

From: Maureen Bencze <Maureen.Bencze@sd23.bc.ca>  
Sent: Wednesday, April 29, 2026 11:22 AM  
To: Julia Fraser <Julia.Fraser@sd23.bc.ca>; Kate Cumming  
<Kate.Cumming@sd23.bc.ca>  
Subject: submission of evidence for LDIP CEA position review

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Dear Julia and Kate,

I have attached evidence of effectiveness for the district Learning Disabilities Intervention Program (LDIP) CEA position. Please find the following documents included:

- A letter from myself
- A document containing responses from staff at SMS and RMS

I respectfully request that these materials be reviewed and taken into consideration prior to making a final decision regarding the potential redundancy of the LDIP CEA position.

Thank you for your time and consideration.

Sincerely,

Maureen

Maureen Bencze, MEd BEd  
SD23 Inclusive Education  
Learning Disabilities Intervention Program  
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April 29, 2026

Dear Ms Fraser and Ms Cumming,

I am writing to provide evidence of Christine's effectiveness in her role as a Certified Education Assistant (CEA) supporting an intensive reading intervention program at the middle school level.

Christine has consistently demonstrated a high level of skill, dedication, and professionalism in her work with students who require targeted literacy support. She works closely with small groups and individual learners, many of whom face significant challenges in reading fluency, comprehension, and confidence. Through her patient and structured approach, she creates a supportive learning environment where students feel safe to take risks and engage meaningfully with text.

One of Christine's key strengths is her ability to implement evidence-based reading strategies with fidelity. She reinforces phonemic awareness, decoding skills, and guided reading practices in alignment with the program's framework. At the same time, she is attentive to individual student needs, adapting instruction and pacing to ensure that each learner can experience success.

Observable outcomes of her work include measurable improvements in students' reading levels, increased engagement during intervention sessions, and noticeable gains in student confidence. Teachers frequently note that students who work with Christine are better prepared to participate in classroom literacy activities and demonstrate stronger foundational skills.

In addition to her instructional contributions, Christine is a collaborative and reflective team member. She communicates effectively with teachers and support staff, shares observations about student progress, and contributes to ongoing planning and problem-solving efforts. Her commitment to student success is evident in both her daily practice and her willingness to go above and beyond to support learners.

Based on these observations, it is clear that Christine plays a vital role in the success of the intensive reading intervention program. Her work has a direct and positive impact on student achievement and well-being.

Thank you for your time and consideration.

Sincerely,

Maureen Bencze  
District Learning Disabilities Intervention Program [LDIP]

## What strengths do LDI CEAs bring to literacy intervention and student learning?

- Able to **reach more students, work with classroom teams for student success** and build personal lessons and adaptations for each student's goals
- Compassion, dedication, **expertise in literacy intervention**, SEL skills, meeting students where they are at and instilling confidence
- LDI CEAs bring a lot of valuable, hands-on support to literacy intervention and student learning. They work closely with students in small groups or **one-on-one, which gives learners more time and space to practice important reading and writing skills**. This kind of support helps **reinforce what's being taught in class** and gives students a better chance to build confidence and improve. They're also great at **adjusting tasks and materials to meet different learning needs**. By breaking things into smaller steps, using visuals, and offering guided practice, **they help make literacy skills more accessible and less overwhelming**. Another big strength is the relationships they build. CEAs often connect really well with students, creating a supportive environment where learners feel more comfortable taking risks and asking for help—something that's especially important for students who may be struggling. **They also provide consistent practice and encouragement**, helping students stay on track and keep building their skills over time. Along the way, they support focus, organization, and motivation during literacy activities. Finally, **LDI CEAs work closely with teachers and other staff, sharing insights about student progress and helping keep support strategies consistent**. Overall, they **play a key role** in making literacy intervention more responsive, supportive, and effective for students.
- A very important extra support **needed in ALL schools**
- **Knowledge, expertise, patience, compassion**, caring adult for students, supportive adult for students
- They provide the **1:1 support needed to practice the skills** and develop confidence in students
- CEAs **allow for a higher ratio of students to receive intervention** at the same time. Much of reading instruction requires one-on-one reading with an adult to monitor progress that without a CEA, **the LDI teacher can only work with one student at a**

**time. Having a CEA allows for multiple students to attend intervention** at once because the CEA can be given a task to work on with a small group while the LDI is assessing reading progress.

- **Increased reading confidence, Spelling improvement, Increased attendance, Increased class participation, Increased confidence overall, Less dependence on teacher for reading class content, More engaged in their learning More sustained reading during class time**
- Relationship building, individual support, promoting independence, • Guided reading • **Phonics reinforcement • Re-teaching vocabulary • Helping with decoding or fluency** • Previewing texts before whole-class reading
- additional support, **increased numbers in program**
- **Understanding of diverse learning needs.**
- Without them other are not **trained Properly** to help educate students nor do we have the time to work with those student students or set up a program one on one
- The **connections with the students** they work with is priceless.
- additional student support
- These **CEAs work so closely with the classroom teachers and students to advocate** for them to become successful in all aspects of their lives.
- **Building confidence and skills** directly with students based on their needs and strengths. Very positive and effective.
- Having **specific education/training to work with LDI Students to ensure their independent learning needs are met** and for students begin to transfer that learning into the classroom.
- A support for teachers and for students confidence. . **My son is able to read because of that program** and the CEA also have seen so many students in out middle school thrive because of the CEA support, please keep them.
- **knowledge and experience**
- **Relationships with kids**, organization, **increasing the capacity of the program** to ensure more students are helped. They also **hold specialized experience and knowledge** to help those students who are already in need of extra supports to be successful. **How can we remove supports from our vulnerable learners and say we are putting students at the center?**

- **Targeted intervention. Classroom teachers are stretched enough already. Taking away supports for kids harms them.**
- The team based at SMS/RMS have been so **integral at helping to support all students not just those that they directly support. They have supported CEAs and teachers in building robust reading programs** as well as **collaborated with support teams** to help support UDL in the school
- **Training in the science of reading**, years of experience with teaching literacy.
- they **support students at risk** and help them become confident reader and members of society
- They **help with all areas of learning for students. Students, if they feel confident in their learning, they become emotionally, socially and psychologically more able to move forward** in their learning.
- They bring **intensive support that I've seen translate directly into the classroom with measured changes in students overall confidence and engagement.** The changes I've seen in students have been early in the intervention process, students start to recognize growth and confidence flourishes.

**Thank you for taking the time to provide feedback. Your perspectives are important in supporting informed decisions regarding literacy intervention services and equitable student access to reading instruction within SD23.**

**Please leave any additional comments below.**

- If anything **we need more LDI CEAs so we can help more of our struggling students**
- I cannot imagine how this program could function without CEA support. The literacy intervention team is a **truly collaborative team**. Not only is **their work 1-on-1 with students invaluable**, but they also **go above and beyond to meet with teachers, collaborate on units that will help all students, and connect with teachers around SEL and SBT concerns with students.** Having a team approach is imperative for students and staff. **The experience and expertise these CEAs have is unmatched and incredibly valuable to our students and staff.**

- It would be great if all elementary and middle schools had access to a Literacy Intervention team ( teacher and CEA)
- There are many benefits of this program and the CEAs but I could not only pick one
- **This program has had such a major impact on my students over the past.** They are **excited to learn and attend the program**, they can **see their progress and know they are getting more confident and skilled in their reading abilities**, and it positively impacts their overall schooling in all subject areas. **Cutting CEAs would be a disservice to students at a time when they need us most!**
- I was disheartened to hear of the potential cuts to this program through the loss of these CEA positions. **I do not think the cost-savings to the district outweigh the positive impact these CEAs play.**
- I think **we can cut in other ways** at board office level, **this is a low paying job for the success stories we have coming out of these classes.** I really hope we can find the funding to keep these positions which are vital to student literacy!
- **How can we even consider taking away direct supports for kids?** This is helping kids face to face. Kids in our school need more support and we are already stretched as it is. What is the point of a school system that doesn't support kids?
- **This year we had a large number of students entering grade 6 who could not read. The team partnered with classroom teachers to assess and develop a reading program to support these learners.** These learners already show gains in their confidence with reading. With the of literacy intervention program more learners are able to build their reading skills.
- **We really value reading and the support our school receives. Would like to see the program remain as it.**
- **we need your support with all of our struggling readers**
- You two are the real best! **Any cuts to this program will have a huge negative impact on students! I've seen the improved confidence in students over the years and their excitement to spend time with you!**