



English as an Additional Language (EAL) Support System Outline

Initial Steps

1. FLBSD Newcomer Registration Form and Home Language Inventory
 - o Have translator if possible to assist with parents with limited English (community member, family member, etc.).
2. Complete tasks on Registration Checklist
3. Divisional pamphlet given to parents
 - o Welcome bag of information to province and town
4. Tour
5. Assist in helping family connect with outer support agencies (RHA, Pre- School, Daycare, Adult Learning, etc.)

In-school Needs Assessment

1. Basic Language Inventory (see resource list)
 - A) EAL Vocabulary Assessment Booklet
 - B) EAL Stages of Language Development
 - C) SWLOM Student Written Language Observation Matrix
 - D) WIAT Math
 - E) 100 High Frequency Words
 - F) AGS Reading Level Indicator
 - G) SOLOM
2. Social Skills Inventory
 - A) JK-3 Checklist
 - B) School Age Social and Emotional Adaptive

Programming

1. Outline and prioritize needs with school team
 - . Characteristics of EAL Learners
2. Identify materials and resources
3. Consult in-school support team
4. Develop student program using IEP/AEP
5. Consult clinicians regarding referrals

Ongoing Support/Communication

Who: Resource Teacher, Teacher. Parent/Guardian, Interpreter, Principal and Clinical Support by request

1. Sharing student progress report
 - Assessment information
 - Regular report card schedule
 - Team Meetings (IEP/AEP)
 - Year- End Transition Meeting
 - Grade to Grade
 - Teacher(s) to
 - Teacher(s)
 - School to School (MY-SY)