



Kawartha Pine Ridge District School Board

Policy Statement

Policy Name: Supporting Multilingual Language Learners

Policy Code: ES-3.17

Section: Educational Services

Established: November 24, 2020

Revised or

Reviewed: March 25, 2025

1. Policy Statement

The Kawartha Pine Ridge District School Board (KPR) commits to offering supportive and welcoming environments for Multilingual Language Learners (MLL) that provide rich opportunities to learn. Multilingual Language Learners may experience a range of schooling and life experiences, including in the country of origin, minimal or interrupted schooling in their first language, and Canadian-born English learners. In each of these situations, students are learning the language of instruction and the curriculum content at the same time. Educators in KPR design intentional learning experiences that are culturally relevant and responsive and honour students' lived experiences.

Services to support MLL learners are established and retained based on enrolment and student needs.

2. Objective

Multilingual Language Learners are supported to use their knowledge of the world around them and learning they have in their home language to acquire knowledge and skills that will support academic achievement when learning the Ontario Curriculum. This policy authorizes the creation of administrative regulations with respect to supporting MLL students. These administrative regulations provide guidance to KPR staff with the administration of actions that support MLL students.

The board is required to adhere to all applicable legislation including, but not limited to, the Education Act.

3. Definitions

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.

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.

4. Application

This policy applies to students, staff, trustees, and families of MLL students.

5. Responsibility**5.1**

The Board of Trustees is responsible for establishing and approving board policies.

5.2

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

5.3

The Superintendent of Education overseeing Multilingual Language Learning, or designate, is responsible for setting directives within this policy and related administrative regulation.

5.4

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

5.5

The principal, or designate, is responsible for:

5.5.1

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

5.5.2

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

6. Policy

This policy is designed to help all MLL students to engage in learning that supports them to meet their goals and acquire the English language.

6.1 Goals of Supporting Multilingual Language Learners**6.1.1**

Through meaningful interactions and using evidence-based instruction that is informed by ongoing assessment, MLL students will be supported to acquire English at the same time they are meeting the expectations of the Ontario curriculum.

6.1.2

When MLL students require accommodations and modifications, classroom educators will collaborate with MLL Itinerant Resource Educators to identify appropriate goals based on a students' STEP initial and ongoing assessment.

7. Related Policies, Administrative Regulations or Procedural Documents

Board Policies:

[B-3.2 Equity, Diversity and Inclusion](#)

Administrative Regulations:

[B-3.2.4 Equity Diversity and Inclusion: Evaluation, Assessment and Placement](#)

[B-3.2.6 Equity, Diversity and Inclusion: Language](#)

[ES-3.17.1 Supporting Multilingual Language Learners](#)

8. 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](#)