

English as an Additional Language (EAL)

Saskatchewan Rivers Public School Division



Table of Contents

<u>EAL Staff</u>	2
<u>Students</u>	3
<u>Registration of New EAL students</u>	3
<u>Placement and Programming</u>	4
<u>English Language Learners and Special Education</u>	5
<u>EAL Coach and Teachers</u>	6
<u>Role of the EAL Coach</u>	6
<u>Role of EAL teacher</u>	6
<u>Program Delivery and Support</u>	8
<u>EAL Support and Delivery Model</u>	9
<u>Assessment and Reporting</u>	10
<u>Classroom and Assessment and Reporting</u>	10
<u>High School EAL Support</u>	11
<u>Settlement Support Workers in Schools</u>	12
<u>Supporting EAL Students and Families</u>	13

Saskatchewan Rivers Public School Division EAL Staff

Introduction

The purpose of this handbook is to provide an overview of the Saskatchewan Rivers School Division EAL program.

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School staff and assignments (Home schools are in bold print):

Alanna Banman: Arthur Pechey and Princess Margaret

Tracy Serfas: King George, Vickers and Riverside

Connie Gooding: John Diefenbaker and Westview

Carrie Stene (.5 Coach/ .5 EAL teacher) and Corky Rudderham (EAL Assistant):

Vincent Massey, Queen Mary, and schools not listed above as need arises.

Julie Raymond and **Rachel Fendelet: Carlton Comprehensive High School**

Students (Source: Ministry of Education)

Many children and youth who were born in Canada or who are newcomers to Canada will be learning English as an additional language. The term English as an additional language (EAL) recognizes that these students may speak, understand or be literate in more than one language. They may or may not have experience in learning English, and will require support to become fluent in English and access the curriculum. In Saskatchewan, students who require EAL services are those whose first or primary language is other than English and who require specific programming and/or additional supports to develop language proficiency to achieve successful educational and social outcomes.

A number of distinct groups of students come to school speaking a language other than English:

Canadian-born Learners:

- First Nation and Métis students who speak an indigenous language
- Francophone students
- Hutterite students who are educated in schools in Hutterite communities and whose first language is German
- Canadian-born children of immigrants

Foreign - born Learners:

- Recently arrived immigrants
- Refugees
- Fee-paying and funded international visa students

Registration of New EAL students

When a newcomer student registers at an SRPSD school:

- Please support families with completion of *Citizenship Information and Language Spoken on the school registration form*.
- Inform newcomer families about SWIS and provide pamphlet.
- Complete YWCA SWIS Referral Form. Fax completed form to:
 - a) SWIS Intake (306-763-8165), and b) Trishia Hastings, SRPSD Consultant (306-763-4460)
- Contact the EAL teacher assigned to your school by email to inform her that you have a student who requires support.
- EAL teachers will arrange a date to conduct a language assessment and for support to be provided (if applicable).
- Newcomers who register at the school may begin classes immediately. A language assessment may take a few weeks and is not required before student begins school.
- **The process is the same for Canadian born EAL students (including FNM).** However, the SWIS form does not need to be filled out.

- **If the registration form indicates that a student speaks another language, but they were born in Canada, they do not** necessarily require an assessment. The student only needs to be assessed if they **speak a language other than English first** (as their main form of communication). It is possible that a student struggles with any language and would require support with literacy, for example, rather than EAL support specifically. Here are two example scenarios:

Example Scenario 1:

- A student uses Cree to communicate at home and/or within their community. The student is fluent in Cree and may have been schooled in Cree. The student struggles with English and often looks to another person to interpret English into Cree.
- **Action:** A language assessment is required.

Example Scenario 2:

- The student does not speak Cree as a first language, but knows a few words. The student also struggles with academic English, but speaks English socially with little problem.
- **Action:** A language assessment is not required. This student likely requires support, of some kind, but should not be coded an ELL.

Placement and Programming

EAL Students will attend the school in their attendance area.

Grade Placement

Initial placement of EAL students will be **age-appropriate**.

French Immersion

Parents whose children are learning English as an additional language may also consider a French Immersion program. In Saskatchewan Rivers Public School Division Schools, we offer formal entry into French Immersion in K or Grade 1. French Immersion students who are also learning English **may access EAL support beginning in Grade 3**. This is the grade at which English instruction is introduced into the provincial French Immersion curriculum.

English Language Learners and Special Education

Like their native-speaking peers, some ELLs may have special needs. The parents may or may not report the student's needs during the registration and language assessment process. If a report and documentation are provided, they will be shared with school administration and the Educational Support Teacher

There are many factors that could affect a student's progress including, but not limited to, culture shock, trauma, motivation and aptitude.

Coach and Teachers

“EAL learners are required to follow the provincial curriculum, and educators should guard against watered down versions of subject areas. This requires planning for and attention to language development in the context of subject area learning with specialist support from experts in the field of EAL teaching.”

Saskatchewan Ministry of Education

Role of the EAL Coach

The EAL coach provides support to regular education teachers and English as an Additional Language (EAL) teachers so that students will be able to develop proficiency in English and learn within the regular curriculum. The EAL coach is not a supervisor or a substitute teacher.

The EAL coach:

- Is a fellow teacher who is available to help connect and incorporate instructional strategies related to the curriculum.
- Will identify students who require EAL support.
- Will assess students and determine CFR levels.
- Will collaborate with classroom teachers to meet the learning needs of students.
- Will mentor, model, and co-teach in the classroom by working alongside the teacher.
- May provide individual and/or small group instruction when required.
- Will share experiences, ideas, and resources.

Role of the EAL Teacher

The EAL teacher provides support to English Language Learners (ELLs) so that they will be able to develop proficiency in English and learn within the regular curriculum. The EAL teacher is neither a supervisor nor a substitute teacher.

The EAL teacher:

- Is assigned a cluster of schools and home school.
- Reports directly to the principal of the assigned schools. Leave forms are submitted to the principal of the home school.

- Is a fellow teacher who is available to help connect and incorporate instructional strategies related to curriculum.
- Will assist to identify students who require EAL support.
- Will assess students and determine CFR levels.
- Will collaborate and plan to meet the needs of the ELL students.
- Will mentor and model in the classroom environment, at times working alongside the teacher.
- Will provide individual and/or small group instruction.
- Will share experiences, ideas, and resources.

Program Delivery and Support

Schools in Saskatchewan use the Common Framework of Reference (CFR) when describing the English language proficiency of students learning English.

A1	Beginner	BASIC USER
A2	Intermediate	
B1	Advanced	INDEPENDENT USER
B2	Transitioned (no formal EAL support)	
C1	Integrated	PROFICIENT USER
C2		

Students in the **first three levels**: Beginner, Intermediate and Advanced: **A1, A2, and B1** receive EAL support to improve listening, speaking, reading and writing skills. When a student reaches **B2**, he/she is able to work more independently in the regular classroom.

Good language skills, and the academic language needed at school, are complex and take time to develop. Students progress at different rates. A student may need 5 to 7 years of EAL support to become a proficient user.

Beginner		
<ul style="list-style-type: none"> Understands and uses basic words and phrases for personal needs. Communicates in a simple way if the other person talks slowly and clearly. Shows limited ability to use simple grammatical structures, e.g. punctuation, capitalization, sentence patterns. Reads and understands familiar names, words, and very simple sentences. 	A1.1	A1
	A1.2	
Intermediate		
<ul style="list-style-type: none"> Understands sentences and basic information about personal needs and family activities. Communicates about routine activities with some detail. Uses some simple structures accurately, but makes some basic errors, e.g., verb tenses, use of prepositions, articles. Reads and understands short, simple texts. 	A2.1	A2
	A2.2	
Advanced		
<ul style="list-style-type: none"> Understands the main points of clear standard speech about familiar topics. Participates in group work, sharing opinions and suggestions. Produces academic text with support. Uses reasonably accurate structures and patterns for routine or predictable situations. 	B1.1	B1
	B1.2	

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Reads and understands academic texts with support. | | |
|--|--|--|

Adapted from “A Guide to Using the Common Framework of Reference with Learners of English as an Additional Language”.

Saskatchewan Ministry of Education, September 2013. For more detailed information, please speak with your child’s EAL teacher

EAL Support Delivery Model

At the elementary level, EAL teachers may be attached to one school, or they may be itinerant, serving between 2 – 4 schools. Each itinerant teacher will have a home school where he/she will attend staff meetings and professional development sessions. The home school principal will be the direct supervisor of the EAL teacher. Photocopying costs for itinerant teachers will be covered by the home school. For schools with **4 or fewer** ELLs, the Educational Support Teacher (EST) will conduct the language assessment and support for ELLs. EST teachers should contact an EAL staff member to collaborate on best practices.

Programming support for EAL students will be based on student need. Those with little English will require more support than students who have some knowledge of English. Older students arriving to Canada will require more support than younger students. Students who have gaps in formal schooling will also require more support. When determining programming and level of support for each student, the EAL teacher will consider these factors as well as age of the student, student strengths and ability in skill areas such as speaking, reading, writing and listening.

As much as possible, the itinerant EAL teacher will set his/her schedule in conjunction with schools and classroom teachers. Students with lower language proficiency benefit from pull-out support where the EAL teacher works with a small group of students. Where possible, **EAL students should not be pulled out of class during physical education or music**, as both classes provide opportunities for them to participate successfully. Students with higher language proficiency can still benefit from pull-out support, but may also receive in-class support from the EAL teacher where possible. In-class support should ideally take the form of co-teaching so that both the EAL teacher and the classroom teacher can share their professional skills and knowledge to support students.

Please see the **EAL Teacher List** in the EAL staff section of this handbook.

Assessment and Reporting

Language Proficiency Assessment

EAL students will undergo an initial language proficiency assessment administered by the EAL teacher or in some cases the Ed support teacher. The results of this assessment will be used to make recommendations for programming for the student and provide a starting point for instruction. The results will be available to both the classroom and EAL teacher.

Classroom Assessment and Reporting

The classroom teacher, in consultation with the EAL teacher, assesses the students' achievement and growth, provides feedback to students and their parents or guardians, and evaluates student achievement for report card purposes. The classroom teacher should indicate **what adaptations have been made for EAL students within the regular classroom setting.**

The EAL teacher will provide a written report for each student to be included in the report card envelope. Please refer to the sample report cards in the Appendix. Please ensure that one copy of the EAL report card is provided to the classroom teacher, while another copy is placed in the student's cumulative File.

The principal of the school will review and sign the EAL student's report card.

EAL Reporting

EAL teachers will submit updated language proficiency benchmark levels two times per year (September and May). These benchmarks will be recorded in Maplewood by the school secretary as reported by the EAL teacher or the Educational Support teacher.

Initial language assessment for the purpose of reporting benchmarks is based on the quick assessment tool (see appendix).

Ongoing assessment should include multiple forms of assessment and formative data over time. EAL teachers may use reading assessments, writing samples, summative evaluations, data collected through observations, anecdotal information including that collected from conversations with the classroom teacher. In addition, EAL teachers should refer to the CFR benchmarks and may wish to use them as a checklist for tracking student progress. The benchmark reported will be reflective of the student's ability at that moment in time.

High School EAL Support

EAL students can be supported in any SRPSD high school.

There are various ways to support ELLs. Here are possible options:

1. ELLs may take an **EAL locally developed, Ministry approved elective credit class**. It is important to check with your school to find out which classes have been renewed for the current school year. Generally, these classes are intended for students at a **B1.2 proficiency level and below**.
2. Students may be **scheduled into a support period** (such as with an Educational Support or EAL teacher) for no credit (one on one or in small groups).

***** Students above B1.2 are considered independent/proficient and an EAL class (support or credit) is not required.**

Class Selection for ELL Students

It is not recommended that a student who is B1.2 or lower take core credits, such as English Language Arts, until they have progressed to a B2.1 or higher.

Here is a rough guide for scheduling ELLs in high school:

English Language Learner Proficiency Level	Recommended Timetable	Recommended Elective Credits
A1.1/A1.2– a complete beginner	3-4 periods of EAL and 1 or 2 elective credits that are not language intensive.	Physical Education Applied Arts Visual Art Music Commercial Cooking (where applicable)
A2.1/A2.2	2-3 periods of EAL and 2 or 3 elective credits.	
B1.1/B1.2	1-2 periods of EAL and 3-4 elective credits. A student who is B1.2 may attempt one core credit class.	

B2.1 and higher	May take regular mainstream classes. No EAL period is necessary, although the student may require occasional support.	
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Language Requirements for College and University

It is always important to check with post-secondary admissions departments as some language requirements vary per institution. Normally, if a student has been **in Canada for three years and/or has completed a secondary school diploma, no language test or proficiency score is required.**

A student who has been here for **less than three years and did not complete high school will likely need to achieve a minimum score on a language proficiency test.** Common tests include:

TOEFL IBT: Test of English as a Foreign Language, Internet Based Test

IELTS: International English Language Testing System

PTE: Pearson Test of English

Here is a link to the language admission requirements for the University of Saskatchewan as an example:

<https://www.usask.ca/cqsr/admission/language.php>

Credits for EAL classes

Locally developed, Ministry approved EAL elective credit classes have been created. Classes must be **renewed** prior to the school year in which they will be taught.

Settlement Workers in Schools

Settlement Workers in Schools (SWIS) are employees of YWCA Prince Albert, but through our formal partnership with them, act as liaisons between the school and family. SWIS can help with registration of students, provide information and guidance on educational issues or in crisis situations, and provide interpreters for interviews between school staff and families.

The SWIS program strongly encourages staff at the school level to attempt to contact and talk with the family directly, as many have a family member who can speak English or act as a translator. Keep in mind, however, that students should not be asked to interpret during parent-teacher interviews, or in situations of concern.

Families can only have access to the SSWIS program by signing a SSWIS Consent form, which will be provided and explained during the family's intake with a SWIS worker. Consent forms are available at the school upon registration as well.

There are currently three SWIS and one SWIS manager serving pre K – 12 students in the Public, Catholic and French School Divisions. Each SWIS works with designated schools. They will establish a regular schedule so that they may visit schools regularly. We encourage you to develop a strong relationship with your SSWIS through regular professional communication, regular meetings, and invitations to participate in class and school activities.

Please note: Due to privacy restrictions, you may not share contact information for a student or a student's family with the SWIS unless the family has signed the SWIS consent form.

Supporting EAL Students and Families

Get to know the family. Find out if there are cultural holidays or customs that will keep the child away from school or affect his/her participation in regular activities. Take opportunities to learn more about his/her culture and/or background.

Get to know your SWIS representative. Although the Settlement Worker in Schools may not be in your school regularly due to their many commitments to other schools and families, it is important to try to establish a supportive relationship with this representative. |

Invite parents to attend events or to watch a class in action. Many parents have not experienced a Canadian school and so may not understand how things are done. Make an extra effort to welcome parents to attend special activities at the school so they begin to feel like part of the community.

When speaking with parents, speak clearly in a normal tone at a natural speed. Be aware of your use of idiomatic expressions or jargon that they may not understand.

Rewrite information letters regarding school meetings or upcoming events in simple English, or have the information translated. You may ask the Settlement Worker in Schools (SWIS) to assist you with communication if the family has signed a SSWIS consent form.

Request an interpreter as required. For important conversations with parents, the family may want to have an adult interpreter so that the parents have equal opportunity to ask questions and communicate issues with you. SWIS workers may be able to arrange interpreters if given enough advance notice. Advance notice is greatly appreciated. While siblings and other students may be able to assist in some situations, **please consider the impact to each party when requesting student peers and siblings to translate conversations that may be of a sensitive nature.**

Newcomer Students: Support Snapshot

A new student who speaks little or no English has been registered at the school and will begin in your class tomorrow. How will you be able to support this newcomer student? Here are a few ideas to start you out.

Focus on the affective: Imagine how you might feel in a new country where no one speaks your language and where you don't understand why things are happening. Students are nervous, scared, excited, confused and eager to fit in. If your first thought is to focus on making the student comfortable, you are on the right track.

- a. Pair the student up with someone who can be empathetic and who is not shy.
- b. Make sure the student knows where the bathroom is.
- c. Use visuals to assist students to know the schedule.
- d. Routines are comforting for newcomers of all ages.
- e. Learn to say the student's name properly.
- f. Smile!

Remember that culture shock can manifest itself in a variety of ways at various points in the acculturation process:

- g. Students may withdraw or act out.
- h. If behaviour issues arise, consider what the causes might be – fatigue, hunger, misunderstanding, frustration – before you make a decision on how you will address the issue.
- i. A family member's experience with culture shock can affect the student's experience. Consider what might be happening at home.
- j. Culture shock can happen immediately after a student arrives, or even a long time after the student arrives. There are highs and lows that may occur over an extended period of time.

Remember that language learning is a process:

- k. A silent period can last from several weeks to several months depending on the student. This is normal.
- l. Language learning takes a long time. You will *assist* the student in the process of language learning, but you will likely *not be the only one responsible* for this process.
- m. Conversational English is different than academic English, but both require instruction.
- n. Label items in the classroom & use simple phrases.

- o. Touch base with the EAL teacher for information on language benchmarks and ideas for adaptations.