

### Background

The division provides support for students learning English as an Additional Language (EAL) by offering appropriate and inclusive English language instruction that addresses the varied learning needs of students and enhances their language proficiency, enabling them to achieve their full potential. The term EAL refers to students who are in the process of learning English while being fluent in one or more other languages.

### 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.

### Procedures

1. School administrator or designate is responsible for:
  - 1.1 Ensuring appropriate intake processes for EAL students and their families, which involve an assessment conducted within the past five years 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's file.
  - 1.2 Identifying Canadian-born, foreign-born, and refugee students who need EAL support.
  - 1.3 Accurately inputting the correct funding codes (301 for foreign-born or 303 for Canadian-born) for students assessed as needing English language support.

- 1.4 Ensuring the recording language proficiency levels in the education information system for reporting to Alberta Education.
  - 1.5 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.
  - 1.6 Ensuring that once a student achieves grade-level communicative competence and no longer requires EAL programming, the code is removed.
2. Classroom teachers will:
- 2.1 Provide and/or access the supports outlined in the school's continuum of supports and services for students identified as EAL learners.
  - 2.2 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 electronic form platform.
    - 2.2.1 Benchmarking completed in May or June may be used to establish language learning targets for the following school year.
    - 2.2.2 If benchmarking was not completed by the end of the previous school year, it must be finalized by November 30 of the current year.
  - 2.3 Continuously assess and monitor EAL students' language proficiency to provide timely and appropriate learning supports.
  - 2.4 Offer flexible, student-focused instructional support that considers each student's linguistic, cultural, and educational background.
  - 2.5 Deliver EAL support in accordance with Alberta Education's Program of Studies and relevant EAL curricular documents.
3. EAL programs may also be developed for students who do not speak English when entering a school, but do not qualify for EAL funding as defined by Alberta Education.
  4. EAL students enrolled in outreach (code 630), distance education (code 621) or online programs (code 620) are exempt from EAL funding.



<b>References:</b> <ul style="list-style-type: none"> <li>• Sections 3, 11, 17, 18, 197 Education Act</li> <li>• Funding Manual for School Authorities</li> <li>• Guide to Education ECS to Grade 12</li> <li>• Alberta English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0)</li> </ul>	<b>Approved:</b> 
	<b>Date Approved:</b> August 2006
	<b>Reviewed or Revised:</b> May 2008; December 2024

*Note: References shall be updated as required and do not require additional approval*

