



5.15 English as an Additional Language

5. Students - Administrative Procedure Manual

The Pine Creek School Division will provide appropriate program supports for identified EAL learners in keeping with MECY *Guidelines for the EAL Support Grant 2006*.

English as an Additional Language (EAL) Protocol

Hutterian Students

- a) Colony Students will normally be identified as EAL for grant qualification purposes for their first 4 years of school (grade 1-3).
- b) EAL instructional plans for these students will normally be group plans rather than individualized plans. The regular daily and annual planning of instruction at colony schools for those grade levels will constitute the group plans.
- c) Struggling learners at those grade levels in colony schools will be served through Student Services as outlined in PCSD procedures.

School Students

- a) Through the registration process, schools will identify EAL learners for grant application purposes and report the information on EIS. The Principal, Resource Teacher, or Classroom Teacher can initiate an identification.
- b) The school will hold an intake meeting to establish home-school liaison and follow-up, and to develop short-term goals and prepare for supported intake. Other involved agencies such as: churches, public health, adult education program, Labour and Immigration, sponsoring employer are to be invited. Availability of translator/interpreter is to be established considering such sources as: churches, community members, cultural centers, universities, government departments.
- c) The school will establish a cultural and language proficiency profile using the intake questionnaire.

Intake Questionnaire

An interpreter is to be utilized whenever practicable. The school will assess the student's current level of performance based on the EAL Intake Questionnaire and other tools such as the SORT, and Canadian Language Benchmarks. An interpreter is to be utilized when available and schools are to consider the cultural bias of any assessment tool.

Schools will write a short-term plan including such components as:

- a) Teacher information package (Culture Shock and Stages of Acculturation)
- b) Receiving class preparation (First Day Plans)
- c) School familiarity, layout, and routines
- d) Environmental vocabulary
- e) Supported classroom immersion with workload phase-in (Buddy System)
- f) Small group and 1-1 direct support for language instruction

The long term goal will be full integration and age-appropriate curriculum coverage. Struggling learners will be served through Student Services as outlined in PCSD procedures.

The purposes of the questionnaire:

- Identify principal and other languages used in the home
- Determine whether EAL support is needed
- Gather information pertinent to provision of support

Questions

1. Which language or languages did your son/daughter learn when he/she first began to talk?
2. Which language or languages does your son/daughter use at home?
3. Which language or languages do you use to speak to your son/daughter?
4. At what grade level can your son/daughter read and write in his/her first language?
5. How much has your son/daughter attended school? Does he/she like school?
6. How well can your son/daughter work on his/her own?
7. Has your son/daughter had formal language instruction other than in school?
8. Have you noticed anything unusual about your son's/daughter's speech or listening?
9. What are your sons/daughter's interests, hobbies or special skills?
10. Does your son/daughter have any health problems?
11. Are there any things that are special or different about your culture or beliefs that the school should be aware of? (Religious holidays, dress restrictions, restrictions on technology, etc.)
12. Is there anything else you would like to tell us that will help the school to support your son/daughter?
13. Would you or another family member be interested in English lessons?