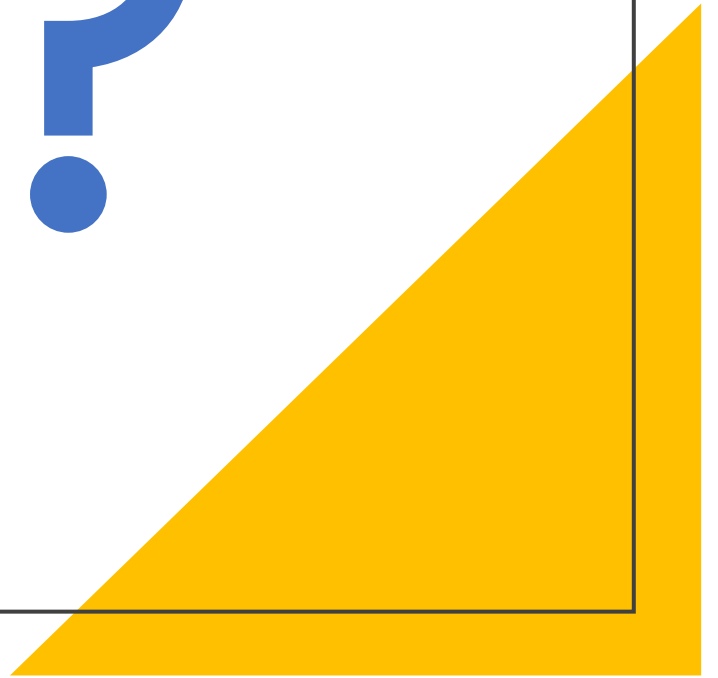


ELL
Support
Alignment

Board Learning Session

WHY



SPECIAL EDUCATION SERVICES
A Manual of Policies, Procedures and Guidelines

*“To the **maximum extent possible**, special education services should be organized for delivery at the school level. However, a support system should be available at the district level to ensure that schools have access to expertise and services which are so specialized as to preclude their replication in each school. School districts should ensure that when the resources available at the school level have been exhausted, a mechanism is in place to provide additional assistance to the school using district-level or community-based resources”.*



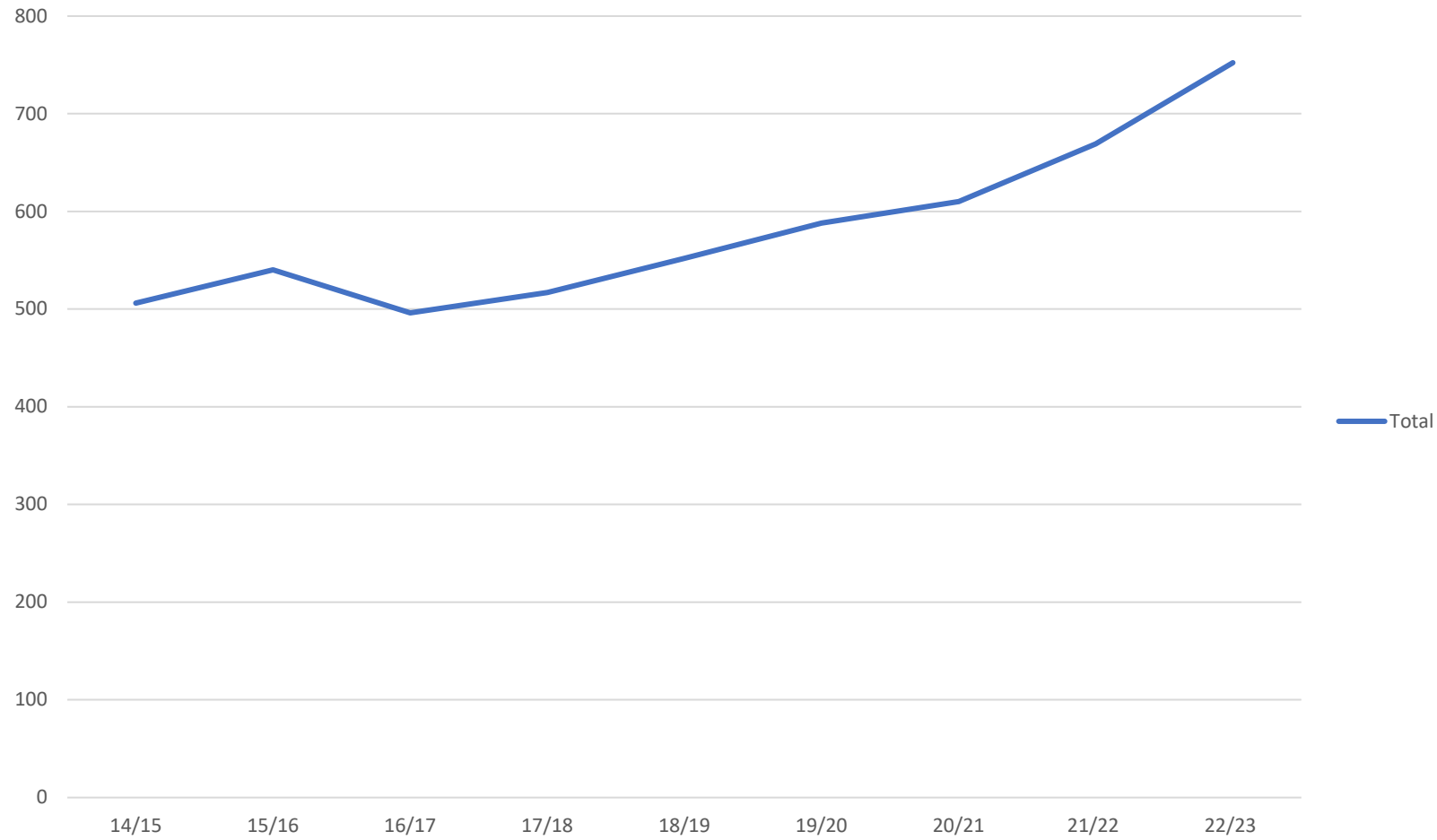
April 2016

*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 a District ELL specialist.***

ENGLISH LANGUAGE
LEARNING

Policy Guidelines
CONSOLIDATED 2009
UPDATED 2018

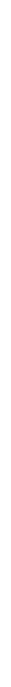
SD 33 ELL Numbers



— Total



How



ELL Support Model – Middle and Secondary Schools



Current practice at Middle and Secondary School in SD33:

Example:

GW Graham - an ELL teacher is assigned 25% ELL support while also teaching senior English classes

CMS - an ELL teacher is assigned 50% ELL support while also teaching in other areas

Required Abilities, Qualifications and Experience:

- extensive academic training and post graduate coursework in the following areas: students with special needs; assessment/testing theory and practice (Level B); strategies for adapting and modifying curriculum
- knowledge of, and demonstrated application of the Ministry of Education's current philosophy, teaching practices, and evaluation/assessment/reporting procedures as outlined in the Manual of Policies, Procedures and Guidelines for Special Education Services
- demonstrated experience and ability in being able to carry out a variety of assessments, including classroom observation, curriculum based assessment and diagnostic teaching methods, administration and interpretation of Level B Assessments including the WIAT, PPVT, Key Math and TOWL
- demonstrated experience in and knowledge of methods for evaluating and selecting instructional materials suitable for students with a variety of special needs and learning disabilities
- knowledge of and demonstrated experience in the development, implementation and evaluation of IEPs in consultation with the classroom teacher(s), parent(s), student and district personnel
- specialized course work in the following areas of ELL/ESD: teaching methodology, cross-cultural sensitization, multicultural studies, and applied linguistics
- cultural awareness and experience in Aboriginal Education
- experience teaching landed immigrant and international ELL/ESD students
- knowledge of ELL/ESD Ministry of Education eligibility criteria for 1701 reporting
- experience in conducting formal, level B assessments on ELL/ESD students
- experience in developing Annual Individual Plans (AIPs) for ELL/ESD students
- knowledge of current best practices in education of ELL/ESD students
- knowledge of SIOP or a willingness to be trained in SIOP

Job Posting Example: Learning Assistance & ELL

Questions





English Language Learning (ELL)

SD33 Support Model

Introduction: The ELL support model in SD33 has been reviewed and changes are being implemented to better meet the growing ELL needs in our schools. These changes are reflective of the Ministry of Education’s guidelines for support as well as having greater alignment between the elementary, middle and secondary programs. Currently, 19 elementary schools are supported by 9 district-based teachers while middle and secondary schools are provided staffing to create site-based ELL teaching positions for their schools. Moving forward, all students in our K – 12 system will be supported by ELL teachers at their schools and these teachers will receive ongoing support through the district.

Rationale: BRITISH COLUMBIA MINISTRY OF EDUCATION **Special Education Services: A Manual of Policies, Procedures and Guidelines Page 8** – *“To the maximum extent possible, special education services should be organized for delivery at the school level. However, a support system should be available at the district level to ensure that schools have access to expertise and services which are so specialized as to preclude their replication in each school. School districts should ensure that when the resources available at the school level have been exhausted, a mechanism is in place to provide additional assistance to the school using district-level or community-based resources”.*

The district fundamentally believes that resources and supports should be deployed as close to students as possible. Current knowledge of inclusive practices should form the basis for program and instructional planning and service delivery for all students, including our 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 student and is best achieved through an inclusive school-based delivery model.

Current practice at Middle and Secondary School in SD33: ELL support at middle and secondary follows this principle, “services should be organized for delivery at the school level”. Staffing is allocated to the school and the ELL time is assigned by the principal to qualified teachers and may be combined with other teaching assignments as needed.

Example:

- at GW Graham, an ELL teacher is assigned 25% ELL support while also teaching senior English classes
- at CMS, an ELL teacher is assigned 50% ELL support while also teaching in other areas

The move to site-based ELL services in **elementary schools** will result in a more inclusive, relational and responsive model of ELL support.

An inclusive model of support:

- Site-based support allows for deeper collaboration and connection between ELL, LA, RT and classroom teachers and provides more comprehensive services at the school level
- Shift from a specialist medical model of service delivery to an inclusive model of service delivery
- Recognizes that ELL, LA and RT teachers have a unique set of skills that allow for co-planning learning opportunities to provide access points for all learners (UDL), and co-teaching as a means to model inclusive teaching practices within the classroom (Tier 1)

- Promotes an understanding that all students, including ELL students, learn best when immersed in the classroom alongside their peers

A relational model of support:

- Increases opportunities to build capacity (Tier 1 supports) and create inclusive and culturally responsive practices and models within the building including parent/teacher interviews, CBIEP/AIP meetings, staff meetings, increased access to ELL, LA and RT support for all (students, teachers, P/VP)
- ELL, LA and RT teacher(s) are part of building the school community and culture and can offer an important inclusive and cultural lens
- Research supports an understanding that relationships are foundational in schools, and they are fundamental to productive learning, growth, and development for staff and students - the strongest factors in student learning relate back to the teacher/student relationship

A responsive model of support:

- Individual student need, the number of students requiring service, and their location throughout the school and district contributes 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, in particular our move toward a more inclusive service delivery model.

Training and Support: A District-based ELL Inclusion Teacher will provide ongoing support for staff providing ELL services to students K-12 through:

- Monthly training sessions on topics such as assessment, AIP development, supporting classroom teachers in Tier 1 inclusive practices, targeted small group intervention, and progress reporting
- One-to-one support to teachers who are new to the role (walking alongside, co-assessing and co-planning)
- Online ELL training opportunities for new and experienced ELL, LA and RT teachers (Moodle Courses)

ELL Services:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf>

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

- | |
|---|
| <ul style="list-style-type: none"> • 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 a District 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