



Lighthouse English Language Support Policy

REVIEWED: August 21, 2025

AMENDED:

APPROVED:

Policy

To ensure that students who are developing English proficiency receive targeted support to succeed academically and socially, while being integrated into the Lighthouse learning community.

Policy Statement: Lighthouse International School is committed to providing high quality English language support for students at all proficiency levels. The ELS program builds skills in reading, writing, listening, and speaking, supporting students' participation in mainstream classes and preparing them for success in Alberta and Cambridge curricula. The program follows Alberta Education's English as an Additional Language (EAL) framework and uses Alberta ESL Proficiency Benchmarks 2.0 as the foundation for placement, progress monitoring, and exit criteria.

Alignment with Alberta Standards

- **Teaching Quality Standard (TQS):** Teachers are required to "establish inclusive learning environments where diversity is embraced" and to support all students in achieving learning outcomes. (Alberta Education, Professional Practice Standards)
- **Education Act (2012):** Sections 31–33 outline students' and boards' responsibilities to provide access to appropriate education programs, including supports for EAL learners. (Education Act)
- **Alberta ESL Benchmarks 2.0:** Provides the provincial framework for describing language proficiency and progression. (Open Alberta Resource)

Program Goals

- Develop functional and academic English proficiency to access the full Alberta and Cambridge curricula.



- Support students' social integration and emotional wellbeing.
- Provide teachers with clear information and strategies to differentiate for ELS students.
- Track and celebrate progress, moving students toward independent participation in mainstream classes.

Procedures

- **Identification and Placement:** New students are assessed using IELTS assessments and in consultation with previous schools and parents. From 2026 onward, Lighthouse will adopt Alberta's ESL Proficiency Benchmarks 2.0 for formal placement, progression, and exit decisions. A student profile is created in the school's data system to record benchmark levels, strategies, and progress updates.
- **ELS Program Levels**
 - **Level 1:** Students with very limited English attend mainstream English, Math, and PE but receive pull-out support for other subjects.
 - **Level 2:** Students with emerging English remain in most mainstream subjects but receive ELS during Social Studies and Business, with focus on academic vocabulary and comprehension strategies.
 - **Level 3:** Students needing light-touch support receive targeted help through after-school ECAs or in-class supports, preparing for full mainstream participation.
- **Instructional Approach:** Lessons follow a scope and sequence aligned with Alberta curricular outcomes, focusing on vocabulary, grammar, comprehension, and subject-specific language. Teachers embed visual aids, sentence frames, and structured speaking opportunities to accelerate learning. ELS teachers collaborate with subject teachers to integrate scaffolds into mainstream instruction.
- **Progress Monitoring:** Students are reassessed at least twice per year using Alberta benchmarks and teacher observations. Growth is documented in the student profile and shared with subject teachers. Students meeting exit criteria are transitioned gradually, with follow-up monitoring to ensure continued success.



- **Teacher Collaboration and Professional Development:** ELS teacher comes under the Head of Languages and has weekly or fortnightly collaboration sessions between ELS staff and teachers to share strategies and review student progress. Professional development on differentiation, scaffolding, and formative assessment for EAL learners is embedded in the staff training calendar.
- **Parental Engagement:** Parents receive regular reports on their child's ELS level and goals.
- **Social and Cultural Integration:** Peer buddy programs and student ambassadors support new arrivals socially. Annual cultural awareness events celebrate diversity and multilingualism.
- **Review and Continuous Improvement:** Leadership reviews program data annually, including benchmark growth, teacher feedback, and student achievement data. Adjustments to staffing, resources, and training are made to ensure alignment with Alberta Education standards and school improvement priorities.

This policy will be reviewed annually by the Leadership Team to ensure that it supports students' academic growth, transition back into full mainstream education, wellbeing and reflects the best practise in Education.