English as an Additional Language (EAL) Handbook

A Framework for Welcoming EAL Learners to Sun West School Division
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Introduction

English as Additional Language (EAL) students come from a range of personal experiences, diverse backgrounds and fluency of learning English. When EAL students register into a new school for the first time, they often feel nervous and apprehensive. We need to acknowledge that these learners are already competent speakers of at least one native language.

It is important to remember that schools need to integrate these students into age-appropriate classes to help them feel welcome and less anxious. In the process of learning an additional language, comprehension precedes production. Initially, English Additional Language students may be silent for a period, as they listen and become more comfortable and confident in their new environment. EAL students learn more effectively when there is meaningful and purposeful content for communication and a holistic approach to instruction is used.

The learning of an additional language in a new school can be divided into three phases:

- **Phase 1** focuses on the initial intake of students by informally interviewing the student and their family to welcome them to the school and to determine their classroom placement. Whenever possible an age-appropriate class is recommended.

- **Phase 2** focuses on the student's language acquisition which allows the student and teachers to begin implementing programming and teaching strategies to support their English language learning.

- **Phase 3** allows the student to become an independent learner and able to meet curricular outcomes.

**PHASE 1 – Focus on Well-Being – Intake Procedure and Welcome to School**

**Administrator**

- Provide map of the community or nearby community with necessary available services.
- Complete Personal Profile - student interest questionnaire (with the help of a translator if necessary). (This is to be kept in the cumulative folder for the initial year only.)
- Complete the school division registration form.
- Translation services:
  - Ministry translation services: [Over-the-Phone Interpretation](#)
  - Sibling, community member, google translate, technology apps (i.e.: Word Lens),
  - Open Door Society (Saskatoon - 1-306-653-4464, 100-129 3rd Ave. N.)

- Students can either go directly to class or the administration may ask the student(s) to start the following day. Grade placement may not be established until initial assessment is complete. EAL Assessments for various language levels are available on the [Sun West EAL wiki](#).
- EAL Assessments can be completed by your EAL Catalyst Teacher, Classroom Teacher or the EAL Support Teacher for Sun West School Division to set up meeting for initial Canadian Framework Reference (CFR) assessment in approximately 3 weeks.
- Call a team/staff meeting:
  - Refer to the poster/handout “Newcomer Students: Support Snapshot”
• Refer to “Layers of Language (and Content) Acquisition” document
• Refer to “Strategies for Adapting Instruction for Second Language Learners in the Classroom”

These documents are located at the end of this handbook.

• Discuss how to provide at minimum ½ hour/day of English language instruction pull-out for the students
• Provide “Communication with Parents and Families” poster
• Refer to “General Features of Instruction (Appendix C)” in “Walk the Talk” handbook – page 127
• Resources provided:
  ➢ “Walk the Talk” handbook (available on the above wiki)
  ➢ Rosetta Stone – choose a school manager and send in Helpdesk Ticket with their name to enable him to set up student accounts.
  ➢ EAL Kit – available through EAL Support Teacher for the Division, refer to “Using the EAL Kit” webinar that is posted on the EAL wiki.
  ➢ Tech Tools (located on EAL Wiki for Sun West)
  ➢ Math Assessment: Basic Concepts of Math Grades 1-12 (Greater Saskatoon Catholic Schools) https://www.edonline.sk.ca/webapps/portal/frameset.jsp

Classroom Teacher

• Learn to say the student’s name properly
• Connect with a buddy to assist with social integration. In addition, appoint a mentor teacher. This teacher can also communicate regularly with the parents, family.
• Name tags
• Label classroom
• Begin to create a personalized vocabulary picture dictionary of everyday phrases, people, places, routines (digital or binder)
• Tech tools
• Provide visual of school routines/procedures (timetable, class/school expectations, etc.)
• Use visual to assist students to communicate personal needs (hunger, thirst, washroom, sick, etc.)

EAL Support Teacher for the Division

• The EAL Support Teacher for the Division may CFR and Math assessments however the EAL catalyst teacher, classroom teacher or the Student Support teacher can complete these as well. These assessments are available on Blackboard or Sun West EAL Wiki.
• Assessment results need to be shared with the school secretary. CFR results are submitted to the ministry the end of September and middle of June.

School Secretary

• The CFR assessment results MUST be submitted to the Division Office as soon as the assessment has been completed (see above).
• The secretary must indicate if this is the student’s first enrolment in a Canadian school. If it is, or if the students or their parents/legal Guardians are not yet Canadian citizens, then the steps to determine if tuition must then be paid are to be followed. These are outlined in the Saskatchewan School Boards document, Guide to Student Registration – June 2015. (See
Appendix B)

- Copies of all required documents, as outlined in the *Guide* are then scanned and forwarded to the Division Office, where a database is maintained to ensure documentation such as student visas, work visas or permanent resident forms are up-to-date.
- The template letter, “Confirmation of Enrollment” (See Appendix C) is completed and forwarded to the Superintendent with responsibility for International Student Enrollment, who signs it and returns it back to the school where a copy is kept on file and one is forwarded to the parents/legal guardians.
- Make all attempts to get the Cumulative folder from the previous country and school, as this information is required to determine Grade Level placement and or credits attained at the secondary level.

**PHASE 2 – Focus on Language Acquisition (length of phase is dependent upon learner)**

**School Team** (Administrator(s), Student Support Teacher, Classroom Teacher(s), EAL Catalyst Teacher, EAL Support Teacher for Division, Educational Assistant(s))

- School team (team members will vary depending on the student/school needs)
- School team will discuss the best resources and strategies to support the student
- A designated school team member will contact the parents to share the assessment results and student plan.
- Grade 10, 11 and 12 students – Locally developed EAL credits
- Determine placement of other credits based on language ability.
- Meets regularly to discuss the progress of all EAL students and possible intervention strategies.

**Classroom Teacher**

Suggested Guidelines:

- Initially the focus on language learning is the priority, not the completion of curricular outcomes.
- In addition to the academic outcome, consider what the specific language focus for each lesson would be.
- Focus on formatively diagnostically assessing language learning and connecting to curriculum activities.
- Refer to “Newcomer Students: Support Snapshot”
- “Strategies for Adapting Instruction for Second Language Learners in the Classroom”
- Consider thematic teaching that would be pertinent to the EAL students’ lives.
- A letter to communicate language learning is appropriate in place of or in addition to a report card, when no or not all outcomes are being met. The CFR Rubric can be sent home as evidence of language learning. These rubrics are located on the EAL wiki.
- Continue to communicate with parents to discuss progress, programming and future steps.
- If the student is not approaching the level of Phase 3 during an appropriate time period, arrange to meet with the Student Support Teacher.

**Student Support Teacher**

- An assessment by an SLP could to be made at any time during this process if an articulation/fluency problem is suspected.
- Please note: Language assessments for the purpose of diagnosing a delay in
language requires at least 2 years of formal language instruction in the new language.

PHASE 3 – Transition to Independent English Language Use

Classroom Teacher

- As the EAL student becomes an Independent User (CFR Rubric), curricular outcomes should become the primary focus supported by academic language and skills
- Provide one-on-one/small group instruction (as necessary) for further development of academic/social skills for future success.
- Course load will be determined by the school team and parents (i.e. 6 credits vs. 10 credits per year, extension of time to complete courses).

Student Data System Entry

Canadian Framework Reference (CFR) Levels Reporting

- EAL students who should be submitted to the Ministry of Education:

<table>
<thead>
<tr>
<th>Students Who Should be Entered as EAL Learners:</th>
<th>Students Who Should NOT be Entered as EAL Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Students who speak a language or</td>
<td>✗ Students whose first language is English</td>
</tr>
<tr>
<td>languages other than English and</td>
<td>✗ Students who do not have an active</td>
</tr>
<tr>
<td>require support to gain English</td>
<td>grade and school enrolment in the SDS</td>
</tr>
<tr>
<td>proficiency</td>
<td>✗ Students who have progressed beyond</td>
</tr>
<tr>
<td>✓ Are in Grades 1 – 12</td>
<td>B1.2</td>
</tr>
<tr>
<td>✓ Have been assessed at Level B1.2 or</td>
<td>✗ Pre-K and K students</td>
</tr>
<tr>
<td>lower on the CFR scale</td>
<td>✗ Home- schooled students</td>
</tr>
<tr>
<td>✓ Sun West DLC students</td>
<td>✗ Tuition paying or exchange students</td>
</tr>
</tbody>
</table>

*Information based on Ministry of Education Webinar (November, 2016)*

- Enter student EAL levels in PowerSchool (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2). This information can be entered after August 1st of each school year, must be re-entered for each student by September 17th and final numbers must be confirmed by September 30th.
- This applies to grade 1-12 students who speak a language other than English and have been assessed at Level B1.2 or lower.
- A list of student CFR levels will be emailed to each school by the Administrative Assistant with responsibility for EAL reporting through PowerSchool to the Ministry’s Student Data System (SDS) as a reminder for schools to update the levels by June 15th annually.
- Update the student levels information as necessary throughout the school year keeping in mind that students who score above B1.2 do not need to be entered. New students to the school division must be assessed upon arrival. Current CFR levels must be recorded in PowerSchool.
Communicating with Parents

Creating a Welcoming School

As with any student, communication with and involvement of the family in their child’s education is critical to the success of an EAL student. Keep in mind these tips when communicating with families.

Make early contact with the family

Meet with the family as soon as possible in order to learn more about them and to help them feel welcome in the school. If an interpreter is needed, there are several options:

- Technology- IPAD translators
- Person from the community who speaks the same language
- Over the phone interpretation

Provide parents families with school procedures: (visuals may need to be provided with this information)

- Timetable of the student’s classes- with school hours
- School rules
- Supplies needed- where/how to get these
- School calendar – marking the special events/holidays
- Routines that we take for granted such as lunch, extra- curricular activities, special events that parents are invited to, ____________

Encourage the family to continue to speak their first language at home.

Parents often worry that speaking another language at home will hinder their child’s development of English. In fact, a strong first language will allow students to make good connections when learning additional languages.
**Personal Profile**

(This is to be kept in the cumulative folder for the initial year only.)

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
</tr>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
</tr>
<tr>
<td>Month</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mother’s Name</strong></td>
</tr>
<tr>
<td><strong>Lives with</strong></td>
</tr>
<tr>
<td>Brothers (Number)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Town</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Box #</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of Origin</strong></td>
</tr>
<tr>
<td><strong>Language Spoken at Home</strong></td>
</tr>
<tr>
<td><strong>Spoken English</strong> (# of years)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Strengths (list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports</strong></td>
</tr>
<tr>
<td><strong>Music</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Video games</strong></td>
</tr>
<tr>
<td><strong>Acting</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have a learning device?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have a tutor or enrolled in EAL classes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have an assigned student mentor?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Orientation and Tour completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locker Number</th>
<th><strong>Lock Information</strong></th>
</tr>
</thead>
</table>
Newcomer Students
Support Snapshot

You have a new student who speaks little or no English in your class – What do you do?

1. Focus on the affective:
   Put yourself in their shoes and provide supports that will make them feel welcome and appreciated!

2. Remember that culture shock can manifest itself in a variety of way at various points in the acculturation process:
   Consider the family or personal reasons for the culture shock and expect a whole range of behaviors that can manifest themselves at any time!

3. Remember that language learning is a process:
   Language learning takes a long time. Provide time and supports to assist the newcomer in the acquisition of English.

4. Resources:
   There are many resources available to help you! Just ask!

5. Contact your Student Support Consultant
   For additional information, with questions, and to request resources.
Layers of Language Acquisition

Why learn a language?
- tolerance
- friends
- empathy
- enjoyment
- influence
- awareness
- empowerment

Why learn a language?
- scope
- perspective
- confidence
- memories
- freedom
- employability
- opportunities
- adaptability
- advantages
- understanding
- insight
- pride

S. Hudelson (Surrey SD Handbook) Adapted by: Sylvia Helmen UBC 2012
## Layer One - From Emerging to Developing

Student uses language to describe what the learner can see, hear, touch directly, etc. as in the classroom situation.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics (sequential, for this stage only)</th>
<th>Student is able to...</th>
<th>Comprehensible comprehension Prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>• Silent period</td>
<td>Act out</td>
<td>Circle the...</td>
<td>• Constructions:</td>
</tr>
<tr>
<td></td>
<td>• Minimal comprehension</td>
<td></td>
<td>Do you have the...?</td>
<td>dioramas, in wood,</td>
</tr>
<tr>
<td>To</td>
<td>• “parrot stage”</td>
<td></td>
<td>Find the...</td>
<td>metal, etc.</td>
</tr>
<tr>
<td>Beginning</td>
<td>• One or two word responses</td>
<td>Choose</td>
<td>Is this a ...?</td>
<td>Cook</td>
</tr>
<tr>
<td></td>
<td>• Simple sentences</td>
<td>Draw</td>
<td>Point to the...</td>
<td>Experiments in science, math, art</td>
</tr>
<tr>
<td>To</td>
<td>• Comprehend if information is highly contextualized</td>
<td>Listen</td>
<td>Put the...beside the...</td>
<td>Field trips</td>
</tr>
<tr>
<td>Developing</td>
<td>• Communicates simple ideas</td>
<td>Match</td>
<td>Show me the...</td>
<td>Jazz chants and other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Move</td>
<td>What is...?</td>
<td>repetitious language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Point</td>
<td>Where is...?</td>
<td>Oral language activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>underline</td>
<td>Who has the...?</td>
<td>(listening opportunities)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who wants a ...?</td>
<td>Paint, make jewelry,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>build clay pots</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PE games and sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Role play common</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tasks: shopping,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>using the phone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Show and tell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Talk through a task</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Computer or device work</td>
</tr>
</tbody>
</table>

**KEY:** Students are capable of cognitive work appropriate for their age but cannot yet communicate this level of thought in spoken or written English. Therefore, lots of exposure to the language is key.
Layer Two - Developing to Expanding

Language centres on what the learner knows from their own experiences in daily life, what they have heard and seen directly but cannot see or hear at the moment. This is the language of the home and the community. Build and expand vocabulary through a combination of classroom talk and hands-on experiences.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics</th>
<th>Student is able to…</th>
<th>Comprehensible Comprehension prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing To Expanding</td>
<td>Good comprehension of information in context       Communicates well orally with some use of approximation Can interact with native speakers with some confidence Important: reading and writing may vary widely from emergent to expanding</td>
<td>Name List Group Tell or say Answer in simple ways Comprehend the &quot;gist&quot; Label Sort into categories</td>
<td>• Ask for only one or two key words responses • Choose which one is… • Either/or responses • Label the pictures • Make a list • Match the…with… • Yes/no responses</td>
<td>Compare daily life in two different countries Compare/ contrast schools in Canada with home country Describe a movie, a meal, etc Develop study skills: make predictions, inferences Label and illustrate a family tree Recall a recipe Recall events from experiences Teach a game or sport</td>
</tr>
</tbody>
</table>

KEY: Ongoing and expanding vocabulary work should continue and more emphasis can now be placed on how and why questions. Particular emphasis is on reading and writing skills development at this stage.
Layer Three - Expanding to Consolidating

The learner is now able to describe **what she has not yet experienced directly but can imagine**, usually with help of pictures, dramatizations, charts, and so on.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics</th>
<th>Student is able to…</th>
<th>Comprehensible Comprehension prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding</td>
<td>Good comprehension of information particularly when given both orally and in writing Fairly proficient communication orally and in writing Adequate level of vocabulary to achieve academically Can summarize, draw comparisons, justify views, etc</td>
<td>Recall Summarize Describe Retell Role- play Define Explain Compare Contrast Rephrase</td>
<td>Compare/contrast Define Describe Explain How? Recall Restate Retell Summarize Tell me…? Why?</td>
<td>• Compare statistics/ data for different countries • Compare/contrast a polar bear to a brown pair • Describe ancient Greek dress, the prairies, photosynthesis, etc • Explain simple machines: how a volcano erupts; the circulatory system, etc • Guide use of reference materials • Read a variety of genres • Read about a topic and summarize main ideas • Watch a play or video and summarize plot • Write paragraphs and narratives</td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consolidating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: Reading and Writing proficiency may still range from late emergent to nearly fluent. At this stage, generally, explicit grammar instruction, in context, is helpful.
Layer Four - Consolidating to Exit

The learner is able to discuss what is brought to mind through the spoken, written, or printed work, with minimal help from visuals. At this stage of development students are pretty well ready to make the transition to unassisted grade level work.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics</th>
<th>Student is able to…</th>
<th>Comprehensible Comprehension prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidating</td>
<td>Very good comprehension of information and instructions</td>
<td>Analyze</td>
<td>Analyze</td>
<td></td>
</tr>
<tr>
<td>To</td>
<td>Heightened proficiency to communicate well</td>
<td>Evaluate</td>
<td>Debate</td>
<td></td>
</tr>
<tr>
<td>Exit</td>
<td>Expanded vocabulary to achieve academically</td>
<td>Justify</td>
<td>Decide whether</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Near native speech fluency</td>
<td>Support</td>
<td>Defend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can initiate discussion in both social and academic settings</td>
<td>Examine</td>
<td>Discuss</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate</td>
<td>Evaluate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain</td>
<td>Synthesize</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Justify/ support</td>
<td>What would happen if…?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe</td>
<td>Why do you think…?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>create</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: Since reading and writing proficiency may still be highly variable, consistent and explicit teaching of reading and writing should be emphasized.
Assessing EAL Students: CFR Levels

These levels allow teachers to quickly assess student’s level of English to report to the Ministry of Education.

<table>
<thead>
<tr>
<th>Basic User</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>A1.1</td>
</tr>
<tr>
<td></td>
<td>• Understands and uses familiar words and very basic phrases to satisfy personal needs</td>
</tr>
<tr>
<td></td>
<td>• Can make simple introductions, answer questions about personal details (name, age, location, family members, or personal items)</td>
</tr>
<tr>
<td></td>
<td>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help</td>
</tr>
<tr>
<td></td>
<td>• Shows limited ability to use simple grammatical structures, e.g. punctuation, capitalization, sentence patterns</td>
</tr>
<tr>
<td></td>
<td>A1.2</td>
</tr>
<tr>
<td></td>
<td>• Understands sentences and basic information relevant to personal needs and family activities</td>
</tr>
<tr>
<td></td>
<td>• Can communication about simple, routine tasks requiring a direct exchange of information on familiar or daily matters</td>
</tr>
<tr>
<td></td>
<td>• Can describe in simple language his/her background, immediate environment, interests or activities</td>
</tr>
<tr>
<td></td>
<td>• Uses some simple structures accurately, but continues to systematically exhibits basic errors, e.g. Verb tenses, use of prepositions, articles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent User</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>B1.1</td>
</tr>
<tr>
<td></td>
<td>• Understands the main points of clear standard speech about familiar topics.</td>
</tr>
<tr>
<td></td>
<td>• Can deal with most situations likely to arise in school or after school hours</td>
</tr>
<tr>
<td></td>
<td>• Produces simple connected text on topics which are familiar or of personal interest</td>
</tr>
<tr>
<td></td>
<td>B1.2</td>
</tr>
<tr>
<td></td>
<td>• Can describe experiences or events and can briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td></td>
<td>• Uses reasonably accurate structures and patterns within routine or predictable situations.</td>
</tr>
</tbody>
</table>
Strategies for Adapting Instruction for EAL Learners

Adapted from Katie Parrish TESOL, 2006
<table>
<thead>
<tr>
<th>TASKS</th>
<th>EXAMPLES</th>
<th>DOING IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use prior knowledge of</td>
<td>Use semantic webs, data retrieval charts, KWL,</td>
<td></td>
</tr>
<tr>
<td>students and provide</td>
<td>graphic organizers that illustrate ways of knowing</td>
<td></td>
</tr>
<tr>
<td>background knowledge</td>
<td>Use real objects to excite interest and provide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>concrete reference</td>
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<tr>
<td></td>
<td>Show illustrations, maps, photos, etc.</td>
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<tr>
<td></td>
<td>Hold class discussions using “scaffolds” to support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding to activate prior knowledge</td>
<td></td>
</tr>
<tr>
<td>Control/ adjust teacher</td>
<td>Provide ample “wait time” so students can formulate a</td>
<td></td>
</tr>
<tr>
<td>talk</td>
<td>response before they speak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talk slightly more slowly but distinctly and clearly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rephrase and repeat information</td>
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</tr>
<tr>
<td></td>
<td>Use shorter sentences and control vocabulary (avoid idioms)</td>
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<tr>
<td></td>
<td>Clearly write directions and important information in</td>
<td></td>
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<tr>
<td></td>
<td>addition to giving it orally</td>
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</tr>
<tr>
<td></td>
<td>Be consistent in use of vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alert students when giving important directions</td>
<td></td>
</tr>
<tr>
<td>Check for Understanding</td>
<td>Summarize throughout the lesson using visual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reviews such as charts, lists, and idea frames</td>
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<tr>
<td></td>
<td>Ask students to paraphrase</td>
<td></td>
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<tr>
<td></td>
<td>Use Wh--- questions</td>
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<tr>
<td></td>
<td>Use “proof” questions. (How do you know?)</td>
<td></td>
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<tr>
<td></td>
<td>Use confirmation checks (Do you mean…?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask factual questions first, then proceed with</td>
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<tr>
<td></td>
<td>inferential questions</td>
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</tr>
<tr>
<td>Build Vocabulary</td>
<td>Use gestures, body language, visuals, pictures, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>actual objects to introduce new vocabulary</td>
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</tr>
<tr>
<td></td>
<td>Practice labeling drawing with the group first</td>
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<td></td>
<td>Help students create meaningful sentences as a</td>
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<tr>
<td></td>
<td>whole class and/or in groups</td>
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<tr>
<td></td>
<td>Have students demonstrate or role play vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice reading and using works in context</td>
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</tr>
<tr>
<td></td>
<td>Play concentration, bingo, etc. to review vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorm a list of words related to the subject</td>
<td></td>
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<tr>
<td>Present information in a</td>
<td>Use manipulatives and multimedia</td>
<td></td>
</tr>
<tr>
<td>variety of ways</td>
<td>Use demonstrations and real objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use film, pictures, and other visuals</td>
<td></td>
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<tr>
<td></td>
<td>Use kinesthetic activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use role play and problem-solving activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use cooperative learning and peer tutoring</td>
<td></td>
</tr>
<tr>
<td>TASKS</td>
<td>EXAMPLES</td>
<td>DOING IT</td>
</tr>
<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
| **Textbooks and reading materials** | • Have a variety of reading materials at different levels  
• Choose textbooks that are visually appealing and not culturally biased  
• Show material in drawings, pictures, charts as well as words  
• Modify existing textbooks by reducing sentence and paragraph length, using active voice, simplifying sentence structure  
• Teach students helpful reading and comprehensive strategies such as SQ3R (survey, question, read, recite, review) |  |
| **Use organizational structures for taking notes and enhancing comprehension** | • Use graphic organizers, such as semantic webs, Venn diagrams, T-lists, timelines, cause and effect charts  
• Have students highlight important vocabulary or information in the text.  
• Give students an outline, chart, web to fill in during presentations  
• Summarize the key points of the lesson; have students copy them or give students a copy  
• Use coloured pens to highlight important points |  |
| **Error Correction** | • Recognize that language errors are a necessary part of additional language acquisition  
• Concentrate on the message, not the form  
• Correct student oral grammatical errors by restating correctly, not pointing out errors directly. Direct error correction can embarrass students and cause them to shut down  
• Keep written standards high but realize that spelling and grammatical errors are part of the additional language learning process |  |
| **Classroom Routine** | • Model everything  
• Read aloud and think aloud  
• Use the same format for assignments and worksheet until students recognize it  
• Provide examples and exemplars  
• Establish a daily routine  
• Give students time to copy and ask questions  
• Have students use planner/online recorder for assignments and projects  
• Allow student to work with peers, partners, groups |  |
| **Assessment** | • Maintain high expectations for students’ content acquisition  
• Teach students test-taking questions  
• Allow students more time to complete assessments  
• Simplify directions  
• Allow students to ask for questions to clarify  
• Use alternative assessments: skits, webs, maps, graphs, charts, timelines, projects, etc. |  |
Appendix A - Over-the-Phone Interpretation Protocol for School Divisions

Government of Saskatchewan Over-the-Phone Interpretation Protocol for School Divisions

Provided in this handbook or can be found at

OVER-THE-PHONE INTERPRETATION PROTOCOL FOR SCHOOL DIVISIONS

Over-the-phone interpretation (OPI) is the oral transmittal of a message from one language into another language. Over-the-phone interpretation enables school personnel to call an interpreter toll-free, at any time of the day and from any location, for assistance in communicating with parents/students who are unable to communicate in the English language.

School divisions can use the OPI services offered by LanguageLine Solutions (www.languageline.com) under contract with the Ministry of the Economy from August 1, 2014 to June 30, 2015.

This protocol provides information on when and how to use OPI efficiently and effectively. For further information, please visit http://connect.edonline.sk.ca/p7dup9emo59/ to view a 24 minute webinar on the service.

When to Use Over-the-Phone Interpretation
Educators should consider using the OPI service when school personnel experience difficulty communicating with limited English speakers efficiently and effectively. OPI may be useful in the following situations:

- To communicate critical information with a limited English speaker.
- To meet educational needs within reasonable timelines.
- When in-person interpretation is not available in a specific language, or when geographical location hampers access (i.e. rural locations).
- When written translation of information is not available or inadequate for educational needs.
- In circumstances where information using simple language, visuals, maps, or other communication tools is not understood.

Educators should not use interpretation services for teaching, for classroom use, or for the delivery of other daily or regular educational programs or services (Note: This does not include parent/teacher/student conferences, as these occur infrequently throughout the year).

In-school administrators must authorize all use of OPI

The cost for OPI is $2.20 per minute and will be covered by the Ministry of the Economy for the duration of the school year.

<table>
<thead>
<tr>
<th>Toll-free Number</th>
<th>1-866-874-3972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client ID</td>
<td>This is a six digit customer account number that will be provided to school divisions.</td>
</tr>
<tr>
<td>Personal Code</td>
<td>Each school division has a unique four digit personal code that will be used to track usage.</td>
</tr>
</tbody>
</table>

The client ID and personal code will be provided by the Ministry of Education. Keep the phone number and school division code accessible. Be sure to provide the code.
How to Use Over-the-Phone Interpretation
The following information provides step by step information for a number of situations that may occur when using OPI.

Connecting with an Interpreter
Follow these steps to connect with an over-the-phone interpreter:
1. Dial the toll-free number.
2. Enter the six-digit client ID on the telephone key pad.
3. Press 1 for Spanish; press 2 for all other languages; speak the name of the language at the prompt. If you need assistance press 0 or stay on the line to be connected with a representative.
4. Enter the four-digit personal code. An interpreter will be connected to the call.
5. Interpreters will provide an interpreter ID in case there are concerns to report. Please write down this number.
6. Brief the interpreter. Summarize what is to be accomplished and give any special instructions, if needed.
7. Add the parent/student to the line.
8. Say “end of call” to the interpreter when the call is completed.

Adding the Parent/Student to the Line
There are three ways to use OPI (see https://www.youtube.com/watch?v=LQoCReq--M4 for a 5:30 demonstration of these scenarios):

1. Receiving a call from a parent/student (where phones allow for 3-way calls).
   - Place the parent/student on hold.
   - Dial the toll-free number.
   - Connect with the interpreter and provide a brief summary of what is to be accomplished.
   - Conference with the parent/student.

2. Calling a parent/student
   - Dial the toll-free number.
   - Connect with the interpreter and provide a brief summary.
   - Put the interpreter on hold and conference with the parent/student.
   - If a phone does not allow for 3-way calls, the interpreter can place a call to the parents by asking for a “dial out.”

3. Face-to-face conversation with a parent/student.
   - Dial the toll-free number.
   - Connect with the interpreter and provide a brief summary.
   - Use a speaker phone or pass the phone back and forth with the parent/student. If passing the phone back and forth, let the interpreter know this before starting the conversation.
Language Identification
Language Line service representatives trained in language identification are available through the toll-free number. School personnel can simply ask for “help” when prompted to request the language. School personnel may also request language ID cards from the Ministry of Education to assist with identifying a client’s language.

Preparing for Over-the-Phone Interpretation
Where time permits, educators may increase the efficiency and effectiveness of OPI by making a list of the points to be covered during the conversation prior to contacting Language Line. School personnel should be sure that all documents required during the interpreted conversation are easily accessible.

Problems Connecting to an Interpreter
If problems are experienced when attempting to connect to an interpreter, service providers may call Language Line Customer Service at 1-800-752-6096, option 4.

For general questions regarding OPI, service providers should contact the Ministry of Education.

Additional Information
Service Availability: OPI is available 24 hours a day throughout the year.

Connection Time: Connection to an interpreter generally takes under one minute.

Languages: Interpretation is available in 170 languages including languages common among immigrants to Saskatchewan, such as: French, Mandarin, German, Korean, Farsi, Russian, Spanish, Tagalog, Ukrainian, Urdu, Hindi, Bengali, Somali, Swahili, Amharic, Vietnamese, Acoli, S’gaw (Karen), Dzongkha (Bhutanese), Tigrinya, Arabic, Nepalese and Hebrew.

Training: In-person and webinar training is available through Language Line.

Tracking, Billing and Reporting: Language Line provides monthly bills that will show the usage by school divisions. The Ministry of the Economy will share that information with the Ministry of Education, who will share relevant information with school divisions. School divisions may want to develop their own internal reporting and usage tracking systems as well.
Language Line Responsibilities

Confidential Service: Interpreters sign confidentiality agreements. Calls are not recorded.

Accuracy: Interpreters provide, to the best of their ability, complete and accurate interpretation without altering or omitting anything that is stated. Interpreters do not add to what is said or provide unsolicited explanation.

Impartiality: Interpreters are expected to be impartial and unbiased; they do not allow personal opinions to interfere with interpretation.

Professional Courtesy: Interpreters are expected to maintain a professional demeanour, to be courteous and to use the tone of voice appropriate to the situation.

School Personnel Responsibilities

Efficient and Effective Use of Service: School personnel need to use their best judgement when determining if OPI is appropriate. As well, educators are responsible for being as prepared as possible when using the service to help ensure interpretation is efficient and effective.

Authorization to Use Service: Each school division will have a code which will authorize school division staff to use the service. Codes can be obtained by contacting the Ministry of Education. Use of the service by other organizations or individuals must be approved by the Ministry of Economy prior to use. School divisions will set their own policies for authorization and efficiency of use.

Reporting Issues: School personnel are responsible for reporting any problems with the service to www.languageline.com/voc. When an interpreter joins a call, an interpreter ID number is provided. School personnel should write down this number in case there are any issues to be reported.

Evaluation of the Service: School divisions are expected to participate in both Ministry of Education and Ministry of the Economy evaluations of the service.

Ministry of the Economy Responsibilities

Funding: The Ministry of the Economy holds a contract with LanguageLine Solutions and funds over-the-phone interpretation.

Administration: The Ministry of Education serves as the main contact for school divisions, while the Ministry of the Economy oversees use of the service as required by the Ministry of Education and checks and pays LanguageLine Solutions invoices.

Monitoring Use: The Ministry of the Economy monitors use to help ensure efficiency, track statistics and estimate future need for OPI.
APPENDIX

Tips for Working with an Over-the-Phone Interpreter
Provided by Language Line Services.

Service providers should become familiar with the following tips to help ensure effective and efficient use of the Over-the-Phone Interpretation service.

1. **BRIEF THE INTERPRETER** – Identify the name of your organization to the interpreter, provide specific instructions of what needs to be done or obtained, and let the interpreter know whether you need help with placing a call.

2. **SPEAK DIRECTLY TO THE CLIENT** – You and your client can communicate directly with each other as if the interpreter were not there. The interpreter will relay the information and then communicate the client’s response back to you.

3. **SPEAK NATURALLY, NOT LOUDER** – Speak at your normal pace, not slower.
   - **SEGMENTS** – Try to speak in one or two sentence segments. Try to avoid breaking up a thought. Your interpreter is trying to understand the meaning of what you’re saying, so express the whole thought if possible. Interpreters will ask you to slow down or repeat if necessary. You should pause to make sure you give the interpreter time to deliver your message.
   - **CLARIFICATIONS** – If something is unclear, or if the interpreter is given a long statement, the interpreter will ask you for a complete or partial repetition of what was said, or clarify what the statement meant.

4. **ASK IF THE CLIENT UNDERSTANDS** – Don’t assume that the client understands you. In some cultures a person may say “yes” as you explain something, not meaning they understand but rather that they want you to keep talking because they are trying to follow the conversation.

5. **DO NOT ASK FOR THE INTERPRETER’S OPINION** – The interpreter’s job is to convey the meaning of the source language and under no circumstances may he or she allow personal opinion to affect the interpretation. Also, do not hold the interpreter responsible for what the client does or does not say. For example, when a client does not answer your question.

6. **EVERYTHING YOU SAY WILL BE INTERPRETED** – Whatever the interpreter hears will be interpreted. If you feel that the interpreter has not interpreted everything, ask him/her to do so. Avoid interrupting the interpreter while he/she is interpreting.

7. **AVOID JARGON OR TECHNICAL TERMS** – Do not use jargon, slang, idioms, acronyms or technical medical terms. Clarify unique vocabulary, and provide examples if they are needed to explain a term.

8. **LENGTH OF INTERPRETATION SESSION** – When you are working with an interpreter, the conversation can often take twice as long compared with one in English. Many of the concepts you express may have no equivalent in other languages, so the interpreter may have to describe or paraphrase terms. Interpreters will often use more words to interpret what the original speaker says simply because of the grammar and syntax of the target language.

9. **READING SCRIPTS** – People often talk more quickly when reading a script. When you are reading a script, prepare text or a disclosure, slow down to give the interpreter a chance to keep up with you.

10. **CULTURE** – Interpreters are familiar with the culture and customs of the client. During the conversation, the interpreter may identify and clarify a cultural issue they think you are not aware of. If the interpreter feels that a particular question is culturally inappropriate, he/she may ask you to either rephrase the question or help you to gather the information in a more culturally appropriate way. If there appears to be a communication gap, you may wish to ask the interpreter if rephrasing the question or statement could help.

11. **CLOSING THE CALL** – The interpreter will wait for you to initiate the closing of the call. When appropriate, the interpreter will offer further assistance and will be the last to disconnect from the call. Remember to thank the interpreter for his/her efforts at the end of the session.
Appendix B

GUIDE to STUDENT REGISTRATION

September 2015
The material provided in this document is for general information purposes only and should not be relied upon as legal advice. If you have questions about a specific fact situation, please contact legal counsel.
GUIDE to STUDENT REGISTRATION

This Guide was created in partnership between Greater Saskatoon Catholic School Division, Regina Catholic School Division, Regina Public School Division, Saskatoon Public School Division and the Saskatchewan School Boards Association.

The Guide is intended to assist boards of education in Saskatchewan in determining whether or not a student is required to pay tuition for education services. It is a guide only and does not constitute legal advice. If you have any specific questions on a legal matter, you should consult a lawyer.

The Guide has been developed based on experiences of school division personnel involved in working with students who are new to the province, together with a review of practices across Canada. It also takes into account the practices and directives of Citizenship and Immigration Canada, the Saskatchewan Ministry of Education and other policy and procedures in place at the time of publication. Users are cautioned to ensure that they are dealing with the latest versions of such policies and procedures when utilizing the Guide.

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Wendy Hyshka (Whyshka@gscs.sk.ca) EAL Consultant, Greater Saskatoon Catholic Schools

Linda Mitchell (Linda.mitchell@rbe.sk.ca) EAL Coordinator, Regina Public Schools

Maureen Jickling (mjickling@saskschoolboards.ca) Solicitor, Saskatchewan School Boards Association

Karen Quiroz-Norman (k.quiroz-norman@rcsd.ca) EAL Consultant, Regina Catholic Schools
DEFINITIONS

The following terms are defined as set out below for the purposes of this Guide:

Approved School Division  Any school division that has entered into an agreement with the receiving school division; or any designated school division from which students will be accepted in accordance with criteria specified by the receiving school division.

Canadian Citizen  A person who:
  • is born in Canada; or
  • is born outside of Canada and at the time of birth, one Parent, other than an adoptive parent, was a Canadian citizen; or
  • has been granted citizenship as defined in Canada’s Citizenship Act.

Common Law Relationship  A spousal relationship as defined under The Family Maintenance Act, 1997 of Saskatchewan (Note: Current definition is: “spousal relationship” includes a relationship of two persons who have cohabited as spouses (a) continuously for a period of not less than two years; or (b) in a relationship of some permanence if they are the Parents of a child;”).
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Guardian Spouse</td>
<td>A person who is married to or in a common law relationship with the Parent of a student and who has been appointed in writing by the student’s custodial Parent(s) to act as a guardian for the student. The appointment must be in Form C – Declaration Appointing Guardian or in a form substantially similar in nature and content.</td>
</tr>
<tr>
<td>Independent Student</td>
<td>A student who is living independently and who, in the opinion of the director of education or designate, is of sufficient maturity to make education decisions.</td>
</tr>
<tr>
<td>Legal Guardian</td>
<td>A person named as the Legal Guardian of a student in a court order registered in Saskatchewan.</td>
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<tr>
<td>Married</td>
<td>Having a marriage certificate that would be recognized by Saskatchewan law</td>
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<tr>
<td>Parent</td>
<td>A person named as a Parent of the student:</td>
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<td></td>
<td>• on a birth certificate; or</td>
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<td></td>
<td>• in a court order of adoption issued by a Saskatchewan court or by a foreign court and registered in Saskatchewan</td>
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<tr>
<td>Permanent Resident</td>
<td>A permanent resident is someone who has been given permanent resident status by immigrating but is not a Canadian citizen. Permanent residents are citizens of other countries. (<a href="http://www.cic.gc.ca/english/newcomers/about-pr.asp">http://www.cic.gc.ca/english/newcomers/about-pr.asp</a>)</td>
</tr>
</tbody>
</table>

S:\5 Handbooks\English as an Additional Language (EAL) Handbook 170227.docx Page 29 of 57
<table>
<thead>
<tr>
<th>Receiving School Division</th>
<th>The school division in which the student wishes to be registered.</th>
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</thead>
<tbody>
<tr>
<td>Refugee</td>
<td>A person who has been accepted by Citizenship and Immigration Canada as a refugee as defined in the <em>Immigration and Refugee Protection Act</em>. Refugees may become permanent residents.</td>
</tr>
<tr>
<td>Refugee Claimant</td>
<td>A person who has documentation from Citizenship and Immigration Canada showing that the person has applied for status as a refugee but has not yet been accepted by Citizenship and Immigration Canada as a refugee and who has not been required to leave the country. Someone who makes a refugee claim in Canada does <strong>not</strong> become a permanent resident at that time. To become one, the Immigration and Refugee Board must first approve their claim. Then, they must apply for and get permanent resident status. <a href="http://www.cic.gc.ca/english/newcomers/about-pr.asp">http://www.cic.gc.ca/english/newcomers/about-pr.asp</a></td>
</tr>
<tr>
<td>Reside</td>
<td>To have a primary residence in accordance with the rules of residence as set out in section 3 of <em>The Local Government Elections Act</em>;</td>
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<tr>
<td><strong>Student</strong></td>
<td>Any person who has attained the age of 6 years but has not yet attained the age of 22 years</td>
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<td>------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Study Permit</strong></td>
<td>Documentation issued by Citizenship and Immigration Canada allowing a person to study in Canada.</td>
</tr>
<tr>
<td><strong>Visitor</strong></td>
<td>A person who has documentation from Citizenship and Immigration Canada to show that the person is a visitor to Canada and has legal status to be in Canada.</td>
</tr>
<tr>
<td><strong>Work Permit</strong></td>
<td>Documentation issued by Citizenship and Immigration Canada or an endorsement on a visitor permit allowing the person to work in Canada (eg; clergy, some military, etc.).</td>
</tr>
</tbody>
</table>
PAYMENT OF TUITION

A student must pay tuition unless one of the following scenarios applies:

Scenario A

1. At least one Parent of the student or the student:
   • is a Canadian citizen; or
   • is a permanent resident; or
   • is a refugee claimant; or
   • has a work permit valid for
     o the geographic location where the Parent is residing; or
   • has a study permit valid for
     o the geographic location where the Parent is residing;
     and
2. that Parent resides in Saskatchewan in the school division or in an approved school division during the time the student attends school;
   and
3. the student resides with that Parent during the time the student attends school.

Scenario B

1. The Parent of the student:
   • is a visitor (or is legally in Canada), and
   • is married to or is in a common law relationship with a Guardian Spouse; and
   • resides with Guardian Spouse during the time the student attends school;
     and
2. the Guardian Spouse:
   • is a Canadian citizen or permanent resident; and
• resides in Saskatchewan in the school division or in an approved school division during the time the student attends school;

and

3. the student:

• is a visitor (or is legally in Canada); and
• resides with Guardian Spouse during the time the student attends school

Scenario C

1. The Legal Guardian of student:

• is a Canadian citizen or permanent resident; and
• resides in Saskatchewan in the school division or in an approved school division during the time the student attends school;

and

2. the student resides with the Legal Guardian during the time the student attends school.

Scenario D

1. The student is:

   a. an Independent Student who:

   • is a permanent resident or Canadian citizen; and
   • resides in Saskatchewan in the school division or in an approved school division during the time the student attends school;

or
b. is a Canadian refugee claimant; and

- resides in Saskatchewan in the school division or in an approved school division during the time the student attends school
**DOCUMENTATION**

All documentation (for student, Parent, Legal Guardian, etc.) required by the school division must be current and valid for the entire term or period of time that the student is enrolled in the school.

A student must be able to show, upon enrollment and at any time on demand by the school division, documentation from Citizenship and Immigration Canada showing that the student is legally in Canada.

---

**STEP 1 - ESTABLISH RESIDENCY**

(See Form A—Declaration of Residence)

*Documentation required:*

Any **two** of the following showing the name of the Parent/Legal Guardian or Independent Student at an address located within the school division or in an approved school division:

- utility bill
- driver’s license
- rent receipt
- lease agreement
- municipal tax notice
- a letter from person with whom the Parent is residing (this will be acceptable on a temporary basis of no more than 6 months).
**STEP 2a - Establish Relationship to Student**

**Documentation Required:**

<table>
<thead>
<tr>
<th>Parent</th>
<th>Legal Guardian</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require any one of the following for each Parent:</td>
<td>Require any one of:</td>
<td>If Independent Student:</td>
</tr>
<tr>
<td>□ student’s birth certificate or other official documentation issued by the country of origin naming person as Parent of student</td>
<td>□ copy of order issued by Saskatchewan court appointing person as Legal Guardian of the student</td>
<td>• All students will be presumed to be dependent on their Parent/s and the onus will be on the student to establish to the satisfaction of the board of education that the student is not dependent on his or her Parent/s.</td>
</tr>
<tr>
<td>□ adoption order issued by Saskatchewan Court naming person as Parent of student</td>
<td>□ notarized copy of court order from other Canadian province appointing the person as Legal Guardian of the student</td>
<td>• A student who is dependent on his or her Parents is a resident of the place where the Parent/s of the student resides.</td>
</tr>
<tr>
<td>□ notarized copy of adoption order issued by court in Canada, registered in Saskatchewan, naming person as Parent of student</td>
<td>□ order of foreign court, registered in Saskatchewan court, appointing person as Legal Guardian of the student</td>
<td>Documents that may help indicate that a student is independent can include but are not limited to:</td>
</tr>
<tr>
<td>□ adoption order of foreign court, registered in Saskatchewan court, naming person as Parent of student</td>
<td></td>
<td>□ proof of independent income earned by the student such as wage stubs,</td>
</tr>
<tr>
<td>Parent</td>
<td>Legal Guardian</td>
<td>Student</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td><em>Note: If the student resides with only one Parent then also require one of:</em></td>
<td></td>
<td>income tax returns, or EI statements;</td>
</tr>
<tr>
<td>□ custody order or agreement showing Parent with whom student resides has sole custody; or</td>
<td>□ statements from Social Services showing student is living independently;</td>
<td></td>
</tr>
<tr>
<td>□ written consent of other Parent; or</td>
<td>□ proof that the student is not claimed as a dependant by a Parent for income tax purposes</td>
<td></td>
</tr>
<tr>
<td>□ death certificate of other Parent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STEP 2b - Establish Citizenship Status of Parent/Legal Guardian, Guardian Spouse or Independent Student

**Documentation required:**

Any one of the following:

- Canadian birth certificate
- Documentation of Canadian citizenship (eg. Canadian passport)
- Permanent resident card or Confirmation of Permanent Residence
- Documentation from Citizenship & Immigration Canada showing status as Refugee Claimant

STEP 3 - Establish Valid Work Permit for Parent or Legal Guardian

**Documentation required:**

- Copy of work permit that is current and valid for Saskatchewan with the expiry date

STEP 4 - Establish Valid Study Permit for Parent or Legal Guardian

**Documentation Required**

- Copy of study permit that is current and valid for:
  - study in the school division boundaries with expiry date
    and
  - a degree or diploma program;
    and
  - a program other than ESL (English as a Second Language) program.
STEP 5 – Establish Guardian Spouse (if applicable)

**Documentation required from Parent of student with whom student is living:**

- Documentation showing Parent is legally allowed to be in Canada (eg. Visitor record in passport)
  
  and

Any two of the following showing the name of the Parent at the same address as the Guardian Spouse located within the school division or in an approved school division:

- utility bill
- driver’s license
- rent receipt
- lease agreement
- municipal tax notice
- a letter from person with whom the Parent is residing (this will be acceptable on a temporary basis of no more than 6 months).

**Documentation required from both Parents of student:**

Any one of the following for each Parent:

- student’s birth certificate or other official documentation issued by the country of origin naming person as Parent of student
- adoption order issued by Saskatchewan Court naming person as Parent of student
- notarized copy of adoption order issued by court in Canada, registered in a Court in Saskatchewan naming person as Parent of student
• adoption order of foreign court, registered in a Saskatchewan Court, naming person as Parent of student

and

Form C – Declaration Appointing Guardian Spouse (or another document with similar content) signed by both Parents

If only one Parent signs, then must also provide one of:

• custody order or agreement showing Parent with whom student resides has sole custody; or
• proof of death of other Parent

Documentation required from Guardian Spouse:

Any one of:

• Certificate of marriage with Parent of student; or
• Form B -- Declaration of Co-habitation

and

Any one of:

• Canadian birth certificate
• Documentation of Canadian citizenship
• Permanent resident card or Confirmation of Permanent Residence
• Refugee status documentation issued by Citizenship and Immigration Canada

and

Any two of the following showing the name of Guardian Spouse at an address located within the school division or in an approved school division:

• utility bill
• driver’s license
• rent receipt
• lease agreement
• municipal tax notice
• a letter from person with whom the Guardian Spouse is residing (this will be acceptable on a temporary basis of no more than 6 months).

NOTE: it is recommended that the student be encouraged to apply for a study permit and the Parent be encouraged to apply for permanent resident status.
NOTES AND COMMENTS

I. RESIDENCE

- Section 173 of The Education Act, 1995 provides:

Fees for resident persons
173(1) In this section, “resident” means a person whose place of residence is inside the boundaries of the school division in which the person seeks or is provided with educational services.

- The rules of residence set out in The Local Government Elections Act are currently as follows:

Rules of residence
3 For the purposes of this Act:
   (a) the residence of a person is the place in which his habitation is fixed and to which, when the person is absent from that place, he or she has the intention of returning;
   (b) a person who is temporarily absent from the place where the person's habitation is fixed does not lose his or her residence;
   (c) no person, while he or she remains in the province, loses his or her residence until he or she has acquired another residence;
   (d) no person has more than one residence in Saskatchewan and, if he or she has more than one home in Saskatchewan, he or she shall elect one home as his or her residence.

II. TEMPORARY REGISTRATION OF STUDENT

A school division may grant temporary approval for the student to attend school without paying tuition pending receipt of required documents.

- A definite deadline should be set for receipt of the documents.
- The school division can ask for reassurance that the applicants have done everything they are required to do.
- The consequences should be clearly spelled out with regard to what will happen if the documents are not received within the
required time period (i.e., tuition must be paid or the student will be required to leave the school).

- A deposit for tuition can be requested at the discretion of the school division which can be refunded once appropriate documentation is obtained.

iii. DOCUMENTATION

General Requirements

- School divisions should appoint a staff member who will ensure that required documentation is received by definite deadlines and remain current.
- A student must be able to show, upon enrollment and at any time on demand by the school division, documentation from Citizenship and Immigration Canada showing that the student is legally in Canada.
- All student documentation required by the school division must be current and valid for the entire term or period of time that the student is enrolled in the school.

Electronic Copies of Documents

- a school division may choose to accept pdf or other electronic version of documents if the copies are legible and there is no reason to doubt the authenticity of the document
- a school division may, at its sole discretion, at any time, demand that a person produce the original of any document submitted electronically in order to register the student.

Extension of time to obtain renewal

- If documentation expires, the school division may allow a reasonable time for the person to renew or extend the documentation.
  - the amount of time should be specified by the school division and will depend on the facts of each individual case;
o the person must provide documentation from Citizenship & Immigration Canada showing that the person has made application for the renewal or extension; and

o the school division may require a deposit for tuition, which could be refunded upon receipt of the updated information.

iv. Temporary Resident

Section 2.3 of the Education Regulations is the basis for allowing students of parents with a work or study permit to access education without tuition.

2.3 For the purposes of clause 173(3)(b) of the Act, ‘temporary resident’, with respect to a pupil, means a pupil:

(a) who is lawfully admitted to Canada as a temporary resident; and

(b) whose parent with whom the pupil resides in Saskatchewan is lawfully admitted to Canada as a temporary resident and is:

(i) the holder of a valid work permit issued by the Government of Canada; or

(ii) the holder of a valid study permit issued by the Government of Canada and is registered in a recognized full-time degree or diploma program in Saskatchewan, other than an English as an additional language program”.

V. Refugee Claimant

It would likely be rare for Saskatchewan to have a Refugee Claimant entering directly into Canada via Saskatchewan. Typically, the claimant would be flying into a more major airport via Toronto or Calgary or Vancouver, Montreal. If entering via the USA, the person should have made a claim for refugee status in the USA and would therefore be disqualified as a refugee claimant in Canada.

If the refugee claim is denied:

- the Refugee Claimant must immediately notify the school division;
- the student must:
- leave the school; or
- provide documentation from Citizenship & Immigration Canada confirming that the student can legally remain in Canada. The school division will re-assess the student’s legal status in Canada to determine whether the student must pay tuition.

VI. Tuition

*Board Policy on Tuition*

Once it is determined that a student must pay tuition, the policies and procedures of the board of education on tuition will apply.

Tuition payable by residents who are not Canadian citizens or permanent residents, lawful temporary residents (having work or study permits) or refugee claimants is required to be calculated in accordance with the provisions of Section 20 of *The Education Regulations, 1986*.

*Methods for Payment of Tuition*

Tuition may, at the sole discretion of the school division, be paid on a term or semester basis. Tuition may be paid by a third party (eg. Parent or any other individual, social agency).

*Student Fees*

Unless a board of education specifically provides otherwise, tuition does not cover specific fees that all students are required to pay such as student fees, fees to register in specialized programs, etc.

*Students with Intensive Needs*

With regard to determining whether or not a student is required to pay tuition, the same criteria are to be applied to students with intensive needs. School divisions should
conduct testing to determine educational programming without regard to the consequences it may have in relation to Citizenship & Immigration Canada decisions.

In cases where tuition must be paid, additional charges may be added for specialized services, for example, teacher assistant wages. This, however, may raise questions about whether or not such action is discriminatory. In order to address these concerns:

- Make clear in policy that all tuition charges are based on cost recovery
- Ensure that the policy is applied in similar way to all students
- Inform Parents in advance that basic tuition charges do not cover other services
- Ensure that invoices clearly identify all charges
- Seek legal advice

VII.  Appointment of Legal Guardian

*The Education Act, 1995* defines a guardian in section 2:

“guardian” means:

(a) with respect to a child of compulsory school age who attends a school other than a fransaskois school, a person who is not the natural Parent of the child and who has been made responsible for the care of the child, and includes:

(i) a person who has lawfully and formally received the child to reside in his or her home and to be in his or her care or custody for the time being or until the child reaches the age of majority; and

(ii) a person appointed or recognized in law as a guardian of the child; or

(b) with respect to a child of compulsory school age who attends a fransaskois school, a person who is not the natural Parent of the child and who is appointed or recognized in law as a guardian of the child; («*tuteur*»)

A court order will act as a formal appointment of a Legal Guardian. For purposes of determining liability for payment of tuition it is recommended that the school division require formal proof of the appointment of a Legal Guardian. This can best be done by requiring a copy of a court order registered in Saskatchewan. A *notarial copy* of an
order from a court in province or territory of Canada can also be accepted as sufficient proof.

A *Custodian Declaration* form from Citizenship and Immigration Canada is intended for a different purpose and should **not** be accepted by school divisions as proof of the appointment of a Legal Guardian for purposes of determining whether or not tuition is payable.

Note: This *Guide* is not intended to address the issue of guardianships that may be accepted by school divisions for the purposes of day to day instructions from or interactions with *de facto* caregivers of students. For those purposes a board of education may be willing to accept a less formal appointment of guardianship.
Sample Documents
Form A

DECLARATION OF RESIDENCE

1. I ________________________________ (name) ___________________________ of ___________________________ (city) ___________________________ of the province of Saskatchewan in the country of Canada declare that I reside at the following address:

______________________________________________________________________________
______________________________________________________________________________

2. I offer the following to show that I am currently residing at the above address:
(Note: When submitting this Declaration, you must also bring in at least 2 pieces of original documentation that show that you reside at that address. The originals will be returned to you.)

☐ utility bill
☐ rent receipt
☐ municipal tax notice
☐ driver’s license
☐ lease agreement
☐ other: _________________________________________________________________
☐ a letter from the person with whom I am residing (Note: This will be acceptable on a temporary basis for no more than 6 months)

3. a. The above-noted address is my fixed place of habitation and my primary and permanent residence; and

   b. I do not maintain any other home or residence, in Canada or elsewhere, to which I intend to return on a permanent basis; and

   c. I have not declared any other residence as my permanent residence for any other purposes, either in Canada or elsewhere.

4. I agree that I will advise the school division immediately if I change my residence.

5. I understand that the school division is relying on the information I am providing in this declaration and I agree that I will be responsible for any costs arising out of any misinformation contained in this declaration.

Dated this _____ day of _____ 20____

__________________________________________  ______________________________
Signature of Person  Witness (School Division Employee)
Form B

DECLARATION OF CO-HABITATION

We___________(name of Parent)_________________ and ___(name of Guardian Spouse) of _________________(city)___of the province of _________________ in the country of ________

declare that we have co-habited for_________continuous years from_______(date)_________ to ___________ (date)____________.

We offer the following to show that we are currently co-habiting:

(Note: When submitting this Declaration, you must also bring in at least 2 pieces of original documentation that show that you reside at the same address. The originals will be returned to you.)

☐ We have jointly signed a residential lease, mortgage or purchase agreement relating to a residence in which we both live

☐ We jointly own personal property, (such as a car, furniture, equipment) which is located at the same residential address

☐ We have joint bank, trust, credit union or charge account cards for which we use the same residential address.

☐ We both use the same residential address for our communications with government entities such as Canada Revenues, Canada Immigration, etc.

☐ We both use the same residential address for our communications with commercial enterprises, family and friends.

☐ Other:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Dated this___________ day of _____20___
---

Signature of Parent

Witness (School Division Employee)

Signature of Guardian Spouse

Witness (School Division Employee)

---

Documents examined by (School Division Employee) on 20

1. ____________________________ dated ____________________________

2. ____________________________ dated ____________________________

3. ____________________________ dated ____________________________

4. ____________________________ dated ____________________________

Signature of School Division Employee
DECLARATION APPOINTING GUARDIAN SPOUSE

To be completed by Parent with whom student will be living:

I __________ (Name of Parent) __________ of ________________________ in the country of ________________

grant __________ (Name of Guardian Spouse) __________ of __________ in the province of ________________

the right to act as a guardian for my child __________ (Name of student)

_______________ for purposes of The Education Act, 1995 in the Province of Saskatchewan

commencing from ____________ (date of signing) until I make a written declaration withdrawing this grant or until

my child reached the age of majority whichever occurs sooner.

I declare that:

☐ the other Parent of my child has signed this Declaration; OR
☐ I have sole custody of the student (attach a copy of the court order or agreement); OR
☐ the other parent of the student is deceased (attach a copy of the death certificate).

I make this solemn declaration conscientiously believing it to be true and knowing that it is of the

same force and effect as if made under oath.

Signature of Parent (with whom child is living)

Declared before me at ________________

Province of ________________ Country of ________________________________

This ____________ day of _______ 20____

Being a Notary Public / Commissioner for Oaths

To be completed by Parent with whom student is not living:

I __________ (Name of Parent) __________ of ________________________ in the country of ________________

grant __________ (Name of Guardian Spouse) __________ of ________________________ in the country of

_______________ the right to act as a guardian for my child __________ (Name of student)

_______________ for purposes of The Education Act, 1995 in the Province of Saskatchewan
commencing from _ (date of signing) _ until I make a written declaration withdrawing this grant or until my child reached the age of majority whichever occurs sooner.

I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

________________________________________

Signature of Parent (with whom child is not living)
Declared before me at ______________________
Province of _________________. Country of This ________________ day of _____ 20 _____

Being a Notary Public / Commissioner for Oaths
________________________________________

To be completed by Guardian Spouse

I ___________ (Name of Guardian Spouse) ___ hereby solemnly declare that I will undertake the guardianship of _____.(Name of student)_____ for purposes of The Education Act, 1995 commencing from _ (date of signing) _ until the parents of the student make a written declaration withdrawing this grant or until the student reaches the age of majority, whichever occurs sooner.

I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

________________________________________

Signature of Guardian Spouse

Declared before me at _________________
Province of _________________. Country of This ________________ day of _____ 20 _____

Being a Notary Public / Commissioner for Oaths
CONFIRMATION OF PERMANENT RESIDENCE

Family name:
Given name(s):
Date of birth:
Sex:
Citizenship:
Document no.:

PERSONAL DETAILS - DEP
Marital status:
Height (cm):
Last entry on:
Became P.R. on:
Travel doc. no.:
Country of issue:

APPLICATION DETAILS
Issued at:
Category:
Special program:
CSQ no.:

Issued date:
Prov. of dest.:
Trans. no.:
HRSDC no.:

Valid to:
City of dest.:
Flight no.:
PNC:

Conditions:

Have you ever been charged/convicted of a crime or offence; refused admission to Canada or required to leave Canada?

MEDICAL DETAILS
IME no.:
Surveillance code:
Valid to:

SPONSOR INFORMATION
UOI:
DOB:
Address:

DEPENDANT(S) INFORMATION
Have you any dependents other than those listed below?

CONFIRMATION OF PERMANENT RESIDENCE
Appendix C – Confirmation of Enrollment Letter Template

Date

TO WHOM IT MAY CONCERN:

Re: (Insert student’s name)

This letter will certify that (insert student’s name), date of birth (MM/DD/YYYY), will be permitted to attend Sun West School Division Public School, going into Grade XX, effective September 1, 20__ based on the information on hand. The student will be attending school full time and will be considered a resident student for attendance purposes. No tuition will be charged for the 20__-20__ school year as the student is a dependent of (insert parent’s name) who is on a valid Work Permit (expires insert date).

The following detailed information is provided relative to (insert student’s name) acceptance in our school division:

Full Name and Address of School:

Full name of student:
Parent(s) Name(s):
Address of Student:
Phone Number:
Student’s Date of Birth:
Initial Grade:
Starting Date of Course:
Requested Completion Date: (If applicable)

We understand that (insert student’s name), will live with his parents (insert parents’ names) at (insert local address), phone number is 306-(XXXX)-XXXX, while he/she attends school in (insert community).

Signature of Authorized School Official:

Shelley Hengen
Superintendent of Education
Sun West School Division
P.O. Box 700, Rosetown, SK, S0L 2V0
Phone: (306) 882-2677
Fax: (306) 882-3366
Email: shelley.hengen@sunwestsd.ca
cc. Accounting