



The Board of Education of
School District No.5 (Southeast Kootenay)
AGENDA - ADVOCACY/EDUCATION COMMITTEE MEETING

April 23, 2024, 2:30 p.m.

Cranbrook Board Office

Members

Trina Ayling
Alysha Clarke
Bev Bellina
Sarah Madsen

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1.1 Call to Order

1.2 Approval of Agenda

1.3 Approval of Minutes

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Approval of the minutes from February 26, 2024

2. BUSINESS ARISING FROM PREVIOUS MEETING

2.1 Private School Funding Follow Up

2.2 Accessible Ski Lessons

As requested by Co-Chair Trustee Ayling, this is an ongoing agenda item

2.3 Mount Baker Secondary Fire Suppression System

3. PRESENTATIONS

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9. ADJOURNMENT

Have we continued to enhance high standards, noble expectations, elevated commitments and quality performances to support student achievement?



**The Board of Education of
School District No.5 (Southeast Kootenay)
Minutes - Advocacy/Education Committee**

Date: February 26, 2024, 2:30 p.m.

Location: Cranbrook Board Office

Committee Members in
Attendance: Co-Chair Trustee Trina Ayling
Co-Chair Trustee Alysha Clarke
Trustee Bev Bellina (remotely)

Regrets: Trustee Sarah Madsen

Board/District Staff in
Attendance: Chairperson Doug McPhee
Trustee Irene Bischler
Trustee Chris Johns
Trustee Wendy Turner (remotely)
Superintendent Viveka Johnson
Secretary Treasurer Nick Taylor
Director of Student Learning and Innovation Diane Casault
Director of Student Learning and Indigenous Education Jason Tichauer
District Principal Student Services Darcy Verbeurgt
Executive Assistant to Secretary Treasurer and Superintendent (recorder)
Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-Chair Trustee Clarke called the Advocacy Education Committee meeting of February 26, 2024 to order at 3:49 p.m.

1.2 Approval of Agenda

Addition:

5.2 Mount Baker Secondary School Fire Suppression System

Moved/Seconded by Ayling/Bellina:

THAT the agenda of the Advocacy Education Committee meeting of February 26, 2024, be approved as amended.

1.3 Approval of Minutes

Moved/Seconded by Bellina/Ayling:

THAT the minutes of the Advocacy Education Committee meeting of January 22, 2024, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MEETING

2.1 Private School Funding Follow Up

Trustee Johns continues to work with Director Tichauer on the issue of public and private school funding.

2.2 Sparwood Secondary School Field Trip Approval Request

Superintendent Johnson reviewed the application for rafting re-submitted by Sparwood Secondary School.

Board Chairperson McPhee requested that a plan be in place for avalanche safety.

RECOMMENDATION A

Moved/Seconded by Ayling/Bellina:

THAT the spring of 2024 Sparwood Secondary rafting trip be approved with the understanding that the river will be run two days prior to the students taking the trip. Furthermore, this trip is only approved if there is guaranteed and adequate, emergency services available and the most experience river rafting guides are used.

3. PRESENTATIONS

3.1 District French Immersion Teacher

District French Immersion Teacher, Marzia Bottoni reviewed the presentation included in the agenda package.

This program has been funded by the Government of Canada and has minimal direct financial impact on the District as explained by Director Casault.

4. REPORTS

4.1 DSAC Report

Superintendent Johnson provided an update on behalf of Director Tichauer. Topics discussed at the District Student Advisory Council meeting included:

- Cell Phone Administrative Procedure
- District strategic planning

4.2 DPAC Report

Trustee Turner provided an update from the District Parent Advisory Council meeting. Agenda items and highlights included:

- Highway speed and safety concerns at Pinewood Elementary School
- Steeples Elementary School's multicultural fair
- Cell Phone Administrative Procedure
- New equipment received by Laurie Middle School

4.3 Framework for Enhancing Student Learning (FESL) (Items determined by Superintendent)

Superintendent Johnson will be meeting with itinerant teachers in March to review district priorities.

4.4 Child Care

District Principal Phillips provided a brief update on Child Care in the District. The February 13 update on Child Care in the District that was previously distributed to trustees.

5. NEW BUSINESS

5.1 Accessible Ski Lessons

Superintendent Johnson reviewed the proposed advocacy letter written by two district itinerant teachers included in the agenda package. There was discussion regarding the wording and intent of the proposed letter. It was suggested that there be a discussion with the Kimberley Alpine Resort to determine costs and scheduling of accessible lessons in the future. Other discussions included:

- Access to Affordability Funds to cover the additional costs
- Ways to ensure that ski lessons are accessible to all

Superintendent Johnson will work with District Principal Verbeurgt on this agenda item. The letter will not be sent to the Kimberley Alpine Resort at this time.

5.2 Mount Baker Secondary School Fire Suppression System

Board Chairperson McPhee suggested that aging buildings continue to be an ongoing issue and that the Board must continue to advocate for building replacements rather than building upgrades.

Co-chair Trustee Ayling requested that this be an ongoing agenda item.

6. ACTION ITEMS FOR FUTURE MEETINGS

Nil

7. CORRESPONDENCE

7.1 Letter BCSTA Life Membership

Reviewed and Filed

7.2 Letter of Thanks

Reviewed and Filed

8. QUESTION PERIOD

Nil

9. ADJOURNMENT

Moved/Seconded by Bellina/Ayling:

THAT the February 26, 2024, Advocacy Education Committee meeting adjourn at [time].

Have we continued to enhance high standards, noble expectations, elevated commitments and quality performances to support student achievement?



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: South East Kootenay	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD5
Developed by: Tanya Wagner	Date Developed: February 6, 2024
School Name: Sparwood Secondary School	Principal's Name: Erin Hay
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Learning Strategies	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 1/8 th of minimum hours of instruction as outlined

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Student Services Teacher delivered.

Synopsis:

This course is designed to help students develop essential learning strategies and study skills to enhance their academic success. Students will explore various methods for organization, time management, note-taking, test preparation and review, critical thinking, and goal setting.

Learning Strategies are foundational courses designed to equip students with essential skills and strategies that are fundamental to their academic success and lifelong learning. This course goes beyond traditional subject-specific content and focuses on developing transferable skills that are applicable across various subjects and real-life situations. Throughout the course, students will explore methods for organization, time management, note-taking, critical thinking, goal setting, numeracy, and literacy. They will also have the opportunity to engage with Indigenous perspectives and ways of knowing, promoting cultural understanding and inclusivity. By the end of the course, students will have developed a toolkit of learning strategies and study skills that will serve them well in their academic pursuits and beyond.

Goals and Rationale:

The Learning Strategies course is crucial for students as it equips them with essential skills and strategies that are fundamental to their academic success and lifelong learning. This course goes beyond subject-specific content and focuses on developing transferable skills that are applicable across various subjects and real-life situations.

By focusing on key areas such as organization, self-regulation, and task persistence, this course aims to empower students to take ownership of their learning and become more independent and confident learners.

This course aims to equip students with the tools and skills they need to succeed academically and to become lifelong learners who are capable of adapting to new challenges and opportunities in the future.

The inclusion of units on numeracy and literacy further enhances the course by addressing foundational skills that are essential for success across various subject areas. Numeracy skills, including problem-solving and data analysis, are crucial for understanding and interpreting information in a wide range of contexts. Likewise, literacy skills, encompassing reading, writing, and communication, are fundamental for effective learning and communication in all areas of study. By integrating these units, the course aims to provide students with a well-rounded skill set that will serve them well in their academic endeavors and beyond.

Indigenous Perspectives:

****Holistic Approach:**** Emphasizing the interconnectedness of all aspects of life, including physical, emotional, mental, and spiritual well-being. This perspective can be integrated into goal setting and reflection activities, encouraging students to consider their goals in a holistic context.

****Oral Tradition:**** Valuing storytelling, oral histories, and sharing of knowledge through spoken word. This perspective can be incorporated into literacy activities by exploring oral storytelling traditions and their significance in Indigenous cultures.

****Respect for Elders and Traditional Knowledge:**** Recognizing the wisdom and experience of elders and the importance of passing down traditional knowledge. This perspective can be integrated into critical thinking activities by exploring different ways of knowing and learning from elders in the community.

****Cultural Identity and Community:**** Emphasizing the importance of cultural identity, language, and community in shaping individual and collective identities. This perspective can be integrated into study skills and time management activities by considering the role of cultural practices and community events in students' lives.

****Adaptability and Resilience:**** Highlighting the resilience and adaptability of Indigenous peoples in the face of historical and contemporary challenges. This perspective can be integrated into problem-solving activities by examining historical and contemporary examples of resilience in Indigenous communities.

BIG IDEAS

Foundations of Learning: Understanding the foundational skills and strategies necessary for effective learning and academic success

Personal Growth and Development: Recognizing the importance of self-regulation, goal setting, and reflection in personal and academic growth.

Personalized Learning Pathways: Recognizing that each student has unique learning needs, preferences, and goals.

Self-Regulated Learning: Recognizing that each student has unique learning needs, preferences, and goals.

Learning is a Life-Long Process: Understanding that novel experiences will require novel learning strategies.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Foundational Skills Mastery: Students develop proficiency in foundational skills such as reading, writing, numeracy, and digital literacy, which are fundamental for comprehending and communicating ideas effectively across different subjects and contexts. • Learning Strategies: Students learn a variety of strategies to enhance their learning process, including organization, time management, note-taking, and critical thinking. These strategies are essential for processing information, retaining knowledge, and applying it in academic settings. • Study Habits: Developing effective study habits is crucial for academic success. Students learn how to create a conducive study environment, manage their time efficiently, and adopt study techniques that align with their learning styles. • Problem-Solving Skills: Problem-solving is a key skill for analyzing complex situations, identifying solutions, and making informed decisions. Students develop critical thinking skills to approach problems systematically and creatively, laying the groundwork for analytical thinking in various contexts. • Self-Advocacy Skills: Students learn how to communicate assertively, ask for help when needed, and negotiate accommodations or modifications to support their learning and well-being. • Goal Setting and Action Planning: Students set meaningful goals for themselves, develop action plans to achieve these goals, and monitor their progress over time. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand the importance of learning strategies. • Identify personal learning strengths and areas for improvement. • Goal setting for academic success. • Develop effective study habits. • Build time management techniques. • Employ a variety of strategies for organizing notes and reviewing material. • Increase capacity for a variety of techniques for organizing notes by topic, date, or importance. • Develop skills for effective review for tests and exams, including spaced repetition and active recall methods. • Develop critical thinking skills. • Analyze and evaluate information. • Increase basic numeracy skills for problem-solving with real world applications. • Increase reading comprehension strategies for vocational and academic purposes. • Develop writing skills for academic and personal purposes. • Employ effective communication skills. • Reflect on learning strategies and progress.

- **Effective Communication:** Students learn to express their thoughts, opinions, and needs clearly and respectfully in various contexts, including interactions with teachers, peers, and other stakeholders.
- **Self-Reflection:** Students reflect on their learning experiences, identify areas for improvement, and make adjustments to their learning strategies and goals accordingly.
- **Advocacy for Others:** Students understand the importance of advocating for equity and inclusivity, and take action to support others in accessing resources and opportunities for learning and growth.

- **Set new goals for continued improvement.**

Big Ideas – Elaborations

Foundations of Learning: focuses on understanding the essential building blocks of effective learning and academic success. It emphasizes the acquisition and application of foundational skills, strategies, and habits that form the basis for lifelong learning and academic achievement. By mastering these foundational elements, students develop a strong framework for acquiring new knowledge, solving problems, and adapting to various learning environments.

Personal Growth and Development: This big idea centers on the recognition of personal agency and responsibility in fostering growth and development. It emphasizes the importance of self-regulation, goal setting, and reflection as key drivers of both personal and academic success. By cultivating these skills, students are empowered to take ownership of their learning and personal growth, setting the stage for lifelong learning and fulfillment.

Self-Regulated Learning: Understanding how to monitor, control, and evaluate one's own learning process. This includes developing awareness of learning strategies, self-assessment, and the ability to adjust strategies based on feedback and reflection.

Personalized Learning Pathways: Recognizing that each student has unique learning needs, preferences, and goals. This big idea emphasizes the importance of tailoring learning strategies and study skills to individual strengths and areas for improvement, fostering a sense of autonomy and ownership in the learning process.

Lifelong Learning: Lifelong learning is the concept of continuous learning and personal development throughout one's life. It emphasizes the importance of acquiring new knowledge, skills, and competencies beyond formal education. This big idea focuses on fostering a mindset of curiosity, adaptability, and resilience in learning, preparing students to thrive in a rapidly changing world.

Curricular Competencies – Elaborations

Exploring different learning styles and preferences.

Recognizing the impact of effective learning strategies on academic success.

Self-assessment tools and activities to identify individual strengths and areas for growth.

Reflective exercises to evaluate past learning experiences and identify effective strategies.

Setting SMART/GREAT (Specific, Measurable, Achievable, Relevant, Time-bound) goals related to academic performance and personal development.

Strategies for breaking down long-term goals into manageable steps.

Strategies for active reading, note-taking, and summarizing.

Tips for creating a conducive study environment and minimizing distractions.

Prioritization methods for managing academic, extracurricular, and personal responsibilities.

Time-blocking and scheduling techniques to allocate time for studying, leisure, and rest.

Using digital or physical planners to create weekly and daily study schedules.

Strategies for sticking to a study schedule and adapting it as needed.

Different methods for note-taking (e.g., Cornell method, mind mapping):

Overview of various note-taking techniques and their benefits.

Practice exercises to experiment with different methods and determine personal preferences.

Understanding the components of critical thinking (e.g., analysis, evaluation, inference).

Engaging in critical thinking exercises and discussions to practice reasoning and argumentation.

Techniques for active reading, such as skimming, scanning, and annotating.

Strategies for understanding and summarizing complex texts.

Strategies for effective study sessions leading up to exams.

Tips for managing test anxiety and building confidence.

Test-taking strategies (e.g., managing test anxiety, understanding test formats):

Familiarization with different types of test formats (e.g., multiple-choice, short answer, essay).

Techniques for approaching different types of questions and managing time during exams.

Review of fundamental mathematical concepts (e.g., arithmetic operations, fractions, percentages).

Application of numeracy skills to solve everyday problems and practical scenarios.

Data analysis techniques:

Introduction to data interpretation, including graphs, charts, and tables.

Practice in analyzing and interpreting data to extract meaningful insights.

Criteria for evaluating the credibility and relevance of sources.

Practice in analyzing complex information and identifying biases or assumptions.

Problem-solving strategies:

Steps of the problem-solving process (e.g., defining the problem, generating solutions, evaluating outcomes).

Application of problem-solving techniques to real-life scenarios.

Elements of effective writing, including structure, clarity, and coherence.

Practice in writing essays, reports, and reflective pieces.

Verbal and nonverbal communication skills for presentations and discussions.

Strategies for effective listening and responding to others' ideas.

Guided reflections on the effectiveness of various learning strategies used throughout the course.

Opportunities for peer feedback and self-assessment.

Reviewing progress towards initial goals set at the beginning of the course.

Identifying areas for further improvement and setting new goals for ongoing development.

Content – Elaborations

Understand the importance of learning strategies:

Students will learn why learning strategies are essential for effective learning and academic success. They will explore how different strategies can help them process information, retain knowledge, and apply it in various contexts.

Identify personal learning strengths and areas for improvement:

Through self-assessment and reflection, students will identify their unique learning strengths and weaknesses. This awareness will help them tailor their learning strategies to maximize their strengths and address areas for improvement.

Goal setting for academic success:

Students will learn how to set specific, measurable, achievable, relevant, and time-bound (SMART/GREAT) goals for their academic endeavors. This skill will help them stay focused, motivated, and accountable for their learning.

Develop effective study habits:

Students will learn strategies for creating a conducive study environment, managing distractions, and adopting study techniques that suit their learning styles. These habits will help them study more efficiently and retain information better.

Build time management techniques:

Students will learn how to prioritize tasks, set realistic deadlines, and allocate time effectively for studying, leisure, and other activities. These techniques will help them balance their academic responsibilities and personal life.

Employ a variety of strategies for organizing notes and reviewing material:

Students will learn different methods for taking and organizing notes, such as the Cornell method or mind mapping. They will also learn how to review and revise their notes effectively to reinforce learning.

Increase capacity for a variety of techniques for organizing notes by topic, date, or importance:

Students will practice organizing their notes in different ways to enhance their understanding and retention of the material. This skill will help them find information quickly and efficiently when studying for tests or exams.

Develop skills for effective review for tests and exams, including spaced repetition and active recall methods:

Students will learn advanced study techniques, such as spaced repetition and active recall, to enhance their long-term retention of information. These techniques will help them prepare more effectively for tests and exams.

Develop critical thinking skills:

Content – Elaborations

Students will learn how to analyze information, evaluate arguments, and make informed decisions. These skills will enable them to think critically and solve complex problems in academic and real-world contexts.

Analyze and evaluate information:

Students will learn how to assess the credibility, relevance, and accuracy of information. This skill will help them make informed decisions and avoid misinformation.

Increase basic numeracy skills for problem-solving with real-world applications:

Students will develop fundamental math skills, such as arithmetic operations, fractions, percentages, and data analysis. These skills will help them solve everyday problems and make informed decisions in various contexts.

Increase reading comprehension strategies for vocational and academic purposes:

Students will learn strategies for improving their reading comprehension, such as skimming, scanning, and annotating texts. These skills will help them understand and analyze complex texts in vocational and academic settings.

Develop writing skills for academic and personal purposes:

Students will learn how to write clearly, coherently, and persuasively for different purposes and audiences. These skills will help them communicate effectively in academic and personal contexts.

Employ effective communication skills:

Students will learn how to communicate ideas and information clearly and effectively through verbal and written communication. These skills will help them engage with others in meaningful and productive ways.

Reflect on learning strategies and progress:

Students will engage in regular reflection on their learning experiences, identifying what has worked well and what could be improved. This practice will help them become more self-aware and proactive in their learning.

Set new goals for continued improvement:

Based on their reflections, students will set new goals for further improvement and growth. This ongoing process of goal setting and reflection will help them continue to progress and achieve academic success.

Recommended Instructional Components:

Differentiated Instruction: Recognize and accommodate diverse learning needs and styles by providing multiple ways for students to access and demonstrate their understanding of learning strategies. Offer a variety of learning materials, activities, and assessments to cater to different learning preferences.

Cooperative Learning: Encourage collaborative learning experiences where students work together in small groups to discuss and apply learning strategies. Use structured group activities and peer teaching to promote active engagement and shared learning.

Modeling and Guided Practice: Demonstrate effective learning strategies and study skills through modeling, where you show students how to apply these strategies in real-life situations. Provide guided practice opportunities with scaffolding to support students as they learn to apply these skills independently.

Feedback and Reflection: Provide timely and constructive feedback to students on their learning strategies and study skills. Encourage students to reflect on their learning process, identify areas for improvement, and set goals for future growth.

Technology Integration: Use technology as a tool to enhance learning experiences. Incorporate digital resources, online tools, and educational apps that support learning strategies, time management, note-taking, critical thinking, and goal setting.

Hands-On Activities: Engage students in hands-on activities that allow them to practice and apply learning strategies in authentic contexts. For example, organizing a mock study group or creating a visual representation of their study schedule.

Metacognitive Strategies: Teach metacognitive strategies that help students become aware of their own thinking processes. Encourage students to monitor their comprehension, evaluate their learning strategies, and make adjustments as needed.

Community and Cultural Connections: Incorporate community and cultural connections into learning activities. For example, invite guest speakers from diverse backgrounds to share their experiences with learning strategies, or explore how different cultures approach time management and goal setting.

Student Choice and Autonomy: Provide opportunities for student choice and autonomy in selecting learning activities and setting personal learning goals. This can increase motivation and engagement by allowing students to pursue topics that interest them.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Time Management Plan: Students create a personalized time management plan that includes a weekly schedule outlining study times, extracurricular activities, and personal commitments. They reflect on their current time management practices and identify areas for improvement.

Note-Taking Comparison: Students compare and contrast two different note-taking methods (e.g., Cornell method vs. mind mapping) by applying each method to the same lecture or reading material. They analyze the effectiveness of each method in capturing key information and organizing thoughts.

Critical Thinking Analysis: Students select a current issue or topic of interest and conduct a critical analysis using various sources of information. They evaluate the credibility of sources, analyze different perspectives, and form a well-supported argument or conclusion.

Goal Setting and Reflection: Students set short-term and long-term academic and personal goals related to their learning strategies. They regularly reflect on their progress, adjusting goals as needed, and documenting their learning journey.

Self-Reflection Assignments: encourage students to reflect on their learning strategies, study habits, and academic progress. Through this reflection, students will identify strengths and areas for improvement, as well as set new goals for continued growth.

Test Preparation Toolkit: Students create a toolkit for test preparation, including strategies for managing test anxiety, effective study techniques, and tips for test-taking. They share their toolkit with classmates and discuss how these strategies can be applied in different contexts.

Learning Strategy Presentation: Students research and present on a specific learning strategy of their choice (e.g., SQ3R method for reading comprehension, RAPP, Pomodoro technique for time management). They demonstrate how the strategy works, explain the benefits of the strategy, and provide examples of how it can be applied in different learning situations.

These assignments are designed to engage students in practical application of the learning strategies and study skills covered in the course, promoting active learning and skill development.

Learning Resources:

"Learning to Learn: Strengthening Study Skills and Brain Power" by Gloria Frender and Carolyn Hopper

Educational Apps: Incorporate educational apps that focus on study skills, time management, note-taking, critical thinking, numeracy, and literacy.

Online Resources: Utilize online platforms and websites that offer interactive learning materials, tutorials, videos, quizzes, and practice exercises related to study skills, time management, critical thinking, numeracy, and literacy. Websites like Khan Academy, Quizlet, and TED-Ed can be valuable resources.

Worksheets

Real Life Case Studies

Field Trips and Guest Speakers

Additional Information:



School District/Independent School Authority Name: School District 5 Southeast Kootenay	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD5
Developed by: Matthew Taylor	Date Developed: March 2024
School Name: Mt. Baker Secondary School	Principal's Name: Dave Hill, Christie Johnson, Sean Sinclair
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Literacy and Culture for English Language Learners (ELL10)	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): NA

Special Training: A qualified BC teacher with a Bachelor’s degree relating to English or related experience teaching. Specific recognized English Language teaching certificates such as TESL or TESOL, and/or graduate level courses are an asset.

Facilities or Equipment Required:

Activity specific clothing or equipment for outdoor pursuits. Connection to community organizations and access to transportation for excursions.

Course Synopsis:

Literacy and Culture for English Language Learners (ELLs) provides a supportive environment tailored to meet the cultural and academic needs of ELL students.

This course is designed for ELL students seeking to enhance their English proficiency. It focuses on fostering effective communication skills in authentic environments, encompassing speaking, reading, and writing, that are essential for success in senior academic studies. Alongside English proficiency, this course aims to interweave experiential learning to connect students to the greater community, culture, and indigenous perspectives. Through active participation, students develop the independence necessary to effectively engage with the Cranbrook, South Country and the Elk Valley communities and their surroundings.

Adapted from Board Authorized Course available on BC Ministry's Focused Education Site, using information from SD34 Abbotsford, SD36 Surrey, SD79 Cowichan Valley and SD47 Powell River.

Goals and Rationale:

The primary goal of this course is to support English Language Learners (ELLs) in Cranbrook, South Country and the Elk Valley in their journey towards communicative fluency and understanding in English. Recognizing the specific needs of ELLs in language and cultural adjustment, the course aims to provide targeted instruction to better support the language acquisition process.

The Southeast Kootenays are experiencing an increase in new immigrants, many of whom are English Language Learners. These students face multiple challenges in transitioning to new schools and cultures, including linguistic barriers and isolation. This course addresses these challenges by providing targeted support in language development, community engagement, and cultural understanding.

Aboriginal Worldviews and Perspectives:

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students in ELL 10 will encourage students to create connections between local cultures and lived experiences.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will engage in assignments that demonstrate a connection to the land and a sense of place.
- Learning is embedded in memory, history, and story. Students will demonstrate an understanding of English through sharing personal stories while exploring a local indigenous knowledge.
- Learning requires exploration of one's identity. ELL10 will focus on creating a sense of local community among students, while exploring their own cultural identity.

BIG IDEAS

Language is learned in authentic contexts.

Effective communication includes understanding cultural nuances.

Effective communication includes exchanging ideas and perspectives to share thinking.

Language comprehension is expanded in social and academic situations

Information is accessed for diverse purposes and from a variety of texts and media.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Communicating</p> <p>Connecting and Engaging with others: Apply strategies to support language acquisition, including vocabulary development, grammar, and language practice in authentic contexts.</p> <p>Use appropriate language conventions, including grammar, punctuation, capitalization, and spelling, to communicate effectively in writing.</p> <p>Acquiring and presenting information: Demonstrate proficiency in listening, speaking, reading, and writing in English across various academic and social situations.</p> <p>Develop and apply effective communication strategies for speaking, listening, and participating in discussions and group activities.</p>	<p>Students are expected to know the following:</p> <p>Language is learned in authentic contexts:</p> <p>How to use strategies and processes such as: reading comprehension and analysis, writing processes, expressive and receptive oral language (BICS/CALP)</p> <p>Recognize the importance of learning and using academic and social language in a variety of subjects and situations.</p> <p>Effective communication includes understanding cultural nuances:</p> <p>Cultures have ways of sharing and holding knowledge that are diverse across local areas. Such as oral histories shared by an Elder about celebrations, traditions, and protocols.</p> <p>Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.</p>

Effectively use scaffolds and supports such as sentence frames, mind maps and graphic organizers to present a variety of information.

Personal and Social

Understanding relationships and cultural contexts:

Explore and analyze cultural perspectives, values, beliefs, and traditions within the local community, Indigenous identity and broader Canadian society.

Examine Indigenous learning opportunities and resources to gain a deeper understanding of Indigenous cultures, histories, and contributions to Canadian society.

Thinking

Analyzing and critiquing:

Analyze and interpret a variety of texts, including articles, essays, and literary works, to extract meaning and demonstrate comprehension.

Employ a variety of reading comprehension strategies to analyze texts, including previewing, predicting, questioning, summarizing, applying context clues, and using word attack skills to expand understanding.

Recognize and analyze text structures and literary elements, including plot, character development, theme, and author's purpose.

A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

Cultural Awareness and Understanding:

Exploration and analysis of cultural perspectives, values, beliefs, and traditions within the local community, indigenous perspectives and broader Canadian society.

Engagement in cross-cultural interactions and activities to develop empathy, respect, and appreciation for cultural diversity.

Information is accessed for diverse purposes and from a variety of texts and media:

The way we share information changes depending on context, audience, and type.

Effective communication includes exchanging ideas and perspectives to share thinking:

Communication and collaboration strategies and techniques for effective speaking, reading, and writing in academic and social contexts.

Language comprehension is expanded in social and academic situations:

Practicing language outside of the classroom will support fluency and cultural understanding. Such as engaging with the outdoors, and connecting with community organizations.

Big Ideas – Elaborations

The five big ideas emphasize the importance of authentic language learning experiences, cultural awareness in communication, exchange of ideas and perspectives, exposure to diverse language contexts, and critical engagement with information and media sources.

Communicating

Connecting and Engaging with others

Oral Language:

- Respond to what, when, who questions.
- Respond to common instructions and commands.
- Respond to and use common social expressions, cues, and slang.
- Express simple opinions and reasons to participate in conversations.

Writing:

- Elaborate on main idea with some relevant details and examples.
- Communicate in a way that is generally understandable.
- Use varied strategies to write sentences and short paragraphs.

Reading:

- Give reasoning for connections to self and other texts.
- Support ideas with background knowledge.
- Read with some expression paying attention to punctuation and important words.

Acquiring and presenting information

Oral Language:

- Understand familiar phrases and academic tasks.
- Express some words and phrases to describe and speak about academic content.
- Understand and use subject-verb-object. (I read stories)

Writing:

- Numerous common words and some subject/academic words.
- Write some compound and complex sentences.
- Experiment with expressive language.
- An effective introduction/conclusion in multi-paragraph composition.
- Connect ideas with transition words. Use graphic organizers/models.
- Provide some personal, informational, and imaginative ideas to suit purpose.

Reading:

- Record and organize information from text.
- Understand purpose in different kinds of text.

Personal and Social

Oral Language:

- Complete tasks while engaging with peers in the learning process.
- Participate in conversations about familiar topics and some academic content.
- Make connections to self, world, and others.

Writing:

- Experiment with expressive language.

Thinking

Oral Language:

- Connect ideas to make short sentences.
- Begin to recognize differences in word endings.
- Use some rhythm and intonation.

Writing:

- Basic grammar/punctuation.
- Spell a range of words using lists, dictionaries, and patterns.
- Use negatives, pronouns, prepositions, verbs, and irregular verbs with some errors.
- Edit/revise text, for some grammar/spelling/punctuation.

Reading:

- Use knowledge of root words to make meaning.
- Make substitutions e.g. 'home' for 'house'
- Understand a variety of common content words e.g. "identify", "calm"
- Make some inferences

Language is learned in authentic contexts:

(BICS/CALP) See:

[https://edtechbooks.org/language_acquisition/variability_summary_a#:~:text=There%20are%20two%20major%20aspects,CALP\)%2C%20or%20academic%20proficiency.](https://edtechbooks.org/language_acquisition/variability_summary_a#:~:text=There%20are%20two%20major%20aspects,CALP)%2C%20or%20academic%20proficiency.)

Academic vocabulary refers to language such as ‘analyze’ or ‘solve’ that are crucial for understanding academic subjects and participating effectively across a variety specific subjects.

Effective communication includes understanding cultural nuances

First Peoples oral traditions

Background knowledge

Connections to personal stories

Writing processes

Cultural Awareness and Understanding

Culturally responsive teaching

Ethics, cultural appropriation, and plagiarism

Information is accessed for diverse purposes and from a variety of texts and media

Writing and speaking based on specific purpose

Genres and text forms

Effective communication includes exchanging ideas and perspectives to share thinking

Communication is practiced every day, between students

Presentation techniques

Language comprehension is expanded in social and academic situations

Reading, oral language and metacognitive strategies

Academic and social vocabulary is learned explicitly

Recommended Instructional Components:

Instruction of Big Ideas, Competencies, and Content encompasses the two major categories: Cultural Studies and Academic Literacy. Instruction and activities should connect both academic literacy with cultural studies. Specific objectives of these two components may be taught in isolation when necessary, but primarily they overlap throughout the course. (Doyle, SD47, 2023)

See 'Teaching ELLs' on Colorin Colorado: <https://www.colorincolorado.org/teaching-ells/guide> - Comprehensive guide and strategies.

Students and their families:

- Create a welcoming environment for students
- Learn/assess students academic backgrounds
- Build partnerships with multilingual families

Student direct instruction:

- Pre-teach vocabulary for activities, provide scaffolds and language supports
- Engage with texts and media that is age appropriate and has applications to daily life
- Ensure effective communication and instruction of students
- Create a language rich environment

Instructional components outside of the classroom:

- Outside activities such as: outdoor pursuits (summer/winter)
- Community organizations and resources
See 'SD5 Community and Resource Service Guide' Cranbrook, Fernie, Sparwood, Elkford
- Indigenous learning in context ex. St. Eugene
- Engage in school wide activities ex. Leadership
- Partner with other local schools

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Quality assessment is fair, transparent, meaningful, and responsive to all learners.

Curriculum model

Knowing: demonstrate understanding through written reflections, graphic organizers, mind maps, and story boards. Provide language goals at beginning of class, and 'exit ticket' to assess understanding.

Doing: Completing authentic activities, participating in discussion, asking questions in a variety of contexts. Self-assessment of activities.

Understanding: Applying knowledge in presentations, authentic experiences, and reflections.

BC Curriculum: provides ongoing descriptive feedback to students, is ongoing, timely, specific, and embedded in day-to-day instruction, provides varied and multiple opportunities for learners to demonstrate their learning, involves student in their learning.

Promotes development of student self-assessment and goal setting for next steps in learning

Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning

Communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported.

Learning Resources:

The list below is a small portion of the breadth of resources that are available for ELL learners.

www.quill.org (independent grammar practice)

<https://www.colorincolorado.org/teachers> (teaching resources/teacher education)

www.learninga-z.com

www.thinkport.org (graphic organizers)

www.somethingtowriteabout.com (Journals)

<https://www.marzanoresources.com/resources/building-basic-vocabulary-tool>

<https://swap.sd33.bc.ca/>

<https://tankhuynh.com/bathroom-briefs/>

https://www.janaechevarria.com/?page_id=121 (SIOP Model)

<https://www.mtss4els.org/>

https://widgitonline.com/login?return_path=%2Faccount%2Fdocuments

<https://blogs.sd41.bc.ca/ell/online-ell-database-guide/>

Culture

<https://www.putumayo.com/>

<https://www.aworldoflanguagelearners.com/teaching-about-holidays-in-the-winter-to-english-language-learners/>

<https://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations>

<https://www.learningforjustice.org/classroom-resources?keys=&type=All&topic=156&grade=All&domain=All&subject=All>

<https://www.cbc.ca/books/20-canadian-books-for-kids-and-teens-to-read-for-national-indigenous-history-month-1.5597339>
<https://burnaby.bibliocommons.com/list/share/93774860/1924472929>
https://www.nfb.ca/indigenous-cinema/?&language=en&sort=year:desc,title&year_min=1939&year_max=2021

Additional Information:

This course will use ELL Standards outlined in the document below:

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

The course is intended for students at a Beginning, Developing, and Expanding level when following the ELL Matrix from the ELL Standards document. International program students who are attending secondary schools in School District 5 are not assessed using this matrix and are expected to arrive in Canada with a level of English proficiency that is not supported in this course.

Works Cited:

Doyle, Michelle. "BAA ELL Introduction to English Language and Culture 10 ." *BAA ELL Introduction to English Language and Culture 10-1*, 2023, media.sd47.bc.ca/media/Default/frf/5/BAA%20ELL%20Introduction%20to%20Language%20and%20Culture%2010-1.pdf.

[on City of Cranbrook letterhead]

Mayor Wayne Price
City of Cranbrook
40- 10th Avenue South
Cranbrook, BC V1C 2M8
Email. info@cranbrook.ca

April 8, 2024

Honourable David Eby
Premier
PO Box 9041 Stn Prov Govt
Victoria, BC V8W 9E1
Email. Premier@gov.bc.ca

Honourable Bruce Ralston
Minister of Forests
PO Box 9049 Stn Prov Govt
Victoria, BC V8W 9E2
Email. FLNR.Minister@gov.bc.ca

Dear Premier Eby and Minister Ralston:

Re: Proposed aerial spraying of Foray 48B over the City of Cranbrook

On behalf of our City Council, I write to convey concerns of Cranbrook residents with respect to the proposed aerial spraying of the pesticide Foray 48B over approximately 299 hectares of land in the City of Cranbrook, pursuant to Pesticide Use Permit No. 738-0037-24-24.

It is our understanding that final authorization of the proposed spraying requires your approval in the form of an Order-in-Council.

We therefore write to urge you to withhold this approval, to allow time for adequate public consultation, in order to obtain the informed consent of Cranbrook residents for any aerial spraying of our community.

It is our understanding that spraying of Foray 48B by the Ministry of Forests in 2023 resulted in an asthma attack and other respiratory symptoms, rashes and other adverse effects among members of the public. We also understand that pets have been impacted. We further understand that the Ministry of Forests has admitted that Foray 48B will kill all butterflies and other Lepidoptera species within the spray zones for a period of approximately three years.

We note that the rare Grey Copper Butterfly (also known as the Dione Copper Butterfly, *Lycaena dione*) populates habitat within approximately one kilometre of the spray zone. We attach the BC Conservation Data Centre Species Summary for reference purposes.

Based on this information, we respectfully request that the Cabinet withhold authorization for the proposed 2024 spray program by refusing to approve an Order in Council, to allow time for adequate public consultation, in order to obtain the informed consent of Cranbrook residents for any aerial spraying of our community.

Sincerely,

[add signature]

Mayor Wayne Price

cc: Member of the Legislative Assembly Tom Shypitka
tom.shypitka.MLA@leg.bc.ca

Attachments:

1. BC Conservation Data Centre Species Summary on *Lycaena dione*



BC Conservation Data Centre: Species Summary

Lycaena dione Dione Copper

Scientific Name: *Lycaena dione* (Scudder, 1868)
English Name: Dione Copper

Classification / Taxonomy

Scientific Name - Concept Reference: Pelham, J. P. 2008. A catalogue of the butterflies of the United States and Canada with a complete bibliography of the descriptive and systematic literature. The Journal of Research on the Lepidoptera. Volume 40. 658 pp. Revised 14 February, 2012.

Classification Level: Species
Species Group: Invertebrate Animal
Species Code: LE-LYCDIO

Kingdom	Phylum	Class	Order	Family
Animalia	Arthropoda	Insecta	Lepidoptera	Lycaenidae

Conservation Status / Legal Designation

Global Status: G5 (Dec 2020)
Provincial Status: S2 (Feb 2020)
BC List: Red
Provincial FRPA list:
Provincial Wildlife Act:
COSEWIC Status:
SARA Schedule:
General Status Canada: 6 - Not Assessed (2000)

Ecology & Life History

General Description:

Subspecies Comments: There are no described subspecies for *Lycaena dione* (COSEWIC 2005i).

Identification Comments: Dorsal wing surfaces are an overall dark grey. The wing edges are fringed with a distinct pale orange and black band. There are three to five distinct black spots on towards the front of the wings. Ventral wing surfaces are an overall light grey with distinct black spotting. Sexes similar with a wingspan > 3 cm. The eggs are an overall white (COSEWIC 2005i; Guppy and Shepard 2001) and the larvae a greenish to greenish yellow or orange colouration, with dark orange stripes running dorsally down the body (Layberry *et al.* 1998).

Migration Characteristics:
(Global / Provincial)

Nonmigrant:	N / Y
Local Migrant:	N / N
Distant Migrant:	N / N
Within Borders Migrant:	na / N
Provincial Mobility & Migration Comments:	<i>Lycaena dione</i> is thought to disperse distances of 500 metres (COSEWIC 2005i). The species is non-migrant.
Habitats: (Type / Subtype / Dependence)	Agriculture / Pasture/Old Field / Facultative - frequent use Grassland/Shrub / Grassland / Facultative - frequent use Grassland/Shrub / Meadow / Facultative - frequent use Lakes / Lake / Obligate Lakes / Pond/Open Water / Obligate Riparian / Gravel Bar / Obligate Riparian / Riparian Forest / Obligate Riparian / Riparian Herbaceous / Obligate Riparian / Riparian Shrub / Obligate
Global Habitat Comments:	Wet areas in prairie, fields, along ditches etc.
Provincial Habitat Comments:	<i>Lycaena dione</i> is known to inhabit wet areas including old fields, meadows, prairies, the edges of openings, roadsides and right-of way edges, streamside edges, grasslands, and open areas with periodic human disturbance (Opler <i>et al.</i> 1995; Layberry <i>et al.</i> 1998; Guppy and Shepard 2001; COSEWIC 2005i). Larval plant species often grow under cattails along wetland edges (Guppy and Shepard 2001).
Food Habits:	Herbivore:Immature Nectarivore: Adult
Global Food Habits Comments:	Caterpillar Hosts: Several species of docks (<i>Rumex</i>). Adult Food: Flower nectar of various plants including alfalfa, sweet clover, and milkweeds (Lotts and Naberhaus 2017).
Provincial Food Habits Comments:	The larvae feed upon <i>Rumex spp.</i> plants (<i>Rumex longifolius</i> ; <i>R. obtusifolius</i> ; <i>R. hymenosepalus</i> ; <i>R. conglomeratus</i> ; <i>R. crispus</i> ; <i>R. obtusifolia</i> ; <i>R. altissimus</i> ; <i>R. mexicanus</i> ; <i>R. salicifolius triangulivalis</i> ; <i>R. occidentalis</i>) (COSEWIC 2005i) and possibly <i>Polygonum amphibium</i> (Guppy and Shepard 2001). The species does not appear to use other foodplants (COSEWIC 2005i). Adults nectar on alfalfa, sweet clover and milkweeds (Opler <i>et al.</i> 1995)
Global Phenology:	
Provincial Phenology: (1st half of month/ 2nd half of month)	Jan: Present / Present Feb: Present / Present Mar: Present / Present Apr: Present / Present May: Larvae present and active / Larvae present and active June: Larvae present and active / Larvae present and active July: Larvae present and active / Reproducing Aug: Reproducing / Eggs present outside adult Sept: Eggs present outside adult / Larvae present and active Oct: Present / Present Nov: Present / Present Dec: Present / Present
Provincial Phenology Comments:	Adults fly from mid July to mid August (Guppy and Shepard 2001).
Colonial Breeder:	N
Length(cm)/width(cm)/Weight(g):	//
Elevation (m) (min / max):	Global: Provincial: 800 / 1000

Distribution

Endemic:	N
Global Range Comment:	This species occurs in northern Idaho, Montana, Wyoming, eastern Colorado, southeastern British Columbia, southern Manitoba, Saskatchewan and Alberta, south to central Illinois, central Missouri, northern Texas, and northeastern New Mexico (Opler and Wright 1999, Layberry et al. 1998).

Authors / Contributors

Global Information Author:	
Last Updated:	May 10, 2001
Provincial Information Author:	Heron, J.
Last Updated:	Aug 01, 2008

References and Related Literature

- COSEWIC 2005i. Draft COSEWIC Status Report on Grey Copper (*Lycaena dione*) in Canada. Committee on the Status of Endangered Wildlife in Canada. 21pp.
- Guppy, C.S., and J.H. Shepard. 2001. Butterflies of British Columbia. UBC Press in collaboration with Royal B.C. Mus. 414pp.
- Kondla, N.G. and W.D. Nicholson. 2002. Field surveys for the Dione Copper butterfly. Report prepared for the Columbia Basin Trust and Columbia Basin Fish and Wildlife Compensation Program. BC Hydro, B.C. Gov. and Columbia Basin Trust 24pp.
- Kondla, N.G., C.S. Guppy, and J.H. Shepard. 2000. Butterflies of Conservation Interest in Alberta, British Columbia, and Yukon. Pp. 95-100 in L.M. Darling, ed. 2000. Proc. Conf. on the Biology and Manage. Species and Habitats at Risk, Kamloops, B.C., 15 - 19 Feb., 1999. Vol. 1; B.C. Minist. Environ., Lands and Parks, Victoria, BC, and Univ. College of the Cariboo, Kamloops, BC. 490pp.
- Layberry, R. A., P. W. Hall, and J. D. LaFontaine. 1998. The butterflies of Canada. University of Toronto Press. 280pp. + color plates.
- Opler, P.A., H. Pavulaan, and R.E. Stanford. 1995. Butterflies of North America. Jamestown, ND: Northern Prairie Wildlife Research Center Home Page: Version Dec. 12, 2003. Online. Available: <http://www.npwrc.usgs.gov/resource/distr/lepid/bflyusa/bflyusa.htm>
- Shepard, J.H. (coordinator). 1990. Zone 2. Pacific Northwest: Idaho, Oregon, Washington, British Columbia in 1989 Season Summary. News of the Lepidopterists' Society 1990: 14-15.

Please visit the website [Conservation Status Ranks](#) for definitions of the data fields used in this summary report.

Suggested Citation:

B.C. Conservation Data Centre. 2001. Species Summary: *Lycaena dione*. B.C. Minist. of Environment. Available: <https://a100.gov.bc.ca/pub/eswp/> (accessed Apr 8, 2024).

Sent via Electronic Mail

Roger Bortignon – Program Head
[Technology Teacher Education Program](#)
Building: SW9 Office: 201Q
604-412-7412
3700 Willingdon Avenue
Burnaby, BC V5G-3H2

May 10, 2023

To Whom It May Concern

On behalf of the membership of the British Columbia School Superintendents Association (BCSSA), we are pleased to provide this letter of support to increase the number of technology education teachers in BC.

As senior system leaders in public education in BC, our members are acutely aware of the lack of speciality teacher positions throughout BC, and in particular technology education teachers.

One of the goals of our professional association is to support every student to pursue and achieve their preferred futures with post-secondary options that address their unique needs and gifts. We are aware that the skilled trades are essential to a vibrant economy and provide excellent career opportunities for students. Furthermore, as we strive for an equitable and just public education system, it is also crucial that such opportunities are offered throughout the province and available to all students regardless of their personal circumstances or where they live in BC.

As such, we would encourage any efforts to expand the BCIT program to increase available seats for the teacher training program, ultimately providing service and increased opportunities to our students. We support your effort to work with partners, rights-holders and government representatives to expand your work and wish you well in this endeavor.

Sincerely,

Claire Guy
Executive Director, BC School Superintendents Association

BCIT
3700 Willingdon Avenue.
Burnaby, BC V5G-3H2

To Whom It May Concern,

Surrey Schools is the largest school district in BC. We are strong proponents in supporting the efforts of BCIT's quest to introduce and integrate an accelerated program path for individuals with technical expertise in their Technology Teacher Education Program.

In the last three years Surrey Schools has opened two new secondary schools, bringing our total to 21. Each of our secondary schools has a Technology Education Department and all regularly struggle to find qualified technology teachers to take contracts as well as work as Teachers on Call. As we strive to provide quality Technology Programs to our students, we are finding this task more daunting with fewer qualified Technology Education teachers completing programs.

We currently face numerous challenges within Technology Education. The inability to replace retiring teachers, and those leaving due to natural attrition, puts increasing stressors on already taxed school programs. Coupled with an insufficient number of Technology Teacher Candidates graduating from the Education Program at UBC, and all districts vying for the same few new graduates, there will be schools unable to meet the demand and this will leave shops empty and programs diminishing. Additionally, with the current cost of living in Metro Vancouver, keeping teacher candidates working locally will be an ongoing struggle.

The need for skilled trades has been increasing exponentially in BC over the last number of years and with fewer students choosing Technology Education as a teaching option we are facing a crisis. Without finding a way to qualify more Technology Trades teachers, who are instrumental in introducing trades to our youth, we will continue to be ineffective in producing the volume of trades workers required to meet our current and future building requirements.

Surrey Schools started the last school year with four Technology Education classroom vacancies. These remained unfilled for weeks until we hired candidates on Letters of Permission. These are trades professionals without Teaching Certificates, which limits their earning potential. An accelerated program will allow skilled professionals an opportunity to become fully qualified in less time, attracting more candidates and graduating more Technology Education Teachers, our ultimate goal.

We would be pleased to participate in any discussions that would benefit the ongoing pursuit of this initiative.

Kind regards,



Suzanne Braun
Associate Manager, Recruitment
Surrey Schools (SD #36)

LEADERSHIP IN LEARNING