

# *In the Loop*

**April 7, 2026**

The [Surrey White Rock Literacy Task Group's](#) bi-weekly newsletter helps you stay in the loop on literacy news, events, and resources. Please feel free to share this information with your colleagues and networks.

We can help you and your clients find literacy and learning support in Surrey and White Rock. Call or email and we'd be happy to help.

## **PROGRAMS AND EVENTS**

- April 10-14 - Rotary Club of White Rock Charity Book Sale, Peace Arch Curling Centre, 1475 Anderson St, White Rock (flyer attached).
- April 18 - [Perspectives on Aging](#) celebrates a community art exhibition exploring the aging journey, 10am-2pm, Clayton Community Centre, 7155 187A St. Surrey (poster attached). Make sure you check out READ's StoryWalk® too!
- April 19 - [White Rock Volunteer Fair](#), 10am-2pm, White Rock Community Centre, 15154 Russell Avenue, White Rock
- Applications are open for the [Transformative Educational Leadership Program \(TELP\)](#) starting October 2026 at UBC.
- May 29-30 - [Waves of Change in School Attendance Challenges](#) virtual conference hosted by Youth Mental Health Canada.
- Vancouver Community College is running a pilot program, the Learning Together Project. It provides adults in skills upgrading programs who are at medium to high risk of a learning disability with professional psycho-educational assessments and recommended learning strategies. A community service practitioner information sheet is attached. Contact VCC Project Lead: Rachel Warick – [rwarick@vcc.ca](mailto:rwarick@vcc.ca) for more info.

## RESOURCES/PRO-D/NEWS

- READ and the UBC Faculty of Education – Language & Literacy Education, are thrilled to be [CUES 2026 recipients](#) in support of the Racing Readers program.
- [AlphaPlus](#) is an Ontario-based organization focused on helping adult literacy education professionals to incorporate digital technology.
- [Parseword](#) is a new word game from the creator of Wordle.
- [Small BC authors/publishers](#) we didn't know about.

## LITERACY HUMOUR

How do you stop a skunk from smelling?



Hold its nose.

*This newsletter was prepared by a human.  
Information provided does not necessarily constitute an endorsement.  
Please contact us with any questions about the content.*

# Rotary Club of White Rock

## CHARITY BOOK SALE

**Apr 10 & 11: 10am – 6pm**    Books \$3 each  
**Apr 12 & 13: 10am – 4pm**    Books \$2 each  
**Apr 14: 10am – 4pm**    \$10 a bag



**Rotary**



**Peace Arch Curling Centre**

**1475 Anderson St, White Rock**

**Free Parking Available**

**BOOK DONATIONS VERY WELCOME AT THE SALE**

**Our Warehouse is almost Full**

**Please wait to bring donations to the Curling Centre during the Sale  
or to the blue bin behind the Rotary Fieldhouse after the Sale**

**For more information: [www.whiterockrotary.org](http://www.whiterockrotary.org)**

# Perspectives on Aging

## Exhibition Opening Celebration

April 18, 2026 | 10am - 2pm

Clayton Community Centre | 7155 187A St. Surrey



Join us for the Exhibition Opening Celebration and explore questions such as:

- > What does growing old mean to you?
- > What roles do seniors and elders have in our communities?
- > How do our views change as we age?

Free drop-in, all ages welcome!

Explore approaches to healthy aging and build meaningful intergenerational connections. This event features:

**Keynote: Julia Henderson, PhD, Reg. OT(BC),** Assistant Professor, Department of Occupational Science and Occupational Therapy, Investigator, Edwin SH Leong Centre for Healthy Aging, University of British Columbia **Topic: Repainting Stories of Aging through Public Art**

A panel discussion lead by local artists Claire Cilliers, Jude Campbell, Lyn Verra-Lay | Harpist Michelle Klimchuk | Engagement booths from local art groups | Interactive art activities for all ages

## Learning Together Project - Information for Practitioners

This info sheet is just for practitioners and is intended to help service providers identify those who may benefit from this program.

Do not give this document to potential participants. Please provide them with the Learning Together project flyer instead.

### Participant Eligibility Criteria - Learning Together pilot participants must:

- Have permanent legal status in Canada (e.g., Canadian citizen, permanent resident, or granted refugee status)
- Be legally entitled to work in Canada per relevant provincial, territorial, and federal legislation
- Have a Social Insurance Number
- Have adequate English language ability in reading, writing, and oral communication (e.g., CLB 5 English language skills)
- Have adequate literacy skills to complete the screening assessment (e.g., Grade 9 or CAMERA Stage 2 or 3)

Have access to:

- Technology with a camera (not a phone – assessment materials need to be viewed on computer monitor or laptop screen)
- A strong internet connection
- An email account
- Private space to work from, for confidential online meetings with the Learning Specialist and Psychologist

The project targets adults involved in skills upgrading programs who need support to strengthen foundational skills such as reading, writing, oral communication, math and digital skills. **To get the most benefit from this project, participants should have a learning or employment goal that will involve further skills development programming where the learning strategies they receive following assessment can be implemented.**

## Identifying Learning Disability Indicators – Tips for Referring Practitioners:

These tips are based on PTP Adult Learning & Employment Programs experience in the Learning Together Project to date. Referring practitioners do not need to explicitly ask clients these questions. These are intended to help service providers recognize which clients may benefit from a formal learning disability assessment through this project.

### **Learner Self-Identification**

- Learner self identifies — learner thinks they may have an LD; learner references having been identified with an LD in the past (e.g., childhood) or was in special programming in school (had an IEP — individual education plan — in grade school; was in 'special ed' classes, etc.)

### **Chronic Learning Difficulties**

- Persistent struggles with specific skills, like lifelong difficulty with math, often signal a learning disability.
- Learner has demonstrated strengths in several areas, but significant difficulty with particular learning activities — the incongruity of this "success/failure" pattern can be a red flag for an LD.

### **Contextual and Family Clues**

- Learner mentions their child has been identified with an LD, which prompts the question about whether they think they may also have similar learning difficulties
- Illness or accident in early childhood may also be indicators of an LD

### **Holistic Evaluation Approach**

- Combining self-report, behavioral observation, and background information ensures thorough referral decisions.

### **Notes**

- Learners who left school: if related to factors such as migration, poverty, lack of access to education, addiction, incarceration, pregnancy, traumatic experiences, etc., the early leaving may simply be circumstantial; but if no such factors present, then we would probe whether the learner experienced any difficulties learning; important: we may probe this question even where circumstantial factors are present (i.e., the learner may have had a lack of access to education AND had difficulties with learning.
- For those who are newcomers and may have been educated in a language other than English it is valuable to know if they had difficulties learning in their native language. This helps to identify if a language problem or if LD is a factor.

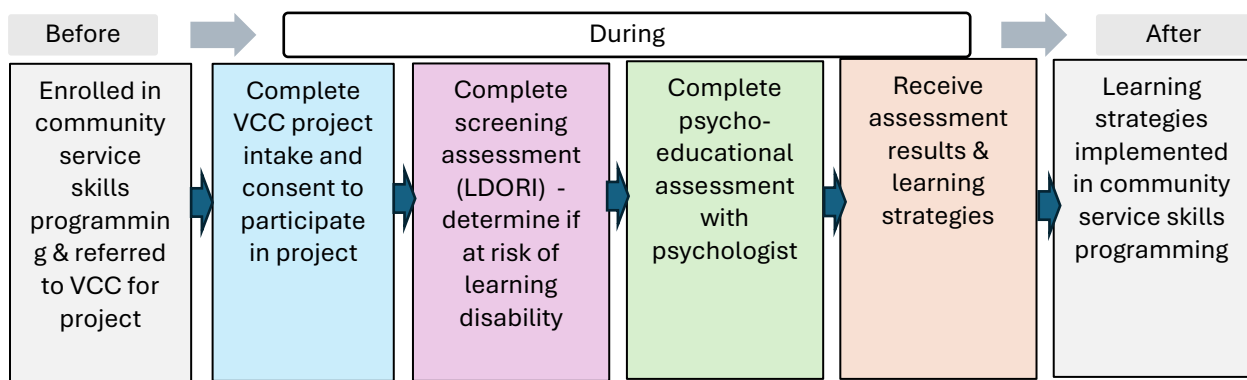
# Summary of the Participant Experience in the Learning Together Project

## Participant Experience - Overview

The entire participant experience takes approximate 15 hrs of time. The graphic below is an overview of the main stages of the experience for participants. Participants can also choose to take part in project evaluation activities (not shown.)

In the stages in grey, participants are with their referring community service organization or other skills development provider (Before: in programming and then referred to VCC project. After: implement learning strategies with skills development provider programming.) The During stages are done online, with VCC and VLS staff.

## Participant Experience – Summary



The table below shows what pilot participants can expect at each stage of the pilot, including approximate time commitment. The entire process takes approximately 24 weeks. All the steps below are managed by VCC and/or VLS.

<b>Onboarding</b>	🕒 30 mins - 1hr
Learns full details about the project from VCC staff Signs project consent form	
<b>Learning Disabilities Screening (screening assessment 15-30 mins)</b>	🕒 1-2 hours
Completes LDORI (approx. 15-30 mins online) Meets with VCC staff to learn whether they are at risk of a learning disability Participates in an informal interview with the VLS Learning Specialist to determine whether a psychoeducational assessment is warranted	
<b>Learning Disabilities Assessment (over several weeks)</b>	🕒 8 hours
Completes psychoeducational assessment online over multiple sessions Attends case conference with psychologist and VLS learning strategist to obtain assessment results	
<b>Learning Support (over a few weeks)</b>	🕒 4 hours
Attends sessions with VLS learning strategist to review results, recommendations and strategies Attends session with VLS learning strategist to obtain client report Receives technology kit, if warranted Integrates learning strategies into skills development programming	

## Practitioner Participant Email Referral Template (optional)

Please refer all potential participants via email.

Include the following email or use the email template below:

- Participant name
- Current program they are in at your organization (basic, high level info only)
- General availability to meet (if known)
- High level summary of their short and long-term learning goal (educational or employment related)

Note: Practitioners will not be copied on emails between VCC and the participant, unless requested by the participant.

Template – send emails to [learntogether@vcc.ca](mailto:learntogether@vcc.ca)

**Subject:** Learning Together participant referral – PARTICIPANT LAST NAME

**Message:**

This message is to introduce you to each other, to begin the intake process for the VCC Learning Together Project.

Kim Nelson is the VCC Client Engagement Specialist who does intake for the project. She will reach out to CLIENT FIRST NAME to book a time to meet, answer questions, and complete the required consent form.

CLIENT FULL NAME has been in the PROGRAM NAME at our organization for DURATION and has a goal to CURRENT OR LONG-TERM GOAL. HE/SHE/THEY think they may benefit from taking the LDORI screening assessment to see if HE/SHE/THEY IS/ARE at risk of having a learning disability and if HE/SHE/THEY IS/ARE eligible for the psycho-educational assessment with Virtual Learning Strategies.

The next step will be:

- Kim will email CLIENT NAME to schedule an intake appointment.
- CLIENT NAME has indicated DAY OF WEEK/TIME OF DAY are usually best for HIM/HER/THEM, if possible.

Thank you,