

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
 Wednesday, January 15, 2025 at 5:00pm
 Public viewing via live broadcast

Lois Chan-Pedley (Chair)
 Christopher Richardson (Vice Chair)
 Janet Fraser
 Jennifer Reddy

Helen McGregor, Superintendent of Schools
 Flavia Coughlan, Secretary Treasurer

Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, rights holder representatives and stakeholder representatives on Wednesday, January 15, 2025, at 5:00pm.** The meeting will be live broadcast for the public.

- | | | |
|--------------------------------|---|---|
| Trustees: | Alfred Chien
Preeti Faridkot (Alternate)
Victoria Jung | Suzie Mah (Alternate)
Joshua Zhang |
| Student Trustee: | Athena Yu | |
| Other Senior Team Staff: | Daniel Blue
Pedro da Silva
Michael Gray
Jessie Gresley-Jones | Maureen McRae-Stanger
Pete Nuij
Alison Ogden |
| Rights Holder Representatives: | Faye Mitchell, x ^w məθk ^w əyəm (Musqueam)
Kirsten Baker-Williams, Skwxwú7mesh Úxwumixw (Squamish Nation)
Kirsten Touring, səliiwətał (Tseilil-Waututh Nation) | |
| Representatives: | Priscilla Santos, CUPE 15

Brent Boyd, CUPE 407
Ishi Dinim, DPAC
Tim Chester, IUOE
Ericka-Jade Touzel, PASA
Justin Chapman, Trades
David Nicks, VASSA
Salena Sharma, VDSC
Deborah Tin Tun, VEAES
Riley McMitchell, VEPVPA
Carl Janze, VSTA | Alternates: Suzette Magri, CUPE 15 (Alternate 1)
Lorena Spencer, CUPE 15 (Alternate 2)

Tim De Vivo, IUOE
Scott Deyell, PASA

Bruce Garnett, VASSA

Karine Ng, VEAES
Trevor Wrinch, VEPVPA
Carmen Schaedeli, VSTA |
| Other Staff: | Shannon Dolen, Indigenous Education
Kate Zisman, Indigenous Education
Ranjit Bains, Director of Instruction
Chas Desjarlais, Director of Instruction
Janis Myers, Director of Instruction
Rosie Poetschke, Director of Instruction | Ankie Carswell, District Principal
David Delorme, District Principal
Rose Mackenzie, District Principal
Brandon Morishita, District Principal
David Nicks, District Principal |

EDUCATION PLAN COMMITTEE

MEETING AGENDA

Wednesday, January 15, 2025, at 5:00 pm
Room 180, VSB Education Centre

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tsleil-Waututh Nation).

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All committee participants request to speak through the chair.
- ii. Civility towards others is maintained as committee participants share perspectives and participate in discussion.
- iii. Staff are able to submit objective reports without influence or pressure as their work is acknowledged and appreciated.
- iv. Committee participants refrain from personal inflammatory or accusatory language or action.
- v. Committee participants present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Items for Approval

None

Presenters

2. Discussion Items

None

3. Information Items

- | | | |
|-----|--|---|
| 3.1 | 2025-2026 School District Calendar Amendment | Ranjit Bains, Director of Instruction |
| 3.2 | Supporting Framework for Enhancing Student Learning (FESL) Priorities: Support for Priority Learners | Pete Nuij, Associate Superintendent
Maureen McRae-Stanger, Assoc. Superintendent
Alison Ogden, Associate Superintendent |

Education Plan Committee

C. Responsibilities:

- C.1 Review and make recommendations to the Board regarding matters related to the development and implementation of the Education Plan.
- C.2 Review and make recommendations to the Board regarding the annual Framework for Enhancing Student Learning Report.
- C.3 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- C.4 Review and make recommendations regarding the implementation and cessation of District programs.
- C.5 Review and make recommendations to the Board regarding annual school learning plans.
- C.6 Review and make recommendations to the Board regarding school calendars.
- C.7 Review matters referred to the Committee by the Board and make recommendations as requested.

January 15, 2025

ITEM 3.1

TO: Education Plan Committee

FROM: Ranjit Bains, Director of Instruction

RE: 2025-2026 School District Calendar Amendment

*Reference to
[Education Plan](#)*

GOAL: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...

OBJECTIVE: Ensuring the alignment among school, district, and provincial education plans.

INTRODUCTION

This report provides an overview of the school district calendar amendment for the 2025-2026 school year.

BACKGROUND

On January 30, 2023, the Board approved the District’s school calendars for the 2025-2026 school year. The approved 2025-2026 calendar designated November 21, 2025 as the Ministry-designated Indigenous Focus Day/Non-Instructional day. On November 26, 2024, the Indigenous Focus Day Planning group requested that the November 21, 2025 Indigenous Focus Day be switched to April 20, 2026 (which is a District wide Professional Development Day). On December 13, 2024, the District Calendar Committee supported this change. The attached calendar for the 2025-2026 school year reflects this change.

Section 6 (3) of the [School Calendar Regulation](#) requires that changes to school calendars be communicated to the parents of the students enrolled in the school to which the proposed change is to apply, and the representatives of employees of the Board assigned to the school.

RECOMMENDATION

This report is provided for information.

Attachment: 2025-2026 Vancouver School District Calendar

VANCOUVER SCHOOL DISTRICT CALENDAR

2025 - 2026

July						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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September						
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January						
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June						
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28	29	30				

LEGEND	
Statutory Holiday	
Non-Instructional / Pro D Day (6 days)	
School Vacation	
Days of Instruction	
Administration	
September 01 - Labour Day	
September 02 - First Day of School	
September 19 - Pro D Day (Flexible)	
September 30 - National Day of Truth & Reconciliation	
October 13 - Thanksgiving Day	
October 24 - Provincial Pro D Day	
November 11 - Remembrance Day	
November 21 - District Wide Pro D Day	
December 22 - January 05 - Winter Break	
December 25 - Christmas Day	
December 26 - Boxing Day	
January 01 - New Year's Day	
January 05 - School Reopens	
January 12 - Pro D Day (Flexible)	
February 13 - District Wide Pro D Day	
February 16 - Family Day	
March 16 - 27 - Spring Break	
April 03 - Good Friday	
April 06 - Easter Monday	
April 20 - District Wide Pro D Day	
May 18 - Victoria Day	
June 26 - Administrative Day	

January 15, 2025

ITEM 3.2

TO: Education Plan Committee

FROM: Pete Nuij, Associate Superintendent
Maureen McRae-Stanger, Associate Superintendent
Alison Ogden, Associate Superintendent

RE: **Supporting Framework for Enhancing Student Learning (FESL) Priorities - Support for Priority Learners**

*Reference to
[Education Plan](#)*

GOALS AND OBJECTIVES:

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Increasing literacy, numeracy and deep, critical, and creative thinking.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

Goal 2: The Vancouver School Board will increase equity by...

- Eliminating gaps in achievement and outcomes among students
- Evaluating and renewing plans for improvement of Indigenous learners' education

Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by...

- Engaging and gathering with the x^wməθk^wəyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

INTRODUCTION

The Ministry of Education and Child Care’s Framework for Enhancing Student Learning (FESL) supports a shared commitment to improve student success and equity of learning outcomes for every student in British Columbia. Each district in the province is required to use the FESL planning structure to analyze district and school data and make evidence informed decisions that are responsive to the needs of

students. At the Education Plan committee meeting on September 4th, 2024, the VSB's Enhancing Student Learning report was shared with the committee, and on September 23rd the Board approved the submission of the Framework for Enhancing Student Learning Annual Report to the Ministry of Education and Child Care (MECC). Within the report, four areas of focus were identified:

- Supporting Literacy and Numeracy Proficiency
- Quality Instruction and Assessment
- Support for Priority Learners
- Well Being and Connections

OVERVIEW

This report and subsequent presentation at the Education Plan Committee, will address our current work within the area of Support for Priority Learners. As outlined in the Framework for Enhancing Student Learning, the four groups of priority learners are:

- A. Indigenous Learners
- B. Students with Disabilities or Diverse Abilities
- C. Children and Youth in Care
- D. English Language Learners

Priority learners are identified and supported with interventions that are tiered into three distinct levels. Tier 1 interventions are universal measures applied in the general classroom setting, providing high-quality, inclusive instruction and preventive strategies to support all students. Tier 2 interventions are more targeted, offering small group instruction or specialized support for students who are not yet meeting academic or behavioral expectations despite the implementation of Tier 1 strategies. Tier 3 interventions are intensive and highly individualized, catering to students with significant needs that surpass the support provided in Tiers 1 and 2, involving personalized programs and specialized instruction.

Tier 1 supports are universal and provided to all students. The goal is to meet the needs of most students through effective teaching practices and a supportive learning environment in their general education, and neighbourhood school classroom. Examples of Tier 1 supports include:

- Differentiated instruction to accommodate diverse learning needs
- Providing multiple means to engage and motivate learners
- Offering various ways to present information and content
- Allowing students to demonstrate their understanding through different means
- Implementing positive behavior interventions and supports (PBIS) to promote a positive school climate

A. Supports for Indigenous Learners

The Indigenous Education department of the VSB is dedicated to enhancing the educational experiences of Indigenous students. This department works collaboratively with Indigenous communities, families, various educational stakeholders and district departments to provide culturally relevant and supportive educational opportunities. The department's mission is to ensure that Indigenous students receive an education that respects and incorporates their cultural heritage, while also preparing them for future academic and career success.

Department Overview

The department is staffed by a dedicated team of Indigenous Education Enhancement Workers (IEEWs) and Indigenous Education Enhancement Teachers (IEETs). These professionals play a crucial role in engaging with families, and providing a range of supports to ensure student success. IEETs work directly with classroom teachers to support learning in the classroom. Additionally, they work with students in small groups and one to one to provide additional supports including literacy, numeracy and other content areas. The IEEWs and IEETs are not only educators but also mentors and advocates for Indigenous students, helping to bridge the gap between home and school environments. Their work is unique and responsive to student and community need and is essential in creating a supportive network that fosters academic achievement and personal growth.

Additionally, the department includes an Education Consultant, an Indigenous District Resource Teacher, and a Cultural Coordinator, each of whom plays a vital role in supporting Indigenous Education within the District.

Ongoing Work of the Department

Our commitment to fostering an inclusive and equitable learning environment is unwavering. We prioritize supporting Indigenous learners through targeted interventions and dedicated resources. Through a combination of dedicated staffing, comprehensive support plans, and a variety of cultural and educational initiatives, the department strives to ensure that Indigenous students have the resources and opportunities they need to succeed academically, socially, and culturally. By fostering a sense of belonging and pride in their cultural heritage, the department helps to empower Indigenous students to achieve their full potential and make meaningful contributions to their communities which includes learning from Elders and Knowledge Keepers. Some examples of the work being done in support of Indigenous Students can be seen below.

Success Plans:

The department uses Success Plans to track and monitor student progress in areas such as belonging, academics, culture, and community in grades 1, 4, and 6-12. These plans, developed in collaboration with students and educators, ensure a personalized approach to address unique needs and goals. This helps identify barriers and provides targeted support to foster learning and a sense of connection within the school environment.

Family Engagement:

IEEWs and IEETs connect with families to support and strengthen relationships, promoting collaborative education. Regularly updating families on their children's progress and available resources is essential for fostering community and partnership, crucial for the holistic development of Indigenous students.

Horizons Program:

This Secondary initiative offers students activities like field trips to YVR and healthcare training at VGH during spring break. These experiences broaden their horizons and introduce potential career paths, providing valuable insights into different industries and professions to help them make informed future decisions.

ACCESS Connections:

The department collaborates with [ACCESS](#) to support Indigenous students by offering tutoring, mentorship, career guidance, and opportunities to join community events. These resources are crucial for their academic and personal growth.

Student Leadership Group:

This group meets monthly to discuss leadership and participate in growth activities. It helps students develop leadership skills, build confidence, and take active roles in school and community. Members gain insights into leadership, teamwork, and community service.

Events Hosted/Coordinated by the Department

First Peoples Festival:

This festival includes cultural teachings and activities that celebrate Indigenous heritage, allowing students to connect with their culture and showcasing the talents of Indigenous community members.

National Indigenous People's Day (June 21st):

Indigenous Day in Canada honors the contributions and achievements of Indigenous peoples through cultural performances, art exhibits, and educational activities. It provides an opportunity for students and staff to learn about and appreciate Indigenous heritage.

Red Dress Day Awareness:

Red Dress Day raises awareness about missing and murdered Indigenous women and girls. It includes activities that highlight this issue and share stories and experiences. By participating, students and staff support affected families and communities and commit to justice and healing.

National Day for Truth and Reconciliation:

The Truth and Reconciliation Day of Learning educates students and staff on the significance of Truth and Reconciliation. It includes workshops, presentations, and discussions about the history and impact of residential schools, as well as ongoing reconciliation efforts. This event raises awareness of Indigenous issues and encourages actionable steps towards reconciliation.

Day of Learning at Musqueam:

Students receive teachings from local knowledge keepers, fostering an understanding of Indigenous culture and history. This event at Musqueam allows students to learn from Elders, gaining insights into traditional practices and values, thus strengthening their cultural identity and respect for Indigenous knowledge.

Leadership Camp at Loon Lake:

The fall Leadership Camp at Loon Lake offers cultural teachings and activities for students in grade 12 to build relationships and develop leadership skills. The camp includes workshops, outdoor activities, and cultural ceremonies aimed at fostering personal growth, teamwork, and cultural awareness.

B. Supports for Students with Disabilities and Diverse Abilities

Students with disabilities or diverse abilities are identified through a comprehensive process that involves multiple steps and collaboration among educators, parents/caregivers, and specialists.

The process begins with observations and assessments conducted by classroom teachers, resource teachers, and other school staff. If a student is suspected of having a disability or diverse ability (that has not yet been documented and identified by a specialist), a referral to the school-based team (SBT) is made. The SBT is a problem-solving unit that assists classroom teachers in developing and implementing instructional strategies and coordinating resources to support learning needs.

The SBT typically includes the principal or vice principal, resource teachers, classroom teachers, and may also involve district learning services staff such as school psychologists, area counsellors, and speech and language pathologists. This team collaborates to ensure that students have equitable access to learning and that their educational needs are met. The SBT meets regularly throughout the school year.

Once a student is identified as potentially having a disability or diverse ability and all Tier 1 level supports have been exhausted, a formal assessment is conducted. This assessment may include educational evaluations, medical assessments, and other specialized evaluations to determine the nature and extent of the student's needs. While this process is underway, the staff at the school continue to work to provide appropriate supports to the student.

After the assessment, the findings are reviewed, and if the student is found to have a disability or diverse ability that meets the Ministry of Education and Child Care's criteria for a designation, a designation is assigned to the student and an Individual Education Plan (IEP) is developed. The IEP outlines the specific educational interventions and supports required to meet the student's needs. This year, 12% of VSB students meet MECC criteria for a Ministry designation and have an IEP. In some cases, additional staffing support is needed to address medical or safety concerns. A member of the school-based team will complete a needs assessment to determine if SSA support will be allocated.

In addition to individual supports put in place for students through the IEP process, Learning Services provides the following supports for students and schools:

- Recommend evidence-based interventions, on a consultative basis, to assist school-based teams in the development of student planning
- Liaise with outside agencies and professionals where appropriate
- Provide yearly resource teacher training for secondary and elementary resource teachers
- Support 69 District programs for students with disabilities and diverse abilities that provide Tier 3 support
- Organize and facilitate professional development in inclusive education pedagogy for resource teachers and classroom teachers including:
 - SCERTS (Social Communication Emotional Regulation Transactional Support) framework training
 - Criteria Cognitive Aptitude Test (CCAT) Testing
 - Kaufman Test of Educational Achievement (KTEA) protocol administration training
 - Self-regulation training
 - Universal Design for Learning series with Katie Novak
 - CPI Non-violent Crisis Intervention training

- Teaching Social Behaviours
- Structured Work Systems (Provincial Outreach Program for Autism and Related Disorders)
- Curate inclusive education resources for staff on the VSB Student Support Resources SharePoint site
- Provide 1701 Audit compliance to support additional Ministry funding for inclusive education students

The services and supports provided by Learning Services are meant to be responsive to student needs, with the understanding that programming and support may change throughout the year as well as year to year, based on these unique needs. The goal of the Learning Services team is to ensure that all students, regardless of disability or diverse ability, are fully participating members of a community of learners.

C. Supports for Children and Youth in Care (CYIC)

Children and Youth in Care face barriers that can hinder their educational and personal growth. These individuals often experience instability in their living situations, emotional and psychological trauma, and disruptions in their educational journeys. As a result, they are at a higher risk of falling behind their peers academically and socially. However, with the right support and resources, these challenges can be mitigated, allowing them to succeed and reach their full potential.

Recognizing the importance of providing targeted support, the District has implemented a range of initiatives aimed at addressing the specific needs of these students. These efforts are designed to create a stable and nurturing environment that fosters well-being and academic achievement.

Some Children and Youth in Care have learning challenges, and a significant number are Indigenous. It is imperative that, as a District, we provide culturally responsive, trauma-informed, and youth-centered care to address these challenges.

Building on the goals of the Framework for Enhancing Student Learning (FESL), we continue to focus on supporting Children and Youth in Care.

- Ongoing collaboration with the Ministry of Children and Family Development (MCFD) and the Vancouver Aboriginal Child and Family Services Society (VACFSS) to streamline the process of how social workers update school staff about the status of Children and Youth in Care
- District staff assigned as an out of school hours contact to address any urgent needs that may arise during school breaks or throughout the summer months
- District staff from several teams continue to meet regularly with community partners and outside agencies; information on supports and opportunities for Children and Youth in Care is discussed and relayed to staff who work directly with these students
- Ensuring that all Children and Youth in Care have a contact person or a trusted adult within the school building and have regular check-ins so that school teams ensure that required supports are in place
- Ongoing training for teachers, support staff, and administrators to build capacity and understanding of trauma-informed approaches
- School-based teams look at how they can best support students if additional supports are needed for Children and Youth in Care

By maintaining open lines of communication and employing a collaborative approach, we aim to create a supportive and stable environment for all Children and Youth in Care to thrive academically and personally.

D. Supports for English Language Learners (ELL)

Newcomer Welcome Centre (NWC) staff provide comprehensive support to English Language Learners and their families to facilitate their social, cultural and academic inclusion in the VSB community. The goal is to provide an equitable environment where they feel a deep sense of belonging and can access pathways of authentic learning.

Support begins at the time of registration. Our multilingual Settlement Workers in Schools (SWIS) team meets families at their registration appointments, helps them, frequently in their home language, understand the registration process and introduces them to ongoing SWIS support services. SWIS support includes:

- Providing information on school and community services
- Providing orientation and settlement workshops
- Providing referrals to external services; assisting with applications for government services
- Providing youth activities

We assess many newcomer students for their English language abilities to support them appropriately upon entry to school. During assessment, the SWIS team and District Principal provide parents further orientation to the school system.

As students begin school, they are supported by the Multicultural Liaison Worker (MCLW) team. This team comprises six of the VSB's most frequently spoken non-English home languages. These support workers provide linguistic and cultural bridges between the school and home communities. They advocate for the students and their families, help the students and families understand the norms and expectations of the school system and help school staff understand the perspectives of the families. They frequently provide linguistic and cultural interpretation in difficult situations when student and families need help and proactively facilitate belonging by running linguistically and culturally based extra-curricular activities for their student communities.

As nearly one in five VSB students require English language support, the NWC offers significant professional development to teachers. We have focused on educating classroom teachers on inclusive pedagogical approaches that support English Language Learners across the curricular areas, one such is the Sheltered Instruction Observation Protocol (SIOP), in which our District Resource Teacher is a certified trainer. In the previous four years, we have provided three-day SIOP training sessions to over one hundred VSB teachers, and helped schools follow up with implementation of this approach. We frequently offer professional development in inclusive practices to full staffs on professional days, and to more selected groups during less formal lunch and learns. This year we are expanding our attention to examine how technology, including AI, can help facilitate inclusion, particularly in its ability to help students access difficult texts in their home languages.

Through academic professional development, cultural and social support we are helping English Language Learners, and their families realize the goals of the VSB's equity statement.

Support for Schools:

The District Principal and District Resource Teacher provide direct support to schools in the following ways:

- Professional development in English Language Learning pedagogy for English Language teachers and classroom teachers (over 30 sessions provided yearly)
- Curate and provide English Language Learning resources for staff on the VSB ELL SharePoint site
- 1701 Audit compliance to support additional Ministry funding for English Language Learners
- Support two District ELL programs for vulnerable learners at Tupper (Literacy and Applied Literacy)
- ELL Assessment and Reporting support for teachers
- SIOP Training: Sheltered Instruction Observation Protocol to support classroom teachers to design teaching and learning experiences to be more inclusive of English Language Learners' language acquisition needs
- Workshops for newcomer families
- Volunteer Reading Coach program for English Language Learners
- Supporting the implementation of the VSB Responsive Literacy Framework

Support for Elementary Learners:

Elementary English Language Learners are included in all regular classroom programming. Supports for these students are provided by the classroom teacher and the Resource Teacher and include:

- Classroom supports through ongoing literacy experiences with necessary adaptations
- Targeted support through the Resource Teacher (small group, one on one, whole class)
- Annual Instructional Plan (AIP) development and programming
- Implementation of the VSB Responsive Literacy Framework which includes explicit and directed teaching of literacy skills
- Culturally responsive teaching to support a sense of belonging and connection

Support for Secondary Learners:

Delivery of supports vary from school to school based on the size of English Language Learners cohort. Some secondary schools offer English Language Learners level-specific courses, and some provide support for multi-level classes. Supports are provided by classroom teachers, department heads and resource teachers and include:

- ELL specific classes as needed for lower-level English Language Learners, language development courses, and ELL academic support blocks
- ELL staffing allocations to support lower class sizes for ELL specific courses
- ELL department head/ ELL teachers provide case management of the Annual Instructional Plan (AIP)
- SIOP (Sheltered Instruction Observation Protocol) training provided to staff to support English Language Learners in regular classes
- ELL specific Board Authority Authorized courses to provide required graduation electives
- Inclusion of English Language Learners in required graduation program classes with necessary adaptations as per their AIP
- Social and cultural groups and clubs to support a sense of belonging and connection for English Language Learners

- Counselling supports
- Supported path to graduation—reflected in VSB’s strong completion/graduation rates

Support for Adult Learners:

Supports for Adult English Language Learners are provided through course offerings at South Hill Education Centre and Gathering Place and include:

- Assessment for English Language level in English and Math during registration to facilitate appropriate course placement
- Full complement of Literacy Foundation courses (Levels 1-7) (academic and companion) to support and scaffold English language learning
- Opportunity to complete graduation requirements through Grade 10, 11 and 12 academic courses
- Flexible class structures: self-paced, face-to-face, days, evenings, and Saturdays
- Literacy Foundation and academic courses are funded by the Ministry of Education and Child Care for non-graduated adults---graduated adults are charged a fee
- Community connections and sense of belonging

RECOMMENDATION

This report is provided for information.