Kawartha Pine Ridge District School Board

Administrative Regulation

Regulation Name: Supporting Multilingual Language Learners	**Regulation Code: ES-3.17.1 Policy Code Reference: ES-3.17**

Section:	Educational Services
Established:	June 19, 2000
Revised or Reviewed:	February 24, 2025

1.   Objective

This administrative regulation is written to support Multilingual Language Learners (MLL) in accordance with the guiding principles of Kawartha Pine Ridge District School Board (KPR) Policy ES-3.17, Supporting Multilingual Language Learners, and the Ministry of Education's policy and support documents, Supporting English Language Learners: A Practical Guide for Ontario Educators, The Ontario Curriculum: English as a Second Language and English Literacy Development Grades 9-12. This administrative regulation provides guidelines and expectations of schools supporting MLL students.

2.   Definitions

Administrative Regulation
A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

Board
The corporate board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Designate
A person authorized to carry out certain and specific tasks on behalf of the Chairpersons, Vice-chairpersons, Director, or other employee, as appropriate.

English as a Second Language (ESL)
A program for MLL students with age-appropriate literacy skills in their home language(s).

English Literacy Development (ELD)
A program for MLL students who have had limited opportunities to develop language and literacy skills in their home language due to significant gaps in formal education.

Family of Schools
A group of schools consisting of one secondary school and the elementary schools that send graduated students to that secondary school. The Family of Schools is overseen by a superintendent of education who is responsible for providing advice and guidance to principals in carrying out their responsibilities.

Language Translation Line
The Language Translation Line is a system that all schools can use when requiring translation services for conversations with students, families and community partners in over 100 languages. This system can be used as frequently as needed and is serviced by professional translators.

Multilingual Language Learner
Students in provincially funded schools whose first language is a language other than English or is a variety of English that is significantly different from the variety of English used for instruction in Ontario schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or arrived from other countries. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

Policy
A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

Steps to English Proficiency (STEP)
The Steps to English Proficiency (STEP) framework assesses and monitors English language learners' language acquisition and literacy development across The Ontario Curriculum. It includes oral, reading, and writing continua for ESL programs and proficiency and literacy skills continua for ELD programs as well as an Orientation to School Life in Ontario continuum. The resource guides instruction and classroom-based assessment, helping educators and school leaders track students' language proficiency progress through daily classroom experiences.

3.   Application

This administrative regulation applies to students, staff, and families of MLL students.

4.   Responsibility

4.1
The Director of Education has oversight and jurisdiction in determining the parameters of this administrative regulation.

4.2
The Superintendent of Education overseeing MLL or designate, is responsible for setting directives within this administrative regulation and the associated policy.

4.3

The Family of Schools Superintendent, or designate, is responsible for providing advice and guidance to principals, or designates, in carrying out the responsibilities under this administrative regulation.

4.4

The principal, or designate, is responsible for carrying out the duties under this administrative regulation including:

4.4.1

implementing this administrative regulation, and taking the initiative to seek appropriate guidance from their Family of Schools Superintendent, whenever necessary; and

4.4.2

ensuring that school staff are carrying out their assigned responsibilities under this administrative regulation.

5.   Procedure

5.1   Roles and Responsibilities of Administrators and Educators

5.1.1

The board shall designate appropriately qualified personnel to coordinate ESL/ELD programs and provide leadership at the system level.

5.1.2   Role of School Principal – Elementary

The placement of MLL students will be with their age-appropriate group.

5.1.3   Role of School Principal – Secondary

Final decisions regarding placement of MLL students are made by the principal in consultation with the student, staff, and families. Placement will depend on the student's prior education, background in specific subject areas and aspirations. MLL students should be placed in a grade-level or subject-specific classroom for at least part of each day.

5.1.4   Role of the Multilingual Language Learner (MLL) Itinerant Resource Educator

The MLL Itinerant Resource Educator will partner with the classroom/subject teacher's capacity to support student learning needs through ongoing coaching and provision of resource documents while also planning for accommodations or modifications.

5.1.4.1

The MLL Itinerant Resource Educator will provide support to students based on needs identified by the initial STEP assessment and ongoing assessments. This support may follow numerous models including:

5.1.4.1.1   Monitoring

Classroom/subject teacher is provided with assessment information about the student and strategies to support their learning. The MLL Itinerant Resource Educator engages classroom educators in discussions about student progress throughout the school year.

5.1.4.1.2   Indirect support

Classroom/subject teacher is provided with assessment information about the student and strategies to support their learning. The MLL Itinerant Resource Educator meets with classroom teacher and supports the implementation of specific strategies to support student learning. The MLL Itinerant Resource Educator may work directly with students at certain times throughout the school year.

5.1.4.1.3   Direct support

Classroom/subject teacher is provided with assessment information about the student and strategies to support their learning. The MLL Itinerant Resource Educator meets with the student regularly throughout the school year to directly support their learning.

5.1.5   Role of the Classroom/Subject Teacher

All educators are responsible for supporting academic success for all students. Accommodations and modifications, as determined based on STEP, are required to support MLL students to access the Ontario Curriculum and are necessary to include in the intentional design of learning experiences.

5.2   Procedures for Reception, Orientation, Placement and Programming for Multilingual Language Learners

5.2.1   Reception and Orientation

Families registering with a school in KPR will be provided with an orientation session. This will include time with the principal or designate that provides the family with information about school policies, programming, courses and considerations related to course selection, information about the school structure and expectations, as well as information about the community and supports available. This will be provided in a variety of ways such as meetings with translators and outside agencies (e.g., Settlement Workers in Schools), ongoing parent communication, and school tours.

5.2.2   Placement

Multilingual Language Learners will be placed in classes that will best serve their specific needs.

Factors that could be considered are:

- age,
- previous educational experiences,
- health,
- special education needs,
- interests and goals,
- social-emotional needs,
- school documents when available,
- Prior Learning Assessment and Recognition for credit-granting purposes,
- assessment of math computational skills, and
- other potentially relevant information.

5.2.3 Programming

5.2.3.1
Multilingual Language Learners will receive appropriate programming support to enable them to participate successfully in school. Programs to support MLLs are:

- English as a Second Language (ESL) programs, which are for students who meet the definition of MLL and who have had age-appropriate educational opportunities, and
- English Literacy Development (ELD) programs, which are for students who meet the definition of MLL and who have had limited opportunities for formal schooling in any language and who have significant gaps in their education.

5.2.3.2
Program models may include:

- individual assistance on a resource basis,
- ESL/ELD secondary credit courses taught by ESL/ELD qualified educators,
- sections of secondary courses designed for MLL students (e.g., Geography for Newcomers),
- integration into non-ESL/ELD secondary classrooms with appropriate instructional support from the classroom teacher and/or an MLL Itinerant Resource Educator, and
- a variety of accommodations related to instructional strategies and a variety of learning resources.

5.3   Initial and Ongoing Assessment and Reporting to Parent(s)/Guardian(s)

In KPR, MLL Itinerant Resource Educators use the STEP assessment to gather evidence of English language proficiency for all MLL students. This information informs decisions about who may require focused educational support to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries.

5.3.1
The assessment procedure will include:

- a structured interview to assess oral communication skills (e.g., listening and speaking),
- an assessment of reading comprehension,
- an assessment of student writing, and
- an assessment of mathematical knowledge and skills.

5.3.2
The initial assessment will provide insights about the student's English language proficiency and support the MLL Itinerant Resource Educator and school team to determine the frequency and types of support the student will need to strengthen English language skills and achieve the goals of the Ontario curriculum. This information should be shared with principals and families.

5.3.3
The information about student learning and achievement gathered through assessment and evaluation should reflect the Fundamental Principles of Growing Success, being communicated to students and families at regular intervals and in a variety of informal and formal ways. When communicating with families, it is important that the school team takes care to use language that the family is comfortable with whenever possible to support with understanding. Using the language translation line is one way to support this process in schools.

5.3.4
Schools and MLL Itinerant Resource Educators should continue tracking the progress of MLL students throughout their school careers. This will ensure that supports are provided when necessary and will provide demographic information for future planning.

5.3.5
When learning expectations are modified for MLL students, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to families.

5.3.6
The decision to decrease or stop ESL/ELD support is made by the principal, in consultation with the student, families, and MLL Itinerant Resource Educator and classroom educators.

5.4   Procedures for the Identification of Multilingual Language Learners who are to Participate in Large Scale Assessments

5.4.1
Multilingual Language Learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing, and mathematics, and in the Grade 9

provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success.

5.4.2
Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide. These decisions must be made:

- prior to the assessment,
- for each student individually, and
- in consultation with the student, family and with the appropriate educators.

5.4.3
Multilingual Language Learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.

5.5   Procedures for collecting data for MLLs, Monitoring and Tracking Progress

5.5.1
Information on each MLL student's level of English language acquisition, based on updated STEP assessments, will be summarized and included in the Ontario Student Record at least once per school year.

5.5.2
Schools will ensure that MLL students are accurately identified in the Student Information System to allow for reliable data for planning and analysis.

5.6   Procedures for supporting MLL students in credit accumulation, graduation rates, and post-secondary enrollment

5.6.1
A student entering the Ontario secondary school system at any grade level may count a maximum of three ESL or ELD credits as compulsory English credits.

5.6.2
The remaining compulsory English credit(s) will be earned at the Grade 12 level. This course may be offered in a dedicated section for MLL students.

5.6.3
Schools may supplement the ESL and ELD courses by providing sections for MLL students in other subjects (e.g., a class in Canadian history that is adapted for MLL students in which students earn a Canadian and World Studies credit). Such classes provide additional language practice while helping students acquire knowledge and skills in the subject area and accumulate compulsory and/or optional credits.

5.7   ESL/ELD Program Transportation

5.7.1
Transportation will be provided for eligible MLL students as determined by the board's transportation policies and administrative regulations.

5.8   ESL/ELD Program Recruitment and Staffing

Recruitment and placement of staff for ESL/ELD programs shall be determined according to KPR's staffing procedures.

Consideration shall be given to the unpredictable fluctuations in numbers of ESL/ELD students and to the impact of ESL/ELD students on the school staffing needs, overall program delivery and the need for integrated classroom support.

5.8.1
The principal of the site shall ensure that MLL students' ESL/ELD Programs are assigned to one or more educators, dependent upon program needs and delivery.

5.9   English Second Language/English Literacy Development Program Locations

All KPR schools shall offer support for MLL students reflective of the needs of their student populations. There may be areas of the board where the ESL/ELD population requires additional sections allocated to secondary school locations to support English Language Development Programs like ESL or ELD programs.

5.9.1
The Superintendent responsible for English Language Development Programs, in consultation with the Superintendent responsible for Operations, shall determine the school location(s) for additional section allocations.

5.9.1.1
In determining the school sites requiring unique allocations for the ESL/ELD Programs, the following factors shall be considered:

- projected enrolment based on current enrolment,
- projected enrolment based on Grade 8 to Grade 9 transitions,
- accommodation,
- proximity of existing English Language Development Programs,
- availability of qualified staff, and
- transportation costs and efficiencies.

The appropriate Family of Schools Superintendents, with the assistance of principals, shall collect information on the above factors for decision making.

5.10   English Second Language/English Literacy Development Program Student Eligibility and Enrolment

Student eligibility for enrolment in an out-of-boundary secondary school rather than their home school shall be determined using the following criteria:

5.10.1
The MLL student is eligible to be enrolled in a school in Ontario.

5.10.2
The MLL student, whose first language is not English and requires specialized ESL/ELD instruction, (e.g., up to STEP 2) resides within a defined attendance boundary.

5.10.3
The eligible MLL student, may continue in an out-of-boundary secondary school offering additional ESL/ELD courses until graduation to benefit from the ongoing support and resources.

5.10.4
Exchange students may be accommodated where numbers permit. Transportation for exchange students may be provided only where routes and space permit as per KPR Administration Regulation BA-7.1.2, Student Transfers

5.10.5
The MLL student will be placed with age-appropriate peers.

5.11   English Second Language/English Literacy Development Program Delivery

The delivery of ESL/ELD Programs is supported by the following:

5.11.1
The superintendent responsible for English Language Development Programs, or designate, shall ensure program continuity from elementary through secondary school.

5.11.2
The principals of schools with MLL students shall ensure continuity of the instructional program for individual students as they move from elementary to secondary.

5.11.3
The Ministry of Education's curriculum policies and procedures shall govern the curriculum and program delivery for ESL/ELD programs.

5.11.4
The Superintendent responsible for English Language Development Programs, or designate, shall provide appropriate resource support for schools providing ESL/ELD instruction through time with MLL Itinerant Resource Educators.

6.   Related Policies, Administrative Regulations or Procedural Documents

Board Policies:
B-3.2 Equity, Diversity and Inclusion
ES-3.17 Supporting Multilingual Language Learners

Administrative Regulations:
B-3.2.4 Equity Diversity and Inclusion: Evaluation, Assessment and Placement
B-3.2.6 Equity, Diversity and Inclusion: Language
BA-7.1.2, Student Transfers

7.   Reference Documents

Ministry Documents:
English as a Second Language and English Literacy Development Grades 9-12
English Language Learners, ESL and ELD Programs and Services 2007
Many Roots, Many Voices, 2005
Supporting English Language Learners: A practical guide for Ontario educators