



English as an Additional Language (EAL) Administrative Procedure 3.B.105

3.0 Programs and Services
3.B Student Services

Board Governance Policy Cross Reference: 1, 2, 3, 14

Legal Reference: *The Public Schools Act* (Manitoba); *The Public Schools Amendment Act* (Appropriate Educational Programming) S.M. 2004, proclaimed October 28, 2005; Appropriate Educational Programming Regulation 155/2005.

Further Information: Standards for Appropriate Educational Programming in Manitoba 2023

Date Adopted: June 2007

Date Amended: July 2018, February 2019, July 2024

Definition

Definition of an EAL Learner: 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.

Other terms used are ESL: English as a second language; ESOL: English for speakers of other language; LAL: Literacy Academics and Language for speakers of other languages.

Goals and Principles of 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.

1. Goals

- a. Assist learners in adding English to their linguistic repertoire and becoming proficient in the language.
- b. Provide learning opportunities that will allow learners to continue to develop intellectually and as citizens.
- c. Assist learners in successfully integrating into and contributing to the classroom and school community.
- d. Enable learners to benefit from school programming and to achieve the learning outcomes identified in the provincial curriculum.
- e. Enhance choices and opportunities for learners to access and benefit from adult and post-secondary learning experiences.

2. Principles

- a. English language proficiency and knowledge of Canadian culture are fundamental to the success of learners in the school system and in society.

- b. There are educational, social, and economic benefits to maintaining a learner's first language(s). An individual's first language(s) and culture, and the importance of their continued use of the first language(s), should be respected and valued.
- c. Learning is enhanced by the judicious use of two or more languages.
- d. To facilitate learning, learners should see their history, literature, and cultural experiences in general reflected in the classroom and in the curriculum.
- e. Learners require competence in both social and academic communication to participate fully in educational settings; academic communicative competence is more difficult to acquire and takes more time than acquiring basic interpersonal communication skills.
- f. Equity of access to services, facilities, and resources should be provided for EAL learners.
- g. EAL learners who also have exceptional learning needs may require additional services.
- h. Parents/guardians play a vital role in the education of their children by working in partnership with educators; parental support is an important component of an EAL learner's education; parents are encouraged to participate actively in the learning process.
- i. Fundamental principles in reporting to parents apply to parents of EAL learners as well; effective reporting should recognize language and cultural differences, and in some cases will require multilingual documents and services.
- j. EAL services should reflect current knowledge with regard to educational research and effective practices.

Planning and Implementing EAL Programming

3. Roles and Responsibilities

Evergreen School Division will:

- a. Provide educationally appropriate EAL services to all learners who require them.
- b. Ensure that all educators and support staff who work with EAL learners have access to relevant professional learning opportunities and are provided with support and resources, as available.
- c. Identify who is responsible for coordinating and administering EAL services in ESD (Student Services Administrator).

Schools will:

- d. Determine appropriate classroom and grade placement
- e. Make and implement EAL plans
- f. Refer to ESD's English Language Adapted Learning Plan (ELAP)
- g. Share ELAP with parents/guardians
- h. Facilitate access to resources and support
- i. Facilitate collaboration among educators providing EAL services

Planning for the Learning

4. Schools will assess and program according to the Manitoba Curricular Framework for English as an Additional Language (EAL) and Literacy, Academics and Language Programming (LAL) K – 12 and other current provincial documents / resources, as appropriate.
5. Adaptations and modifications may be required for EAL learners to address their level of English language proficiency and their prior educational and cultural experiences.
 - a. This may include reducing, revising, and/or replacing learning outcomes.
 - b. Based on the assessed needs of the learner, teachers determine the instructional goals that can reasonably be met in the current school year.
6. EAL learners will follow provincial curricula appropriate to their EAL stage of development.
 - a. This will include the EAL curriculum and appropriate adapted or non-adapted subject-area curricula.
 - b. In the Senior Years, programming may include E-designated courses, provincial EAL courses, school-initiated courses (SICs), and compulsory and optional, non-EAL courses in a variety of subject areas.
 - c. To graduate, EAL learners must meet the graduation requirements set by Manitoba Education, Citizenship and Youth. (E-designated courses may be used to meet Senior Years graduation requirements.)
7. Programming and assessment for EAL learners should be guided by contemporary knowledge and research on effective second or multiple language learning and EAL approaches and practices.

Procedures for EAL Programming and Services

8. As per [Manitoba Curricular Framework for English as an Additional Language \(EAL\) and Literacy, Academics and Language Programming](#) (LAL) K – 12 the following steps are to be taken when working with EAL students:
 - a. Reception and orientation
 - b. Initial identification and assessment
 - c. Appropriate placement
 - d. Ongoing review and reporting