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

<table>
<thead>
<tr>
<th>Region</th>
<th>Names of Lead Boards with the address</th>
<th>Lead Board Contact Person Information</th>
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<tbody>
<tr>
<td>Thunder Bay</td>
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</table>
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| 4.            | Name:  
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Title of the Project:  
(e.g., video, brochure, on-line tool, PA day module, resource guide)

Project One: Early Learning Program Play-Based Learning Observation Tracking Tool  
Product - Assessment Tool to Guide Instruction

Project Two: Transitions and Student Success  
Product - Formalized Transition Planning Process and Documentation

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?)

1) The RRDSB has developed a web-based, electronic child observation assessment tool, Early Learning Skills Observation (ELSO) based on a tool originally developed from researchers at Toronto First. The University of Toronto has allowed the Rainy River District School Board to create an electronic Tablet application that can be used by Kindergarten teachers when conducting assessments in the classroom and during play-based activities. Both the Kindergarten teachers and the Early Childhood Educators involved in the Early Learning Program will be using a tablet and the electronic ELSO to document student observations. The tool allows for both
a checklist type of observation and an anecdotal reflection on the children that are being observed. Through the use and analysis of the tool, the Early Learning team will be able to see changes over time in the children’s learning skills and identify effective teaching strategies. The application will be accessible using a tablet in the classroom, as well as available to all teachers on their computers.

2) Educators worked together to merge various transition plans and transition planning documents (i.e. “at-risk”/Student Success profiles, Student Profiles (L4All), Special Education profiles and Individual Education Plans (IEPs) to better accommodate the transition from Grade 8 to high school and to streamline this process. Professional learning networks involving both secondary and elementary Student Success Teams were created to assist in developing key questions and key discussion points to formalize the transition meetings and transition process in order to ensure an effective transition of all students. Based on an analysis of current resources, processes and through the results of inquiry questionnaires, an Elementary / Secondary Transition Planning Process was developed for each board and a Tiered Approach Process Chart was created to outline the transition process for each student based on needs and level of support. This process will be presented to administrators at system level Professional Learning Communities (PLCs) and to Special Education Facilitators at special education team meetings for system wide use in 2011-2012.

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?)

2) Both projects will be formally shared through our regional Special Education PLC as we were unable to coordinate a time that suited all boards in the region before this time. We have conducted several teleconferences regionally on an ongoing basis in order to update regional Boards on the status of the Learning For All projects. A Regional meeting and PLC occurred in April in Thunder Bay. During this meeting, a regional plan for refining the transition planning processes in all boards was outlined. At this time resources on transition processes were shared from each board so that current best practices could be shared and modified. The Lead Boards will formally share each boards’ transition process as a result of the Learning For All project. At this time, resources shared and presented at the Provincial Session in will be shared. The Kindergarten teachers and the Early Childhood Educators involved in the Early Learning Program will be sharing the Early Learning Skills Observation (ELSO) Assessment tool and will demonstrate the functionality and purpose behind the tool.

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

Project One:
• Teachers completed survey feedback forms from educators.
Educators are using student/class profiles to inform instruction. The assessment application for observation was developed through consultations with Early Learning teams and Kindergarten Inquiry Project teams and is currently in use within the ELP classroom as an assessment and observation tool. The application and assessment tool will be monitored and feedback will be provided from teachers on an ongoing basis to revise and update the tool as needed.

Project Two:
- Educators used feedback and answers to the key questions based on past practice to develop a guideline for transitions. Select students were monitored to ensure this was a helpful process and facilitated a smooth and successful transition for students.
- These students will have access to the supports and tools in a timely fashion. Professional Learning Networks involving both secondary and elementary Student Success Teams will continue to review, revise and reflect on the new processes that were developed through this project.

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?)

ACTION PLAN
- Create a mechanism for sharing student information between elementary partner schools and secondary schools
- Follow a defined transition plan including orientation activities, strategies, and interventions
- Continue to provide close monitoring of all students potentially ‘at risk’ of not acquiring credits
- Ensure each Grade 9 student potentially ‘at risk’ or in need of special education services has a caring adult who acts as an advocate
- Ensure each Grade 9 student potentially at risk or in need of special education services has a semester one timetable reflecting his or her interests and strengths
- Individual Families of Schools work with these deliverables to create the best transition possible
- The Early Learning Skills Observation (ELSO) Assessment tool will continue to be used in ELP classes and will be monitored through ongoing feedback to make necessary adjustments to the tool

Other Comment:
We would like to thank Council of Ontario Directors of Education (CODE) and the Ministry of Education for the opportunity to be lead boards in this Learning For All Project for the 2010-2011 school year. It was a great opportunity to collaborate with colleagues, delve into the Learning for All Document and to provide our boards with professional development and the opportunity to work together in teams to support the success and achievement of all students.
Thank you again,

Andrea Pugliese
Special Education Officer for Lakehead Public Schools