

**Revised:**        **May 2026**

### **Background**

Christ The Redeemer (CTR) Catholic Schools acknowledges, appreciates and welcomes cultural and linguistic diversity among its students. Multilingual students who are learning English as an Additional Language Learners enrich schools through their vibrant previous experiences and varied strengths. CTR Catholic recognizes the challenges faced by students for whom English is not a first language and strives to provide high quality programming in order to support students in successfully overcoming these challenges. The welcoming intake process is followed by quality instruction and ongoing monitoring of English language proficiency development. Through appropriate programming and continuous monitoring, EAL students are provided the skills and abilities necessary to be successful in the Canadian education system, and in society as a whole.

CTR Catholic has access to a range of supports to ensure teachers have the tools to provide appropriate, high-quality programming, and instruction. These supports include, but are not limited to:

- Instructional resources.
- Consultation with members of the Student Services Team.
- Professional learning opportunities.
- Language proficiency assessments.
- Settlement Workers in Schools (through community partnerships).
- Interpreters.
- Translators.

### **Definition**

Alberta Education defines EAL students as “born in or outside of Canada, understand and use language(s) other than English, and require and receive support to develop proficiency in English which they need to learn school subjects instructed in English.”

Alberta Education identifies four categories of coding for EAL students:

- 301: Foreign-born student or child who understands and uses language(s) other than English who requires English language supports to achieve grade level expectations.
- 303: Canadian-born student or child who understands and uses language(s) other than English, whose first language is not English, and who requires English language supports to achieve grade level expectations.
- 302: Foreign-born or Canadian-born student or child who does not meet the criteria as a funded student or child (International Student).
- 640: A child/student who was born outside of Canada and has entered Canada as a refugee, as defined in the immigration and Refugee Protection Act, as someone who has been forced to flee their country due to persecution. These children/students will require significant additional supports and services, including English language and/or learning supports, to deal with issues such as limited or disrupted formal schooling, traumatic events and adjusting to an unfamiliar culture. An eligible student must provide the school authority with current documentation from Immigration, Refugee and Citizenship Canada substantiating the student’s refugee approval. This documentation must include the date of entry into Canada as a refugee or the date of acceptance as a refugee.

## Procedures

The school is responsible for meeting the needs of EAL students. These responsibilities include:

### i. Welcome

- Fostering a welcoming, inclusive school community.
- Facilitating collaboration among staff and service providers working with EAL students.
- Completing a welcoming intake process for each foreign-identified student upon entry into CTR Catholic under the direction of a teacher trained to do so. The process includes:
  - a. Completion of CTR Catholic's registration form, including collecting all student enrollment documentation required by Alberta Education
  - b. Conducting a family background Interview using the CTR Catholic documents.
  - c. Assessment of student in English in the areas of listening, speaking, reading and writing to identify English language support needs
  - d. Determining an overall English language proficiency level.
  - e. Age-appropriate grade placement.
  - f. Reporting the English language proficiency level to the parents and informing them of EAL coding and supports.
  - g. Ensuring the code is entered into PowerSchool and PASI.
- Providing an appropriate, high-quality continuum of supports for coded EAL students based on pedagogical theory, research, the four strands of speaking, listening, reading and writing, and student EAL Benchmark 2.0 levels.
- Scheduling, when possible, a variety of course options including EAL and Locally Developed Courses for high school EAL students.

### ii. Assessment

- Continuous and ongoing monitoring of each coded EAL student's English language proficiency level using the Alberta Education EAL Benchmark tracking sheets.
  - a. The Benchmark tracking sheets are reviewed and updated in reporting period one (by November report cards) and reporting period two (by the end of April).
  - b. For one language strand, an annotated piece of student work (e.g., writing sample) is collected once per year as supporting evidence for assessment decisions made in reporting period one.
  - c. Benchmarks serve as formative assessment to inform instruction.
  - d. Student progress on the EAL Benchmarks 2.0 is reported to parents in accordance with existing reporting timelines.

### iii. Records

- Continuous updating of appropriate immigration documents for funded students, when required.
- Maintaining EAL data and record keeping.
- Maintaining a list of coded EAL students and informing staff of students requiring this support.

## Summary

Due to the nature of language development, the programming for EAL students will be transitional in nature. Based on the Alberta Education EAL Benchmarks, students will receive a variety of supports to enhance their language acquisition and content development. These programming supports will remain in place until the student achieves a Level 5 on the Alberta Education EAL Benchmarks and is consistently successful in achieving academic outcomes. Please refer to *CTR Catholic Practice Guide for Supporting and Empowering Multilingual Learners* for further guidance on demitting and removing EAL codes.