SD62 ELL HANDBOOOK FOR SPECIALISTS 2026-27

1. **BC ELL 1701 GUIDELINES:**
   Form 1701: Student Data Collection pages 9-10

2. **BC ELL POLICY GUIDELINES & STANDARDS DOCUMENT:**
   English Language Learning Policy Guidelines (PDF, 1.56MB)
   The purpose of this document is to provide policy guidelines to school districts in the delivery of ELL services. These guidelines provide a basis for consistency, quality, and equity while allowing for flexibility in the delivery of ELL services.
   ELL Standards (PDF)
   The ELL Standards are descriptions of characteristics that K-12 ELL students typically exhibit at various stages in their language acquisition process. The document is a resource to help educators support ELL students in accessing the provincial curriculum and succeeding in the academic environment.
   a. *ELL Standards Introduction (PDF)*
   b. *Primary ELL Standards (Kindergarten to Grade 3) (PDF)*
      i. *Primary (K-3) Oral Language (PDF)*
      ii. *Primary (1-3) Reading (PDF)*
      iii. *Primary (1-3) Writing (PDF)*
   c. *Intermediate ELL Standards (Grade 4 to Grade 7) (PDF)*
      i. *Intermediate (4-7) Oral Language (PDF)*
      ii. *Intermediate (4-7) Reading (PDF)*
      iii. *Intermediate (4-7) Writing (PDF)*
   d. *Secondary ELL Standards (Grade 8 to Grade 12) (PDF)*
      i. *Secondary (8-12) Oral Language (PDF)*
      ii. *Secondary (8-12) Reading (PDF)*
      iii. *Secondary (8-12) Writing (PDF)*
   e. *ELL Standards Appendix A (PDF)*
   f. *ELL Standards Appendix B (PDF)*

3. **AUDIT CHECKLIST**

   Complete an Annual Language Assessment for Oral, Reading & Writing Skills
   - Date between April 1 and Sept 29, 2026
   - Use any of the following assessment tools and keep originals in blue ELL folder:
     - Individual Proficiency Test (IPT) K-12 for Oral, Reading and/or Writing
     - District-Developed Assessment Tool (Student Booklets): K/1, 2-5, 6-12
     - RAZ Plus, Read Theory, Locally Developed Secondary Writing Prompts

   Use MyEd BC AIP Assessment Matrices to Indicate Levels
   - Insight into matrix levels can be further informed by a combination of the following:

- Your experience working with the student
- Samples of unedited writing, assignments, tests, classroom worksheets, essays, reports etc.
- Parent communication
- Detailed SBT notes
- Previous Learning Updates (Permanent Student Record)

Instructions for Administering the IPT:

- Oral & Writing IPT
  Complete cover page of the Oral IPT if it is used. Do not fill out *ID*, *ethnicity* line or the *economically disadvantaged* line.
  Reading IPT (bubble sheets for grades 4 and up)
  Include student's name, date of the test, grade and the examiner's name.
- Spring Assessment
  Level at current grade level on matrices.
  Attach a physical copy of the matrices to the annual language assessment. Keep in blue ELL folder.
- September Assessment
  Use the previous year's grade level to test and level on the matrices, e.g. a grade 1 student uses the K/1 IPT and is scored at a Spring K level; a grade 4 student uses the grade 2/3 IPT and is scored at a grade 3 level; a grade 6 student uses the 4-6 IPT and is scored at a grade 5 level; a grade 9 student uses the grade 7-12 IPT and is scored at a grade 8 level.
  Attach a physical copy of the matrices to the annual language assessment. Keep in blue ELL folder.
- The AIP goals are pulled from the next year's matrices, e.g. a grade 7 student in September uses the Intermediate Matrices (4-6) for leveling, but the Secondary Matrices (7-12) for goals.

Instructions for the 2026-27 Assessment Matrices:

- Update highlights – can use a different colour to show progress. If digital, then save to the Shared Drive and print a copy. Staple to the annual language assessment.

Annual Instructional Plan (AIP)

- Each ELL student in the XAT courses must have a MyEd BC ELL AIP by September 29, 2026,
- Goals must meet the needs identified in the annual language assessment.

Specialist Teacher Involvement

- Review the AIP in September and then at each reporting period. Document all 4 review dates.
- Add but do not delete goals during the year.

- Use the following to indicate progress on the AIP Goals:
  (ACHIEVED) - *if achieved proficiency or level 5 of that goal*

Schedule of Service

- Planning and Delivering Services by ELL Specialist
- Create a **weekly schedule of service**. Support may be:
  - individual or small group
  - a blend of in-class and pull-out
  - more frequent for beginning NES (1-5 times a week, depending on your time at the school)
  - less frequent as the student progresses and becomes more proficient (bi-weekly minimum)
- If small group, then use student initials or first names only
- Schedule of Service should be set prior to September 29, 2026 and saved to the Shared Drive. Save updated versions each term/semester to the Shared Drive
- Find template on the Shared Drive. Note classroom #, teacher's name, grade level on the schedule – see Checklist for details to include.
- <u>In-Class Support:</u> Schedule weekly in-class support for classrooms with multiple ELL students wherever possible. Additional pull-out can be added where space exists in your timetable, and for students who need more targeted instruction or a quiet space.
- <u>Pull-Out Support:</u> If there are few ELL students, or if students are at Level 1/2, then you could set up scheduled blocks of time for individual or small group instruction, through consultation with the classroom teachers. Group or pair students when possible (same class, similar level). Some examples:
  - Monday 9:00-9:30 Juan and Emilio **Aim for approximately 20-30 minutes for the primary grades, 30 minutes for the intermediate grades and 30-60 minutes a week for beginning middle and secondary students. You may want to offer more frequent support at the beginning stages of language development, and then reduce to bi-weekly or monthly support as needed. Support could also be a mix of pull-out, in-class or blended.*
  - Monday - Friday 9:30-10:15 Gr. 2, 3 Level 1/2 Pull-Out
  - Monday – Friday 10:30-11:30 Gr. 6-8 Level 1/2 Pull-Out
- Teachers often schedule silent reading time after lunch and this is a great time to work with Level 3 students who may require extensive support for written language, expressive language and direction with deeper reading comprehension as they progress from literal to inferential reading. Level 4/5 students would also benefit from this time for assistance with project work or classroom assignments.

- Plan type of support with Classroom Teachers. Talk with each Classroom Teacher to determine best support methods. Consider the following possibilities:
    a. **Co-Planning or Co-Teaching:** Sharing instructions, taking turns instructing whole group during lessons, supporting a small group in the classroom
    b. **Alternative:** One teacher works with small groups for pre-teaching, re-teaching, supplementary work, or enrichment while the other teacher instructs the larger group.
    c. **One Teach-One Assist:** Both teachers present during instruction; but one takes the lead; the other circulates, observes and assists students.
    d. **Stations**: Teachers divide the content; each one teaches part of it. All students rotate to all stations. Some stations could be independent work.
    e. **Parallel:** Teachers plan jointly. But each teacher instructs half of the class.
    f. **ELL Teacher has whole class** freeing up the classroom teacher to plan.
- **Flex Blocks:** You may choose to plan a Flex Block, to test students, do administrative work, prep or do service notes etc. In schools with significant growth, you may need to move students around, or temporarily reduce service to some students in order to accommodate new students who register during the school year. Make those changes as needed, informing the classroom teachers and PVP that you are doing new intake and assessments. If there is a permanent change to your schedule, keep an updated copy of it.
- **Schedule changes:**
  Email the following people if you are going to be away from your regular worksite or have a schedule change. Include where you will be working, e.g. at the office that day/morning/afternoon.
  - School PVP and clerical
  - District VP for ELL (Marlys Denny)
  Absence:
  Let the same people know if you will be absent, and **include clerical (Aimee Fontaine)**
- **TTOC:**
  In case of absence, please book a TTOC in this order:
  - a TTOC with ELL qualifications (preferred)
  - a TTOC from the Shared list on the Shared Drive
  - any TTOC available – the school might have teachers who are part-time and also TTOC
- **Prep Time:**
  Non-enrolling teachers have prep time. It can remain flexible or be built into the schedule. It could also be a combination of the two, for example:

Full-time Elementary School teachers: 55 minutes per week built-in and 55 minutes discretionary = 110 minutes
Full-time Middle School teachers: 150 minutes per week of instructional time
Full-time Secondary School teachers: 12.5% of total instructional time
Elementary and Middle School part-time teachers shall receive time for prep

- **Lunch:**
  Duty-free Lunch (contractual): you are entitled to a duty-free lunch, with driving between sites being before or after.
- Mileage forms are available to claim travel between work sites.

Service Logs – At a Glance & Service Notes

- Specialized ELL Services and Documentation
- Services might include pull-out services (individual or small group), specialist support to a classroom teacher or EA, and/or additional services provided in a regular classroom environment. This must be documented in the Service Logs (minimum once per month).
- Use the template on the Shared Drive, or create your own with student's name, date and type of contact/service provided. To save time with clicks, create a single word doc for each school. Use CTRL F to find a student. Add page breaks if printing out.
- You may create a Service Log for each student or group of students. If a group, then use first names or initials only.
- Keep regular service notes with date, what was done and for which student. Make at least 1 formal entry before September 29, 2026. Assessment qualifies as service.
- The NOTES section should include information about teacher collaboration, emails, presentations, SBT meetings, parent phone calls etc.
- When students receive adaptations within mainstream classrooms, the classroom teacher and ELL specialist must sign the 'SD62 Adaptions Checklist' and save a digital copy on the Shared Drive. There must also be documentation that these adaptations address the ELL needs identified in the student's language assessment (and AIP goals):
  - Collect 1 work sample per term
  - Document evidence of consultation with the classroom teacher
  - Collect evidence of the adaptations being used in the classroom (digital file of photos)
  - Save at reporting periods to the Shared Drive.

Regular Reporting

- Learning Updates and Summative Report comments are done in MyEd.
  This should include:

    - Student language proficiency
    - Language development services
    - Literacy goals as per the AIP
    - Ways the family can support
  - Create a single word doc for all students at a school and create comments before entering them into MyEd
    - order and date comments to begin with most recent one first, i.e. Term 3 2 1 – this saves time scrolling, when we refer to the most recent learning update comment
    - check with school PVP for MyEd report comment deadlines - schools usually mass publish all teacher comments and let parents know when learning updates are ready for viewing on the MyEd (Parent) Portal
    - save to the Shared Drive
    - optional to print for classroom teachers as an insert; use district letterhead
    - CTRL F to find a specific student
  - Classroom teachers report on student growth, next steps and strategies/supports provided

NOTE:
A plan for delivery of ELL (ALA*) support services must be in evidence at the time of the September 29, 2026 claim. For secondary students there must be some evidence of support services in September although it may be appropriate to increase the level of service in the second semester based on scheduling of the student's courses or course load. Service that is deferred entirely to a later time (i.e., there is no support or planning in evidence at September 29) will not be funded.

Students meeting the requirement of both ELL and a Special Education program, e.g. speech- language therapy, may be reported in both categories.

Reduction of class size is not enough to meet the definition of ELL services.

English as a Second Dialect (ESD) support services must address the development of Standard English language proficiency, including oral language proficiency. Students reported as requiring ESD services speak a dialect of English that differs significantly from Standard English used in school and in broader Canadian society (i.e. significant variations in oral language vocabulary and sentence structure from those used in Standard English).

ESD services do not include speech-language therapy for language development disorders; services that solely address accents in speech carried over from another language; or services that solely address deficits in reading and writing Standard English.

Students are eligible for ELL funding for up to five years, provided they continue to meet funding criteria. The years don't have to be consecutive.

Adults are not eligible for ELL program funding.

4. SUPPLEMENTAL RESOURCES

- *ELL Planning Tool (PDF)* | *(ELL Planning Tool (WORD)*
  The ELL Planning Tool is a new, research-based approach that can be used as an educational model for instructional and support planning for ELL students with diverse needs.
- *Compassionate Learning Communities – Supporting Trauma-informed Practice Training Resources*
- *English Language Learning (ELL) Teaching Resources - Province of British Columbia(gov.bc.ca)*
- *Students with Refugee Experience – A Guide for Teachers and Schools*

The ELL Department has many resources to support ELL programming. Take some time to familiarize yourself with the following:
ELL Shared Drive – Resources, Audit Compliance info and much more
Destiny Collections - Websites
Resource Binder for Newcomers - in the school office or with the IS or ELL teacher, and on Engage
Newcomer Welcome Package – QR code in the school office, and on Engage

5. SD62 ELL YEAR OVERVIEW (monthly checklist)

Here is a calendar to help you organize your ELL duties over the year. Some steps are necessary, others are suggestions that may depend on your teaching schedule, or student/school/district needs.

2026-2027 ELL MONTHLY CHECKLIST
SEPTEMBER

SEPTEMBER 1701 CLAIMING CYCLE:
September is Claiming month: Review *1701 Audit Guidelines*

K-3 FRENCH IMMERSION & K-12 ESD STUDENTS:
There must be evidence of a need for support with oral language (speaking and listening) skills as shown on an annual language assessment. The decision to offer ELL/ESD support is made through consultation with the classroom teacher and the family.

SEPTEMBER 25 DEPARTMENT DEADLINE:
Complete the following documentation for each student being claimed.

- ☐ MyEd AIP – Add Case Manager to AIP and keep in Draft Status
  Save to the shared ELL drive and print for the blue ELL folder on September 29, 2026 (Active Status)
- ☐ ELL Assessment Matrices & Annual Assessment
- ☐ Parent Letter of Service and ELL Pamphlet to families
- ☐ ELL Schedule of Service Dated September 2026 for each claimed student
- ☐ Share Schedule with school PVP, respective classroom teacher and IS/LS (elem) / counsellor (mid-sec) and upload on ELL Shared Drive
- ☐ Enter Service Notes for each claimed student (minimum 2 direct contacts)

DONE AT THE DISTRICT LEVEL:

- ☐ Add you to the shared English Language Learners – General Shared Channel / Shared Drive
- ☐ Add you as School Staff at your screening schools
- ☐ Add School View as well as Staff View for MyEd access
- ☐ Add AIP permissions (to create/edit/publish)
- ☐ Add AIP publishing role (Mid/Sec to publish at reporting periods)

WEEK 1 (SEPTEMBER 8-11):

- ☐ Ensure you have access to MyEd for your applicable schools (School and Staff View) – follow up with District ELL VP if needed.
- ☐ Connect with clerical staff regarding these requests:
  School Clerical Requirements provided to School PVP:
  School clerical staff will need to complete one process to set up ELL teachers and two separate MyEd BC processes for ELL students.
  1. Attach ELL Teacher to the XAT-ELL courses
  2. Add ELL students to the XAT-ELL courses
  3. Assign the ELL Program (11004) for each student
  4. Add you to the school's mailing list for staff notifications
- ☐ Review your school's **ELL Student Tracking Spreadsheet** in the 1701 folder on the Shared Drive.
  Students on this list are confirmed and need to have the ELL program (11004) added to MyEd BC.
  Provide list to clerical as soon as possible, and by end of day Friday, September 11th.
  When the program has been added, the ELL icon is viewable on MyEd.

- Each student also needs to be added to the applicable XAT course. You may want to include all ELL teacher names on the XAT courses until October when you separate students/ELL teachers into specific caseloads.
- Follow the Template Guide provided when editing the **ELL Student Tracking Spreadsheet**. If a student transferred to a different school, email the student info to the ELL teacher at that school. Do not edit each other's spreadsheets. It's a good idea to save a copy every time you make edits.
- Elementary: Review your screening list with the IS teacher and participate in class profile meetings or SBT when necessary or possible.
  Mid-Sec: Review your screening list with the counsellor. Assist with secondary course selection to ensure appropriate course placement.
- A **NEW REGISTRATIONS (Sept 2026)** folder is in the 1701 folder on the Shared Drive, with a **SUMMER NEW REGISTRATIONS** Word document inside that contains new registrations.
  Ask school clerical if there are additional new students to be included in your screening.
  Work with PVP and teachers for best times to take students from class to do their language assessments. Reminder to provide breaks between tests and offer two or three sessions if needed.
  Print School Registration Forms or BC Verification Form as needed: Helpful information may include Language at Home, Birthplace, Refugee, Medical Information, Previous School info etc.
- **BLUE ELL FILES:**
  - All ELL students must have a blue ELL file.
  - Use a black Sharpie to write the student's **last name (CAPITALS), first name (lower case) and year of birth**: MEDINA, Juan 2012.
  - Staple the School Registration Form or BC Verification Form into new blue files. Staple inside (right side).
  - Blue ELL files are kept at the ELL office, unless you have a designated room with lockable filing cabinet at the school. To reinstate a previous ELL student, ask the ELL Coordinator to check the archives. Archived files are pulled and given to the middle or secondary teachers in June or September.
    The 5 funded years do not have to be consecutive, so ELL service may resume if the student is eligible.
  - Shred blue ELL files if the student has not received service for more than 5 years

DISTRIBUTE TO SCHOOL STAFF:

- Email a letter of introduction to teachers, PVP, ISTs
- SD62 ELL Pamphlet for Schools
- Inform teachers of the September 25 deadline, and that you may be screening students in their classrooms and that you may need to pull students out of class a couple of times in order to complete their language assessments.
  Share the results with teachers when you consult about support needs.
- Send home **Parent Letters of Service and ELL Pamphlet for Families** for students who you are claiming.
- Document assessments and communications in your daily **Service Notes**.
- **Annual Language Assessments**
  Done between April 1 – September 29, 2026. Students must have:
- A primary or home language that is not English, or fulfill ESD criteria with a demonstrated need for oral language support. Review MyEd Verification Report or Home Language on MyEd
- A demonstrated need for support. Keep the annual language assessment in the student's blue ELL folder.

- **2026-27 Assessment Matrices**
  Update highlights – can use a different colour to show progress. If digital, then save to the Shared Drive and print a copy. Staple to the annual language assessment.

WELCOMING NEW STUDENTS:
Speak with PVP about your role in welcoming and orienting new ELL students.
Support documents include:

- **Intake Form** (INTAKE folder on the Shared Drive and attached)
  Build a background profile for students with Refugee Status or with complex history.
- **Orientation Checklist** (INTAKE folder on the Shared Drive and attached)
  Guided school tours done at the discretion of the school team (PVP, IST, counsellor, ELL teacher etc.).
- The ELL teacher should connect all new families with a settlement or the SD62 Multicultural Support Worker (MCSW) assigned to their school. Liaise with settlement agencies as needed throughout the year.
  Referrals to settlement and community agencies:
  - Inter-Cultural Association of Greater Victoria (ICA
    Settlement Workers In Schools (SWIS) Program
    Fill out the referral form online.
  - Victoria Immigrant and Refugee Centre Society (VIRCS):
    Facilitate referrals by email with parent permission (can be verbal but document).
  - Vancouver Island Counselling Centre for Immigrants and Refugees (VICCIR): Facilitate referrals with parent permission. Easiest to provide the information to families and they can connect.
    If sharing information about the student, fill out this IES form first **Authorization Information Release** (on Engage *IES>Forms* and attached).

REFUGEES:
Documentation is checked by the Newcomer Clerk who ensures students are coded correctly.
Refugees must be coded as REFUGEE on MyEd, even if they have PR status.
Note that all refugees enter Canada with PR status.
Schools let the Newcomer Clerk know if:

- a new student with refugee status registers

Do an intake meeting with all families with Refugee status:

- Complete the Intake Form, offer a school tour and do a language assessment. The ELL coordinator is available to support as needed.
- Request SWIS or the MCSWs to assist with interpretation if needed.

WEEKS 2 (SEPTEMBER 14-18):

- Review **Claimed 1701 Spreadsheet;** cross-reference with your ELL Tracking Spreadsheet to ensure all eligible students are claimed.
- Request school clerical to make necessary updates to ELL program on MyEd BC an XAT courses as soon as possible, and by end of day Thursday, September 18th.
- Create and document a weekly **Schedule of Service** and save to the Shared Drive.
  Consult with classroom teachers, PVP and/or IS teachers to create the schedule and share with school staff. Inform that type and frequency of support may change during the year, depending on the needs of the student and schools.

WEEK 3 (21-25):

- ☐ Review **Claimed 1701 Spreadsheet on September 22;** cross-reference with your ELL Tracking Spreadsheet to ensure all eligible students are claimed.
- ☐ Request school clerical to make necessary updates to ELL program on MyEd BC an XAT courses as soon as possible, and by end of day Thursday, September 25th.
- ☐ **DRAFT/EDIT AIPs**: Update "Case Manager" with your name (even if it changes in October) and add Review Date #1 by end of September 25.
  Keep all MyEd BC AIPs in DRAFT**.** Do not change any to Active.
  We will use the BC Status Update Procedure at a district level, to change all **DRAFT** AIPs to **ACTIVE** status. **All ACTIVE AIPs will be changed to PREVIOUS** first thing on September 28.
  When ACTIVE, the AIP icon will be viewable on MyEd.
- ☐ Document when you work on the AIPs in your **Service Logs**.

WEEK 4 (28-29):

- ☐ (Batch) Save AIPs to the Shared Drive as a PDF on September 29, when AIPs are ACTIVE.
- ☐ Any AIPs added after September 25, need to be created on September 29 and ACTIVATED manually.

SETTING UP YOUR SPACE:

Set up bins or binders for ELL students or groups of students with Day/Time/ELL Level for easy storage of resources. This is helpful for the teacher or TTOC to see at a glance. Possible materials:

- ☐ Student notebooks, assignments, visuals, supplies (pencils, crayons, paper),
- ☐ Alphabet, numbers, colours, maps, calendar, mystery box/bag, magic pointers or strips for tracking, puppets, flash cards, seasonal pictures, language barrier games, phonics activities, bilingual material, start-up / beginner binder, look in Resource folder on the Shared Drive for more,
- ☐ Dual language story sites, songs, Google Translate instructions.

RESOURCES AND TECH:

- ☐ All resources will be signed out through Follett (more info to follow).
- ☐ All tech will be signed out through the DEA system (more info to follow).

BINDER (OPTIONAL):

Put a **binder** together for each school with these contents for easy reference and to share with a TTOC or the new ELL teacher if switching schools:

- ☐ Map of the school
- ☐ Staff List
- ☐ ELL Schedule of Service
  Include classroom teacher name, grade, room number
- ☐ ELL Pamphlet for Schools, ELL Pamphlet for Families
- ☐ A paper copy of the AIPs to show language proficiency levels, type of support and goals (optional)
- ☐ Multilingual resources, visuals or other material as needed.

PEER MENTOR PROGRAM (OPTIONAL):

Consider starting an ELL Peer Mentor program if you have NES Kindergarten students.
Bins can be signed out and the ELL coordinator can help set up if needed.

OCTOBER

- ☐ Update **Schedule** on the Shared Drive if needed: individual, small group, in-class or a blend. Remind teachers that type and frequency of support may change during the year depending on student needs.
- ☐ Update **Service Logs** on the Shared Drive. Maintain your own copy with service notes.
- ☐ Attend ELL Monthly Meeting

ONGOING REVIEW (OPTIONAL):

- ✓ Collect 2 or 3 samples of student's unedited writing, completed assignments or tests related to comprehension of content that has been taught. (*Can be photos or scans stored digitally*).
- ✓ Collect evidence of an array of classroom activities (e.g., worksheets, essays, reports, projects, content-based tests) designed to give the student opportunities to demonstrate his or her understanding of subject-specific content. (*Can be photos or scans stored digitally*).

NOVEMBER

- Continue regular schedule of service
- Update **Service Logs** on the Shared Drive; maintain your own copy with service notes
- Attend ELL Monthly Meeting

WRITTEN LEARNING UPDATE #1:

1. Follow the regular school windows/timelines (Nov/Dec). Check with PVP for deadlines.
2. Comments must be specific to the AIP goals. **Review the AIP and enter the Review Date.**
3. Write MyEd BC ELL Learning Update Comments for each of your XAT courses. The report card comment template is in the Shared Drive if you want to use it (Reports – Learning Updates folder). We recommend that you write your comments in a single Word document on the Shared Drive (1 for each school), then copy/paste the comments into MyEd. It's also easy to print if needed.
4. **Middle and Secondary use the AIP to report.** To prepare, you will need to find out the school's reporting window and the publishing date. Refer to the guide for step-by-step instructions.
5. Review student comments with classroom teachers.
6. **Interpreters:** Check if teachers need an interpreter or *SWIS* support for home communication. Reminder that anyone can access ICA's translation department, regardless of citizenship status, but there may be a charge. The service is free for those who are clients of ICA. SWIS workers can access the Translation Department at ICA at no cost. They offer free services to SWIS clients. The role of SWIS is to support home-school communication.
   General settlement workers from *VIRCS* may also be available to support families with interpretation if they are clients and are asking them for that support.

DECEMBER

- ☐ Continue regular schedule of service
- ☐ Update Service Logs on the Shared Drive; maintain your own copy with service notes
- ☐ Attend ELL Monthly Meeting

JANUARY

- ☐ Continue regular schedule of service
- ☐ Update Service Logs on the Shared drive; maintain your own copy with service notes
- ☐ Attend ELL Monthly Meeting
- ☐ Email classroom teachers (cc principal) **Letter to School Staff - January Screening**
- ☐ Follow up with necessary assessments

WRITTEN LEARNING UPDATE #2 (MIDDLE-SECONDARY):

1. Follow the regular school windows/timelines. Check with PVP for deadlines.
2. Comments must be specific to the AIP goals. **Review the AIP and enter the Review Date.**
3. Write MyEd BC ELL Learning Update Comments for each of your XAT courses. The report card comment template is in the Shared Drive if you want to use it (Reports – Learning Updates folder). We recommend that you write your comments in a single Word document on the Shared Drive (1 for each school), then copy/paste the comments into MyEd. It's also easy to print if needed.
4. **Middle and Secondary use the AIP to report.** To prepare, you will need to find out the school's reporting window and the publishing date. Refer to the guide for step-by-step instructions.
5. Review student comments with classroom teachers.
6. **Interpreters:** Check if teachers need an interpreter or *SWIS* support for home communication. Reminder that anyone can access ICA's translation department, regardless of citizenship status, but there may be a charge. The service is free for those who are clients of ICA. SWIS workers can access the Translation Department at ICA at no cost. They offer free services to SWIS clients. The role of SWIS is to support home-school communication.
   General settlement workers from *VIRCS* may also be available to support families with interpretation if they are clients and are asking them for that support.

NEW STUDENTS WHO YOU SUPPORT REGULARLY:

- ☐ Add to the **FEBRUARY 2026 ELL Student Tracking Spreadsheet** (shared drive).
- ☐ Ask school clerical to Add ELL program for new students for the February count (Program 11004) and to Add new students to your XAT courses (to create AIPs and Reports).
- ☐ **Make blue ELL files for all new students** receiving regular service. Keep original language assessments inside. Use a black Sharpie to write student's last name (CAPITALS), first name (lower case) and year of birth: MEDINA, Juan 2012. Staple the **BC Verification Form** inside right cover.

STUDENTS WHO HAVE MOVED OUT OF DISTRICT:

- ☐ Delete from **FEBRUARY 2026 ELL Student Tracking Spreadsheet**.
- ☐ Drop off the blue ELL file to archive at the ELL office. It is not necessary to add anything to the school file, unless requested to do so. ELL report comments and AIPs are available on MyEd.
- ☐ Optional if student is leaving the province: print ELL report comments and AIP for the main school file

STUDENTS WHO HAVE MOVED TO ANOTHER SCHOOL IN THE DISTRICT:

- ☐ Copy student info from the **ELL Student Tracking Spreadsheet** (shared drive) and email it to the new ELL teacher. Include special notes or services the student has been receiving. *Please do not edit another teacher's **ELL Student Tracking Spreadsheet***. Move relevant documentation pieces over to the new school folder, for the new ELL teacher to continue working on and/or refer to: AIP, matrices, Service Logs, and report comments and let the new ELL teacher know when you have done it.

- The ‘new’ ELL Teacher adds the student to their schedule, and continues with service. This includes a continuation of the Service Log and updating their name as the Case Manager on the MyEd AIP.

10 MONTHS CONSECUTIVE SERVICE:
Students claimed in September must remain on the 1701 list through June 30, 2026. The school will end-date ELL programming on June 30, 2026. No follow-up is required by ELL Teachers in June; this is standard procedure for all programming. If a student requires continued service in the 2026-27 school year, ELL programming will be added again in September.
NOTE: *Students who move out of district will have programs end-dated at the school level when they leave – you are not required to do anything.*

NEW STUDENTS WHO ARE ASSESSED BUT NOT CLAIMED:
Keep all original language assessments in a single blue file in your drawer, labeled: “Assessed but not Claimed” or send to the ELL Coordinator to archive.

FEBRUARY

FEBRUARY 1701 CLAIMING CYCLE:

- ☐ See January Duties
- ☐ Watch for detailed information on 1701 list
- ☐ Continue regular schedule of service
- ☐ Update Service Logs on the Shared drive; maintain your own copy with service notes
- ☐ Email **Letter to School Staff - January Screening** to PVP and teachers
- ☐ Follow up with necessary assessments
- ☐ Written Learning Update #2 (K-8): follow the regular school windows/timelines (February/March)
- ☐ Continue **1701** duties: Final Submission is mid-February, 2026 (more information to follow)

WRITTEN LEARNING UPDATE #2 (ELEMENTARY):

1. Follow the regular school windows/timelines. Check with PVP for deadlines.
2. Comments must be specific to the AIP goals. **Review the AIP and enter the Review Date.**
3. Write MyEd BC ELL Learning Update Comments for each of your XAT courses. The report card comment template is in the Shared Drive if you want to use it (Reports – Learning Updates folder). We recommend that you write your comments in a single Word document on the Shared Drive (1 for each school), then copy/paste the comments into MyEd. It's also easy to print if needed.
4. Review student comments with classroom teachers.
5. **Interpreters:** Check if teachers need an interpreter or *SWIS* support for home communication. Reminder that anyone can access ICA's translation department, regardless of citizenship status, but there may be a charge. The service is free for those who are clients of ICA. SWIS workers can access the Translation Department at ICA at no cost. They offer free services to SWIS clients. The role of SWIS is to support home-school communication.
   General settlement workers from *VIRCS* may also be available to support families with interpretation if they are clients and are asking them for that support.

NEW STUDENTS WHO YOU SUPPORT REGULARLY:

1. Add to the **FEBRUARY 2026 ELL Student Tracking Spreadsheet** (shared drive)
2. Ask school clerical to Add ELL program for new students for the February count (Program 11004)
3. Add new students to your XAT courses (to create AIPs and Report).
4. **Make blue ELL files for all new students** receiving regular service. Keep original language assessments inside. Use a black Sharpie to write student's last name (CAPITALS), first name (lower case) and year of birth: MEDINA, Juan 2012. Staple the BC Student Verification Form **inside** right cover.

10 MONTHS CONSECUTIVE SERVICE:

Students claimed in September must remain on the 1701 list through to June 30, 2026. The school will end-date ELL programming on June 30, 2026. No follow-up is required by ELL Teachers in June; this is standard procedure for all programming. If a student requires continued service in the 2026-27 school year, ELL programming will be added again in September.
Students who move out of district will have programs end-dated at the school level when they leave – you are not required to do anything.

NEW STUDENTS WHO ARE ASSESSED BUT NOT CLAIMED:

Keep all original language assessments in a single blue file in your drawer, labeled: "Assessed but not Claimed" or send to the ELL Coordinator to archive.

MARCH

- ☐ Continue regular schedule of service
- ☐ Update Service Logs on Shared Drive; maintain your own copy with service notes
- ☐ Attend ELL Monthly Meeting
- ☐ Relax and rejuvenate over Spring Break!

APRIL

- ☐ Continue regular schedule of service
- ☐ Maintain individual student Service Logs & notes; Update on the Shared Drive
- ☐ Secondary Term 3 Learning Updates due
  Use standard 'canned' comment if applicable
- ☐ Begin district-wide Spring Screening at end of April for K-grade 11 students
- ☐ Attend ELL Monthly Meeting

TIPS:

- ☐ Optional: Assessing Year 5 funded ELL Service & Grade 12s
- ☐ If possible, follow regular service schedule while managing assessments
- ☐ If not, schedule assessments with teachers & follow school space booking procedures
- ☐ Date ALL assessments & include examiner's name, student name, and grade
- ☐ Request IPT protocols, scoring templates and oral flipbooks if needed
- ☐ Update the **ELL Student Tracking Spreadsheet (2026-27)** on the Shared Drive
  - Add Transition Notes into the Notes column
- ☐ Use MyEd to find out where the student is going:
  SCHOOL VIEW > Filter for Program Code 11004 > Filter (waffle) for NEXT SCHOOL on MyEd

MAY

- ☐ Continue regular schedule of service
- ☐ Continue to work through assessments & attach matrices
- ☐ Update Service Logs on the Shared Drive; maintain your own copy with service notes
- ☐ Attend ELL Monthly Meeting

GRADE 5 AND 8 TEACHERS:

- ☐ Attend school tours with classroom teachers
- ☐ Participate in your school tours
- ☐ Attend transition meetings and assist with course selection or support blocks for ELL students with diverse needs
- ☐ Update the **ELL Student Tracking Spreadsheet (2026-27)** on the Shared Drive
- ☐ Add Transition Notes into the Notes column

PROCESS TO UPDATE AIPS AND COPY TO SELECTED YEAR (2026-27):

MAY/JUNE - As you work through the language assessments and prepare to report

1. Edit and Update AIPs
2. Add Review Date #3 to the MyEd AIP

JUNE - After the AIPs have been reviewed and updated

1. Select Options > Copy AIP to Selected Year *do not simply change the year of the existing AIP; it needs to be copied forward
2. Select Copy to School Year 2026-27
3. Middle and Secondary can publish the AIP before or after copying to next year, as only the ACTIVE AIP will publish

THE DISTRICT WILL CHANGE THE STATUS AT THE END OF SEPTEMBER 2026

- ☐ Status of 2025-26 AIP - ELL teachers leave as ACTIVE
- ☐ Status of 2026-27 AIP - ELL teachers keep in DRAFT

JUNE

- ☐ Continue to work on Assessments, Matrices and MyEd AIPs for 2026-27 school year
- ☐ Update Service Logs on the Shared Drive; maintain your own copy with service notes
- ☐ Attend ELL Monthly Meeting

ELL STUDENT TRACKING SPREADSHEET (2026-27) & BLUE ELL FIILES:

- ☐ Update your **ELL Student Tracking Spreadsheet (2026-27)** on the Shared Drive and use the spreadsheet template provided. Follow the Guide for inputting data.
- ☐ Add Transition Notes into the Notes column for next year's ELL teacher.

WEEKS 3-4 (JUNE 15-26):

- ☐ **Pull blue ELL files for students in grades 5 and 8**, and any other students who are changing schools. Give to next year's ELL teacher or place in the appropriate box at the ELL office by Tuesday, June 23. Pick up can be done on June 24 and 25. The boxes are labeled with school names.
  To find the student's next school: SCHOOL VIEW > Filter Program Code 11004 > Filter **NEXT SCHOOL**

STUDENTS WHO ARE MOVING TO ANOTHER SCHOOL IN THE DISTRICT:

- ☐ Copy student info from the **ELL Student Tracking 2026-2027 (SEPT) to the bottom of the next school's spreadsheet** and email the appropriate ELL teacher. Include special notes or services the student has been receiving.
- ☐ When you sort a column, the information will be expanded automatically so that the whole row is copied. The row colours will also update automatically.
  There won't be a pop-up with "Expand the Selection?"

NEW STUDENTS WHO HAVE BEEN ASSESSED BUT DO NOT QUALIFY FOR ELL SUPPORT NEXT YEAR:

- ☐ Keep all original language assessments in a single blue file in your filing cabinet or sent to the ELL office if your files are stored there.
- ☐ Label it "Assessed but not Claimed 2026-27"**.**
- ☐ If the student is moving then pass assessment package to new school.

NEW REGISTRATIONS FOLDER:

- ☐ Check the **New Registrations** folder on the Shared Drive.
- ☐ Transfer names from the Word document onto the **ELL Student Tracking Spreadsheet (2026-27)** for screening in September. **Delete the names after copying to the tracking spreadsheet.** New names will continue to be added to the folder until September.
- ☐ School Registration Forms (PDFs) that are in the folder are for students who are Temporary Residents (families with work/study permits) or who have Refugee Status.
  Permanent Residents or Canadian citizens are approved by the schools. Their School Registration Forms (PDFs) are available from the school office.

SUMMARY OF LEARNING:

- ☐ Follow the regular school windows/timelines
- ☐ Write MyEd BC ELL Report Comments for each of your XAT courses
- ☐ Comments must be specific to AIP goals
- ☐ **Review the AIP and add the Review Date**
- ☐ *Optional* - Save all reporting comments to a single Word doc on the Drive (1 Word doc per school)

NOTE ORDER OF DUTIES:

1. *K-12 Update AIP & add Review Date to AIP*
2. *Middle & Secondary: Publish AIP to the parent portal*
3. *K-12: Copy to Selected Year (2026-27)*
4. *New ELL student AIPs will be created in September*
5. AIPs must be REJECTED for students who will NOT be receiving ELL support next year. This includes students who have received 5 years of funded service, students who have graduated or moved out of district, or students who no longer qualify for ELL support.
   *Here are the steps to Reject AIP for 2026-27after they have been copied forward (please refer to AIP Binder if needed):
   - STAFF View
   - Student
   - Documents
   - Ed Plans
   - AIP Status – drop-down & select REJECT
   - Save

FOR 2025-26 (Closing out this School Year)	**FOR 2026-27 (Next School Year)**
BLUE ELL FOLDER: Staple BC Student Information Verification Form (inside cover, right side) COMPILE the following HARD COPIES with the 2025-26 label stapled on the top left-hand side of the package and place in the student's blue file. • MYED Annual Instructional Plan **OPTIONAL, as printing was not required in September 2025* • ELL Assessment Matrices & Annual Assessment • Schedule Of Service (ELL Teacher) Secondary: Semester 1 & 2	BLUE ELL FOLDER: Staple BC Student Information Verification Form (inside cover, right side) COMPILE HARD COPIES with the 2026-27 label clipped on the top left-hand side of the package and place in the student's blue ELL File. • ELL Assessment Matrices & Annual Assessment • Keep all assessments done in May/June even if students did not qualify for ELL support. Keep in a folder called "2026-27 Assessed but Not Claimed" or pass to next school's ELL teacher
ENSURE the following documents are uploaded to the Shared Drive for each of your claimed students: • MYED Annual Instructional Plan • ELL Assessment Matrices if digital • Schedule Of Service (ELL Teacher) Secondary: Semester 1 & 2 • Service Log/Notes	ENSURE the following information is updated on the Shared Drive: • 2026-27 ELL Student Tracking Spreadsheet by end of day on Wednesday, June 24 • 2026-27 ELL Transition Notes

STUDENTS MOVING OUT OF DISTRICT: EXITING (MOVED, CAPPED, DISCONTINUED, PROFICIENT):

- ☐ Fill out a blue Exit Form and leave the student's ELL file at the office to be archived.
- ☐ It is not necessary to add anything to the school file, unless requested to do so. ELL report comments and AIPs are available on MyEd BC.
- ☐ Students who change schools or move out of district will have programs end-dated at the school level when they leave - you are not required to do anything with programming.
- ☐ For students leaving the province: Optional to print the AIP for the main school file.

EXITED BLUE ELL FILES:

- ☐ Secondary ELL teachers keep them in a locked filing cabinet until the student graduates.
  Trim (remove printed copies of long emails, student work samples etc.) and place with the main school file at the end of grade 12 for the school to archive off-site.
- ☐ Elementary & Middle school teachers keep them in a locked filing cabinet.
  Pass along to the middle or secondary ELL teacher when the student transitions to the next school.
- ☐ If no space in your school, or the student has left the district, they can be archived at the ELL office.
- ☐ Shred the contents of the blue ELL file if the student received service more than 5 years ago.

ITEMS TO RETURN TO THE OFFICE FOR THE SUMMER:

- ☐ All tech devices (iPads, chrome books, chargers, translation devices, headsets) by end of day Friday, June 12, 2026.
- ☐ SuperDuper language barrier games, books, peer mentor kits etc.
- ☐ Anything else that belongs to the ELL department, even if not barcoded.

IF YOU ARE NOT CONTINUING IN SEPTEMBER, PLEASE RETURN:

- ☐ IPT Examiner's Manual (binder)
- ☐ IPT Oral Flipbooks, scoring templates and unused test booklets
- ☐ AIP Duotang / Binder
- ☐ New to Role ELL Teacher binder
- ☐ Any other resources or devices that you have signed out.

Thank you!

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