

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 will be assessed at predetermined intervals using the *Alberta K-12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0)*. These tracking sheets will provide instructional strategies, evaluation procedures, the reporting of student progress and suggestions for modification/improvement of the program. EAL Learners requiring support will receive differentiated instruction within the classroom environment. The need for additional support will be determined by the EAL Consultant in collaboration with the teacher and School Administrator(s).

Procedures

1. School Administrator(s) will:
 - 1.1 Ensure that language or translation supports are offered, as necessary, for completion of student registration;
 - 1.2 Ensure the proper documentation is on file to support the code and funding;
 - 1.3 Ensure the coding of students as per Alberta Education Program. EAL codes are categorized in four (4) ways:
 - 1.3.1 (301) Foreign-born students whose first language is not English and who require English language supports;
 - 1.3.2 (302) International students who require English language support (unfunded);
 - 1.3.3 (303) Canadian born students whose first language is not English and who require English language support;
 - 1.3.4 (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;
 - 1.4 Conduct a family intake using the EAL Family Interview form (211-1);
 - 1.4.1 Provide an orientation to the school;
 - 1.4.2 Share interview information with staff working with the EAL Learner;
 - 1.5 Support families and/or students in arranging transportation. Inform the Transportation department when students cannot speak English;
 - 1.6 Contact the EAL Consultant for language proficiency initial assessment and to attain programming assistance if required; and
 - 1.7 Inform high school students and/or families that the pathway for completing an Alberta Grade 12 Diploma may look different and take longer than a student with proficient

English. High school students could be assigned meetings with Career Counsellors in order to plan for graduation.

2. The Principals and/or teachers who are providing EAL programming will:
 - 2.1 Ensure an initial language proficiency assessment is completed by the EAL Consultant or designate;
 - 2.2 Utilize the provincial benchmarks to assess student skills to properly program for learning;
 - 2.3 Maintain EAL recordkeeping as required by Alberta Education;
 - 2.3.1 Language Acquisition is tracked using the *AB K-12 EAL Proficiency Benchmarks (Benchmarks 2.0)* in November and May;
 - 2.3.2 The November benchmarks from the digital platform (Dossier) must be uploaded into PASI in November;
 - 2.3.3 Documentation (one assessment) must be uploaded into PASI in November for audit purposes;
 - 2.3.4 Benchmarks and supporting evidence must be kept in the student EAL folders and be accessible for audits;
 - 2.4 The EAL Learner Proficiency Benchmark report will be shared two (2) times annually with parents/guardians through digital and/or a printed report and parent/teacher interviews;
 - 2.5 Facilitate collaboration among all staff working with EAL Learners; and
 - 2.6 Access school, community, and provincial resources to support language learning.
3. Each school will support their EAL Learners through:
 - 3.1 Fostering a welcoming, inclusive school community;
 - 3.2 Literacy pedagogical theory and research; and
 - 3.3 Actively supporting the linguistic, cultural, emotional and academic needs of students.

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