

213 Students AP -- English as an Additional Language

Background

Our English as an Additional Language learners are guided by an inclusive and culturally sensitive approach to learning. We recognize the diverse identity all students bring to our division and celebrate the uniqueness of all learners in our division.

With a sense of belonging at the forefront of all our schools, PRPS has regarded our growing EAL population as an instrumental part of our global identity.

The vision for EAL learning in PRPS is centered on empowering students to be confident communicators in English while valuing their cultural backgrounds. This Assurance guide is a starting point for an equitable and multifaceted approach, integrating best practices in language acquisition, language learning and technology. This concerted effort aims to cultivate an environment where all students have equitable opportunities to excel academically and reach their full potential, irrespective of their language backgrounds, promoting inclusivity and diversity within the educational community.

Definitions

Communicative Competence: This refers to the ability to effectively understand and use language across a range of contexts and for multiple purposes. Students who possess communicative competence exhibit mastery of grammar and vocabulary (both conversational and academic), turn-taking skills, timing, directness, and the ability to use voice and body language in culturally and socially appropriate ways.

English as an Additional Language (EAL) Student: An EAL student is one who requires programming to assist in learning English in order to meet grade-level expectations across English and other subjects. These students also need guidance to connect Canadian cultural values, customs, and social norms to their own experiences.

Multi-language Learner (MLL): An MLL is a student who initially learned to communicate (speak, read, and/or write) in a language other than English, and whose level of English language proficiency inhibits their full participation in the educational experiences available in Alberta schools. MLLs may be recent immigrants or may have been born in Canada but live in homes where English is not the primary language spoken.

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Procedures

1. School administrator or designate is responsible for:

- Ensuring appropriate intake processes for EAL students and their families, which involves an assessment that verifies the necessity for additional English language support, and maintaining this in the student's record. This assessment must be placed in the student record. EAL students will receive additional funding for 5 years as they move toward English language competence. School performed assessments should measure one area within both receptive language (what they hear and understand) and expressive language (what they can create to express knowledge). Please see the video link below for ideas and resources on welcoming EAL students. [First Day: How to welcome EAL students and Families](#)
- Identifying Canadian-born, foreign-born, and refugee students who need EAL support. Ensure all government documentation (gov't issued Id, student/work visa)
- Accurately inputting the correct funding codes 301 for foreign-born or 303 for Canadian-born) for students assessed as needing English language support. These codes are applied at the school level.
- Ensuring the recording language proficiency levels in the Education Forms system for reporting to Alberta Education -- ([Proficiency Level Benchmarks](#)).
- Identifying students who are no longer funded but still require EAL support and services. If a student has reached the five-year cap for EAL funding as determined by Alberta Education but still requires support or accommodations for provincial achievement tests and diploma exams, code 301 or 303 shall remain active, with annual benchmarking still required or an accommodation form created on Educational Forms that indicates the accommodations the student uses consistently in class.
- Ensuring that once a student achieves grade-level communicative competence and no longer requires EAL programming, the code is removed.

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2. Classroom teachers will:

- Provide and/or access the supports outlined in the school's continuum of supports and services for students identified as EAL learners.
- Conduct an annual language proficiency assessment in May or June (including a sample of student work used to inform benchmark assessment with annotations correlated to the benchmark indicators) to guide instructional strategies, using Alberta Education benchmarks. This will be documented on the EAL Benchmark form within the division's Ed. Forms platform.
 - a) Benchmarking completed in May or June may be used to establish language learning targets for the following school year.
 - b) If benchmarking was not completed by the end of the previous school year, it must be finalized by November 30 of the current year. This also applies to new EAL students who do not have existing benchmarks.
- Continuously assess and monitor EAL students' language proficiency to provide timely and appropriate learning support.
- Offer flexible, student-focused instructional and assessment support that considers each student's linguistic, cultural, and educational background... see link given for further considerations [Things to Consider For Assessment](#).
- Deliver EAL support in accordance with Alberta Education's Program of Studies and relevant EAL curricular documents – see links given for further considerations [Planning for the Classroom](#) and [Visuals and Vocabulary](#).