

	<b>Lloydminster Catholic School Division – Administrative Procedures</b>	
	<b>AP 212.1 – EAL Intake and Initial Assessment Procedures</b>	
Related LCSDF AP's	AP 212 – English As An Additional Language	
Form(s)		
References:	<i>The Education Act, 1995</i> sections 85, 87, 175	
Received by the Board: January, 2020		Update: August, 2020

**Purpose**

To provide all LCSDF schools with a common intake and initial assessment procedure.

**1. Initial Contact**

All LCSDF schools will be responsible for the registration, intake assessment, and placement of EAL students in their school. All EAL students are to register in their community school unless parents wish to provide transportation for their child to a school outside of the designated school area. If EAL families try to register through the Division Office throughout the school year, they will be directed by the receptionist to the designated school of their residence. If the families wish to register out of the school year (over the summer months) the division office receptionist will direct them to the online registration form and tell the families that they will be contacted by the school for the initial registration and intake assessment at school start-up. The school office receptionist will inform families to bring their pertinent documents at their first meeting to register at the school when they are contacted.

**2. Intake Process**

All schools in LCSDF will complete the following steps for EAL intake and initial assessment:

- 2.1 The school secretary welcomes new EAL families to the school and introduces them to an administrator. The school secretary and other designated personnel will assist EAL families to complete the registration and book an appointment with the LAT (Learning Assistance Teacher) for their child to participate in the initial assessment process (within three school days if the children are in Lloydminster). A school tour will also be conducted within three school days. The secretary asks parents to return with their child/children at the appointment bringing any pertinent documents missing on the registration day. Student will be placed in a classroom once pertinent documents are received by the school.
- 2.2 When parents return to the school with their child/children, the secretary greets them and collects whatever pertinent documents are needed to complete registration.

The LAT conducts the initial oral interview, with the student as well as the initial assessment and starts data entry into EAL folder.

- 2.3 The LAT and principal meet to discuss student placement for the student. At Holy Rosary High School, the LAT will meet with the academic counselor regarding timetabling.

The LAT then meets with the classroom/subject teacher(s) regarding student placement and shares pertinent information from initial assessment and interview with teacher(s) to ensure student's transition to new school is positive. (Principal may be involved at their discretion.)

- 2.4 The student is given one week to adjust to their new classroom and school. After the one week, the teacher(s) will complete the first set of CFR's (for students in grades 1-12) with LAT assistance if needed. The LAT will collect the CFR's from the classroom/subject teacher by the end of the second week of the EAL student being in the classroom.

At Holy Rosary and St. Thomas, the EAL team will be responsible to complete the CFR's for the EAL students in their class. If there are questions, they may consult with LAT and/or other subject teachers of that student.

### **3. Yearly Procedures**

#### **3.1 Program Planning**

- 3.1.1 The LAT will meet with the classroom/subject teacher(s) to ensure that a program is in place for the EAL students in their classroom. The teacher(s) will implement the school's RTI model to differentiate for these students and to ensure the student is demonstrating progress in their language learning. If the school has a pull-out program for their A1.1, A1.2 and A2.1 EAL students (beginning English speakers), the LAT will oversee the program and tasks performed by the designated person.

#### **3.2 Program Implementation**

- 3.2.1 This is the responsibility of the classroom/subject teachers.

#### **3.3 Evaluation and Tracking**

- 3.3.1 The classroom/subject teacher is responsible for student assessment throughout the school year and may consult with LAT when needed. The classroom teacher is responsible to complete the CFR's template at each reporting period (may consult other subject teachers) and return it to the LAT on the date designated by the LAT.

At Holy Rosary, the EAL team will be responsible to complete the CFR's for the EAL students in their class. If there are questions, they may consult with LAT and/or other subject teachers of that student.

- 3.3.2 An EAL report card will be used for all students whose CFR is noted as A1.1, A1.2 or A2.1.
- 3.3.3 The Vice-Principal is responsible to ensure that all CFR data is tracked, reviewed and entered into EAL folders at each reporting period and that overall CFR template is inputted into SIS at the school. If upon review, the Vice-Principal does not see growth in the student's progress in the second reporting period, the Vice-Principal will meet with the teacher/s to see what other strategies, supports, or resources may be used.
- 3.3.3 The LAT is responsible to complete the EAL folders and keep them up-to-date. If a student transfers to a different school in our division, the folder will be sent to the new school from the previous school. If the student is moving to another school division, the same procedure must be used as with any student receiving assisted programming. The folder is sent to the new school division with the cumulative folder.