



English as a Second language (ESL) Policy

Governance Policy		Date Approved	April 2022
Management Policy	√	Date Next Review	April 2026

Rationale

English as a Second Language (ESL) students are those who first learned to speak, read and/or write a language other than English, and whose level of English language proficiency precludes them from full participation in learning experiences provided at CAIS. CAIS endeavors to create a learning environment which includes students with diverse language proficiency needs.

ESL learners are at various levels of English Language proficiency. Some learners acquire English language skills through opportunities available in the classroom and targeted language support to help bridge the gap. This calls for flexible and responsive learning environments that meet the varied levels of ESL learners.

The fundamental belief that we are created by God and in His image defines our view of the learner. We advocate for students in the following ways.

- We recognize the potential of all students to learn.
- We seek to differentiate learning and support child-focused instruction.
- We strive to remove barriers to learning.
- We endeavor to share God's love to each student and help them develop in their knowledge and abilities to serve Him.



Principles

The following principles underpin the approach CAIS takes towards English as a Second Language:

1. Students come to an English language learning classroom with a wealth of previous knowledge and experience to share and upon which to build.
2. A supportive school environment that reinforces and encourages student pride in home, community, language and culture, will lead to greater student success.
3. Students learn English at different rates, depending on such factors as their previous school experiences and their ability to listen, speak, read and write in their first language.
4. Meaning is central to language learning. Students learn language most effectively when programs are relevant to their experiences, interests and prior knowledge.
5. English language learning is an active process in which students participate by linking new learning to what they already know, as well as developing and experimenting with hypotheses about the new language and culture.

Guidelines

When teachers use evidence-based instructional practices and strategies to support student engagement, it can lead to greater achievement and success for all children and students.

For some learners, the most responsive and flexible learning environment may include:

Inclusion: (Push-In Method)

- Inclusion is a method of program delivery, also called inclusive education, in which students work alongside their same-aged peers but may receive extra support or be provided with accommodation and/or program modifications within the mainstream classroom.



Self-contained classes: (Pull-out Method)

- The pull-out classes are methods of program delivery where students are grouped according to ability or need and work collectively on a modified program with levels of support that differ from those in mainstream classes.

Individualized Language Plan: (ILP)

- Students identified as ESLs in need of an individualized language plan will receive support which will include a combination of the *inclusion and self-contained* classes. In some cases, the students may also require the support of an *external ESL assistant* that would work with the ESL teachers to support the student's progress.

Funding

The Tuition Fee covers most English Language learning measures for students. In some cases where there are significant learning needs that require extra personnel or services for the individual student, then parents may be required to fund the extra support.