

## **EAL Guidelines**

### **1. Roles and responsibilities**

The EAL specialist, the classroom teacher, and single subject teachers are all language teachers. Meeting the broad needs of the students is a shared responsibility of teachers, the school communities and the parents. The role of the EAL teacher is to give in class support and to reinforce, support and extend the classroom work during the pull out classes. All the teachers are responsible to

- work collaboratively to identify, plan and provide services,
- provide effective differentiated instruction,
- provide ongoing assessment,
- report progress,
- work collaboratively to exit the student from the program.

### **2. Initial assessment**

Initial assessments will typically be conducted upon a student's first arrival at school, but may be conducted at any point if there is an indication that there might be a need for EAL services. An initial assessment is completed with all students applying for acceptance into KIS who can speak, read, and write some in English. Initial assessments include:

- a. English language assessment
  - speaking and listening: interview with the administration and separately with EAL teacher
  - reading comprehension: PM readers running records (two levels below the grade level range)
  - writing: samples of unedited written work of the student or pictures in lower grades.
- b. Mathematics assessment (use end of year test from previous year)
- c. An Analysis of the Previous school report if available
- d. Mother tongue language proficiency if needed – if the student is a native English speaker this will not be necessary.

If a child does not speak English, he or she is automatically placed in Intensive English for the first semester of their studies and EAL classes.

A meeting of the Administration, homeroom teacher, and EAL teacher will be held following the initial assessments to make the decision of student placement. This is done on an individual basis with the student's developmental level and needs in mind. The student's cognitive, social, and personal development and what program the school can most effectively provide the student will help determine where the student is best placed.

### **3. How is the decision made whether a student goes to EAL or IE?**

For a student to be identified as an EAL student, the following procedure and criteria will be followed:

- 1) Based on the initial assessment:
  - a. if the child speaks NO English: IE and EAL.
  - b. If the child speaks some English and the level of understanding is far below the age level norm and they have had one year of previous English classes at another school:

EAL

- c. If the child's oral communication skills are satisfactory, but the reading scores (PM running record) are two levels below the lowest reading level in the assigned class: EAL.
- d. If the student indicates a reading level equal to the lowest reading level in the assigned class, but the writing samples indicate a severe lack of language usage, conventions, and structure for the class level: EAL.

2) The student has been assigned a class and after some time there are still questions and concerns by the classroom teacher. When this happens, the EAL teacher will retest the student to determine whether or not the student has been placed in error.

#### **4. What English support is offered in each grade level?**

We offer EAL support from Grade 1. Our goal is to offer more in class support to higher grades since the academic challenge for them is much greater. It is felt that pre-school and reception students would be better served through the regular classroom environment as the students would be learning the same language and concepts at the same time. Much of the academic language will be new to all students at this level. However, as reading and writing become more pronounced the levels of knowledge and abilities will become much broader and the weaker English students will need more of a support with the academic language.

We also offer Intensive English classes for children who are accepted to the school and do not speak the language at all. The purpose of IE is to teach them survival English – vocabulary and expressions used in the classroom to help them follow class routines and communicate basic needs. Children can be exited from IE after one semester.

IE students receive 5-8 pull out classes in the first semester of the school year including EAL classes.

EAL students receive 3 periods of separate EAL classes. EAL classes are held at the same time when other students have Russian lessons. As IE students exit the program, the EAL teacher gives in-class support 5-8 periods a week.

Middle school students are expected to have a working knowledge or a grasp of English before enrolling at the school. If students have extremely low levels of English, IE instruction can be provided on a case-by-case basis.

#### **5. How is the student's progress assessed?**

The constant collaborative planning and teaching between the classroom teacher and the EAL teacher provides ample opportunity to constantly reflect on the progress of each EAL student in the class. All students in the class will have the same assessments and the same standards and benchmarks.

#### **6. Who decides when a student exits from IE or EAL support and how is the decision made?**

After one semester of IE classes students can be exited from the program.

When either the EAL support teacher or the classroom teacher feels, based on the day-to-day assessments and observations, that a student is capable of joining the class without support:

- a. When the reading level rises to that of the standard of the lowest reading group in the class,
- b. When both the EAL teacher and the classroom teacher feel that the written language is of a satisfactory level.

The EAL teacher will contact the Administration and set up a meeting to discuss the progress of the student, giving data to support the progress in all areas, but particularly in reading and writing.

- a. If the group decides that the student is ready to exit EAL support, the parents will be met and the progress will be explained to the parents and they will be informed of the change
- b. If the group decides that the student needs further support, the student will remain in the support group until it is deemed necessary to discuss the student again. This decision may arise from the a variety of factors, such as;
  - i. No English used at home
  - ii. Parents cannot offer any home support
  - iii. Student has a history of missing a lot of school

## **6. What is the homework policy for IE and EAL learners?**

The best support for English language learning is reading and writing. Our school uses PM readers and A to Z leveled books that children take home to read. In order to build confidence and fluency in reading, all students are encouraged to read daily. The EAL support students will be given readers on a daily basis and follow-up will be given on all reading sessions either by the classroom teacher or the EAL support teacher.

IE homework assignments will be comprised of additional assignments to help better understand and strength English learning in language arts and Unit of Inquiry lessons with the homeroom teacher.