



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Administrators Supporting Multilingual Learners (MLLs)

Frequently Asked Questions

Welcome

- What is my role and responsibility as an administrator?
- What is the Ethic of Hospitality?
- Why do we use MLL at LRSD?
- What are the first steps when registering and welcoming MLLs?
- What are the next steps in supporting MLLs learning in our school?

The Basics

- Who are ISP students?
- Who are EAL learners?
- Who are LAL learners?

Procedural Considerations

- How do we register and code for MLLs?
- What forms or documents need to be completed for MLLs?

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- What is the Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL & LAL?
- When should we use the EAL indicator on report cards?

Resources & Supports

- What translation services are available?
- What resources are available for staff?
- What resources are available for newcomer families?
- Who can we contact with questions?

Introduction

The goal of this divisional document is to provide guidance regarding basic steps and procedures that are required in supporting students who are learning an additional language. It is not intended to encompass all situations regarding the instruction of English as an Additional Language (EAL).

An important part of the discourse is also to understand our divisional mission to provide a safe, inclusive, and engaging environment, where personal and collective learning are valued, and each one of us reaches our full potential.

The Louis Riel School Division (LRSD) uses the term Multilingual Learner (MLL) to describe students learning an additional language, to be consistent in our work divisionally towards greater equity, and to recognize the many skills, strengths and experiences MLLs bring with them.

English as an Additional Language (EAL), as used by the province of Manitoba, refers to programming. It does not refer to people, therefore, the term MLL is used whenever reference to those receiving EAL programming is indicated in this document and practiced within LRSD.

Welcome

What is my role and responsibility as an administrator?

- Oversee both the clerical and pedagogical sides of supporting student learning
- Ensure that your school has the proper processes and procedures in place to welcome MLL students and their families, especially when language might be a barrier
- Ensure that all forms and documents are completed in a timely manner
- Ensure all necessary data has been accurately entered by staff
- Ensure that all staff are aware of their specific roles and provide leadership around inclusion and equity for multilingual learners
- Ensure that teaching staff are familiar with the *Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL & LAL*; specific grade level sections may be sent to Print Shop to assist teachers

What is the Ethic of Hospitality?

Education with an ethic of hospitality embodies an unwavering commitment to others. It's a warm reception of all newcomers, welcoming them anytime, anywhere. It is important to reflect on questions such as: How do we prepare for our guests? How do we anticipate and meet their needs? There is often confusion with the labels of "newcomer," "EAL," "MLL," and "LAL", but they are simply labels. We must focus on the student in that they require the same respect, concern and appropriate instruction as all students in our care, ensuring that we always have a desk ready for any new student.

Why do we use the term MLL at LRSD?

LRSD uses the term Multilingual Learners (MLL) in our continued work towards equity and inclusion.

Students who arrive with a language other than English also bring with them rich cultures, languages, and experiences. MLL is an asset-driven term that acknowledges all that the students bring with them.

The province of Manitoba uses the term EAL to refer to programming; it does not refer to people. Therefore, we can say that they are EAL learners, or they are receiving EAL programming, but we cannot say that they are EAL.

What are the first steps when registering and welcoming an MLL?

- Students should immediately be brought to their classrooms and introduced
- Ensure that all students in the classroom welcome them and learn how to *pronounce their names properly*. They are encouraged to keep their given names
- Ensure that students are shown where everything is e.g. washrooms, water fountains, coat hooks, gym, music room, office, etc.
- Provide buddies to help students in the beginning days
- Teach **critical functional language** in different areas e.g., classrooms, playground, etc. focusing on common words and phrases, so they are able to meet their immediate personal needs
- Teachers will spend the first 2-3 weeks getting to know the student through conversations/using translation apps, observations, drawings, gestures, assessments, etc. to determine the students **Stage of English language acquisition**
- Try to ascertain proficiency in their first language (**L1**) by using translation apps to determine transferrable skills possessed by the student
- Ensure the **English as an Additional Language Newcomer Supplement Form** is completed in **CLEVR**

What are the next steps in supporting MLLs learning in our school?

- **Stage 1 and Stage 2 learners** require an ***EAL Student Learning Plan and Monitoring Form***. **Mandatory by the province of Manitoba*
- An ***EAL Student Learning Plan and Monitoring Form*** is not required for **Stage 3 and Stage 4 learners**, but may be created & used to support learning
- Teachers and Student Services Teachers are encouraged to work collaboratively on the ***EAL Student Learning Plan and Monitoring Form*** and programming using the *Manitoba K - 12 Curriculum Framework for EAL & LAL*

The Basics

Who are ISP students?

The acronym, ISP, stands for International Student Program. The Louis Riel School Division is a designated education provider in Manitoba and abides by the International Education Act and the Code of Practice and Conduct Regulations established by the Manitoba Government. Each year, we welcome students from all over the world to study at our schools and enjoy the experience of a lifetime in Canada. The International Education Department (IED) at our Monterey Office handles their registration and initial reception. Appropriate documents will be forwarded to the school by the IED.

Who are EAL learners?

As per the province of Manitoba, an EAL learner is a student whose home language is a language other than English who requires specialized programming and/or additional services to develop English language proficiency. They may be newcomers to Canada, or they may have been born here, but speak a language other than English at home.

Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL)

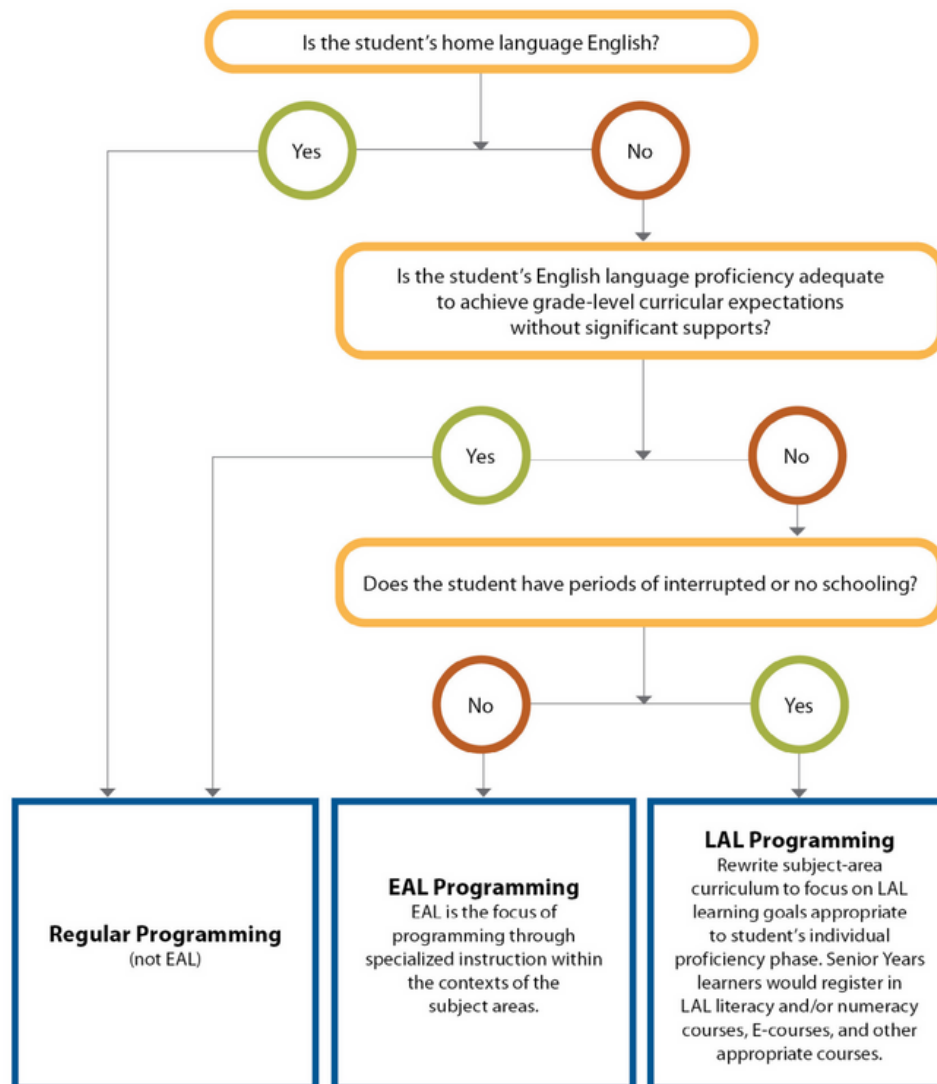
EAL and LAL Learners in Manitoba Schools		
Indigenous students who come to school speaking one or more Indigenous languages	These learners may <ul style="list-style-type: none"> • live in a community or home where English is not generally used for everyday communication • have developed good oral skills in their first language(s) • have had limited literacy experiences in their first language • know that English is used in wider Canadian contexts through television and adults' interactions with non-Indigenous people in their community • experience periods of irregular school attendance 	Indigenous students fluent in Indigenous language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Indigenous students who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages	These learners may <ul style="list-style-type: none"> • live in a community or home where a local dialect of English is generally used in everyday communication • have developed good oral skills in their local dialect of Indigenous English • have limited experience with literacy in their first language • not recognize the distinctions between Indigenous English and the varieties of English used in Manitoba schools (i.e., demonstrate characteristics of Standard English as an additional dialect [SEAD] speakers) • experience periods of irregular school attendance 	Indigenous students fluent in Indigenous English may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and have age-appropriate schooling	These learners may <ul style="list-style-type: none"> • be at or above age-appropriate levels of schooling in Manitoba • have developed good oral and literacy skills in another language(s) • have varied experience with certain English skills (e.g., oral) • experience cultural adjustment that affects personal, social, and academic integration 	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling	These learners may <ul style="list-style-type: none"> • be below age-appropriate levels of schooling in Manitoba • experience cultural adjustment that affects personal, social, and academic integration • suffer from post-traumatic stress disorder • have spent time in refugee camps • have had periods of interrupted schooling • have had no previous schooling 	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
EAL and LAL Learners in Manitoba Schools		
Students who are beginning school or who have had some or all of their schooling in Canada , and whose home background includes at least one language other than English, and who have limited English proficiency	These learners may <ul style="list-style-type: none"> • have been born in Canada or elsewhere • come from homes where English is not used or is not the dominant language • come from homes where English is not the only language used • come from homes where English is used as an additional language between parents who do not speak the same first language • have fluent everyday conversational skills in English but difficulty with academic language • have entered school with a good command of both English and (an) other language(s) but require monitoring and/or additional support 	Students with language backgrounds other than English typically enter the Manitoba school system in Kindergarten–Grade 1
Students who speak Standard English as an additional dialect (SEAD)	These learners may <ul style="list-style-type: none"> • be English first-language speakers but speak dialects of English that vary considerably from the variety of English that is typically used in Manitoba schools • not recognize the distinction between their variety of English and the variety commonly used in school 	Students who speak SEAD may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Students who are born and educated in Tyrolean-/German-speaking Hutterite colonies	These learners may <ul style="list-style-type: none"> • be placed in multi-grade, multi-level classrooms of between 15–30 students • initially have fluency in German and have limited experience with English • be strongly grounded in Hutterian culture and lifestyles 	Students born and educated in German-speaking Hutterite colonies typically enter the Manitoba school system in Kindergarten–Grade 1
Students who are Deaf or hard of hearing , and whose first language is a signed language	These learners may <ul style="list-style-type: none"> • have been born in Canada or elsewhere • have various levels of fluency in the signed language of their home country or in American Sign Language (ASL) • use ASL or a signed language as their first language and develop English through reading and writing as their second language • have language(s) other than English as their second language • attend a mainstream classroom, cluster program, or the Manitoba School for the Deaf 	Students with a signed language as their first language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12

Who are LAL learners?

LAL is an acronym for Literacy, Academics and Language and describes students who are learning EAL who have interrupted (greater than 2 years) or no prior schooling. The goal of LAL programming is to help students learn English, build foundational background knowledge skills, and develop literacy as needed for life in Canada and success in general classrooms. LAL students need intensive and purposeful learning activities and more time to be successful in a variety of curricular areas.

The term LAL describes the focus of learning for these Middle and Senior Years students. Younger EAL learners whose life experiences have included limited exposure to literacy, numeracy, or formal educational settings may also not meet the typical expectations in an Early Years classroom. However, specific LAL phases have not been developed for Early Years students because literacy, numeracy, and academic foundations are already an integral part of the Early Years Curriculum.

Decision-Making Process to Determine Programming for an EAL Learner



Procedural Considerations

How do we register and code for MLLs?

MLLs are registered directly to their catchment schools. Families who contact the Board Office will be directed to their catchment school. EAL data is entered at the school level.

The 2 LRSD documents to support **Clerical Staff** in registering MLLs are:

- [Supporting Multilingual Learners & Learners Arriving from Out-of-Province Guide](#)
- [Newcomer Registration Guide](#)

These documents will guide **Clerical Staff** through registration, determining citizenship status, and identifying fields to be completed in Tyler to ensure appropriate provincial funding may be received by the division.

Administration, Student Services Teams, Clerical Staff, and Teachers need to develop a *school-based process for notification and responsibilities* to support next steps when MLLs are registered.

**Students requiring LAL programming in high school where a specific LAL Program is not offered at their home school will be transferred to a high school with a LAL Program. Contact the Director of Schools & Classroom Support if you require further guidance.*

What forms or documents need to be completed for MLLs?

There are three forms on CLEVR to be completed for students receiving EAL programming:

1. EAL Registration Supplement

The EAL Registration Supplement can only be completed once and should be administered within the first few weeks upon the students' arrival. This brief one-on-one interview will provide a supplementary language and communication assessment of the students to assist in developing programming.

2. English as an Additional Language Student Learning Plan & Monitoring Form

Stage 1 and Stage 2 learners (as outlined in the **Manitoba K - 12 Curriculum Framework for EAL & LAL**) require a **Learning Plan & Monitoring Form**.

An EAL Student Learning Plan is not required for **Stage 3 and Stage 4** learners, but may be used to support learning

The first section includes a checklist of adaptations that can be made within the classroom, in teaching approaches, task supports and assessment approaches.

The second section utilizes the EAL Curriculum Framework to support student specific planning and programming. Measurable annual goals require both language and academic components. Student services teachers and classroom teachers work collaboratively in the ongoing development and evaluation of the plan.

In order to check off the EAL indicator on the report card, a learning plan must be in place. The plan should be completed soon after a student commences school. Sample plans may be found in the Appendix sections of the curriculum.

3. Contact Notes

All meetings with families, planning with clinicians, etc. must be documented. Information must be kept up-to-date to track the supports and interventions provided to the student throughout their schooling in LRSD.

Programming

What is the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) & Literacy, Academics and Language (LAL)?

The EAL & LAL Framework is available to guide your support of MLLs by providing information and a structure for teachers to use in developing effective learning programs for English as an Additional Language learners. To accommodate for the diversity of our MLL students' experiences, stages of development, and varying school contexts, the EAL & LAL Framework contains important information, such as:

- General student descriptions at various stages of EAL learning in Early Years (EY), Middle Years (MY), and Senior Years (SY), as well as descriptions of MY and SY students who require LAL programming
- Four domains of EAL learning which encompass the knowledge, skills, strategies, and attitudes that students need in order to become proficient in the use of the English language for social and academic purposes, and to become interculturally competent citizens
- A continuum of stages for the EAL/LAL progressions.

Visit the [Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL & LAL](#) for more information.

When should we use the EAL indicator on report cards?

- The EAL indicator is checked off to indicate that **significant** adaptations have been made to support language learning for students acquiring English as an Additional Language (for Stage 1 and Stage 2 learners).
- The EAL indicator is subject specific, meaning that it should only be used for those individual subjects where significant adaptations have been made specifically to support language learning.
- The EAL indicator may be used indefinitely, for as long as significant adaptations are being made.
- If the EAL indicator is being used, it implies that more than tier 1 interventions are being made, and as a result, there must be an EAL Learning Plan available in CLEVR. This plan should outline both academic and language learning goals, as well as the adaptations being made. The EAL Learning Plan does not need to be attached to the report card being sent home, however, families should be made aware of the plan when being created and included whenever possible.
- As the indicator refers to programming adaptations, it may be checked on or off (between terms and school years). If parents ask, they should be reminded that it does not refer to the person, but to programming.

Resources & Supports

What Translation Services are available?

Translation apps such as Microsoft Translator are free to download on all devices and useful for speech, text, or image translation. Training and support for these tools may be accessed through a Request for Service.

For urgent access to a translator for emergency situations such as medical, behavioural, or other immediate safety issues, contact ex. 87061

Non-urgent requests for an interpreter can be [submitted by application to hyperlinked form](#).

What resources are available for staff?

- **EAL Divisional Library** and Library Assistant located at the Monterey Office
- Access **Destiny** for materials within the EAL Library
- Index of additional resources to supplement support of MLLs, including professional learning textbooks, translation apps, teaching and student apps, etc. will be made available later this year
- **MLL & Specialized Assessments** divisional document to be launched in the 2023-2024 school year to provide guidance for students who may require additional support in addition to their language acquisition

What resources are available for newcomer families?

The Louis Riel School Division has an agreement with Immigration, Refugee, and Citizenship Canada (IRCC) to provide the Zone Settlement Program within the Rene Deleurme Centre.

The primary role of the ZONE Settlement Program is to provide settlement support to Newcomers to with **Permanent Resident Status** to facilitate their initial transition and long-term integration into Canadian society. Families with Permanent Resident status are able to access services here including translation, housing assistance, workshops, clothing, etc.

IRCC Zone Settlement Program:

Email: settlement @lrsd.net

Phone: (204) 257-7308

Who can we contact with questions?

Administrators may submit a Request for Service (RFS) for the School & Classroom Support Instructional Team to answer any questions you may have and assist in building capacity amongst school teams.



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Classroom & Specialist Teachers Supporting Multilingual Learners (MLLs)

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Welcome

What is my role and responsibility as a Teacher?

Teachers at LRSD are responsible for delivering provincial curricula, but their roles are much richer and include all aspects of learning - cognitive, social, emotional and behavioral. For our students with diverse English language proficiency, school experiences, pathways of arrival to Canada, and differing family backgrounds, the ethic of hospitality is paramount to their experience.

- Ensure that the students feel *safe, accepted and belong*. This must take priority before any formal learning can start
- Ensure that the first 2-3 weeks are spent on *community, belonging, teaching functional language* and determining the students EAL Stage
- Ensure an **EAL Learning Plan and Monitoring Form** is created in **CLEVR** for students in **Stage 1 or Stage 2**
- Create specific academic and language goals using the **Manitoba Kindergarten to Grade 12 Curriculum Framework**
- Monitor and change/add new goals every term
- Ensure that any staff working with the student are aware of the vision and goals of their programming

What is the Ethic of Hospitality?

Education with an ethic of hospitality embodies an unwavering commitment to others. It's a warm reception of all newcomers, welcoming them anytime and anywhere. How do we prepare for our guests? How do we anticipate and meet their needs? There is often confusion with the labels of "newcomer," "EAL," "MLL," and "LAL", but they are simply labels. We must focus on the student in that they require the same respect, concern and appropriate instruction as all students in our care, ensuring that we always have a desk ready for any new student.

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What are the next steps in supporting MLLs learning in our school?

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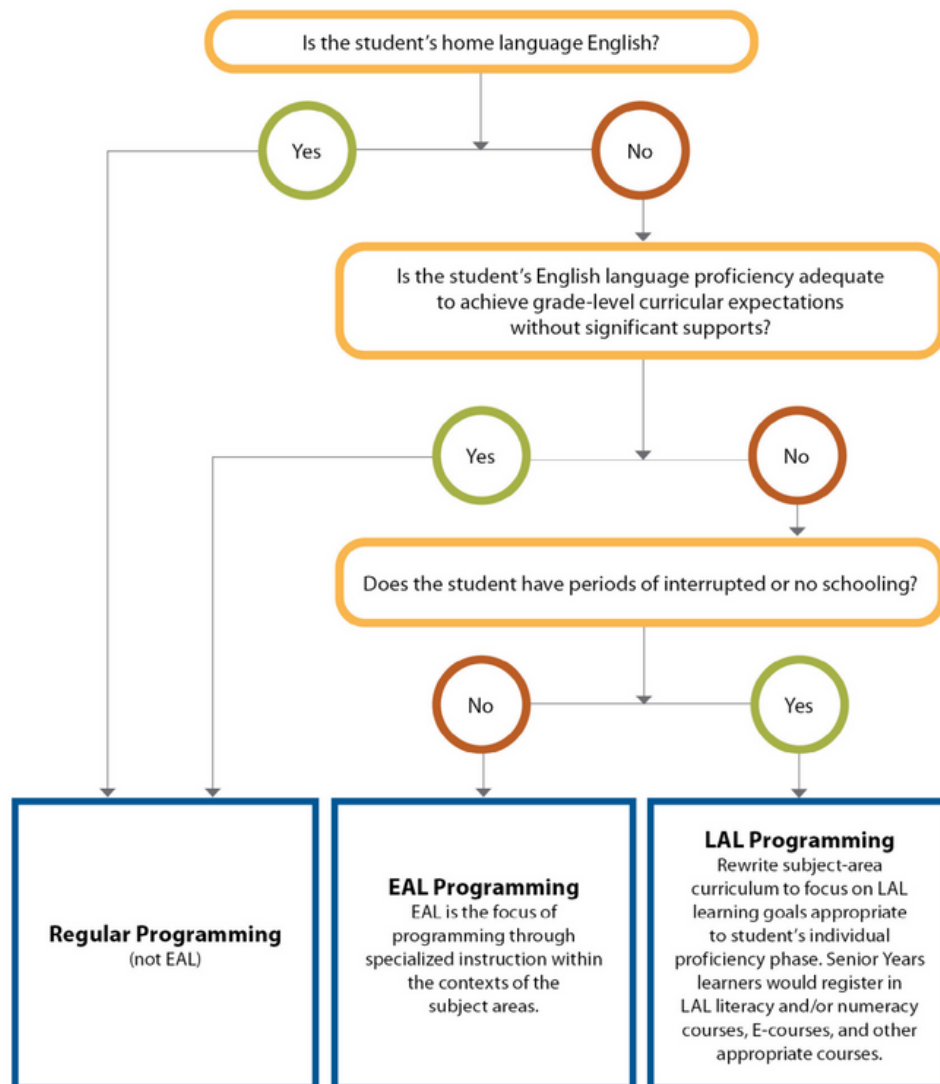
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The term LAL describes the focus of learning for these Middle and Senior Years students. Younger EAL learners whose life experiences have included limited exposure to literacy, numeracy, or formal educational settings may also not meet the typical expectations in an Early Years classroom. However, specific LAL phases have not been developed for Early Years students because literacy, numeracy, and academic foundations are already an integral part of the Early Years Curriculum.

Decision-Making Process to Determine Programming for an EAL Learner



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What forms or documents need to be completed for MLLs?

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In order to check off the EAL indicator on the report card, a learning plan must be in place. The plan should be completed soon after a student commences school. Sample plans may be found in the Appendix sections of the curriculum.

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- A continuum of stages for the EAL/LAL progressions

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When should we use the EAL indicator on report cards?

- The EAL indicator is selected when significant adaptations have been made to support language learning for students acquiring English as an Additional Language (for **Stage 1 and Stage 2** learners)
- The EAL indicator is subject specific; it should only be used for individual subjects where significant adaptations have been made specifically to support language learning
- The EAL indicator may be used indefinitely, for as long as significant adaptations are being made
- The EAL indicator is selected when implementing greater than tier 1 interventions
- Use of the EAL indicator on the report card must be supported by an **EAL Learning Plan** in **CLEVR**. Both academic and language learning goals must be outlined in the plan along with any adaptations being made. The EAL Learning Plan does not need to be sent home with the report card, but families should be notified of the plan and included in conversations and ongoing development whenever possible
- The EAL indicator specifically refers to programming adaptations and may be selected or deselected between terms and/or school years. Remind parents that the EAL indicator does not refer to the students but rather specific programming to support their language learning

Resources & Supports

What Translation Services are available?

Translation apps such as Microsoft Translator are free to download on all devices and useful for speech, text, or image translation. Training and support for these tools may be accessed through a Request for Service.

For urgent access to a translator for emergency situations such as medical, behavioural, or other immediate safety issues, contact ex. 87061

Non-urgent requests for an interpreter can be [submitted by application to hyperlinked form.](#)

What resources are available for staff?

- **EAL Divisional Library** and Library Assistant located at the Monterey Office
- Access **Destiny** for materials within the EAL Library
- Index of additional resources to supplement support of MLLs, including professional learning textbooks, translation apps, teaching and student apps, etc. will be made available later this year
- **MLL & Specialized Assessments** divisional document to be launched in the 2023-2024 school year to provide guidance for students who may require additional support in addition to their language acquisition

What resources are available for newcomer families?

The Louis Riel School Division has an agreement with Immigration, Refugee, and Citizenship Canada (IRCC) to provide the Zone Settlement Program within the Rene Deleurme Centre.

The primary role of the ZONE Settlement Program is to provide settlement support to Newcomers with **Permanent Resident Status** to facilitate their initial transition and long-term integration into Canadian society. Families with Permanent Resident status are able to access services here including translation, housing assistance, workshops, clothing, etc.

IRCC Zone Settlement Program:

Email: settlement @lrsd.net

Phone: (204) 257-7308

Who can we contact with questions?

Administrators may submit a Request for Service (RFS) for the School & Classroom Support Instructional Team to answer any questions you may have and assist in building capacity amongst school teams.



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION



Clerical Staff Supporting Multilingual Learners (MLLs) & Families

Frequently Asked Questions

Welcome

- What is my role and responsibility as a Clerical Staff member?
- What is the Ethic of Hospitality?
- Why do we use the term MLL at LRSD?
- What are the first steps when registering and welcoming MLLs?
- What are the next steps in supporting MLLs learning in our school?

The Basics

- Who are ISP students?
- Who are EAL learners?
- Who are LAL learners?

Registration

- How do we register and code for MLLs?
- Where can we find support and answers to register MLLs?
- How do we determine who are permanent and who are temporary residents?
- What supporting documents are required from the student/family?
- What needs to be entered into Tyler?

Supports & Resources

- What translation services are available?
- What resources are available for newcomer families?
- Who can we contact with questions?

Introduction

The goal of this divisional document is to provide guidance regarding basic steps and procedures that are required in supporting students who are learning an additional language. It is not intended to encompass all situations regarding the instruction of English as an Additional Language (EAL).

An important part of the discourse is also to understand our divisional mission to provide a safe, inclusive, and engaging environment, where personal and collective learning are valued, and each one of us reaches our full potential.

The Louis Riel School Division (LRSD) uses the term Multilingual Learner (MLL) to describe students learning an additional language, to be consistent in our work divisionally towards greater equity and to recognize the many skills, strengths and experiences MLLs bring with them.

English as an Additional Language (EAL), as used by the province of Manitoba, refers to programming. It does not refer to people. Therefore, the term MLL is used whenever reference to those receiving EAL programming is indicated in this document and practiced within LRSD.

Welcome

What is my role and responsibility as a Clerical Staff member?

For many, you are the first point of contact they are going to have with our school division and school system. Some families have endured long journeys to get to their new home. Some have experienced hardships such as leaving family and their lives behind, many are unacclimatized to the new weather, some are dealing with trauma and some are unable to understand the language spoken, just to name a few factors that we might not be able to easily see but are indeed present. Let us do our very best to make them feel safe, accepted and valued. "A smile is the same in every language."

- Warmly welcoming our new guests with an ethic of hospitality
- Ensure that administrators, student services teachers and teachers are aware of all information associated with a new student and that they know where to find the information
- Ensure that all documents are accurate and up to date

What is the Ethic of Hospitality?

Education with an ethic of hospitality embodies an unwavering commitment to others. It's a warm reception of all newcomers, welcoming them anytime and anywhere. It is important to reflect on questions such as: How do we prepare for our guests? How do we anticipate and meet their needs? There is often confusion with the labels of "newcomer," "EAL," "MLL," and "LAL", but they are simply labels. We must focus on the student in that they require the same respect, concern and appropriate instruction as all students in our care, ensuring that we always have a desk ready for any new student.

Why do we use the term MLL at LRSD?

LRSD uses the term Multilingual Learners (MLL) in our continued work towards equity and inclusion. Students who arrive with a language other than English also bring with them rich cultures, languages, and experiences. MLL is an asset-driven term that acknowledges all that the students bring with them.

The province of Manitoba uses the term EAL to refer to programming, it does not refer to people. Therefore, we can say that they are EAL learners, or they are receiving EAL programming, but we cannot say that they are EAL.

What are the first steps when registering and welcoming an MLL?

- Students should immediately be brought to their classrooms and introduced
- Ensure that all students in the classroom welcome them and learn how to *pronounce their names properly*. They are encouraged to keep their given names
- Ensure that students are shown where everything is e.g. washrooms, water fountains, coat hooks, gym, music room, office, etc.
- Provide buddies to help students through beginning days
- Teach **critical functional language** in different areas e.g., classrooms, playground, etc. focusing on common words and phrases so they are able to meet their immediate personal needs
- Teachers will spend the first 2-3 weeks getting to know the student through conversations/using translation apps, observations, drawings, gestures, assessments, etc. to determine the students **Stage of English language acquisition**
- Try to ascertain proficiency in their first language (**L1**) by using translation apps to determine transferrable skills possessed by the student
- Ensure the **English as an Additional Language Newcomer Supplement Form** is completed in **CLEVR**

What are the next steps in supporting MLLs learning in our school?

- **Stage 1 and Stage 2 learners** require an **EAL Student Learning Plan and Monitoring Form**. **Mandatory by the province of Manitoba*
- An **EAL Student Learning Plan and Monitoring Form** is not required for **Stage 3 and Stage 4 learners** but may be used to support learning
- Teachers and Student Services Teachers are encouraged to work collaboratively on the **EAL Student Learning Plan** and programming using the *Manitoba K - 12 Curriculum Framework for EAL & LAL*

The Basics

Who are ISP students?

The acronym, ISP, stands for International Student Program. The Louis Riel School Division is a designated education provider in Manitoba and abides by the International Education Act and the Code of Practice and Conduct Regulations established by the Manitoba Government. Each year, we welcome students from all over the world to study at our schools and enjoy the experience of a lifetime in Canada. The International Education Department (IED) at our Monterey Office handles their registration and initial reception. Appropriate documents will be forwarded to the school by the IED.

Who are EAL learners?

As per the province of Manitoba, an EAL learner is a student whose home language is a language other than English who requires specialized programming and/or additional services to develop English language proficiency. They may be newcomers to Canada, or they may have been born here, but speak a language other than English at home.

"In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community."

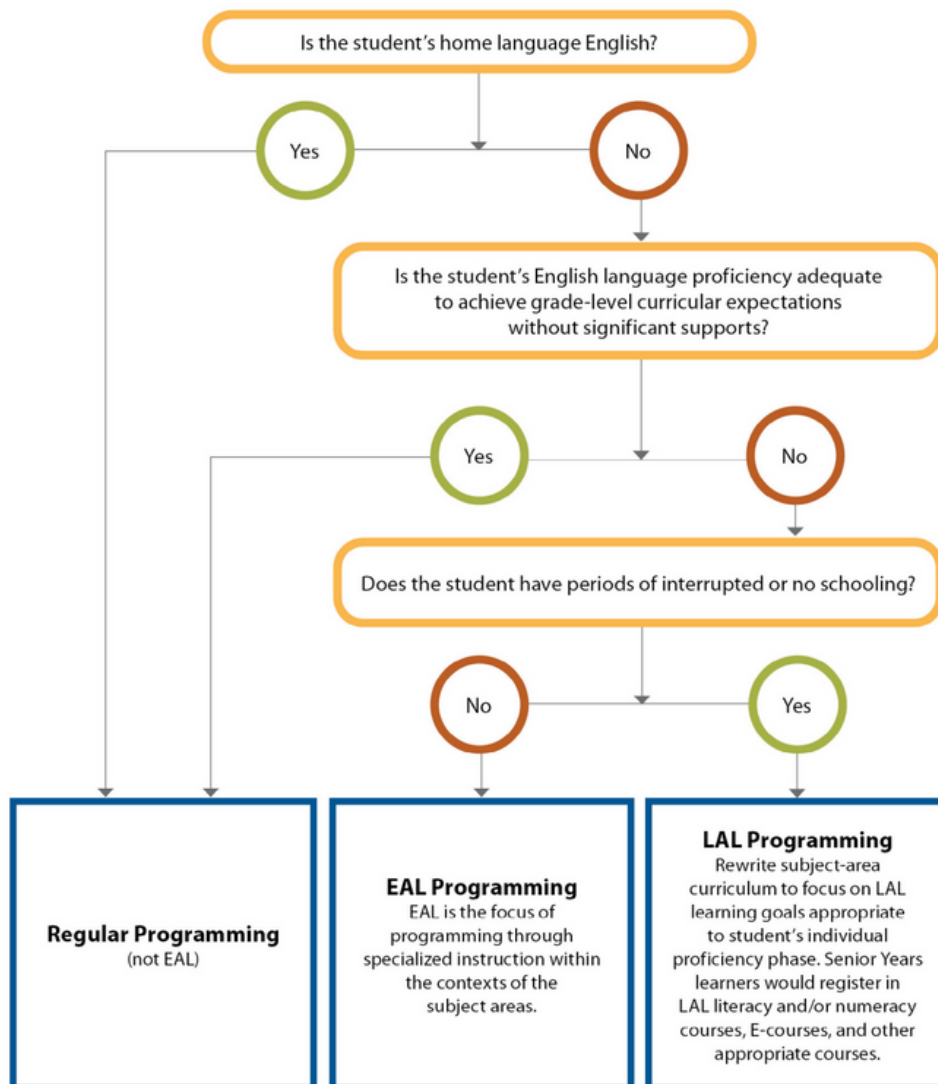
- MB K - 12 Curriculum Framework for EAL & LAL

Who are LAL learners?

LAL is an acronym for Literacy, Academics and Language and describes students who are learning EAL who have interrupted (greater than 2 years) or no prior schooling. The goal of LAL programming is to help students learn English, build foundational background knowledge skills, and develop literacy as needed for life in Canada and success in general classrooms. LAL students need intensive and purposeful learning activities and more time to be successful in a variety of curricular areas.

The term LAL describes the focus of learning for these Middle and Senior Years students. Younger EAL learners whose life experiences have included limited exposure to literacy, numeracy, or formal educational settings may also not meet the typical expectations in an Early Years classroom. However, specific LAL phases have not been developed for Early Years students because literacy, numeracy, and academic foundations are already an integral part of the Early Years Curriculum.

Decision-Making Process to Determine Programming for an EAL Learner



Registration

How do we register and code for MLLs?

MLLs are registered directly at their catchment schools. Families who contact the Board Office will be directed to their catchment school. EAL data is entered at the school level.

The 2 LRSD documents to support **Clerical Staff** in registering MLLs are:

- **Supporting Multilingual Learners & Learners Arriving from Out-of-Province Guide**
- **Newcomer Registration Guide**

These documents will guide **Clerical Staff** through registration, determining citizenship status, and identifying fields to be completed in Tyler to ensure appropriate provincial funding may be received by the division.

Administration, Student Services Teams, Clerical Staff, and Teachers must develop a *school-based process for notification and responsibilities* to support next steps when MLLs are registered.

**Students requiring LAL programming in high school where a specific LAL Program is not offered at their home school will be transferred to a high school with a LAL Program. Contact the Director of Schools & Classroom Support if you require further guidance.*

LRSD Registration Procedure

1. Families register through their home school
2. Determine Status: Permanent or Temporary
3. Review Supporting Documents that are required
4. Check Health Insurance. If none, they must sign a Medical Care Cost Indemnity Form
5. Share all information with Administration & Student Service Teachers



What supporting documents are required from the student/family?

1. Proof of Residency
2. Birth Certificate of student
3. Manitoba Health Card (or accepted medical insurance document)
4. Identification page from the passport of the student
5. Identification page from the passport of the parent
6. Proof of Permanent Residence of student OR any document showing the student's entry into Canada (study or visitor permit)
7. Proof of Permanent Residence of parent OR any document showing the parent's entry into Canada (Study Permit, Work Permit, Refugee, or Visiting Forces Act, **NOT** Visitor Permit)
8. Court Order Document - for custody issues

What needs to be entered into Tyler?

See **Registration Process: Supporting Multilingual Learners & Learners Arriving from Out-of-Province Guide** for complete list of required fields.

Resources & Supports

What Translation Services are available?

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IRCC Zone Settlement Program:

Email: settlement@lrsd.net

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Who can we contact with questions?

For further information, please consult our Divisional Principals. Administrators may submit a Request for Service (RFS) for the School & Classroom Support Instructional Team to assist in building capacity amongst school teams.



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Student Services/Clinicians

Supporting Multilingual Learners (MLLs)

Frequently Asked Questions

Welcome

- What is my role and responsibility?
- What is the Ethic of Hospitality?
- Why do we use the term MLL at LRSD?
- What are the first steps when registering and welcoming MLLs?
- What are the next steps in supporting MLLs learning in our school?

The Basics

- Who are ISP students?
- Who are EAL learners?
- Who are LAL learners?

Procedural Considerations

- How do we register and code for MLLs?
- What forms or documents need to be completed for MLLs?

Programming

- What is the Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL & LAL?
- When should we use the EAL indicator on report cards?

Resources & Supports

- What translation services are available?
- What resources are available for staff?
- What resources are available for newcomer families?
- Who can we contact with questions?

Introduction

The goal of this divisional document is to provide guidance regarding basic steps and procedures that are required in supporting students who are learning an additional language. It is not intended to encompass all situations regarding the instruction of English as an Additional Language (EAL).

An important part of the discourse is also to understand our divisional mission to provide a safe, inclusive and engaging environment, where personal and collective learning are valued, and each one of us reaches our full potential.

The Louis Riel School Division (LRSD) uses the term Multilingual Learner (MLL) to describe students learning an additional language, to be consistent in our work divisionally towards greater equity, and to recognize the many skills, strengths and experiences MLLs bring with them.

English as an Additional Language (EAL), as used by the province of Manitoba, refers to programming. It does not refer to people. Therefore, the term MLL is used whenever reference to those receiving EAL programming is indicated in this document and practiced within LRSD.

Welcome

What is my role and responsibility as a Student Services Teacher/Clinician?

The Louis Riel School Division (LRSD) continues to welcome an increasing number of MLLs into our school communities. We must start by welcoming these families with the ethic of hospitality, recognizing that Student Services Teachers are called upon to model and nurture this through the years. As key members of School Teams, you are responsible for overseeing the pedagogical side of supporting student learning:

- Ensure that we welcome our new students, so they feel safe, accepted, and valued.
- Work with administrators to ensure that your school has the proper process and procedures in place to welcome MLL students and their families, especially when language might be a barrier.
- Ensure all forms are completed in a timely manner
- Work collaboratively with teachers and educational assistants to build awareness of their specific roles and provide leadership around inclusion and equity for MLLs
- Ensure teaching staff are familiar with the *Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL & LAL*

What is the Ethic of Hospitality?

Education with an ethic of hospitality embodies an unwavering commitment to others. It's a warm reception of all newcomers, welcoming them anytime and anywhere. How do we prepare for our guests? How do we anticipate and meet their needs? There is often confusion with the labels of "newcomer," "EAL," "MLL," and "LAL", but they are simply labels. We must focus on the student in that they require the same respect, concern and appropriate instruction as all students in our care, ensuring that we always have a desk ready for any new student.

Why do we use the term MLL at LRSD?

LRSD uses the term Multilingual Learners (MLL) in our continued work towards equity and inclusion. Students who arrive with a language other than English also bring with them rich cultures, languages, and experiences. MLL is an asset-driven term that acknowledges all that these students bring with them.

The province of Manitoba uses the term EAL to describe learners but it is important to note that EAL refers to programming, it does not refer to people. Therefore, we can say that they are EAL learners, or they are receiving EAL programming, but we cannot say that they are EAL.

What are the first steps when registering and welcoming MLLs?

- Students should immediately be brought to their classrooms and introduced
- Ensure that all students in the classroom welcome them and learn how to *pronounce their names properly*. They are encouraged to keep their given names
- Ensure that students are shown where everything is e.g. washrooms, water fountains, coat hooks, gym, music room, office, etc.
- Provide buddies to help students throughout the day
- Teach **critical functional language** in different areas e.g., classrooms, playground, etc. focusing on common words and phrases so they are able to meet their immediate personal needs
- Teachers will spend the first 2-3 weeks getting to know the student through conversations/using translation apps, observations, drawings, gestures, assessments, etc. to determine the students **Stage of English language acquisition**
- Try to ascertain proficiency in their first language (**L1**) by using translation apps to determine transferrable skills possessed by the student
- Ensure the **English as an Additional Language Newcomer Supplement Form** is completed in **CLEVR**

What are the next steps in supporting MLLs learning in our school?

- **Stage 1 and Stage 2 learners** require an **EAL Student Learning Plan and Monitoring Form**. **Mandatory by the province of Manitoba*
- An **EAL Student Learning Plan** is not required for **Stage 3 and Stage 4 learners** but may be used to support learning
- Teachers and Student Services Teachers are encouraged to work collaboratively on the **EAL Student Learning Plan** and programming using the *Manitoba K - 12 Curriculum Framework for EAL & LAL*

The Basics

Who are ISP students?

The acronym, ISP, stands for International Student Program. The Louis Riel School Division is a designated education provider in Manitoba and abides by the International Education Act and the Code of Practice and Conduct Regulations established by the Manitoba Government. Each year, we welcome students from all over the world to study at our schools and enjoy the experience of a lifetime in Canada. The International Education Department (IED) at our Monterey Office handles their registration and initial reception. Appropriate documents will be forwarded to the school by the IED.

Who are EAL learners?

As per the province of Manitoba, an EAL learner is a student whose home language is a language other than English who requires specialized programming and/or additional services to develop English language proficiency. They may be newcomers to Canada, or they may have been born here, but speak a language other than English at home.

Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL)

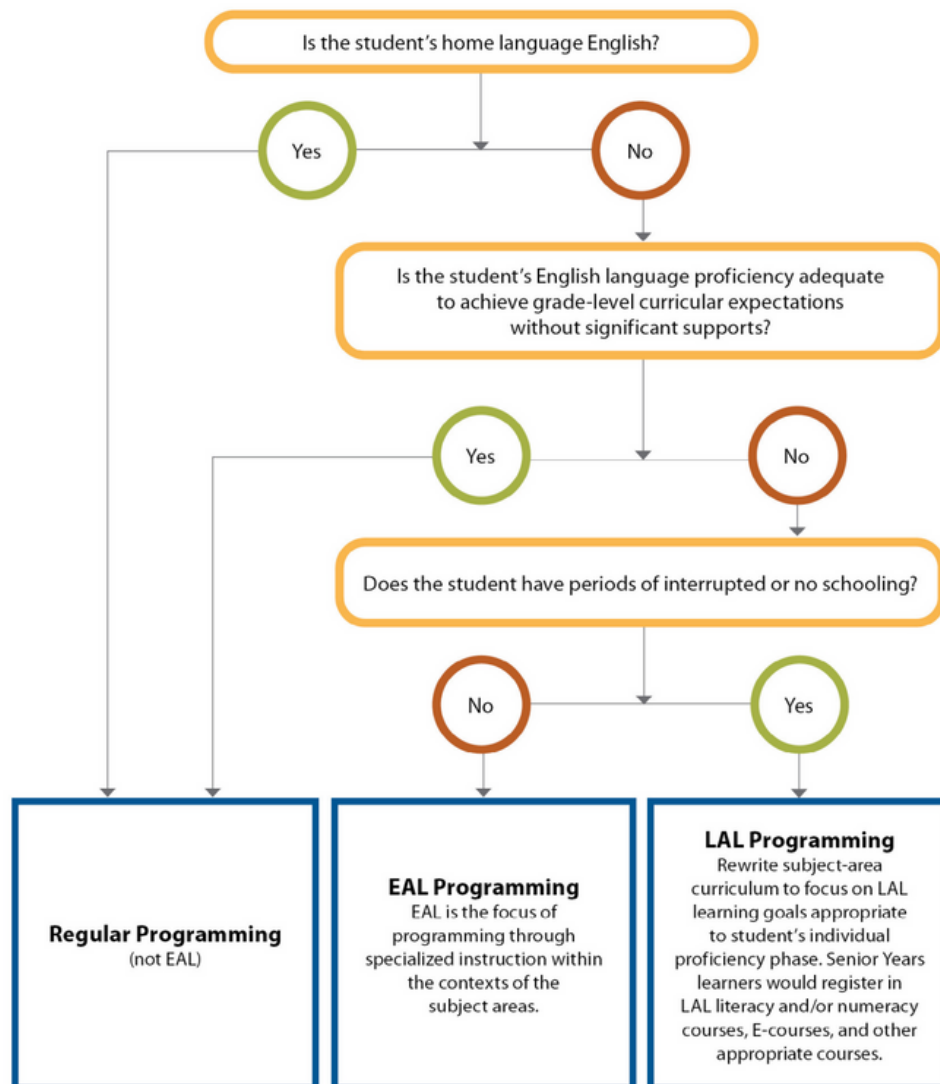
EAL and LAL Learners in Manitoba Schools		
Indigenous students who come to school speaking one or more Indigenous languages	These learners may <ul style="list-style-type: none"> • live in a community or home where English is not generally used for everyday communication • have developed good oral skills in their first language(s) • have had limited literacy experiences in their first language • know that English is used in wider Canadian contexts through television and adults' interactions with non-Indigenous people in their community • experience periods of irregular school attendance 	Indigenous students fluent in Indigenous language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Indigenous students who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages	These learners may <ul style="list-style-type: none"> • live in a community or home where a local dialect of English is generally used in everyday communication • have developed good oral skills in their local dialect of Indigenous English • have limited experience with literacy in their first language • not recognize the distinctions between Indigenous English and the varieties of English used in Manitoba schools (i.e., demonstrate characteristics of Standard English as an additional dialect [SEAD] speakers) • experience periods of irregular school attendance 	Indigenous students fluent in Indigenous English may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and have age-appropriate schooling	These learners may <ul style="list-style-type: none"> • be at or above age-appropriate levels of schooling in Manitoba • have developed good oral and literacy skills in another language(s) • have varied experience with certain English skills (e.g., oral) • experience cultural adjustment that affects personal, social, and academic integration 	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling	These learners may <ul style="list-style-type: none"> • be below age-appropriate levels of schooling in Manitoba • experience cultural adjustment that affects personal, social, and academic integration • suffer from post-traumatic stress disorder • have spent time in refugee camps • have had periods of interrupted schooling • have had no previous schooling 	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
EAL and LAL Learners in Manitoba Schools		
Students who are beginning school or who have had some or all of their schooling in Canada , and whose home background includes at least one language other than English, and who have limited English proficiency	These learners may <ul style="list-style-type: none"> • have been born in Canada or elsewhere • come from homes where English is not used or is not the dominant language • come from homes where English is not the only language used • come from homes where English is used as an additional language between parents who do not speak the same first language • have fluent everyday conversational skills in English but difficulty with academic language • have entered school with a good command of both English and (an) other language(s) but require monitoring and/or additional support 	Students with language backgrounds other than English typically enter the Manitoba school system in Kindergarten–Grade 1
Students who speak Standard English as an additional dialect (SEAD)	These learners may <ul style="list-style-type: none"> • be English first-language speakers but speak dialects of English that vary considerably from the variety of English that is typically used in Manitoba schools • not recognize the distinction between their variety of English and the variety commonly used in school 	Students who speak SEAD may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Students who are born and educated in Tyrolean-/German-speaking Hutterite colonies	These learners may <ul style="list-style-type: none"> • be placed in multi-grade, multi-level classrooms of between 15–30 students • initially have fluency in German and have limited experience with English • be strongly grounded in Hutterian culture and lifestyles 	Students born and educated in German-speaking Hutterite colonies typically enter the Manitoba school system in Kindergarten–Grade 1
Students who are Deaf or hard of hearing , and whose first language is a signed language	These learners may <ul style="list-style-type: none"> • have been born in Canada or elsewhere • have various levels of fluency in the signed language of their home country or in American Sign Language (ASL) • use ASL or a signed language as their first language and develop English through reading and writing as their second language • have language(s) other than English as their second language • attend a mainstream classroom, cluster program, or the Manitoba School for the Deaf 	Students with a signed language as their first language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12

Who are LAL learners?

LAL is an acronym for Literacy, Academics and Language and describes students who are learning EAL who have interrupted (greater than 2 years) or no prior schooling. The goal of LAL programming is to help students learn English, build foundational background knowledge skills, and develop literacy as needed for life in Canada and success in general classrooms. LAL students need intensive and purposeful learning activities and more time to be successful in a variety of curricular areas.

The term LAL describes the focus of learning for these Middle and Senior Years students. Younger EAL learners whose life experiences have included limited exposure to literacy, numeracy, or formal educational settings may also not meet the typical expectations in an Early Years classroom. However, specific LAL phases have not been developed for Early Years students because literacy, numeracy, and academic foundations are already an integral part of the Early Years Curriculum.

Decision-Making Process to Determine Programming for an EAL Learner



Procedural Considerations

How do we register and code for MLLs?

MLLs are registered directly to their catchment schools. Families who contact the Board Office will be directed to their catchment school. EAL data is entered at the school level.

The 2 LRSD documents to support **Clerical Staff** in registering MLLs are:

- **Supporting Multilingual Learners & Learners Arriving from Out-of-Province Guide**
- **Newcomer Registration Guide**

These documents will guide **Clerical Staff** through registration, determining citizenship status, and identifying fields to be completed in Tyler to ensure appropriate provincial funding may be received by the division.

Administration, Student Services Teams, Clerical Staff, and teachers must develop a *school-based process for notification and responsibilities* to support next steps when MLLs are registered.

**Students requiring LAL programming in high school where a specific LAL Program is not offered at their home school will be transferred to a high school with a LAL Program. Contact the Director of Schools & Classroom Support to receive further guidance.*

What forms or documents need to be completed for MLLs?

There are three forms on CLEVR to be completed for students receiving EAL programming:

1. EAL Registration Supplement

The EAL Registration Supplement can only be completed once and should be administered within the first few weeks upon the students arrival. This brief, one-on-one interview will provide a supplementary language and communication assessment of the students to assist in developing programming.

2. English as an Additional Language Student Learning Plan & Monitoring Form

Stage 1 and Stage 2 learners (as outlined in the **Manitoba K - 12 Curriculum Framework for EAL & LAL**) require a **Learning Plan & Monitoring Form**.

An EAL Student Learning Plan is not required for **Stage 3 and Stage 4** learners but may be used to support learning

The first section includes a checklist of adaptations that can be made within the classroom, in teaching approaches, task supports and assessment approaches.

The second section utilizes the EAL Curriculum Framework to support student specific planning and programming. Measurable annual goals require both language and academic components. Student services teachers and classroom teachers work collaboratively in the ongoing development and evaluation of the plan.

In order to check off the EAL indicator on the report card, a learning plan must be in place. The plan should be completed soon after a student commences school. Sample plans may be found in the Appendix sections of the curriculum.

3. Contact Notes

All meetings with families, planning with clinicians, etc. must be documented. Information must be kept up-to-date to track the supports and interventions provided to the student throughout their schooling in LRSD.

Programming

What is the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) & Literacy, Academics and Language (LAL)?

The EAL & LAL Framework is available to guide your support of MLLs by providing information and a structure for teachers to use in developing effective learning programs for English as an Additional Language learners. To accommodate for the diversity of our MLL students' experiences, stages of development, and varying school contexts, the EAL & LAL Framework contains important information, such as:

- General student descriptions at various stages of EAL learning in Early Years (EY), Middle Years (MY), and Senior Years (SY), as well as descriptions of MY and SY students who require LAL programming
- Four domains of EAL learning which encompass the knowledge, skills, strategies, and attitudes that students need in order to become proficient in the use of the English language for social and academic purposes, and to become interculturally competent citizens
- A continuum of stages for the EAL/LAL progressions.

Visit the [Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL & LAL](#) for more information.

When should we use the EAL indicator on report cards?

- The EAL indicator is checked off to indicate that significant adaptations have been made to support language learning for students acquiring English as an Additional Language (for Stage 1 and Stage 2 learners).
- The EAL indicator is subject specific, meaning that it should only be used for those individual subjects where significant adaptations have been made specifically to support language learning.
- The EAL indicator may be used indefinitely, for as long as significant adaptations are being made.
- If the EAL indicator is being used, it implies that more than tier 1 interventions are being made, and as a result, there must be an EAL Learning Plan available in CLEVR. This plan should outline both academic and language learning goals, as well as the adaptations being made. The EAL Learning Plan does not need to be attached to the report card being sent home, however, families should be made aware of the plan when being created and included whenever possible.
- As the indicator refers to programming adaptations, it may be checked on or off (between terms and school years). If parents ask, they should be reminded that it does not refer to the person, but to programming.

Resources & Supports

What Translation Services are available?

Translation apps such as Microsoft Translator are free to download on all devices and useful for speech, text, or image translation. Training and support for these tools may be accessed through a Request for Service.

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The Louis Riel School Division has an agreement with Immigration, Refugee, and Citizenship Canada (IRCC) to provide the Zone Settlement Program within the Rene Deleurme Centre.

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