

Tuesday, March 27th, 2018
Delta Secondary School

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
Welcome!

환영합니다 (Korean) 歡迎 (Chinese - Traditional) Vítejte (Czech) بهخیزین (Kurdish - Sorani) ਜੀ ਆਇਆਂ ਨੂੰ (Punjabi)
Mabuhay (Tagalog) પધારો (Gujarati) Chào Mừng (Vietnamese) خوشآمدید (Urdu) স্বাগতম (Bengali)
Bî xêrhatî (Kurdish - Zaza) Bienvenue (French) Dobrodošli (Bosnian) Mirësevini (Albanian)
Bienvenidos (Spanish) Hoşgeldiniz (Turkish) Üdvözöljük (Hungarian) She:kon (Mohawk) 欢迎 (Chinese - Simplified)
Soo Dhawoow (Somali) ស្វាគមន៍ (Cambodian) خوشآمدید (Farsi) स्वागत (Hindi) တၢ်တူၢ်လိၤဒ်ဒၢ (Karen)
Boozhoo (Ojibwe) Добро пожаловать (Russian) Добродошли (Serbian) أهلاً وسهلاً (Arabic)

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

curiosity

creativity

possibility

Guiding Principles of Cultural Proficiency

- Culture is a predominant force in the lives of people and organizations
- People are served in varying degrees by the dominant culture
- People have both group identities and individual identities
- Diversity within cultures is vast and significant
- Each cultural group has unique cultural needs

The experiences of our Newcomers are not the same.

Every family has had their own experiences and will adjust to life in Canada in their own way.

Who are the learners?

“English language learners (ELLs) are students in provincially funded English language schools 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 in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English.

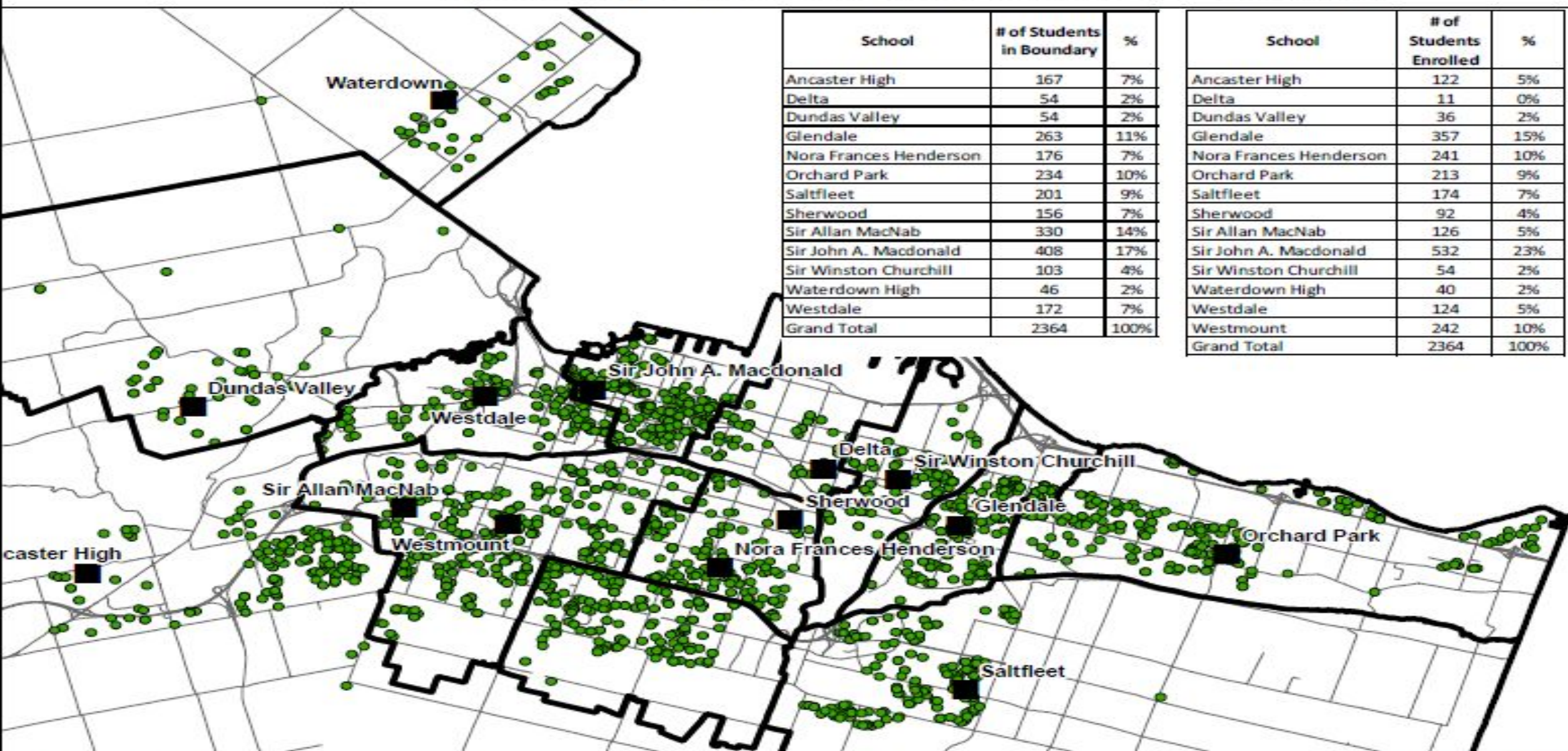
These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

There are typically two distinct profiles of English Language Learners:

- Students from Grades 1-12 who need English as a Second Language (ESL) programming because they have age appropriate literacy in the first language and age appropriate schooling in their first language;
- Students from Grades 4 to 12 who need English Literacy Development (ELD) programming because they do not have age appropriate first language literacy and have limited prior school experience.

Secondary ESL Student Distribution - Oct 2017



School	# of Students in Boundary	%
Ancaster High	167	7%
Delta	54	2%
Dundas Valley	54	2%
Glendale	263	11%
Nora Frances Henderson	176	7%
Orchard Park	234	10%
Saltfleet	201	9%
Sherwood	156	7%
Sir Allan MacNab	330	14%
Sir John A. Macdonald	408	17%
Sir Winston Churchill	103	4%
Waterdown High	46	2%
Westdale	172	7%
Grand Total	2364	100%

School	# of Students Enrolled	%
Ancaster High	122	5%
Delta	11	0%
Dundas Valley	36	2%
Glendale	357	15%
Nora Frances Henderson	241	10%
Orchard Park	213	9%
Saltfleet	174	7%
Sherwood	92	4%
Sir Allan MacNab	126	5%
Sir John A. Macdonald	532	23%
Sir Winston Churchill	54	2%
Waterdown High	40	2%
Westdale	124	5%
Westmount	242	10%
Grand Total	2364	100%

Secondary Schools
 ESL Secondary Student
 Secondary Boundary



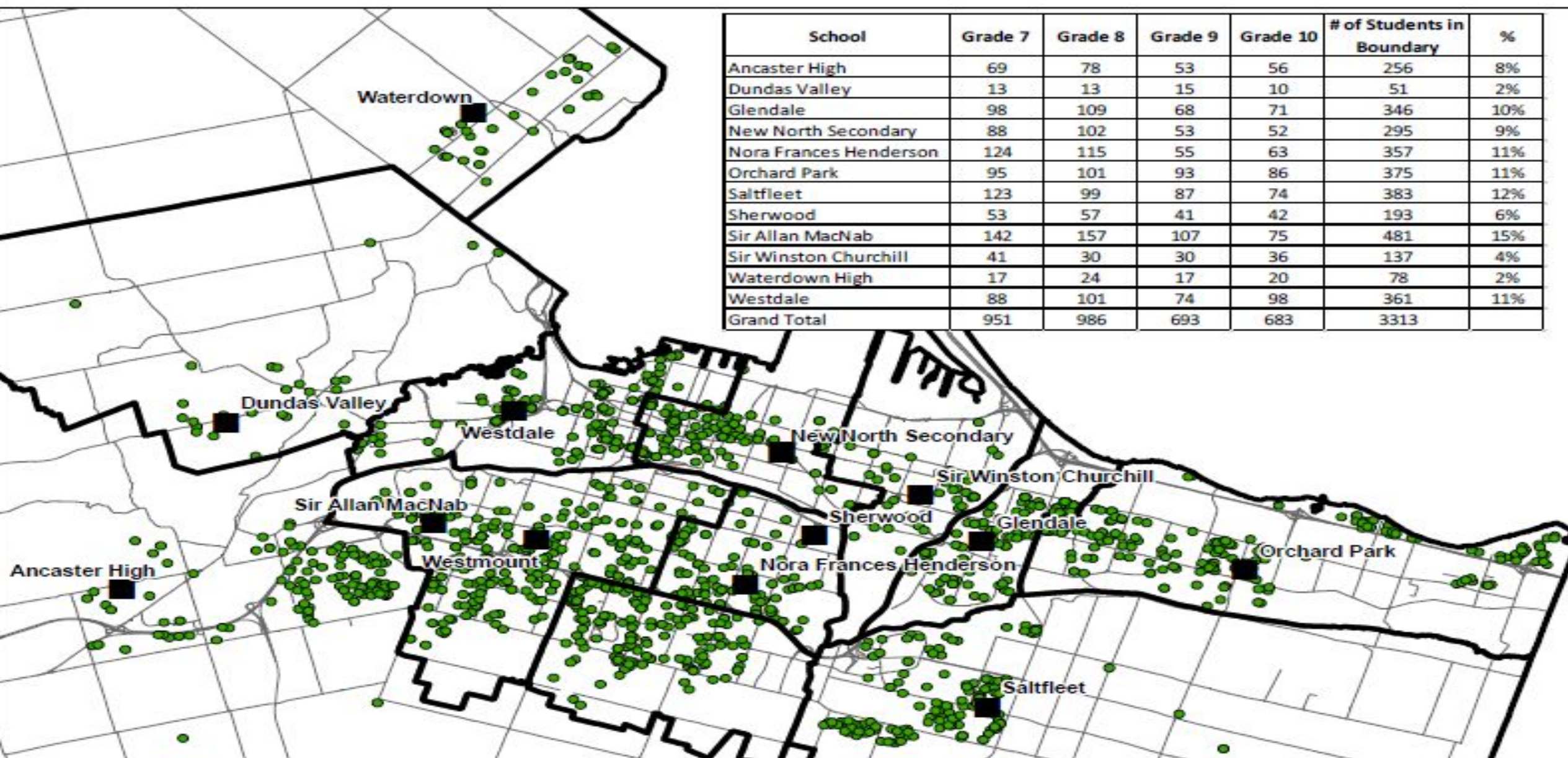
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HWDSB

March 2018

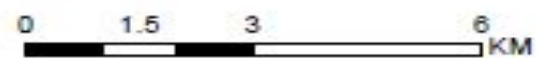
Planning and Accommodation

ESL Student Distribution - Grades 7 to 10



School	Grade 7	Grade 8	Grade 9	Grade 10	# of Students in Boundary	%
Ancaster High	69	78	53	56	256	8%
Dundas Valley	13	13	15	10	51	2%
Glendale	98	109	68	71	346	10%
New North Secondary	88	102	53	52	295	9%
Nora Frances Henderson	124	115	55	63	357	11%
Orchard Park	95	101	93	86	375	11%
Saltfleet	123	99	87	74	383	12%
Sherwood	53	57	41	42	193	6%
Sir Allan MacNab	142	157	107	75	481	15%
Sir Winston Churchill	41	30	30	36	137	4%
Waterdown High	17	24	17	20	78	2%
Westdale	88	101	74	98	361	11%
Grand Total	951	986	693	683	3313	

Secondary Schools
 2019 Secondary Boundaries
 ESL Grade 7 to 10 Student



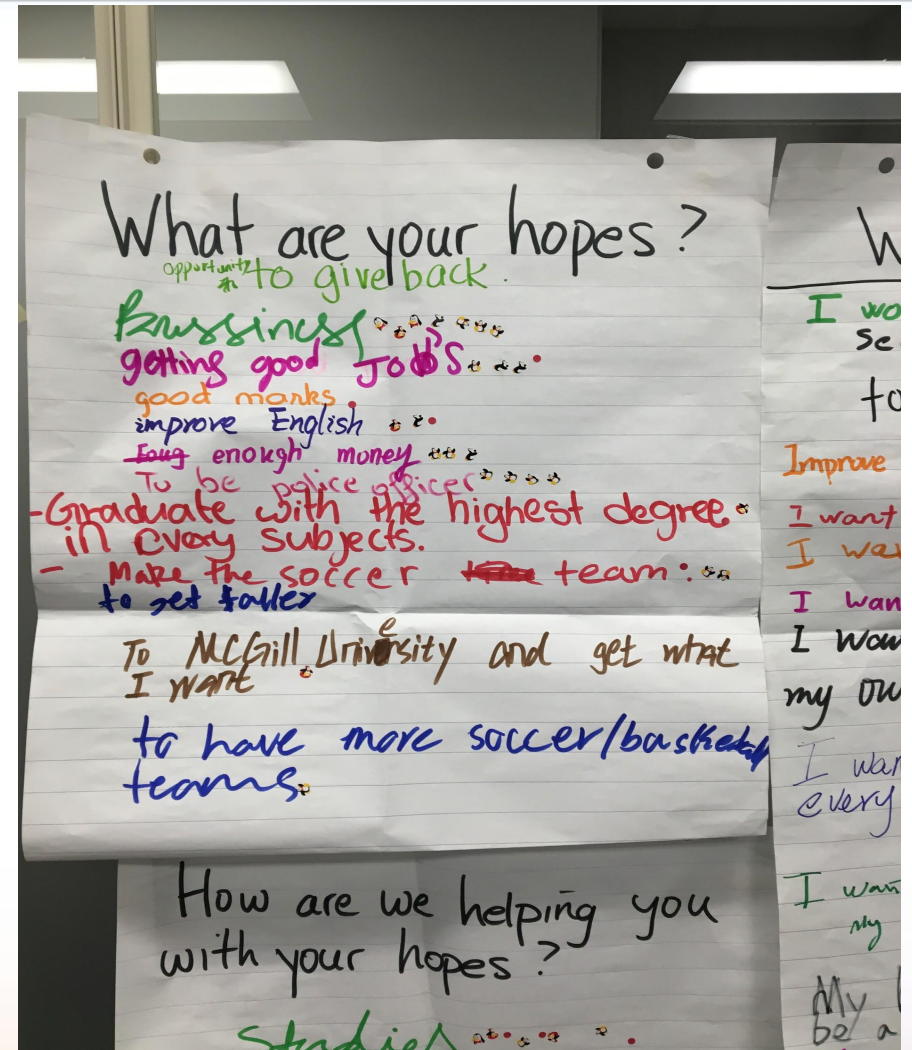
HWDSB

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Planning and Assessment

Effective school conditions for ELLs include:

- High expectations for success and high quality instruction
- Access to all pathways
- Opportunities for student and parent voice to be heard and acted upon
- A school culture of inclusion and celebration of diversity
- Access to first languages as a resource for learning
- Learning materials that reflect differing perspectives, cultures, and that students can see themselves in
- Access to community supports



Academic Support

- Credit granting ESL and ELD classes to support English acquisition (three can substitute for English credits towards graduation)
- Specialized ALPHA programming for students with significant gaps in their education
- Focusing on inclusion

Well-being Support

- Partner with settlement service providers (i.e. YMCA SWIS and Wesley Urban Ministries) to support settlement and some well-being needs
- Partner with Thrive to access in-depth mental health support

Work towards 2019-20 has begun:

- ALPHA programming is now available at Nora Frances Henderson
- Professional learning regarding ESL/ELD is being provided for non-ESL Teachers
- Improved digital tools for tracking and monitoring ELL progress have been implemented