

DEDICATED TO LITERACY: Insights from a Decade of Crafting Responsive Instruction to Literacy Needs

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Diana Agudelo, Academic Director

For the Love of Literacy Conference, Jan. 27th , 2024



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Land Acknowledgment

What traditional territory are you participating from?

Goals For This Session

1. To share about ECSD LINC as a dedicated literacy program.
2. To explore key characteristics of what makes an instructor a *literacy* instructor.
3. To provide an overview of current professional opportunities.
4. To review our favourite adult-appropriate learning resources.
5. To show changes to our programming throughout a decade of LINC literacy.

ECSD LINC - Literacy Program



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ECSD LINC

- Not-for-profit organization funded by the Government of Canada
- Started in 1992 and currently second-largest LINC program in Edmonton
- 94 staff who serve 1600 students per year
- 3 schools in the city; CLB 1 - 4 daytime (FD-4L) and CLB 1 - 5 evening



St. Basil (new)



Clareview Rec. Centre



St. Francis Women's Only



This Photo by Unknown Author is licensed under CC BY-NC

- Dedicate literacy centre in Edmonton since 2014
- 85% of our classes are for literacy learners
- F2F and blended literacy classes
- Online and blended mainstream classes

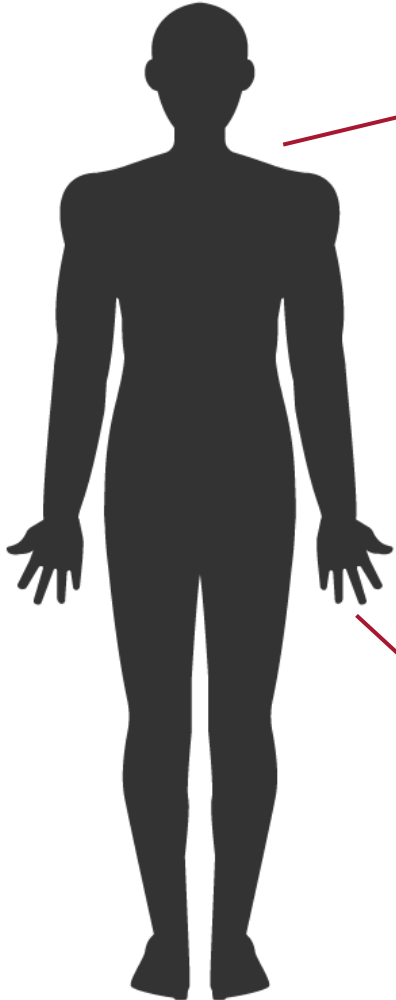
Anatomy of a Literacy Instructor



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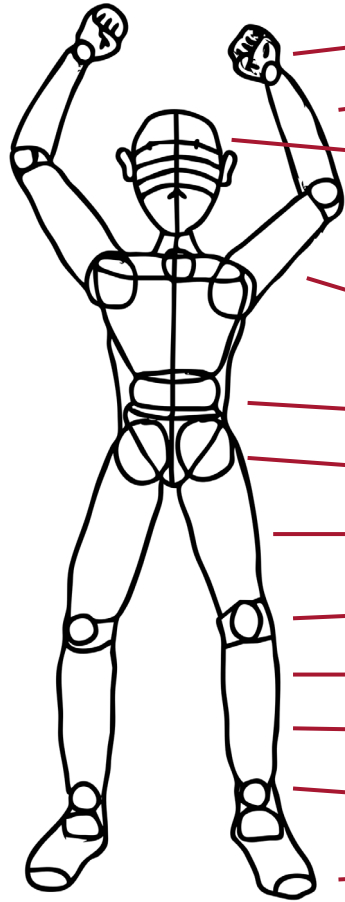
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Literacy instructors ...



1. Require a **solid understanding of ESL literacy needs** and how they differ from those of mainstream ESL learners.
2. Require **support to deliver ESL literacy training** that effectively accommodates the diversity of learners.
3. Require **tools and related training** designed to support them working with ESL learners with literacy needs.
4. Need **supports** to enable them to conduct effective and appropriate placement and needs assessments.
5. Need **supports** to enable them to evaluate progress, facilitate ongoing learning, and support learners transition into mainstream classes.
6. **Need to be adaptable, supportive, knowledgeable, and aware of the various challenges learners may face in the real world.**

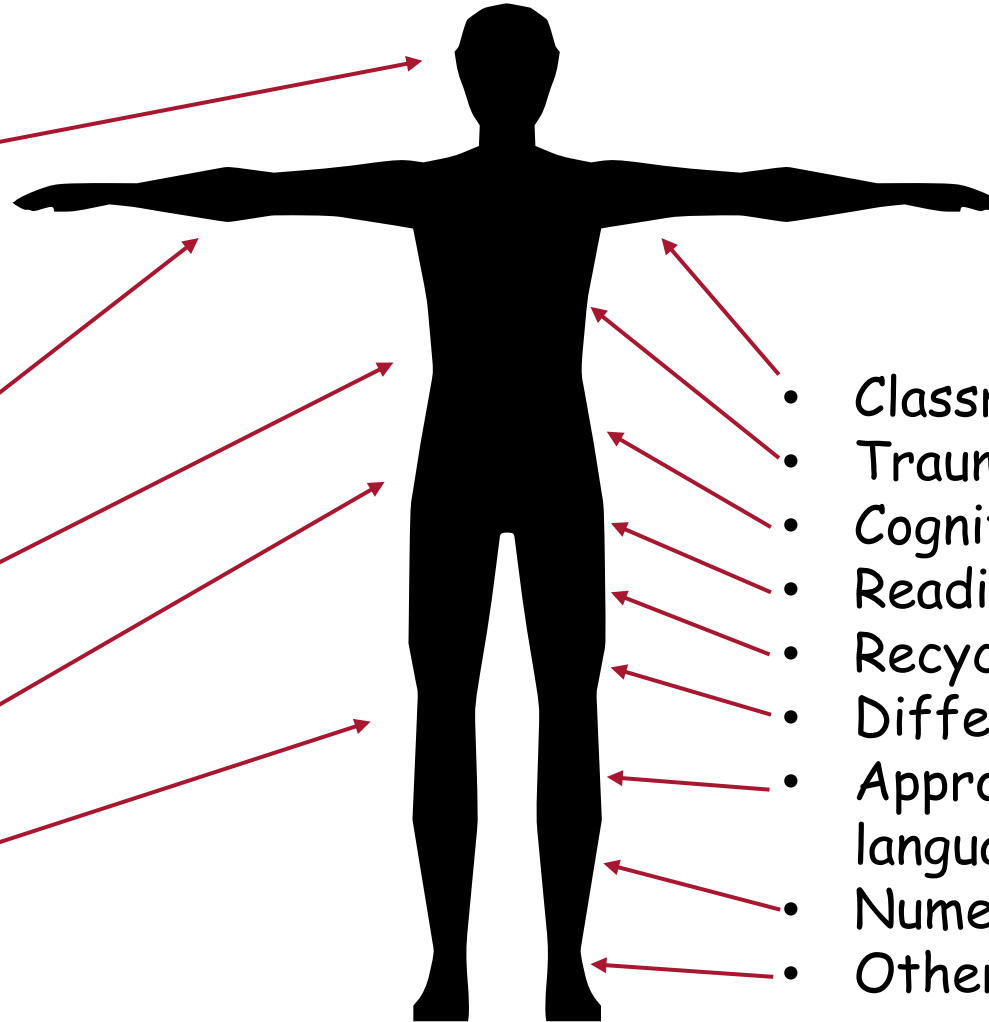
Literacy instructors need to be...



- adaptable,
- supportive,
- knowledgeable,
- aware of the various challenges learners may face in the real world,
- patient,
- creative,
- flexible,
- compassionate,
- team player,
- life-long learner,
- curious,
- reflective,
- fun, resilient, dedicated, detail oriented, ...

Literacy instructors are knowledgeable in...

- Principles for teaching adults,
- Development of language and literacy,
- Canadian Language Benchmarks,
- Learning strategies and skills,
- Material design and Universal Design for Learning,
- Assessments,



- Classroom management,
- Trauma-informed practices,
- Cognitive load,
- Reading levels,
- Recycling and spiraling,
- Differentiating instruction,
- Approaches to teaching oral language and literacy skills,
- Numeracy and digital literacy,
- Other ...

Professional Development for Literacy Instructors



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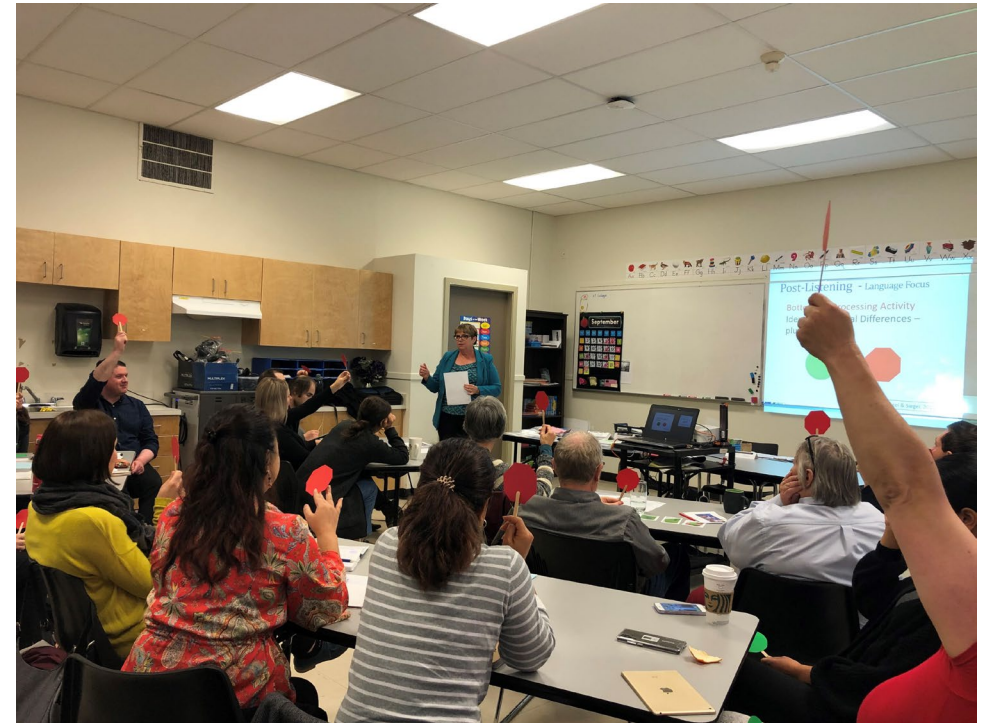


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PD for Literacy Instructors

- Centre for Canadian Language Benchmarks
- Bow Valley College \$
- Literacy Minnesota
- EU - Speak Modules \$
- For the Love of Literacy!
- Let's Talk About...
- LESLLA: Quebec City, 2025 \$



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PD for new or experienced instructors!

1. CENTRE FOR CANADIAN LANGUAGE BENCHMARKS



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

CLB Literacy Training Courses (4)

- An Orientation to the CLB: ESL for ALL
- CLB: ESL for ALL Support Kit Training
- Meeting the Needs of ESL Literacy Learners: Needs Assessment, Goal-setting and Learning Reflections
- Meeting the Needs of ESL Literacy Learners: Focus on Task

PBLA Literacy Training Courses (11)

- PBLA Professional Learning Sessions
 - 3 Literacy Sessions

Literacy Sessions			
Professional Learning Sessions	Identifying Learner Literacy Needs	Literacy Task Analysis	Literacy Portfolio Expectations
Literacy (3 sessions)	Learning Intents:	Learning Intents:	Learning Intents:

<https://learning.language.ca/>



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PD for new or experienced instructors!

2. BOW VALLEY COLLEGE

Post TESL Courses / Certificate



TELL9202 Strategies for Teaching Refugees

• January

TELL9201 ESL Literacy Materials Design

• May

TELL9203 Teaching In Multilevel Contexts

• November

<https://bowvalleycollege.ca/programs-courses/extended-education/post-tesl-certificate-advanced-teaching-strategies-for-diverse-classrooms>

PD for new or experienced instructors!

3. Literacy Minnesota



- Recorded video training: *Understanding Adult Learners, Working with Learners, Working with Materials, Remote Instruction, UDL*
- Live webinar training: *Phonics, Alphabetics, Vocabulary, Comprehension Strategies, Zoom Skills, and others*

<https://www.literacymn.org/trainings-workshops>

4. EU-Speak Modules



- 6 multi-week, online modules: *Reading in a LESLLA Context, Acquisition and Assessment of Morphosyntax, Language and Literacy in their Social Contexts, Working with LESLLA Learners, Bilingualism, Vocabulary Acquisition*

<https://research.ncl.ac.uk/eu-speak/>



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PD for new or experienced instructors!

5. LITERACY EDUCATION AND SECOND LANGUAGE LEARNING FOR ADULTS (LESLLA)



<https://www.leslla.org/symposia>

leslla_org 20th LESLLA Symposium
Spring 2025 in Quebec City Canada

We are pleased to let you know that LESLLA's next face-to-face symposium is scheduled to be held in Quebec City, Canada, during the spring of 2025. The event will be co-hosted by Laval University and Université du Québec à Montréal. The francophone province of Quebec in Canada has been chosen as the venue for our 20th LESLLA Symposium. Until now, the Symposium has alternated between countries or regions where English is dominant and those where it is not. This alternation will now be broken.

<https://www.instagram.com/p/C2aLWeCotf5/?igsh=enJ0a3piMnFnMXBk>



LESLLA



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PD for new or experienced instructors!

6. LETS TALK ABOUT

ATESL LOCAL CHAPTER & TIES

Nov 16, 2023

Let's Talk About Addressing PBLA Competencies with Literacy Learners

Please join us and guest hosts Natalia and Patricia on Thursday, November 16th, at 4PM (MST). It can be very challenging to assess all the required PBLA competencies for each skill area in one semester. Nataliya and Patrica, who both teach a Literacy Foundation/Literacy 1 split class, will offer some ...

<https://www.atesl.ca/membership/events/?chapter=0&state=past>

Our Favorite Literacy Resources



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Suggested Resources for Literacy Classes

- abc English \$
- TIES modules and phonics stories
- CCLB multi-level modules
- BVC ESL Literacy Readers
- Eye on Literacy - Shadowing videos \$
- New Readers Press (Life Goes On, What's Next?) \$
- Adult ELL Pathway to Literacy photo banks and theme-based stories
- We Speak NYC
- CIWA Healthcare Access Curriculum
- This Reading Mama blog (for children)
- UFLI Foundations Toolbox (for children)

Links are included



abc English



Letter names:



b	c	d	f	g	h
---	---	---	---	---	---



Letter sounds:

b	c	d	f	g	h
					





What sound?

 Family	 Places
--	---

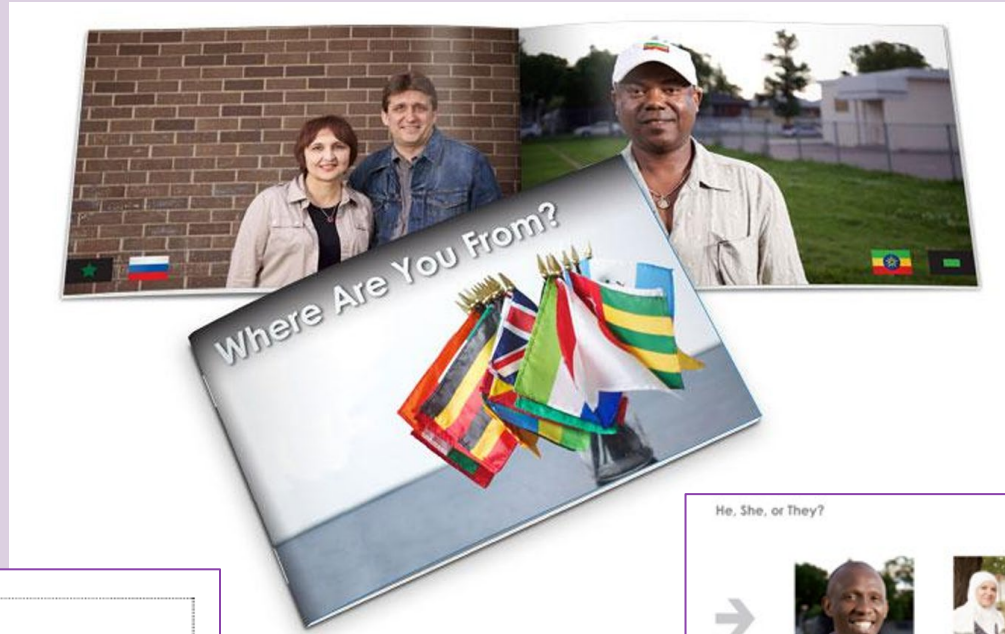
 Shopping	 Colors
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Syllables

	hap	py	=	<input type="text"/>	<input type="text"/>
	an	gry	=	<input type="text"/>	<input type="text"/>
	hun	gry	=	<input type="text"/>	<input type="text"/>
	sor	ry	=	<input type="text"/>	<input type="text"/>

Sight Words

he	she	they
is	are	how
tired	OK	happy



Task 8


	Ivory Coast
	Canada
	Iraq

Where Are You From?
Copyright © Eye On Literacy 2012


Downloaded from www.eyeonliteracy.com

He, She, or They?

Literacy Assessment - Where Are You From?
Copyright © Eye On Literacy 2014



Guidebook for Literacy Practitioners
Suggested activities to accompany the Health Literacy Partnership materials



CIWA
Calgary Immigrant Women's Association



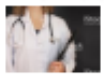


My Appointment

Appointment date:

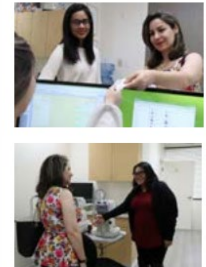
Clinic name:

Clinic address:

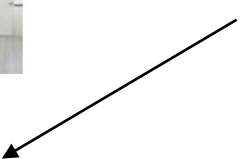

My appointment is for:

	<input type="text"/>	Other: <input style="width: 100%; height: 100%;" type="text"/>
Lab	<input type="text"/>	
	<input type="text"/>	
	<input type="text"/>	

18



vision

My Health Passport

First name:

Last name:

I speak:

Month / Year:

Responsive Programming



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ATESL's Best Practices for EAL Literacy

1. Identifying and placing literacy students
2. Hiring, training, and supporting instructors
3. Addressing barriers through support
4. Literacy-friendly learning environment
5. Instruction in phonics and strategies
6. Digital literacy and numeracy
7. Integration into regular EAL classes



We are always working on how we address the best practices!

[ATESL Best Practices for Adult EAL and LINC Programming in Alberta, pp. 163-180](#)

Identifying and Placing Literacy Students

- Internal placement guidelines
- Diagnostic classes
- Special considerations for changing streams (Lit → CLB) and semi-literate students


What word does not belong?

Circle the word that *doesn't* match the other words.







1. mother	son	sleep	husband
2. eat	walk	drive	teacher
3. write	small	fat	tall
4. sad	test	tired	angry
5. table	car	paper	beautiful

Assessment Benchmarks

HOLISTIC EVALUATION WHEN PLACING STUDENTS



Class Benchmarks

<ul style="list-style-type: none"> • The younger the student the more chances of learning well and progressing fast. <p>Age</p> 	<ul style="list-style-type: none"> • Languages that use the Roman Alphabet make it easier to learn English (Spanish vs Arabic). <p>Language Proximity</p> 	<ul style="list-style-type: none"> • Formal vs. informal (refugee camp) • Interrupted and incomplete education • More vs less recent <p>Prior Learning</p> 
<ul style="list-style-type: none"> • Work • Citizenship • Further education (CLB 6+, ESL, EAP) <p>Goals</p> 	<ul style="list-style-type: none"> • Months vs years • Work (self-employed vs labourer) • Friends of English speakers <p>Living in Canada</p> 	<ul style="list-style-type: none"> • Mainstream vs Literacy • Women's only • Space availability <p>Programming</p> 

Revised Nov. 3, 2023



Training Instructors

-Collaborative

-Flipped classroom model

-Sessions:

- Introduction to literacy at ECSD LINC
- Instructional methods for literacy classes
- Learning strategies and skills
- Material design
- Deconstructing the task part 1 and 2
- Best practices for listening

-Weekly assignments

Session #2 Instructional Methods

1. You are preparing students for a writing task about Registering for a Class in a Community Centre. How would you get students ready using the Whole-Part-Whole Learning Cycle?
2. Opportunities for LEA can be present in your class at any time, reflect on previous experiences and recall a time when you could have implemented it either as a group or as a personal experience.
3. In terms of "reading instructional level", how successful have you been in providing *instructional level texts* to students? What can you do to avoid giving students reading materials at the frustration level?
Prepare any questions you have.

Assignment #2: <https://forms.office.com/r/ev2EsauB9x>

Training Timeline



In-house LINC Training



ECSD



LITERACY DOCUMENTS

PLANNING

TEACHING

ASSESSING



Grammatical Knowledge

Developed by cross-referencing the CLB Document and CLB: ESL for ALL

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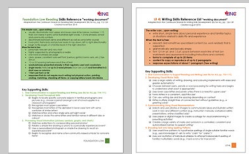


Sight Words

Teacher-produced out of 176 function words from the Essential Word Lists

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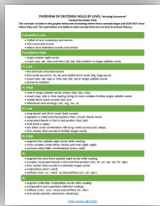
Reference Lists (R/W)

Extracted from the Continuum of Literacy Skills from CLB: ESL for ALL

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*The overview of each list

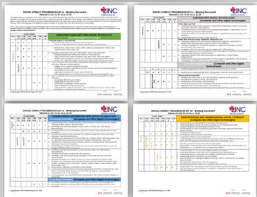


Overview of Decoding Skills

Synopsis of the strand 4, Decoding Text and Recognizing Spelling Patterns, from the Reading Reference List

√

Strong skills in 2L are critical



Digital Literacy Progression List

Extracted from CLB: ESL for ALL pp. 24-28

√

√



Benchmark Profiles

Reflect the CLB Document and CLB: ESL for ALL

√

√

√

Search online: LINC Literacy @ ECSD

ut	Teaching & Assessing	L
	Grammatical Knowledge	
	Literacy Documents	
	Language Experience Approach	
	Portfolio Based Language Assessment	
	Task Based Language Teaching	
	Whole Part Whole	

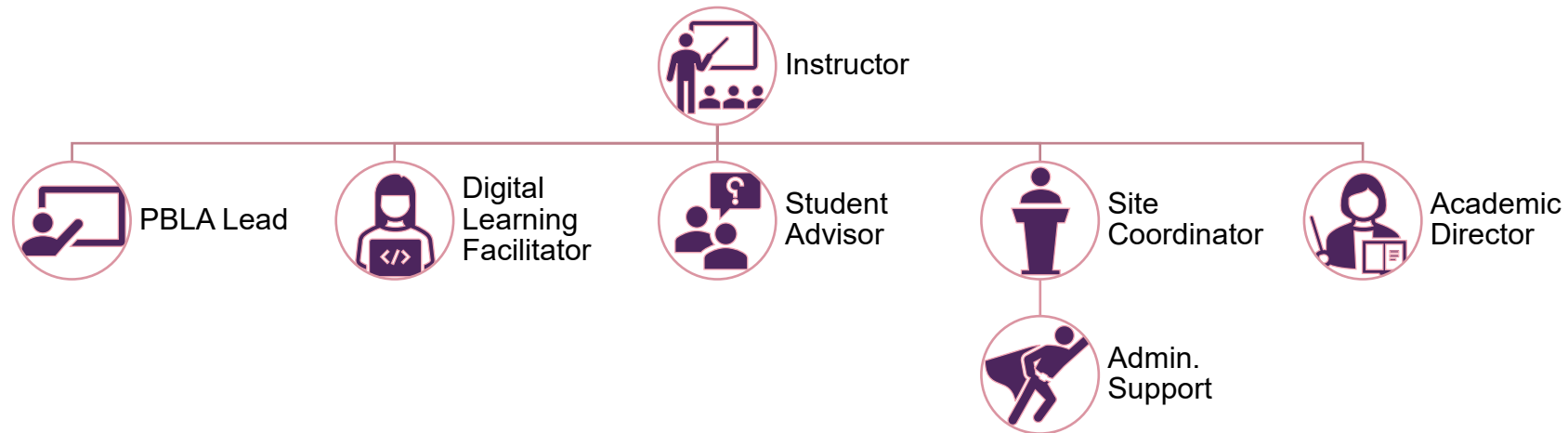
Literacy Levels
Foundation L
1L
2L
3L
4L

s	Literacy Skills	F
	Digital Literacy	
	Listening Best Practices	
	Overview of Decoding Skills	
	Sight Words	

The screenshot shows the LINC Literacy @ ECSD website. At the top, there is a logo with a red maple leaf and the text 'LINC LITERACY @ ECSD'. Below the logo is a search bar and a navigation menu with the following items: Home, About, Teaching & Assessing, Literacy Levels, Literacy Skills, Professional Development, and Blog. A red arrow points to the 'Literacy Levels' menu item. The main content area features a large teal banner with the quote: "Literacy level learners may be beginning learners, but they are not beginning thinkers." attributed to Brod, 1999. Below the banner are two columns of resource cards. The 'Core Resources' column includes cards for 'Canadian Language Proficiency Scale', 'ECSD LINC PROGRAM 2019 Curriculum Guidelines for CLB and Literacy Streams', 'ESL for Adult Literacy Learners (ALL)', and 'CLB: ESL for ALL SUPPORT KIT'. The 'Other Resources' column includes cards for 'ESL Literacy Network', 'Literacy Minnesota', 'Onliteracy', and 'Literacy Centre of Expertise'. The footer contains the text: © 2023 by ECSD LINC. Proudly created with Wix.com.

<https://ecsdinc.wixsite.com/lincliteracyatecsd>

Supporting Instructors



- Admin Days
- Binder Review
- Reports/Conf.
- PBLA/Collaboration
- Planning/Clean Up
- PBLA Prep. Days
- 1st Day of Classes
- Breaks

Nov. 23 Collab. Topic 6-7pm

Onboarding Students to Use Digital Literacy

After a short general meeting, instructors will join either the [WhatsApp and Teams Channel](#) OR the [Avenue Users Channel](#) to accomplish the task(s) below by the end of the collaboration session.

- St. Basil and Clareview will collaborate together, instructors will join the private channels mentioned above after the general meeting.
- Diana and Amanda will chair the **WhatsApp and Teams meeting (Fd L, 1/1L, 2/2L, and 1/2)**
- Desy and Eman will chair the **Avenue Users meeting (3/3L, 4/4L and 5)**
- Citizenship instructors feel free to choose between the Avenue users meeting or collaborate among yourselves

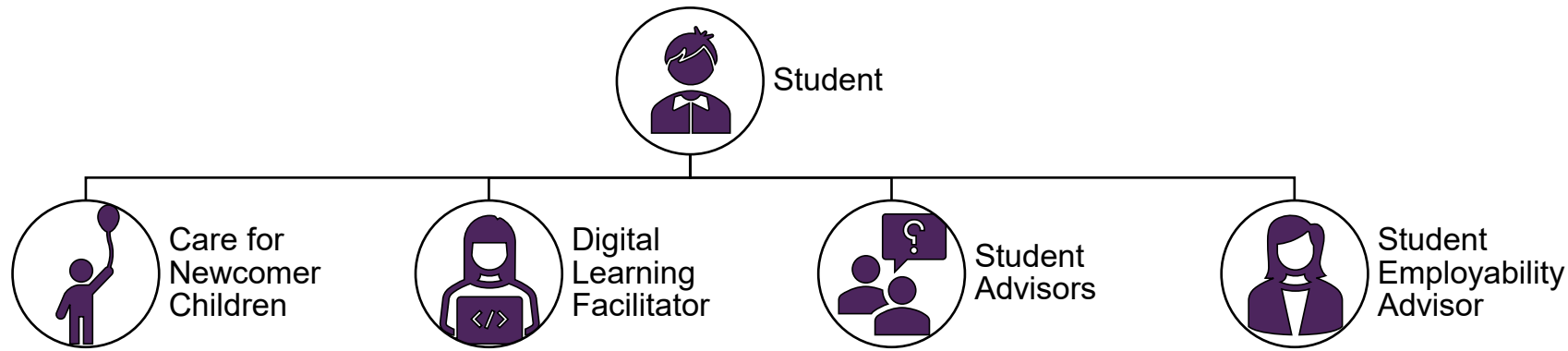
Topic 1: share how to effectively prepare students for using level appropriate technology (see levels above) + a tentative completion timeline.

Topic 2: if time allows, what would you like to collaborate on next month? Leave individual replies to this post!

2:15 - 2:45 PM
Admin Hours

8:45 - 9:00 PM
Admin. Hours

Addressing Barriers Through Support



Support Programs for Students

- Seniors class
- Decoding skills class
- Citizenship class



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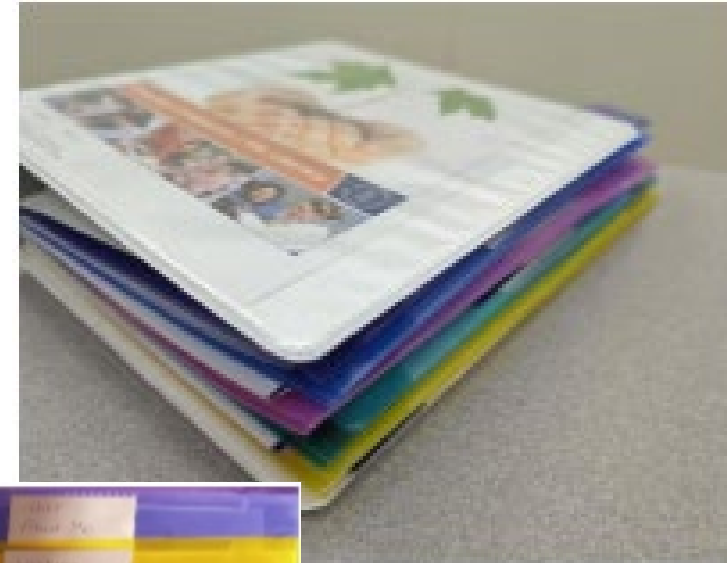
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Addressing Barriers Through Support Cont'd

PBLA Accommodation

- PBLA Envelopes
- Inventories completed by instructors (FdL-2L)
- Timing of Needs Assessment/Goals
- Dividing literacy classes into Low and High



  About Me Inventory

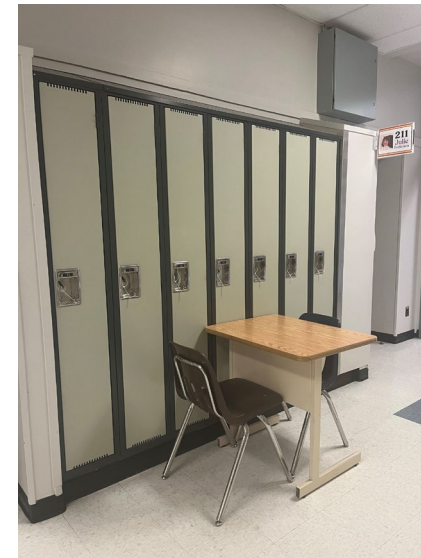
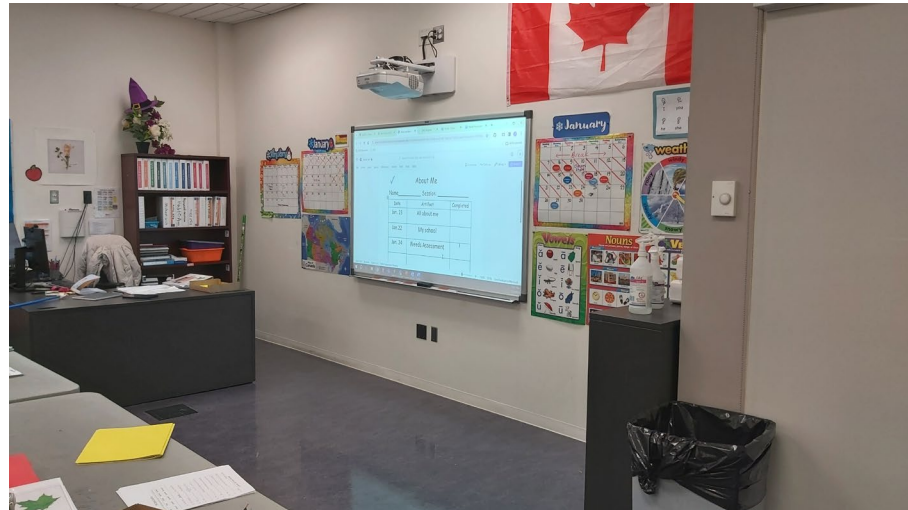
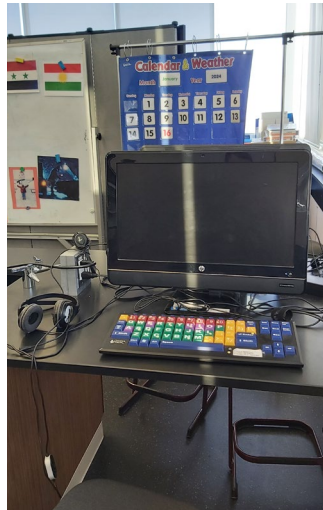
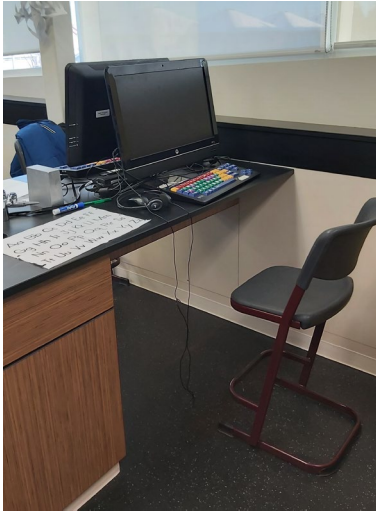
Date	Title
March 4	Needs Assessment
May 17	Find a Job Module - Self Reflection
May 27	CLB Levels
May 27	Goals
August 9	Banking Module - Self Reflection



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Literacy-Friendly Learning Environment

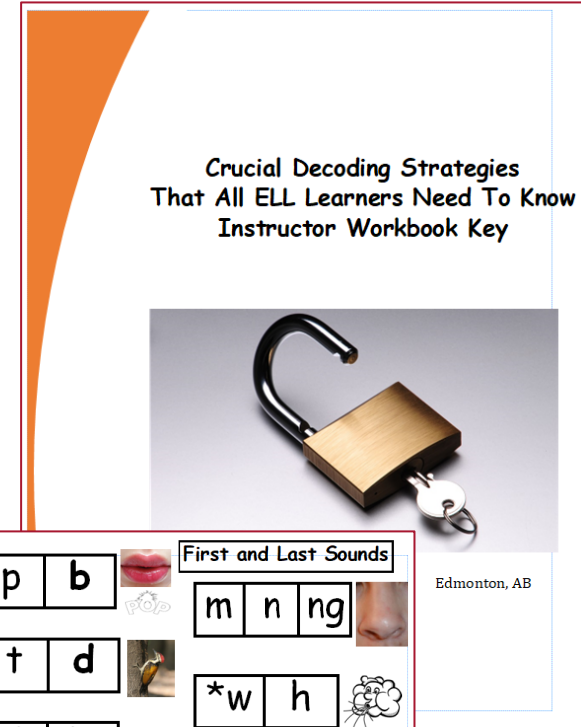


Instruction in Phonics and Strategies

- Regular decoding/encoding instruction
- Reading class
- Embedded strategy instruction

Foundation low
<ul style="list-style-type: none"> • rhythm of oral vocabulary and names • first consonant sound • letters have individual sounds and names
Foundation high
<ul style="list-style-type: none"> • single syllable sight words • onset (cap, cat, cab) and rime (cat, bat, hat) isolation in single syllable words
1L low
<ul style="list-style-type: none"> • first and last consonant sound • first vowel sound (in, on, at) and medial short vowel (big, bag) sound • onset (cab, cat, cap) or rime (cat, bat, rat) in single syllable words • phoneme isolation
1L high
<ul style="list-style-type: none"> • rime in single syllable words (make, take, day, may) • onset (clap, clip) or rime (spring, bring) in more complex familiar single syllable words • medial short vowel sounds (hat, hot) • inflectional verb endings (-ed, -ing, -es, -s)
2L low
<ul style="list-style-type: none"> • long (bead) and short vowel (bed) sounds • digraphs in initial and final position (fish, church, thank, duck) • consonant blends in first or last position (trip, last) • final silent e (date) • two letter vowel combination with long vowel sound (coat, sleep) • first, medial, final sounds in familiar longer words
2L high
<ul style="list-style-type: none"> • segment two syllable sight words while reading • more complex onset (three, throw) and rime (right, night) • common silent letter combinations (know, walk)
3L
<ul style="list-style-type: none"> • segment two and three syllable sight words while reading • complex consonant blends in first and final position (shr, str, scr, spr, spl, thr, dge) • first, medial, final sounds in unfamiliar longer words • contractions (don't, can't) • suffixes (-tion, -ar, -ment, -ly) and prefixes (un-, on-, pre-)
4L
<ul style="list-style-type: none"> • segment unfamiliar multisyllabic words while reading • comparative and superlative inflection endings • suffixes (-cian, -ous, -ness) and prefixes (re-, dis-) • root words (electric, electrician, electricity)

CLB Level 3L	Theme: Education	Module: Studying Online
Listening		
Real World Task Goal(s) <i>Start with an imperative form of a communicative action verb.</i>	Follow teacher's instructions in BigBlueButton.	
CLB Competency(ies) <i>Include the Competency Statement and applicable Indicators of Ability from the CLB Document.</i>	L.II. Comprehending Instructions	--Select--
	Understand instructions related to familiar, everyday situations of immediate personal relevance. (2-4 steps) <ul style="list-style-type: none"> • Identifies words and phrases that indicate location. • Simple and compound structures • Responds with correct actions 	
Language Focus <i>Refer to Knowledge and Strategies pages in the CLB Document.</i>	Vocab: icon, ellipsis, top/bottom, box/window, link, type, choose, forum, reply, public chat, message Grammar: simple and compound instructions	
Learning Strategies <i>List strategies that indicate problems in understanding, memorizing vocab., or managing interactions.</i>	Asking for repetition, confirmation, clarification	



First and Last Sounds

p	b	m	n	ng
t	d	*w	h	
*k	*g	*l	r	
*f	v	*c	*x	*qu
th	th			
*s	z			
ch	j	sh		

Digital Literacy

DL Progression List

- Created in August 2020
- Based on CLB: ESL for ALL pp.
- For planning and teaching. Mastery not required for progression.
- Skill progression the darker the colour shade, the more focus needed.
- Four categories:
 1. Developing Familiarity
 2. Understanding Info.
 3. Creating with
 4. Digital Citizenship

DIGITAL LITERACY PROGRESSION LIST v6 - Working Document
Referred to CLB: ESL for ALL p. 24-28

The Digital Literacy Progression List is a document to use when planning and teaching, not for promoting or assessing (mastery is not required for students to progress). The list shows progression by using this symbol ▶ in different colour shades. Dark indicates skills that need to be focused on and lighter shades indicate skills that have been addressed before but still might need some attention. It is recommended that teachers integrate Digital Literacy within the language and settlement topics involved in modules and tasks they develop for their classes.

Note: video conferencing tools through WhatsApp, Teams, and Avenue.ca (Big Blue Button) are meant to be used in fully online classes, the online portion of blended learning or a classroom due to a pandemic. Face-to-face classes do not require video conferencing but should expose students to it in preparation for the possible scenarios mentioned above.

Fd L	CLASS LEVELS						CLB 6
	CLB 1/1L	CLB 2/2L	CLB 3/3L	CLB 4/4L	CLB 5	CLB 6	
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶

DEVELOPING FAMILIARITY WITH DIGITAL TECHNOLOGY
Operating Digital Technologies

Computer (laptop or Chromebook)

- naming the basic parts of a computer and accessories:
 - mouse, touchpad/touchpad, computer, headphones, and keyboard.
 - home button, screen, icons, cursor, printer, USB port, power button, memory stick, camera, send, screen share, etc.

DIGITAL LITERACY PROGRESSION LIST v6 - Working Document
Referred to CLB: ESL for ALL p. 24-28

Fd L	CLASS LEVELS						CLB 6
	CLB 1/1L	CLB 2/2L	CLB 3/3L	CLB 4/4L	CLB 5	CLB 6	
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶

UNDERSTANDING INFORMATION WITH DIGITAL TECHNOLOGIES
Accessing Information (Computer and Other Digital Technologies)

- understanding what a website looks like and accessing an instructor-selected website following guided, step-by-step instruction.
- identifying and selecting hyperlinks (Teams, Loom, YouTube, etc.) with step-by-step assistance.
- accessing Speech to Text (translation) and Text to Speech (read aloud) features when available.
- accessing the internet using a browser icon (Chrome, Edge, etc.) or the start menu following a teacher demonstration.
- identifying and using browser (Chrome, Edge, etc.) toolbar buttons following guided, step-by-step instructions (home, back, forward, minimize and maximize, close, etc.).
- identifying the address bar and accessing websites by entering a level appropriate URL following a teacher demonstration.

DIGITAL LITERACY PROGRESSION LIST v6 - Working Document
Referred to CLB: ESL for ALL p. 24-28

Fd L	CLASS LEVELS						CLB 6
	CLB 1/1L	CLB 2/2L	CLB 3/3L	CLB 4/4L	CLB 5	CLB 6	
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶

CREATING WITH DIGITAL TECHNOLOGIES
Presenting Ideas (Computer and Other Digital Technologies)

Audio, Video and Text

- identifying level appropriate programs or applications (WhatsApp vs Teams icon) being used in the classroom, with assistance.
- identifying the basic functionality of level appropriate programs or applications (mic for audio) following a teacher demonstration.
- using basic features in level appropriate programs or applications to present ideas, with assistance.
- informing the teacher of issues to get assistance.

DIGITAL LITERACY PROGRESSION LIST v6 - Working Document
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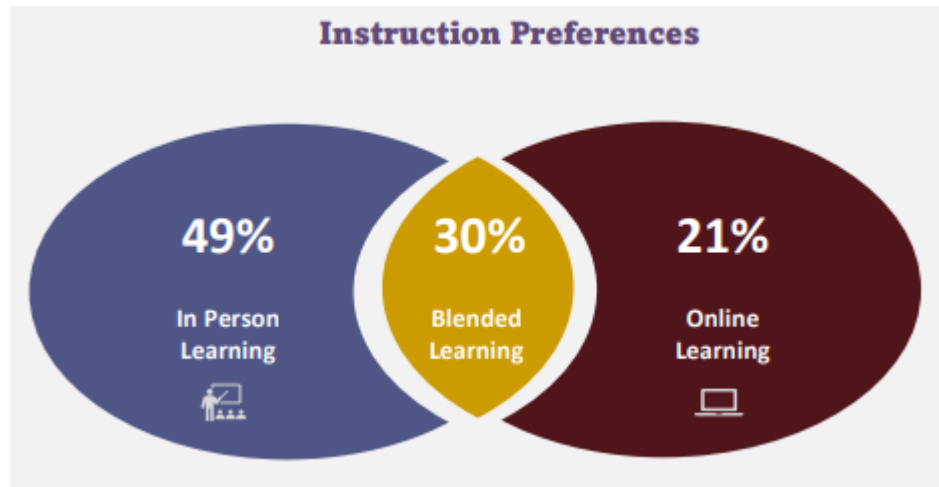
Fd L	CLASS LEVELS						CLB 6
	CLB 1/1L	CLB 2/2L	CLB 3/3L	CLB 4/4L	CLB 5	CLB 6	
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶
Exposed to	▶	▶	▶	▶	▶	▶	▶

DEMONSTRATING AND UNDERSTANDING DIGITAL CITIZENSHIP
(Computer and Other Digital Technologies)

- demonstrating an understanding of usernames and passwords.
- understanding that certain information is private and not shared (passwords).
- understanding that not everything found online is true.
- avoiding giving out their own personal information and other's personal information without consent.
- creating a strong password.
- keeping passwords protected and private.
- using basic emoticons when appropriate.
- understanding of acceptable and nonacceptable behavioural differences between online and in-classroom environments (legal place, interruptions, etc.).
- selecting usernames and avatars that are appropriate.
- following the communication norms and common language of the communication tool, netiquette (e.g., you should not use all upper-case letters).
- understanding how to protect their digital identity and footprint.
- protecting themselves and others from cyberbullying and similar behaviours.
- understanding how to determine the credibility of information on Internet.
- understanding how to recognize secure websites.
- selecting the privacy settings on digital technology tools to control access to updates, posts, or profile.
- identifying and deleting junk mail, including spam.
- distinguishing between reliable and unreliable online contacts.
- using caution when opening an email from an unknown contact (phishing).
- demonstrating an understanding of copyright by citing others when referencing or including their work.

Digital Literacy Continued

- Program evaluation completed by all students each term
- Results impact programming decisions



St. Patrick Sept-Dec 2021 Student Evaluations Summary

Student Program Evaluation Full Time Clareview Rec. Centre August - December 2023

Teachers can complete surveys on behalf of students or students can complete them on their own (during class time). This survey does not keep or ask for students' names, please give us sincere answers to make the program better! **The deadline to complete this survey is Thursday, December 21st, 2023.**

* Required

ABOUT THE SCHOOL

1

The school is... *



Excellent

Good

Not Good

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