Lloydminster Public School Division

English as an Additional Language
Guiding Document

2015

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English as an Additional Language (EAL)

Guiding Document

Belief Statement

Lloydminster Public School Division supports and encourages the belief that:

- all children can learn
- all children have the right to a supportive learning environment where individual differences and learning needs are respected and accommodated;
- the independence of each student is developed to maximum potential;
- parents are partners in their children's education;
- active learning requires appropriate curriculum and diversity of instructional methods, materials and assessment practices;
- the classroom teacher has a central role in the development and implementation of each child's program; and
- all staff is supported to remain current with research based best practices.

Our inclusionary education practice is based on the belief that:

- programming and services will be provided in the most appropriate and least restrictive environment;
- a continuum of services and a variety of settings will be necessary to address the diversity of individual needs; and
- all programming will strive to promote inclusion within the school community and the community at large.

What is EAL?

"Many children and youth born in or immigrating to Canada have English as an additional language (EAL) needs. They may speak, understand, or be literate in more than one language and may have some experience of English, but will require support to acquire fluency in English and to access the curriculum. The languages or dialects a person already speaks may influence his or her English language learning." (Saskatchewan Ministry of Education)

Who are EAL Learners?

English as an additional language learners are those whose first or primary language is not English.
The major categories of EAL learners are:

Canadian Born Learners:
- First Nation and Métis students, some of whom speak a First Nation language
- Francophone students
- Hutterite students who are educated in schools in Hutterite communities and generally whose first language is German
- Canadian-born children of immigrants

Foreign-Born Learners
- Immigrants
- Refugees
- Fee-paying and funded international visa students

(Source: Ministry of Education)

EAL Procedural Guidelines

Lloydminster Public Schools' approach to English as an Additional Language programs is founded on the following guiding principle:

Learning outcomes for all students can only be achieved if there is acknowledgement of the diversity of student needs in the development of local responses. The needs of EAL learners vary according to factors such as their prior experiences, including their level of formal education in their home country, their age, and the stage of English language development at the time they enter our schools. (Source, Ministry of Education)

In broad terms, our goals for EAL students are inclusion and equal access to learning opportunities. To achieve these goals, our programming focuses on several key practices.

- Appropriate curriculum, diversity of instructional methods, adaptation of instructional materials and assessment practices as required
- Classroom teacher as central to the development and implementation of each child's program
- Parents as partners in their child's education

EAL Programming in LPSD

New English language learners in LPSD will be placed in age appropriate classrooms, regardless of their language proficiency.

The K-9 students may receive pull out English language support individually or with other English language learners depending on their language needs. All students may receive supports/interventions in reading etc. as determined by their progress.

Students in grades 10-12 may be recommended to take EAL electives and/or support tutorials depending on their English language proficiency. Students at a low level on the CFR may need to take a reduced course load with fewer core classes until their language proficiency reaches a level where they are able to complete core classes independently.

*_Rosetta Stone_ may be used to support programming for EAL students (see Appendix G)

In order to support classroom teachers Lloydminster Public School Division provides the support of:

- English as an Additional Language Lead Teacher
- English as an Additional Language Designate
- Literacy Coaches
- Education Support Teachers

Registration, Family Orientation and Student Placement

Registration

1. LPSD Registration Form – School personnel work together with the family to complete registration form.
2. EAL Intake Checklist (see Appendix B) – school personnel complete the checklist with help from the family.
3. Obtain copies of
    a. _Parent and student passport_ (including page that was stamped when they entered Canada) or _proof of Canadian Citizenship_
    b. _Permanent Resident cards_ or _Visitor, Work or Study Permit_ - if they are not a Canadian citizen - parent and student
    c. _Birth certificate_
    d. _Report cards if available_
        Official high school transcripts are required for grade 10 to 12 students as previous credits may be granted by Saskatchewan Education.

Note: Foreign students that have a permanent resident status card or a valid (not expired) student permit and whose parent(s) or legal guardians have permanent resident status or valid (not expired) work permits are entitled to attend our schools tuition free. Adults who are legally allowed to work in Canada are also entitled to have their children, who are here legally, educated tuition free. Parents who are simply visiting Canada do not meet these criteria. Foreign students who do not meet these criteria must pay tuition fees. The first term (half) is payable prior to the student starting school. If there are questions or concerns, please contact Superintendent of Business Administration.

4. Language confirmation – school personnel to confirm birth language and second language of the student. This information should be documented on the registration form.

School Orientation for New Families

- School personnel will provide a detailed tour of the school.
- Families will be introduced to key school personnel (principal, vice-principal, secretaries, EAL designate etc)
- General explanation of school hours, the school calendar, how to use the agenda, etc.
- It is recommended that schools provide families with a short "information" document that outlines these key practices.

Student Placement

1. Decide on an appropriate start date for the student.
2. EAL students should be placed in age-appropriate grade placements, regardless of their language abilities. For children born after Sept 1, consideration may be given to placement one grade level below.
3. The school EAL designate and the EAL lead teacher should be notified of new registrations
4. Intake assessment should be completed and programming developed for the individual student. (This may include, LPSD EAL Intake Assessment, school determined reading assessment, basic math inventory).
5. If a student has very limited English proficiency when they arrive, a plan for more intervention can be discussed with the EAL lead teacher.

Language Proficiency Monitoring and Tracking

Using the SK Ministry of Education Common Framework of Reference

The Common Framework of Reference or CFR is a criterion reference performance scale used to determine the English language proficiency level of a new student, track student progress and help plan for meaningful instruction of our EAL students.

Procedural Guidelines:

- For Gr. 1-12, the CFR is divided into five language strands: Listening, Spoken Interaction (Conversation) and Spoken Production (Oral Expression), Reading and Writing.
- For grade 1 students, teachers complete the Enhanced Grade 1 CFR. For grades 2-5, teachers complete the Elementary Level CFR Global Scale. For grades 6-9, teachers complete the Middle Level CFR Global Scale and for grades 10-12 the Secondary Level CFR Global Scale is used.
- Initial CFR's for new Saskatchewan EAL students must be completed by September 20.
- CFR's and tracking sheets for all EAL students must be completed/updated by November 30
- CFR's and tracking sheets will be updated by June 15
- Students new to LPSD after September 30 will be assessed within 4-6 weeks of arrival.
- CFR's and any relevant assessments should be kept in a language portfolio. This portfolio will contain information such as: intake assessment and student writing samples etc. The language portfolio will follow the student as they transition between schools.
- Once a student has completed B 1.2 in all five strands, the student will be monitored by classroom, school, and division based assessments, but not re-benchmarked unless concerns arise.

Data Entry (AB & SK students)

School

- The following information will be entered into SIRS by school secretaries:
    - Immigration status/citizenship
    - Birth language
    - Country of birth
    - Documentation on file including expiry dates
    - Codes for Alberta students
- CFR level will be entered on the EAL Tracking Sheet (November and June). **This is done for Alberta and Saskatchewan students.**
- Fountas and Pinnell reading level will be entered on the EAL Tracking Sheet.

Division Office

- CFR data for all students will be reported to the Superintendent of Student Services in June of each year. Any new students will be reported as CFRs are completed
- Saskatchewan student CFR levels are reported to the Ministry in September
- Ensure Alberta EAL students are appropriately coded for Alberta Education

EAL Tracking Sheet (see Appendix C)

The EAL tracking sheet is completed for each EAL student by the EAL Designate at each school, and is updated throughout the year to include; CFR levels, Fountas & Pinnell reading levels, and ROAs (record of adaptations). Any other relevant background information or information related to prior educational experiences should be included in the EAL tracking sheet. Services/supports provided outside of regular classroom support should also be included. The EAL tracking sheet will be completed yearly until the child surpasses level B1.2 on the CFR.

The EAL tracking sheet is used to track student progress over time. It will be reviewed by the EAL lead teacher and the school team (EAL designate, school administration, ESTS, etc) on a yearly basis or as needed. The purpose of this review is to monitor student progress and make programming decisions for these students.

Roles and Responsibilities

Role of EAL Lead Teacher
- Provide in-service to teachers in LPSD
- Provide additional support to classroom teacher or EAL Designate as requested. This includes:
  - Classroom observations
  - Lesson and unit planning
  - Student specific strategies
  - Review CFR data and implications for classroom instruction
  - Assessment
  - Modeling strategies with students
- Support staff in completing the Common Framework of Reference
- Develop and maintain "Month at a Glance" EAL reminders
- Regularly communicate with EAL designate
- Monitor EAL tracking sheets
- Review EAL tracking sheets with school team
- Set agenda for and meet with EAL designate group as required
- Coordinate Rosetta Stone support – set up student account and in-service staff on use of program
- Suggest possible resources to EAL designate or teachers based on the needs of the students
- Develop and maintain an electronic EAL resource folder for designates/teachers
- Suggest resources to promote multiculturalism in LPSD
- Collect and submit CFR summaries to Superintendent of Student Services
- Monitor Alberta ESL coding
- Keep up-to-date with Saskatchewan Ministry English as an Additional Language guidelines/expectations
- Share Saskatchewan Ministry guidelines/expectations with EAL designates
- Keep up-to-date with current best practices involving EAL students
- Develop and maintain EAL professional resource library

Role of EAL Designate
- Coordinate the registration of new EAL students and welcoming of the new family
- Work with EAL students individually or in small groups to develop language proficiency
- Support classroom teacher in completing the CFR for all EAL students
- Complete basic language assessment and report to classroom teacher
- Complete/update LPSD EAL student tracking sheets
- Maintain language portfolios for all EAL students
- Review EAL tracking sheets with school team
- Provide EAL resources and information to individual teachers

- Facilitate full staff presentations when requested
- Attend EAL designate meetings as needed
- Communicate regularly with EAL Lead Teacher
- Review EAL "Month at a Glance" information and follow up at the school level
- Monitor use of *Rosetta Stone*
- Help promote multiculturalism in the school

Role of the EST
- Program for individual EAL students based on Tiered Intervention
- Participate in EAL team meetings as needed

Role of Classroom Teacher
- Access supports from EAL designate
- Contact EAL lead teacher for support
- Complete Common Framework of Reference assessment
- Participate in EAL team meetings as needed
- Use EAL tracking sheet and CFR information to guide classroom instruction
- Help promote multiculturalism in the classroom and the school

Role of Administrator
- Multiculturalism –build a culturally responsive school community
- Ensure staff are aware of EAL lead teacher and EAL designate roles in LPSD
- Include EAL information and EAL lead teacher and/or designate in staff meetings as needed
- Encourage teachers to contact EAL lead teacher and EAL designate as needed
- Be part of school team that reviews EAL tracking sheet and student programming
- Support registration of EAL students and welcoming of new families

Role of the School Secretary
- Support registration of EAL students and welcoming of new families
- Enter pertinent data into SIRS
- Request up-to-date documentation as required
- Keep record of parent communication regarding documentation if required

Ministry Resource Link

http://www.education.gov.sk.ca/EAL

Glossary

CFR – The Common Framework of Reference (CFR) is a criterion-reference performance scale, that supports educators as they work with a growing demographic of English as an Additional Language (EAL) learners. (from Sask Ministry document)

EAL – English as an Additional Language – term used by Saskatchewan Ministry of Education and LPSD to reflect programming and supports for English language learners.

ELL – English language learner represents the student, not the program or the supports.

ESL – English as a Second Language – term used by Alberta Education

**Please check on LPSD registration form and see what has been identified as the Birth language. Birth language refers to the language the student first understood/spoke as a baby, not which language they speak most now.

LPSD
LLOYDMINSTER PUBLIC SCHOOL DIVISION

English as an Additional Language Intake Checklist
(To be filled in by staff member registering the student)

Student Name_____ **Date**_____

Grade _____ **Teacher/Rm#** _____

- Assist the family with filling out the LPSD registration forms
- Make a copy of required documentation ___ passport ___ permanent residence or visa record
- ___ birth certificate
- Ask the following questions:

What name does your child like to be called? _____

How long has this child lived in Canada? _____

Has this child learned any English in school before coming to Canada? _____

Has this child attended school regularly? _____

What language do you speak most frequently at home? _____

Does this child wear glasses? _____ (Please include this information on medical section of LPSD Student Registration Form)

**If required is there a person available to translate for family? _____

Name of translator _____ Phone Number _____

If the child is older than K or grade 1 and has not attended school regularly or if the family is form a country such as Sudan, Burma/Myanmar, Iraq, Libya or another war torn country please have an administrator or EAL designate speak to the family to complete this information

Does the family have refugee status? _____ Yes _____ No *(This is important because it tells us that the student may have had limited education or interrupted education)*

Has this child been in school at all? _____ Yes _____ No
Notes about the child's educational history:

Provide the family with:
__Abbreviated school information to take home
__Immigration and Settlement services information
__Copy this sheet and attach one copy to registration form and forward one copy to EAL designate

Please comment on English Language proficiency of parents:

Form completed by: _____

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EAL STUDENT TRACKING

LLOYDMINSTER PUBLIC SCHOOL DIVISION

Student Name: _____ **Gender:** _____ **Date of Birth:** _____

Preferred Name: _____ **Date of Arrival in Canada:** _____ **Country of Birth:** _____

First Language: _____ **Documentation on File:** _____ **Expires:** _____

Background Info: _____

_____

_____

Year refers to the number of years the student has been attending school in Canada	Year 1:		Year 2:		Year 3:		Year 4:		Year 5:		Year 6:		Year 7:	
Grade														
School														
Record of Adaptations														
Saskatchewan Common Framework of Reference (CFR)	*Initial*	*June*	*Initial*	*June*	*Initial*	*June*	*Initial*	*June*	*Initial*	*June*	*Initial*	*June*	*Initial*	*June*
Listening														
Spoken Interaction														
Spoken Production														
Reading														
Writing														
Interventions														
Please indicate overall CFR level or date student is identified as working beyond B 1.2 on CFR														
Fountas and Pinell Reading Level														

Appendix D:

Snapshot of Language Ability at Various CFR Levels
http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal

Basic User		
A1	A1.1	- Understands and uses familiar words and very basic phrases to satisfy personal needs - Can make simple introductions, answer questions about personal details (name, age, location, family members) or personal items
	A1.2	- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help - Shows limited ability to use simple grammatical structures, e.g. punctuation, capitalization, sentence patterns
A2	A2.1	- Understands sentences and basic information relevant to personal needs and family activities - Can communicate about simple routine tasks requiring a direct exchange of information on familiar or daily matters - Can describe in simple language his/her background, immediate environment, interests or activities
	A2.2	- Uses some simple structures accurately, but continues to systematically exhibit basic errors, e.g., verb tenses, use of prepositions, articles
Independent User		
B1	B1.1	- Understands the main points of clear standard speech about familiar topics - Can deal with most situations likely to arise in school or after school hours - Produces simple connected text on topics which are familiar or of personal interest
	B1.2	- Can describe experiences or events and can briefly give reasons and explanations for opinions and plans - Uses reasonably accurate structures and patterns within routine or predictable situations

EAL Month at a Glance

For students to be correctly identified as EAL, a language other than English must be identified on the students' registration forms as their first language

September
- o Check with the office regarding registration of new EAL students – completed at office. (All division/school registration forms and EAL intake checklist).
  - ▪ Check for appropriate documentation and dates of expiry.
  - ▪ Provide family with simplified school info and information about Lloydminster as appropriate.
- o Do an initial English language assessment of new EAL students as required.
- o Complete initial CFR for **Saskatchewan residents.**
  - ▪ Complete initial CFR for new EAL students and grade 1 EAL students and send this data to EAL Lead Teacher (with Sask. student number included) by approx.. **September 25**. June CFR data will be used for those students that were within LPSD last year. This data is then entered into SDS at division office.
- o Code **Alberta residents** (including Pre-K):
- o Alberta codes 301 (foreign born), 303 (born in Canada), 640 (Refugee). Student may be both a 301 and 640. **If there is no CFR, no EAL tracking sheet and no services, they may not need a code**.
  - ▪ Note: You may leave a code with a student who is finished the CFR as long as you are still tracking their language. The code can stay with them for a maximum of 5 years.
- o Make arrangements with EAL Lead Teacher to observe in the classrooms of new EAL students (focus on Sask. students first), to assist with completion of CFR if required.
- o Meet with EAL Lead Teacher to review EAL student list by September 24. Review coding and SK SDS info
- o Review tracking sheets and identify EAL students that are not progressing through the CFR's. Use the data to determine appropriate interventions for all students.
- o Set up language portfolios for new students
- o Share language portfolio with EAL student's teacher

Programming considerations: Rosetta Stone

October
- o Have secretaries run SIRS report listing expiry date of documentation
- o Update all individual EAL student tracking sheets. Create tracking sheet for new EAL students who are coded or are on the CFR.
- o **Classroom teachers should review/complete CFR on all EAL students (that were not done is September) by the end of November**
- o Make teachers aware of report card comment for EAL students (Comment description – Adaptations have been made to support current level of English language proficiency)
- o Complete ROAs for those students as required
- o Newcomers (regardless of English proficiency level): may need info about Halloween, Thanksgiving, winter clothing etc.

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Ongoing Throughout the Year:
Initial assessment of new students
Teachers complete CFR within 4-6 weeks of student registering
Classroom observation of new EAL student

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November/December
- o Newcomers (regardless of English proficiency level): may need info about Remembrance Day, Christmas and New Years

***Are the CFRs and EAL tracking sheets updated?

January
- o Meet with EAL Lead Teacher to review CFR info
- o Review students who are not progressing on the CFR

February
- o Update codes for Alberta residents only: Alberta codes 301 (foreign born), 303 (born in Canada), 640 (Refugee)
- o Newcomers (regardless of English proficiency level): may need info about Groundhog Day, anti-bullying day etc.

March
- o Update EAL tracking sheets. New students will need background information and CFR info entered. Fountas & Pinnell assessment information should be updated.
- o Are there any EAL students that are not making progress?
- o Ask your secretary for a print out of documentation expiry dates. Check with your secretaries that they have requested updated documentation and that a note about that contact has been put in SIRS.
- o Let EAL lead teacher and high school EAL teacher know about any grade 9 students that are being recommended for EAL programming at the high school.
- o Newcomers (regardless of English proficiency level): may need info about St. Patrick's Day, Easter, spring.

April
- o Newcomers (regardless of English proficiency level): may need info about summer.

May/June
- o Update CFR info for all EAL students (this will be used for fall SDS info)
- o Update individual tracking sheet for all EAL students. Include interventions, CFR info, F&P info etc.
- o Forward electronic copy of EAL tracking sheet to new school for any students that are changing schools within the division
- o Place updated copy of CFR and tracking sheet into students' cum folder
- o Meet with EAL lead teacher to discuss CFR data.
- o Provide a list of summer programs that are available throughout the city through the library, BCHCC, city etc.
- o Newcomers (regardless of English proficiency level): may need info about track and field
- o Ensure language portfolio transition to next years EAL designate
- o F&P

Appendix F:

Secretary/Data Entry Info

Each school should have a file (possibly a blue duotang) which contains the following:

- o EAL Intake Checklist
- o Documentation notes
- o Canadian immigration info (powerpoint pages): Temporary Resident-Minor Children, Temporary Resident Document-Visitor Record, Temporary Resident Document-Work Permit, Permanent Residents (info), Permanent Card (examples of both front and back)
- o Confirmation of Permanent Residence example
- o Landed immigrant/Record of Landing form example
- o Certificate of Canadian Citizenship card
- o SIRS info re: Misc. tab info, Govt Tab, Govt Tab 2
- o Language indemnification chart
- o Updated documentation request letter

*****Documentation must be kept up to date or record of communication must be kept regarding out of date documentation!*

Review expiry dates a couple of times a year. Secretaries should document communication with parents regarding documentation in SIRS. Some families may indicate that they are in the process of applying for Canadian citizenship or that they are not currently planning to update their Permanent Resident card at this time. This information should be recorded in SIRS.

Rosetta Stone Use

**In LPSD Rosetta Stone is recommended for students who are in Gr. 2 or higher.
**To set up a student account, the school EAL Designate _must_ contact the EAL Lead Teacher.

Accounts can be accessed from any computer (at home or school) that has internet access.
Rosetta Stone accounts can also be accessed on ipads.

How to Use the Rosetta Stone English Language Computer Program

1. Access the internet from your location (home or school).

2. Go to http:/lloydminsterpsd.rosettastoneclassroom.com

3. Each student has their own log in once they get to the site. It is as follows:
    a. Log in: firstname.lastname
    b. Password: name of school (e.g. jackkemp)

4. Click "Launch Rosetta Stone".

5. Student will then have to do their microphone setup.

6. Once the microphone set up is successful, the student will press the green arrow to continue their progress on what they were last working on.

7. Students can document their progress on a Rosetta Stone Learner Progress sheet.

8. To end the session, have them press "sign out" in the top right corner, then "log off/out" Rosetta Stone, then log off the computer.

9. Supplementary material (quizzes, worksheets, etc.) may be used along with the online program.   Contact the EAL Lead Teacher if you would like more information about the supplementary material.