

COMMUNITY – DISTRICT LITERACY PLAN



School District No. 51 (Boundary)

May 2008



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Acknowledgements

It takes much time, energy and commitment to create a district literacy plan. We gratefully acknowledge the major contribution by the members of the District Literacy Planning Committee in helping to bring our plan into creation:

Leda Leander – Boundary Family and Individual Services Society
Lizanne Eastwood – Columbia Basin Alliance for Literacy
Ellen Strelaeff – StrongStart, Family Centres, Success by Six
Maxine Ruzicka – Director of Instruction, School District No. 51
Michael Strukoff – Superintendent of Schools, School District No. 51

We would also like to thank Jane Green of PivotPoint Coaching for her energetic and joyful approach in organizing the strategic planning process, and for her skilled facilitation in implementing it.

We are a community that excels in building partnerships. We look forward to experiencing what will come from the new levels of collaboration which this literacy planning process has created.

Michael Strukoff
Superintendent of Schools
Boundary Board of Education



From left to right: Joanie Holmes, Julie Draper, Jane Green, Lizanne Eastwood, Maxine Ruzicka, Leda Leander and Erika Schoenfeld with an illustration of the District Literacy Planning Day

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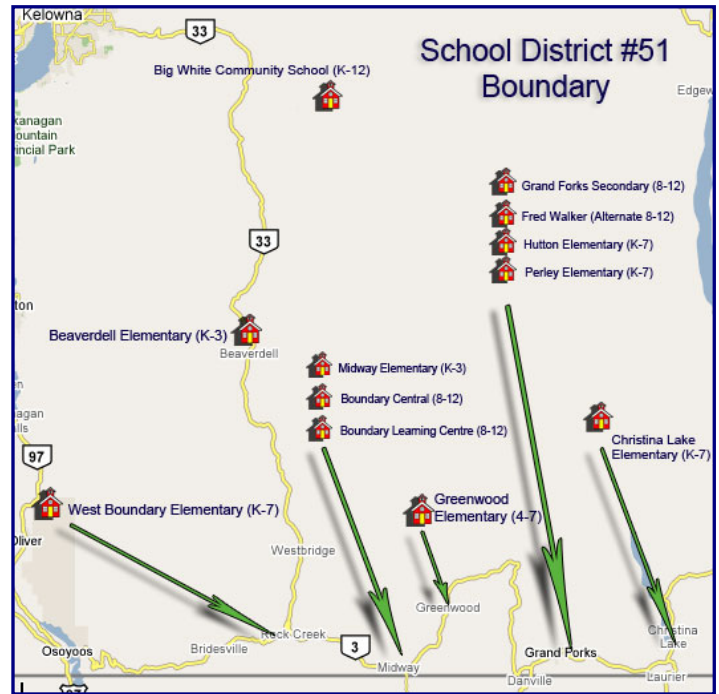
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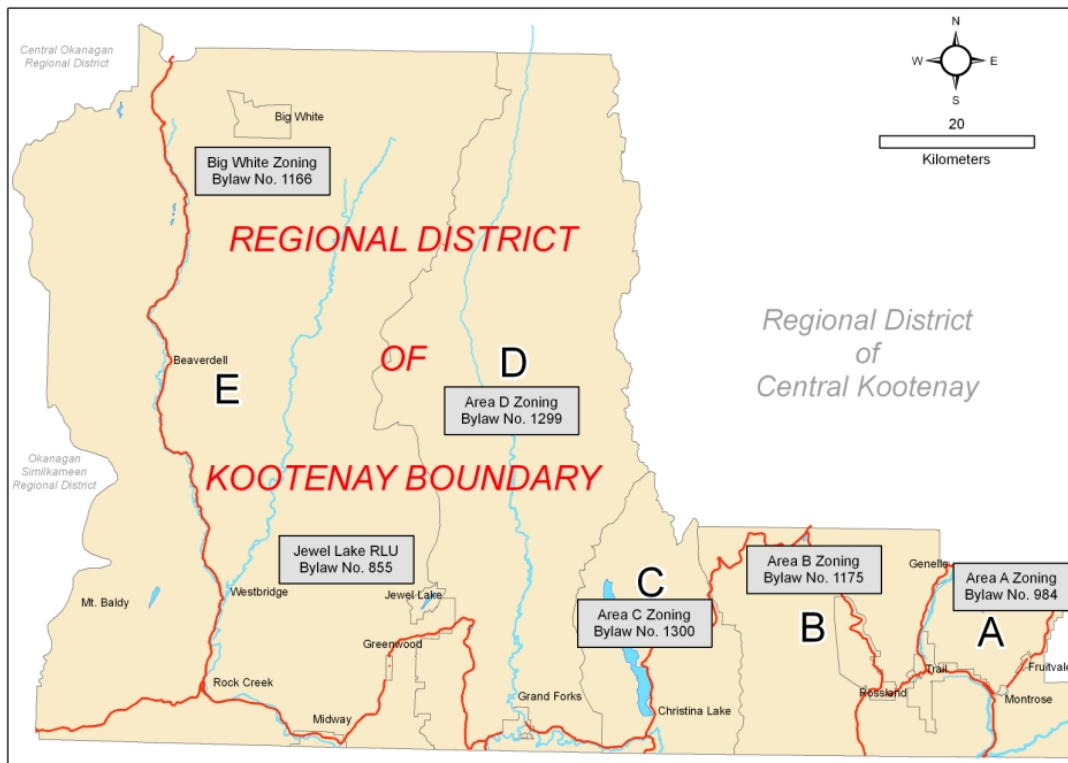
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A. The Context:

School District #51 – Boundary is made up of three municipalities within the Regional District of Kootenay Boundary including Grand Forks, Greenwood and Midway and the unincorporated Electoral Areas of C, D and E including the communities of Christina Lake, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White. It covers 7000 sq. kilometers, and has a resident population of 12,769 with 67% of the dwellings categorized as rural. Non-English speaking households make up 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The School District population is 1430 FTE (Sept. 30, 2007). The population has been in decline since 1998.



REGIONAL DISTRICT OF KOOTENAY BOUNDARY ZONING BYLAWS



B. Trends, issues, barriers:

1. The local economy is in a state of transition. It has traditionally relied on resource extraction (forestry, mining). However, that is changing as the forest industry declines. This past winter, CanPar (a particle board manufacturing plant) closed down, and Pope and Talbot's two sawmills in Grand Forks and Midway were sold. Neither mill has re-opened, nor is there any word on when they will re-open. In the midst of this unpredictable economic climate, there is a move towards creating new forms of employment in tourism and agriculture. While many families have had to move away in search of new work, there is also an influx of new residents who are retiring to the area. The new arrivals are bringing with them skills and background that help to diversify the community.
2. Public transportation is an issue in this rural area. The only option is a community bus which is available on a very limited basis. This means many families and individuals are unable to access public services.
3. The Boundary has a small population that is spread out over many kilometers. It takes 2.5 hours to drive from one end of the district to the other. This presents challenges in delivering programs in some of the smaller, hard-to-reach communities.
4. The skills shortage affects everyone. However, as a small district, it is especially difficult to find and retain qualified educators to teach early years and special education programs.

C. What is literacy?

The concept of literacy is constantly evolving. It used to be understood as a set of discreet skills limited to reading and writing. That definition has widened to encompass a functional view of literacy as the ability to accomplish tasks and participate in the world around us. Accordingly, the International Adult and Literacy and Life Skills Survey (2005) has defined literacy as "the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential." This wider perspective moves literacy into new realms. As ReadNow BC states: "This means literacy can include social, emotional, and interpersonal communication skills, the use of technology, and arts and creative expression."

This expanded view of literacy has been considered at various literacy gatherings in the Boundary since the Literacy Now process began in 2005. New technologies allow learners to express themselves and demonstrate understanding outside of the traditional skill sets of reading and writing. As the community becomes ever more aware of the diverse learning needs of people of various ages, learning styles and abilities, the definition of literacy has expanded accordingly. Thus, the local community embraces literacy as being synonymous with "learning".

D. Partners

School District #51 has formed partnerships with the following organizations for the purpose of developing the District Literacy Plan:

The District Literacy Planning Committee was formed to direct the planning process of the District Literacy Plan. The six member committee represents Boundary Family and Individual Services Society, Columbia Basin Alliance for Literacy, School District 51, StrongStart, Family Centres, and Success by Six.

The Boundary Literacy Advisory was created through the auspices of the Columbia Basin Alliance for Literacy to guide the development of the Community Literacy Plan through the Literacy Now process. This process involved over 75 people in 3 major planning events between November 2004 and October 2006. These plans are integral to the community as well as to the District planning process. For this reason, the Boundary Literacy Advisory, with its mission to develop, plan, encourage and support literacy in the Boundary, acts as a broad-based clearing house. The 12 member consortium covers a wide spectrum of the community including: School District 51, Columbia Basin Alliance for Literacy (community literacy), Selkirk College, Grand Forks Public Library, infant development programs, Grand Forks City Council, youth, Community Futures, Aboriginal programs, seniors, and literacy volunteers.

The Columbia Basin Alliance for Literacy (CBAL) is a charitable non-profit organization that was formed in 2001 to provide leadership and support to local community action efforts related to literacy and to partner with other regional bodies to promote those ends. Through its many on-going programs and events, it provides literacy opportunities for Boundary residents from babies to seniors.

The Boundary Early Years Advisory Committee was formed to promote healthy early child development through programs and resources that strengthen and support children, families and the community. Its members represent the following services across the Boundary: Boundary and Family Individual Services Society, School District #51, Success by Six, Children First, StrongStart, Family Centres, parents and grandparents, community outreach, services for children who witness abuse, pregnancy outreach, CAPC, Aboriginal outreach, public health, infant development, child care resource and referral, daycare, libraries, speech and hearing therapist, and pediatric physiologist.

E: Long Term Goals

The literacy planning process has been guided by three long term goals:

- ✓ **Goal 1:** Sustain and strengthen the existing learning programs and resources that encourage children, youth, and adults to become literate and to enjoy literacy activities.
- ✓ **Goal 2:** Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.



- ✓ **Goal 3:** Learning and literacy activities will become embedded in community settings.

F: The Planning Process

Step 1: May 11, 07:

SD 51 and the Boundary Family Centres Consortium held a meeting with early years providers to talk about the successes, challenges and future directions as they relate to the early years. The following themes emerged:

Enhance learning opportunities, skill building and connections for families

- ✓ Enhance children's development through learning and play.
- ✓ Support parents and their children by providing opportunities for them to build relationships, connections and skills.

Increase accessibility to programs and community life

- ✓ Increase accessibility for families by assisting with transportation issues, offering programs at a variety of times and providing welcoming outreach to hard to reach and low-resourced parents.

Increase communication and awareness both internally with the early childhood network

- ✓ Increase communication and awareness both internally with the Early Childhood network, throughout the education system and externally with the community.
- ✓ Raise awareness through skillful marketing.

Learning Culture

- ✓ Gain a greater understanding of the community factors that nurture learning cultures and build on these factors.
- ✓ Evaluate and respond to findings.



Participants working on their plan at the District Literacy Planning Day

Step 2: In December 2007 and onward

The District Literacy Planning Committee began meeting to identify the most effective strategic planning process for the Boundary community. It was decided that there would be one Boundary-wide planning event encompassing both Community Literacy as well as Early Years to be held on March 7. A consultant with extensive literacy background was hired to lead the team in planning and facilitating the event.

Step 3: January to February 2008

The District Literacy Planning Committee and the consultant met to continue planning for the March 7 event. The guest list was prepared and the plan for the day was drafted. Four focus areas were identified that address the needs of both the Early Years and the District's Literacy Plan. They were: 1) working together 2) community awareness 3) planning and 4) evaluation.

Step 4: March 7, 2008

School District 51 and its partners hosted a day-long strategic planning event. *"Community Roots: Developing Our Boundary Wide Community Literacy/Early Years Strategic Plan"* involving 40 people from multiple sectors in developing action plans with measureable outcomes. A comprehensive plan is created covering literacy from birth to the grave.

E: The Plan

Based on the District Literacy Plan meeting, four focus areas were identified to address the needs of both the District Literacy Plan and the Early Years. These are the priorities that will be addressed in the next 1 - 3 years. To arrive at these plans, the 40 attendees were split up into 12 working groups. The process included spending time considering the focus questions and brainstorming ideas before settling on one specific plan.

This was written by an adult learner who addressed the participants at the District Literacy Plan and Early Years workshop.



How Literacy Programs have Changed My Life

My name is Ross Oliver, I'm 48 and I've been diagnosed with bipolar disorder. After my 7th breakdown in 2000, I met my wife Lorna and started to become involved with people in Grand Forks. Each time I've had a breakdown I have needed help to make a recovery of sorts, whether it was with personal hygiene, diet, exercise, jobs or life skills. Along the way I have found support everywhere I looked for it. Lorna has been my biggest supporter and is always there to help me spot my symptoms. Family and friends are always a big help. Interior Health has been there for me as well and the people with Mental Health and Addictions Services (MHAS) are always ready to point me in the right direction for support and recovery.

Over these past 8 years I have been involved in many programs offered by MHAS at Granby Clubhouse in Grand Forks. This is where I became involved with Christy Luke, the CBAL adult literacy coordinator for Grand Forks, and with the Writing Out Loud (WOL) program. Christy showed people like me that she really believed in us and showed us how to write without editing while you write. This helped me by unblocking my "self consciousness" and gave me confidence to seek out and find better ways to learn. Up until this point I was only aware of the ways I was taught during my grade schooling. This also took the encouragement of my wife.

We came back to see Christy to help me improve my reading. After a short test we found out that I needed help with reading between the lines. After getting a tutor picked out for me, this process has been a real pleasure. We make a lot of break time to discuss all sorts of things that are on our minds and that opens space for learning the lessons of the day. My tutor and I have enjoyed Scrabble as well to lighten the load. I appreciate the student specific treatment I have received and I would like to thank everyone for their help with this program. So far we have covered just the tip of the iceberg on this subject. but learning this little

Focus Area 1: Working Together

Consider: How can we increase community capacity?
 How can we work together more effectively?
 How can we effectively advocate for people we are concerned for?

Lifespan

Highlights of participant's comments:

Are other communities doing this? What can we take from them?

Parent volunteer to be on the IDP Advisory (Infant Development).

Better communication between groups as to what's offered, less overlaps, room for new programs, connecting facilitators.

Offer low / no cost workshops with incentives to attend such as child care, lunch, prizes..... like today!

Support ASQ training.

Tell people why literacy is important to them, their kids.

Who	Shawn Lockhart Kathy Anderson - Convener Katie Jepsen Wanda Hecht Judy Foucher	Joanie Holmes Lizanne Eastwood Judy Fletcher Kathy Moslin Yvonne Coupland	Ross Oliver Angela Soukoreff Maxine Ruzicka Pauline Schmidt Leanne Strang
Describe	<p>Title: <i>Awareness of Literacy Programs / What is literacy?</i></p> <p>Communicate across the Boundary all the literacy programs that are available through a widely-seen calendar.</p>		
3 Years	The calendar will appear on a website (WIKI), in the newspaper, in pamphlets and multiple displays across the district.		
1 Year	The calendar will appear on a regular basis in multiple displays and pamphlets across the district. Evaluate: are we reaching the people?		
6 Months	Get name and definition out there. The calendar will appear in the newspaper and in pamphlets on a regular basis across the district. Another meeting of this nature (community literacy)		
Next Steps	Come up with a written definition of literacy (not just 3R's). For the summer create a calendar of available programs.		
Potential Bumps	How to engage everyone? Need personnel, money, Inclusion.		
Strengths	Lots of programs in place to draw upon. Each community can communicate what is happening in that area. Tap into an existing position.		
We Need	\$\$\$ Partnership with existing facilities. \$100.00 for our first ad in the paper.		

Success statement:
 Participants from "What is Literacy" will meet with those from "Awareness of Literacy Programs" to combine the two projects. They will develop an expanded definition of literacy. A calendar of literacy events will be posted on a regular basis in the newspaper, in pamphlets, and on a website. It will appear on displays in at least 4 communities in the Boundary.

Focus Area 2: Community Awareness

Consider: How can we increase awareness of what's happening?
 How can we share resources?
 How can we be sure everyone knows what's happening and where to get supports?

Kindergarten – 12 & Adult

Highlights of participant's comments:

Angela S. help with proposal to Phoenix Foundation, Legion.

Teach about awareness; sharing with people who don't know; identify groups; spread good news; get input / feedback; repeat.

What else can we do? Use electronic bulletin boards; use City newsletter and RDKB news; radio; celebrations.

Bring well known children's authors to community for "community reads".

Share successes and "stories of our lives". Our community is rich in diverse cultures, ideas and stories!

Who	Rob Simpson – Convener Ross Oliver Brian Foy	Yvonne Coupland Tabitha Boruck Amy Zorn	Angela Soukoreff Walt Osellame Ardena Elliot
Describe	Title: <i>Building Community Information Board</i> Weather-proof, covered, info board, behind glass, attractive collection of community event calendars, contact info for community players. Located in the hub of each community in the Boundary.		
3 Years	Everybody knows about it, uses it to access services, creating joyful community. Town Crier / Know it All (from next project) updates the boards.		
1 Year	Boards up – regularly updated.		
6 Months	Build boards – blueprints, locations, funding.		
Next Steps	Contact players and cost it out.		
Potential Bumps	Finding person to cost out blue prints.		
Strengths	One central location in each community. Less time required by service providers to share info.		
We Need	People		

Success statement:
 A bulletin board containing a community events calendar and contacts is built in at least 3 Boundary communities.

Focus area 2: Community Awareness

Birth to Kindergarten & Lifespan

Highlights of participant's comments:

Has this happened elsewhere? What worked/didn't work? What can we learn?

Inform each other of when/where children's programs are occurring so we can let public know. e.g. library programs, family centre programs.

Think about adding town crier roles to ones that already exist – e.g. access extra funding for Lizanne's and Christy's roles. It's tough to start new roles.

I think CBAL would probably contribute some ongoing funding

Pool info through WIKI.

Who	Kathy Anderson – Convener Pauline Schmidt Claire Naylor Katie Jepsen	Judy Foucher Scott Stewart Shawn Lockhart
Describe	Title: <i>Boundary Wide Community "Know-it-All / Town Crier</i>	
	Two individuals (1 in office, 1 roving) who link people to services in literacy, health, recreation, social and education. Their job: take phone calls, direct public to programs/agencies, update website, and create community bulletin boards.	
3 Years	Position filled, structures in place, operational Brochures available Cross Highway #3 banner Bulletin board designed and stocked	
1 Year	Access funds Secure agreement Secure location	
6 Months	Planning meetings start Promotional presentation developed Info from other pilot programs / projects	
Next Steps	Identify all players for planning purposes	
Potential Bumps	Who wants to commit time? Where will money come from? Will \$ keep coming from year to year?	
Strengths	Highly visible and accessible to all ages, reading levels, incomes. Boundary-wide; up-to-the-minute; creates employment.	
We Need\$	Funding partners, office space, volunteers	

Success statement:

One person is trained and hired to link the public with community services. An office is set up. Start up funding is secured.

Focus area 3: Planning

Consider: How do we increase access for hard to reach families?
 How do we screen and assess effectively?
 How do we respond to children, youth and adults who are experiencing literacy and/or developmental difficulties?
 How do we assure that we understand the priorities in this region and are ready to respond when funds become available?

Birth to Kindergarten

Highlights of participant's comments:

Daycare and pre-school ASQ on registration within 2 months.

ASQ info should be available to pregnant moms as well. Involve Peer Mentors, Baby's Best Chance and Doulas to catch them.

Separate tests for screening for visual, spoken and practical.

Continue to involve an even more diverse group in planning.

Keep moving forward. Love your plans!

Who	Darryl Turner – in charge Leda Leander – meeting convener Katie Jepsen Judy Fletcher	Jessica Strohman Joanie Holmes Wanda Hecht Connie Bielert	Michael Strukoff
Describe	Title: <i>Early Childhood Wellbeing Counts</i> Screening – Work towards universal screen using Ages and Stages Questionnaire. Working with screening committee partners and parents.		
3 Years	Boundary communities screening for development at the following ages: 6 months, 21 months, 4 years. Three StrongStart Centres operating.		
1 Year	Grand Forks screening in outlying areas for 21 month olds.		
6 Months	2 nd StrongStart (Rural Dispersal Model) Screening training in Grand Forks, Christina Lake, and Westbridge		
Potential Bumps	Weather		
Strengths	Partnerships		

Success statement:

Parents and partners in at least 3 Boundary communities are trained in using the Ages and Stages Questionnaire. Children aged 6 months, 21 months, and 4 years old in those communities are screened.

Focus area 3: Planning

Kindergarten – 12

Who	Kevin Argue – convener Ross Oliver Lizanne Eastwood	Leanne Strang Luba White Ellen Strelaeff	Karren Donald Kathy Anderson
Describe	Title: <i>Starting Stronger</i> Support children and families to access services, resources and community supports through StrongStart Centres across the Boundary.		
3 Years	Three established StrongStart Centres. Transportation available all over Boundary to attend all functions. Array of after-school programming.		
1 Year	Catalogue resource libraries, specific group libraries, long-term include schools.		
6 Months	Broader community awareness, Boundary Literacy Learning Early Years, review website.		
Next Steps	Meet to develop plans.		
Potential Bumps	Transportation		
Strengths	Partnerships		
We need ...\$	Resources/money for transportation. Funding for more StrongStart Centres		

Highlights of participant's comments:

StrongStart program expansion across the Boundary. Yes!!

Kudos! I've done some exploration about trans issues and would be happy to share info.

StrongStarts at all elementary schools across the Boundary.

Plan based on our greatest needs.

Success statement:

Three StrongStart Centres are operating in the Boundary. Transportation is available in at least 2 communities to enable children and families to attend programs. Resources in 3 community libraries and two specific group libraries have been catalogued.

Focus area 3: Planning

Adult & Lifespan

Who	Pauline Schmidt Kathy Anderson Luba White
Describe	<p>Title: <i>Community Discovery Program</i></p> <p>Multigenerational family events that focus and celebrate community cultures, history and ethnicity. These events will build trust and relationships through strengthening partnerships and family members. Support and extend transportation opportunities. Armchair Travelling Roadshow – storytelling.</p>
3 Years	Discovery Programming in all communities.
1 Year	1 event in each community.
6 Months	Build a template and pilot in Grand Forks.
Next Steps	Partnership planning committee.
Potential Bumps	Time, forming partnership, weather, funding / sponsor.
Strengths	Multigenerational, partnerships, inclusive.
We Need\$	\$5000.00 per year for transportation, food, space, prizes, advertising, honourariums. We need to engage seniors and aboriginals.

Highlights of participant's comments:

Wow!

Like "available to everyone no matter what their literacy level".

Work collaboratively to create an educated community. "Invite all to partake in related opportunities."

Consult with seniors, other cultures and established groups.

Success statement:

Three Boundary communities will each hold one Discovery Program.

Focus area 4: Evaluation

Consider: How do we revise what we're doing so we're more of what works and less of what doesn't?
 How do we reflect on what has happened and gather data?
 How will we celebrate?
 How will we know change has happened?
 What will we count, what will we share, with whom, how, when?

Birth to Kindergarten

Who	Scott Stewart – in charge Leda Leander – convener Katie Jepsen	Tabitha Boruck Judy Fletcher Yvonne Coupland	Louise Heck Linda Manzon Fatima Faria
Describe	Title: <i>Promote Understanding of Ages and Stages of Child Development</i> Provide workshops on Ages and Stages of Child Development to child care providers and parents, service providers. Distribute information through Public Health.		
3 Years	All parents will be aware of the Ages and Stages Questionnaire and feel comfortable using it. (Universal screening)		
1 Year	Visitations at groups/places where youngsters gather with their parents / care providers to educate them about the Ages and Stages Questionnaire.		
6 Months	Put information into newsletters / brochures. Find out how many children in our area already know about the A & S Questionnaire.		
Next Steps	Talk – Network Parents → caregivers → service providers		
We Need \$	Money for promotional material.		

Highlights of participant's comments:

I like the idea of promoting understanding of stages of development.

A&S Questionnaire is important for parents – need to know what is developmentally appropriate.

Invite outside eyes to view how we are doing this – feedback.

Ask parents for feedback.

Success statement:

Information about A&S appears in 3 newsletters. Organizers will visit at least 4 groups/places where families gather to explain A&S Questionnaire, and will network with at least 4 groups of parents/caregivers/ service providers.

Focus area 4: Evaluation

Kindergarten - 12

Who	Doug Lacey Laura Matheson Marilyn Strukoff
Describe	<p>Title: <i>Balanced Assessment</i></p> <p>Evaluation needs to be meaningful for the learner. Students are important participants in the development of assessment of / for their learning. We recognize the need for self-assessment balanced with ongoing formal assessment and program evaluations.</p>
3 Years	Students will be positively motivated to use self-assessment strategies to empower their own learning; assessment feedback will be used to promote independent learning (life-long learning!). Students recognize the importance of formal assessments as a part of the learning cycle.
1 Year	Complete the database of self-assessment strategies. Survey of student's attitudes towards self-assessment and how it's impacting their learning. Teacher survey on how self-assessment is working in classrooms. Re-evaluate 3 year goal.
6 Months	Collaborative process: opportunities to share experiences (positive/negative) with teaching peers. Student input – what are they noticing about their learning? Begin gathering a database of strategies.
Next Steps	Conversations regarding self-assessment and what it looks like, among staff, students and parents.
Potential Bumps	Staff buy in

Highlights of participant's comments:

Positive self-assessment given priority to balance feedback.

Measuring qualitatively needs to be part of assessment.

Conferencing rather than marking.

Not everything that is measured is important. Not everything that is important can be measured – Einstein.

Make it meaningful – not number gathering unless there's an end in mind.

Success statement:

A conversation about self-assessment among staff, students and parents will take place and a database of self-assessment will be gathered. Organizers will evaluate the collected information to decide whether to proceed with implementing self-assessment.

Focus area 4: Evaluation

Adult

Highlights of participant's comments:

Adult ties well to planning adult – combine?

Diverse cultures – Show and Tell your stories and teach each other. Sounds like neat ideas!

Celebrate the journey! Make it fun.

Gather more stories like Ross' and public venue for sharing those stories will encourage more participation.

Who	Christy Luke Jessica Strohmann Marilyn Strukoff Karren Donald	Fatima Faria Lizanne Eastwood Pauline Schmidt Kathy Anderson	Becky Deane Angela Soukoreff Louise Heck Margaret Sutherland
Describe	<p>Title: <i>Show and Tell</i></p> <p>Provide sharing opportunities that celebrate and honour life-long learning and inspire others to learn!</p>		
3 Years	Celebrate personal, group, community “stories”, skills, talents, knowledge, successes, learning with community ~ You learn by helping others learn.		
1 Year	Hold the Grand Event. Open invite to all from all walks of our community with special emphasis on reaching new immigrants, special needs and seniors.		
6 Months	Assemble a committee to research and plan a Grand Event that will provide adults the opportunity to explore multiple intelligence / learning styles as possibilities to further life-long learning.		
Next Steps	Present the “broadening of experiences” possibilities of adult learners through increasing their awareness of multiple intelligence and learning styles.		
Potential Bumps	Finding expert organizers Multiple Intelligence leader / coordinator		
Strengths	Addresses ALL interest area		
We Need\$	Money Resource people with expertise Space Participants		

Success statement:

One Grand Event is held that gives adults from a broad spectrum of the community an opportunity to explore multiple intelligences and learning styles.

Focus area 4: Evaluation

Lifespan

Highlights of participant's comments:

Educate parents and community members about what these new assessments are and what is available.

Should be diagnostic – inform practice.

Have a grey area. Things are not always black and white.

Is it working? Ask why.

Quality is assessed and measured by

Who	Bob Chapman – Convener Louise Bayles
Describe	Title: <i>Meaningful Self-assessment at Every Age</i> Important, informed, keeps “self” at centre ~ “I have a goal...” I can, I will, I do, I learn, I like, I plan to improve.....
3 Years	Practicing self-assessment and utilizing resources available through “community” at large.
1 Year	Do it!.
6 Months	Choose plan and solid action / direction for all ages - birth to senior.
Next Steps	Talk ~ inquiring conversations that lead to planning choices with an identified Action Planning Group.
We Need\$	People to participate in action planning.

Success statement:

An action plan is developed and implemented that encourages the use of self-assessment as an effective evaluation tool for all ages.

NEXT STEPS:

- All working groups identified a convener to call the first planning meetings which will take place during the spring of 2008.
- All participants (and those that were invited but were unable to attend) have been sent a package to assist them in moving forward with their working groups. It contains a summary of the proceedings, an action planning template to guide them in what to cover at their first meeting, and a financial request form for start up funds. (See Appendix 4). In order to ensure the literacy projects are linked to the wider community, the Planning Committee asked participants to think about whether this project fits with any other community undertaking they are involved in, and if so, to join the two.
- The District Literacy Planning Committee will meet during the spring 2008 to assess progress and provide guidance on any projects that could benefit from being combined.
- The District will ensure this document is integrated into community literacy programs. It will do that by 1) sharing its resources with existing programs 2) seeking a greater dialogue with adult students, and 3) deepening and expanding the role of the Boundary Literacy Advisory to include providing input and feedback, collaborating, planning, monitoring and reporting.
- District 51 Board of Education will meet to approve the District Literacy Plan in advance of the July 15, 2008 deadline.
- The membership of the District Literacy Planning Committee will be reviewed annually to ensure it remains representative of multiple sectors.
- The Planning Committee will ask for progress reports in October 2008 and in March 2009.
- Evaluation will continue on two levels: First the individual planning group participants will evaluate the project that they created. Secondly, the District Literacy Planning Committee will review and evaluate the overall plan on an annual basis.



The participants of the District Literacy Planning Day

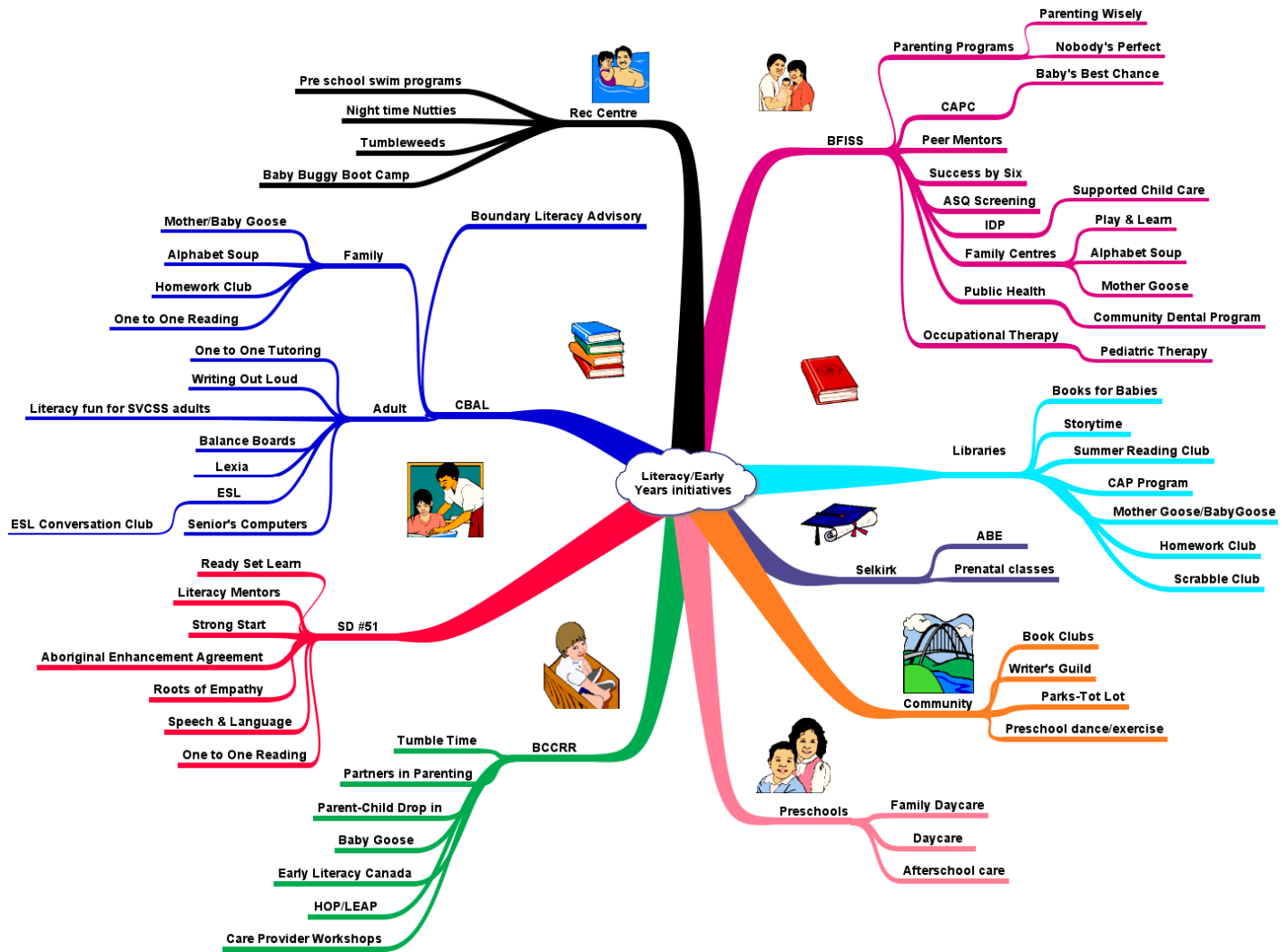
Appendix 1 A: The Community Literacy Inventory

Boundary Literacy, Learning and Early Years

Pre – and peri-natal	Birth to 5 years	K – Gr 3	Grades 4-7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
	IDP	After school care	→			Adult Basic Education	→	
	Family Daycare	Summer Reading Club	→	→			Care Provider workshops	→
	Daycare	Homework Club	→			Baby's Best Chance	→	
	Nobody's Perfect	Roots of Empathy	→			Nobody's Perfect	→	
	Rec Centre Programs		Scrabble Club	→				→
	Family Night Out		→			ESL	→	
		K – 12 Literacy	→	→		1-1 Adult Tutoring	→	
	Story Time	Aboriginal Enhance. Agree.	→	→		Writing Out Loud	→	
	ASQ	→				Literacy Fun for SVCSS Adults	→	
	Pediatric Therapy	→					Senior's Computers	→
	Occupational Therapy	Speech and Language	→	→		Adult Workplace Literacy	→	
	Physio-Therapy	→				Trades training	→	
	Pre-school Rec Program	Literacy Mentors	→	→		Supported Employment	→	
		1-1 Reading	→			Book Clubs	→	→
						Writer's Guild	→	→
Blessings Boutique								→
	Parks Tot Lot	→	→			Peers and mentors		Access
						Early Learning Canada	→	
	Mother Goose					Mother Goose	→	
	Baby Goose					Baby Goose	→	
	Hop/LEAP					Hop/LEAP	→	
Prenatal Classes							→	
	Books for Babies						→	→
						Parenting Wisely	→	
	Children First	→	→	→	→		→	

Pre-and peri- natal	Birth to 5 years	K – Gr. 3	Grades 4 – 7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
		Community Integration	_____→	_____→	_____→		CAP Program	_____→
	Play and Learn	_____→				_____→	_____→	
	Alphabet Soup					_____→	_____→	
	Baby Buggy Boot Camp					_____→	_____→	
	Parent/Child Early Learning Opp.					_____→	_____→	
						Ready Set Learn	_____→	
	Family Night Out						_____→	
	CAPC West					_____→	_____→	
	Supported Child Care	_____→	_____→			_____→	_____→	
	FASD	_____→	_____→	_____→	_____→	_____→	_____→	
		Community Dental	_____→	_____→	_____→	_____→	_____→	
	Dance and Exercise							_____→

Appendix 1 B: The Community Literacy Inventory- The View from 5,000 Feet



Appendix 2:

Early Years, Literacy and Learning Strategic Planning Contact List March 7, 2008

Name	Attended	Email	Phone
Anderson, Kathy	☺	Kanderson@gfpl.ca	442-8382
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Draper, Julie	☺		
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Zorn, Amy	☺	Amy.Zorn@sd51.bc.ca	

Appendix 3 A: Follow up letter

April 9, 2008

Dear Literacy and Early Years Champions:

Attached you will find the documents from the Community Roots: Developing our Boundary-Wide Community Literacy and Early Years Strategic Planning day, March 7, 2008. We invite your feedback regarding the notes from the day. If there is something that we have missed, or if in thinking about the day, there is something that you would like to add, please feel free to do so. If there are other community projects that are working on similar community issues, we encourage you to create synergy by joining forces with another project.

Some of you that will receive this email were not able to attend the Planning day. We encourage you to join an action planning group.

Attached to this note, you will find an action planning template as a suggestion of what should be covered at your first meeting and also you will also find a financial request form for startup funds. Thanks to Leanne, Kathy, Ardena and Katie who so graciously returned their 'real' dollars for later distribution to your action groups.

We will be asking for feedback regarding the accomplishments of the action planning committees in October 2008 and March 2009.

Please do not hesitate to contact members of the event planning committee if you have any thoughts or questions.

Thank you for your participation in nurturing and sustaining learning initiatives in the Boundary.

The Planning Committee

Maxine, Leda & Lizanne

Maxine Ruzicka
Leda Leander
Lizanne Eastwood

Maxine.Ruzicka@sd51.bc.ca
Leda.Leander@bfiss.org
LEastwood@thehub.literacy.bc.ca

Appendix 3 B: Action Group Meeting Template

Action Group Name: _____

Contact Person: _____

Email: _____ Telephone #: _____

Action Group Meeting Contact will call the meeting

Group will appoint a recorder and a meeting facilitator. Roles can rotate if that is the wish of the group.

Clarify actions identified at the Strategic Planning Meeting:

Project Goal:

Who will participate?

When will we meet?

What will we do?

What is our timeline?

How and when will our group check in to evaluate our progress?

- Did we do what we said we would do?
- What did we learn about what worked and what didn't work?
- What difference did it make that we did this work?
- What could we do differently?
- How do we plan to use our findings for continuous learning?

Project Budget:

**Appendix 3 C:
Startup Financial Request Form**

Action Group Name _____

Startup Funding Request \$ _____

Funding to be used for _____

Person responsible for funds _____

Signature _____

Please fax this request for funding to Leda Leander at BFISS at 442-3588. A cheque in the name of the person who has agreed to be responsible for the funding will be issued. Please submit receipts for items/services purchased to BFISS.

Community Roots: Developing our Boundary-wide Community Literacy Early Years Strategic Plan ~ March 7, 2008.

	What's our plan? (name)	3 Years	1 Year	6 Months	Next Steps	Potential Bumps	Strengths	\$\$\$	
Working Together	What is literacy?	B – K K – 12	Combine with “Awareness of Literacy” programs						
	Awareness of Literacy Programs	Adult LifeSpan	Calendar will appear on a website (WIKI), in the paper, in pamphlets & multiple displays.	Calendar will appear across Boundary regularly in multiple displays	Get name & definition out there! Calendar in newspaper/ pamphlets on regular basis	Come up with written definition of literacy (not just 3 R's) For summer, create Calendar of available programs	How to engage everyone? Need personnel, money Inclusion	Lots of programs in place to draw upon! Tap into existing program.	Money Partnerships \$100 for newspaper ad
Community Awareness	Building Community Information Boards	B – K	Everyone knows, access services, create joyful community, town crier collects info & upkeep board	Boards up: regularly updated	Build boards; blue prints, locations, funding	Contact players: CBAL, Library, 4H, BCCRR, BANAC, IH, BFISS, Church, Phoenix	Find person to cost out blueprints	1 central location. Less time for service providers to share info	People: Brian, Tabitha, Ardena, Lizanne, Amy, Fatima
	Boundary-wide Community “KNOW-IT-ALL”	K – 12 Adult	Position filled structures in place, operational, brochures available. Banner across Hwy #3, bulletin board designed and stocked	Access funds Secure agreement Secure location	Planning meetings. Start. Promotional presentation developed. Info from other pilot projects.	Identify all players for planning	Who wants to commit time? Where will the money come from? Will money be coming yearly?	Highly visible & accessible to all ages, reading levels, incomes. Boundary- wide up-to-the-minute job creation	Funding partners, office space, volunteers
		LifeSpan							
Planning	Early Childhood Wellbeing Counts	B – K	Development screening at 6 mths, 21 mths, 4 years 3 StrongStart Centres	Screening in out-lying areas 21 months	2 nd StrongStart Centre Screening Training in GF, CL, WB		Weather	Partnerships	
	Starting Stronger	K – 12	3 established StrongStart Centres Available transportation in Boundary to attend functions After school programs	Catalog resource libraries; specific group libraries; Long term include schools	Broader community awareness Literacy Learning EY, review website.		Transportation	Partnerships	
	Community Discovery Program	Adult LifeSpan	Programming in all communities	1 event in each community	Build template & pilot in GF	Partnership Planning committee	Time, forming partnerships, weather, funding sponsors	Multi-generational Partnerships Inclusive	1 year \$5000: transportation, food, prizes, advertising, space, honourariums
Evaluation	Promote Understanding of Ages and Stages of Child Development	B – K	All parents are aware of A&S Questionnaire and feel comfortable using it	Visit places where young gather with parents /caregivers to educate them about ASQ	Put info in newsletters, brochures. Discover how many children already know about ASQ	Talk, network, parents, caregivers, service providers			
	Balanced Assessment	K – 12	Students positively motivated to use self-assessment to empower learning; assessment feedback;	Complete self-assessment database survey of student attitude to self-assessment & how impact learning; Teacher survey	Plan opportunities to share experiences, student input, strategy database begun	Self-assessment conversations	Staff ‘buy in’	Student- centred focus	
		Adult	Celebrate stories, skills, knowledge of one and all with community	Hold Grand Event. Open invitation to ALL!!	Assemble committee to plan event to explore multiple intelligence, learning styles	Present “broadening experiences” possibilities to Adult Learners	Finding organizers, Multiple intelligence, leader	Addresses All interest areas	
	Meaningful Self-Assessment at Every Age!	LifeSpan	Practice self-assessment & utilize available community resources	Do it!	Choose plan & direction for all Ages/Stages, birth to senior	Conversations that lead to planning choices with identified action planning group			\$, advertising, resource people with expertise, space, participants