limited opportunities to develop language and literacy skills and/or access to education has been limited.
 - 5.6 English Language Learners will receive program support depending on the student's STEP level and available resources.
 - 5.7 Support models may include one or more of the following:
 - Monitoring/consultation support
 - In class support
 - Withdrawal support when available and appropriate
 - 5.8 English Language Learners at different stages of learning English and/or developing literacy in English will need program adaptations in order to be successful. Appropriate adaptations include:
 - Modified expectations (e.g., modification of some or all of the course expectations, especially for students in the early stages of learning English or those who require ELD support). Note: When learning expectations are modified, this must be clearly indicated on the student's report card. (Section 8.0).
 - A variety of accommodations related to instructional strategies (e.g., extensive use of visual cues, graphic organizers, peer tutoring; strategic use of students' first languages).
 - A variety of learning resources (e.g., use of visual materials, simplified texts, and bilingual dictionaries).
 - Accommodations related to assessment strategies (section 8.0).
- 6.0 Graduation Requirements for English Language Learners
- 6.1 A student entering the Ontario secondary school system at any grade level may count a maximum of 3 ESL or ELD credits as compulsory English credits. (Four compulsory English credits are required for graduation.)
 - 6.2 The remaining compulsory English credits will be earned at the grade 12 level.
 - 6.3 The Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfills the Literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or grade 12.



7.0 Substitutions for Compulsory Courses

7.1 The Administrator has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English Language Learners

8.0 Ongoing Assessment, Evaluation, and Reporting

8.1 STEP / Steps to English Proficiency OLB / Observable Language Behaviours will be used by teachers to:

- Track English language acquisition
- Program for ELLs
- Identify next steps
- Inform instruction
- Determine appropriate accommodations
- Determine appropriate resources
- Identify the need for modifications on a case-by-case basis

8.2 The information on student achievement gathered through assessment and evaluation should be communicated to students and parents/guardians at regular intervals and in a variety of informal and formal ways, using a language that the parent/guardian is comfortable with whenever possible.

8.3 Educators will check the ESL/ELD box on the elementary progress report card and the provincial report cards to indicate that *modifications have been made to curriculum expectations* to address the language learning needs of English Language Learners.

8.4 When curriculum expectations are modified in order to meet the language-learning needs of English Language Learners, assessment and evaluation will be based on the documented modified expectations. Educators, in collaboration with their administrators, will determine the most effective way to document the modification of curriculum expectations for English Language Learners.

8.5 The ESL/ELD box will *not* be checked to indicate:

- That the student is participating in ESL or ELD programs or courses.
- That accommodations have been provided to enable the student to demonstrate his or her learning. Such accommodations may include, for example, extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language.

9.0 Identification and Involvement of English Language Learners in Large-Scale Assessments

9.1 English Language Learners should participate in the grade 3 and grade 6 provincial assessments in reading, writing, and mathematics, and in the Grade 9 provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success.

9.2 Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.

9.3 English Language Learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.

9.4 For more detailed information refer to the current EQAO administration guides (www.eqao.com).

10.0 Discontinuation of ESL/ELD Support

10.1 English Language Learners should receive ESL/ELD program support until they have acquired the level of proficiency required to learn effectively in English with no ESL/ELD support.

10.2 The decision to discontinue ESL/ELD support is made by the administrator in consultation with the student, the parents/guardians, and ESL/ELD and classroom educators. (This is decided on a case-by-case basis with reference to STEP)

10.3 An English Language Learner will remain enrolled in the ESL program, and identified as such in the student information system, until the decision has been made to discontinue ESL support.



**Parent/Guardian Consent for
Assessment of English
Language Learner
(Elementary)**

Dear Parent(s)/Guardian(s),

Welcome to the Brant Haldimand Norfolk Catholic District School Board. Multilingual students and their families contribute to the rich cultural diversity of our community and our staff are committed to providing a positive and successful educational experience.

Your child, _____ enter first and last name _____, in Grade _____ (enter grade), may benefit from the support of an educator of English Language Learners. To identify the strengths and needs of your child, we will assess his/her English language and math abilities. An English as a Second Language / English Literacy Development (ESL/ELD) educator will conduct this assessment.

Some of the tasks your child will be asked to do involve reading, writing, answering oral questions, following directions, and completing math problems.

The results of this assessment will be shared with the classroom educator. The classroom educator and the ESL/ELD educator will work together to develop a program to better meet the language learning needs of your child based on the results of the assessment. Please be assured that the assessment has been planned with the student's best interest in mind.

If you have any questions or concerns, please feel free to contact the classroom educator or the administrator at your child's school.

Date: _____

Classroom Educator's Signature: _____

I/we give consent for my/our child to be assessed by an ESL/ELD Educator and to participate in the ESL/ELD program if program adaptations are recommended.

Yes No

Date: _____

Signature of Parent(s)/Guardian(s): _____

*Please return completed form to your child's classroom educator.

**Educators: Please inform the ESL/ELD Educator and file in the OSR.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act (R.S.O. 1990 c. M.56). The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and may be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information may be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer, and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 11234)



Parent/Guardian Consent for Assessment of English Language Learner (Elementary)

Dear Parent(s)/Guardian(s),

Welcome to the Brant Haldimand Norfolk Catholic District School Board. Multilingual students and their families contribute to the rich cultural diversity of our community and our staff are committed to providing a positive and successful educational experience.

Your child, _____ enter first and last name _____, in Grade _____ (enter grade), may benefit from the support of an educator of English Language Learners. To identify the strengths and needs of your child, we will assess his/her English language and math abilities. An English as a Second Language / English Literacy Development (ESL/ELD) educator will conduct this assessment.

Some of the tasks your child will be asked to do involve reading, writing, answering oral questions, following directions, and completing math problems.

The results of this assessment will be shared with the classroom educator. The classroom educator and the ESL/ELD educator will work together to develop a program to better meet the language learning needs of your child based on the results of the assessment. Please be assured that the assessment has been planned with the student's best interest in mind.

If you have any questions or concerns, please feel free to contact the classroom educator or the administrator at your child's school.

Date: _____

Classroom Educator's Signature: _____

I/we give consent for my/our child to be assessed by an ESL/ELD Educator and to participate in the ESL/ELD program if program adaptations are recommended.

Yes No

Date: _____

Signature of Parent(s)/Guardian(s): _____

*Please return completed form to your child's classroom educator.

**Educators: Please inform the ESL/ELD Educator and file in the OSR.

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Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board

The Brant Haldimand Norfolk Catholic District School Board facilitates access for students' referrals to the Settlement Workers in Schools (SWIS – Hamilton) for the purposes of supporting newcomer students to our Board.

The Settlement Workers in Schools (SWIS-Hamilton) is a partnership program between the BHNCDSB and the YMCA of Hamilton/Burlington/Brantford that provides newcomer families and students with information and referrals to school and community-based resources that support the settlement process of families and endorse student success.

The SWIS worker provides newcomer parents/guardians and students with information and support on:

- Learning English
- Looking for a job
- Finding a doctor or dentist
- School registration
- Understanding the education system in Ontario
- Understanding students' rights and responsibilities in school
- Finding homework support
- Other settlement needs

Consent Process:

Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification.

Date: _____

I/we give consent for my/our child to be referred to SWIS and to access suggested settlement services provided by a SWIS worker.

Yes No

Student Name: _____

Date of Birth: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

*Please inform the ESL/ELD Educator and file in the OSR. (Copy for parents/guardians can be provided upon request)

Information Collection Authorization

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Questions to Consider when Creating a Newcomer Student Profile

Reception and Orientation Meeting – Collection of Information for Newcomer Student Profile

- Name of Student
- Date of Birth
- Original Date of Entry to Canada
- Most Recent Date of Entry to Canada (if different from the original date of entry)

Early Development and Health History

- What is the first language the student learned to speak
- At what age did the student first speak (words, phrases, sentences)
- At what age did the student take his/her first steps
- Describe any health issues or special considerations that the student has (e.g., illnesses, allergies, conditions, hearing, vision, religious)

Languages

- What language(s) does the student understand and how well
- What language(s) does the student speak and how well
- What language(s) does the student read and how well
- What language(s) does the student write and how well
- At what age did the student learn to read/write
- What language(s) is spoken in the home and with whom
- What was the language(s) of instruction in school
- Has the student studied English before, for how many years, for how many hours a week

Previous Schooling

- At what age did the student start school
- Did the student attend regularly
- Was schooling interrupted for any reason, explain (e.g., illness, political or social conditions, time spent in transit before arrival in Ontario, migrant worker families)
- For how many years has the student attended school
- Has the student repeated or accelerated a grade
- Where has the student attended school (e.g., urban, rural, refugee camp, private or public schools)
- What was the last date of attendance at school
- What are the student's strongest subjects
- What subjects does the student have difficulty with
- Did the student receive extra help or attend special classes, explain
- What are the student's hobbies or special interests
- What are the student's career goals
- Do you have school records, report cards, or special certificates to share with us