Learning for All K-12  
2010-11 Lead Boards  
Regional Project Report

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<tr>
<th>Region</th>
<th>Names of Lead Boards with the address</th>
<th>Lead Board Contact Person Information</th>
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| Sudbury/North Bay       | **1. Rainbow District School Board**  
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|                         | **2. Sudbury Catholic District School Board**  
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Title of the Project:  
(e.g., video, brochure, on-line tool, PA day module, resource guide)

**Sudbury/North Bay Region (Rainbow District School Board, Sudbury Catholic District School Board)**

**Rainbow District School Board**  
1) Oral Language Supports for Early Learning Program (ELP) / Grade 1  
2) Secondary Web-Based Learning Inventories

**Sudbury Catholic District School Board**  
Early Literacy Supports for K - Grade 1 Students

**Brief Description of the Project:**  
(In approximately 200 words outline the purpose, goals and implementation of the project; Who, what, why, when, where and how has the product been used? How can the product be adapted by other boards? How has the product supported sustainable professional learning? How has the project aligned with other board and Ministry initiatives? How has the project aligned and/or supported /BIPSA process at your board?)

**Rainbow District School Board**
Elementary

**Purpose:** to continue to create sustainability and capacity in our teacher’s awareness of strategies to promote oral language within the classroom environment.

**Goals:**
- to develop JK-SK student learner and communicator profile (computer accessible document)
- to develop an overview module of oral language strategies to stimulate growth of language, social and literacy skills
- to develop a videotape of teacher/student interactions and sharing of meaningful classroom embedded activities

**Implementation:**
- Developed a Communicator Profile to assist in the observation of learning and language skills/communication styles for all students.
- Developed and presented an overview module of oral language strategies to teachers of ELP/gr.1 classes.
- Speech Language Pathologists implemented use of Tablet technology (apps) during language programming sessions.

**Next Steps:**
- Videotape teacher student interactions with focus on implementation of oral language strategies.
- Continue to provide the overview module of oral language strategies to teachers. Use this overview as a resource to build sustainability within the classroom environment.
- Develop a web-based communicator profile and train teachers in its use and application.

**Discussion:**
- Web-based Communicator Profiles can be shared with other boards. This project aligns with the philosophies of “Learning for All” and builds on our board’s commitment to supporting and implementing student profiles.
- Continue to share with our Regional L4All teleconference team.

Secondary

**Purpose:** to build capacity in student and teacher awareness around learning profiles.

**Goals:**
- to develop a web-based learning inventory tool for student and teacher use

**Implementation:**
- Created two web-based learning inventories (multiple intelligences and learning styles)
- Purchased Tablets to encourage a broader use of technology at all levels within our system
- Created an assistive technology learning community between elementary and secondary panels to build capacity, share ideas, create resources, explore new technology and software and provide training.

**Next Steps:**
- Establish a “Learning for All” contact in each secondary school.
- Utilize web-based learning inventories in all secondary schools for grade 9 students.
- Create and distribute teacher resources to support evidence-based instructional practices.
- Guide students to understand their own profiles and how they can maximize their learning.

**Discussion:**
- Web-based inventories can be shared with other boards. Next steps involve in-school professional learning that promotes the “Learning for All” ideology. Specifically, this will allow easy access for secondary use of student and class profiles.
This project aligns with the philosophies of “Learning for All” and builds on our board’s commitment to supporting and implementing student profiles.

Continue to share with our Regional L4A teleconference team.

Sudbury Catholic District School Board

The goals of our project were to:
* Develop support documents and resources for teachers in the area of phonological awareness
* Develop resources for parents in the area of early literacy (website/workshops/handouts)
* Continue to monitor and support K-Grade 1 Oral Language Inquiry Project

A multi-disciplinary team developed a checklist which outlines hierarchical skill development in phonological awareness.
Speech and Language Pathologists worked together with curriculum consultants to develop information around phonological awareness, phonemic awareness and phonics linking activities to curriculum expectations from ELKP program in these areas.
Teachers will be trained by Speech and Language Pathologists; all Junior Kindergarten, Early Learning Kindergarten Program Teachers, Grade 1 Teachers, Early Childhood Educators (E.C.Es) Learning Strategy Teachers (L.S.Ts), Special Education Resource Teachers (S.E.R.Ts) and administrators to improve their understanding of these early intervention skills.

In addition, materials (software program for Phonological Awareness) will be purchased which will support those students at risk in developing these crucial early literacy skills.
The multi-disciplinary team developed a Phonological and Phonemic Awareness Resource Guide for each school and each SERT which will support classroom teachers and parents.

The Resource Guide contains:
* Information on our Early Success Reading Intervention Program
* Chart which links Phonological Awareness/Phonemic Awareness to Curriculum Expectations
* Hierarchy of Skills
* Benefits of Nursery Rhymes
* Reading Develops Language Skills: A Parent Handout in Eleven Languages

Software Included in the Resource Binder:
* HearBuilder Phonological Awareness CD-Rom (commercial products purchased through Super Duper)
* HearBuilder Following Directions CD-Rom
* HearBuilder Sequencing CD-Rom
* Handy Handouts- CD with over 300 worksheets
* Learning For All K-12 An Overview for Parents (Regional Special Education Council London)

A second aspect of literacy intervention is the development of oral language. This team will continue to support the ongoing Oral Language Inquiry Project. Based on results of the Oral Language Inquiry Project, teachers will be re-trained on an Oral Language program (Let’s Sing About It and Let’s Talk About It”). Furthermore, resource and LST teachers will be re-trained on the Early Success (our reading intervention program) and extension of oral language/phonological awareness.

Resources and intervention strategies for parents on early literacy will be developed and distributed through a variety of media depending upon the required intervention (website, teachers, SLP, CDA, in-school meetings, handouts).
We have reviewed our Parent Resources section of our website and have updated the website with a number of links and resources.
Phonological and Phonemic Awareness Resource Guide has resources that can be shared with parents (Handy Handouts, Learning For All K-12 An Overview for Parents, Reading Develops Language Skills: A Parent Handout in Eleven Languages).
Regional Sharing:
(How has the project and/or product been shared and facilitated knowledge dissemination in your regional PLC? How have you involved local partners, other boards and Ministry staff?)

**Sudbury Catholic District School Board / Rainbow District School Board**

A regional sharing conference was planned for June 23rd, 2011 but due to lack of boards able to attend, the event was cancelled. A teleconference took place on June 2nd, 2011 during which information was shared.

Self-Assessment:
(Describe how you have assessed the outcome of the project? What further adjustments will need to be made?)

**Rainbow District School Board**
Teacher feedback obtained through a self-monitoring scale has guided continuous evaluation of the project. Feedback evaluations throughout the project allow for ongoing improvements to the project.

**Sudbury Catholic District School Board**
*Initial teacher, administration and Special Education Advisory Committee feedback
*Review the contents of the Resource Binder in the fall to determine what else is required (what was helpful and what was not)

Next Steps:
(How will you sustain professional development in upcoming years in your school board and in your region? What is the “tipping point” for changes in future years in your region?)

**Rainbow District School Board**
To ensure efficacy of the projects, as a lead board, we would benefit from continued funding dedicated to this project.

**Sudbury Catholic District School Board**
*The project itself will increase teacher efficacy
*Continue to provide monthly professional development to our Special Education Resource Teachers and Learning Strategy Teachers who are the special education leads in their assigned schools

Other Comment:

**Rainbow District School Board**
Barriers/Challenges
In closing we would like to identify some of the obstacles we encountered throughout this phase of the projects.

- Limited staffing to dedicate to the projects
- The logistical difficulties stemming from our Board adopting a new student information system