



EAL POLICY 2025-2026

English Language Learners (EAL) Policy OUR VISION:

The English department at Al Resalah International School of Science aspires to develop a learning environment where all students
make progress in English language as measured above the curriculum standards develop English language proficiency to speak, read and write confidently in all their studies and endeavors
think critically, analyze, and reflect on what they have learned
acquire the scientific and professional terminology that would help them understand the environment
and find better job opportunities

INTRODUCTION

As a part of the Athena Education group of schools, Al Resalah International School of Science is a diverse educational institution that is committed to offering true learning that encourages students to grow into independent individuals who add value to society. Our students are motivated to develop broad-minded and responsible learners who strive to enhance their academic potential through commitment to lifelong learning and to develop the skills needed to positively impact Emirati and global communities.

Al Resalah International School of Science follows the American curriculum from Kindergarten through grade 12 which is aligned with California Common Core State Standards (CA CCSS) in English Language Arts and Literacy.

OBJECTIVES

The EAL program aims to

1. enable students to achieve an acceptable level of English proficiency
2. provide students with a high-quality program that develops their skills in listening, speaking, reading, and writing
3. help students enhance their knowledge of the language

The EAL program has adopted the California English Language Development Standards (CA ELD Standards) which correspond to California Common Core State Standards (CA CCSS) for English Language Arts and Literacy, and define the progression of language acquisition through three



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stages of proficiency (Emerging, Expanding, and Bridging) with an emphasis on the relationship between English and the learners' other languages including their native language. These



Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners <i>enter</i> the Emerging level having limited receptive and productive English skills. As they <i>progress through</i> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon <i>exit</i> from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners <i>progress through</i> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners <i>progress through</i> the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon <i>exit</i> from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need <i>varying linguistic support, depending on the linguistic and cognitive demand of the task.</i>	General Extent of Support						
	Substantial Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Moderate Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.			Light Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		Occasional Students who have <i>exited</i> the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

Figure 1: CA ELD Proficiency Levels

standards address English language and literacy skills that English learners need in key content areas.

IDENTIFICATION OF EAL STUDENTS

Students will be entered into the EAL program if they belong to one of the following categories:

1. If the student scores 20th percentile or lower in MAP Reading
2. If the student's Verbal Stanine is 1 or 2 on a CAT 4
3. If the student is nominated by the teacher through a referral procedure

The referral procedure to EAL program includes the following groups:

1. students who struggle with the English language and cannot meet the basic and necessary expectations
2. if the effective differentiation strategies fail to help students develop their skills
3. if evaluated on a scale of 1-9 (9-level matrix of performance), students score below 4

EAL PROGRAM APPROACH

Students will be supported as follows:

Tier 1 – Students who have low needs for EAL support – in-class support.

Tier 2 – Students who have medium needs for EAL support – in-class support with few pull-out sessions.

Tier 3 – Students who have high needs for EAL support – pull-out sessions with an Individual Learning Plan (ILP) aligned with California State Common Core Standards, complemented by Common Core ELD.

Students can be pulled out of arts, music, and physical education for their EAL class so long as it is not the same class consecutively. The number and frequency of the EAL classes are individual and subject to modification according to the student's progress.

For students who are registered under inclusion and need language support, the inclusion teacher and the language teacher coordinate to define the best teaching and learning strategies and to avoid a support overload.

More than 100 students from grade 3 to grade 8 will be chosen to enroll in the EAL program. Those students need support to acquire the necessary skills to be able to cope with the requirements and expectations of the English language.

ASSESSMENTS AND MONITORING

EAL program adopts the triangulation of assessment methods at the center of which is learning. The triangulation process aims at boosting learning in a very systematic way.

The first step is to determine a starting benchmark for every learner at the beginning of every academic year. The initial benchmark is done via MAP screener test or reading test. Afterward, MAP Growth test is administered thrice each academic year to check the progress of each student in the EAL program.

The EAL Coordinator will monitor student progress, regularly, in cooperation with classroom/subject area teachers by:

- Collecting progress data through benchmarked monitoring tools.
- The teacher will maintain data through observation checklists tied to proficiency levels. Meetings will take every 2 months to monitor and review student progress and include discussions between the EAL Coordinator, TLCs, and Classroom Teacher.
- Review of Conference Notes, Progress Reports, and Report Cards at each reporting period. Documentation of monitoring should be kept in the student Data Trackers. The EAL Coordinator will maintain an updated list of monitored students. This list will be made available to faculty.

EAL STAFF DEPLOYMENT

The School has an EAL Support Team consisting of:

1. School Principal
2. School Vice Principal
3. EAL Coordinator
4. Head of Inclusion
5. Support Teacher/s
6. English Teacher/s
7. Parent Representatives.

The EAL Coordinator will work closely to ensure teachers are properly trained and supported in testing, monitoring, and delivery of CA ELD Standards so that the learners are able to gain access to and engage with academic subjects appropriately. The coordinator also informs in writing the parents about the enrollment in EAL support, including at the beginning of the school year.

The class teacher/ subject teacher being the main person responsible for the acquisition of the language of instruction, is his/her responsibility:

- to know the students in his/her class who are registered in EAL support
- to inform the parents about the release (exit letter provided by the Language support teacher). English teachers can communicate directly with the parents. They also meet with the parents during parent conference meetings.

EAL PROFESSIONAL DEVELOPMENT

At RISS, every teacher is a language teacher, and we all assume responsibility for the education of our English Language Learners. To support the teaching staff, the EAL Coordinator will:

- Offer workshops on a range of EAL-related topics such as language acquisition research, stages of language acquisition, and acculturation
- Support classroom teachers with strategies for EAL differentiation
- Set student goals with classroom teachers
- Facilitate transdisciplinary collaboration in curriculum planning
- Help find materials for in-class support

EXIT PROTOCOL FROM EAL PROGRAM

EAL student performance and work are evaluated by the EAL Coordinator, the classroom/subject area teachers, and the Subject TLCs to determine whether the student demonstrates adequate English proficiency.

EALs attaining the grade level **Grade Level Norm RIT or 70th percentile** will be exited from the EAL program at the end of the academic year. Releases are only possible at the **end of each academic year** for all phases.

When a student is released from the EAL program, documentation of the exit date will be included in the student file in the form of a parent letter. All released EAL students **must be monitored for two** years to ensure they meet standards as measured by content assessments.

EVALUATING THE EFFECTIVENESS OF SCHOOL'S EAL PROGRAM

The EAL Coordinator and the Vice Principal should compare the academic performance of the EAL program's past and current students to non-EAL peers each academic year using accurate data assessments that measure the educational performance of current and former students in a reliable way.