
Board Governance Policy Cross Reference: [1, 12, 13](#)

Administrative Procedures Cross Reference:

[Appropriate Educational Programming and Inclusion](#)

[Student Registration](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Evaluating Non-Manitoba Course Completions for Senior Years Credits](#)

[Guidelines for the English as an Additional Language Support Grant](#)

[Guidelines for the Intensive Newcomer Support \(INS\) Grant](#)

[Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL/LAL Programming](#)

The Interlake School Division (ISD) recognizes that today's classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. The Division is committed to the rights of all students to participate in educational programming that, within available resources, will maximize the opportunity for students to achieve their individualized learning outcomes. This includes students where English is not their first or primary language.

"...English as an additional language* learners are those whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system."

Manitoba Education EAL Categorical Grant Guidelines

Goals of English as an Additional Language (EAL) Education

Support for EAL learners requires attention to language development and proficiency, intellectual, social, and emotional development, and citizenship education. Such support is maximized in a school environment that values diversity, bridges cultures, and works to eliminate racism.

Procedures

1. Identification of Students Needing Language Support

Students will initially receive differentiated support for English language, literacy and academic skill development when:

- their dominant home language is a language other than English; and
- they have had less than four years of instruction in English, in Canada.

The length of support shall be determined solely by student progress as measured by the stages of EAL learning outlined in the [Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL/LAL Programming](#).

2. Categorization of EAL Students

a) Public School Students – Students who, upon entering or transferring to an ISD public school, identify as requiring language support by the stated criteria. Examples of students who may be part of this group:

- newcomer students
- international students
- Aboriginal students

These students may enter at a variety of ages.

b) Hutterian Students- Students who are raised in Tyrolean/German-speaking Hutterite colonies, who, by the nature of their culture and lifestyle meet the stated criteria. These learners:

- speak German (Hutterish) and have limited or no experience with English;
- typically enter the school system at age 5; and
- are typically placed in multi-age, multi-level classrooms of between 10-20 students in schools located in their home communities.

3. Reception

a) Public School Students

- School Administrative Assistants and registration form will identify dominant home language.
- School Administrative Assistants will assist families in the registration process.
- Where possible, schools will provide interpreters if required.

b) Hutterian School Students

- In November of the year prior to beginning Kindergarten, parents and their child will be invited to a “Preparing for Kindergarten” meeting with the Early Years teacher.

4. Placement

a) Public School Students/Hutterian School Students

K-8

- Students will be placed in age-appropriate grades. Parents may request that their child be placed in the grade previous to age-appropriate placement. Final authority on this matter lies with the school principal.

9-12

- See [Evaluating Non-Manitoba Course Completions for Senior Years Credits](#)
- Students will receive EAL bridging support from the school resource department for some courses and/or be enrolled in regular classes according to what is most appropriate for their learning needs.

5. Orientation

a) Public School Students

K-8

- School Administrative Assistants may give families a brief orientation to the school at registration.
- Students in the classroom will be told as soon as possible when new students are expected. They will be reminded to be helpful, friendly and how to use the student's name correctly. Peer volunteers will 'buddy' with EAL students to provide support for learning school culture and routines.
- A member of the resource/guidance department will provide a school tour on the student's first day of classes accompanied by age and language peers, if possible.

9-12

- New students who do not have their own contacts in the school/class will be paired by the resource/guidance department with others who will help them with orientation to the building, computer use, library protocol, bus procedures, etc.
- These partners/buddies will stay with the new student for the first few noon hours.

b) Hutterian School Students

- All Kindergarten Students and their parents will attend a scheduled orientation session where they will meet individually with the Early Years Teacher. The teacher will provide a tour of the classroom/school and review general school procedures with the parent. The teacher will also conduct an EAL proficiency assessment.

6. Entry Assessment

- a) **Public School Students** - Public school students will be assessed for English language proficiency during their first week of classes by the learning support teacher as outlined below:

- Speaking & Listening: The teacher will observe students' speaking and listening proficiency by engaging students in a conversation on a topic very familiar to them; family, hobbies, pets, sports, etc.
- Reading: Students will choose a book from a small selection of books with age-appropriate topics of interest. The teacher will make observations regarding reading-like behaviours; inquire about the students' concepts about print, etc. The teacher may also ask the students to identify their own names in print, as well as other words, letters and numbers, as appropriate.
- Writing: Writing requests will be adapted for the students' skill level, as appropriate. For Example, early years students may be asked to write their name, copy from the book cover or print the alphabet. Older students may be asked to write about the book they have just read, or another relevant topic.
- Numeracy: Students' skills will be assessed using basic and more advanced materials as appropriate.

b) Hutterian School Students - Hutterian school students will be assessed for English language proficiency by the Early Years teacher during their Kindergarten Orientation Meeting as outlined below:

- Speaking & Listening: The teacher will observe students' speaking and listening proficiency by engaging students in a conversation on a topic very familiar to them; family, hobbies, pets, sports, etc.
- Reading: Students will choose a book from a small selection of books with age-appropriate topics of interest. The teacher will make observations regarding reading-like behaviours; inquire about the students' concepts about print, etc. The teacher may also ask the students to identify their own names in print, as well as other words, letters and numbers, as appropriate.
- Writing: Students will be asked to write their name, copy from the book cover or print the alphabet. Writing request will be adapted for the students' skill level, as appropriate.
- Numeracy: Students' skills will be assessed using basic and more advanced materials as appropriate.

Recording entry assessment (and on-going monitoring) will be documented by the teacher according to [Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL/LAL Programming](#) EAL Stages on Student Specific EAL Plans.

7. Student Specific Plans

A student specific plan to support EAL needs will be completed for each student. The plan will outline the following:

- Student's personal background information
- Results of entry assessment, language learning goals, and monitoring records. These will be stated in EAL 'Stages'.
- Approach to support, including:

- Differentiated instruction strategies by all classroom teachers;
- Additional supports provided by learning support teachers, educational assistants, peers, volunteers, etc., that may include the following settings:
 - I. EA in-class support
 - II. Short term, flexible 'pull-out' groupings for beginning/survival language or literacy support
 - III. Homework or tutoring help
- Classroom and learning support teachers will collaboratively assess and evaluate Student Specific EAL Plans and approaches to support, at minimum, each mid-term, and reporting period.
- All students should demonstrate progress in language and literacy learning. If not, changes to the plan and approach will be implemented.

8. Reporting and Communicating with Parents

- A 'Language Development' report for learners at Stage 1, completed by the classroom teacher, may be included with the regular report card.
- Classroom or learning support teachers will report to parents when appropriate.