ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Background

The Division is committed to meeting the diverse needs of English as an Additional Language (EAL), providing programs and supports to facilitate both their acculturation and language development in listening, speaking, reading and writing.

EAL Learners requiring support will receive differentiated instruction within the classroom environment. The need for additional supports will be determined by the EAL Consultant in collaboration with the teacher and Principal. EAL Learners will also be assessed at predetermined intervals using the Alberta K-12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0).

Procedures

1. School Administrator(s) and/or the EAL Consultant must ensure they complete the proper intake process for an EAL student. Intake of an EAL student to a school includes:

    1.1 Language or translation supports offered, as necessary, for completion of student registration;

    1.2 Ensuring the proper documentation is on file to support the code and funding:
    1.2.1 Foreign families must have:
    a) parents passports (copies)
    b) student passport or Foreign birth certificate (student passport is preferred);
    c) proof of a working visa; and
    d) address and phone numbers of parents;
    1.2.1 Once the documentation has been confirmed, an official letter from the Superintendent will be provided and the student can be registered and enrolled;

    1.3 Conducting a family intake using the EAL Family Interview form (211-1);
    1.3.1 Share interview information with staff working with EAL Learner;

    1.4 Ensuring the student and/or family is aware the pathway for completing an Alberta Grade 12 Diploma may look different and take longer than a student with proficient English;

    1.5 Providing an orientation to the school;

    1.6 Communicating with Transportation regarding the student's ability to understand English and the language support needed to access student transportation (busing); and

    1.7 Contacting the EAL Consultant for language proficiency initial assessment and to attain programming assistance if required.

2. The Principal will ensure the coding of students as per Alberta Education Program. EAL codes are categorized in five (5) ways:

   2.1 (301) Foreign-born students whose first language is not English and who require English language supports;

   2.2 (302) International students who require English language support (unfunded);

   2.3 (303) Canadian born students whose first language is not English and who require English language support;

   2.4 (600) Ukrainian Refugee students; or

   2.5 (640) Refugee students who have limited or disrupted formal schooling and are unable to complete many courses in the Program of Studies and who require additional supports and services.

3. The Principals who are providing EAL programming will:

   3.1 Ensure an initial language proficiency assessment is completed by the EAL Consultant or designate;

   3.2 Ensure that Tracking Sheet Part A and Part B are prepared, shared and maintained by the staff responsible for providing instruction and supporting language learning. These tracking sheets will provide instructional strategies, evaluation procedures, the reporting of student progress in the Alberta EAL Language Proficiency Benchmarks (Benchmark 2.0), and suggestions for modification/improvement of the program;

   3.3 The maintenance of EAL data (Dossier) and recordkeeping as required by Alberta Education;

       3.3.1 Language Acquisition is tracked using the AB K-12 EAL Proficiency Benchmarks twice a year, and reported in November and May;

       3.3.2 Documentation (one writing assessment and the tracking sheets) must be uploaded into PASI for fall audit purposes;

       3.3.3 Documentation of writing, reading, speaking and listening assessments must be kept on file and also be accessible for audits;

       3.3.4 Grade 1 documentation in the two (2) strands of speaking and listening must be completed by September 30 and uploaded into PASI to support the EAL code.

   3.4 The EAL Learner Proficiency Benchmark Report will be shared with parents through PowerSchool and/or parent/teacher interviews; and

   3.5 Facilitating collaboration among all staff and service providers working with EAL Learners.

4. Each school will develop a program plan for EAL Learners which will:

   4.1 Foster a welcoming, inclusive school community;

   4.2 Be based on sound EAL and literacy pedagogical theory and research; and

4.3 Actively support the linguistic, cultural, emotional and academic needs of students.

5. A teacher supporting an EAL Learner will:

5.1 Take responsibility for supporting students' language development regardless of the subject and grade level;

5.2 Utilize the provincial benchmarks to assess student skills to properly program for learning;

5.3 Consult with the EAL Consultant to attain programming assistance as required; and

5.4 Access school, community, and provincial resources to support language learning.

Reference: Section 11, 12, 17, 196, 197 Education Act
K to 12 Education Funding Framework

Forms: English as an Additional Language (EAL) Family Intake   (211-1)