

ALL ELL students (Direct & Indirect Service) MUST have an AIP
Ministry requirements are that AIPs be reviewed at least at each reporting period.

What is an AIP (Annual Instructional Plan)

- ▶ An educational plan for English Language Learners (ELL & ESD)
- ▶ A working document that sets out the language and literacy goals which can reasonably be met in the current school year
- ▶ Identifies strategies and services that will support identified learning goals
- ▶ Based on the assessment of language & literacy needs in one or more language domains
- ▶ A tool that supports collaboration and shared, professional responsibility

The development of the **AIP** should be *linked to assessment* and should consider the following:

- current level of proficiency in all language domains
- student's language development
- previous educational and personal experiences
- promising, research-based practices in English language learning, learning activities that integrate listening, speaking, reading and writing
- authentic and meaningful contexts
- integration of language content and thematic teaching simultaneously
developing students' language, content-area knowledge, and thinking skills
- ongoing, formative assessment that supports instruction
- differentiation of classroom instruction

Refer to: <http://www.bced.gov.bc.ca/esl>

see also: LST Handbook of Guidelines and Procedures – Section 4 p. 50

<http://www.bced.gov.bc.ca/compliance/1112/1112-re-audit-program.pdf> (pages 13-16)

http://www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf

ALL ELL students (Direct & Indirect Service) MUST have an AIP
Ministry requirements are that AIPs be reviewed at least at each reporting period.

Ministry of Education – ESL Policies & Guidelines

(from: <http://www.bced.gov.bc.ca/esl/policy/guidelines.pdf> - page 8-9)

Instructional Plan

Planning for English language learners should recognize the objective of integration into the regular school program based on students' readiness, so they can achieve the learning outcomes of the curriculum. Adaptations may be required to address the student's level of English language proficiency and prior educational and cultural experience.

Based on the assessed needs of the student, a determination should be made of the instructional goals that can reasonably be met in the current school year. These should be recorded in an annual instructional plan for the student, which includes a schedule of the specialized services being provided to that student. As part of this process, parents should be notified that their child is receiving ESL service

Current knowledge with regard to effective practices should form the basis for program and instructional planning for English language learners. The initial assessment to identify students who require ESL services, the ongoing review of their progress, and the discontinuation of service is a shared, professional responsibility.

*Information on English language learners, the range of their needs, research into ESL, effective instructional practices for ESL, and the role of the ESL specialist is provided in the ministry resource documents, *ESL Learners: A Guide for Classroom Teachers* and *ESL Learners: A Guide for ESL Specialists*.*

The Ministry of Education provides up to five years of ESL funding per eligible student to boards of education based on enrolment and reporting of students as receiving ESL services. Some English language learners require only one or two years of ESL services while others need more time to acquire academic proficiency in English.

Refer to: <http://www.bced.gov.bc.ca/esl>

see also: LST Handbook of Guidelines and Procedures – Section 4 p. 50

<http://www.bced.gov.bc.ca/compliance/1112/1112-re-audit-program.pdf> (pages 13-16)

http://www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf