



Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

REGULAR BOARD MEETING NO. 9

Tuesday, June 27, 2023

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION

7:30 p.m. – in the Board Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Ontario Public School Boards' Association (OPBSA) - Achievement Award - Marianne Stewart and the School and Family Health Team at the Thunder Bay District Health Unit	L. Vanderwey	Verbal
8.2 Kingsway Park Public School - <i>Unpacking the Reading Rope</i>	J. Lower	1-2
9. Approval of Minutes		
9.1 Regular Board Meeting No. 8 - June 5, 2023	E. Chambers	3-9

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

		<u>Resource Person</u>	<u>Pages</u>
10.	Business Arising from the Minutes		
<u>MATTERS NOT REQUIRING A DECISION:</u>			
11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
11.2	Student Trustee Report (089-23)	M. Mago	10-15
11.3	Indigenous Student Trustee Report (090-23)	A. Sagutcheway	16-19
11.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
11.5	English Language Learners (083-23)	J. Lower	20-75
11.6	Human Rights, Equity and Inclusive Education (081-23)	J. Lower	76-87
11.7	Annual Review of the Plan to Deliver Special Education Programs and Services: 2023-2024 (085-23)	M. Probizanski	88-91
11.8	Audit Committee Report	S. Wemigwans	Verbal
11.9	2021-2024 Strategic Plan Report (088-23)	S. Pharand	92
11.10	Special Education Advisory Committee Meeting Minutes – May 17, 2023	M. Probizanski	93-96
11.11	Aboriginal Education Advisory Committee Meeting Minutes – May 11, 2023	AJ Keene	97-100
12.	First Reports		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

MATTERS FOR DECISION:

13. Postponed Reports
14. Recommendations from the Board Advisory Committee (082-23) D. LeBlanc 101-110

- 14.1 Approval of Appointments to the Supervised Alternative Learning Committee 2023-2024 (070-23)

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2023-2024 school year:

- Donica LeBlanc, Trustee;
 - Trudy Tuchenhagen, Trustee (Alternate);
 - Jane Lower, Superintendent of Education;
 - Linda Grassia, Student Success Lead;
 - Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);
 - Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and
 - Tom Nesti, Program Supervisor, YES.
- 14.2 Policy Review – 8062 Voluntary Aboriginal Student Self-Identification (076-23)

It is recommended that Lakehead District School Board approve 8062 Voluntary First Nations, Metis, and Inuit Student Self-Identification Policy, Appendix A to Report No. 076-23.

- 14.3 Policy Review – 8065 Voluntary Aboriginal Staff Self-Identification (080-23)

It is recommended that Lakehead District School Board rescind 8065 Voluntary Aboriginal Staff Self-Identification Policy.

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

		<u>Resource Person</u>	<u>Pages</u>
14.4	Policy Update – 3096 Information Communication Technology (072-23)		
	<i>It is recommended that Lakehead District School Board approve 3096 Information Communication Technology Policy, Appendix A to Report No. 072-23.</i>		
15.	Ad Hoc and Special Committee Reports		
15.1	Recommendation from the Budget Committee (087-23)	S. Wemigwans	111
	<i>It is recommended that Lakehead District School Board approve the 2023-2024 operating and capital budget of \$160,920,734 as presented.</i>		
16.	New Reports		
16.1	Trustees’ Communications Committee Request for Approval of Correspondence (084-23)	E. Chambers	112-116
	<i>It is recommended that Lakehead District School Board approve the request from the Trustees’ Communications Committee to send correspondence of support to the minister of education as outlined in Report No. 084-23.</i>		
17.	New Business		
18.	Notices of Motion		
19.	Information and Inquiries		
20.	Adjournment		

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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REGULAR BOARD MEETING NO. 9

Tuesday, June 27, 2023

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Ellen Chambers
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 8 - June 5, 2023	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter (086-23)		
5.4 Information and Inquiries	S. Pharand	Handout
5.5 Rise and Report Progress		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD



Celebrating Student Achievement

School: Kingsway Park Public School

Title of Initiative: Unpacking the Reading Rope

Presentation Team: Kali Bernst, Nicole Walter Rowan, Joyce Co Manary, Jessica Bridge, Kim Gunnell, Kim LaFlamme and Lauren Ozerkevich

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<ul style="list-style-type: none"> • Ontario Human Rights Commission's (OHRC) Right to Read inquiry report stated, "learning to read is not a privilege but a basic and essential human right."; • we have students who come from a variety of different life experiences and academic levels; • we had a group of educators who were eager to get things started in our school to meet the needs of our students; • Daily Heggerty, Jolly Phonics and University of Florida Literacy Institute (UFLI) lessons began; and • educators began to collaborate and build professional learning communities, rich in discourse and forward thinking for student success.
2. Rationale for selecting the initiative	<ul style="list-style-type: none"> • based on the Right to Read report, and in response, educators used their data to inform their practices, tracking growth, patterns, needs and overall successes; and • our rationale was to improve student literacy skills and remove barriers allowing every child to be successful.
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • intended outcomes was to see growth in literacy skills, continue to identify areas of need or patterns that educators could respond to.
4. Description of the data used	<ul style="list-style-type: none"> • data from Lexia Learning, Heggerty, Jolly Phonics, Acadience Learning and UFLI; • baselines were done at the beginning of the year, midway and in June; and • data helped guide our instruction throughout the year, and the year end Acadience Learning data has uncovered some interesting data to help inform our fall goals.

<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> • collaborative learning teams created naturally; • plan, assess, reflect cycle in full effect; and • community effort – enlisted guidance from many partners to work on moving students forward (speech -language pathologists (SLP), psychologists, etc.).
<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • year-end Acadience Learning data has unlocked data that shows good growth overall; however, has also unlocked places in our instruction that we need to improve (specifically in reading comprehension and including our primary science teachers more in literacy conversations). This will help us plan, for the fall; and • our Professional Learning Community (PLC) this year became places of inspiration, moments to collaborate and reflect, and a safe place to rethink our current instruction to meet the needs of the students in our classrooms.
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Acadience Learning data and classroom data indicated that reading comprehension is something we need to improve within our practice next year; • if our scores are low, it is an indication that something within our instruction is not working; and • data unlocked aspects of explicit instructional gaps (teaching subject specific vocabulary).
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • utilize any and every resource you can; and • identified needs for improvement: reading comprehension instruction in conjunction with the foundational reading skills and teaching subject specific vocabulary (utilize itinerant teachers’ expertise).
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<ul style="list-style-type: none"> • time and the amount of work dedicated to meeting each child’s needs; and • the need to be on the same page; everyone working together for the same goal of student success.
<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> • working on incorporating all the strands of the reading rope in a way that is balanced and structured; • building capacity amongst our team; and • unpacking the curriculum and data to see how we can use this information cross subject areas.
<p>11. Lessons learned about the school’s efforts to improve student achievement</p>	<ul style="list-style-type: none"> • whoever does the work, does the learning.; and • using data, unpacking it, and making sure we are responding to the needs identified.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 8

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 JUN 05
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Donica LeBlanc (Vice Chair)
Pat Johansen
George Saarinen
Trudy Tuchenhagen
Leah Vanderwey

Scottie Wemigwans
Mehar Mago (Student Trustee)
Alexa Sagutcheway (Indigenous
Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Ron Oikonen
Ryan Sitch

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
Kirsti Alaksa, Superintendent of Business
AJ Keene, Superintendent of Education
Jane Lower, Superintendent of Education (Virtual)
Michelle Probizanski, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Nancy Nix, ETFO-Elementary Occasional Teachers
Jenny Fenton, Managers
Corrine Russell, Lakehead Principals/Vice Principals
Emanuel Iorianni, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Moment of Silence**

A moment of silence was observed in memory of Riker McKelvey, Lakehead District School Board student.

2. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

“THAT the Agenda for Regular Board Meeting No. 8, June 5, 2023 be approved.”

CARRIED

3. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Tuchenhagen

Seconded by Trustee LeBlanc

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Chambers in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 6*
 - *March 28, 2023*
- *Property Matter (063-23)*
- *Negotiations Update (062-23)*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

4. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

5. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee Tuchenhagen

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 6, March 28, 2023.’

‘THAT the Memorandum of Settlement, as negotiated between the Lakehead District School Board and the Canadian Office and Professional Employees Union – Local 454, effective September 1, 2022, to August 31, 2026, be ratified by the Board, and that the officers of the Board be authorized to sign the agreement on behalf of the Board and affix the corporate seal thereto.’”

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

6. Trustee Character Award

Chair Chambers, on behalf of the Board, presented Debbie Murphy, Student Support Professional (SSP) and Joelle Levesque, SSP, from Ogden Community Public School with the OPSBA Achievement Award. Debbie Murphy and Joelle Levesque were recognized for being “the ones who make Ogden so magical”. Both are known for going over and above in making Ogden Community Public School an amazing place for students, staff, and families.

7. St. James Public School – Our Writing Journey

AJ Keene, Superintendent of Education, introduced Angelina Tassone, Principal, and Seonaid Gerow, Grade 7 and 8 Teacher, St. James Public School, who presented information regarding their school’s program *Our Writing Journey*. The program empowers educators to support the implementation of improved literacy instruction in their classrooms. All trustees’ questions were addressed.

8. Approval of Minutes

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 7, April 25, 2023.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

9. Ontario Public School Boards’ Association Report

Trustee Vanderwey, Ontario Public School Boards’ Association (OPSBA) Director (alternate) and voting delegate, informed the Board that she, Trustee LeBlanc and Trustee Johansen will be attending the OPSBA Annual General Meeting (AGM) on June 8-10, 2023, in Blue Mountain, Collingwood, Ontario. Trustee Saarinen informed the Board that he will be attending, virtually, the OPSBA Northern Regional meeting on June 8, 2023.

10. Student Trustee Report

Mehar Mago, Student Trustee, provided a handout as her report. Items addressed included: her attendance at the Indigenous Student Trustee interview panel on April 24, 2023, and her attendance at the mentor meeting with Indigenous Student Trustee Sagutcheway, Trustee Saarinen and the newly appointed student trustees on May 1, 2023.

11. Indigenous Student Trustee Report

Alexa Sagutcheway, Indigenous Student Trustee, provided a handout as her report. Items addressed included her attendance at the following: mentor meeting with Student Trustee Mago, Trustee Saarinen and the newly appointed student trustees on May 1, 2023, a meeting with incoming Indigenous Student Trustee Emily Drake on May 2, 2023, the Trustees' Book Study meeting on May 9, 2023, the Aboriginal Education Advisory Committee (AEAC) on May 11, 2023 with incoming Indigenous Student Trustee Drake, orientation meeting with Ontario Student Trustee Association (OSTA-AECO) on May 15, 2023, the Special Education Advisory Committee (SEAC) on May 17, 2023 and the Grade 8 Award of Excellence Banquet on May 18, 2023 with Student Trustee Mago.

12. Updates from the Chair/Director

Director Pharand informed trustees about the following: Pride flag raising ceremonies at the Jim McCuaig Education Center and Hammarskjold High School on June 1, 2023, Pride breakfast on June 5, 2023, at the Airlane Hotel and Conference Centre. June is National Indigenous History month, with powwows at Sherbrooke Public School and Hammarskjold High School, Aboriginal Education Advisory Committee (AEAC) celebration event on June 6, 2023 for community members and families, Lakehead District School Board's retirement dinner on May 29, 2023 at the Delta Hotel and upcoming secondary school graduation ceremonies in June.

Chair Chambers informed trustees that Vice Chair LeBlanc accompanied MPP Kevin Holland on the OPSBA's Take Your MPP to School Day at Westgate Collegiate and Vocational Institute as well as École Elsie MacGill Public School on May 24, 2023. On May 26, 2023, Chair Chambers attended the OPSBA's Take Your MPP to School Day with MPP Lise Vaugeois at Vance Chapman Public School and Superior Collegiate and Vocational Institute. Chair Chambers also informed trustees' about their final Trustees' Book Study, on May 9, 2023, with author Sandi Boucher.

13. Indigenous Education (067-23)

AJ Keene, Superintendent of Education, introduced Anika Guthrie, Principal of Indigenous Education and Jasmine Sgambelluri, First Nations, Métis and Inuit Education Resource Teacher, who presented the report. All trustees' questions were addressed.

14. Safe Schools Report (064-23)

Michelle Probizanski, Superintendent of Education, presented the report. All trustees' questions were addressed.

15. Special Education Program Review (066-23)

Michelle Probizanski, Superintendent of Education, introduced Maggie Fredrickson, System Principal, Special Education, who presented the report. All trustees' questions were addressed.

21. Recommendations from the Board Advisory Committee (061-23)

Policy Review – 3094 Electronic Meetings (049-23)

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve 3094 Electronic Meetings Policy, Appendix A to Report No. 049-23.”

CARRIED

22. Recommendations from the Board Advisory Committee (061-23)

Policy Review – 8062 Voluntary Aboriginal Student Self-Identification (057-23)

Moved by Trustee LeBlanc

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board defer the review of 8062 Voluntary Aboriginal Student Self-Identification Policy, to the June 13, 2023 Board Advisory Committee meeting, in order to gather additional feedback.”

CARRIED

23. Recommendations from the Board Advisory Committee (061-23)

Policy Review – 8065 Voluntary Aboriginal Staff Self-Identification (058-23)

Moved by Trustee LeBlanc

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board defer the review of the 8065 Voluntary Aboriginal Staff Self-Identification Policy, to the June 13, 2023 Board Advisory Committee meeting, in order to gather additional feedback.”

CARRIED

24. Recommendations from the Board Advisory Committee (061-23)

Policy Review – 8074 Student Concussion Management (055-23)

Moved by Trustee LeBlanc

Seconded by Trustee Vanderwey

“THAT Lakehead District School Board Approve 8074 Student Concussion Management Policy as amended, Appendix A to Report No. 055-23.”

CARRIED

25. Recommendations from the Board Advisory Committee (061-23)

Letter from Lakehead District School Board Trustees to Legislative Assembly of Ontario – Bill 98

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the letter from LDSB trustees to Legislative Assembly of Ontario regarding changes to the Education Act under Bill 98.”

CARRIED

26. Renaming of the Aboriginal Education Advisory Committee (068-23)

Trustee Wemigwans requested that Chair Chambers move the renaming of the Aboriginal Education Advisory Committee. Chair Chambers agreed and, without objection, stepped down at 10:25 p.m.. Vice Chair LeBlanc took the chair.

Moved by Trustee Chambers

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board officially change the name of the Aboriginal Education Advisory Committee to Miiniwewinan: Indigenous Education Advisory Committee.”

CARRIED

Chair Chambers returned to the chair at 10:26 p.m.

27. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Vanderwey

“THAT we do now adjourn at 10:27 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 089-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: STUDENT TRUSTEE - JUNE REPORT

1. Introduction

I am filled with gratitude for the extraordinary opportunity to have served as a student trustee throughout the 2021-2023 school years. These past years have truly been a remarkable period of growth and learning. From swiftly adapting to the challenges brought by the pandemic to navigating the uncertainty that lies ahead. Reflecting upon my journey as a student trustee, I cannot overstate my deep appreciation for the transformative experiences and indispensable skills that I have acquired. Through the diverse range of challenges and triumphs I have encountered, these skills have been honed, leaving an indelible mark on my personal and professional growth as a conscientious and empathetic leader. As I look to the future, I am brimming with enthusiasm to channel the insights and wisdom garnered during my time at Lakehead District School Board (LDSB) into making a lasting impact. Whether it be in higher education, professional pursuits, or community engagement, I am confident that the experiences gained, and the lessons learned, will lay a solid foundation for my continuous growth and eventual success. I am profoundly grateful for the privilege to serve as a student trustee. The profound experiences and skills acquired in this role have molded me into a more compassionate, resilient, and proactive individual, poised to make meaningful contributions to society and embrace the opportunities that lie ahead.

2. Objectives

2.1 One of my primary objectives as the student trustee for this term was to reintroduce the Secondary Student Senate. This committee, led by students from secondary and senior elementary levels at LDSB, aimed to cultivate an inclusive space where perspectives on Board matters could be shared and the concerns of the Thunder Bay student body could be voiced. Through this vital channel of communication, my intention was to bring forth these concerns to LDSB fostering continuous improvement and prioritizing student achievement and well-being.

- 2.2 Throughout my time as a student trustee, my focus was on amplifying the voices of the diverse student population at LDSB. Additionally, I dedicated my efforts to providing resources that would inform secondary students about the plethora of opportunities available within their schools and the wider community. To achieve this, I utilized various platforms such as social media and engaged with secondary school student councils, ensuring that students were well-informed and empowered to explore and seize the opportunities presented to them.
- 2.3 Another goal I aspired to accomplish during my term was to establish myself as a recognizable and approachable figure for students within the LDSB. I achieved this by actively participating in events organized by committees, attending community events, engaging in a range of volunteer and community-based opportunities. To the best of my abilities, I promoted the role of student trustee and underscored the exceptional work being undertaken at LDSB. By being visible and accessible, I aimed to foster a sense of trust and encourage students to actively engage with me, knowing that their voices would be heard and valued.

3. Year in Review

- 3.1 When I reflect on the events of Monday, September 12, 2022, I am filled with a sense of gratitude for the privilege I had in attending the Parent Involvement Committee (PIC) meeting. Being present at these gatherings allowed me to gain deeper insights into the unwavering dedication of the LDSB staff in creating a safe, equitable, and respectful learning environment for both students and staff members. I feel honored to have witnessed firsthand the immense effort and commitment put forth by the Board to ensure the well-being and success of every individual within the educational community.
- 3.2 On Tuesday, October 11, 2022, alongside Indigenous Student Trustee Sagutcheway, I had the privilege of introducing and attending a lecture given by the Honourable Patty Hajdu at Superior Collegiate and Vocational Institute (Superior CVI). Through her lecture, I learned about an interesting new leadership opportunity for young people in Northern Ontario. The thoughtful questions posed by my peers during the event furthered my understanding of the federal government's role in improving the lifestyle of Canadians.

On Tuesday, October 11, 2022, a significant and privileged occasion presented itself, as Indigenous Student Trustee Sagutcheway and I were granted the opportunity to meet with Minister Stephen Lecce, accompanied by Director Pharand. This encounter allowed us, as student trustees representing the northern region, to voice our experiences and express our concerns regarding various matters. Specifically, I took this opportunity to address my deep concerns for the student body, especially in light of the COVID-19 pandemic. During our discussion, I conveyed the belief that the pandemic had imposed immense stress and uncertainty upon students, families, and staff members alike. Recognizing the profound impact it had on education, we sought to convey the urgent needs and aspirations of our fellow students. This meeting with Minister Lecce and Director Pharand provided a crucial platform to actively contribute to the decision-making process, ensuring that the experiences and well-being of students remained at the forefront of educational policies and initiatives.

- 3.3 On November 14, 2022, Indigenous Student Trustee Sagutcheway and I had a meeting with the student council at Superior CVI. Our primary objective was to introduce ourselves and create an open space for them to express any concerns they may have. These concerns would then be brought to LDSB for discussion and resolution.

On November 30, 2022, Indigenous Student Trustee Sagutcheway and I hosted an impactful online gathering, bringing together the vibrant members of the Secondary Student Senate (SSS). The purpose of this gathering was two-fold: first, to establish a clear and shared understanding of the SSS's goals, and secondly, to engage in thoughtful discussions concerning the evolving needs of our diverse student population. During the meeting, we meticulously outlined the overarching mission of the SSS, emphasizing the importance of providing an inclusive space where student voices could be heard, valued, and transformed into tangible actions. By engaging in this feedback process, we aimed to lay a solid foundation for impactful initiatives that would genuinely address the needs and aspirations of our fellow students. I remain humbled by the opportunity to contribute to their efforts, ensuring that the student voice is not only heard, but also acted upon, forging a path towards positive transformation and lasting change within our school community.

- 3.4 On January 11, 2023, I had the privilege of attending the Special Education Advisory Committee (SEAC) meeting, which took place at Vance Chapman Public School. This significant event provided an invaluable platform for me to immerse myself in the extensive knowledge and understanding of the special education resources available within LDSB and the wider community. The meeting served as an enlightening forum where professionals and educators shared insights, initiatives, and best practices to ensure the development and support of students with special needs.

On Thursday, January 26, 2023, I volunteered at the Family Literacy Day event held at Woodcrest Public School. During this event, I had the privilege of reading a short book about the importance of kindness and acceptance to Ms. Durand's Grade 4 class. The book and the day revolved around the message of inclusivity and understanding. Following the reading, I engaged in a meaningful conversation with the class, discussing their experiences in Grade 4 and seeking their input as the student trustee.

Monday, January 30, 2023, marked the Kindergarten Registration evening at École Elsie MacGill Public School. Indigenous Student Trustee Sagutcheway and I, along with fellow trustees, had the privilege of attending this event. The evening beautifully showcased the essence of LDSB community, highlighting the exceptional staff, students, and strong collaborations with community partners.

- 3.5 On Wednesday, February 15, 2023, I attended the SEAC meeting, which proved to be an incredibly informative gathering. The meeting provided insights into LDSB's collaboration with Dr. Bakovic, a local pediatrician. I gained valuable insights into the Special Education Review, learning about the successes of LDSB and the potential for implementing innovative initiatives in the future.

On Monday, February 27, 2023, Indigenous Student Trustee Sagutcheway and I, along with a team of our peers, conducted interviews for the upcoming student trustees. This step in the hiring process was essential as it allowed us to evaluate the skills, qualifications, and personal qualities of each candidate. The interviews were conducted professionally and respectfully, ensuring that every candidate had an equal opportunity to showcase their strengths and share their perspectives on issues affecting the student body. We posed a range of thought-provoking questions to elicit honest and insightful responses. The interview process proved to be a valuable learning experience for everyone involved, fostering collaboration among peers and refining our interviewing skills.

- 3.6 On Wednesday, March 1, 2023, Indigenous Student Trustee Sagutcheway, Superintendent Lower, System Principal McMahon-Dupuis, and I hosted the Virtual Student Senate. This engaging meeting welcomed students from Grades 7-12, accompanied by their staff advisors. The primary focus of the meeting centered on mental health and the promotion of a safe and inclusive student community. To encourage active participation, we provided the students with a Padlet link where they could post questions related to three different prompts. This interactive session fostered open dialogue, allowing students to voice their thoughts and concerns while providing us with valuable insights into their needs and aspirations.
- 3.7 On Thursday, April 11, 2023, I had the privilege of attending the Trustee Book Study meeting focused on the novel, *'The Path'* by Sandi Boucher. This proved to be an invaluable opportunity for me to deepen my understanding of Indigenous education and cultural awareness, and I am grateful for the experience. *'The Path'* by Sandi Boucher was a powerful and thought-provoking novel that shed light on the lived experiences of Indigenous peoples in Canada. Through its pages, I gained insights into the challenges, resilience, and wisdom of Indigenous communities.

On April 11, 2023, I had the honor of attending the Iftar dinner hosted at Superior CVI. This event provided a unique opportunity to witness and participate in an important cultural tradition and celebration within the school community, highlighting the significance of cultural awareness and inclusivity. By being present at the Iftar dinner, I was able to engage in meaningful conversations with students, staff, and community members, and learn more about their cultural practices, traditions, and values. It was important to recognize, respect, and celebrate the diverse cultures and backgrounds of all students, staff, and community members.

On April 19, 2023, I had the privilege of attending the Northwestern Ontario Regional Science Fair. The science fair provided a platform that encouraged students to explore their curiosity, develop innovative ideas, and apply scientific principles to real-world problems. It was a celebration of students' ingenuity and their ability to think critically, problem-solve, and present their findings in a meaningful way. Witnessing the projects and interacting with the students at the science fair highlighted the importance of curiosity and ingenuity in the learning process. The Science fair also showcased the immense potential of our students and the impact they could have on their communities and beyond.

On April 19, 2023, I had the privilege of attending the SEAC meeting at Westmount Public School. It provided me with a deeper understanding of the unique challenges and opportunities related to special education and inclusive practices in our school

On Monday, April 24, 2023, I had the opportunity of being part of the committee responsible for selecting the upcoming Indigenous student trustee. This experience provided me with a unique opportunity to contribute to the important process of selecting a passionate and capable individual who would represent the voices and interests of Indigenous students within our educational system. The experience of sitting on the selection committee for the upcoming Indigenous student trustee served as a reminder of the ongoing commitment we had as a school community to support and uplift Indigenous students. It highlighted the significance of promoting cultural awareness, fostering understanding, and creating an inclusive environment that honored and respected Indigenous traditions, perspectives, and contributions.

4. Recommendations for the Future

I highly encourage future student trustees to develop a comprehensive plan for their term. Setting clear goals for both the month and the entire term proved to be invaluable in helping me stay organized and focused during my time as a student trustee. It provided me with a sense of direction and purpose, ensuring that I remained committed to my responsibilities and initiatives. However, I must acknowledge that managing my day-to-day responsibilities and balancing various commitments posed challenges throughout my term.

Throughout my term, I had the privilege of learning from my fellow student trustees, and I cannot stress enough the value of reaching out to student trustees in our region. Being located in the north, we often face similar challenges and share common experiences. Engaging in open and frequent communication with other student trustees can be incredibly beneficial, as it allows for the exchange of ideas, sharing of best practices, and mutual support. By learning from one another, future trustees can gain valuable insights, perspectives, and strategies to address the unique circumstances and needs of our northern student population. Collaborating with fellow student trustees can foster a sense of camaraderie, provide a platform for problem-solving, and amplify our collective voice.

Looking ahead, I suggest that trustees make a concerted effort to individually meet with LDSB student advisory councils of each secondary school and elementary school. This approach allows trustees to directly engage with the students themselves and gain a deeper understanding of their needs, concerns, and aspirations. By fostering open lines of communication with student advisory councils, trustees can create an environment that encourages students to voice their opinions, share their perspectives, and actively contribute to decision-making processes. Such meetings provide a valuable opportunity for trustees to listen attentively, identify common issues, and tailor their initiatives to address the specific needs of students. By actively involving students in the decision-making process, trustees can ensure that their actions are reflective of the desires and interests of the student body. This approach promotes a student-centered approach to governance, instills a sense of ownership and empowerment among students, and ultimately leads to a more inclusive and responsive educational system.

5. Conclusion

In conclusion, as I reflect upon the past two years of my term as a student trustee, I am filled with a profound sense of gratitude and appreciation for the invaluable insights and experiences gained throughout this journey. The opportunity to serve as a bridge between the student body and the educational system has allowed me to witness firsthand the transformative power of student voices and the impact that dedicated individuals can have on shaping the future of education. The relationships I have forged during my term are undoubtedly among the most cherished treasures I take away from this experience. The connections established with fellow student trustees, administrators, teachers, and most importantly, the students themselves, have been a source of inspiration and support.

The shared passion for educational excellence and the common goal of creating a nurturing and inclusive environment have brought us together. These relationships have not only enriched my personal growth but have also opened doors to new perspectives, innovative ideas, and collaborative endeavors. The bonds formed have transcended geographical distances, cultural backgrounds, and diverse perspectives, reminding me that we are all part of a larger community striving for educational equity and empowerment. The voices of the students have become my guiding compass, reminding me of the importance of listening intently, advocating fiercely, and striving tirelessly to create an educational system that caters to the needs and aspirations of every learner. As I bid farewell to my role as a student trustee, I carry with me a profound sense of purpose and a commitment to continue championing the rights and aspirations of students in all my future endeavors.

Respectfully submitted,

MEHAR MAGO
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 090-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: INDIGENOUS STUDENT TRUSTEE – JUNE REPORT

1. Introduction

As my term as Indigenous student trustee officially comes to a close, I have been able to reflect over the past year. There are not enough words to describe how grateful I am to have been able to serve as Lakehead District School Board (LDSB) Indigenous student trustee for the 2022-2023 term. It has been a life-changing experience for myself. I was met with many opportunities to learn, to grow, to share and to listen. It has been an honour to be able to serve LDSB in uplifting the voices of Indigenous students. The voices of Indigenous youth and students have been let go for far too long, and it is amazing how committed LDSB is to nurture all of its students and provide support for Indigenous students. I hope for the continuation of commitment to Indigenous students and reconciliation in the years to come. I am glad to have been able to share the voices of Indigenous students represented within LDSB for the past year.

2. Year in Review

- 2.1 In August, I was able to be a camp mentor in LDSB's Indigenous student Leadership Camp, Mino Bimaadiziwin. This was an amazing opportunity to personally connect with some Indigenous students within LDSB. I was also able to meet with Trustee Saarinen and Student Trustee Mago later in the month to connect about term goals, one of which was the Secondary Student Senate.
- 2.2 During the month of September, I was able to attend my first Aboriginal Education Advisory Committee (AEAC), which is now known as Miiniwewinan. At this meeting there were presentations of the summer programs and rich conversations regarding the committee name, which later resulted in a formal name change. I was also able to meet again with Trustee Saarinen and Student Trustee Mago.
- 2.3 The month of October was one of the continual learning of my position as Indigenous Student Trustee. Student Trustee Mago and I were able to meet with Minister of Education Stephen Lecce to discuss the importance of student voice within a school board and the roles of both student trustee and Indigenous student trustee. I was also able to attend my first meeting with the Special Education Advisory Committee. I had the wonderful privilege of attending the Ontario Student Trustees' Association's (OSTA-AECO) Fall General meeting, where over a few days, I was able to connect with other student trustees across Ontario and participate in professional development learning that would guide me through my term.

- 2.4 In November, I attended the trustee retreat, where myself, Student Trustee Mago and other LDSB trustees were able to connect and learn more about LDSB and being a trustee. I had also attended an AEAC meeting, as well as my first Parent Involvement Committee meeting. Student Trustee Mago and I were able to make school visits to Superior Collegiate and Vocational Institute and Westgate Collegiate and Vocational Institute to meet with the Student Advisory Council (SAC). We were able to extend an invitation to a Secondary Student Senate meeting and familiarize their SAC with ourselves and the role of a student trustee.
- 2.5 Between the winter months of December and January, I was able to continue my responsibilities as Indigenous student trustee. I attended a school visit at Hammarskjold High School to meet with their SAC, where I also extended an invitation to a Secondary Student Senate meeting and share about my role as the Indigenous student trustee at LDSB. I was able to attend the Special Education Advisory Committee (SEAC) meeting, Parent Involvement Committee (PIC) meeting and an AEAC meeting. Trustee Saarinen met with Student Trustee Mago and I, to touch base on the term thus far. I attended Kindergarten Night on January 30, 2023, and I was glad to participate alongside Student Trustee Mago working at a table.
- 2.6 During February, I was able to meet with Student Trustee Mago, Superintendent Lower and System Principal McMahon-Dupuis to plan a Student Senate meeting. I had also met with AEAC once again. Student Trustee Mago, myself and a committee of representatives from all the secondary schools, held interviews for both student trustee and Indigenous student trustee. We were successful in selecting a candidate for student trustee over the 2023-2025 term, Morgann De Franceschi.
- 2.7 During March, 'the team' as we called ourselves, which consisted of Student Trustee Mago, Superintendent Lower, System Principal McMahon-Dupuis and I held a Student Senate meeting which consisted of all the secondary schools and nearly half of the elementary schools. Students lent their time and voices to share about their school environment, to which their feedback was shared at the March Regular Board meeting and with administration. I attended the AEAC meeting and the SEAC meeting. I had the special opportunity to present alongside Principal of Indigenous Education, Anika Guthrie, at Nishnawbe Aski Nation's Best Practice in First Nation Education Forum. We presented "Fostering Indigenous Student Leadership", which highlighted some of the work actively being done within LDSB to nurture it's Indigenous students.
- 2.8 In April, the Trustee Book Study began. The book was '*The Path*' by Sandi Bouchard, and Book Study group consisted of trustees, members of the First Nations Métis and Inuit (FNMI) team, Student Trustee Mago and myself. I attended the SEAC meeting. Indigenous student trustee interviews were held, and Emily Drake was selected for a 2023-2025 term as Indigenous student trustee.

- 2.9 May was the beginning of the closing of my term. I had met again with Trustee Saarinen and Student Trustee Mago. This time, we were joined by the two incoming student trustees, to share our experiences as student trustees and to lend advice. I met with incoming Indigenous Student Trustee Drake to outline the role of Indigenous student trustee, particularly what makes it unique. I attended the AEAC meeting and the SEAC meeting. I was able to participate at the OSTA-AECO Indigenous student trustee Council, alongside other Indigenous student trustees in School Mental Health Ontario's Provincial Leadership meeting in their "Weaving Together to Support Every Student" panel. I was able to meet once again with Superintendent Lower and System Principal McMahon-Dupuis to prepare for the year's final Student Senate Meeting. I also shared the privilege with Student Trustee Mago to be Master of Ceremonies at the Grade 8 Award of Excellence Banquet, an event to celebrate the success of the Grade 8's and empower them for their journey into secondary school.
- 2.10 As for my final month of serving as Indigenous student trustee for LDSB, it began with the Student Senate Meeting where students gave their time and shared their voices on what makes a welcoming environment and strategies to create inclusive communities within schools where all students feel a sense of belonging. Their responses were shared with Administration. The Trustee Book Study also came to an end. I have certainly loved being able to share my own voice at that table and be able to listen as well. Miiniwewinan held their Jiikakamigad event. I was able to speak about the Miiniwewinan table and its crucial role in Indigenous Education within LDSB. Lastly, I was able to attend the SEAC meeting and the Miiniwewinan meeting, following the name change from Aboriginal Education Advisory Committee.

3. Regrets

- 3.1 Previous to the start of my term as Indigenous student trustee, I hadn't had a transition period. This resulted in feelings of being lost during the early months of my term, as I had to learn and adjust on the spot. I would hope for the future, it is ensured with certainty that incoming student trustees are able to have a transition period.

4. Recommendations

- 4.1 I would recommend future student trustees to keep themselves as organized as possible. There are many things to learn and to hold onto, having a notebook or a calendar to stay up to date is important in effectively fulfilling their responsibilities as a student trustee.
- 4.2 I would also like to recommend that future student trustees make connections with whom they share a table with, their co-student trustee, secondary school SAC's, and OSTA-AECO. I have found that the connections I made immensely helped me throughout my term. Having met with the secondary school SAC's early in my term guided me in sharing the voices of students to LDSB, and eventually began the Student Senate. Getting involved with OSTA-AECO was wonderful, as it came with opportunities to share and to meet other student trustees.

- 4.3 Next, I recommend that future student trustee begin facilitating Student Senate meetings during the late fall, and that they organize a Student Senate meeting schedule in advance. Student Senate meetings are particularly special because they are opportunities to frontline listen to the concerns, thoughts and hopes from students. I wish I had more time to work with the Student Senate, as their insights were always strong and wonderful to bring to LDSB and administrators.
- 4.4 Finally, I would like to recommend that future student trustees give themselves time and patience. As a student trustee, you are entrusted in your ability to advocate for the voices of others, and professionally navigate spaces that can be completely new to you. I have personally found that it does become stressful at times, but regardless, it is important to value yourself as a youth. You are encouraged to learn and grow with your time in this role.

5. Conclusions

Serving this position has been incredible, I have learned so much over the past term, both professionally and personally. I will continue to carry the lessons learned over my term as Indigenous student trustee with me over the rest of my journey and for my future endeavours. Finally, I would like to bring a personal Miigwetch to all those who I have been able to cross paths and work with over this past term, including but not limited to, Principal of Indigenous Education Anika Guthrie, the trustees and superintendents, committee members of the SEAC, PIC and Miiniwewinan, the Student Senate and of course, Student Trustee Mago for having made this term so special. It has been through the kindness and guidance of those around me that has given me the strength to move successfully throughout my term. It has been a pleasure to be LDSB's Indigenous student trustee.

Respectfully submitted,

ALEXA SAGUTCHEWAY
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 083-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD– Public Session

RE: ENGLISH LANGUAGE LEARNERS

1. Background

- 1.1. Lakehead District School Board (LDSB), in its Strategic Plan, places student achievement and well-being at the center of our ongoing pursuit of excellence.
- 1.2. Lakehead District School Board is committed to high levels of personal and academic excellence for every student and provides individualized programs and a consistent approach to providing support and meeting the needs of English Language Learners (ELL) so that these students can develop the proficiency in English that is necessary for success in school.
- 1.3. English language learners are newcomers to Canada whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction, and who may require supports to assist them in attaining proficiency in English.
- 1.4. Lakehead District School Board ensures that schools and classrooms are safe, inclusive, and welcoming places where ELL feel valued, trusted, and are an integral part of the school community.
- 1.5. Lakehead District School Board is committed to building positive relationships with families and community partners and encourages ongoing communication with families and acceptance of diverse cultural backgrounds.

2. Situation

- 2.1. Lakehead District School Board continues to employ elementary and secondary itinerant teachers of English language learners who support newcomer students. In 2022-2023, 3.5 elementary teachers and 1.33 secondary teachers supported over 200 students. Teachers responsible for supporting English language learners are part of a system ELL team consisting of teachers, elementary resource teacher, administrators and a supervisory officer. This team works together to identify and respond to needs of students and to collaborate with families as well as with the Thunder Bay Multicultural Association.

- 2.2. English Language Learner teachers participate in professional learning related to developing the skills they need to support ELL effectively, clarifying procedures for initial and ongoing assessments, and tracking the progress of student achievement. Teachers of ELL support classroom teachers to make accommodations and/or modifications for those who require them based on language acquisition.
- 2.3. Lakehead District School Board participated in a provincial Ministry of Education project beginning in 2021-2022 and continuing through 2022-2023 with the goal of enhancing support for ELL through multi-level leadership and a consistent approach for supporting ELL across the system. This project also involved the development of a protocol for identifying ELL with suspected special education needs. English language learners who may have special education needs are referred to the appropriate school team and receive ELL support and special education support simultaneously.
- 2.4. Lakehead District School Board's ELL team participates in regular professional learning conversations with the Ministry of Education and other Ontario school boards related to the implementation of the English Language Learners Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.
- 2.5. Lakehead District School Board continues to implement a consistent intake and orientation process that allows for the successful integration of all ELL and their families into our school communities. The protocol for welcoming ELL and their families is outlined in the newly developed Lakehead Public Schools Guide to Supporting English Language Learners Kindergarten-Grade 12 (Appendix A).
- 2.6. English Language Learners' teachers continue to use the Steps to English Proficiency (STEP) assessment to determine the type and amount of support the student will need to develop English language skills and bridge gaps in learning. New to the LDSB is central software which is used to track assessments and document progress of student achievement.
- 2.7. English Language Learners are provided with access to technology that will allow them to make use of translation supports, access content for curriculum, and enhance development of literacy and numeracy skills.
- 2.8. We continue to expand and strengthen partnerships by working with community partners like the Thunder Bay Multicultural Association to enhance transitions for newcomer students into elementary and secondary schools and the broader community.
- 2.9. English Language Learners in LDSB have opportunities to participate in school and community events where they can celebrate their own culture as well as experience Canadian culture.

3. Next Steps

- 3.1. In response to the increase in the number of ELL attending LDSB schools, there will be an increase from 3.5 to 4.0 elementary itinerant teachers of English language learners. At the secondary level, we will have 1.5 secondary itinerant teachers of ELL and each school is offering one section of English Literacy Skills.
- 3.2. Ongoing school-based professional learning and support will be provided for classroom teachers of ELL to plan for and meet their unique needs.
- 3.3. The ELL team will work in partnership with the special education department to support implementation of the "*Guide to Supporting English Language Learners Kindergarten – Grade 12*" which is a protocol for identifying ELL with suspected special education needs.
- 3.4. Lakehead District School Board will fully implement the ELL module in eLite, a student information management and tracking system, which will make initial and ongoing STEP information accessible to all schools. This system process will improve the tracking and monitoring of student progress ensuring that programming decisions and interventions are data informed.
- 3.5. We will continue to provide ELL at the early stages of English language acquisition with technology that will help support them with their transition to school in Ontario.
- 3.6. Lakehead District School Board will work in partnership with the Lakehead Adult Education Centre to provide additional language supports for secondary ELL.
- 3.7. An ELL link promoting programs and information will be created on the LDSB website.

4. Conclusion

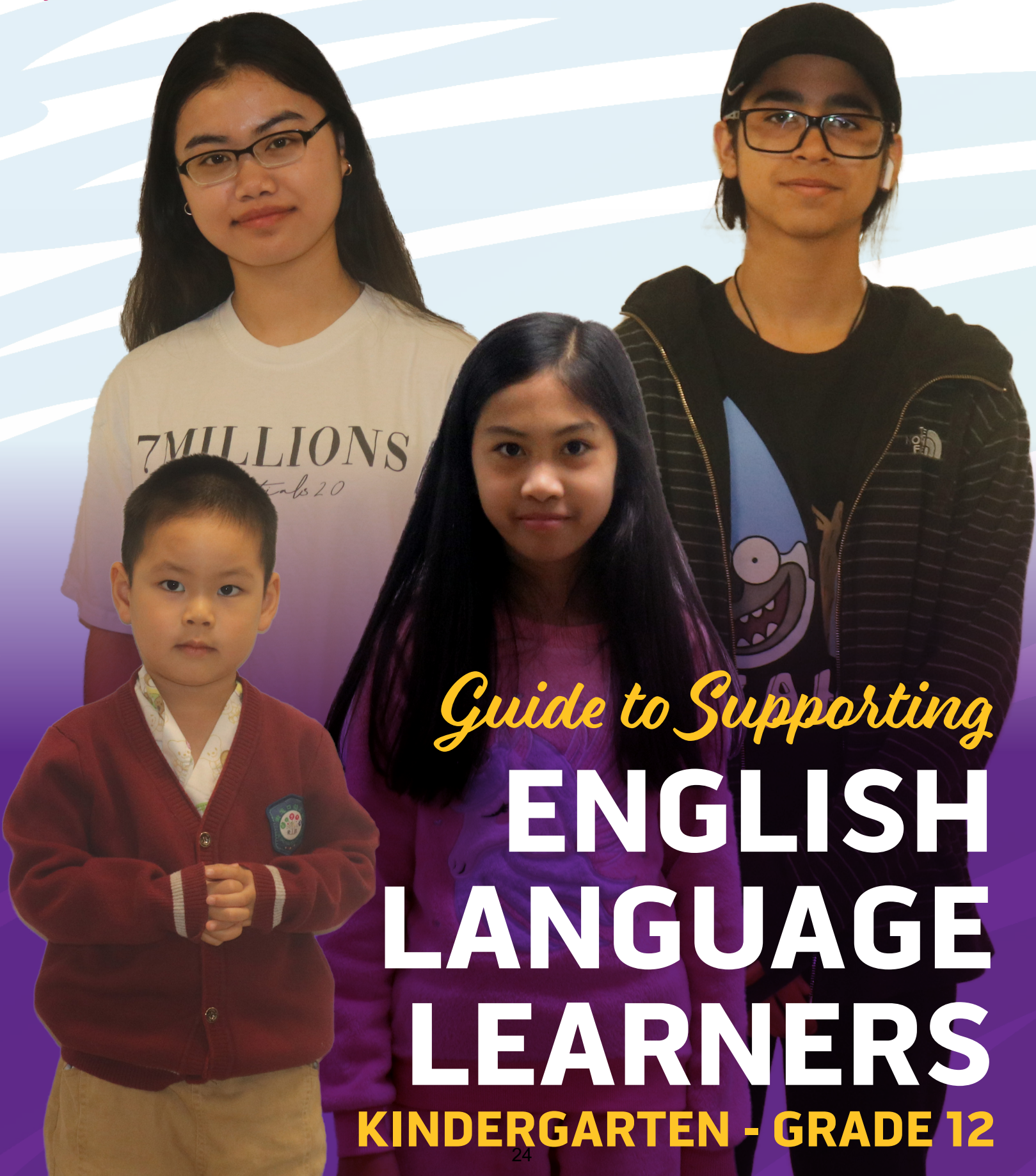
Through input from staff, families, and community stakeholders, we will build on our understanding of the unique needs of our ELL and this will enable us to revise programs and services, as necessary, in order to respond in a timely and precise manner to meet these needs. Lakehead District School Board is committed to promoting positive outcomes where ELL are successful in learning the English language and meeting curriculum expectations. Lakehead District School Board is committed to ensuring a safe and welcoming environment for our ELL and their families to ensure they achieve this success.

Respectfully submitted,

INGA ANDERSON-FOSTER
Elementary Resource Teacher

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education



Guide to Supporting

ENGLISH LANGUAGE LEARNERS

KINDERGARTEN - GRADE 12



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Our Vision



Our Vision for the English Language Learner

English Language Learners (ELLs) come with many assets and skills. They will:

- learn English at the same time as the Ontario curriculum;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports); and
- have opportunities to choose pathways that honour their strengths and interests (including French immersion).

Adapted from: <http://www.edugains.ca/newsite/ell/index.html>

ELL Terminology



An English Language Learner (ELL) is a student, not a program. Their first language is a language other than English, or a variety of English that is significantly different from the English used for instruction in Ontario Schools.

Programs

ESL

English as a Second Language is a program for English language learners who have had educational opportunities to develop age-appropriate first-language literacy skills. ESL programs are for students in Kindergarten to Grade 12.

ELD

English Literacy Development is a program for English language learners who have had limited opportunities to develop language and literacy skills in their first language. Students in ELD programs are most often from countries where access to education has been inconsistent, disrupted, or even completely unavailable during their childhood and adolescence. As a result, they arrive in Ontario schools with significant gaps in their education. ELD programs are for students in grades 3 to 12.

ELL Intake, Reception and Assessment



For all English Language Learners, arriving from out of country or out of province.

Contact Program Department or your school ELL teacher.

Initial Assessment allows ELL Teachers to:

- determine if there is a need for support;
- develop a student profile;
- determine placement on STEP (ongoing assessment process); and
- support programming and provide a starting point for instruction.

Initial Interview, Assessment and Placement

The following should be included in this process: classroom teacher(s), ELL teacher, administrators, parents/guardians, and if needed, a qualified interpreter.

A. Complete a Student Profile

To be completed by the ELL teacher through a family meeting/interview with the assistance of a qualified interpreter if necessary. This should be completed prior to the student starting school so that information gathered can be shared with the classroom teacher.

Family History Considerations: Pre-migration experiences, post-migration experiences

Educational History: Prior schooling (continuous / disrupted)

Medical Considerations: developmental milestones from home culture context; vision, hearing, dental; first/home language (L1) development from birth.

Note: If the family indicates that previous special education services were in place, involve the special education facilitator.

Information from the student profile will be shared with the classroom teacher(s).

B. Initial Student Interview & STEP Assessment

Initial Student Interview

The initial interview gives the opportunity to create a positive first relationship with students and allows for oral observation / collection of background information. Questions range from minimal

What is STEP?

Steps to English Proficiency (STEP) is a framework for assessing and monitoring the language acquisition and literacy development of English Language Learners across the Ontario Curriculum.

response to begin with and become more complex. They are adjusted by student's age / experience and can include personal information, basic previous schooling information, language questions, family, friend, and interest questions, and acculturation questions.

STEP Initial Assessment

Oral, Reading, and Writing Assessments

Oral Picture Response

* First Language / English writing sample

* First Language / English reading sample

* completed when possible to see reading / writing behaviours and abilities in L1 (first language)

Early Literacy Tasks for young learners or students who cannot complete the writing / reading tasks.

- Describing pictures (words, phrases in L1)
- Identifying English alphabet (letter/sound)
- Writing letters/name
- Drawing and labeling (L1/English)
- Identifying colours, shapes, individual images

Upon completion of the STEP initial assessment, the ELL teacher will:

- complete an initial assessment report and will share this with the classroom teacher
- put a copy of this report in the OSR in the ELLs purple ELL folder
- provide the classroom teacher with the appropriate STEP continua (OLB or OLLB) for the ELL to allow for ongoing assessment

C. Program Placement and Planning

ELLs will be placed in the regular classroom with their age-appropriate peers. Determine and implement an appropriate program based on student profile, initial student interview and STEP initial assessment.

Consider the following:

- ESL or ELD program
- Program Adaptations
 - Modifications (expectations changed to align with the ESL/ELD STEP of language proficiency)
 - Accommodations (instructional strategies and/or learning resources to support success)
- Appropriate Assessment (ongoing, authentic, formative, performance and product-based)
- Provision of ESL / ELD Resource Teacher support

Additional Assessments as Needed:

- Reading assessment with comprehension check
- STEP Initial Mathematics Assessment

**See STEP flowchart
on page 26**

3-TIER ELL / SPECIAL EDUCATION PROTOCOL



In the LDSB, we follow the Tiered Response to Intervention approach. The tiered intervention protocol for ELLs is a protocol which sequentially increases the intensity of support and instructional interventions for ELLs experiencing difficulty. Educators begin by attempting to describe what the difficulty is before determining why the problem exists being mindful that some language learning and special education needs can look similar.

The primary goals of the tiered intervention protocol for ELLs are to:

- implement a process to observe, document, and support an ELLs needs when they experience difficulty stemming from social, psychological, academic, personal or other causes; and,
- engage teachers in a solution-seeking dialogue to identify and implement effective instructional strategies designed to meet the specific needs of English language learners.

The benefits of the tiered intervention protocol for ELLs include:

- specific, consistent, effective instruction for ELLs, focusing on student success;
- timely interventions for ELLs, using instructional practices and resources essential to the needs of ELLs; and,
- collaborative support provided to ELLs by all educators involved with the learner.

Tiered intervention for ELLs describes a proactive approach to assessment and service delivery to ELLs which can better meet the cultural and linguistic needs of these learners. This protocol is intended to address the needs of ELLs across grade levels, throughout the school, in a timely manner.

TIER 1: UNIVERSAL SERVICES

Initial Assessment and Placement of English Language Learner

See pg. 4-5 of this document for detailed information

The following may be included in this process: classroom teacher(s), ESL/ELD teacher, parent/guardians, and if required, an interpreter.

A. Complete a Student Profile:

Family History

Educational History

Medical Considerations

B. Initial Student Interview & STEP Assessment

C. Program Placement & Planning

TIER 2: INDIVIDUALIZED INTERVENTIONS

If English language learner is not progressing as expected in his or her academic program

The following may be included in this process: classroom teacher(s), ELL teacher, special education facilitator, speech and language pathologist, parent/guardians, other appropriate support staff, and if necessary, an interpreter.

Gather information in the following areas to assess and determine next steps:

Review Student Information

- OSR or other academic records (see purple ELL folder in OSR)
- ELL Portfolio
- Informal language interviews, with interpreter or settlement worker
- Academic gaps
- Social / Emotional background

Consider Interpersonal Skills

Observe social skills and academic acculturation in the following settings:

- Classroom
- Peer Interaction
- Community

Consider Academic Progress

- Program interventions implemented in class to date
- Multiple past and current work samples and assessments
- Evidence of progress over time
- Progress in content areas (i.e. Science, Social Studies, History, Geography, Mathematics, etc.)
- Possible explanations for areas of concern (consider both second language and special education explanations)
- Difficulties observed across language contexts and persisting even when student receives significant support

Collect Information

▪ Classroom teacher(s), ESL/ELD Teacher and other support staff

- ⇒ Academic progress (Reading assessment, writing samples in English or L1, etc.)
- ⇒ Behaviour/attitude/motivation

▪ Student

- ⇒ Self-concept and social skills
- ⇒ Strengths/learning style(s)/interests/readiness

▪ Parent/Guardian

Review / Update:

- ⇒ Recommendations from Tier 1 (i.e. medical testing)
- ⇒ Home language development
- ⇒ Development/medical history
- ⇒ Access to nutrition and health care
- ⇒ Recent Assessment reports

Review and implement individualized interventions and continue to collect data.

Considerations:

- is it time to develop an IEP?
- are further formal assessments necessary? (consult with special education facilitator and central team)
- is additional assistive technology required?

TIER 3: INTENSIVE INTERVENTIONS

If the ELL continues to experience academic difficulties

Some of the following services might help prevent significant problems later, if organized proactively within a school.

Consult with the following, regarding possible referral(s) to available services

- Administrator(s)
- Parent(s)/Guardian(s)
- Classroom Teacher(s), ESL/ELD teacher, special education facilitator
- Appropriate support staff

Available Services may include

- School Counselling & Social Work Services
- Speech-Language Pathology
- Psychological Services
- Pediatrician
- Thunder Bay Multicultural Association (interpreter services)
- Itinerant Specialists

Considerations:

- is alternative program placement an option? (PWP, SN)
- what TIER 3 programs would be appropriate? (e.g. Empower or other academic programs)

Adapted from:

English Language Learners: School-Based Considerations Prior to Referral for Psychological Assessment, ESL/ELD Resource Group of Ontario, 2011.

https://www.ergo-on.ca/userContent/documents/Resources/ERGO%20Documents/0319a6_d9dda27757a744558d49c413a9d7bda2.pdf



Better Together



Given an increase in Lakehead District School Board's English Language Learner population, it is important to take a collaborative team approach to supporting ELLs. Each team member can bring their own expertise to the table and support one another in this new learning and teaching adventure.



T.E.A.M.

Together Everyone Achieves More

What Does Each Team Member Bring?

The Parents

Bring a good understanding of their child's life, language and academic experiences; medical and developmental history; and their child's speaking, listening, and literacy skills in their first and/or other languages.

The Classroom Teacher

Brings a good understanding of the provincial curriculum, and awareness of effective classroom practices (e.g. Differentiated Instruction (DI) and Universal Design for Learning (UDL)).

The ELL Teacher

Brings a good understanding of STEP, LDSB ELL processes and strategies for teaching and supporting English Language Learners

The Special Education Facilitator

Brings a good understanding of factors that can contribute to learning challenges; literacy and numeracy assessment & intervention methods; and ways to adapt programming to meet students where they are at.

The ELL

Each ELL brings their own unique education, life, and language experiences. There is no one-size-fits-all approach for support. The collaborative team (classroom teacher, parents, ELL teacher, Special Education Facilitator, and administrator(s)) will work together to determine the student's strengths and needs, set goals, and plan supports if needed.

Could My ELL Also Have Special Education Needs?



ELL plus Special Education Needs?

Some English language learners have Special Education needs. They are as likely as any other student to require special education supports.

Many countries around the world have identification and support protocols in place that closely parallel those of Ontario while others do not. As a result, not all students who have Special Education needs will come with documents similar to psychological assessment reports and/or IEPs. Even if they do, families may not understand how or when to share these with the school.

Ongoing consultation with parents and other school staff including, the ELL teacher and the Special Education Facilitator needs to be established as supports for learning are being considered.

It is imperative that English language learners who have exceptionalities be identified as soon as possible so that appropriate programming and placement can be arranged. Students should not be assessed as having learning disabilities on the basis of performance or behaviours that reflect a process of language acquisition or acculturation, or a lack of prior opportunity to acquire the knowledge and skills being tested. English language learners must have equitable access to appropriate programming to ensure that they reach their potential.

The same behaviours in one student may have a different cause than for another. This is especially true in the case of English language learners. Strong similarities of surface behaviours may lead teachers to make incorrect assumptions about their learners. The first step is a careful observation, over time, of what the ELL can do in a variety of classroom activities and settings.

Conclusions must be cautiously drawn to avoid inaccurate labeling of the causes of the behaviours observed in the classroom.

Some potential difficulties related to language learning or to Special Education needs

Observable Behaviour	Possible explanation in a language learning context	Possible explanation in a Special Education context
Adds or deletes words; uses known words to replace other words	May not yet know the word; may not have internalized the words or requires more rehearsal of words	Has memory/oral language processing difficulties
Is easily distracted	Doesn't understand; is overloaded with new information; requires more visual/concrete support	Has an auditory processing problem, ADHD, or ADD
Has trouble following directions	Doesn't know the vocabulary in the instructions	Has sequencing or memory problems
Can complete arithmetic calculations but not solve word problems	Doesn't know vocabulary of the word problem; isn't familiar with the currency; has no prior experience with the content	Has processing or abstract reasoning problems; a memory problem; sequencing issue; may not be able to generalize from previous examples
Avoids writing	Lacks confidence or is not comfortable with having multiple drafts of work before the final version	Has fine motor difficulties and limited expressive language
Can't retell a story in sequence or summarize a plot	Is unfamiliar with too much of the vocabulary of the story	Has organization or processing problems

Else Hamayan, Barbara Marler, Cristina Sanchez-Lopez, and Jack Damico. *Special Education Considerations for English Language Learners: Delivering a Continuum of Services*. Caslon Publishing, 2007. p.40

See Appendix: A (Explanation of Behaviours and Suggested Interventions)

CONSIDERATIONS REGARDING SECOND LANGUAGE ACQUISITION



When School Teams meet to consider the individual cases of ELLs who are experiencing difficulty, it is important to consider the following points about English Language acquisition:

- Current research indicates that it takes 5-7 years to acquire age-appropriate English skills (1-2 years for everyday language skills and 5-7 years for academic language proficiency).
- The student's home language is the framework upon which English literacy develops. If the student's home language literacy skills are not well developed, he or she may require more than expected time and support to develop age-appropriate proficiency in English.
- Students with limited prior schooling may be several years out of phase with their peers. Teachers may inadvertently assume that these students have special education needs when the difficulties are related to their lack of experience with literacy and learning.
- Canadian-born English language learners may have limited proficiency in both their first language and English. The role of the teacher and school is to bridge the gap from their developing first language at home to academic English found in the school environment.
- Students' academic access may be impacted by the level of literacy of their parents or guardians.
- The acculturation process may have a significant impact on students' achievement and progress.

Adapted from ERGO: English Language Learners - School-based considerations prior to referral for psychological assessment

MISCONCEPTIONS AND REALITIES ABOUT THE LANGUAGE ACQUISITION PROCESS



Misconception	Reality	Implications
<p>Bilingualism means equal proficiency in both languages.</p>	<p>Bilingualism rarely means equal proficiency in both languages.</p>	<p>ELLs include students with a wide range of proficiencies in their home language and English, with varying levels of bilingualism.</p> <p>Bilingual students may be stronger in some areas in their home language and stronger in other areas in English.</p>
<p>Semilingualism is a valid concept and “non-non” classifications indicating children are limited in their home language and English (based on test results) are useful categories.</p>	<p>Semilingualism and “non-non” categories are the results of tests that do not measure the full range and depth of language proficiencies among ELLs acquiring two languages simultaneously.</p>	<p>The vast majority of children begin school having acquired the syntactic and morphological rules of the language of their community.</p> <p>Current language assessment measures rarely capture the full range of skills that bilingual children bring to the classroom.</p> <p>Classifying students as “limited-limited” or “non-non” is not useful because it does not reveal what students know or need to learn; instead, it promotes low expectations.</p> <p>Other forms of authentic assessment should be used to determine language proficiency levels of ELLs, including natural language samples.</p>
<p>The more time students spend receiving English literacy instruction (immersed in it), the faster they will learn to read in English.</p>	<p>Students who receive some home language literacy instruction achieve at higher levels in English reading than students who do not receive it.</p>	<p>Instruction in English and interactions with English speakers are important, but not enough to provide the optimal support for ELLs to be able to fully participate in classroom learning and achieve to their potential.</p> <p>Skills developed in students’ native language transfer to English, particularly when teachers help students make connections across languages.</p> <p>Students acquire English when they receive input that is understandable (i.e., by using language in context, providing background knowledge, using visual and context cues, clarifying vocabulary).</p>

Misconception	Reality	Implications
Errors are problematic and should be avoided.	"Errors" are a positive sign that the student is making progress and are a necessary aspect of second language acquisition.	<p>Interlanguage—overgeneralizing grammatical rules from one language to another—is a natural, normal aspect of second language acquisition.</p> <p>Errors such as confusion with verb tenses, plurals, possessives, word order, subject- verb agreement, and the use of articles are common among ELLs and should not be interpreted as signifying that a student has a disability.</p> <p>Code switching is common among bilingual individuals around the world and should not be considered a sign of confusion.</p>
All ELLs learn English in the same way at about the same rate; a slow rate of acquisition indicates a possible disability.	The length of time it takes students to acquire academic language in English varies a great deal, from 4 to 7 years or more.	<p>Many different variables affect the language acquisition process.</p> <p>Even when ELLs appear to be quite proficient in English, they may not yet have acquired full academic proficiency.</p> <p>The reasons for an ELL's struggles when learning to read are more likely to relate to the language acquisition process than a disability.</p>
ELLs are not ready to engage in higher level thinking until they learn basic skills.	ELLs are as capable of engaging in higher level thinking as their fully proficient peers.	<p>Instruction and practice at every grade level must provide frequent opportunities for ELLs to engage in higher level thinking.</p> <p>Instruction should ensure that ELLs of all proficiency levels have multiple entry points to access content.</p>
Parents and other caregivers should speak English in the home instead of their first language so that ELLs have more exposure to English.	Perhaps the most important way caregivers can help is to speak their home language so that their children grow up with lots of language and are able to communicate with their extended family and others.	<p>It is not about which language, but about building language, any language. Families should talk and talk in the languages in which they are the most comfortable as a way to build their children's literacy skills and knowledge of the world.</p> <p>Building knowledge in any language facilitates thinking and comprehension. Once one knows a concept, adding an English label is relatively simple.</p>

English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities, Janette Klingner and Amy M. Eppolito, Council for Exceptional Children, 2014, p. 48-50

MYTHS REGARDING ELLS AND SPECIAL EDUCATION



Several myths prevail in the area of special education for ELLs. These myths can misguide us in the way we approach education in general, in the way we interpret students' behaviors, and in how we teach and assess students. The following are commonly held misconceptions regarding ELLs and special education.

Myth 1: If we label an ELL as having special education needs, at least he or she gets some help.

Response: A special education placement when none is warranted does not serve the student well. First, we are bestowing on the student a stigmatizing label that the student does not need. Second, interventions that are specifically geared to help processing, linguistic, or cognitive disabilities often do not help children acquire second-language proficiency. In fact, traditional special education services can limit the kind of learning that ELLs need (Gersten & Woodward, 1994). Special education interventions tend to target a narrow selection of skills to enable mastery, and discrete skills are often practiced out of context (Damico & Damico, 1993a; van Kraayenoord, 2010; Westby & Vin- ing, 2002; Xu & Drame, 2008). This complicates the learning process for ELLs because they need a meaningful context in order to comprehend the language that surrounds them (Genesee, 2012). In addition, special education interventions often use reading materials with controlled phonics and vocabulary and they focus on surface structures of language, which reduces the meaningfulness of the task and constricts language usage, making it more difficult for ELLs to understand and retain information (Damico & Nelson, 2010; Gersten & Woodward, 1994).

ELLs will receive support from an ELL teacher to help them develop English language proficiency.

Myth 2: We have to wait three to seven years for ELLs to develop their English language skills before we can rule out language as a cause for the student's difficulty.

Response: Although it takes four to seven years for ELLs to show what they know on academic achievement tests in English (Cook, Boals & Lundberg, 2011; Cummins, 2012), there is no need to withhold any kind of support services that an ELL might need in the meantime. The timeline suggested by research was meant to give teachers a sense of how much time to expect students to learn through a language that was not yet fully developed, especially in abstract academic concepts. Besides, if a student truly has an intrinsic difficulty, then it exists in all the student's languages and in most use contexts. The sooner these exceptionalities are identified and supported, the better opportunity the student has to be successful in school.

Myth 3 : When an ELL is identified as having special education needs, instruction should be only in English, so as not to confuse the student.

Response: Children with speech, language, or learning impairment can become bilingual (Genesee et al., 2004; Perozzi, 1985; Perozzi & Sanchez, 1992). There is even emerging evidence that children with Down syndrome can be bilingual and that bilingualism does not hinder their language development (Kay-Raining Bird, et al., 2005). The majority of people in the world are bilingual, and some of them have special education needs. Disabilities certainly do not arise from being bilingual.

They manifest in all or most contexts. The decision to shift to instruction in English exclusively is usually based on lack of knowledge of the research, ignorance of the students' home language, or convenience. Developing the native language can help students with specific language impairment make better progress in the second language (Cardenas- Hagan, Carlson, & Pollard-

Durodola, 2007; Gutierrez-Clellen, et al., 2012; Kon- hert & Goldstein, 2005). In addition, for ELLs with significant disabilities, it is especially important to maintain the home language, because the students' main caregivers will be their parents well after they have left the school system and have entered adult life. It is important that parents and family be able to communicate with and have close ties to their children.

Adapted from Special Education Considerations for English Language Learners: Delivering a Continuum of Services, Else Hamayan, Barbara Marler, Cristina Sanchez-Lopez, Jack Damico, Caslon Publishing, 2013, p.8-9

ELL COMPARED TO ELL + SPECIAL EDUCATION



	Needs are ELL based	Needs are ELL + Special Education Based
Determined By	Referral to and Initial Assessment by ELL Teacher Additional information gathered from multiple sources by the team (parents, teachers, ELL teacher, administrator)	Same + previous diagnosis / identification; obvious physical or developmental needs, OR collected evidence of limited STEP movement and intervention response can activate the special education referral process
Direct Supports	Classroom Educator(s) + ELL Teacher (if required)	Classroom Educator(s) + ELL Teacher + Special Education Facilitator
Other Supports	Parents, coaches, admin, colleague, Student Success, translation services, Multicultural Association	Same + Resource Teacher, SSP, specialist teachers and para-professionals.
Program	Ontario Curriculum + STEP with ELL Teacher, as needed Mindful that it can take <i>many years</i> for ELLs to become functionally proficient in English.	Ontario Curriculum (unless complexity of special education needs requires all Alt programming) + STEP with ELL Teacher, as needed/if appropriate.
Looks Like	DI, UDL, adaptations for ELL as needed. May include ongoing collaborative intervention and assessment by classroom team, and ELL teacher. May include accommodations and/or modifications if needed.	DI, UDL, adaptations for ELL as needed. May include ongoing collaborative intervention by classroom team, ELL teacher and Special Education Facilitator if needed. Includes accommodations and/or modifications.
Modifications Look Like	Modifications may be made to provincial curriculum to reduce language complexity requirements. (no IEP required) Classroom teacher and ELL teacher work together to plan modified programming. Modifications must be documented and communicated with parents.	Modifications may be made to provincial curriculum based on the student's level of understanding of concepts / skills. Classroom Teacher, ELL Teacher and Facilitator work together to plan modified programming
Accommodations and Modifications Tracked	Using a Record of Accommodations and Modifications (ROAM) form filled in collaboratively by ELL teacher and Classroom teacher with parent consultation.	Using an Individual Education Plan (IEP) (and STEP when appropriate)

Adapted from:

Guide to Supporting English Language Learners, Renfrew County District School Board, 2021.

HOW DO WE TRACK ACCOMMODATIONS AND MODIFICATIONS FOR ELLS WITHOUT SPECIAL EDUCATION NEEDS?



English language learners are accomplishing two simultaneous tasks: they are learning the curriculum while also learning the language of instruction. For this reason, differentiation of programs for ELLs must take into account the unique needs for this group of learners.

The teacher needs to adapt the program for ELLs as they acquire English proficiency. For English language learners, in the early stages of language acquisition, the teacher needs to modify the curriculum expectations, in some or all curriculum areas. Most ELLs require accommodations for an extended period, long after they have achieved proficiency in everyday English.

Do we need an IEP in order to modify curriculum expectations for an ELL without known special education needs?

No. As outlined in both the elementary and secondary ELL documents, “individual student instruction is modified and accommodated as is necessary” in specific subjects and in specific circumstances.

If any subject has been modified, then the teacher must indicate the modifications required and the ESL/ELD box is checked on the report card to indicate that modifications have taken place for that subject or course.

See: Supporting English Language Learners, a practical guide for Ontario educators, Grades 1-8. 2008. Pg 50. and English as a Second Language and English Literacy Development, The Ontario Curriculum, Grades 9-12. 2007. p.30.

Record of Accommodations and Modifications (ROAM)

How can we keep track of accommodations and modifications for ELLs without an IEP?

The LDSB teachers of English Language Learners will work collaboratively with the classroom teacher to determine and track accommodations and modifications for ELLs who require them without an IEP. They will be documented using the ROAM form in the ELL module. Modifications will be communicated to the parents/caregivers.

If modifications are required for an ELL, they must be documented within 30 days of the student starting school.

When modifications are made, the ROAM needs to be placed in the purple folder in the OSR and a list of ELLs who require modifications needs to be communicated with the administrator(s) so that they are aware for reporting purposes.

ASSESSMENT AND REPORTING CONSIDERATIONS

Assessment Considerations

Classroom Assessment

Through assessment, teachers gather information about their students' prior knowledge, language needs, and learning progress. The educational strengths and needs of ELLs can be identified most effectively through multiple forms of assessments using a variety of tools, with a wide range of opportunities to demonstrate what they know and what they can do. (Supporting ELLs, A Practical Guide for Ontario Educators, p.61-63)

Assessment of English language learners should:

- focus on improving student learning;
- be linked to curriculum / STEP expectations;
- reflect appropriate program adaptations as needed (e.g. accommodations and modifications recorded in the ROAM or IEP);
- take into account varying rates of second language learning;
- allow the use of the student's first language as appropriate; and
- be realistic.

EQAO

English Language Learner ESL and ELD Programs and Services Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007) states that:

2.9.1 English 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.

2.9.2 Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.

2.9.3 English language learners should take the Ontario Secondary School Literacy test when they have acquired the level of proficiency in English required for success.

Decisions regarding whether an ELL should participate in EQAO should be made in consultation with the ELL teacher and classroom teacher. We recommend that ELLs only participate in EQAO when they have consistently demonstrated the observable language and literacy behaviours in STEP 1, STEP 2 and 75% of STEP 3. An ELL should be exempt if they have not yet demonstrated these behaviours and if the student is unable to participate in part or all of the assessment even with accommodations or special provisions.

ELLs writing the assessment are eligible for additional permitted accommodations if they are in early stages or steps of English-language acquisition. It is assumed that these students require accommodations for classroom assessments throughout the year. An IEP is not required. Record the accommodations in the e-assessment system.

ELL students who do not have the required level of proficiency at the time of writing may be deferred from writing the Grade 10 Ontario Literacy Test (OSSLT). If this is the case, they will be able to enroll in the Grade 12 Ontario Literacy Course (OSSLC) and upon successful completion of the course will meet the necessary literacy requirements to obtain their Ontario Secondary School Diploma.

Norm-Referenced Assessments

When planning special education assessment for English Language Learners, the use of standardized, norm-referenced tests, including those used by Special Education Facilitators and psychometrists, should be used with discretion; cultural and/or linguistic bias in tests may result in unreliable or invalid data.

Reporting Considerations

	Check ESL/ELD box on Report Card	Check IEP box on Report Card
ELL receiving accommodations only	no	no
ELL receiving modifications recorded in ROAM form (no IEP)	yes	no
ELL + Special Education needs receiving accommodations only	no	no
ELL + Special Education needs receiving modifications in IEP	yes	yes
ELL with modifications that are special education-based but not language-based, recorded in IEP	no	yes

REPORTING FOR ENGLISH LANGUAGE LEARNERS

Teachers must adapt the instructional program in order to facilitate the success of English language learners in their classrooms. "Individual student instruction is modified or accommodated as is necessary, and the supports provided change as language proficiency increases. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time." (Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1-8, p. 40)

"When curriculum expectations are modified in order to meet the language-learning needs of English language learners (often referred to as ELLs), assessment and evaluation will be based on the documented modified expectations. This will be noted on the Elementary Progress Report Cards and the elementary and secondary provincial report cards, and will be explained to parents. Teachers, in collaboration with their administrators, will determine the most effective way to document the modification of curriculum expectations for English language learners.

Teachers **will check the ESL/ELD box** on the progress report cards and the provincial report cards **to indicate that modifications have been made to curriculum expectations** to address the language learning needs of English language learners. Modifications made to the curriculum must be documented using the record of accommodations and modifications (ROAM) form. (see pg.20)

The **ESL/ELD box should not** be checked to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language)."

(Growing Success, 2010, p. 76)

If the curriculum expectations for the ELL have been modified, then the student's mark or grade reflects the student's level of achievement of the modified expectations. In such cases, the following statement must be included in the "comments" section:

"The (grade/mark) for (strand/subject) is based on achievement of the expectations in the (ESL or ELD) program, which vary from the [Grade's] expectations."

(The Ontario Curriculum, Grades 1 – 8: ESL and ELD – A Resource Guide, 2001, p.22)

- Newly arrived ELLs may not be able to respond appropriately to instruction due to lack of language skills and / or difficulties in adjusting; therefore, no marks / grades need be applied initially. However, this would be considered temporary and grades / marks would have to be assigned by the next term or semester. For grades 1-10, an "I" code (for insufficient evidence) may be used if the student has arrived very recently and cannot yet be fairly evaluated. The decision to use an "I" code should be made collaboratively between the classroom teacher, ELL teacher and administration.

STRATEGIES TO SUPPORT ELLS



Adapting the Ontario Curriculum for ELLs

Differentiating Instruction for ELLs

(Supporting English Language Learners Practical Guide, pg 51)

Strategies to Support Beginning ELLs

(Supporting English Language Learners Practical Guide, pg 58)

Making Language and Content Accessible for ELLs

(Supporting English Language Learners Practical Guide, pg 56)

Program Adaptations: Modifications and Accommodations

(Supporting English Language Learners Practical Guide, pg 52)

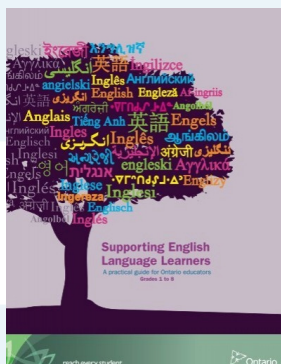
Strategies and Accommodations for All ELLs

(Accommodations Chart, Texts to align with STEP, Oral Reading and Writing Strategies - See Appendix B, C, D)

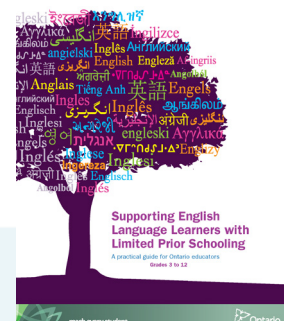
RESOURCES



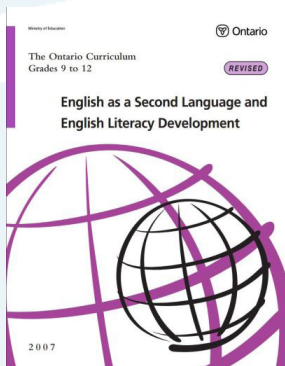
Google Translate



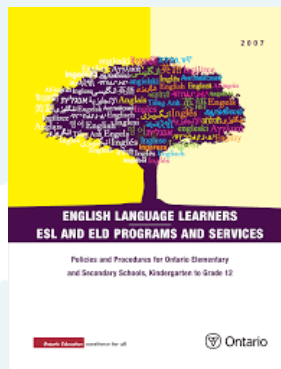
ELL Grade 1-8 Guide



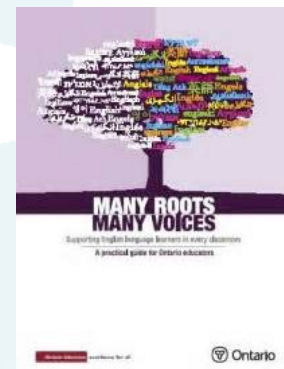
Supporting ELLs with Limited Prior Schooling



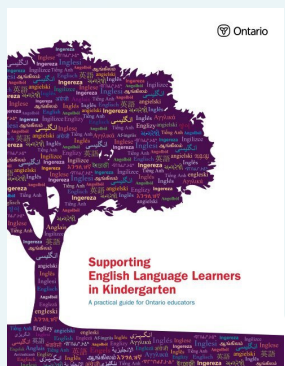
ESL Curriculum 9-12



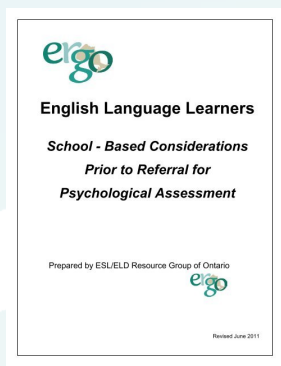
ESL Policy Development 2007



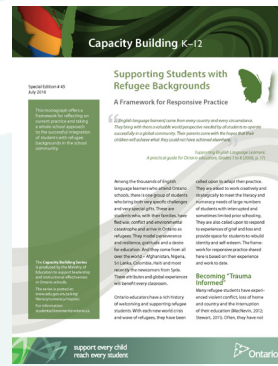
Practical Guide for Educators



ELLs in Kindergarten

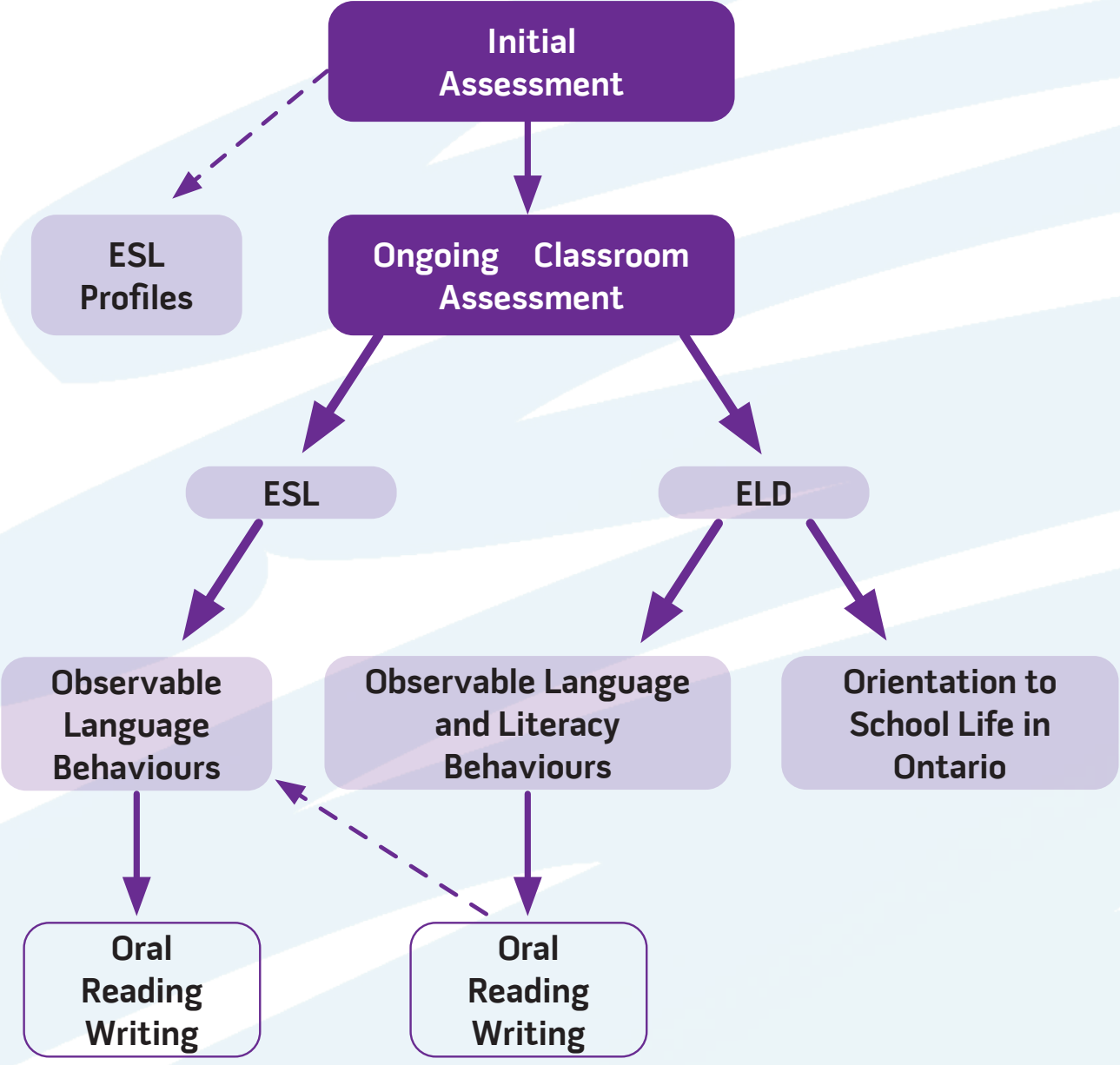


Special Ed Considerations



Supporting Students with Refugee Backgrounds

Steps to English Proficiency (STEP)



Students added to the ELL caseload are placed on the STEP continuum, which covers English Oral Language / Listening, Reading and Writing skills and orientation to school life in Ontario.

What is STEP?



Steps to English Proficiency (STEP) is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across The Ontario Curriculum.

STEP is one of a number of resources written to assist educators in supporting a growing demographic of English language learners in Ontario schools. To have English language learners (ELLs) attain high levels of achievement, across the Ontario curriculum, teachers need resources to support programming and a means of assessing and tracking students' language proficiency over time. The STEP resource includes oral, reading and writing continua, to support students requiring English as a Second Language (ESL) program. For students requiring an English Literacy Development (ELD) program, a continua of English language proficiency as well as literacy skills has been developed along with an Orientation to School Life in Ontario continuum. This resource was developed to guide instruction and classroom-based assessment. ESL/ELD teachers, classroom teachers, and school leaders can use the STEP continua to assess and record evidence of students' language proficiency progress gathered through day-to-day classroom learning experiences. Information from STEP, gathered over time and in various learning contexts, will be useful for school leaders, teachers, students, and parents in supporting the learning and teaching of ELL. Ongoing assessment of student learning is an important factor in improving student achievement. The STEP ongoing assessment tool consists of continua to support ESL/ELD teachers, classroom teachers, and school leaders in meeting the needs of their English language learners. There are two sets of continua: one supports students in an ESL program and one supports students in an ELD program.

Continua

For students requiring an ESL program	For students requiring an ELD program
Observable Language Behaviours <ul style="list-style-type: none"> assess a student's English proficiency 	Observable Language and Literacy Behaviours <ul style="list-style-type: none"> assess a student's English proficiency and
Strands <ul style="list-style-type: none"> oral, reading and writing 	Strands <ul style="list-style-type: none"> oral, reading and writing
Grade clusters <ul style="list-style-type: none"> Grades 1-3, 4-6, 7-8 and 9-12 	Grade cluster <ul style="list-style-type: none"> Grades 3-12 only one cluster
6 Steps <ul style="list-style-type: none"> reflect progress from a beginner level (Step 1) towards proficiency (Step 6) Steps 5 and 6 appropriate 	4 Steps <ul style="list-style-type: none"> reflect progress from a beginner level (Step 1) towards performance that indicates readiness

STEP Assessment Process

For students requiring an ESL program	For students requiring an ELD program
<p>Elements</p> <ul style="list-style-type: none"> name and describe the language concepts or skills that make a connection to the Ontario Curriculum 	<p>Elements</p> <ul style="list-style-type: none"> name and describe the language concepts or skills that make a connection to the Ontario Curriculum
<p>Descriptors</p> <ul style="list-style-type: none"> identify what a student can do capture distinct language behaviours that can be observed across the curriculum through daily instructional tasks 	<p>Descriptors</p> <ul style="list-style-type: none"> identify what a student can do capture distinct language behaviours that can be observed across the curriculum through daily instructional tasks
	<p style="text-align: center;">For students requiring an ELD program</p> <p>Orientation to School Life in Ontario continuum</p> <ul style="list-style-type: none"> assess a student's attainment of specific learning skills that are required for success in Ontario schools <p>Learning Skills</p> <ul style="list-style-type: none"> identified horizontally and are the same as those used on the Ontario Provincial Report Card are skills that students in an ELD program may not have had the opportunity to develop at a younger age and may require explicit instruction to attain <p>Measurement Scale</p> <ul style="list-style-type: none"> identified on the vertical axis of the continuum four point scale using developing, building, consolidating and sustaining <p>Descriptors</p> <ul style="list-style-type: none"> describe behaviour that can be observed in a variety of settings. not all are stranded across all four levels

ESL Observable Language Behaviours Continua (OLB)

The Observable Language Behaviours Continua

The Observable Language Behaviours (OLB) continua support the progress of English language acquisition and inform programming decisions for English language learners. They also serve as the primary assessment and tracking tool of the STEP resource. Descriptors in these continua are intended to capture distinct language behaviours that can be observed across curriculum through daily instructional activities. Careful consideration was given when creating the OLB continua to allow for students to demonstrate higher order thinking skills at all steps including the beginning steps.

Some descriptors on the continuum:

- begin at Step 1 and may end before Step 6. Teachers can assume that this descriptor has been mastered
- do not begin at Step 1 but begin at a more proficient Step and continue to Step 6. It can be assumed that beginning language learners are not able to master this skill until they have developed further language proficiency.

Sample Chart for ESL Continua

Strand and Grade Cluster

OLB ↔ Continuum Reading (Grades 4-6) Step Steps 1-6

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p>Meaning</p> <p>Understand and respond to texts</p> <p>Element</p>	<p>Demonstrate understanding by responding to a highly visual text, using a combination of visuals, drawings, L1, pre-taught vocabulary and gestures</p> <p>Read and follow simply worded instructions with visual support</p> <p>Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, and upper and</p>	<p>Demonstrate understanding by responding to a simple text with visual support using drawings, L1, pre-taught vocabulary and high-frequency words</p> <p>Read and follow short, simply worded instructions</p>	<p>Demonstrate understanding by responding to simple or adapted text</p> <p>Read and follow instructions consisting of a few steps for a variety of tasks</p>	<p>Demonstrate understanding by responding to authentic texts with linguistic complexity approaching grade level</p> <p>Read and follow instructions for multi-step tasks in a variety of academic situations</p>	<p>Demonstrate understanding by responding to authentic texts, from a variety of genres, with linguistic complexity of early grade level</p> <p>Read and follow complex instructions</p>	<p>Demonstrate understanding by responding to a wide variety of grade-appropriate texts with vocabulary support</p>

Descriptor

Element – Names and describes language concepts or skills that make a connection to The Ontario Curriculum.

Descriptor – Intended to capture distinct language behaviours that can be observed across curriculum through daily instructional activities; they identify what a student can do.

Step – The proficiency scale from Step 1 through to Step 6.

OLB – Observable Language Behaviours Continuum

Strand and Grade Cluster –The three strands are oral, reading and writing. There are four grade clusters: grades 1 -3, grades 4 – 6, grades 7 – 8 and grades 9 – 12.

The Observable Language Behaviours continua have two main purposes, one is to inform programming and the other is to track the student's language proficiency.

The Observable Language Behaviours continua describe an English language learner's English proficiency development in three broad strands – oral, reading, and writing. Each strand is guided by the Ontario language curriculum. The Oral strand is defined in terms of listening and speaking skills. Reading is organized by the elements: meaning, form and style, and fluency. The Writing strand emphasizes the view of writing as a process; progressing from prewriting and organization of ideas, to writing, and editing.

As a starting point for instruction and to inform programming, teachers should use the Observable Language Behaviours continua to:

- determine the behaviours the student is consistently demonstrating – the student may show evidence of learning on different Steps across oral, reading, and writing;
- use the descriptors of the next Step to inform instructional decisions: e.g., if the student is consistently demonstrating behaviours on Step 3 for the writing element Form and Style, the teacher should consider using the descriptor in Step 4 to make instructional decisions using the curriculum.

Link to all ESL/OLB continua:

https://www.edugains.ca/newsite/ell/step/english_second_language.html

ELD Observable Language and Literacy Behaviours Continua (OLLB)

The Observable Language and Literacy Behaviours Continua

The Observable Language and Literacy Behaviours (OLLB) continua describe the English proficiency of English language learners who have limited or interrupted formal schooling and require an English Literacy Development program (ELD). The continua support the progress of English language acquisition and the development of literacy skills. They also serve as the primary assessment and tracking tool for the STEP resource. There is only one grade cluster from grades 3–12 for each strand. Descriptors have been written to capture the progress of language acquisition and skill development at all grades levels. However, teachers will need to use their professional judgement of age/grade appropriate skill demonstration, when using the continua.

The Observable Language and Literacy Behaviours Continua range from Step 1 – Step 4. When a student has demonstrated all of the descriptors on Step 4; she/he is ready for an ELD EO placement (secondary) or to transition to an ESL program.

Sample Chart for ELD Continua

The chart is a table titled "Observable Language and Literacy Behaviours (OLLB)". It has five columns: "Element", "Step 1", "Step 2", "Step 3", and "Step 4". The "Element" column lists three categories: "Listening", "Respond to a personally relevant question with gestures, words, or short phrases in English and L1", and "Follow instructions for classroom routines using visual cues and pre-taught English words and phrases". The "Step 1" column contains descriptors for each element. The "Step 2" column contains descriptors for each element. The "Step 3" column contains descriptors for each element. The "Step 4" column contains descriptors for each element. Annotations include: "Continuum" pointing to the top left; "Strand-Grade Cluster" pointing to "ORAL (GRADE 3-12)" above the table; "STEP 1-4" pointing to the top right; "Element" pointing to the first row; "Step" pointing to the column headers; and "Descriptor" pointing to a specific descriptor in the Step 3 column.

Element	Observable Language and Literacy Behaviours (OLLB)			
	Step 1	Step 2	Step 3	Step 4
Listening Listen and respond for a variety of purposes	Identify familiar topics from guided classroom conversation with visual support	Identify key points from guided classroom conversation with visual support	Identify, sort, and organize key information from an oral text into teacher-selected categories	Identify, sort, and organize key information from an oral text
	Respond to a personally relevant question with gestures, words, or short phrases in English and L1	Respond to simple questions using phrases or short sentences in English and L1	Respond to a simple, oral text supported by visuals	Respond to oral texts, of increasing complexity.
	Follow instructions for classroom routines using visual cues and pre-taught English words and phrases	Follow <u>scaffolded</u> simple instructions	Follow multi-step instructions	
	Demonstrate teacher modelled listening behaviours	Use appropriate, active listening behaviours in familiar situations	Use appropriate listening behaviours for a variety of situations	

Element – Names and describes language concepts or skills that make a connection to The Ontario Curriculum.

Descriptor – Intended to capture distinct language and literacy behaviours that can be observed across curriculum through daily instructional activities; they identify what a student can do.

ELD-OLLB – English Literacy Development, Observable Language and Literacy Behaviours continuum

Strand and Grade Cluster –The three strands are oral, reading and writing. There is one grade cluster for students requiring English Literacy Development support; grades 3 – 12. Teachers need to use professional judgement and knowledge of curriculum expectations and developmental appropriateness when using these proficiency scales

Step – Steps are the proficiency scale from Step 1 through 4. There is no Step 5 or 6 on these continua because students at Step 5 or 6 should be doing grade appropriate work.

The Observable Language and Literacy Behaviour continua describe English language and literacy proficiency development in three broad strands-oral, reading, and writing. Each strand is guided by the Ontario language curriculum and the ELD curriculum. The Oral strand is defined in terms of listening and speaking skills. Reading is organized by the elements: meaning, form and style, and fluency. The Writing strand emphasizes the view of writing as a process; progressing from prewriting and organization of ideas, to writing and editing. The Observable Language and Literacy Behaviours continua have two main purposes, one is to inform programming and the other is to track the student's language proficiency and literacy development.

Students in an English Literacy Development program will have varying degrees of first language literacy experiences ranging from no exposure to limited or interrupted. This exposure will influence their rate of progress through the continua. In-depth knowledge of the student's profile will support programming decisions. Teachers need to be aware of the student's strengths and lived experiences and use these assets to build literacy skills.

As a start point for instruction and to inform programming, teachers should use the Observable Language and Literacy Behaviours continua to:

- determine the behaviours the student is consistently demonstrating – the student may show evidence of learning on different Steps across oral, reading, and writing;
- use the descriptors of the next Step to inform instructional decisions: e.g., if the student is consistently demonstrating behaviours on Step 3 for the writing element Form and Style, the teacher should consider using the descriptor in Step 4 to make instructional decisions using the curriculum.

Link to all ESL/OLLB continua:

https://www.edugains.ca/newsite/ell/step/english_literacy_development.html

Descriptor – Intended to capture distinct learning skill behaviours that can be observed across curriculum, they identify what a student can do.

Scale – A scale of developing, building, consolidating and sustaining is used.

Continuum and Program – Identify that this Orientation to School Life in Ontario continuum should only be used for students requiring an English Literacy Development program or support.

Learning Skills – The six learning skills are the same as those on the Ontario Provincial Report Card.

Grade Cluster - There is one grade cluster for students with limited or interrupted formal schooling who require this specific support; grades 3 – 12. Teachers need to use professional judgement and knowledge of age and grade appropriate learning skills when using these proficiency scales.

Link to Orientation to School Life in Ontario Continuum:

https://www.edugains.ca/newsite/ell/step/english_literacy_development.html

Adapted from STEP: A guide for Users

http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf

Appendices



APPENDIX A: EXPLANATION OF BEHAVIOURS AND SUGGESTED INTERVENTIONS



Observable Difficulty	Possible Explanation – Reason for Behaviour	Suggested Interventions (This is not an exhaustive list; some interventions may not be suitable for some ELLs dependent on grade, stage/level of language proficiency and literacy in L1)
Omits words or adds words to a sentence	<ul style="list-style-type: none"> ▪ word not in second language (L2) vocabulary yet ▪ word/concept not learned in L1 	<ul style="list-style-type: none"> ▪ compare the differences between sentence structure in L1 and L2 (use language profiles) ▪ explicitly teach L2 sentence structure while teaching
Frequently forgets common words taught from one day to the next	<ul style="list-style-type: none"> ▪ no context when learned ▪ (concept presented orally only) 	<ul style="list-style-type: none"> ▪ provide visual representation of words ▪ teach new vocabulary in context that it is used ▪ review words at the beginning of lesson ▪ provide glossary of vocabulary prior/during lesson(s)
Becomes distracted easily	<ul style="list-style-type: none"> ▪ does not understand ▪ no visual/concrete support ▪ child mentally exhausted 	<ul style="list-style-type: none"> ▪ provide visuals and concrete support to learner prior to beginning the lesson ▪ pre-teach concepts and context of lesson ▪ allow extra time for the learner to process information ▪ allow student time to consolidate information in L1 (orally or in writing) ▪ check for understanding frequently
Cannot commit multiplication facts to memory	<ul style="list-style-type: none"> • If difficult to do orally, then teacher switches to visual • procedure may be culturally different 	<ul style="list-style-type: none"> • allow student to demonstrate his understanding in L1 or previously learned method • provide on-going visuals to reinforce concepts
Has trouble following directions	<ul style="list-style-type: none"> ▪ does not understand L2 no demonstrations or context given for directions/ procedure 	<ul style="list-style-type: none"> ▪ provide visual cues and context for procedures ▪ chunk information into simple steps ▪ check for understanding frequently ▪ use manipulatives for mathematics instruction
Does not grasp cause and effect relationships	<ul style="list-style-type: none"> ▪ concept being taught not made explicit ▪ no visual or demonstration of cause/effect given 	<ul style="list-style-type: none"> ▪ explicitly teach strategies to show cause and effect ▪ use graphic organizers or visuals to show relationship (flow chart) ▪ teach new vocabulary in the context that it is used

Observable Difficulty	Possible Explanation – Reason for Behaviour	Suggested Interventions (This is not an exhaustive list; some interventions may not be suitable for some ELLs dependent on grade, stage/level of language proficiency and literacy in L1)
Does not see patterns	<ul style="list-style-type: none"> ▪ cultural differences ▪ language structure differences ▪ perception related to different background 	<ul style="list-style-type: none"> ▪ explicitly teach terms ▪ use of bilingual dictionary of terms if appropriate ▪ allow students to answer questions in a variety of ways - speaking, acting, drawing
Can do rote arithmetic on paper, but he/she can't solve math problems in daily life, such as making change for a dollar	<ul style="list-style-type: none"> ▪ language-based ▪ currency different ▪ different experience 	<ul style="list-style-type: none"> ▪ explicitly teach Canadian money names and values ▪ scaffold learning by comparing money from home country ▪ teach with use of manipulatives ▪ provide authentic, meaningful learning tasks in the classroom or school
Avoids writing	<ul style="list-style-type: none"> ▪ most difficult aspect for ELLs ▪ afraid of making mistakes 	<ul style="list-style-type: none"> ▪ allow time for learner to discuss ideas prior to writing ▪ use a verbatim scribe ▪ use graphic organizer to organize thoughts ▪ be selective in deciding which errors to respond to ▪ focus on errors that interfere with communication, cause embarrassment, or have been previously emphasized
Poorly organized/Desk a mess	<ul style="list-style-type: none"> • didn't understand instructions • doesn't know routines • never had his/her own desk 	<ul style="list-style-type: none"> • provide explicit instruction in keeping desk organized • model organization and clean desk • use visual prompts as reminders • choose peer tutor to assist with daily routines
Does not transfer learning from one lesson to another. Has to relearn each concept from scratch	<ul style="list-style-type: none"> ▪ forgets English words ▪ learned orally with no context 	<ul style="list-style-type: none"> ▪ complete a bilingual/visual word list of content words for reference ▪ pre-teach context and enduring understandings ▪ allow for discussion in L1 or L2 to activate prior knowledge

Observable Difficulty	Possible Explanation – Reason for Behaviour	Suggested Interventions (This is not an exhaustive list; some interventions may not be suitable for some ELLs dependent on grade, stage/level of language proficiency and literacy in L1)
Very literal understanding Does not grasp inferences, subtleties, nuances and innuendoes	<ul style="list-style-type: none"> ▪ difficult to express/ represent abstract concepts (teacher and child) 	<ul style="list-style-type: none"> ▪ explicitly teach terms ▪ use bilingual dictionary of terms if appropriate ▪ allow students to answer questions in a variety of ways, speaking, acting, drawing
Does not hear fine differences in words, writes pin for pen	<ul style="list-style-type: none"> ▪ English sounds presented too quickly ▪ some sounds do not exist in L1 	<ul style="list-style-type: none"> ▪ slow down rate of speech during instruction ▪ model correct pronunciation ▪ read aloud often for learner to become familiar with rhythm and intonation patterns in L2 ▪ introduce students to pairs of words (with visual cues) with similar sounds to help students perceive differences between sounds
Forgets names of things that he/she knows. Has to describe them	<ul style="list-style-type: none"> ▪ needs more vocabulary ▪ needs content word banks 	<ul style="list-style-type: none"> ▪ complete a bilingual/visual content word list for reference ▪ pre-teach context and enduring understandings ▪ allow for discussion in L1 or L2 to activate prior knowledge
Often understands concepts but can not do it in written symbolic form with paper and pencil	<ul style="list-style-type: none"> • writing is most difficult task 	<ul style="list-style-type: none"> • explicitly teach printing and give opportunities to practice within content instruction • allow students to answer questions in a variety of ways, speaking, acting, drawing
Freezes when asked to perform on demand	<ul style="list-style-type: none"> ▪ needs time to “translate” your question and formulate response 	<ul style="list-style-type: none"> ▪ activate background knowledge prior to lesson ▪ encourage performance to individual or small groups to ease anxiety ▪ allow extra time for learner to process information ▪ give opportunity to jot down ideas in L1 before answering ▪ give opportunity to discuss in L1

Observable Difficulty	Possible Explanation – Reason for Behaviour	Suggested Interventions (This is not an exhaustive list; some interventions may not be suitable for some ELLs dependent on grade, stage/level of language proficiency and literacy in L1)
Has limited sight word memory	<ul style="list-style-type: none"> ▪ needs oral practice ▪ word banks 	<ul style="list-style-type: none"> ▪ create bilingual dictionary word banks ▪ read to and have the learner read every day ▪ teach sight words in the context they are used, (avoid flash cards and drills)
Learns from watching not listening	<ul style="list-style-type: none"> ▪ does not understand L2 ▪ needs physical model 	<ul style="list-style-type: none"> ▪ allow students to answer questions in a variety of ways, speaking, acting, drawing
Cannot categorize, classify or summarize	<ul style="list-style-type: none"> ▪ does not understand topic ▪ needs model 	<ul style="list-style-type: none"> ▪ activate or build background knowledge ▪ perform/present to individual or small groups to ease anxiety ▪ allow for time to process information and jot notes in L1
Cannot retell a story in sequence or summarize	<ul style="list-style-type: none"> • does not understand in L2 but may be able to respond orally in L1 • may not yet have oral fluency in L2 to respond 	<ul style="list-style-type: none"> • perform/present to individual or small groups to ease anxiety • allow for extra time to process information • provide opportunity to jot down ideas in L1 before answering • scaffold activity by allowing ELL to sequence pictures prior to oral retell • explicit teaching of past-tense verbs to aid with retelling the story
Confuses b,d,p,q. Confuses order of letters in words. Reads was for saw	<ul style="list-style-type: none"> ▪ other languages don't rotate symbols ▪ directionality (culture) 	<ul style="list-style-type: none"> ▪ learn about the differences between languages ▪ explicitly teach the differences between L1 and L2 ▪ allow time for pronunciation practice ▪ read to and have the learner read everyday
Low frustration tolerance. Gives up easily or explodes	<ul style="list-style-type: none"> ▪ does not understand content ▪ tired ▪ does not feel successful 	<ul style="list-style-type: none"> ▪ activate prior knowledge and build context of the lesson or enduring understanding ▪ teach new vocabulary in context ▪ choose one area of conventions to correct to reduce feelings of failure ▪ use positive reinforcement to give confidence in areas of strength

Observable Difficulty	Possible Explanation – Reason for Behaviour	Suggested Interventions (This is not an exhaustive list; some interventions may not be suitable for some ELLs dependent on grade, stage/level of language proficiency and literacy in L1)
Does not hear the sequence of sounds in a word and writes isolated parts of it; amil for animal	<ul style="list-style-type: none"> ▪ only picks out certain sounds or words 	<ul style="list-style-type: none"> ▪ slow down rate of speech during instruction ▪ model correct pronunciation ▪ read to and have the learner read everyday
Has trouble seeing (verbal/visual) similarities and differences	<ul style="list-style-type: none"> ▪ image may be culturally irrelevant 	<ul style="list-style-type: none"> ▪ explicitly teach similarities ▪ teach new vocabulary in context ▪ understand cultural difference to build upon prior knowledge of ELL ▪ choose verbal/visual contexts that are culturally relevant
Has handwriting difficulty. Writes very slowly.	<ul style="list-style-type: none"> ▪ writing in L2 is difficult ▪ L1 writing system may be different ▪ difficulty reading/ writing cursive 	<ul style="list-style-type: none"> ▪ explicitly teach the differences between writing systems in L1 and L2 ▪ allow students to answer questions orally ▪ use block printing instead of cursive writing ▪ allow student to jot down information in L1 prior to answering in L2 ▪ encourage use of graphic organizer to answer questions
Reads without expression	<ul style="list-style-type: none"> • dysfluent in L2 reading • may not be fluent reader in L1 • reading style of L1 may be to intone or chant, reducing intonation to a low fall at the end of sentences 	<ul style="list-style-type: none"> • listen to fluency in L1 to determine if same problem exists • determine expression expectations in L1 • model fluency • provide texts at lower reading level so student will not get stuck on decoding • read to and have the ELL read everyday

Adapted from:

Sanchez-Lopez, Cristina. Creating Supportive Learning Environments for ELLs in Mainstream Classrooms. Illinois Resource Center, 2005

Coelho, Elizabeth. Adding English: a guide to teaching in multilingual classrooms. Toronto: Pippin, 2004.

APPENDIX B: STEP ORAL, READING, AND WRITING STRATEGIES



Strategies to Support English Language Learners at all STEPs

Oral	Reading	Writing
<ul style="list-style-type: none"> ▪ Give clear instructions; ▪ Have students retell instructions or directions; ▪ Provide daily opportunities for students to listen and talk in a variety of groupings and a variety of purposes; ▪ Use strategies/protocols, such as KWL, Four Corners and Inside/ Outside Circle, Fold the Line to allow for discussion and to activate prior knowledge; ▪ Use media/visual text to build knowledge of a topic and understand key concepts; ▪ Paraphrase/model correct forms of speech rather than correcting errors; ▪ Teach students to identify purpose and audience for oral presentations; ▪ Use collaborative learning strategies such as turn and talk and small group discussion, with students of various language proficiencies and students whose first language is English; ▪ Provide opportunities for students to prepare and rehearse before sharing their thinking/performing; ▪ Provide additional wait time when asking a question. 	<ul style="list-style-type: none"> ▪ Select texts that are connected to the student's lived experiences to bridge the understanding of new concepts and vocabulary; ▪ Provide visual supports such as photo demonstrations and videos to develop new concepts and understanding; ▪ Build on prior knowledge and lived experiences with pre-reading discussion; ▪ Use graphic organizers before, during, and after reading; ▪ Scaffold comprehension of texts by previewing with students and discussing text features prior to reading; ▪ Include a variety of instructional approaches such as think alouds, shared reading, guided reading and independent reading, using literary, information, and media texts; ▪ Provide opportunities for students to make predictions and discuss text features during small group instruction; ▪ Explicitly teach semantic, syntactic, and graphophonic cueing systems with familiar text; ▪ Provide time for students to read every day; ▪ Assist students in making appropriate choices for independent reading; ▪ Use non English language search engines on the internet to support research; ▪ Provide opportunities for students to work in small groups with English speaking peers; ▪ Use Anticipation Guides to examine and respond to a series of teacher generated statements; ▪ Ask students to predict, based on a shared reading of the first sentence or first paragraph of a text or key illustrations; ▪ Ask students to adopt the roles of different characters during Readers' Theatre; ▪ Have students create a story map or timeline as a visual representation of the main features of a story. 	<ul style="list-style-type: none"> ▪ Model how to identify a purpose and audience for writing; ▪ Model how to use graphic organizers, such as Venn diagrams, T-charts, word webs and story maps, to organize ideas for writing; ▪ Have students write on topics that are culturally relevant to their lives; ▪ Encourage students to keep an editing checklist for reference; ▪ Provide students with ongoing support through regular teacher and peer conferences; ▪ Create opportunities for students to select personally relevant topics for writing; ▪ Provide opportunities for students to talk about their writing through the writing process; ▪ Encourage students to write in a variety of text forms and presentation formats; ▪ Model writing and thinking aloud on a regular basis; ▪ Provide frequent writer's workshop mini-lessons focusing on a specific skill or concept; ▪ Develop background knowledge of a topic for writing through listening and speaking activities, reading, information gathering, and notetaking; ▪ Use pre-writing strategies, such as KWL, Four Corners and Inside/Outside Circle, to allow for discussion and activation of prior knowledge; ▪ Have students create and maintain a writing portfolio that includes ideas for writing and samples of their writing; ▪ Provide opportunities for students to participate in teacher and peer conferences; ▪ Allow students to draft their deas using first language; ▪ Providing writing frames of the various writing text forms ; ▪ Consider appropriate technology to support writing; ▪ Use mentor texts to connect the reading to the various written forms

Strategies for English Language Learners on STEPs 1 and 2

Oral	Reading	Writing
<ul style="list-style-type: none"> ▪ Allow students to respond in a variety of ways, such as communicating with gestures, and providing yes/ no responses; ▪ Provide non-verbal cues such as objects, visuals, videos, demonstrations, and movement; ▪ Consider strategic language partners; ▪ Allow students of the same language background to use first language. Provide the necessary scaffolds such as, sentence frames and vocabulary lists to share their thinking in English; ▪ Allow students to observe and listen before they respond to a question or prompt; ▪ Simplify your sentence structures when speaking to students; ▪ Provide structured overviews of discussions for listening. 	<ul style="list-style-type: none"> ▪ Use a variety of simple texts with visuals, to introduce concepts of print, such as directionality and features of text; ▪ Introduce musical chants and poems that reinforce everyday expressions and patterned speech; ▪ Create compilations of familiar texts, such a illustrated language experience charts, poems, chants, etc., for student rereading; ▪ Allow students to read about a topic in their first language; ▪ Allow students to respond to questions orally rather than in writing; ▪ Encourage students to read first-language or duallanguage books. 	<ul style="list-style-type: none"> ▪ Explicitly teach concepts of print,such as one to one correspondence and directionality; ▪ Provide students with many opportunities to talk in English or first language with a language buddy before writing; ▪ Encourage the use of first-language in personal dictionaries, word lists, prewriting activities, and when preparing outlines or drafts; ▪ Allow students to respond in drawings, words, phrases, simple sentences, and firstlanguage; ▪ Act as a scribe, using the language experience approach to record student ideas; ▪ Provide students with writing prompts and sentence starters; ▪ Provide students with duallanguage and illustrated dictionaries; ▪ Consider appropriate technology to support writing; ▪ Model and provide opportunities for shared writing with partners and in small groups.

Strategies for English Language Learners on STEPs 3 to 6

Oral	Reading	Writing
<ul style="list-style-type: none"> ▪ Provide multiple opportunities for students to paraphrase, extend thinking, justify and challenge points of view and elaborate on ideas using phrases such as I would like to add..., I heard you say...I disagree with...; ▪ Explain a complex procedure; ▪ Retell a story using figurative language; ▪ Provide opportunities for students to use academic vocabulary in their responses to questions and prompts; ▪ Summarize information from a non-fiction text. 	<ul style="list-style-type: none"> ▪ Model how to skim and scan texts as a pre-reading activity; ▪ Remind students to use the text features such as illustrations, graphs, captions and glossary to gain a better understanding of the text; ▪ Provide opportunities for Jigsaw Reading, so that each student becomes an expert on a section of a text and then shares information in the home group; ▪ Use book clubs to provide opportunities for students to talk about a book in depth and share their connections to the text; ▪ Help students to deepen understanding of texts by taking on the role of a character in the Hot Seat. 	<ul style="list-style-type: none"> ▪ Provide students with duallanguage and illustrated dictionaries, thesauri, dictionaries of idioms, and glossaries; ▪ Model how to revise and edit at all stages of the writing process and coconstruct editing checklists and task-based rubrics; ▪ Use student-teacher or peer dialogue journals.

Adapted from STEP: A guide for Users

http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf

APPENDIX C: STEP ORAL, READING, AND WRITING STRATEGIES

Selecting Text to Align with STEPs

	1	2	3	4	5	6
Organization of text/format	Simple, predictable layout/text features such as diagrams and illustrations	Simple, easy to follow layout Common text features such as title, page number, table of contents, captions, headings, and bold print	Common formats of adapted text such as lists, paragraphs, instructions Common text features such as charts, photos, maps, text boxes	Layout determined by text form authentic, fiction, or non-fiction Text features such as graphs, indexes, glossaries	Layout determined by text form early grade level fiction or non-fiction Text features such as indexes, glossaries, sidebars, footnotes	Layout determined by text for grade level fiction or non-fiction Grade appropriate text features
Length	Single words or short patterned sentences per page	1 – 3 sentences per page	Paragraph(s)	Varies	Varies	Varies
Content	Personal and familiar topics relating to the student's experience or interests	Common everyday topics	Familiar and subjectspecific topics	Familiar and subjectspecific topics	Grade-level content in various subject areas	Grade-level content in various subject areas
Language	High-frequency words Patterned text Simple, short sentences	High-frequency words and phrases Some words with multiple meanings Simple compound sentences	Some academic words across subject areas A variety of simple and compound sentences A variety of sentence lengths	Grades 1 – 3 academic words, simple descriptive words and high frequency words and phrases Grades 4 – 12 academic words, low frequency words, and descriptive language A variety of sentence structures	Low-frequency words and academic vocabulary at early grade level A variety of complex structures at early grade level	Grade appropriate vocabulary A variety of complex structures at grade level
Visuals	Many clear visuals that help the reader understand the text	Clear visuals that help the reader understand the text	Visuals on a page representing a key idea or concept	Some visuals that support understanding of the text	Visuals that support understanding of early grade level text	Visuals that support understanding of grade level text

Adapted from STEP: A guide for Users

http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf



According to *Growing Success*, “it is essential for all educators to understand the distinction between modifications measures contribute to fairness and social justice for many students in an increasingly multicultural environment.”

Accommodations: A variety of types of accommodations and strategies may be used to support English language

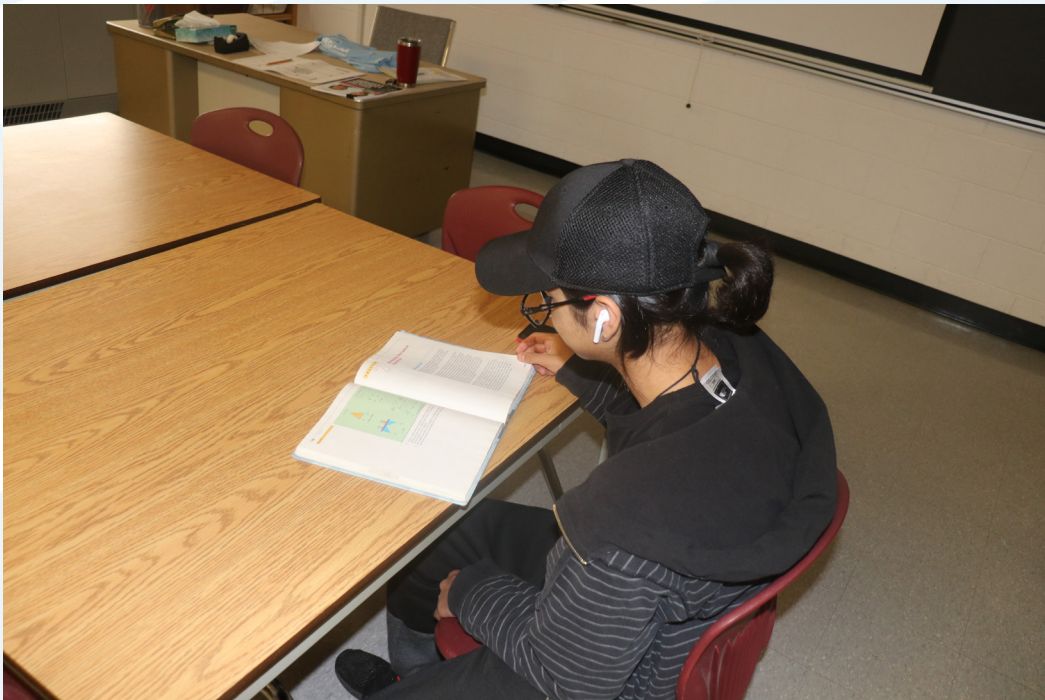
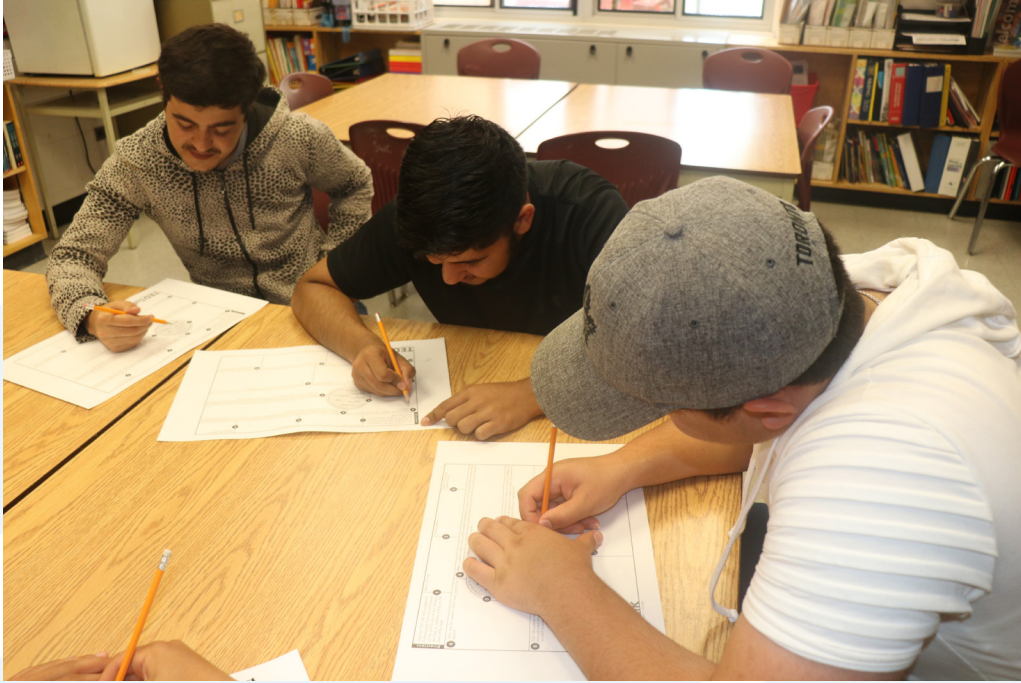
Instruction	Resources & Materials
<ul style="list-style-type: none"> ▪ Simplify vocabulary and sentence structure ▪ Pre-teach vocabulary ▪ Recycle new words ▪ Simplify sentence structure ▪ Make frequent use of a variety of concrete and visual supports ▪ Highlight key ideas and instructions ▪ Provide notes that highlight key ideas and new vocabulary ▪ Give clear, explicit instruction ▪ Use non-verbal cues ▪ Give sufficient response time when interacting orally ▪ Encourage oral rehearsal of key ideas/words ▪ Check often for understanding ▪ Provide bilingual support (e.g., encourage students to use L1 prior to providing a response in English) ▪ Speak naturally, pause briefly between phrases ▪ Be conscious of words that need further explanation ▪ Use key visuals to present concepts ▪ Monitor your use of idioms, cultural references, jokes, colloquial forms, figurative language/slang ▪ Scaffold task by providing sentence stems, paragraph structures, composition frames ▪ Teach the use of tools (e.g. computer programs, calculators) ▪ Allow printing rather than writing ▪ Provide peer tutors ▪ Reduce anxiety levels 	<ul style="list-style-type: none"> ▪ Bilingual Resources: <ul style="list-style-type: none"> ▪ Dual language texts (e.g. magazines, books, websites) ▪ Bilingual dictionaries (e.g. Google Translate) ▪ Adapted texts at suitable levels for the various levels of English proficiency ▪ Multimedia resources ▪ Manipulative/concrete materials ▪ Graphic organizers (e.g. Venn Diagrams, timelines, mind maps) ▪ Culturally diverse texts ▪ Technology ▪ Anchor Charts (words, first language and pictures together) ▪ Personal dictionaries ▪ Word Walls (words, first language and pictures together)

Adapted from: *Supporting English Language Learners, A Practical Guide for Ontario Educators, Grade 1-8 English as a Second Language/ English Literacy Development, The Ontario Curriculum Grades 9-12, 2007 Many Roots Many Voices, Supporting English Language Learners in every classroom, 2005 Tips for English Language Learners in Mathematics, Grade 7,8,9 Applied, 10 Applied, 2005 Coelho, Elizabeth (2004). Addina English, A guide to teaching in Multilingual classrooms, Pippin Pub.*

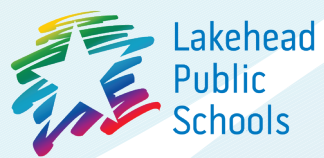
and accommodations as well as the importance of providing either or both, as needed, to English language learners. These

learners as they develop English language proficiency

Assessment		Environment
Conversations	<ul style="list-style-type: none"> Conduct frequent conferences to check for understanding (e.g., when conferencing with a group of students speaking in L1, interact and ask questions in English to gauge their understanding) Provide timely and frequent feedback to support language acquisition and achievement of curriculum content (e.g., oral or written), and be selective when correcting errors Guide students in acquiring self-monitoring skills that help them identify difficulties and advocate for themselves when they don't understand Explain any assessment vocabulary (e.g. describe, identify, explain your thinking, etc.) that may be unfamiliar to students 	<ul style="list-style-type: none"> Set an inclusive tone where all languages, cultures, and faiths are shared and valued Collect information about student's home languages (e.g., school data, parent surveys, language charts) Create a print rich, multilingual environment, ensuring that diverse languages and cultures are reflected Encourage use of L1 to support orientation and bridge home classroom languages Use Student Ambassadors to help welcome students who speak the same L1 Learn and use a few words/phrases in students' home languages (e.g., morning greetings, etc) Ask parents/community members to become active participants in the learning (e.g., co-create multilingual signs and posters with greetings, expressions) Understand and respect cultural norms, (e.g., making eye contact with the teacher or peers) Make interpreters and translators available for parents, when appropriate Arrange furniture to allow for small group work Co-create norms for working together effectively Use flexible student groupings, depending on task purpose
Observations	<ul style="list-style-type: none"> Observe students as they work individually and in groups and provide encouragement for interaction and contribution Use a variety of tools to record observations and document the acquisition of English (e.g, anecdotal notes, presentation, checklists, Guided Reading observations, photo and video documentation, etc.) 	<p>Heterogeneous groups: ELLs should be flexibly grouped with proficient English speakers to hear and use new language and vocabulary in authentic contexts</p> <p>Homogeneous groups: ELLs can be grouped together for short periods of time, to provide intentional language supports or to provide same language groups as an opportunity to talk about difficult concepts in familiar language</p>
Products	<ul style="list-style-type: none"> Provide options that allow students to demonstrate their understanding in a variety of ways (e.g., oral presentation, portfolio, audio/video presentation, graphic organizer, etc.) Allowance of extra time to complete tasks Provide bilingual dictionaries or encourage ELLs to use their personal dictionaries when taking tests Provide supports for written tasks such as sentence starters, word choice boxes, graphics, and illustrations During reading assessment (e.g., Running Records), students' first languages may influence pronunciation while reading orally. Mispronounced words during oral reading should not be counted as errors. 	<ul style="list-style-type: none"> If assigning roles for cooperative learning, ELLs need roles that will allow them to practice English Label objects and classroom materials in English/L1 Provide access to and teach use of technology Provide manipulatives and concrete materials







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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 081-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: HUMAN RIGHTS, EQUITY, AND INCLUSIVE EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to providing a safe, welcoming, accessible, and inclusive learning and working environment that upholds human rights and promotes equity of access and outcomes for the benefit of diverse students and staff. Accordingly, facilitation of initiatives is at the core of the equity and inclusive education work within LDSB.
- 1.2 Lakehead District School Board is committed to human rights and equity for the benefit of students, staff, families, and communities. Lakehead District School Board endeavors to identify systemic barriers and discriminatory practices that impede the full participation and success of students and staff. Human rights and equity related planning and initiatives align with Ministry of Education priorities, the initiatives of the Education Equity Secretariat, and with LDSB's mission, values, and strategic planning efforts.

MISSION

Lakehead Public Schools is committed to the success of *every* student.

VISION

We promote and support equity of opportunities and outcomes for students, in an environment that is accessible, safe, inclusive, and respectful. We support every student and staff member to be inspired and successful lifelong learners.

VALUES

Inclusion
Respect
Integrity
Empathy
Responsibility

PRINCIPLES

Lakehead Public Schools strive to embody the following five principles:

Belong
Achieve
Reconcile
Lead
Inspire

OUR COMMITMENT TO RECONCILIATION

We commit to the following four principles of reconciliation between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools:

Relationality
Relevancy
Respect
Responsibility

STRATEGIC PLAN, 2021-2024 (Appendix A)

The strategic plan will inform the development and implementation of equity and inclusive initiatives.

2. Situation

- 2.1 In support of the implementation of equity and inclusion focused initiatives and practices across the system, LDSB has convened the Equity and Inclusive Education Advisory Committee. This committee exists to provide advice and guidance to the superintendent of education on matters of Equity and Inclusive Education at LDSB.

Mandate of the Committee

Lakehead District School Board aims to foster caring, safe, inclusive, and engaging learning environments that support the well-being and success of diverse students. This committee advises on Equity and Inclusive Education to:

- deepen awareness and understanding of equity and inclusion;
- identify current equity issues that adversely affect students, parents/guardians/community partners, staff; and
- share information about equity and inclusive climate at schools and LDSB.

The following outlines the committee and key actions for the 2022-2023 years:

2.2 Equity and Inclusive Education Advisory Committee 2022-2023 members were:

- Michelle Probizanski, Chair, Superintendent of Education;
- Jane Lower, Chair, Superintendent of Education;
- Anthony Jeethan, Human Rights and Equity Advisor;
- Leslie Hynnes, Principal;
- Kathleen Mercier, Teacher and ETFO Representative;
- Dinah Jung, Teacher and ETFO Representative;
- Carlos Santander-Maturana, OSSTF and SSP Representative;
- Jenny Fenton, Manager, Human Resources;
- Megan Semeniuk, Mental Health Lead;
- Maggie Fredrickson, Principal of Special Education;
- Ellen Chambers, Trustee;
- Patricia Johansen, Trustee;
- Marg Arnone, Trustee (Representative 2022);
- Anika Guthrie, Principal of Indigenous Education;
- Linda Grassia, Student Success Lead;
- Serena Essex, AEAC Representative;
- Robin Cawlishaw, PIC Representative; and
- Amy Massalin, SEAC Representative.

3. Equity and Inclusive Education Initiatives

3.1 Lakehead District School Board develops and implements initiatives that advance equity and inclusive education. During this reporting period, the following five areas were addressed.

3.1.1 Policy and Procedures

Lakehead District School Board is committed to upholding human rights and fostering equity. To fulfill this obligation, LDSB develops new policies and updates old policies. Policies and procedures are developed in accordance with legislated requirements, including the Policy and Program Memoranda from the Ministry of Education. In addition, the reviews are conducted with an equity, diversity, and inclusion lens to support the needs of diverse groups. Lakehead District School Board engages in consultation with stakeholders and the community about these policies and the supporting procedures for implementation. The following ten policies and their implementation procedures were prepared and approved for use at LDSB:

- 7030 Human Rights and Workplace Harassment Policy;
- 6010 Emergency Evacuation and School Closure;
- 7050 Conflict of Interest Policy;
- 7060 Staff Training Policy;
- 9015 Facility Partnerships Policy;
- 3094 Electronic Meetings Policy;
- 8070 Safe Schools – System Expectations Policy;
- 9010 School Accommodation Policy;
- 3092 Privacy and Information Management Policy; and
- 8062 Voluntary First Nations, Metis, and Inuit Self-Identification Policy.

In the coming year, LDSB will be looking at restructuring equity-focused policies to be reviewed on a more routine basis, in order to ensure they are consistent with current legislation and research.

3.1.2 Professional Learning

At LDSB, we provide capacity building and leadership related sessions for advancing human rights and equity. The senior team provides the necessary direction for this endeavour considering priorities and the current context both locally, and more broadly, in the education sector. We support administrators to meet their obligations including fulfilling the duty to accommodate students and staff. Among the ongoing efforts to support staff, the following are examples of key areas of focus during this reporting period:

- a session entitled *Gender Identity & Human Rights* with a focus on anti-discrimination was offered to Board Office staff;
- the Equity and Inclusive Education Advisory Committee included professional learning sessions facilitated by community partners from Rainbow Collective and Thunder Pride;
- Lakehead District School Board approved a significant revision to 6010 Emergency Evacuation and School Closure Policy to clarify and highlight the accommodation needs of staff and students during emergency situations;
- enhanced messaging for accommodation during religious and creed-based celebration was provided to principals and other administrative staff;
- school based learning sessions were created and facilitated by the Human Rights and Equity Advisor (HREA) on topics including power and privilege, anti-Black racism, and anti-oppressive approaches; and
- the 7030 Human Rights and Workplace Harassment Policy was approved to support the equality rights of students and staff and it prohibits discrimination based on sex (includes pregnancy), race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), age, record of offences (in employment), marital status, family status, disability, sexual orientation, and gender identity or gender expression. The policy also prohibits workplace harassment and workplace sexual harassment. Administrators and senior team members were engaged in policy implementation related learning sessions.

3.2. Consultation and Advice on Human Rights and Equity Matters

The HREA is engaged in ongoing efforts to support staff leadership by increasing knowledge and enhancing skills to address human rights and equity related concerns and complaints.

The HREA is also accessible to families, students, and community members who may have human rights related issues with LDSB. Since January 2023, the HREA has been able to resolve approximately 94% of incoming calls or concerns. Many other concerns which have not currently been resolved are at different stages of the resolution process.

3.3 Student Leadership

3.3.1 Student leaders from all LDSB schools participated in the Student Senate and shared feedback on important topics such as how LDSB could raise awareness on equity and how we could ensure welcoming and safe schools for all students.

3.3.2 Gay Straight Alliance/Gender and Sexuality Alliance Activities (GSA)

All secondary schools, and some elementary schools, support and facilitate the work of their Gay Straight Alliances/Gender and Sexuality Alliances. Gay Straight Alliances/Gender and Sexuality Alliances are student-run groups that provide a safe place for all students to meet and learn about different orientations, provide support for each other, work together to combat homophobia/transphobia, raise awareness on human rights, and promote equality for all. Lakehead District School Board's secondary GSA student committees participated in a student leadership workshop facilitated by the Indigenous Friendship Centre in February 2023.

4. Community Partnerships

4.1 City of Thunder Bay Anti-Racism and Inclusion Accord

Lakehead District School Board is one of the original member organizations of this accord. We are working with city partners and community organizations to create an anti-racism and inclusion resource guide.

4.2 Diversity Thunder Bay

Diversity Thunder Bay consists of individuals and representatives of organizations working to celebrate difference, and end racism and discrimination in Thunder Bay. As a member organization, LDSB gains knowledge and shares expertise through engagement with key expert community agencies.

4.3 Joint Protocol for Student Achievement

The local Children's Aid Society (CAS) and Dilico Family Care collaborated with local school boards and area counselling centers, to develop the Joint Protocol for Student Achievement (JPSA). The JPSA outlines the scope of important collaborative practices and processes to guide agencies and school boards as they develop and implement local protocols to support the educational success for students in the care of, or receiving child protection services, from CAS.

4.4 Pride Flag Recognition and Trans Flag Raising Events

During the month of June 2023, LDSB continued to proudly recognize the flying of the Pride flag at all schools of LDSB. Lakehead District School Board continued to raise the transgender flag, ensuring that members of 2SLGBTQIA communities, and all students, know that they belong and have a safe space in our schools. Many schools organized events and activities to celebrate Pride.

5. Equity, Diversity, and Inclusion Resources

5.1 Holy Day Accommodation Guide

Lakehead District School Board recognizes that our students and staff are members of a diversity of faith groups. To facilitate the accommodation of religious and Indigenous spirituality related needs, LDSB has created the Creed (Religious) Accommodation Guideline (posted on the LDSB website). In addition, we provide a holy day listing to facilitate this endeavor.

The holy day listing serves as a resource for students, educators, and school communities, celebrates the diversity of LDSB, and provides information regarding many faiths including Bahá'í, Buddhist, Christian, Jewish, Hindu, Islamic, and Sikh, holy days, and feasts.

The Holy Day List has been expanded to include more information on accommodation responsibilities for staff, considerations for event planning, and sample language for families to request accommodations based on creed.

5.2 Days of Significance List

The days of significance listing was created to recognize days of importance in Ontario, Canada, and includes days identified by the United Nations. These days are important reminders of rights-based issues, equity, diversity, and inclusion, and serve as a valuable tool for education. To raise awareness about the days of significance in education, the communications officer posts messages pertaining to the days on the LDSB website.

In addition, principals are now provided with a monthly reminder of upcoming Holy Days and Days of Significance to ensure no observances are accidentally missed.

6. Census

6.1 Student Census – Secondary Analysis

Using existing data from PowerSchool and the completed Student Census questionnaires from 2021-2022, the HREA worked with a researcher from Lakehead University, Dr. Christina Van Barneveld, to examine disparity data trends, in accordance with the Anti-Racism Act (2017). This analysis will be presented to administrators during the August 2023 Leadership Sessions and will help inform future equity strategies for students.

6.2 Workforce Census

The Employee Workforce Census was open from June 5 – June 19, 2023. This demographic data collection project aims to provide insight into our employee diversity, as well as their understandings of the equity work LDSB has engaged in. Data analysis from this project will help us determine how closely our workforce mirrors our community demographic, the diversity of employee groups, and will also provide employee feedback on improving our equity goals for staff.

7. Next Steps

7.1 Continued Professional Learning

Ensuring equitable outcomes for students and equity amongst the workplace involves continuous growth and learning. In the coming year, LDSB aims to provide education sessions for administrators on their obligations under the Ontario Human Rights Code, addressing bias, and continued learning on culturally relevant practices. Similarly, it is also essential that all staff have a foundational understanding of the principles of equity, such as privilege, power, intersectionality, and discrimination. As such, LDSB will be looking at ways to ensure all staff, including new hires in the future, have access to this knowledge.

7.2 Student Leadership

Lakehead District School Board will be partnering with Superior-Greenstone District School Board to host a two-day leadership conference in October 2023. This conference, which will host 100-120 students, is facilitated by Harmony Movement Canada. Students from diverse backgrounds will be invited to participate, where they will learn about ethical and equitable leadership and subsequently develop an action project for their school community. Harmony Movement will provide up to 8 weeks of virtual support for students and staff as they try to enact their projects.

We hope this conference will help foster a stronger sense of inclusion in our schools.

7.3 Board Equity Plan 2024-2027

As the current Board Equity Plan is set to expire in this coming school year, a priority for LDSB will be to redevelop this action plan. Goals for this action plan will be informed by our data collection efforts (census data) and from community partnerships.

8. Conclusion

Lakehead District School Board continues to promote and foster equitable and inclusive learning and working environments through a variety of initiatives. This work is ongoing, and we continue to advance equity in the delivery of education for the benefit of students, staff, and families.

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

EDUCATION EQUITY PLAN: Achieving Equity of Access and Equity of Outcomes

2021 TO 2024

I. Introduction

Lakehead District School Board (LDSB) is committed to providing safe, respectful, accessible, and inclusive working and learning environments. Lakehead District School Board promotes and the human rights of all individuals and fosters equity and diversity. It is a shared responsibility across LDSB to foster working and learning environments, where every individual is treated with respect. At LDSB, well-being and student achievement is of utmost importance. The Board’s mission, vision, values, and commitments inform the provision of education and employment.

Our Mission: We are committed to the success of every student.

Our Values: Inclusion, Respect, Integrity, Empathy, Responsibility

Lakehead District School Board strives to embody the five principles: Belong, Achieve, Reconcile, Lead, and Inspire as articulated in the Strategic Plan, 2021-2024. We commit to the four principles of reconciliation - Relationality, Relevancy, Respect, Responsibility, between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools.

In addition, the Education Act sets out the vision to *“provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society.”* The *Ontario Human Rights Code* *“complements the Education Act by confirming that human rights are a necessary precondition and the most effective means to achieve an Ontario where every person enjoys equal rights and opportunities without discrimination and is able to contribute fully to the development and well-being of the community and the province”* Ontario Human Rights Commission, 2018. Laws and ministerial directives in the form of Policy/Program Memoranda govern the provision of education at Lakehead District School Board.

“It is the Policy of Lakehead District School Board to promote equity and inclusive education.” Equity and Inclusive Education Policy, 1020. Lakehead District School Board is committed to reconciliation, human rights, and equity. This Education Equity plan provides the necessary direction to make progress with upholding rights and fostering education equity at the Board.

II. The Goal

Equity of access and equity of outcomes is a strategic priority at Lakehead District School Board. We endeavour to meet the needs of increasingly diverse students including Indigenous peoples, racialized groups, members of Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (2SLGBTQIA+) communities, persons with disabilities, English language learners, newcomers, and various faith groups.

Goal: The Lakehead District School Board is committed to upholding human rights of students and staff and promoting equity of access and outcomes for students. We support inclusive and equitable learning and working environments for students and staff.

1) Objectives

By enacting this Education Equity plan we aim to:

- i) Foster human rights and equity so that all students can belong and can achieve their potential.
- ii) Identify and address discriminatory barriers and practices because of race, ancestry, ethnic origin, place of origin, citizenship, colour, creed (religion), sex, marital status, family status, sexual orientation, gender identity, gender expression, age, or disability, as well as promote inclusion for students experiencing barriers due to socio-economic status.
- iii) Understand and disrupt the harmful effects of anti-Indigenous racism, racism, Islamophobia, Anti-Semitism, sexism, homophobia, transphobia, biphobia, ableism, and other “isms” that affect the lives of students and staff at the Board.

2) Outcomes

By achieving, this Education Equity Plan we should expect to see the following.

- i) Students and staff experience welcoming, safe, respectful, accessible, inclusive, and healthy learning and working environments.
- ii) The identification and elimination of discriminatory barriers and practices.
- iii) Communication about equity and inclusive education issues and success with addressing them.

III. The Plan

There are four areas of focus determined in accordance with Ontario’s Education Equity Plan, 2017, and the Board’s work in the areas of human rights, equity, and inclusive education.

1) Leadership, Governance and Human Resources Practices

- a. **Enhance the diversity of educators and system staff** to meet the needs of diverse students including Indigenous peoples, racialized groups, members of 2SLGBTQIA+ communities, persons with disabilities, English language learners, newcomers, and various faith groups.

- b. **Provide professional learning** to foster equity and inclusive education. It is a priority to advance human rights and in particular, the human rights of Indigenous peoples.
- c. **Strengthen accountability** for human rights and equity.

2) Organizational Culture

- i) **Review education equity related policies and procedures** to ensure they reflect human rights and equity principles.
- ii) **Promote a climate of understanding and respect** for the benefit of diverse students, staff, and communities.
- iii) **Provide** equity and inclusive education related training and leadership opportunities for students.
- iv) **Conduct climate surveys** to assess and inform planning for safe, welcoming, safe, respectful, accessible, inclusive, and healthy learning and working environments.

3) School and Classroom Practices

- i) **Promote Culturally Responsive and Relevant Pedagogies and Universal Design for Learning which emphasizes that all students have varying abilities and needs**, to support diverse learners and diverse learning needs.
- ii) **Conduct school climate surveys** to assess and foster safe, welcoming, safe, respectful, accessible, inclusive, and healthy learning and working environments.
- iii) **Strengthen parent/guardian/caregiver and community engagement with schools** to be responsive to the needs of diverse students.

4) Data Sharing

- i) **Conduct a student census to collect voluntarily provided student identity data** and determine student diversity.
- ii) **Conduct an employee census to collect voluntarily provided staff identity data** and to determine staff diversity.
- iii) **Share demographic data** to assist with planning including the development of board and school improvement plans.

IV. References

- i. Board Policies, Plans and Related Resources
- ii. Equity and Inclusive Education Policy, 1020
- iii. Strategic Plan, Lakehead Public Schools, 2021-2024
- iv. Ontario's Education Equity Action Plan, 2017
- v. Ontario's Indigenous Education Strategy, 2017

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 085-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: ANNUAL REVIEW OF THE PLAN TO DELIVER SPECIAL EDUCATION PROGRAMS
AND SERVICES: 2023-2024

1. Background

- 1.1 On January 27, 2000, the minister of education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education.
- 1.2 Every year, boards are requested to review the Special Education Plan based on a checklist provided by the Ministry of Education. In addition, boards must submit the checklist and the Special Education Plan for the 2023-2024 school year. As per Regulation 464/97, school boards must continue to consult with their Special Education Advisory Committee.

2. Situation

- 2.1 The Special Education Plan is posted on the Lakehead District School Board's (LDSB) website.
- 2.2 Special Education Advisory Committee (SEAC) members were consulted at their June 14, 2023 meeting on the updates using the checklist provided, see Appendix A. These amendments will be submitted to the Ministry of Education before July 31, 2023.
- 2.3 As part of the Special Education Review, the Special Education Plan will be fully reviewed and updated during the 2023-2024 school year.

2.4 In addition to minor changes, such as dates, amendments to the plan this year include:

- Section 4 – Early Identification Process and Intervention Strategies: updated to include early childhood educator's role in early learning, updated programs that support early intervention reflecting changes to literacy assessment and instruction;
- Section 5 – Identification, Placement and Review Committee Process and Appeals (IPRC): updates to IPRC statistics, updated and revised forms and applications for special needs programs;
- Section 7 – Specialized Health Support Services: addition of information on written care plans;
- Section 9 – Special Education Placements Provided by the Board: updates to the multi-needs class description to provide more detailed information for consideration of placement in this program;
- Section 12 – Special Education Staff: updated staffing numbers;
- Section 13 – Staff Development: updated professional development to reflect special education review feedback and trends and patterns;
- Section 14 – Equipment: link to most recent Special Equipment Amount (SEA) guidelines;
- Section 17 – SEAC: added link to SEAC information page; and
- Section 18 – Coordination of Services with other ministries and agencies: added information on the Smart Start Hub.

3. Conclusion

Lakehead District School Board will continue to deliver high quality programs and services to students with special needs.

Respectfully submitted,

MAGGIE FREDRICKSON
System Principal, Special Education

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

2023-2024 Special Education Plan Checklist
Please submit to your regional office by July 31, 2023

District School Board/School Authority: Lakehead District School Board		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2022-2023	Amendments to the 2023-2024 Special Education Plan
Special Education Programs and Services		
Model for Special Education	X	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	X	X
Special Education Placements Provided by the Board	X	<input type="checkbox"/>
Individual Education Plans (IEP)	X	<input type="checkbox"/>
Special Education Staff	X	X
Specialized Equipment	X	X
Transportation for Students with Special Education Needs	X	<input type="checkbox"/>
Transition Planning	X	<input type="checkbox"/>
Provincial Information		
Roles and Responsibilities	X	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	X	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	X	<input type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	X	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	X	X
Early Identification Procedures and Intervention Strategies	X	X
Educational and Other Assessments	X	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	X	X
Specialized Health Support Services in School Settings	X	X
Staff Development	X	X
Accessibility (AODA)	X	<input type="checkbox"/>
Parent Guide to Special Education	X	X
<i>Where programs and services have not been provided as outlined in the 2022-2023 Special Education Plan, please provide a description of the variance:</i>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	X
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	X

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper Copy	Special Education Plan - Lakehead District School Board (lakeheadschoools.ca)
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	Guide for Parents & Students - Lakehead District School Board (lakeheadschoools.ca)
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	Lakehead Public Schools (lakeheadschoools.ca)

Name of the Director of Education _____	
Signature of the Director of Education _____	Date _____

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 088-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: 2021-2024 STRATEGIC PLAN REPORT

1. Background

A new Strategic Plan was developed and approved at the April 27, 2021 Regular Board Meeting to articulate a shared vision, shared priorities and set goals for development.

2. Situation

2.1 The 2022-2023 school year saw progress towards our goals as indicated in the 2021-2024 Strategic Plan.

2.2 This update will include a focus on stories collected both at the school and Board level with regards to the identified goals and indicators in the 2021-2024 Strategic Plan.

2.3 The Strategic Plan update can be accessed at the following link:
[2021-2024 Strategic Plan Update - Lakehead District School Board \(lakeheadschools.ca\)](https://www.lakeheadschools.ca/2021-2024-Strategic-Plan-Update)

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 MAY 17
6:00 p.m.

MEMBERS PRESENT:

Alina Cameron, Vice Chair
Amy Massalin
Carey Murphy
Liz Tod
Michelle Blackburn
Mike Otway
Miranda Myers

Sarah Niles
Indigenous Student Trustee Alexa Sagutcheway
Trustee Patricia Johansen
Trustee Leah Vanderwey
Trustee Trudy Tuchenhagen
Wendy Carroll

OTHERS PRESENT:

Christine Jones
Maggie Fredrickson

Michelle Probizanski

ABSENT WITH REGRETS:

Andrea Stach
Brandon Robb
Student Trustee Mehar Mago

Rosemarie MacLean
Suzanne Posthumus, Chair
Lesley Harding
Tara Ingram

1. **Call to Order**

Alina Cameron, Vice Chair, called the meeting to order at 6:00 p.m.

2. **Welcome and Introductions**

There were no guests.

3. **Approval of the Agenda**

Moved by Trustee Vanderwey

Seconded by Trustee Tuchenhagen

“THAT the agenda for the May 17, 2023, SEAC meeting be approved.”

CARRIED

4. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

5. Presentations

- 5.1 Maggie Fredrickson, System Principal, Special Education, presented the Special Education Review. All members' questions were addressed.
- 5.2 Michelle Probizanski, Superintendent of Education, informed the committee that the following students will receive the 2022-2023 SEAC Scholarship Awards:
- Ella Pilot, Hammarskjold High School;
 - Stephen Jones, Westgate Collegiate Vocational Institute; and
 - Jordan Beamish, Superior Collegiate Vocational Institute.

6. Approval of the Minutes

Moved by Sarah Niles

Seconded by Liz Tod

"THAT the minutes of the April 19, 2023, SEAC meeting be approved."

CARRIED

7. Business Arising from the Minutes

Sarah Niles, Dilico Anishinabek Family Care, confirmed that Dr. Mushquash has confirmed his availability and will secure his attendance to present at the upcoming SEAC parent evening on October 11, 2023. The upcoming SEAC Parent Event meeting date was approved by the committee by a show of hands.

8. Correspondence

Alina Cameron, Vice-Chair, reviewed the following correspondence sent to all SEAC members:

- SIP Claim letter, Kawartha Pine Ridge District School Board.

9. New Business

9.1 Michelle Probizanski, Superintendent of Education, provided the following Special Education update:

- Student Support Profession (SSP) Conference held on April 28, 2023, was a great success and personally thanked Maggie Fredrickson, System Principal, Special Education and her team;
- a special thank you was received from a special education parent sent to Maggie Fredrickson, System Principal, Special Education, with a special thank you to his teacher Mrs. Sandberg for the growth their child received from the Empower program;
- the 2023-2024 Budget was released with some increases in the Special Education program area;
- Michelle Probizanski, Superintendent of Education, shared that she and Sherri-Lynne Pharand, Director of Education, had a meeting with the Assistant Deputy Minister of Special Education, and discussed the funding strategies put in place in the North, the uniqueness of the

North including staff shortages, asking them to review how they allocate funding to the North;

- Students with Special Education needs participated in the elementary Lakehead Public Schools (LPS) track and field day today;
- Dr. Bakovic and Michelle Probizanski, Superintendent of Education held a webinar for Children's Healthcare Canada, Christine Jones, Executive Secretary will send the link to the video; and
- a recruitment video for SSPs and Early Childhood Educators was created, Christine Jones, Executive Secretary will send to the committee.

All members' questions were addressed.

- 9.2 Update of the Parent Involvement Committee (PIC) was deferred in Tara Ingram's absence.
- 9.3 Amy Massalin, Children's Centre Thunder Bay, will provide an update of the June 21, 2023, Equity and Inclusive Education Advisory Committee meeting at our next SEAC meeting.

10. Information/Inquires & Association Reports

- 10.1 Liz Tod, Learning Disabilities Association of Ontario, inquired how accessibility issues with materials is handled within the school board as overdrive, connected to SORA, does not support text to speech. Michelle Probizanski, Superintendent of Education, will bring this item to the Accessibility Committee.

Alina Cameron, Autism Ontario, also mentioned that Jole-jole software is also not supported by text to read.

- 10.2 Alina Cameron, Vice Chair, shared a survey for all families will be sent of by Christine Jones, Executive Secretary, which is a tracking tool for parents to go on-line and record exclusions and details. The survey is active until May 28, 2023. Ontario currently has 67,000 children registered for the Ontario Autism Program, and only 3000 students currently have access to core funding.

11. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, reported the budget currently sits at \$9,490.

12. Board Update

Trustee Vanderwey provided the following Board update:

At the April 25, 2023, Regular Board Meeting, the following report was presented:

- Celebrating Student Achievement; Superior Collegiate and Vocational Institute, Connections Program Re-Imagined;

- Student Success, Skilled Trades Pathway;
- 8070 Safe Schools-Systems Expectations Policy Review; and
- 3094 Electronic Meetings Policy Review.

At the May 9, 2023, Board Advisory Committee Meeting, the following report was presented:

- Introduction of 2023-2025 Student Trustee;
- Introduction of 2023-2025 Indigenous student Trustee; and
- Celebrating Student Achievement; École Gron Morgan Public School, Sense of Belonging;

13. Adjournment

Moved by Mike Otway

Second by Trustee Vanderwey

“THAT we do now adjourn at 7:49 p.m.”

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES



- DATE:** Thursday, May 11, 2023 – 9:30 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams
- CO-CHAIR:** Serena Essex
Sherri-Lynne Pharand
- MEMBERS PRESENT:** Elliott Cromarty, Tisha Duncan, Student Representative, Trustee Pat Johansen, Anna Fern Kakegamic, Elder Gerry Martin, Ashley Nurmela, Indigenous Student Trustee Alexa Sagutcheway, Morning Star Tom, Yolanda Wanakamik, Indigenous Trustee Scottie Wemigwans
- ALTERNATES:** Myra Bannon, Trustee Ellen Chambers, Dinah Jung, Diane Younger
- RESOURCES:** Jackie Corbett, Linda Grassia, Anika Guthrie, Tanya Moses, Jasmine Sgambelluri
- GUESTS:** Emily Drake, Tesa Fiddler, Len Gardner, Natasha Harding, Charlotte Neckoway, Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Shelly Tom, Michelle Tymkin,
- ABSENT WITH REGRETS:** Kathy Beardy, Shelby Ch'ng, Sharon Kanutski, AJ Keene, Cheryl King-Zewiec, Leanna Marshall, Brett Parres, Fred Van Elburg, Leland Waboose, Neil Workman

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening	Elder Gerry called the meeting to order.	Elder Gerry
2.	2.1 Land Acknowledgement	Co-chair Pharand acknowledged the lands and traditional territory.	Sherri-Lynne Pharand
	2.2 Welcome and Introductions	Co-Chair Essex welcomed everyone to the meeting and had all members introduce themselves.	Serena Essex

3.	Agenda and Minutes		
	3.1 Approval of Agenda - May 11, 2023	<p>Moved by Indigenous Trustee Scottie Wemigwans and seconded by Yolanda Wanakamik that the agenda for the May 11, 2023 AEAC meeting be approved with the following changes:</p> <ul style="list-style-type: none"> • 5.1 Policy Review be moved from New Business to Business Arising from the Minutes; • 4.1 Name of Committee be moved to a timed item at 10:45 a.m.; • Add 4.3 Meeting Times; • Add 5.3 Staff Census; and • Add 6.3 Bear Witness Day. <p>Carried</p>	Sherri-Lynne Pharand
	3.2 Approval of Minutes – March 23, 2023	<p>Moved by Ashley Nurmela and seconded by Indigenous Trustee Scottie Wemigwans that the minutes for the March 23, 2023 AEAC meeting be approved as written.</p> <p>Carried</p>	Sherri-Lynne Pharand
4.	Business Arising from the Minutes		
	4.1 Name of Committee	<p>Charlotte Neckoway, NSL teacher, shared four options for a new committee name that represent the spirit and intent of the committee. Director of Education, Sherri-Lynne Pharand, asked for a show of hands from the committee which showed a consensus for re-naming the committee Miiniwewinan. The new name will be brought to the Board for approval.</p> <p>Moved by Yolanda Wanakamik and seconded by Trustee Pat Johansen that the new name of the Aboriginal Advisory Committee is Miiniwewinan and will be recommended to the Board for approval.</p> <p>Carried</p>	Anika Guthrie Charlotte Neckoway
	4.2 Celebration Event	<p>Tanya Moses, FNMI Partnership Coordinator, shared an update about the Celebration Event being held on June 6, 2023 at the Davinci Centre. The event poster was shared with the committee and feedback was requested.</p> <p>All members' questions were addressed.</p>	Tanya Moses

	4.3 Meeting Time	Indigenous Trustee Scottie Wemigwans made a request to change the committee's meeting time to accommodate those presenting items at the end of the agenda. A survey will be sent to committee members for feedback and discussed at the June meeting.	Scottie Wemigwans
	4.4 Policy Review 8062 and 8065	Anika Guthrie, Principal of Indigenous Education, shared the updated, edited version of 8062 Voluntary Aboriginal Student Self-Identification and asked the committee for feedback. All members' questions were addressed.	Anika Guthrie
5.	New Business		
	5.1 FNMI Education Section of LPS Website	This item was deferred to the June meeting.	Anika Guthrie
	5.2 Staff Census	Director of Education, Sherri-Lynne Pharand, shared information about the staff census that will be distributed to Lakehead Public Schools' staff, required by the Ministry of Education. Feedback from the committee was requested. All members' questions were addressed.	Sherri-Lynne Pharand
6.	Presentations		
	6.1 KZ Lodge South	Natasha Harding, teacher at the KZ Lodge South at Westgate Collegiate and Vocational Institute, presented highlights of the KZ Lodge, activities and experiences that happened throughout the year. All members' questions were addressed.	Natasha Harding
	6.2 MMIWG2S Sharing in Schools	This item was deferred to the June meeting.	Jasmine Sgambelluri
	6.3 Bear Witness Day	This item was deferred to the June meeting.	Jasmine Sgambelluri

7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	Indigenous Student Trustee, Alexa Sagutcheway, gave a brief update to the committee and introduced the 2023-2024 Indigenous Student Trustee, Emily Drake.	Alexa Sagutcheway
	7.2 Community Update	Tanya Moses, FNMI Partnerships Coordinator, gave the committee an update about plans for National Indigenous Peoples Day.	Tanya Moses
8.	Information and Inquiries		
		<p>A request was made to change the date of the next committee meeting as it falls on National Indigenous Peoples Day and many members are unable to attend.</p> <p>Moved by Trustee Pat Johansen and seconded by Tisha Duncan that the June 8, 2023 meeting be changed to June 15, 2023.</p> <p>Carried</p>	
9.	Closing	Serena Essex closed the meeting.	
10.	Next Meeting	Thursday, June 15, 2023	
11.	Adjournment	The meeting was adjourned at 12:20 p.m.	

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 082-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following reports were received at the Board Advisory Committee Meeting of June 13, 2023 and have been referred to the Board for approval. The recommendations are as follows:

APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2023-2024 (070-23)

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2023-2024 school year:

- *Donica LeBlanc, Trustee;*
- *Trudy Tuchenhagen, Trustee (Alternate);*
- *Jane Lower, Superintendent of Education;*
- *Linda Grassia, Student Success Lead;*
- *Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);*
- *Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and*
- *Tom Nesti, Program Supervisor, YES.*

POLICY REVIEW – 8062 VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION (076-23)

It is recommended that Lakehead District School Board approve 8062 Voluntary First Nations, Metis, and Inuit Student Self-Identification Policy, Appendix A to Report No. 076-23.

POLICY REVIEW – 8065 VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION (080-23)

It is recommended that Lakehead District School Board rescind 8065 Voluntary Aboriginal Staff Self-Identification Policy.

POLICY UPDATE – 3096 INFORMATION COMMUNICATION TECHNOLOGY (072-23)

It is recommended that Lakehead District School Board approve 3096 Information Communication Technology Policy, Appendix A to Report No. 072-23.

Respectfully submitted,

Donica LeBlanc
Chair
Board Advisory Committee

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2023	
<i>VOLUNTARY FIRST NATIONS, MÉTIS, AND INUIT STUDENT SELF-IDENTIFICATION POLICY</i>	8062

1. Rationale

The learning aspirations and potential of all students can be realized through a responsive, transparent, and accountable policy that focuses on improved programs and services and builds on strong partnerships with families and their communities. We recognize and honour the unique cultural and historical identity of First Nations, Métis, and Inuit students and staff. It is essential to understand our student and staff populations and have accurate data connected to student achievement and well-being within Lakehead District School Board (LDSB) to improve success for all students.

In accordance with the Ministry of Education’s First Nations, Métis, and Inuit Education Policy Framework (2007), reliable and valid data is necessary to assess progress towards the goals of improving the achievement and well-being of Indigenous students and closing the academic achievement gap between Indigenous and non-Indigenous students. Self-identification allows us to better understand the strengths, needs and experiences of Indigenous students and to offer programs and services that best support their success. It also helps us to track our progress in meeting our commitment to Indigenous education and reconciliation. Staff self-identification allows us to track demographic representation between Indigenous students and staff and offer supports to Indigenous staff members in our LDSB.

2. Policy

It is the policy of LDSB to provide the opportunity for voluntary self-identification of Indigenous students and staff as First Nations, Métis, or Inuit.

- 2.1 First Nation, Métis, and Inuit identification is defined in the Constitution Act, 1982, Section 35 (2), and “includes the Indian, Inuit and Métis peoples of Canada.”
- 2.2 Self-identification data will be kept confidential in the same manner as Ontario Student Records (OSR).
- 2.3 Lakehead District School Board recognizes the importance of collaborative relationships with First Nations, Métis, and Inuit communities and will seek the advice of the Miiniwewinan: Indigenous Education Advisory Committee in policy review and implementation.

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2023	
<i>VOLUNTARY FIRST NATIONS, MÉTIS, AND INUIT STUDENT SELF-IDENTIFICATION POLICY</i>	8062

3. Guiding Principles

Self-identification data collected will be used to develop and implement supportive programming. The implementation of this policy will be guided by the following principles:

- transparency;
- inclusion;
- innovation;
- learner-centeredness;
- collaboration;
- responsiveness;
- results oriented;
- respect for individual privacy and dignity;
- equity; and
- acknowledgement and reflection of cultural diversity.

4. Definitions

The following definitions are made without prejudice.

4.1 “First Nations” peoples include both status and non-status peoples:

- Status refers to peoples registered under the Indian Act of Indigenous Services Canada (ISC), holding certain rights and benefits that are not available to non-status or Métis people and possessing a registry number with ISC.
- Non-status refers to peoples who can identify where their ancestral lands are (First Nation or reserve community), who are not registered under the Indian Act of Indigenous Services Canada due to ineligibility or who have not applied for their status.

(Sources: Indigenous Services Canada, “What is Indian Status” 2023 <https://www.sac-isc.gc.ca/> ; Indian Act, Sections 5,6)

4.2 “Métis” means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation.

(Source: Métis National Council, Métis National Council. “The Métis” Ottawa, ON: 2011)

SCHOOL-COMMUNITY RELATIONS DRAFT – May 9, 2023 VOLUNTARY FIRST NATIONS, MÉTIS, AND INUIT STUDENT SELF-IDENTIFICATION POLICY	8000 8062
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4.3 Inuit is a distinct group of Aboriginal people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec, and Northern Labrador).

(Source Aboriginal Affairs and Northern Development Canada, “Inuit” 2013 www.aadnc-aandc.gc.ca; Inuit Tapiriit Kanatami. “Inuit Historical Perspectives” <https://www.itk.ca/about-inuit>)

5. Review

This policy shall be in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8061 Aboriginal Education Advisory Committee	May 22, 2007	
8070 Safe Schools - System Expectations	<u>Date Revised</u> June 25, 2013	

SCHOOL-COMMUNITY RELATIONS

8065

DRAFT – May 9, 2023

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

1. Rationale

1.1 The Ministry of Education's Ontario First Nation, Métis and Inuit Educational Policy Framework identifies the goal of a high level of student achievement, and outlines "a significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario" as one of the performance measures for attaining that goal.

(Source: Ontario Ministry of Education, Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007)

1.2 In an effort to support and ensure continued student success gathered from the Voluntary Aboriginal Student Self-Identification data, Lakehead District School Board invites employees and applicants to participate in voluntary self-identification. Lakehead District School Board believes that Aboriginal staff could volunteer as mentors, share their culture and help foster an environment where Aboriginal students can reach a high level of achievement. Voluntary self-identification would also provide the Board baseline data of the number of Aboriginal staff currently employed. Data will be used to improve services to students and programs for staff.

(Source: Algoma District School Board, 2012)

2. Policy

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, Aboriginal heritage of our staff and students.

2.1 It is the policy of Lakehead District School Board to invite staff and applicants to the Board an opportunity to voluntarily self-identify as being of Aboriginal ancestry (First Nations, Métis, or Inuit).

2.2 Personal information will be kept confidential, in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56, unless individuals self-identified staff and applicants grant the right to share specific information.

3. Guiding Principles

3.1 Lakehead District School Board will facilitate strong learning partnerships with Aboriginal staff, students and their families to ensure academic success.

3.2 Lakehead District School Board acknowledges and respects Aboriginal culture and history and will seek collaboration with the broader Aboriginal community and their perspectives.

SCHOOL-COMMUNITY RELATIONS

8065

DRAFT – May 9, 2023

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

3.3 — Lakehead District School Board is committed to an inclusive educational environment that promotes equity of opportunity. All schools will be reflective of and responsive to the diverse and unique cultures of their communities.

4. — Review

— This policy shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Employment Equity Policy 7020	June 25, 2013	=====
Aboriginal Education Advisory Committee 8061		
Volunteer Student Self-Identification 8062		
Safe Schools 8070		
	<u>Date Revised</u>	=====
	Reviewed by: _____	

G:\POL8065\Voluntary Aboriginal Staff Self-Identification

BUSINESS AND BOARD ADMINISTRATION	3000
DRAFT – June 13, 2023	
INFORMATION/COMMUNICATION TECHNOLOGY USE POLICY	3096

1. Rationale

Information and communication technology plays a significant role in teaching, learning and in the administration of Lakehead District School Board (LDSB) business.

Technology has changed the educational environment in many positive ways. These technologies also bring challenges to maintaining a safe, caring and orderly learning environment. This policy serves as a basis for ensuring technology is used appropriately and to the benefit of students and employees.

2. Policy

It is the policy of LDSB to recognize the use of information and communication technologies as productivity enhancement tools by LDSB students and employees in support of teaching, learning and LDSB related business activities. These technologies may include both LDSB owned devices as well as personal mobile devices.

It is the policy of LDSB that the use of personal mobile devices during instructional time is permitted under the following circumstances: for educational purposes, as directed by an educator (student use) or administrator (staff use); for health and medical purposes; and to support special education needs.

3. Guiding Principles

Lakehead District School Board supports and encourages responsible use of technology through the following guiding principles.

3.1 Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

3.2 Digital Citizenship

Users are expected to use technology responsibly and ethically. Lakehead District School Board will ensure students learn about digital citizenship in school.

3.3 Equity

Lakehead District School Board will ensure that all students have equitable access to all required technologies.

BUSINESS AND BOARD ADMINISTRATION	3000
DRAFT – June 13, 2023	
INFORMATION/COMMUNICATION TECHNOLOGY USE POLICY	3096

3.4 Privacy and Ownership

All data stored on LDSB technology are owned and may be accessed by LDSB. Users should have no expectation of privacy with respect to information created, stored, sent or received using LDSB technology.

3.5 Security

Users must take reasonable precautions to ensure that data they use is safe and secure. Data should be used for the intended purposes.

3.6 Compliance

Users are required to comply with federal and provincial legislation and all related LDSB policies and procedures.

3.7 Communication

Students, staff and community shall engage in digital communication spaces that are healthy, respectful and free from hate speech/imagery, racism, oppression or cultural appropriation, and are authentic spaces for all communities. Lakehead District School Board reserves the right to restrict access to information technology and to remove users and content, in accordance with appropriate authorization, where the user has been non-compliant with the provisions of this policy and/or the security, privacy or reputation of LDBS staff or students is at risk.

4. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

BUSINESS AND BOARD ADMINISTRATION DRAFT – June 13, 2023 INFORMATION/COMMUNICATION TECHNOLOGY USE POLICY	3000 3096
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5. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Procedures	June 24, 2003 <u>Date Revised</u> June 26, 2007 September 24, 2013 May 26, 2020 May 10, 2022	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 087-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATION FROM THE BUDGET COMMITTEE

A report was received at the Budget Committee Meeting – Public Session on June 13, 2023 and has been referred to Lakehead District School Board for approval. The recommendation is as follows:

2023-2024 BUDGET (079-23)

It is recommended that Lakehead District School Board approve the 2023-2024 operating and capital budget of \$160,920,734 as presented.

Respectfully submitted,

SCOTTIE WEMIGWANS
Chair, Budget Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 27
Report No. 084-23

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: TRUSTEES' COMMUNICATIONS COMMITTEE REQUEST FOR APPROVAL OF
CORRESPONDENCE

1. Background

At the June 13, 2023, Lakehead District School Board (LDSB) Budget Committee meeting, the LDSB Budget Committee requested a letter be sent to the minister of education regarding areas of financial struggle for LDSB.

2. Situation

2.1 Members of the Trustees' Communications Committee met on June 14, 2023, to compose a letter to the minister of education regarding the following topics:

- transportation;
- benefits;
- sick leave;
- special education; and
- school operations.

2.2 Attached as Appendix A is the letter to the minister of education.

3. Conclusion

The Trustees' Communications Committee respectfully requests that the Board approve the request to send correspondence of support addressing the items presented.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the request from the Trustees' Communications Committee to send correspondence of support to the minister of education as outlined in Report No. 084-23.

Respectfully submitted,

ELLEN CHAMBERS
Chair

SHERRI-LYNNE PHARAND
Director of Education

June 14, 2023

The Honourable Stephen Lecce
Minister of Education
Ministry of Education
900 Bay Street, 5th Floor
Toronto, ON M7A 1L2

Dear Minister Lecce:

RE: Concerns and Recommendations on Behalf of
the Trustees of Lakehead District School Board

We, the trustees of the Lakehead District School Board (LDSB), are writing to bring to your attention several pressing concerns and challenges currently faced by LDSB. As advocates for quality education and the well-being of students, we believe it is crucial to address these issues in order to ensure the continued success and development of our schools and communities.

1. Transportation

We have identified a significant transportation deficit of \$314,417 within our district. This deficit stems from the omission of the bus contract in our remote location of Armstrong, Ontario from the routing simulations. Additionally, the new funding model does not cover the expenses associated with minivans and taxis for students with special education needs, leading to further financial strain. Furthermore, the implementation of new walk distances may result in the removal of transportation services for approximately 15% of our student population currently relying on buses. This is concerning as the increased distances could pose a significant safety risk to our students in the winter months with -35 degree weather and significant snowfall resulting in narrowed streets and sidewalks, where they are available, that may not be cleared.

Recommendation: We urge you to re-evaluate the funding model for transportation, considering the specific circumstances of our district and including all relevant contracts and expenses in the routing simulations.

2. Benefits

The current benefit benchmarks in the funding allocations fail to meet the actual costs incurred by LDSB. While LDSB's benefits stand at 9% of salary benchmark vs 16% of actual salary. We have observed increases in various benefit components such as CPP, EI, WSIB, and OMERS.

Recommendation: We request an adjustment in the benefit benchmarks to align with the actual costs, ensuring that the LDSB receives adequate funding to meet mandatory benefit obligations.

3. Sick Leave

The benchmarks provided for sick leave in the Pupil Foundation funding formula do not adequately account for the sick day usage at LDSB. Specifically, the funding falls short by \$971,890 for our teaching staff and early childhood educators alone. Considering the overall sick leave costs across LDSB, we anticipate the total costs to climb to \$4.0 million.

Recommendation: Since the change to the sick leave programs in Ontario, there have been substantial increases in the use of sick leave. While LDSB is implementing an attendance management program in September 2023, with the support of School Boards Insurance Cooperative, we recommend the Ministry of Education revisit, through collective bargaining, the current sick leave provisions.

4. Special Education

The prevalence of opioid addiction in Thunder Bay is alarmingly high, with one out of every three babies being born addicted. This statistic is significantly higher than the Ontario average of one in 20 births. Consequently, our schools face substantial demands in terms of special education requirements and the increased need for student support professionals and special classes. We are overspent by \$1.2 million in special education.

Recommendation: We emphasize the urgent need for additional resources and funding to address the unique challenges associated with special education in our district, particularly in light of the elevated prevalence of opioid addiction among newborns. We thank the Deputy Minister Naylor and Assistant Deputy Minister Munroe for working together with our staff on this issue.

5. School Operations

Due to the moratorium on school closures and underutilized schools, LDSB incurs significant costs related to custodial services, utilities, and maintenance. These costs far exceed the grant provided, resulting in a deficit of \$2.8 million.

Recommendation: We respectfully request your support in addressing the financial strain caused by the operation of underutilized schools by either lifting the moratorium or alternatively providing additional funding to cover the maintenance and operational expenses of excess spaces. We strive to include as many partners as possible into our schools' excess space including childcare centres, Indigenous partners, and community partners; however, we cannot include enough partners to eliminate all of our excess space at this time due to limitations because of the pandemic, staff shortages, remote and very rural areas.

Currently, our 'flexible funds' are addressing costs above benchmarks and short falls in funding. We would prefer to be spending our limited flexible funds on programs and supports for our students.

In Thunder Bay, we are the only board with remote and rural schools and communities. The grants to support rural and northern schools do not help as much as needed at LDSB, nor as much as they assist in our regional boards.

1. Supported Schools Grant - The 20 km threshold for supported schools needs to be revisited as it does not adequately represent costs of keeping our rural schools open, especially those that are 19.2 and 18 km apart.
2. Rural and Northern Education Fund - This funding is to improve education for students from rural and northern communities. It generates funding based on student's addresses. The funding supports local needs: programming, support services, transportation, Board level and school level. This fund should apply to all students in the Thunder Bay region, not student addresses. Thunder Bay itself is considered rural in relation to Toronto given the expanse of our geographic area, the lack of many municipal and medical services and the inability to access supports.

Minister Lecce, we appreciate your commitment to the education sector and your dedication to ensuring the success of Ontario's students. We know that the shortfalls we are experiencing are causing our students to do without valuable resources and programming. We firmly believe that by addressing the concerns outlined above, you will help facilitate our common goal; a more equitable and an exceptional quality educational environment for our students in Northwestern Ontario.

Sincerely,

Ellen Chambers
Chair
Lakehead District School Board

cc: Kevin Holland, Member of Provincial Parliament of Ontario
Lise Vaugois, Member of Provincial Parliament of Ontario
Karen Brown, President, ETFO
Karen Littlewood, President, OSSTF
Fred Hahn, President, CUPE
Patty Clancy, Director, COPE Ontario
Natasha Baines, President, OSSTF (SSP's) Ontario
Patsy Agard, President, OPC
Lakehead District School Board School Council Chairs
Dave Paddington, President, LETO
Dina Neilson, President, OSSTF Thunder Bay Branch
Rod McGee, President, CUPE Local 486
Jana Matikainen, President, COPE Local 454
Kari Simpson, President, OSSTF (SSP's)
Shelley Crupi, President, Early Childhood Educators
Nancy Nix, President, Elementary Occasional Teachers
Heather Harris, OPC
Megan Smelow OPC
Paul Henry, Chair, CODE
Cathy Abraham, President, OPSBA
Heather Campbell, President, PCODE