

**COMMITTEE OF THE WHOLE - PUBLIC
SCHOOL DISTRICT 41 - BURNABY
AGENDA**

Monday, April 13, 2026, 4:00 pm
Brentwood Room

	Pages
1. Territory Acknowledgement	
2. Confirmation of Agenda	
3. English Language Learners Program Presentation	1
4. Updates from Burnaby Community Committees	
<i>Nothing to report.</i>	
5. Adjournment	

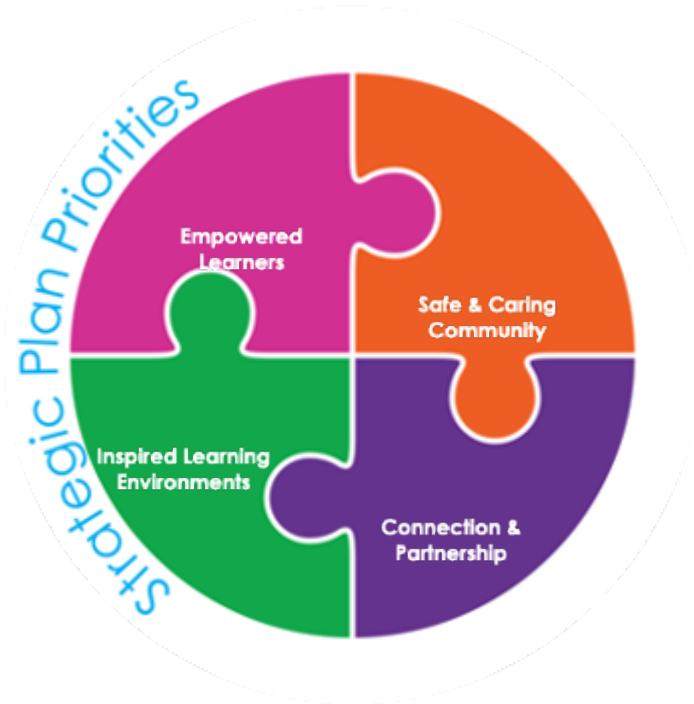
Burnaby School District ELL Program Updates

Committee of the Whole Public Meeting
April 13, 2026

Kelly Chow, Director of Instruction

Katerina Vakakis, ELL Program Consultant

Strategic Plan Connections



Objective: Support staff with skills, tools, and resources to address the diverse needs of all learners and meet them where they are at.



Objective: Endeavour to provide every student equitable access to education by providing the opportunities, resources, and support they need, regardless of their abilities, background or circumstances.



Objective: Enhance learning environments and resources to address the diverse needs of all students and foster engagement, growth, and success for every learner.



Objective: Foster open, ongoing dialogue with families and caregivers and incorporate feedback to strengthen Burnaby Schools and support students.

Burnaby ELL Overview

- ELL Student Enrolment: 8417 (32% of District)
- Elementary ELL Students: 6983 (83%)
- Secondary ELL Students: 1434 (17%)
- Canadian Citizen ELs: 3639
- Permanent and Temporary Resident ELs: 4138
- Refugee ELL Students: 640
- 51 home languages represented (including Achinese from Indonesia, Amharic from Ethiopia, Czech, Gikuyu from Kenya, Hiligaynon and Iloko from Philippines, Kinyarwanda from Rwanda, and Setswana from Southern Africa)

2025–2026 Commitments and Highlights

- Expand MyELL (Initial Assessments) to include Intermediate and Secondary Year-End Assessments
- Updates to Assessment Tools and Procedures for ELL
- Ensure the voices of ELL students are included in guiding the direction of ELL programming
- Direct, Regular, Personalized service for ELL K-12
- Ongoing Professional Development

Expand MyELL to include Intermediate and Secondary Year-End Assessments




MyELL@Burnaby - ELL PowerApp Reading Section

Reading Section 3 - Water Everywhere Elapsed Time: 01 m 23s

Water is the earth's most important natural resource. Here's a riddle to . All plants and animals this to stay alive. use it every day. is it? It's water! Where do get water? turn on a faucet to all the water you . The water probably came from a , or a lake, or well. But no matter your water comes from, there's an important fact to remember. You couldn't live without water.

MyELL@Burnaby - ELL PowerApp Reading Section

Ekaterini Vakakis - Reading Section Summary Score



Good Job!

ELL Level: Beginning
Score: 22

- Incoming ELL Students assessed and timetabled/scheduled for ELL service within days
- Immediate sharing of program information and placement results with families
- Increased family engagement with schools as a result of MyELL assessments being shared with families
- Increased student agency

Writing Question 1

Write about this image and explain how video games can be good or bad for young people.

In this picture, there is a boy who is playing video games on his computer. He sit on a chair and wear big headphones. On the screen, I can see a car racing very fast in a city. The boy look very focus and maybe he enjoy the game a lot.

Video games can be good for young people because they help to think faster and make quick decision. Also, it can be fun and help relax after school. Some games you can play with friend, so it help people too.

also video games can be bad if young people play so much they not finish homework or they sleep very late they also not go outside or spend time with family. Some games have violence and it can not be good for younger kids.

I think video games is okay if people play not too much and still do their responsibility.

Writing Question 2

Describe this image and explain how it is connected to the first image. What changed, what happened, what happens next?

Now it is day time and the student sleeping in the class and math teacher teaching. Student is so tired. He want sleep more and not listen. Very bad lesson time for student. He play too much video game every night and not do responsibility.

I think video games is okay if people play not too much and still do their responsibility.

MyELL:
full alignment
with BC ELL
Standards

Meaning / Style

Beginning

- writes in first language
- labels images with single words / lists
- copies words from the questions / topic
- uses most common and familiar words and phrases
- responds with common memorized phrases (My name is, I come from, etc.) that may be off topic

Developing

- writes in a way that is somewhat understandable
- uses simple phrases with some attempt to describe / explain
- tries to write somewhat ordered ideas in short answers
- responds to questions with mostly common words and few subject-specific terms

Expanding

- writes focused answers with some elaboration in a way that is mostly understandable
- supports writing / main idea with some basic details and mostly personal examples
- writes a series of sentences or a short paragraph on the topics
- uses common, high-frequency words related to the topic

Consolidating

- writes comprehensible responses to questions with relevant support and elaboration
- uses more subject-specific language and details to enhance reasoning
- writes extended paragraph(s) to suggest a lesson
- tries to engage the reader with a personal voice / opinion

Bridging

- responds to questions with age-appropriate fluency (considering the range of skills within non-ELL classes)
- uses expressive voice and figurative language to reveal beliefs, opinions, humour
- writes extended paragraph(s) suitable to purpose and audience
- produces complete thinking with logical flow (for first draft work)

Form / Conventions

Beginning

- uses some basic nouns, pronouns, and simple tense verbs
- invents spelling for new and common words
- uses capitals and periods inconsistently or not at all
- uses grammar that impedes meaning at times

Developing

- writes phrases, simple sentences, and attempts extended sentences
- uses and, but, so, first, etc.
- begins to use some grammatical structures, including some plurals, articles, and simple tenses
- spells many familiar words correctly
- uses capitals, periods, and sometimes commas with

Expanding

- writes SVO, compound and limited complex sentences
- uses basic ordering words / phrases with intention
- uses grammar with more accuracy including: some irregular plurals, past and present tense, SV agreement, common punctuation
- notices errors and starts to self-correct capitals, punctuation and basic grammar (may not be evident in typed responses)

Consolidating

- controls SVO and complex sentences with more control to better suit topic
- uses more academic ordering / sequencing words
- uses more advanced grammar like conditionals and modals
- attempts to spell challenging words and experiment with new vocabulary (may still sound awkward)

Bridging

- accurately uses a more complete range of sentences including conditionals, passive voice, relative clauses (that, who, which, whose, etc)
- uses sophisticated punctuation, spells challenging words, and self-edits writing with accuracy (always considering age level)
- may make common writing errors similar to native English speakers including run-on sentences,

Welcome to Burnaby School District's ELL Program!

Dear Parents / Guardians of **Ekaterini Vakakis**,

Well done! **Ekaterini Vakakis** just completed an initial English Language Learning assessment and is eligible to receive English Language Learning support for the **2025 / 2026** school year.

Ekaterini Vakakis ELL Level is: **Developing**

	What are Students Able to Do?	What does ELL Support Look Like?
Beginning	Begin to understand and express basic English words and phrases	<ul style="list-style-type: none"> Lots of personalized supports so students feel a part of the classroom/school community
Developing	Able to understand everyday English, simple text and vocabulary	<ul style="list-style-type: none"> Targeted vocabulary instruction for everyday language
Expanding	Able to express ideas using a range of social and academic language	<ul style="list-style-type: none"> Personalized supports so students can access, engage and apply English language to different Areas of Learning. Targeted vocabulary instruction for academic language
Consolidating	Able to use increasing academic language in grade level content areas	
Bridging	Approaching grade-level proficiency in English	<ul style="list-style-type: none"> Targeted English support for Independent learning in all academic areas



Translation-enabled MyELL features to support multilingual families

Τι είναι το ΕΛΛ;

Το ELL (English Language Learning - Εκμάθηση Αγγλικής Γλώσσας) είναι ένα σχολικό πρόγραμμα που παρέχει πρόσθετη γλωσσική υποστήριξη για να βοηθήσει τους νέους μαθητές να αναπτύξουν αυτοπεποίθηση και δεξιότητες στην ανάγνωση, τη γραφή και τον προφορικό λόγο στα αγγλικά, ώστε να υποστηρίξουν την επιτυχία τους σε όλες τις τάξεις.

Ποιος συμμετέχει στο πρόγραμμα ELL;

Νεοφερμένοι Φοιτητές: Το πρόγραμμα ELL αφορά τη γλώσσα και την ταυτότητα. Οι μαθητές θα εφαρμόσουν την μητρική τους γλώσσα (ή τις μητρικές τους γλώσσες) και τις προηγούμενες γνώσεις τους για να αποκτήσουν περισσότερες γνώσεις και δεξιότητες στα Αγγλικά, ώστε να αισθάνονται περήφανοι, ενταγμένοι και σίγουροι.

Εξειδικευμένοι Καθηγητές Αγγλικής Γλώσσας (ELL): Οι καθηγητές χρησιμοποιούν τα Πρότυπα ELL του BC για να δημιουργήσουν ένα εξατομικευμένο πρόγραμμα εκμάθησης γλωσσών που παρέχει στους μαθητές την κατάλληλη υποστήριξη την κατάλληλη στιγμή. Η βασική, καθημερινή ομιλία στα αγγλικά αναπτύσσεται πιο γρήγορα, αλλά η ακαδημαϊκή ανάγνωση και γραφή για τα κανονικά μαθήματα απαιτεί περισσότερο χρόνο. Οι καθηγητές ELL αξιολογούν τους μαθητές τακτικά για να σχεδιάσουν τη μετάβασή τους σε πιο τακτικά μαθήματα.

Updates to Assessment Tools And Procedures for Reporting



ELL Support Services

Course Dates: 02/09/2025 to 25/06/2026

Ms. [REDACTED]

A note from [REDACTED] participates in small group ELL time, where we try a variety of literacy-based activities and games to build vocabulary, comprehension and writing skills. This term, we have spent time with story workshop projects and a mini research theme focused on Canadian temperate and boreal forests. [REDACTED] can orally share their ideas but sometimes needs encouragement to try using more descriptive vocabulary. Moving forward, a key focus will be translating these oral ideas into written work by using a wider range of descriptive vocabulary. Keep up the good effort, [REDACTED]

Dedicated Comment box in the MyEd Learning Update - Parent feedback for clear communication

Ensure the voices of ELL students are included in guiding the direction of ELL programming



- Regular, direct, face-to-face ELL support for all students K-12
- Personalized strategies, adaptations, and/or supplemental materials aligned with student language goals

District created consultation logs: student and teacher



LEGAL LAST NAME	Meeting 1 DATE	TYPE OF SUPPORT	SPREADING / LISTENING STRATEGY	READING STRATEGY	WRITING STRATEGY	NOTES	Meeting 2 DATE	TYPE OF SUPPORT	SPREADING / LISTENING STRATEGY
Student A	2025-09-03	Student support request	Provide sentence frames, word banks and context for oral language tasks / student goals			Student wants more confidence to ask questions in class and request support from teacher	2025-10-15	Flex time meeting	Teach social/ academic vocabulary, phrases, and sentences to engage in classroom experiences
Student B	2025-09-04	Flex time meeting			Model and support the writing process (planning, organizing, proofreading, editing)	Student is preparing for in-class writing assignment in Social 10		Flex time meeting	Teach social/ academic vocabulary, phrases, and sentences to engage in classroom experiences
Student C	2025-09-05	Flex time meeting			Model and support the writing process (planning, organizing, proofreading, editing)	Review writing outline and ask for general and specific entry / social improvement		Flex time meeting	Teach social/ academic vocabulary, phrases, and sentences to engage in classroom experiences
Student D	2025-09-06	Progress check-in-in (pull-out from regular schedule)	Discuss student speaking and listening goals and strategies planning			Student wants more confidence to ask questions in class and request support from teacher			Teach social/ academic vocabulary, phrases, and sentences to engage in classroom experiences
Student E		Progress check-in-in (pull-out from regular schedule)	Discuss student and listening goals and strategies planning	Discuss student speaking and listening goals and strategies planning					
Student F		Progress check-in-in (pull-out from regular schedule)	Discuss student and listening goals and strategies planning	Provide structured previews/organizational frameworks for discussions / oral presentations Provide sentence frames, word banks and context for oral language tasks / student goals Teach social/ academic vocabulary, phrases, and sentences to engage in classroom experiences Teach common idioms, cultural language, and humour Suggest / allow student to respond in a variety of ways (e.g., gestures, drawings, labels, words, phrases, and translation) Rephrase or paraphrase student questions/comments to model correct grammatical form Provide opportunities / rehearse with student to ask questions for target social and academic situations					
Student G		Progress check-in-in (pull-out from regular schedule)	Discuss student and listening goals and strategies planning	Encourage students to use their home language (L1) to show understanding...with L1 partners to clarify instructions/key terms/concepts/write notes Provide options / resources for students to build speaking and listening confidence					

ELL Service Log of Additional Supports - Burnaby South Secondary

Consultation Period: Term 2

Student Name: **Genius Lee**

Pupil Number: **314159265** Grade: **12**

ELL Level: **Expanding**

ELL Language Advisor (s):
Ms. A. Merryweather

ELL Specialist Consulting: Ms. K. Vakakis
(if necessary)

+

Date of service:	Nature of service:	Language-based focus / strategy:	Notes / targeted student support:
2025-11-27	Progress check-in-in (pull-out from regular schedule)	Teach social/ academic vocabulary, phrases, and sentences to engage in classroom experiences Build awareness of text organization features (heading, subheadings, bold words, captions) to support reading comprehension Build vocabulary: support the use of academic, subject-specific, and descriptive words	Preparing for debate assignment in regular Social Studies
2025-12-13	Meeting to adapt subject material language	Rephrase or paraphrase student questions/comments to model correct grammatical form Teach the purpose, structure, and text features of different genres (fiction and non-fiction) Build vocabulary: support the use of academic, subject-specific, and descriptive words	Rehearse debate language for correction / feedback
2026-1-7	Assignment planning / editing / re-do / catch-up	Provide sentence frames, word banks and context for oral language tasks / student goals Use graphic organizers to summarize key concepts, support thinking and address specific language structures	Support to edit final debate write-up
2026-2-21	Flex time meeting	Allow student to demonstrate understanding in a variety of ways (drawings, labels, words, phrases, simple sentences)	Review / plan goals for inquiry project in English

Next Steps

1. April 2026 → Pilot MyELL Initial Assessment App for students grades 4-7
2. May 2026 → Introduce MyELL Year-End Assessment App for secondary
3. Ongoing → In-School teacher mentorship and new to ELL teacher Learning Sessions
4. Continued focus on collaboration between ELL specialists and classroom teachers

Thank You