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Strengthening Diversity In BC

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BC LINC Guidelines

CONTENTS

AMSSA 40 YEARS Strengthening Diversity In BC

FOREWORD

The BC LINC Guidelines Committee is comprised of BC settlement language training service provider coordinators and managers who are interested in compiling guidelines for use in a LINC delivery environment. These guidelines have been revised to reflect best practices intended to ensure consistency among LINC service providers.

The terms of reference for this committee are as follows:

- The committee and its process is not meant to impose or mandate policies on settlement language providers in BC, but rather to provide guidelines that BC LINC providers could then utilize to inform their own internal program delivery.
- The committee mandate, with the support of AMSSA staff (Affiliation of Multicultural Societies and Service Agencies of BC), will be on-going and will meet at appropriate intervals according to need.
- The committee will be proactive in seeking input and feedback from BC LINC providers, which will then inform revisions to the BC LINC guidelines document.
- BC LINC Guidelines will be forwarded to providers with the understanding that it is a living document; as such, there may be the need to revisit the document from time to time and make further revisions.

Members of the BC LINC Guidelines Committee

Chair: Ewa Karczewska, ISSofBC

AMSSA: Julie Ship, Settlement Language Coordinator and Farah Kotadia, Program Director

Current Participants: Betty Knight, Columbia Basin Alliance for Literacy; Jan Theny, Vancouver Community College; Mary Daniel, Delta Community College; Paula Mannington, Abbotsford Community Services; Yvonne Hopp, New Directions English Language School; Wendy Zarr, Vernon and District Immigrant and Community Services; Chantelle MacIsaac, MOSAIC; Jeff Graham, S.U.C.C.E.S.S.; Wes Schroeder, Western ESL Services;

Original Members of the BC LINC Guidelines Committee: Ewa Karczewska, ISSofBC; Brenda Lohrenz, LISTN; Mary Wade. LISTN; Marta Batory; Richmond Continuing Ed.; Mark Batt, M.O.S.A.I.C.; Yvonne Chard Delta Continuing Ed.; Jeff Graham, S.U.C.C.E.S.S.; Joan Haack, Immigrant and Multicultural Services Society of Prince George; Todd Kitzler, Inter-Cultural Association of Greater Victoria; Michelle Price, Chilliwack Community Services; Wes Schroeder, Western ESL Services; Jan Theny, VCC; Louise Thorburn, Burnaby SD 41 (plus Corinne Vooys, Abbotsford Community Services and Richard Sim, VCC).

INTRODUCTION

This is a compilation of operational" Guidelines and Procedures" for LINC schools to follow in the administration of the program.

The purpose of this document is:

- To serve as a reference for Language Training Organizations (LTOs) about the LINC program's operational guidelines directing the administration of LINC in British Columbia.

These guidelines are not intended to *specifically* address every possible situation faced by providers. In cases where a guideline is open to interpretation, providers should seek guidance from their Settlement Officer and provisions from their Contribution Agreements.

Guidelines stated in this document are intended for the provision of all levels and types of LINC programming, unless specifically identified.

ELIGIBILITY

I. Immigration Status

Clients must be 17 years old or older and approved for permanent residence. Canadian citizens, temporary visitors, temporary foreign workers and refugee claimants who have not yet received a positive decision on their refugee status claim **cannot** take LINC classes. You must have at least **one** of the following documents:

a) Permanent Resident Card (PRC)

b) Confirmation of Permanent Residence (form IMM5292)

c) Record of Landing (form IMM1000 - issued prior to June 2002)

d) Notice of Decision from the Refugee Protection Division of the Immigration and Refugee Board (IRB) confirming convention refugee status

e) Letter from Immigration, Refugees and Citizenship Canada (IRCC) giving approval to remain in Canada while application for permanent residence is being finalized (Approval in Principle Letter)

BC Settlement and Integration Services Eligibility (BCSIS):

Non-eligible clients may take LINC classes in smaller, rural and remote areas under BC Settlement and Integration Services (BCSIS) eligibility as described in **Appendix A**. In those cases, IRCC covers the delivery of eligible language training activities to IRCC eligible clients and the Province of BC covers the delivery of training activities for clients who are not eligible for IRCC support.

II. Language Level

LINC applicant placement test scores must be within the CLBs offered by the program (**Literacy to** CLB/LINC **8**). Placement of new clients into the LINC levels is determined by the results of the Canadian Language Benchmarks Placement Test (CLBPT) administered by either LINC assessment centres or designated LINC schools, provides benchmarks for each of the four sub-skills: Listening, Speaking, Reading and Writing.

Clients are initially placed at the LINC level corresponding to their achieved Benchmarks plus 1 (CLB1 = LINC 2, CLB2 = LINC 3, etcetera).

Where and when there are different benchmarks for some or each of the sub-skills, a number of averaging formulas are applied to arrive at placement. These comprehensive placement rules are described in **Appendix B,** and a spreadsheet macro for the placement calculation is available to LINC training providers. These same language level placement rules are also to be applied by LINC training providers in determining clients' level progression and graduation.

There is a difference however between CLBPT scores and CLB designations. CLBPT scores ***recommend*** **placement levels** and ***completed CLBs*** refer to CLBs assessed by the teacher based on evidence of 8–10 artefacts in each of the skill areas, demonstrating at least 70% mastery in each skill.

While IRCC directives and CCLB accommodations procedures are being developed around intake, classroom experience and PBLA assessment for LINC clients with disabilities, recommendations for supporting organizations may be found at http://www.amssa.org/wp-content/uploads/2017/10/AMSSA-Handout-Supporting-Clients-with-Disabilities-Webinar-Final.pdf

III. Level Reassignment

When clients, within a month, are moved to a level different than that recommended by the original CLBPT result, LTOs are requested to notify the assessment centre via email or fax.

IV. Reassessment Requirements

The CLBPT assessment or progress test results are considered to be valid for a period of 1 year. If a student has been out of LINC for longer than 1 year, the student must re-apply to be reassessed.

- Clients are eligible for re-assessment 1 year after their initial assessment took place or if their learning was interrupted for 1 year or longer.
- Clients actively enrolled and attending LINC classes are not eligible for re-assessment. Assessment centres will ask if the client is enrolled when they present themselves. There is currently no way to verify this in iCARE.
- CLBPT placement scores are used for initial LINC placement and cannot be used to assign a completed CLB benchmark.
- After initial class placement, clients can be moved to the level that best meets their needs however new CLB benchmarks can only be assigned if there is sufficient evidence of achieving CLB criteria for the level currently being assessed (8-10 artefacts per skill).

REGISTRATION / WAITLISTS

In 2016 IRCC implemented BC Waitlist Management Strategy Guidelines **(Appendix J).** These Guidelines serve to provide information and process requirements for waitlist management in British Columbia as part of the National Waitlist Management Strategy being implemented across Canada. These Guidelines are used to inform the procedures listed below.

I. New Registration

1. A LINC Language Training Organization (LTO) should accept a client for registration for their LINC program if the client presents all the following:

   a. Original *Client Referral Form* (in Metro Vancouver only), stamped and dated by the Assessment Centre and signed and dated by the client (see sample in **Appendix K)**
   NOTE: Clients that have been assessed prior to May 02, 2016 and are actively participating in the LINC program can continue do so without a Client Referral Form.

   b. CLBPT Assessment Report completed within the last year - Assessment Report (REC – 101) *check the date – the CLBPT is valid for one year, after which they must return to the Assessment Centre for retesting if they have not attended any LINC class in the interim.

   c. Original(s) of immigration document(s) to prove eligibility (see Eligibility section above):

   Documents containing personal information should not be transmitted by email. Client must register in person (not by phone, not through a family member nor friend).

2. In the absence of any documentation confirming previous placement or progress assessment, clients should be referred back to the assessment centre.

3. Client may only be enrolled (placed) in one LINC class at a time unless expressly approved by IRCC.

Class Placement Procedure for clients with *Client Referral Form* on the next page:

Class Placement Procedure for clients with *Client Referral Form*:

Class Seat is available and client is placed in class	**Class seat is not available and client is placed on waitlist (see II.)**
"Client Consent" section has been signed and dated by client. (translations of consent available on Tutela.ca – BC Waitlist Management Resources Group)	
• If the client is on a waitlist at another LTO, the listed LTO is contacted via email or phone regarding the client's change in status. • If the client is placed in class option two, the client may remain on the waitlist for class option one – in this case, the LTO/SPO listed as option one is not contacted	• LTO ensures that the client has not exceeded maximum waitlist registrations, fill in, stamp and date the *Client Referral Form* to validate the waitlist registration.
• **Original *Client Referral Form*** is placed in the client's file	• **Copy of *Client Referral Form*** is placed in the client's file and original *Client Referral Form* returned to the client.
• Client is placed in their chosen class at their CLBPT level + 1.	• When called for class client brings the original *Client Referral Form*.
Original *Client Referral Form* is kept on client's file for the duration of client's stay in the program.	

II. *Waitlist

In addition to the following, LTOs may establish their own internal waitlist priorities such as (clients who require childcare support or have medical reasons, returning clients who have been exited from the program due to circumstances out of their control such as reduction in classes).

When there is demand for a service which cannot be met immediately, LTOs must use the iCARE waitlist module to maintain waitlists. Priority should be given, **first**, to progressing clients and **then** to clients whose classes will not continue and for whom no alternative class seat is available.

As per the document *Waitlist Management and Language Referral Guidelines for iCARE users* (available under the Resource tab in iCARE), clients will **next** be given priority access to language training spaces in the following order:

(1) Protected Persons, as defined in Section 95 of Immigration and Refugee Protection Act (IRPA), on a first come, first served basis. All refugees should receive the same priority placement. (for a detailed description of Refugee Protection Categories and Codes refer to **Appendix J**)

(2) SPO internal transfers (due to a client's first choice becoming available, or client moving levels)

(3) Transfers between SPOs (due to a client's first choice becoming available, or client moving levels)

(4) All other Permanent Residents

III. Client Exiting LTO / SPO

When the client is ready to exit the program, the "Notes for office use only" section on page 2 of the Original *Client Referral Form* should be updated with a brief reason regarding:

- the decision to exit, date of exit
- the most recent teacher-assigned CLBs and if none were given, the most recent CLBPT scores.

*Important Note: Clients **MUST** have this form to register for waitlist or enrol in LINC classes*
Please keep this form in a safe place and DO NOT LOSE

Notes for office use only:	Office stamp

Example of note:

<u>If the client entered the program with CLBPT results (new learner):</u>

"*Client attended CLB 4AM class from ____to ____. Insufficient Evidence to assign completed CLBs. Use CLBPT results for class placement (L-…./S-…./R-…./W-…)"*

<u>If the client entered the program with benchmarks assigned by another teacher - in your program or another LINC Program (continuing learner):</u>

"*Client attended CLB 4AM class from ____to ____.*
Completed CLBs at class exit (L-…./S-…./R-…./W-…)"

If the client has progressed to a new level, advise the client to take the LINC certificate to the new LTO.

- The original *Client Referral Form* should be photocopied, the original returned to the client and the copy placed in the client file.
- The client should be informed that they will be required to present the *original Client Referral Form* to the LTO should they want to access the LINC program in the future.
- Should a client lose their form, they will need to follow the procedures for replacing a lost *Client Referral Form* (see BC Waitlist Management Strategy Guidelines in **Appendix J**)
- Clients who want to leave the program and do not have Client Referral Form on file, should receive "Request to Issue Client Referral Form" letter from their LTO and be instructed to take it to an Assessment Centre in exchange for an official Client Referral Form.

IV. Returning Client

Request to see the original PR card to establish eligibility (to ensure client is not a citizen).

Clients who had a *Client Referral Form* before leaving the LTO, must present the original *Client Referral Form* when returning to the program after an absence.

If the client is returning back to the same LTO/SPO after an absence of less than a year and did not have *Client Referral Form* (joined the program before May 02, 2016), they do not need to go to the Assessment Centre for an official form. It will be up to the LTO to determine whether to accept the client back into the program based on their past interactions with the client.

If the client is returning after an absence of more than a year, the client will need to return to the language assessment centre/language assessor for a new language assessment.

If the returning client decides to transfer to another LTO and does not have a *Client Referral Form* (joined the program before May 2016), the LTO should issue the letter entitled "Request to Issue Client Referral Form" and instruct the client to bring this letter to the Assessment Centre in exchange for an official Client Referral Form.

V. Client transferring from another LTO or province

1. Clients transferring from another LTO will bring with them their LINC Certificate / PBLA Progress Report (if progression took place) and original *Client Referral Form*. Those who have not received a Progress Report should be placed based on their CLBPT results (as seen in iCARE).
2. The receiving LTO should refer to the "Notes for office use only" section of the *Client Referral Form*. If the validated notes indicate a withdrawal from the LTO listed on form, no further contact is needed. The referral form should be taken from client and filed.
3. If there are no validated comments, the LTO must notify, via e-mail, the other LTO on the form regarding the change in waitlist status.
4. The referral form must be taken from the client and placed in the client file.
5. Clients transferring from another province should be directed to the assessment centre to obtain the *Client Referral Form* or for reassessment as required.
6. Clients should also bring their Portfolio/Language Companion (LC) binder containing their assessments/artefacts from the previous LTO for review by the new Instructional Coordinator / teacher to be used in next portfolio review.

The following procedures can be found in the BC Waitlist Management Strategy Guidelines (found in the **Appendix J**):

- Clients exceeding maximum amendments on the referral form
- Clients requiring placement in LTO number three (3) waitlist

Please note that Appendices on Waitlist Guidelines will be updated as new versions become available.

CLIENT PROGRESSION

REPORTING DOCUMENTS

LTO should set Progress Report and Conference schedules according to PBLA Emerging Practice Guidelines. There are two required learner reporting forms: *The Learner Progress Report* and the *Learner Conference Summary*. During the Portfolio Review Process, the teacher will determine whether to issue the Learner Progress Report or the Learner Conference Summary.

- The *Learner Progress Report* is used when assigning **new benchmarks.** It documents the language-learning outcomes determined throughout the PBLA process.
    - Once there is sufficient evidence (8-10 artefacts per skill area), the teacher will evaluate the portfolio and assign benchmarks according to the *PBLA Emerging Practice Guidelines* Document (http://pblaepg.language.ca/)
    - A Progress Report must be issued regardless of the result of the evaluation. If the evaluation reveals that the student is consistently achieving the majority of CLB criteria in the skill for the level, you assign a **completed CLB benchmarks reflecting the level being assessed in the class**. If the evaluation reveals that client is not achieving the benchmark, and:
        - the client is a new learner (entering class with CLBPT scores) and the entry CLB's are within the range of the class, you assign I/E (Insufficient Evidence), or
        - the client is a continuing learner who entered your class with benchmarks assigned by another teacher, you record on the report the most recent CLBs assigned by a teacher.

  NOTE: If one or more skills are not assessed because the entry benchmark was significantly above or below the range of the current class level (3 or more benchmarks from the level of your class), or the course does not address the skill, assign N/A (not addressed) The teacher will recommend whether the client moves up to the next CLB, or remains in the same LINC level. The LINC program coordinator/ administrator will make the final decision about the placement of the client

- The Learner Conference Summary is used when learners have insufficient evidence to assign benchmark levels at the time of the Learner Conference. Their portfolios may have insufficient evidence for a number of reasons: they started late, they have sporadic attendance, they leave early, or they are in classes that only meet a few hours per week. Instructors can use the form to record feedback on progress.

LINC CERTIFICATES

As per current LINC Certificate Issuance Policy, LINC Certificates should only be issued to learners with "completed" levels against the Canadian Language Benchmarks (CLB). http://www.cic.gc.ca/english/resources/manuals/bulletins/2017/ob472A.asp

The designation of CLBs should derive from an evaluation of evidence collected throughout the term to determine the learner's progress on the CLB scale.

- Neither placement assessment results nor the CLB levels addressed in the course should be used as evidence for assigning the learner's CLB results (e.g., a learner cannot be assumed to have completed CLB 4 simply because they participated in a CLB 4 course; there must be documented evidence that the learner has completed the level).
- All certificates should be printed in black on white paper, letter size, and signed manually or electronically by the recipient's LINC coordinator
- LINC Certificates are available on private group on Tutela.ca. Only Tutela users indicating they are language administrators for a given LTO will be given access.
- No certificate will be issued solely at the request of clients.

PLACEMENT versus EVALUATION

Decisions of client *placement* are separate from the *evaluation* of language ability.

- Instructor evaluation of language ability results in the issuing of a Learner Progress Report/LINC Certificate and requires sufficient portfolio evidence, as defined in the *PBLA Emerging Practice Guidelines* Document (http://pblaepg.language.ca/).

- If an instructor recommends that a client be placed in a higher level without sufficient evidence for evaluation, the client may be placed in the higher level, but the client will not receive a Learner Progress Report/LINC Certificate. Instructor recommendation for level placement without a Learner Report Card/Certificate must be evidence-based and will need the approval of the site administrator. This is typically done shortly after intake but there are exceptions to this, for example, false beginners (latent skills) and fast moving learners, study experience that develops quickly etcetera.

- If the client exits the program without completing the new level, the LINC level that the student was placed in will be recorded on the referral form in the "Notes for office use only" section. However, the last official teacher assigned benchmarks are to be used in iCARE and recorded on the referral form. If the most recent CLB levels assigned for the skills are CLBPT scores (and not assigned by a teacher), then the CLB results in iCARE should be "Insufficient Evidence (I/E)" and the CLBPT scores should be recorded on the referral form. The client cannot be assigned benchmarks showing completion of the previous placement level, nor can the client be assigned benchmarks for the new level they were placed in. To ensure clarity, it is useful to note "re-designation" on the referral form next to the suggested LINC level.

Please refer to **Appendix B** for further guidelines on Language Level Placement.

STUDENT RECORDS

Newcomers are required to show their permanent resident status by presenting their immigrant document to language assessment centres and LTOs who collect and record personal information as required e.g. UCI/FOSS to validate a client in iCARE. Please refer to the *Documents for iCARE Validation* under "Resources" in iCARE.

Language assessment centres and LTOs can also indicate in some ways in their documentation that staff has seen the immigration document provided by the client to verify the information.

However, it is not a requirement that a copy of the immigrant document be made and kept in the client's file.

For retention of information guidelines, please refer to Article 6.1 (B) in the Contribution Agreement:

> During the entire Funding Period, the Recipient will:
>
> keep and maintain a secure data collection system containing protected information, as required by the Department, about each Eligible Client to whom services are provided.

If a client requests information about attendance and program, service providers are directed to the Contribution Agreement outlining student record retention. **Section 6. Monitoring and Reporting Requirements** and may refer to Articles 6.1 B and 6.5 E.

Client file could include:

- original *Client Referral Form* (in Metro Vancouver)
- copy of CLBPT Assessment
- copy of Progress Report/ LINC Certificate/ Learner Conference Summary
- copy of attendance warning letters
- client registration form
- emergency contact form

ATTENDANCE GUIDELINES

LTOs shall strive to maintain a monthly class occupancy level of 100%. IRCC reserves the right to cease funding classes with an occupancy level below 80%.It is the Recipient's responsibility to submit to IRCC, in writing, an action plan detailing steps that will be taken to increase occupancy rates of classes that have fallen below 80%.

I. Overriding Principles

In dealing with poor attendance or punctuality, LINC training organizations must recognize that LINC clients are adults and must be treated with dignity and respect.

LINC schools should demonstrate understanding that many immigrants are faced with tremendous obstacles and problems associated with resettlement and are coping with juggling family life and student life. Therefore there needs to be some sensitivity shown to this reality.

LINC schools should exercise flexibility in response to individual situations regarding attendance and lateness. For example, consideration might be needed for the following among other possible reasons:

a) family responsibilities, transportation, part-time or seasonal work, training programs etcetera.

b) health reasons including mental health

c) cultural and religious holidays.

II. Setting Expectations

LINC providers set expectations by explaining to clients that:

- Missing class and PBLA assessments will affect Portfolio completion and delay progress through CLBs.
- Sporadic attendance has a negative impact on the progress of all students, not just those not attending.
- LINC training, paid for by the government, is valued and valuable, for example free language instruction is a privilege and not something to be taken for granted.
- Reliability is a quality that is valued and expected in Canada.
- Timing of portfolio evaluation periods is set by the LTO and at least 8 successful assessments per skill area are required for teachers to review your Portfolio and CLB level progression.

III. Attendance Expectations

- Clients should be advised not to start the LINC Program if they plan to take a break within the first two months of starting the program.
- Clients are required to notify the LINC training organization when they will be absent.
- Absences amounting to more than 25% of class time per month require the attention of the instructor and a warning to the student, if appropriate.
- LINC schools may be authorized to adapt these attendance expectations to their local environment, such as severe weather conditions, seasonal employment opportunities which affect attendance, settlement/employment workshop opportunities, etc. (in consultation with your settlement officer).
- Students who need to take a leave for two weeks or fewer due to family emergencies, medical reason or other extenuating circumstances may have their seat held for them and are able to return to class. A doctor's note may be required for medical leaves.
- Attendance guidelines should frequently be reinforced to maintain and support established expectations.

IV. Dealing with Poor Attendance

Due to considerations of equity, there should be consistency, when practical, when dealing with poor attendance.

- **<u>Suggestions</u>** for following up on student illness/absences include:
  - Requesting a doctor's note for illnesses longer than a week
  - Identifying patterns of absences (e.g. student exhibiting no signs of illness the day before and the day after a sick day; off on Fridays or Mondays, etc.)
  - Factoring in level of student's motivation when at school.
- If a student stops attending class and cannot be reached after two attempts (message left with no return call), the student will be exited from class.
- If a student's attendance is not satisfactory, principles of "progressive discipline" should be used:
  - Clients should first receive a verbal warning from the instructor/ program staff.
  - Next the LINC administrator should hold a discussion with the student.
  - Then the client may receive a written warning (either from the instructor or the LINC administrator).
  - If no improvements have been made, the client may be asked to leave the program.
- Because of possible implications for Resettlement Adjustment, Provincial Childcare Subsidy, Social Assistance and Employment Insurance benefits, clients in receipt of such benefits should be cautioned that they might lose these benefits once they leave their LINC program.

V. Dealing with Punctuality

Clients are expected to be on time for classes, and should not leave before the class is finished.

- Chronic unauthorized lateness needs to be addressed and may be grounds for discontinuation. If a client's punctuality is not satisfactory, principles of "progressive discipline" should be used.

- Unavoidable lateness: When outside obligations conflict with the class start and end time, arrangements can be made between the LINC provider and the client to accommodate the client's special circumstances.

VI. Summer Closures and classes not continuing

LINC providers not offering LINC in the summer months should advise their clients at least two (2) months before the break.

If for any reason a class is not continuing, clients in the class should be advised two months in advance and transition plans should be put in place. If no alternative class seat is immediately available, waitlist placement priority should be given to these clients. See Registration / Waitlists Section on page 6 for more detail.

EXITING CLIENTS FROM LINC

The most common reasons for exiting a client from the LINC Program:

Reasons for Exit	Steps to Follow
1. Poor attendance 2. Chronic lateness 3. Being disruptive to the learning environment	Use progressive discipline steps
4. Attitude or behaviour problems including: a) classroom behaviour causing distress to others b) utterance of threats and/or verbal abuse of others c) violence against others d) actions that pose a risk to health and safety of others e) actions that are not in accordance with Canadian rule of law	Immediate dismissal **Note**: Settlement Officer should be notified to discuss further plan of action for the concerned client (i.e. should the client be allowed to re-enter the program)
Non-progression*	FAQ- BC Waitlist Guidelines - June 15/2016 update • Language instructors should identify clients who are no longer demonstrating progression in the LINC program. This should be supported through the work in the client's language portfolio. • Consultation should be had with the program administrator/manager regarding the client's progress status. • If there is concurrence between the instructor and the administrator, the client can be exited from the program due to non-progression. All clients should be presented with alternative options for improving language skills that may be more suitable to the client's needs (conversation circles etc.) • On the *Client Referral Form*'s "Notes for office use only" section, the LTO should enter a brief reason regarding the decision to exit and validate with stamp and date. • The form can then be returned to the client.

APPENDICES

APPENDIX A – BCSIS ELIGIBILITY

BCSIS Eligibility Criteria for Formal Language Services (September 2016)

The objective of BCSIS English language training is to assist newcomers with labour market integration and immigration. Formal ELT under BCSIS is short term. BC clients eligible for formal ELT services, such as placement into LINC or IELTS preparation classes are:

- Foreign workers who are seeking assistance to apply for immigration, have a legitimate pathway through a federal or provincial immigration program but lacking in English proficiency to meet the language requirements of the program (this would include low skill workers who need to earn higher language points to be successful in the selection pool of a Provincial Nominee Program category).

- Naturalized Canadian Citizens who are seeking settlement/employment counseling and in need of language upgrading to enter an employment training program recommended by the counsellor or to access other employment services and support (this would include clients who need basic English to access WorkBC services).

Each client may obtain up to 400 hours of instruction. Service providers may recommend an increase of hours up to a total maximum of 600 for students who show definite improvement and are close to obtaining their needed language level. The service provider must keep a record of the extended hours and rationale and submit to the Ministry if and when required.

Other BC clients not meeting the above eligibility criteria may receive informal English practice services under BCSIS, such as participating in conversation circles or being matched with volunteer tutors. These clients include: temporary residents who do not have a pathway for immigration or intend to immigrate, spouses of temporary residents who are not principal applicants for immigration, and naturalized citizens who are not seeking employment counseling or recommended for a skills training program or employment services and support.

APPENDIX B – LANGUAGE LEVEL PLACEMENT

General Guidelines

Placement of clients into the LINC levels is determined by the results of the Canadian Language Benchmarks Placement Test (CLBPT), administered by the LINC assessment centres, which provide separate benchmarks for each of the four sub-skills Listening, Speaking, Reading and Writing (L/S/R/W) from Pre-Benchmark to Benchmark 8. This results in 6,561 theoretically possible benchmarks combinations. A number of placement rules and algorithms have been established to group these combinations for placement into the global course level designations of Literacy, 1, 2, 3, 4, 5, 6, 7 and 8. In a broad sense, the levels can be considered to range from Literacy to low (level 1), middle (level 2) and upper (level 3) beginner, lower (level 4), middle (level 5) and upper (level 6) intermediate, and lower advanced (level 7 and 8), above which an actual level (CLB 9+) is no longer assigned but simply deemed “too high” for current LINC programming in BC. Clients who achieve benchmark 8 on the CLBPT in any sub-skill are performing at least at benchmark 8 but may be at a higher benchmark. Placement would therefore be at LINC level 9+. The complete set of rules is included at the end of this section and a spreadsheet macro for the placement calculation is available to LINC training providers.

Assessed Communicative Ability in CLB Terms

As a general rule, the benchmarks assigned to a learner at the time of placement assessment mean that the learner has achieved, and demonstrated, the level of communicative ability associated with **most or all** (traditionally 70 to 100%) of the descriptors for the benchmarks assigned in each of the four skills. A learner who has been assigned a given benchmark is said to have "completed" that benchmark for the given language skill. Learners should be placed or progressed into a course where they will mainly focus on acquiring the competencies associated with the CLB level following the level they have already completed. The course level designation should therefore reflect the curricular objective of the course and not the benchmark already achieved by the learner (i.e. achieved benchmark plus 1):

		CLB Level							
For any given Skill (L,S,R,W)	Placement test or progress Assessment result:	Pre-CLB	1	2	3	4	5	6	7
	Place or progress into LINC course level:	1	2	3	4	5	6	7	8

Placement or Progression in Skill-Specific Courses

Where skill-specific courses are offered, a learner should be placed or progressed into such a course at the achieved or completed benchmark plus 1. For example, a learner who has completed benchmark 3 in L/S should be placed into a L/S course at CLB 4. A learner who has achieved benchmark 6 in R/W should be placed into a R/W course at CLB 7.

Where the L and S benchmarks themselves vary by one level only, the learner should be placed based on the productive skill (speaking) plus 1 (e.g. L/S = 5/4: place into L/S course level 5, L/S = 4/5: place into LS course level 6). The same applies to R and W benchmarks (e.g. R/W = 4/3: place into RW course level 4, R/W = 3/4: place into RW course level 5). Where the L/S or R/W benchmarks vary by 2 or more levels, the learner should be placed into skill-specific courses based on holistic evaluation by the assessor or instructor.

Placement or Progression in Integrated Courses

Where skill-specific LINC courses are not available, the BC CLB-LINC Level equivalencies are based on placement into integrated courses that cover all four language skills and are governed by the following placement principles:

1. Clients receiving identical benchmarks across all 4 sub-skills are placed at the LINC level corresponding to that benchmark plus 1 (e.g. L/S/R/W = 3/3/3/3 = LINC level 4). The majority of clients, however, do not exhibit the same levels of proficiency across all sub-skills, particularly at the upper beginner and intermediate levels. This results in the need to apply a number of averaging rules and formulas.

2. The first two rules are rounding rules which are based not on single skill factors, but on the Listening/Speaking average and the Reading/Writing average. After the rounding rules, the following placement rules all operate in sequence, applying the next rule until a rule is met and a placement is determined.

3. The only benchmarks combinations that result in being too “high” for current LINC course offerings in BC are L/S/R/W = 7/8/8/8. 8/7/8/8, 8/8/7/8, 8/8/8/7 and 8/8/8/8.

4. Placement into LINC Literacy classes is determined not by CLBPT results, but by other factors that indicate that the learner is pre-literate in their own language, a speaker of a language with no written code, or has little or no education in their home country (1 to 2 years), or has gone to school for up to 8 years with many interruptions. The assessment centre also asks clients to indicate when applying for assessment whether they can read or write in their own language. Certain parts of the listening/speaking test also allow the assessor to gauge whether a learner may be pre-literate or semi-literate in L1 (whether education, background and/or work history indicate that first language literacy may be questionable). *(Operational note: the assessment centre will select “Lit-Foundation L” for reading and writing scores for L1 pre-literate learners when entering assessment results in iCARE.)*

5. LINC level 1 is defined as the placement for clients scoring pre-benchmark or Pre-CLB (for purposes of the mathematical placement algorithms Pre-CLB is represented as “0”)) in Reading and/or Writing combined with benchmark 2 or lower in Listening/Speaking. These learners are usually fully or functionally literate in L1 but have very limited reading or writing skills in English or are non-Roman alphabet ESL learners.

6. Learners are placed at the average Listening/Speaking benchmark when it is lower than the Reading and/or Writing benchmark(s). *(Operational note: this is the only rule that differs slightly from IRCC’s national placement guidelines, which also give more weight to listening/speaking skills, but not only when they are lower than the reading/writing skills. For example, a learner scoring 3/3/4/4 would be placed at level 4 in both sets of guidelines, but a learner scoring 4/4/3/3 would be placed at level 4 under these guidelines, as per rule 11 below, and would be placed at level 5 under IRCC’s guidelines.)*

7. Learners who score considerably higher in Listening/Speaking than in Reading/Writing are placed at the average level plus 1, with a “B” (“Bridge Literacy”) designation. These clients are not placed at the Listening/Speaking level, but at least one level lower, depending on the size of the disparity, and flagged with the “B” designation. It is expected that by flagging such learners with the “B” designation, LINC training providers will make an informed decision after a period of in-class observation as to which level the learner is best suited for. These kinds of learners historically represent less than 1% of all assessments.

8. As a general rule, learners should commence their training at the level at which originally placed. It is the responsibility of the training provider to re-designate learners’ levels after intake where warranted (after a period of informed in-class observation). The assessment centres would appreciate being informed about learners’ level re-designations as a means to monitor assessment and placement accuracy. Instances of level re-designations have historically averaged less than 1% of all learner referrals.

BC LINC Levels 1 to 8 - Placement Rules - Version 9 – April 1, 2014

Rule 1	If average of LS ≥ (more than or equal to) average RW	Round LS average down.
Rule 2	If average of LS < average RW	Round LS average up.
Rule 3	If rounded average of LS = 0 or 1, and average of RW = 0 or .5	Placement = LINC 1
Rule 4	If rounded average of LS = 2-, and average of RW = 0	Placement = LINC 1
Rule 5	If rounded average of LS = 0	Placement = LINC 2
Rule 6	If rounded average of LS >average of RW, and rounded average of LS – average of RW = 2, 2.5, or 3	Placement = rounded average of LS + "B"
Rule 7	If rounded average of LS >average of RW, and rounded average of LS – average of RW = 3.5, 4, 4.5 or 5	Placement =[(rounded average of LS)-1] + "B"
Rule 8	If rounded average of LS >average of RW, and rounded average of LS – average of RW = 5.5, 6, 6.5, 7, 7.5 or 8	Placement =[(rounded average of LS)-2] + "B"
Rule 9	If rounded average of LS ≤ average of RW	Placement = rounded average of LS + 1
Rule 10	If rounded average of LS > average of RW, and rounded average of LS – average of RW = .5	Placement = rounded average of LS + 1
Rule 11	If rounded average of LS > average of RW, and rounded average of LS – average of RW = 1.0 or 1.5	Placement = average of LSRW + 1 (.5 rounds down)

APPENDIX C – TERMS AND ACRONYMS

Acronym	Full Name
ad hoc	Latin for as needed, as required
BCSIS	British Columbia Settlement and Integration Services
CA	Contribution Agreement
CLBPT	Canadian Language Benchmark Placement Test
CLBs	Canadian Language Benchmarks
COPR	Confirmation of Permanent Residence (Form)
iCARE	Immigration Contribution Agreement Reporting Environment
IRCC	Immigration, Refugees and Citizenship Canada
IRPA	Immigration and Refugee Protection Act
L/S/R/W	Listening/Speaking/Reading/Writing
L1/L2	Language 1 (native language) /Language 2 (second language)
LC	Language Companion; Portfolio; PBLA Binder
LINC	Language Instruction for Newcomers to Canada
LTOs	Language Training Organizations
PBLA	Portfolio Based Language Assessment
Pr.P	Priority/Protected Person (Referral Form)
SO	Settlement Officer
SPOs	Service Providing Organizations

APPENDIX D – PBLA EMERGING PRACTICE GUIDELINES

PBLA Emerging Practice Guidelines (updated 2017)

(http://pblaepg.language.ca)

APPENDIX E – LINC CERTIFICATE

20 years ans

LINC CLIC

LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA

Presented to

Through participation in language training, th[illegible] has dem[illegible]strated
s/he has completed Canadian Lan[illegible]ge B[illegible]hmarks:

Listening | Sp[illegible] | Reading | Writing

SAMPLE

Training provided by

City, Province

Date

LINC Coordinator's signature

Funded by: Immigration, Refugees and Citizenship Canada

Financé par : Immigration, Réfugiés et Citoyenneté Canada

Unique Client Identifier

APPENDIX F – LINC/CLIC CERTIFICATE ISSUANCE POLICY

LINC and CLIC Certificate Issuance Policy;
http://www.cic.gc.ca/english/resources/manuals/bulletins/2017/ob472A.asp

Operational Bulletin 472-A (Modified) – February 28, 2017

LINC and CLIC certificate issuance policy

Summary

The purpose of this Operational Bulletin (OB) is to inform Immigration, Refugees and Citizenship Canada (IRCC) staff about an update to the policy concerning the issuance of certificates for all Language Instruction for Newcomers to Canada (LINC) and *Cours de langue pour les immigrants au Canada* (CLIC) learners.

Issue

The issuance of the National Language Placement and Progression Guidelines (NLPPG) in 2013 and the current national implementation of the Portfolio-Based Language Assessment (PBLA) and the *Évaluation linguistique basée* sur le portfolio (ELBP) approaches are helping to bring greater consistency to in-class language assessment and increase the reliability of the LINC and CLIC program results. The issuance of standard certificates takes on even greater importance as the Department accepts LINC and CLIC certificates as proof of language ability for citizenship purposes. IRCC staff should inform recipients of this updated guidance to ensure that the Department adopts consistent practices for issuing certificates across the program.

Background

Effective February 11, 2017, recipients of IRCC funding for delivery of the LINC and CLIC programs should apply the following guidance when issuing LINC or CLIC certificates and when entering data in the Immigration Contribution Agreement Reporting Environment system (iCARE) or the History of Assessments, Referrals and Training system (HARTs):

- As a general rule, LINC or CLIC certificates should be issued to learners at the end of a term with “completed” levels against the Canadian Language Benchmarks (CLB) or the *Niveaux de compétence linguistique canadiens* (NCLC) scale.
    - It should be noted that, as per the NLPPG, a CLB/NCLC level is considered “completed” when a learner has achieved and demonstrated the level of communicative ability associated with most or all (traditionally 70 to 100%) of the descriptors for the benchmarks assigned in each of the four skills: listening, speaking, reading and writing.
- The designation of a CLB/NCLC level should derive from an evaluation of evidence collected throughout the term to determine the learner’s progress on the CLB or the NCLC scale.
- For recipients using the PBLA or the ELBP approach, certificates should generally be issued at the same time as progress reports.
- In less frequent cases, certificates may be issued upon the learner’s departure from class or upon their request, as long as the teacher has gathered sufficient evidence to determine the learner’s language proficiency.
- Neither placement assessment results nor the CLB/NCLC levels addressed in the course should be used as evidence for assigning the learner’s CLB/NCLC results (e.g., a

learner cannot be assumed to have completed CLB 4 simply because they participated in a CLB 4 course; there must be documented evidence that the learner has completed the level).

- If one or more language skills are not assessed by the teacher because the learner's CLB/NCLC level for the skills in question is beyond the range of the class, or because the course does not address the skills, the CLB/NCLC results in iCARE or HARTs and on the certificate should be one of the following:
  - "N/A" (in English) or "S/O" (in French), if the most recent CLB/NCLC level assigned for this skill is a placement assessment result;
  - the most recent CLB/NCLC level assigned by a teacher for the skills in question.
- If one or more language skills are not assessed by the teacher because not enough evidence was gathered to reliably determine the learner's proficiency levels, the CLB/NCLC results in iCARE or HARTs and on the certificate should be one of the following:
  - "Insufficient Evidence" ("I/E") (in English) or "*Preuves insuffisantes*" ("P/I") (in French), if the most recent CLB/NCLC level assigned for this skill is a placement assessment result;
  - the most recent CLB/NCLC level assigned by a teacher for the skills in question.
- If a learner has outliers in the CLB/NCLC language assessment results (e.g., 4-4-7-4), the teacher should assign the learner's level as only 4-4-4-4, even though their placement result in one area was higher. This is because the teacher cannot assess a learner's skill levels that are higher than what is addressed in the course. If a learner's skill level is significantly lower than what is addressed in the course (e.g., 4-4-1-4), the teacher should assign "N/A" for that lower level (e.g., 4-4-N/A-4).

Recipient requirements

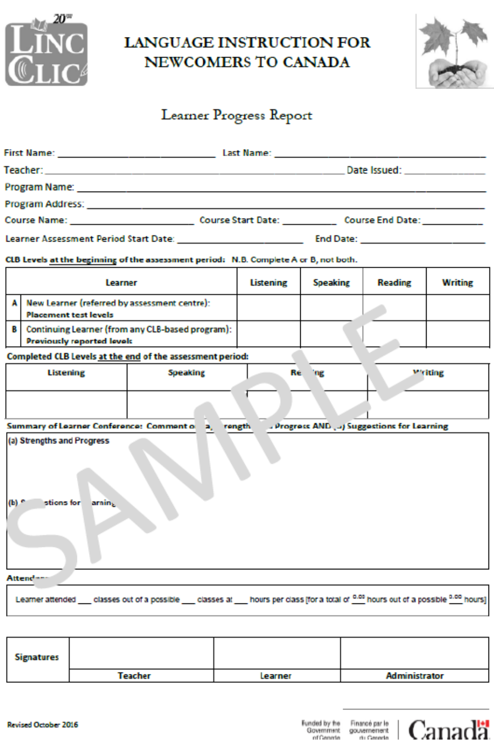
- LINC and CLIC certificates should be issued only by recipients who deliver LINC or CLIC training that meets the following seven criteria:
  1. preceded by a CLB- or NCLC-based placement assessment or an instructor-led in-class assessment;
  2. aligned to the NLPPG;
  3. based on the CLB or NCLC framework;
  4. guided by LINC, CLIC, or provincial CLB- or NCLC-based curriculum guidelines;
  5. led by a qualified teacher (i.e., trained in Canada—or by a recognized foreign educational institution—to teach English or French as a second language);
  6. aligned with the PBLA approach (a task-based approach to language instruction and assessment integrated throughout the teaching/learning cycle);
  7. concluded with an evaluation of evidence collected throughout the term to determine the learner's progress on the CLB/NCLC scale.
- All certificates should be printed in black on white paper, letter size, and signed manually or electronically by the recipient's LINC/CLIC coordinator.
- If a client has lost their LINC or CLIC certificate and is requesting a new copy, and if the recipient still has access to the client's record, the recipient may reprint a certificate with the original issuance date.
- LINC and CLIC certificates submitted with citizenship applications will be authenticated by the Case Processing Centre in Sydney through iCARE. Therefore, recipients must ensure that the language results of clients are updated (or uploaded from HARTs to iCARE for Ontario recipients) upon or shortly after certificate issuance. ICARE users must have responded "yes" to the question "Was a certificate issued to the client?". HARTs users should note that information about certificate issuance is generated automatically by HARTs and uploaded into iCARE.

- LINC and CLIC recipients located outside Ontario will continue to have access to private groups on Tutela.ca, where they will download the certificates. Only [Tutela](https://tutela.ca/PublicHomePage) (https://tutela.ca/PublicHomePage) users indicating they are language administrators for a given LINC or CLIC recipient will be given access to these groups.
- LINC and CLIC recipients located in Ontario will continue to generate certificates from HARTs.

Next steps

IRCC officers should review the provision related to the issuance of LINC and CLIC certificates in their contribution agreements and amend as appropriate to meet the above requirements.

APPENDIX G – LEARNER PROGRESS REPORT


LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA

Learner Progress Report

First Name: ______ Last Name: ______
Teacher: ______ Date Issued: ______
Program Name: ______
Program Address: ______
Course Name: ______ Course Start Date: ______ Course End Date: ______
Learner Assessment Period Start Date: ______ End Date: ______

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

	Learner	Listening	Speaking	Reading	Writing
A	New Learner (referred by assessment centre): Placement test levels				
B	Continuing Learner (from any CLB-based program): Previously reported levels				

Completed CLB Levels at the end of the assessment period:

Listening	Speaking	Reading	Writing

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress

(b) Suggestions for Learning

Attendance:

Learner attended ___ classes out of a possible ___ classes at ___ hours per class [for a total of 0.00 hours out of a possible 0.00 hours]

Signatures			
	Teacher	Learner	Administrator

Revised October 2016

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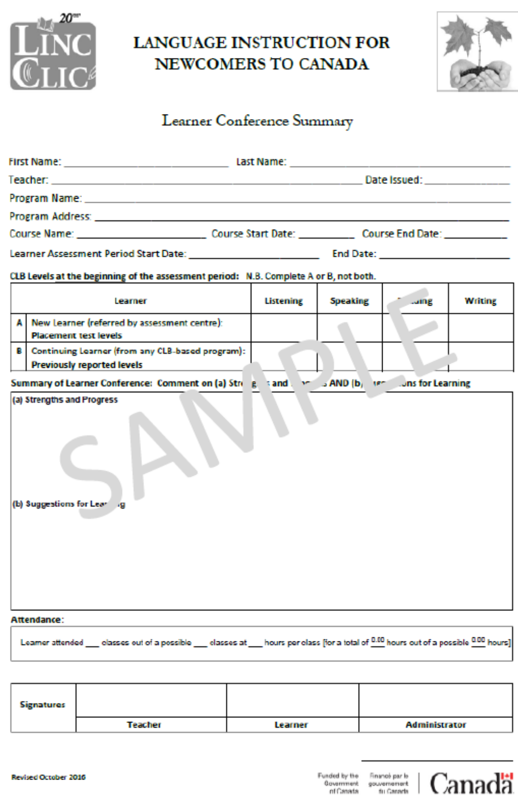
SAMPLE

APPENDIX H – LEARNER CONFERENCE SUMMARY


LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA

Learner Conference Summary

First Name: ______ Last Name: ______
Teacher: ______ Date Issued: ______
Program Name: ______
Program Address: ______
Course Name: ______ Course Start Date: ______ Course End Date: ______
Learner Assessment Period Start Date: ______ End Date: ______

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

	Learner	Listening	Speaking	Reading	Writing
A	New Learner (referred by assessment centre): Placement test levels				
B	Continuing Learner (from any CLB-based program): Previously reported levels				

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress

(b) Suggestions for Learning

Attendance:

Learner attended ___ classes out of a possible ___ classes at ___ hours per class [for a total of 0.00 hours out of a possible 0.00 hours]

Signatures			
	Teacher	Learner	Administrator

Revised October 2016

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SAMPLE

APPENDIX I – PROCEDURES FOR ENROLLING IN LINC

An overview of procedures for enrolling in language classes and/or registering on waitlists

On May 2, 2016, Immigration, Refugees, Citizenship Canada (IRCC) implemented changes to the existing Language Instruction for Newcomers to Canada (LINC) program. These changes apply to all IRCC-funded organizations in British Columbia and include procedures for enrolling in language classes and/or registering on waitlist for language classes.

1. All clients must receive a language assessment and a *Client Referral Form* from an IRCC-funded language assessor or language assessment centre before approaching a language training center.

2. After receiving the language assessment results, the client is referred to the list of language organizations provided by the assessor/assessment centre and choose which language centre is selected for class attendance.

3. All clients MUST sign the "Client Consent" section of the "*Client Referral Form*" prior to registration on the waitlist. This allows IRCC- funded language providers to send clients information to the other language providers (name, client ID number and date of birth) via email for the sole purpose of removing the client's name from waitlists.

4. All clients MUST go the language centre IN-PERSON. Absolutely no waitlist registration or class enrolment can be done over the telephone or e-mail.

5. All clients MUST present the ORIGINAL "*Client Referral Form*" that has been stamped and dated by the Assessment Centre.

6. If there is space in a class, a client may be immediately enrolled. The language centre will take the "*Client Referral Form*" and keep it in the client's file. The form will be returned should the client transfer or exit the program. *Please note: In order to ensure that ALL newcomers have access to language training, each student is only able to enroll in ONE class at a time.

7. If there is no space in a class, a client may be registered on the waitlist.

8. Each client is able to register on a maximum of 2 waitlists. This can be on 2 waitlists with 1 language centre OR on 2 waitlists with 2 language centres.

Reminder: Registration and enrolment is the responsibility of the student.
The Assessment Centres and LTOs are not responsible for registering you into classes or waitlists.

APPENDIX J – BC WAITLIST MANAGEMENT STRATEGY GUIDELINES

BC Waitlist Management Strategy Guidelines - Updated June 15, 2016

Introduction

The Department provides approximately $600 million annually to fund settlement services across Canada (outside of Quebec). In 2014-15, over 45% ($268 million) of settlement spending was for language services and in that same year, an estimated $34 million (~38% of BC's settlement allocation) was spent on language training in British Columbia.

Recognizing the significant role of language training in newcomer settlement and integration, the Department is implementing a National Waitlist Management Strategy to establish baseline waitlist data in a consistent and measurable format in order to better understand and address waitlist issues moving forward.

This document serves to provide additional information and process requirements for waitlist management in British Columbia as part of the National Waitlist Management Strategy being implemented by Immigration, Refugees, and Citizenship Canada. Please refer to the "IRCC Waitlist Management and Language Referral Guidelines for iCARE users" for a general overview of requirements and process.

1) Assessment Centre Process

Initial Intake:

Client immigration status should be verified at initial intake for eligibility and Priority waitlist status (Permanent Resident or Protected Person). Record should be kept whether the Priority status was validated via documentation (primarily the COPR) provided by the client or whether future validation is still necessary (in the case a client was unable to provide documentation at the time of intake/assessment).

OPTIONAL: A referral form can be started at this time with the Priority/Protected Person status (refer to "Pr. P" on referral form) marked 'Y' or 'N' on the form and stamped with the Centre's stamp. If client immigration status was not validated with appropriate documentation, this section is to be left blank and client notified to provide this document upon assessment appointment or waitlist registration at language training organization (LTO).

NOTE: If client indicates they are a protected person, please ensure appropriate documentation is viewed and verified (e.g. the Confirmation of Permanent Residence form).

Post-Assessment Appointment:

If client should be provided with a copy of their language assessment results on the same day of the assessment:

Upon receipt of assessment results, clients should be provided with a same day referral session. The following should be provided during the referral session:

i) Official referral form
ii) A list of appropriate choices of LTOs based on the discussion of the client's needs.
iii) Reminder that the client is only able to enrol in one language class at any given time or where waitlists exist, the client is able to register on TWO language training organizations' waitlists.

iv) Reminder that all class enrolment and waitlist registration will need to occur at these organizations in person.
v) Reminder to bring status documentation for waitlist registration at the LTO and if applicable, the COPR is also necessary to verify Protected Person immigration status (or Priority status) if not previously done so.
vi) Reminder that client should read and sign the "Client Consent" statement on *Client Referral Form*.

If the client is not provided with assessment results on the same day:
The initial intake process should include a brief discussion regarding the client's basic needs (geographic area preferred, childcare necessary, client transportation needs, schedule, etc).

Upon mailing of client assessment results, the following should be included in the package:
i) Official referral form
ii) List of recommended LTOs based on information recorded during intake process.
iii) Reminder that the client is only able to enroll in one language class at any given time or where waitlists exist, the client is able to register with TWO language training organizations' waitlists.
iv) Reminder that all class enrolment and waitlist registration will need to occur in person at these organizations in person.
v) Reminder to bring status documentation for waitlist registration at the LTO and if applicable, the COPR to verify Protected Person immigration status (or Priority status) if not previously done so.
vi) Reminder that client should read and sign the "Client Consent" statement on *Client Referral Form*.

The Assessment Centre should fill out the following on the official referral form:
i) Date
ii) Client Information
iii) Assessed CLB Level with accompanying stamp (**Note: Referral form is not valid unless stamp is present**)
iv) OPTIONAL: Priority/Protected Person status ("Pr. P" on form) marked 'Y' or 'N' and stamped.

Re-issuing of Referral Form:

If the client exceeds the amendments on their referral form:
i) The client must return to the Assessment Centre for a new referral form.
ii) The Assessment Centre must exchange the original referral form for a new referral form. The new form should indicate Version 2.
iii) The original version can be discarded.
NOTE: This process does not need to be tracked.

If the client should lose the original referral form:
i) The client must return to the Assessment Centre for a new referral form.
ii) The client must present either a copy of the *Client Referral Form* (if available from most recent LTO) or a recent (less than a year old) LINC certificate.
iii) If possible, the Assessment Centre should keep a record of referral forms re-issued due to misplaced referral forms.

2) Language Training Organization Process

All clients must register IN-PERSON and present the ORIGINAL referral form stamped and dated by the Assessment Centre.

Each client is able to register on a maximum of TWO waitlists;

> **i) This can be with two different LTOs on two waitlists,**
> **OR depending on how waitlists are tracked and organized at the LTO:**
> **ii) On two waitlists with one LTO** (For example: Two CLB 4 classes are available at the LTO and the client signs up for the individual waitlists for each offering.)
> OR
> iii) **At two different LTOs on multiple internal waitlists**; (For example: The LTO has multiple offerings of the sought CLB level 4 class, it will be at the LTO's discretion whether to allow clients to register on multiple internal waitlists for all offerings of CLB level 4. In regards to the referral form, IRCC would consider this as ONE waitlist option; the client will still be able to register on the waitlist of another LTO as their second option.)

Moving forward, all clients are able to enroll in ONE LINC class only.

Initial Waitlist Registration:

1) Client presents the stamped referral form to LTO #1 and LTO #2.
2) Client immigration status should be verified for eligibility.
3) LTO reviews form to:

> i) Ensure client has not exceeded the maximum of being registered on TWO waitlists (or two organizations).
> ii) "Client Consent" section has been signed and dated by client.

4) If client has not exceeded maximum waitlist registrations, the LTO should **fill in, stamp and date the form to validate the waitlist registration**.
5) At this time, if the Protected Person box ("Pr. P" on referral form) has been previously verified by the Assessment Centre, the client does not need to provide further documentation as to their priority status.
6) If the "Pr. P" box has not been completed by the Assessment Centre and the client indicates they are a Protected Person, the LTO should confirm the status via the COPR.
7) LTO should update the iCARE waitlist module and if applicable, the internal waitlist tracking document.

Changes in Waitlist Registration Options:

> 1) Should the client decide that they would prefer to register on a waitlist with LTO #3, the client should present the ORIGINAL referral form to LTO#3 and indicate from which waitlist they would prefer to be removed.
> 2) Upon review of the form, LTO #3 should check the appropriate 'Amendment' box and fill out the appropriate information and stamp and date where indicated.
> 3) LTO # 3 should e-mail either LTO #1 or #2 to indicate that the client should be removed from their waitlist as the client has registered on LTO #3's waitlist.
> 4) Clients are able to amend their waitlist choices 4 times before they must return to the Assessment Centre for a new referral form.

Upon Registration into a Language Class:

1) When a space is available for the client to register into their chosen class, the referral form must be taken from the client and placed in the client file.
2) The LTO must notify, via e-mail, the other LTO on the form regarding the change in waitlist status.
3) The second LTO should subsequently remove the client from their waitlists.

If a client exits the LINC Program:

1) If the client exits the current class due to personal decisions (extended absence, transfer to another language program, etc.) the "Notes for office use only" section of the ORIGINAL *Client Referral Form* should be updated with a brief reason regarding the decision to exit and indicate the most recently assessed CLB level and validated with a stamp and date.
2) The original "*Client Referral Form*" should be photocopied and the ORIGINAL returned to the client.
3) Client should be reminded that the form is needed should they want to access the LINC program in the future.
4) The photocopy can be kept on the client file for one year.
5) Should the client inquire, in order to replace a lost referral form, the client will need to return to the LTO for the copy of the *Client Referral Form* .
6) The client will then need to follow the procedures for replacing a lost *Client Referral Form* as previously described above (on Page 3).

Should an External client transfer-in:

1) The client should provide the original "*Client Referral Form*".
2) Refer to the "Notes for office use only" section. If the validated notes indicate a withdrawal from other LTO listed on form, no further contact is needed. Referral form should be taken from client and filed.
3) If there are no validated comments, the LTO must notify, via email, the other LTO on the form regarding the change in waitlist status. **NOTE: No personal information should be shared via email.**
4) The referral form must be taken from the client and placed in the client file.

Clients progressing to a CLB level not offered by current LTO:

1) When the client is ready to exit, in "For Office Use Notes" section of the client's original referral form, the LTO should enter appropriate comments regarding the progression and indicate the newly assessed CLB level. This should be stamped and dated for validation.
2) The original "*Client Referral Form*" should be photocopied and the ORIGINAL returned to the client. The photocopy can be kept on the client file for future reference, in accordance to the LTO's and IRCC's file retention policy.
3) The client must present the "*Client Referral Form*" to the new LTO before formal enrolment into the class.
4) The new LTO should refer to the "Notes for office use only" section. If the validated notes indicates the appropriate progression level and is validated, no further contact with the previous LTO is needed.
5) New LTO should file the "*Client Referral Form*" in the client file.

<u>*In communities where there is only one assessor/assessment centre and one LTO:*</u>

1) If there is no waitlist, the form does not need to be completed.
2) Should the client move to another town/city where LINC is offered, the LTO should issue the *Client Referral Form*.
3) The following should be completed on the official referral form (the sections regarding waitlists can be left blank):
    - o Date
    - o LTO information
    - o Client Information
    - o Assessed CLB Level with accompanying stamp. This can be the most recent class assessment. (Note: Referral form is not valid unless stamp is present)
    - o OPTIONAL: Priority/Protected Person status (“Pr. P” on form) marked ‘Y’ or ‘N’ and stamped.

<u>Glossary of Terms</u>

Confirmation of Permanent Residence (COPR): The Confirmation of Permanent Residence document (IMM5292 or IMM5688) is issued by an immigration officer at the port of entry or by an IRCC office when permanent resident status is granted. There is an immigration category printed on this document, including Refugee class codes relevant to determining Priority waitlist status.

Common Refugee Class codes (not exhaustive - for more Refugee Categories refer to the table below*):

- BSR: Blended Sponsorship Refugee
- CR-1, CR-3, CR-4, CR-5, CR-8, CR-9
- CRC: Convention Refugee Abroad with Community Sponsorship
- CRG: Convention Refugee Abroad Sponsored by Group of Five
- CRS: Convention Refugee Abroad Sponsored by a SAH
-

Consent: As part of the intake process, the client agrees to allow the transmission of their personal details between SPOs for the purposes of waitlist management. The Client Consent section of the official *Client Referral Form* should be signed prior to registration on any waitlists.

Intake or Referral Process: Managed by the language assessment centre as part of the client’s intake or referral process. Includes explanations to the client on how the waitlist system works, instructions on how to be placed on a waitlist, how to change from one waitlist to another, discussion of necessary support services, etc. Consent and priority status are also discussed during this process.

Referral form: Completed during the assessment process, either provided to client on day of assessment or mailed to client along with a list of language providers for the client to choose from. Form includes client’s validated PR/Protected Person status (or can be done later by the LTO), consent to transmit and share personal info between IRCC-funded LTOs (via email), space for authentication stamps by both the assessment centre and the LTOs (two active choices at any given time).

Class Registration: Class seat becomes available which client has accepted and is formally registered into the language class. LTO should collect referral form from client and place on client file. LTO will contact second organization via e-mail to update the status and confirm removal from the second waitlist.

Priority Access: Clients will be given priority access to language training spaces in BC in the following order:

1) Internal transfers as a result of client progressing from one level to the next.
2) Protected Person, as defined in Section 95 of IRPA, on a first come, first served basis.
3) Client moving onto the next CLB level at a new LTO that is unavailable at the current LTO.
4) All other Permanent Residents.

All other determinations of priority access not listed above are to be evaluated on a case-by-case basis and will be at the discretion of the LTO regarding priority placement. (or see BC LINC Operations Manual once updated). Examples: Returning clients who have been exited from the program due to circumstances out of their control such as reduction in classes, when a childcare space has become available, etc.

*NOTE: Priority Status determination is internal to IRCC and our language partners. To avoid confusion, please refrain from mentioning priority status determination to clients.

Validate Status: As part of the intake process and to determine priority placement, the client receives a completed referral form, which includes validation of the client's Protected Person status. This section
should only be left blank if the Assessment Centre was unable to view and verify the COPR during the assessment process. If the Assessment Centre has indicated the client is a protected person with the accompanying stamp, the LTO does not need to request the COPR upon waitlist registration.

Waitlist Registration: Client must register for waitlists in-person at the LTO of choice. Each client can be registered on waitlists at two different LTOs at any given time, however, if applicable, can be on a waitlist for multiple offerings of the same level at the same LTO. At this stage the client will have provided the LTO with the UCI and either the PR card or COPR to determine eligibility and if applicable, priority status. When placing the client on a waitlist, the SPO will stamp and date the client's referral form and update iCARE.

***Additional list of Refugee Protection Category and codes**

Refugee Protection Categories and codes
Government Assisted Refugees **including:** **Convention Refugees,** **Humanitarian Protected Person Abroad: Country of Asylum Class, and** **Humanitarian Protected Person Abroad: Source country Class** CR1, CR4, CR5, RA4, RA5, RS1, RS5, DC1, DC4, DC5
Private Sponsored Refugees **including:** **Convention Refugees,** **Humanitarian Protected Person Abroad: Country of Asylum Class, and** **Humanitarian Protected Person Abroad: Source country Class** CR3, CR4, CRC, CRG, CRS, CRX, DC3, RA3, RAC, RAG, RAS, RS3, RS4, RSC, RSG, RSS, RAX
Convention Refugees and Protected Persons recognized in Canada**. Includes Refugee Claimants Recognized by Refugee Protection Division of the IRB as being convention Refugees (Notice of Decision),** **the Post Determination Refugee Claimants in Canada Class (PDRCC),** **Deferred Removal Order Class (DROC),** **Backlog Claimants under the Designated class (backlog),** **Persons deemed protected through the Pre-Removal Risk Assessment (PRRA)** CR8, CR9, PD1, PD2, DC8

CR1	GOVERNMENT ASSISTANCE REQUIRED
CR3	SPONSORED BY GROUP OF FIVE/CORPORATION FOR 12 MONTHS
CR4	SELF-SUPPORTING, GOVERNMENT ASSISTANCE NOT REQUIRED
CR5	SPECIAL NEEDS CASE SELECTED UNDER JOINT ASS SP
CR8	DEP. REFUGEE RECOGNIZED CONVENTION REFUGEE OWN RIGHT BY IRB
CR9	DEPENDENTS OF PROTECTED PERSON
CRC	CONVENTION REFUGEE ABROAD WITH COMMUNITY SPONSORSHIP
CRG	CONVENTION REFUGEE ABROAD SPONSORED BY GROUP OF FIVE
CRS	CONVENTION REFUGEE ABROAD SPONSORED BY A SPOSHIP AGMT HOLDER
CRX	SPONSORED BY GROUP OF CORP FOR 12-24 MONTHS
DC1	GOVERNMENT ASSISTANCE REQUIRED
DC2	APP UNDERTAKING ON FILE AS ASS REL OR FAMILY CLASS
DC3	SPONSORED BY GROUP OR CORPORATION
DC4	SELF- SUPPORTING, GOVERNMENT ASSISTANCE NOT REQUIRED
DC5	SELECTED UNDER JOINT ASSISTANCE SPONSORSHIP
DC8	BACKLOG CLAIMANTS UNDER THE DESIGNATED CLASS
PD1	POST-DETERM REFUGEE CLAIMANT IN CDA & DEPEND IN CDA
PD2	DEPEND POST-DETERMINATION REF CLAIM CDA RES ABROAD
RA3	SPONSORED BY GROUP OF FIVE OR CORP FOR 12 MONTHS
RA4	SELF-SUPPORTING, GOVT ASSISTANCE NOT REQUIRED
RA5	SPECIAL NEEDS CASE SELECTED UNDER JOINT ASS SPO/EXCEP BASIS
RAC	COUNTRY OF ASYLUM WITH COMMUNITY SPONSORSHIP
RAG	COUNTRY OF ASYLUM SPONSORED BY GROUP OF FIVE
RAS	COUNTRY OF ASYLUM SPONSORED BY A SAH
RAX	SPONSORED BY GROUP OR CORP FOR 12-24 MONTHS
RS1	GOVERNMENT ASSISTACNE REQUIRED
RS3	SPONSORED BY GROUP OF FIVE OR CORP FOR 12 MONTHS
RS4	SELF-SUPPORTING, GOVT ASSISTANCE NOT REQUIRED
RS5	SPECIAL NEEDS CASE SELECTED UNDER JOINT ASST SP
RSC	SOURCE COUNTRY WITH A COMMUNITY SPONSORSHIP
RSG	SOURCE COUNTRY SPONSORED BY A GROUP OF FIVE
RSS	SOURCE COUNTRY SPONSORED BY A SAH (SPOSHIP AGMT HOLDER)

FAQ- BC Waitlist Guidelines - Updated: June 15, 2016

1) ***If a client left an LTO prior to implementation, however returns to the same LTO after a leave of absence, do they need to return to the Assessment Centre for a Client Referral Form?***

If the student is returning after an absence of less than a year, they do not need to go to the Assessment Centre for an official form. It will be up to the LTO to determine whether to accept the client back into the program based on their past interactions with the client. The priority status of the client on the waitlist will be at the LTO's discretion, however should be in line with the BC Waitlist Management Strategy guidelines on 'priority access'. If the student is returning after an absence of more than a year, the client will need to return to the language assessment centre/language assessor for a new language assessment.

2) ***If the same client from the above scenario needs to leave LTO, decides to transfer, etc. where can the client get an official referral form?***

The LTO should issue the letter template "Request to Issue *Client Referral Form*" and instruct the client to bring this template to the Assessment Centre in exchange for an official *Client Referral Form*. This will be a short-term measure as this will only apply to clients that are currently in LINC classes or are returning to LINC classes after an absence.

3) ***Can a client remain registered on a waitlist if they still prefer to transfer to their first choice when it is available?***

Yes, only if the client indicates that they would like their first choice to remain active. Please take the referral form for the client file, however do not contact second LTO.

4) ***Can a student who was assessed prior to the BC Waitlist Management implementation (i.e. May 2, 2016) and is attending a LINC class in a location which is not their first choice still register on a waitlist at their preferred location?***

Yes, the current LTO should issue a "Request to Issue *Client Referral Form*" and have the student return to the Assessment Centre. Appropriate notes should be made in the notes section of the *Client Referral Form* once received.

The student can then approach the preferred LTO to be registered on the waitlist. However, as the student is choosing to leave a language program where they are currently registered, they would receive no priority status.

5) ***Clarification on Client Progression in the LINC program.***

For organizations fully implementing PBLA:

- Language instructors should identify clients who are no longer demonstrating progression in the LINC program. This should be supported through the work in the client's language portfolio.
- Consultation should be had with the program administrator/manager regarding the client's progress status.
- If there is concurrence between the instructor and the administrator, the client can be exited from the program due to non-progression. All clients should be presented with alternative options for improving language skills that may be more suitable to the client's needs (conversation circles, etc.)
- On the *Client Referral Form*'s "Notes for office use only" section, the LTO should enter a

brief reason regarding the decision to exit and validate with stamp and date.

- The form can then be returned to the client.

For organizations not fully implementing PBLA:

- If the instructor and administrator are in consensus that the client has demonstrated no further progress, the client can be exited from the program due to non-progression. All clients should be presented with alternative options for improving language skills that may be more suitable to the client's needs (conversation circles, etc.)
- On the *Client Referral Form*'s "Notes for office use only" section, the LTO should enter a brief reason regarding the decision to exit and validate with stamp and date.
- The form can then be returned to the client.

6) ***What happens should I receive a client transferring in from outside the province?***

The client should be directed back to the Assessment Centre to be issued a *Client Referral Form*, which can be issued after verification of the client's history in iCARE. If learning cannot be verified, a new language assessment should be conducted.

APPENDIX K – CLIENT REFERRAL FORM

CLIENT REFERRAL FORM

Assessment Centre Name
Assessment Centre Address

April 19, 2016

For office use only:
Pr. P ☐ Y ☐ N______________

Client Referral Form

Client Name: ______________________________

Date of Birth: ______________________________

Client ID #: ______________________________

Assessed CLB Level: ______________________________ Office Stamp:______________

Waitlist Option #1:

		Office Stamp
Organization Name:		
Language Class Waitlist:		
Location:		
☐ Amendment #1)	Organization Name:	
	Language Class Waitlist:	
	Location:	
☐ Amendment #2)	Organization Name:	
	Language Class Waitlist:	
	Location:	

Waitlist Option #2

Organization Name:		
Language Class Waitlist:		
Location:		
☐ Amendment #1)	Organization Name:	
	Language Class Waitlist:	
	Location:	
☐ Amendment #2)	Organization Name:	
	Language Class Waitlist:	
	Location:	

SAMPLE

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CLIENT REFERRAL FORM SIDE 2

Assessment Centre Name
Assessment Centre Address

April 19, 2016

Client Consent

I, ____, wish to register for a Language Instruction for Newcomers to Canada (LINC) course offered by Language Training Organizations funded by Immigration, Refugees and Citizenship Canada. By signing this form, I give consent to the organizations listed on the above "Client Referral Form" to share my personal information (name, date of birth, and client identification number) through a non-secure email account for the purpose of removing my name from their waitlist(s).

☐ I give my consent
☐ I do not give my consent – I wish for my personal information to be shared by phone only

Signature____ Date ____________________

*Important Note: Clients **MUST** have this form to register for waitlist or enrol in LINC classes*
Please keep this form in a safe place and DO NOT LOSE

Notes for office use only:	Office stamp

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