



## Procedure No. VI-77

Adopted: June 1, 2015		<del>Revised/Revised/Revised</del> May 2, 2022
Next Scheduled Review: 2024-2025		
Associated Policies & Procedures: Ass <a href="#">II- English as a Second Language (ESL) and English Literacy Development (ELD) Programs and Services</a>		

### Purpose

elementary and secondary schools in the Halton Region. It reflects the growing diversity in our for ELLs. Implementation will also support successful outcomes for English language learners as they graduate from school and and learning.

### Application and Scope

This procedure applies to students enrolled in elementary and secondary schools in the Halton Catholic District School Board.

### References

[Aménagement linguistique – Le Dictionnaire québécois des termes de l'éducation et de la formation](#)

[Regulating Charitable Distinct Foundations Section 23](#)

[Policy 100 – English as a Second Language \(ESL\) and English Literacy Development \(ELD\) Programs and Services](#)

[Ontario College of Teachers Act, 1996](#)

English Language Learners (ELLs):

For the purpose of this policy, ELLs are students in the HCD SB whose first language is a language other than English and who are of English language proficiency different from the English language proficiency of the majority of students in the HCD SB (Indigenous children, children of immigrants, children of refugees, international students, etc.).

The board's commitment to diversity has resulted in an approach to address the diverse linguistic strengths and needs of all students in the HCD SB.

### English as a Second Language Program (ESL):

--- or is a variety of English

significantly different from the standard used for instruction in  
have had educational opportunities to develop age-appropriate first language literacy skills.

### English Literacy Development Program (ELD):

--- or is a variety of English

--- 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. These students may have limited English language skills and may have difficulty in Ontario schools with significant gaps in their education.

Parents/guardians who are French speaking must be informed of their right to enrol their child in a French language school if they qualify under Section 23 of the Canadian Charter of Rights and Freedoms. They must also be informed that children of parents/guardians who do not meet Section 23 criteria can be admitted to Ontario's French language schools by an admissions committee if they come from countries where the language of public administration or schooling is French. For more detailed information, see *Aménagement linguistique*.

Protocols will address the effective use of human resources, including community resources.

### Initial Assessment of English Language Learners

HCDSB will assign staff to assess the English language proficiency of all ELLs. The assessment will be:

- o a structured interview; to assess oral communication skills (listening and speaking);
- o an assessment of reading comprehension;
- o an assessment of student writing;
- o an assessment of mathematical knowledge and skills.

If initial assessment indicates that an ELL has had limited prior schooling, the HCDSB will provide additional support to the student.

HCDSB will develop a protocol for identifying ELLs who may also have special education needs.

If information from the student's home country for use in initial assessment is unavailable, the student will be referred to the appropriate school team.

### Placement of English Language Learners

HCDSB will consider the educational background of all ELLs in determining their placement and the number of credits that may be awarded for prior learning.



