English as an Additional Language (EAL) Handbook

November 2017

A Framework for Welcoming EAL Learners to Sun West School Division
# Table of Contents

NEWCOMER RECEPTION AND INITIAL ASSESSMENT FLOWCHART .......................................................... 3
Introduction .................................................................................................................................................. 4

PHASE 1 – Focus on Well-Being – Intake Procedure and Welcome to School ........................................ 4
   Administrator .......................................................................................................................................... 4
   Classroom Teacher ................................................................................................................................. 5
   EAL Support Teacher for the Division ................................................................................................... 5

PHASE 2 – Focus on Language Acquisition (length of phase is dependent upon learner) .................... 6
   Classroom Teacher ................................................................................................................................. 6
   Student Support Teacher ....................................................................................................................... 6

PHASE 3 – Transition to Independent English Language Use ................................................................. 7
   Classroom Teacher .................................................................................................................................. 7

STUDENT DATA SYSTEM ENTRY ......................................................................................................... 7
   Canadian Framework Reference (CFR) Levels Reporting .................................................................... 7

Communicating With Parents .................................................................................................................. 8

Newcomer Students ................................................................................................................................. 9
Assessing EAL Students: CFR Levels ..................................................................................................... 10
Layers of Language Acquisition .............................................................................................................. 11
   Layer One - From Emerging to Developing ......................................................................................... 12
   Layer Two - Developing to Expanding ................................................................................................ 13
   Layer Three - Expanding to Consolidating .......................................................................................... 14
   Layer Four - Consolidating to Exit ...................................................................................................... 15

Strategies for Adapting Instruction for EAL Learners ......................................................................... 16
Appendix A - Over-the-Phone Interpretation Protocol for School Divisions ........................................ 19
Appendix B – Determining the Need for Collection of Tuition ............................................................. 24
Appendix C – Out of Country Student Checklist .................................................................................. 25
Appendix D - Confirmation of Enrollment Letter Template .................................................................... 27
NEWCOMER RECEPTION AND INITIAL ASSESSMENT FLOWCHART

- Arrival at School Division Office or at school.
- Student/family present identification and documentation to determine whether tuition needs to be paid: Refer to Appendix B (“Determining the Need for Collection of Tuition” Flowchart).

Registration
- Family required forms for registration: Refer to Appendix C: (Out of Country Student Checklist).
- Student/family learn about the School Division and expectations of students.
- Student/family meet the Principal and teachers, tour the building, and receive information about school schedules, programs, and related details.

INITIAL ASSESSMENT PROCESS

↓

Initial EAL Interview – (On the Sun West EAL Wiki)
- Background and readiness of newly arrived student for classroom learning.

Language Proficiency Assessment
(Done after student has been in the school 4-6 weeks)

Listening
Speaking
Reading
Writing

Current Proficiency Level (Check One)
- □ A 1.1
- □ A 1.2
- □ A 2.1
- □ A 2.2
- □ B 1.1
- □ B 1.2

Refer to CFR Progress Reports on EAL Wiki:
- Elementary Level
- Middle Level
- Secondary Level

Mathematical Assessments
- On EAL Wiki.
- EAL Math Assessment.
- Basic Concepts of Math (1-8).
- Basic Concepts of Math (10-12).

Interpretation of Results/Learner Support Recommendations
- Determine initial language proficiency and align with CFR level.
- Determine initial mathematical proficiency.
- Provide learner support recommendations.
- Share recommendations with school personnel.

FOLLOW-UP

Follow-up Recommendations
- Review progress of the learner/learner support recommendations.
- Make provisions for ongoing assessment of language and mathematical proficiency.
- Continue to monitor learner progress using the CFR to guide assessment practices.
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 the school division registration including the Out of Country Student Checklist.
- Translation services:
  - Ministry Translation Services: [Over-the-Phone Interpretation](#). Refer to Appendix A: Over-the-Phone Interpretation Protocol.
  - Sibling, community member, google translate, technology apps (i.e.: Word Lens),
  - Open Door Society (Saskatoon: 1-306-653-4464. 100 - 129 3rd Avenue North).

- Great Plains College and Carleton Trail College are community supports. Contact your local Community College to get more information.

- The administration will make arrangements for when student begins classes. 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](#).

- Call a team/staff meeting:
  - Provide “Communication with Parents and Families” poster (Page 8)
  - Refer to the poster/handout “Newcomer Students: Support Snapshot”. (Page 9).
  - Refer to “Layers of Language (and Content) Acquisition”. (Pages 12 – 14).
  - Refer to “Strategies for Adapting Instruction for Second Language Learners in
Refer to “General Features of Instruction” in the “Walk the Talk” handbook – page 127 (available on the EAL Wiki).

Additional resources provided:
- EAL Kit – available through EAL Support for the Division. Refer to “Using the EAL Kit” webinar posted on the EAL wiki.
- Tech Tools, Resources, Assessments (located on EAL Wiki for Sun West).

Classroom Teacher

- Learn to say the student’s name properly.
- Connect the student 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 catalyst teacher, classroom teacher, Student Support teacher, and the EAL Support Teacher for the Division can work collaboratively to administer CFR and Math assessments. 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 Sun West School Division for submission to the Ministry of Education the middle 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. Refer to Determining the need for Collection of Tuition. (See Appendix B).
- Copies of all required documents, as outlined in the Out of Country Checklist process 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 D) is completed and forwarded to the Supervisor 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, Division EAL Support, 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 formative diagnostic language learning assessment connecting to curriculum activities.
- Refer to “Newcomer Students: Support Snapshot”. (Page 9).
- “Strategies for Adapting Instruction for Second Language Learners in the Classroom”. (Pages 17-18).
- 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.

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 languages other than English and require support to gain English proficiency in Grades 1 – 12.</td>
<td>× Students whose first language is English.</td>
</tr>
<tr>
<td>✓ Have been assessed at Level B1.2 or lower on the CFR scale.</td>
<td>× Students who have progressed beyond B1.2.</td>
</tr>
<tr>
<td>✓ Sun West DLC students (who meet the EAL requirements).</td>
<td>× Pre-K and K students.</td>
</tr>
<tr>
<td></td>
<td>× Home-schooled students.</td>
</tr>
<tr>
<td></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 1 of each school year, must be re-entered for each student by September 15, and final numbers must be confirmed by September 30.
- 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 15 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 [www.education.gov.sk.ca/EAL](http://www.education.gov.sk.ca/EAL)

- **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.
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.
Assessing EAL Students: CFR Levels

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

Extended rubrics for all four strands are on the EAL Wiki. Extended rubrics have been developed for elementary, middle level, and secondary (http://supporting-english-language-learning.wikispaces.com/Assessments).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic User</strong></td>
<td></td>
</tr>
<tr>
<td></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>A2.1</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>
<tr>
<td></td>
<td>A2.2</td>
</tr>
<tr>
<td><strong>Independent User</strong></td>
<td></td>
</tr>
<tr>
<td></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>· 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>
<tr>
<td></td>
<td>B1.2</td>
</tr>
</tbody>
</table>
Layers of Language Acquisition

Why learn a language?
- scope
- opportunities
- employability
- confidence
- memories
- freedom

- adaptability
- advantages
- understanding
- insight
- pride
- employability
- opportunities
- confidence
- memories
- freedom

- tolerance
- friends
- empathy
- enjoyment
- awareness
- empowerment
- influence
- scope

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 To</td>
<td>• Silent period.</td>
<td>Act out</td>
<td>Circle the...</td>
<td>• Constructions: dioramas, in wood, metal, etc.</td>
</tr>
<tr>
<td>Beginning To</td>
<td>• Minimal comprehension.</td>
<td>Choose Circle</td>
<td>Do you have the...?</td>
<td>• Cook.</td>
</tr>
<tr>
<td></td>
<td>• “parrot stage”.</td>
<td>Draw Listen</td>
<td>Find the...</td>
<td>• Experiments in science, math, art.</td>
</tr>
<tr>
<td></td>
<td>• One or two word responses.</td>
<td>Match Move Point</td>
<td>Is this a ...?</td>
<td>• Field trips.</td>
</tr>
<tr>
<td></td>
<td>• Simple sentences.</td>
<td>underline</td>
<td>Point to the...</td>
<td>• Jazz chants and other repetitious language.</td>
</tr>
<tr>
<td></td>
<td>• Comprehend if information is highly contextualized.</td>
<td></td>
<td>Put the...beside the...</td>
<td>• Oral language activities (listening opportunities).</td>
</tr>
<tr>
<td></td>
<td>• Communicates simple ideas.</td>
<td></td>
<td>Show me the...</td>
<td>• Paint, make jewelry, build clay pots.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is...</td>
<td>• PE games and sports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Where is...</td>
<td>• Role-play common tasks: shopping, using the phone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who has the...?</td>
<td>• Show and tell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who wants a ...?</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</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 “gist” 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>
<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td></td>
<td></td>
<td></td>
<td></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 Summarize Tell me…? Why?</td>
<td>• Compare statistics/data for different countries. • Compare/contrast a polar bear to a brown bear. • 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 Consolidating</td>
<td></td>
<td></td>
<td></td>
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</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.
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 To Exit</td>
<td>Very good comprehension of information and instructions.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>Conduct an experiment from a written description.</td>
</tr>
<tr>
<td></td>
<td>Heightened proficiency to communicate well.</td>
<td>Evaluate</td>
<td>Debate</td>
<td>Do independent library research.</td>
</tr>
<tr>
<td></td>
<td>Expanded vocabulary to achieve academically.</td>
<td>Justify</td>
<td>Decide whether</td>
<td>Cook from printed directions.</td>
</tr>
<tr>
<td></td>
<td>Near native speech fluency.</td>
<td>Support</td>
<td>Defend</td>
<td>Lead group discussions.</td>
</tr>
<tr>
<td></td>
<td>Can initiate discussion in both social and academic settings.</td>
<td>Examine</td>
<td>Discuss</td>
<td>Listen to a story without pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate</td>
<td>Evaluate</td>
<td>Make presentations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defend</td>
<td>Explain</td>
<td>Read/outline a text chapter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete</td>
<td>Justify/support</td>
<td>Read a story and describe the hero.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe</td>
<td>Synthesize</td>
<td>Recite a poem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create</td>
<td>What would happen if…?</td>
<td>Study notes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Why do you think…?</td>
<td>Synthesize, analyze information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Write a letter, report.</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.
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>
</table>
| Use prior knowledge of students and provide background knowledge | • Use semantic webs, data retrieval charts, KWL, graphic organizers that illustrate ways of knowing.  
• Use real objects to excite interest and provide concrete reference.  
• Show illustrations, maps, photos, etc.  
• Hold class discussions using “scaffolds” to support understanding to activate prior knowledge. |          |
| Control/adjust teacher talk                | • Provide ample “wait time” so students can formulate a response before they speak.  
• Talk slightly more slowly but distinctly and clearly.  
• Rephrase and repeat information.  
• Use shorter sentences and control vocabulary (avoid idioms).  
• Clearly write directions and important information in addition to giving it orally.  
• Be consistent in use of vocabulary.  
• Alert students when giving important directions. |          |
| Check for Understanding                    | • Summarize throughout the lesson using visual reviews such as charts, lists, and idea frames.  
• Ask students to paraphrase.  
• Use Wh--- questions.  
• Use “proof” questions. (How do you know?)  
• Use confirmation checks. (Do you mean…?)  
• Ask factual questions first, and then proceed with inferential questions. |          |
| Build Vocabulary                           | • Use gestures, body language, visuals, pictures, and actual objects to introduce new vocabulary.  
• Practice labeling drawing with the group first.  
• Help students create meaningful sentences as a whole class and/or in groups.  
• Have students demonstrate or role-play vocabulary.  
• Practice reading and using works in context.  
• Play concentration, bingo, etc. to review vocabulary.  
• Brainstorm a list of words related to the subject. |          |
| Present information in a variety of ways   | • Use manipulatives and multimedia.  
• Use demonstrations and real objects.  
• Use film, pictures, and other visuals.  
• Use kinesthetic activities.  
• Use role-play and problem-solving activities.  
• Use cooperative learning and peer tutoring. |          |
<table>
<thead>
<tr>
<th>TASKS</th>
<th>EXAMPLES</th>
<th>DOING IT</th>
</tr>
</thead>
</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 record 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


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. 557002</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. 1207</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=LQoCRCn--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.”

   Dial-outs
   There is a limited amount of time for placing a dial-out once the interpreter is on the phone. Therefore, it is important that you provide a brief summary to the interpreter in a timely manner.

   Note: There is a $5.00 charge for each dial-out, so only use this option when necessary.

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, Acholi, 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, prepared 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 – Determining the Need for Collection of Tuition

Determining the Need for Collection of Tuition

**Step 1**
Does the family reside in the School Division or in an approved School Division?

**Step 2**
Is the Parent/Legal Guardian or the Student a Canadian citizen, permanent resident, or refugee claimant?

**Step 3**
Does the Parent/Legal Guardian have a valid WORK PERMIT for our geographic area?

**Step 4**
Does the Parent/Legal Guardian have a STUDY PERMIT that is:
- Valid for study at a location in our School Division AND
- Valid for the period required by our School Division AND
- For a diploma or degree program AND
- For a course of studies not solely for ESL?

**Step 5**
Is the Parent/Legal Guardian a visitor whose spouse is ONE of the following:
- Canadian citizen/Permanent resident OR
- Work/Study Permit holder AND
  Is an appointed guardian spouse?
  AND
  Resides with the parent and student?

Tuition fees ARE required

Student does NOT pay tuition.
# Appendix C – Out of Country Student Checklist

## Out of Country Student Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Received</th>
<th>Expiry Dates</th>
</tr>
</thead>
</table>
| **Student Residency**  
(Need one of these documents) | Study Permit |  |
| | Visitor Permit |  |
| | Permanent Resident |  |
| **Parent 1 Residency**  
(Need one of these documents) | Study Permit |  |
| | Visitor Permit |  |
| | Work Permit |  |
| | Permanent Resident |  |
| **Parent 2 Residency**  
(Need one of these documents) | Study Permit |  |
| | Visitor Permit |  |
| | Work Permit |  |
| | Permanent Resident |  |

<table>
<thead>
<tr>
<th></th>
<th>Received</th>
<th>Notes/Type of document</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proof of Residency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Passport/ID</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Birth Certificate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent 1 Passport/ID</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent 2 Passport/ID</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Report card from former school**  
(if available) |  |  |

| **Other Information**  
*Please share this information with your EAL Catalyst teacher* |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of Birth</strong></td>
</tr>
<tr>
<td><strong>Country of Origin</strong></td>
</tr>
<tr>
<td><strong>First Language</strong></td>
</tr>
<tr>
<td><strong>Second Language</strong></td>
</tr>
</tbody>
</table>
Appendix D – Confirmation of Enrollment Letter Template

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 a Sun West School Division Public School, going into Grade XX, effective September 1, 20XX, 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 20XX-20XX school year as the student is a dependent of (insert parent’s name) who is on a valid Work Permit (Expires 20XX).

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-XXX-XXXX, while he/she attends school in (insert community).

Signature of Authorized School Official:

Ryan Smith
Superintendent of Business
Sun West School Division
P. O. Box 700; Rosetown, SK S0L 2V0
Phone: (306) 882-2677
Fax: (306) 882-3366
Email: ryan.smith@sunwestsd.ca