



Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

Appendices

Appendix A

Orientation Checklist

Student's Name: _____
(Surname) (Given) (Middle)

Date _____
(Day/Month/Year)

- Obtain family and previous school documents required for the student's registration, and make copies of them to start the student's cumulative file, such as the following:
 - Passport—copy page with photo identification
 - Permanent resident card or a visa
 - Prior school records (e.g., report cards, transcripts), if available
- Make an appointment for the family to meet with a school representative (perhaps with an interpreter) for an initial meeting. Provide the family with written confirmation of this meeting (date of interview, time, location, and with whom the meeting will take place). Complete the Initial Meeting Form at this meeting.
- Assist the family to complete the school registration form, with assistance from an interpreter if needed. Help them fill out other required documents/forms (e.g., regarding computer use, media release, [Unified Referral and Intake System](#) [URIS], field trips, lunch hour).
- Provide the family with the following information in a comprehensible way (if possible, also provide a simplified written document that the family can review later):
 - Basic information about the school/community, including
 - Names of the principal/vice-principal, EAL/resource teacher, classroom teacher(s), and so on
 - Telephone numbers/contact information for the school, relevant community organization(s), interpreter services, and so on
 - Description of support services available from the school and the school division
 - Structure of the school day and school year, including
 - Timetable and six-day cycle
 - Early dismissal
 - Lunch breaks (location, time, procedures, expectations)
 - Recess/breaks (purpose, time, activities)
 - Long weekends and professional learning days
 - Common school information, including
 - Expectations regarding absences from school and late arrivals to school, and how to report them
 - School norms and rules (e.g., Code of Conduct, dress code, school safety, playground rules, emergency procedures and drills)
 - Roles and responsibilities of parents/guardians/family
 - Student report cards (including the E-designation for courses) and parent-teacher conferences
 - Needed school supplies and clothing for physical education classes
 - Winter clothing and weather precautions

- Provide a school tour. If possible, provide a student buddy for social and language support during the tour. On the school tour, include
 - Location of the classroom, office, resource room, and places students need to go in the school (e.g., gymnasium, art room, music room)
 - Location of washrooms and how to ask to go to the washroom
 - Note:** New EAL students may need assistance in finding the various locations at the school several times until they are more familiar with their surroundings. They may need to be taught how to operate a toilet, faucets (especially the hot water feature), hand dryer, water fountain, and so on.
 - Location of physical education change rooms (including location of a private space, if requested)
 - Introductions to the student's teachers
 - Place to go if the student is lost or feels uneasy
 - Names of a few adults (e.g., library staff, educational assistants [EAs], custodian) who may be helpful to the new student
 - Location of sibling(s)' classroom(s)
 - Opening and closing/locking of lockers
 - Places for school drop-off and pick-up (meeting family, taking bus, walking)
- On the first day of school:
 - Have a resource teacher, classroom teacher, administrator, EA, or support worker meet the student and/or family at a pre-arranged time and place.
 - Tell the family where and when to pick up and drop off the student.
 - Walk to class with the student, reintroduce the student to the teacher, and help set up a student buddy.
 - Check how the student is doing during the day.
- Complete the necessary administrative tasks according to school/school division policies. This may include the following tasks:
 - Create an appropriate timetable for the student.
 - Share information placed in the new student's cumulative file.
 - Request computer access for the student.
 - Create an EAL student-specific learning plan and share it with teachers.
 - Notify the settlement services team about the new family, if applicable.
 - Other: _____
- Complete the English language and mathematics skills inventories with the student at an appropriate time.
- Provide information for the Senior Years student, including
 - Credit system and E-designated course credits
 - Course choices (compulsory and optional courses)
 - Graduation requirements and alternative pathways (e.g., Mature Student High School Diploma, extended time at high school)
 - Note:** Information from the English language and mathematics skills inventories is necessary to inform the discussion about the appropriate starting grade level in Canada and the potential graduation timeline.

Appendix B

Initial Meeting Form

Personal Information

Student's Name: _____ Date: _____
(Surname) (Given) (Middle) (Day/Month/Year)

Name to Be Used in School: _____ Gender: Male Female Other _____

Age: _____ Date of Birth: _____ Country of Birth: _____
(Day/Month/Year)

Date Arrived in Canada: _____ Date Arrived in Manitoba: _____
(Day/Month/Year) (Day/Month/Year)

Parent/Guardian/Family Member's Name: _____ Relationship: _____

Parent/Guardian/Family Member's Name: _____ Relationship: _____

Primary Contact (Whom should the school try to contact first?):
 Name: _____ Telephone Number/Email: _____

Family Information

Student currently lives with: _____

Sibling(s)

Name of Sibling	Gender	Age	School

Are there any cultural/religious/spiritual/food/etc. accommodations of which the school should be aware?
 If yes, specify:

Previous Residency

List other communities/countries of residence (in order of migration from first to most recent).

Location	Length of Stay
1. _____	
2. _____	
3. _____	

Linguistic Profile

Language(s) currently spoken at home (in order of dominance):
 1. _____ 2. _____ 3. _____

Student

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member _____

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member _____

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Is an interpreter required when the school communicates with the parent(s)/guardian(s)/family?
 Oral Communication: Yes (Language of Choice: _____) No
 Written Communication: Yes (Language of Choice: _____) No

For the Early Years student, in any language:
 Is the student read to at home? Never Sometimes Frequently
 Does the student read at home? Never Sometimes Frequently

Educational History

Has the student attended school? Yes No

If yes: Age at Entering First School: _____ Total Years of Prior Schooling: _____

Community/Country	Dates (from-to)	Type of School*	Grade(s)/Level(s)	Language(s) of Instruction

*Public / Private / First Nations (Independent) / Refugee Camp / Rural / Urban / Home Schooled / Technical / Vocational / Academic

Report Cards/Records/Samples of Work from Previous School(s):

Copies Attached Translated? Yes No

School Attendance: Regular Irregular Lengthy Disruption: _____
(specify length of disruption)

Reason for Irregular/Disrupted Attendance: _____

Overall School Performance: Below Age Appropriate At Age Appropriate Above Age Appropriate

Does the student have any learning problems or difficulties? Yes No

If yes, explain: _____

Previous Instruction in English: Number of Hours Per Week: _____ Number of Years: _____

Emphasis on: Listening Speaking Reading Writing

Previous Instruction in French: Number of Hours Per Week: _____ Number of Years: _____

Emphasis on: Listening Speaking Reading Writing

Student Interests/Strengths

What is(are) your favourite subject(s)? _____

What do you like to do after school? (e.g., hobbies, interests, activities, sports, music, art) _____

Would you like to share any other experiences? (e.g., babysitting, selling in a market, farming, fishing) _____

For the Senior Years student:

What are your future career goals? _____

Did you work prior to coming to Canada? Yes No If yes, explain: _____

Will you look for a job in Canada? Yes No If yes, explain: _____

Do you have a cell phone that can be used for translation? Yes No

Have you ever used computers? Yes No If yes, explain: _____

Medical Information

Has the student had medical problems in the past? Yes No

If yes, explain: _____

Does the student have any allergies? Yes No

If yes, describe: _____

Does the student wear glasses? Yes No

For Early Years student: At what age did the student begin to speak? _____ walk? _____

Note: Check the [Unified Referral and Intake System](#) (URIS) form for any medical conditions the student has or any medications the student is taking.

Current Legal Status in Canada (check one)

Canadian Citizen: Born in Canada Naturalized on Date: _____
(Day/Month/Year)

Permanent Resident: Individual Family Class Government-Assisted Refugee
 Privately Sponsored Refugee

Refugee Claimant

Visa: Study Permit Work Permit Other (specify): _____ Expiry Date: _____
(Day/Month/Year)

Other (explain): _____

For Office Use Only

EAL Program Regular Program with EAL Adaptations Regular Program Other: _____

Placement Grade: _____ Start Date: _____
(Day/Month/Year)

Last Grade Completed: _____ Canadian Grade Equivalent: _____ Current Age-Appropriate Grade: _____

Newcomer Assessment Field Code (check one):

Code 10: At grade level **Code 20:** 1 to 2 years below grade level

Code 30: 3 or more years below grade level **Code 40:** No formal school **Code 50:** Not assessed

Interviewer's Name: _____ Interview Date: _____
(Day/Month/Year)

Location: _____

Interpreter's Name: _____ Telephone: _____

This personal and personal health information is being collected under the authority of *The Public Schools Act* for purposes related to the provision of educational programming and/or services supporting the student's educational progress. It is protected by the Protection of Privacy provisions of *The Freedom of Information and Protection of Privacy Act* (Manitoba) and/or *The Personal Health Information Act* (Manitoba). **If you have any questions about the collection of information, please contact your school principal.**

Administrator's Name: _____ Signature: _____

Appendix C

Summary of EAL Stage Indicators

Student's Name: _____ Date of Assessment: _____
(Day/Month/Year)

School: _____ Newcomer Code: _____

Date of Birth: _____ Age: _____
(Day/Month/Year)

EAL Stage (select the lowest stage for programming): _____

Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

Listening

- Stage 1
 - Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia

- Stage 2
 - Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)

- Stage 3
 - Demonstrates an understanding of main points and details of age/grade-appropriate interactions

Speaking

- Stage 1
 - Uses non-verbal clues and responds using simple words, short phrases, or simple sentences

- Stage 2
 - Responds using short phrases or sentences during routine interactions

- Stage 3
 - Responds in complete sentences, using clear and comprehensible pronunciation during longer and more complex interactions

Reading

- Stage 1
 - Is beginning to gain meaning from simple words and sentences

- Stage 2
 - Gains meaning from a series of connected sentences on a familiar topic

- Stage 3
 - Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts

Writing

- Stage 1
 - Writes simple text (words, phrases)

- Stage 2
 - Writes a simple text of several interrelated ideas, using some writing conventions

- Stage 3
 - Produces an extended series of interrelated ideas to create an age-appropriate text, with occasional errors

Appendix D

EAL Student-Specific Plan (SSP) Template

Section 1: Student Information and Prior Learning

Student and School

Student's Name: _____ Date Completed: _____
(Surname) (Given) (Middle) (Day/Month/Year)

Date of Birth: _____ Age: _____ Student No.: _____
(Day/Month/Year)

School: _____ Grade: _____ Room: _____

Number of Years in Canada: _____ Overall EAL Stage (from EAL intake process): _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Parent/Guardian/Family Member's Name(s): _____

Telephone and/or Email: _____

Home Language: _____ Is there a URIS plan? Yes No

Student's Prior Learning

Note: Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

Summation of Prior Learning

Prior English language learning? Yes No

Description: _____

No previous interruptions in schooling

Significant interruptions in learning Total years of interrupted learning: _____

Refugee/war-affected background

Number of years of prior schooling: _____

Manitoba equivalent of years of schooling for this age: _____
 (e.g., a 10-year-old student would have five years of schooling)

General Comments about First Language and English Language Ability

Section 2: Student Learning Plan

Student's Strengths

Student's Language Needs

Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Content-Area Learning Goals	Teaching Strategies	Assessment
Domain: Linguistic Competence			

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
Domain: Contextual Applications			
Domain: Strategic Competence			
Domain: Intercultural Competence and Global Citizenship			

Section 4: Specialized Support Recommendation

State the name(s) of the specialist(s) if/when available.

- EAL or LAL Class: _____
- EAL Specialist/Support Teacher: _____
- Resource Teacher: _____
- Reading Clinician: _____
- Occupational Therapist/Physiotherapist: _____
- Social Worker/Counsellor/Psychologist: _____
- Special Education Support/Referral: _____
- Other: _____

Section 5: Student-Specific Comments

For Early Years: E-Designated Courses

Course	Course Description

Section 6: Signatures of Planning Partners

- This EAL Student-Specific Learning Plan was reviewed with the student's parent/guardian/family member.

Date of Review: _____
(Day/Month/Year)

Reviewer's Name: _____ Position: _____

- Interpreter Present: Name: _____ Language: _____

Resource/EAL Teacher's Name: _____
Signature: _____

School Administrator's Name: _____
Signature: _____

Parent/Guardian/Family Member's Signature: _____
(Recommended)

Appendix E

EAL Student-Specific Plan (SSP) Template

Section 1: Student Information and Prior Learning

Student and School

Student's Name: Mongkut Chat (Chat) Chat Date Completed: _____
(Surname) (Given) (Middle) (Day/Month/Year)

Date of Birth: _____ Age: 7 Student No.: XC000000A
(Day/Month/Year)

School: City Central School Grade: 2 Room: 12

Number of Years in Canada: 2 Overall EAL Stage (from EAL intake process): 2

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Parent/Guardian/Family Member's Name(s): _____

Telephone and/or Email: _____

Home Language: Thai Is there a URIS plan? Yes No

Student's Prior Learning

Note: Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

Summation of Prior Learning

Prior English language learning? Yes No

Description: Chat took some English classes in school.

No previous interruptions in schooling

Significant interruptions in learning Total years of interrupted learning: _____

Refugee/war-affected background

Number of years of prior schooling: _____

Manitoba equivalent of years of schooling for this age: 2
 (e.g., a 10-year-old student would have five years of schooling)

General Comments about First Language and English Language Ability

Chat seems to have grade-level literacy in Thai. He has spoken and written in Thai.

His oral language skills in English are stronger than his reading and writing skills, but he shows eagerness to read and write in English.

Chat is friendly and makes friends easily. He is active with his classmates during recess.

Section 2: Student Learning Plan

Student's Strengths

Chat likes to play soccer and basketball.

He enjoys talking about his home country and shares stories of his experiences at his previous school.

Chat willingly participates in class activities, to the extent that he is able to.

Student's Language Needs

Develop oral language skills to participate in group work.

Develop reading skills—identifying main idea and related content.

Develop writing skills in forming longer texts.

Develop note-taking skills to organize information and ideas.

Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
Domain: Linguistic Competence			
Date: Use simple English sentences, including tense (simple and continuous present and past) and basic prepositions Word walls, small-group interactions, increase time for responses		(Specify content area where these goals and strategies will be used)	Forms and expresses simple ideas and information from personal experience and knowledge Uses some oral and written language features to create meaning
Date: Read and understand text on familiar topics, with support Pre-teach key vocabulary, maintain a personal dictionary, use explicit modelling, sentence frames, visuals and manipulatives, read-alouds, one-on-one reading			Uses text and prior knowledge to make sense of texts Understands that the order and organization of texts (e.g., capital letters, word order) contribute to the meaning of texts
Date: Write a simple text (sentences) of interrelated ideas on a familiar topic, with support Use sentence starters, paragraph frames, word banks, graphics and pictures, graphic organizers			Uses knowledge of word and sentence order to communicate meaning when creating text Is starting to use a variety of sentence structures, beginnings, and lengths

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
Domain: Contextual Applications			
Date: Respond to ideas and products of peers, with support Use social integration activities, active listening skills			Uses a large and increasing bank of high-frequency, topic-specific words to make meaning
Date: Ask for and provide information on familiar topics in structured situations, with support Use graphic organizers, sentence frames, group discussion, word list			
Domain: Strategic Competence			
Date: Use a variety of simple interactive strategies to enhance language learning, with guidance (e.g., ask for clarification or repetition when student does not understand) Use active listening, group discussion, prompts			
Domain: Intercultural Competence and Global Citizenship			
Date: Use home language to formulate ideas and communicate them in English Use personal dictionary, electronic translators			

Section 4: Specialized Support Recommendation

State the name(s) of the specialist(s) if/when available.

- EAL or LAL Class: _____
- EAL Specialist/Support Teacher: _____
- Resource Teacher: _____
- Reading Clinician: _____
- Occupational Therapist/Physiotherapist: _____
- Social Worker/Counsellor/Psychologist: _____
- Special Education Support/Referral: _____
- Other: _____

Section 5: Student-Specific Comments

Chat is quiet and eager to do well in school. He is attentive and thinks thoroughly before answering questions, but is unsure of his responses. Parents have indicated that he gets frustrated easily if he gets an answer wrong, so he will need extra time to respond to questions (increased wait time).

For Early Years: E-Designated Courses

Course	Course Description

Section 6: Signatures of Planning Partners

- This EAL Student-Specific Learning Plan was reviewed with the student's parent/guardian/family member.

Date of Review: _____
(Day/Month/Year)

Reviewer's Name: _____ Position: _____

- Interpreter Present: Name: _____ Language: _____

Resource/EAL Teacher's Name: _____
Signature: _____

School Administrator's Name: _____
Signature: _____

Parent/Guardian/Family Member's Signature: _____
(Recommended)

References

Please see page 21 of *Assessment of EAL and LAL Learners* for a list of references.

