

Literacy Haida Gwaii Community Literacy Plan (2011/12)

Approved by
Literacy Now Haida Gwaii Steering Committee & Literacy Haida Gwaii Board of Directors,
June, 2008

and



Haida Gwaii School District Literacy Plan (2011/12)

Submission to the BC Ministry of Education

Approved by
Haida Gwaii Board of School Trustees, SD#50
June, 2008

Revised and updated June 2009/10/11

Community Contact:

Jenny White <jennyw@qcislands.ca>
Co-Chair, Literacy Haida Gwaii Society

School District Contact:

Angus Wilson, Superintendent of Schools
Haida Gwaii School District No. 50
250-559-8471

TABLE OF CONTENTS

Introduction	Page 2
Community and District Context	Page 3
Community Consultative Process	Page 4
Community and District Literacy Action Plan	Page 4
Community Literacy Plan goals	Page 5
Broad areas of: Cultural Literacy and Integration	Page 5
Accessibility	Page 7
Strength and Confidence	Page 10
Resources	Page 15
Services and Programming	Page 19
Alignment Between Community Literacy Plan and SD 50 Literacy Plan	Page 23
Appendix A Literacy Symposium: literacy assets of communities	Page 24
Appendix B Literacy Haida Gwaii Program Partners	Page 30
Appendix C Thinking About the 2011 Plan	Page 33

Literacy Haida Gwaii Community Literacy Plan and School District No. 50 Haida Gwaii District Literacy Plan

Introduction

The Ministry of Education requires that each school district collaborate with others within its communities to prepare a District Literacy Plan. The District Literacy Plan is to be—

- ❖ published;
- ❖ prepared annually and submitted by July 15 of each year;
- ❖ inclusive of education from early learning through adult learning; and
- ❖ consultative.

This joint Literacy Plan is a collaborative effort between Literacy Haida Gwaii and School District No 50 and involves a wide cross section of participants from all our island communities. Our belief is that *“learning happens in all kinds of situations and throughout life, and learners need a diverse range of services that response to individual circumstances. Community-based learning is flexible and responsive. Supporting communities to continuously review what is available and what can be improved in a variety of contexts is powerful and effective. The community-based approach allows input from the ground up, tailoring learning opportunities to help people participate in local community life. The community infra-structure provides a variety of doors to learning, so that people can get the skills they need in ways that work for them. The community is where learning happens.”*

From “Building Community Literacy from the Ground Up,” Brenda Le Clair

A District Literacy Plan is a statement of commitment by a school district to collaborate with key community stakeholders to improve literacy within their community. Built collaboratively on an evidence-based assessment of the needs and priorities of each community, District Literacy Plans will identify areas of focus for the improvement of literacy, describe strategic actions, including opportunities for improved access to literacy programs and services, and outline processes to monitor progress and make adjustments in order to improve literacy.

Community and District Context

Haida Gwaii is a remote archipelago of islands on the west coast of British Columbia that is home to about 5,000 people. The Haida Nation has continuously occupied Haida Gwaii for over 10,000 years and people of other descent have settled here over the last 150 years. Our population is divided into two distinct areas separated by a ninety-minute drive. The "north end" includes Masset, the Haida village of Old Massett, and Port Clements and the "south end" consists of Tlell, the Haida village of Skidegate, Queen Charlotte, and Sandspit. The school district has six schools with a total enrolment of 650 students, 9 administrators, 50 teachers and 37 support staff members.

Student enrolment has been on a steady decline since the 1990s. This has challenged our Secondary schools to provide comprehensive programs with a workable timetable as the student enrolment in any given year and grade fluctuates.

Low literacy is one of the many socio/economic issues affecting the communities on Haida Gwaii. The decline of local logging and fishing industries has shown the need for increased literacy skills and educational upgrading in seeking alternate and new meaningful employment opportunities.

Data collected by various agencies indicates that Haida Gwaii has a vulnerable population over the last decade, with about half of all children vulnerable in at least one area of development. Crime and drug use rates are higher than the provincial average in most areas. Academic results are improving, but are consistently below provincial averages. The data from provincial FSA (Foundation Skills Assessment) testing also indicate that SD50 students score consistently lower than provincial averages. Recent results show that 65% of students entering grade eight meet or exceed reading comprehension standards; 59% meet or exceed numeracy standards. The six year Dogwood completion rate for non-aboriginal students is below the provincial average, and while aboriginal results are above the provincial average, they are still below 60%.

A range of needs emerges from this picture:

- for children to be better prepared for learning
- for students to be supported while in school and encouraged to complete high school
- for students who do not complete high school to have access to upgrading or skills training
- for parents to be empowered to support their children's education
- for adults to have access to literacy tutoring, adult basic education, skills training, and continuing education
- for adults to become active and contributing members of their communities
- for a community-based commitment to literacy and lifelong learning

The Literacy Assets Inventory shows that while many programs exist to address these needs, they are not available in all communities. In addition, barriers to participation, such as transportation and childcare, still exist.

The Joint School District No 50 and Literacy Haida Gwaii Plan for Community Consultative Process

Comprehensive Consultation occurred in all communities and organisations from June 2007 through 2009. These can be reviewed in previous editions of the Literacy Plan. Organisations included the School District, NWCC, LHG, Skidegate Band Council, Old Massett Village Council, Masset Village Council, Port Clements Village Council, Queen Charlotte Village Council, Moresby Island Management Committee, School District No 50, Northwest Community College, Literacy Haida Gwaii, Haida Gwaii Community Futures, Haida Gwaii Career Development Centre, and the Gwaii Trust Society.

Overview of Goals and Objectives to Improve Community Literacy Making an Action Plan

The process of developing the goals, objectives and an action plan has been a year long commitment and has reached out to all segments of our Haida Gwaii community. The goals are organized under five broad areas that summarize the focus of the public responses and school district goals: cultural literacy and integration, accessibility, strength and confidence, resources, and services/programming.

The action plan below represents both easily attainable goals and activities and other more long term, *dreamed for* solutions to literacy objectives. The action plan that follows reflects the Read Now BC requirements to cover the areas of early childhood, K-12 school age children, adult learners and aboriginal learners in an integrated way throughout this plan. All these areas of literacy learning are incorporated in the plan.

Goals, District and Community Literacy Plan 2010

*Goals with "SD" are key foci of the School District
Goals in "LHG" are key foci of Literacy Haida Gwaii*

Cultural Literacy and Integration

Goal Statement #1 : Validate and acknowledge the importance of Haida cultural literacy amongst all islanders. **SD, LHG**
Goal statement #2: Promote knowledge of the Haida language and culture as an integral part of island learning by working and sharing together. **SD, LHG**

Accessibility

Goal Statement #1 : Provide access for all to community literacy programs and use of a variety of activity places to reduce reluctance to access literacy resources. **LHG**
Goal Statement #2 : Provide various forms of supported transportation so groups and individuals may participate fully in literacy programs and activities.
Goal Statement #3 : Work together to provide preschool opportunities including licensed day care where programs don't exist and enhance preschool and licensed day care programs that currently exist.
Goal Statement #4: Promote an awareness of literacy events, issues and programs in all communities of Haida Gwaii. **LHG**

Strength and Confidence

Goal Statement #1 : Create a culture of literacy in school that extends into the family and community
Goal Statement #2: Improve student performance in reading and writing throughout School District No 50 **SD**
Goal Statement #3: Maintain and expand district, family and community support for literacy in all schools in Haida Gwaii **SD**

Resources

Goal Statement #1 : Increase computer literacy for residents of Haida Gwaii **LHG**
Goal Statement #2 : Establish and staff education learning centres in designated communities and places
Goal Statement #3: Provide counselling services to adults and children who express a need for this assistance
Goal Statement #4 : Educate and inform our island community on the importance of early intervention and early learning to the future success of all students **SD**
Goal Statement #5 : Research and find a wide variety of additional financial resources for supporting long term literacy programs and activities on Haida Gwaii **LHG**

Services/Programming

Goal Statement #1: Raise the awareness, capacity and confidence with parents to become active partners in their children's learning. **SD**
Goal Statement #2: Improve essential employability skills to a level of basic employability
Goal Statement #3: Work together to improve and expand opportunities for island youth to participate in educational and literacy based programs and activities.

Cultural Literacy and Integration

Goal Statement #1 : Validate and acknowledge the importance of Haida cultural literacy amongst all islanders.

Objective: work with Skidegate and Old Massett Village Councils, Educational leaders, School District No 50 Aboriginal Education

Principal and Haida Education Council to integrate local Haida cultural literacy.					
Action	Who	Resources	Date	Success statement	Gathering information
For each literacy activity undertaken ask the question of how it can reflect local Haida and First Nations cultural history.	-Haida Education Council - SD#50 - Ministry of Education -Literacy Haida Gwaii	- Councils - SD#50 - existing Haida curriculum	Ongoing	Haida and First Nations culture is embedded in all aspects of island literacy projects.	- participants - teachers - parents - Literacy Haida Gwaii co-ordinators

Goal statement #2: Promote knowledge of the Haida language and culture as an integral part of island learning by working and sharing together.

Objective: work with Skidegate and Old Massett Village Councils and Educational leaders and School District No 50 Aboriginal Education Principal and Education committee to make the Haida language and culture an integral part of island learning.					
Action	Who	Resources	Date	Success statement	Gathering information
To support the Haida role model program in community literacy work	- Principal of Aboriginal Education -Literacy Haida Gwaii -Councils	- Councils - SD#50 - existing Haida curriculum	Ongoing	Haida and elder role model program is expanded and used by island literacy programs	- participants - Literacy Haida Gwaii co-ordinators
To support the incorporation of Haida language in a variety of island community and school venues. These may include signage and “Haida” word of the day in business, organization and educational settings	SHIP (Skidegate Haida Immersion Program) Old Massett language program Gwaii Haanaas Park watchman program	Councils SD #50 Literacy Haida Gwaii Gwaii Trust		Haida place names signs in all island communities. Haida words seen and spoken in restaurants and at community events Haida words and phrases used by individuals in all communities Haida terms in school agenda books and in classrooms and hallways	SHIP Old Massett Language program

To introduce Haida language to non-aboriginal communities.	Chief Matthews School staff				
To support early learning of Haida in nesting programs and early education programs	Early learning co-ordinators Pre-school staff, language teachers			Haida words spoken by pre-school children	
To integrate the new Qaay'Llinagaay Centre into island learning activities	Staff	NWCC SD 50 Literacy Haida Gwaii		List of activities and events held collaboratively at the new centre	

Accessibility

Goal Statement #1 : Provide access for all to community literacy programs and use of a variety of activity places to reduce reluctance to access literacy resources.

Objective: work with councils, literacy partners, and educational systems to utilize traditional and non-traditional spaces in island communities to hold and offer literacy learning programs. Traditional and non-traditional spaces could include schools, colleges, libraries, coffee shops, businesses, homes, beach bonfires, long houses, community centres, health centres, visitor centres, and other creatively identified spaces.

Action	Who	Resources	Date	Success statement	Gathering information
To interview and talk with potential literacy program participants about comfortable spaces for learning and transportation needs.	-Literacy Haida Gwaii -Health centre staff -Community futures	- Councils - SD#50 -libraries	Ongoing	Programs offered in a variety of locals	- participants - Literacy Haida Gwaii
To work with Vancouver Island Regional Library, and local councils to increase the use of local library spaces and	Literacy Haida Gwaii	Literacy Haida Gwaii Councils Gwaii Trust Raise a Reader		A wide range of literacy activities to happen in local libraries and a small library established in Old	Literacy Haida Gwaii VIRL librarians VIRL head office staff

<p>programs and to help establish a library in Old Massett.</p> <p>To advertise and promote libraries</p> <p>To create a learning spirit within the island communities through coalition. To help heal the negative memories of the residential school experience.</p>	<p>Councils Vancouver Island Regional Library</p> <p>SD 50</p> <p>Kuugin King Naay Skidegate Library (Looking at Books House)</p>	<p>Foundation</p>		<p>Masset Village.</p> <p>Libraries open for longer and reflect greater use</p>	
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Goal Statement #2 : Provide various forms of supported transportation so groups and individuals may participate fully in literacy programs and activities.

<p>Objective: To work with community agencies to address and solve the problem of lack of transportation as a hindrance to individuals participation in literacy programs. This goal has largely been accomplished as of June 2010.</p>					
Action	Who	Resources	Date	Success statement	Gathering information
<p>To implement a van/taxi transportation system for access to literacy programs</p> <p>To work with local ferries and bussing agencies to use current transportation systems for literacy participants.</p> <p>To support individuals in obtaining Class 4 driving licenses for transporting groups to</p>	<p>-Literacy Haida Gwaii SD 50 BC Ferries Local bussing companies</p> <p>Success By Six</p>	<p>- Councils - SD#50 -Gwaii Trust -Literacy Haida Gwaii</p>		<p>Ferries and bussing companies join program to provide transportation subsidies or vouchers for travel to literacy activities.</p> <p>Haida Gwaii literacy networks with other island groups to provide solutions to travel gaps and perhaps shared use of available vans.</p> <p>Van transportation and drivers available for transportation to night</p>	<p>Literacy Haida Gwaii coordinators</p> <p>-local program staff in early-child education and adult education programs</p>

events.				classes and between village centres, especially in the winter	
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Goal Statement #3 : Work together to provide preschool opportunities including licensed day care where programs don't exist and enhance preschool and licensed day care programs that currently exist.

Objective: work with Skidegate and Old Massett Village Councils, early childhood educators, School District No 50, health agencies, and parent groups to acquire funding, help organize new pre-school programs and support existing programs.

Action	Who	Resources	Date	Success statement	Gathering information
To find, hire and train qualified Early Childhood Educators. To research all possible funding sources for early childhood preschools and programs.	NWCC CCRR Childcare Resource and Referral SD 50 Early Learning Co-ordinators	- Councils -CCRR -grants -Gwaii Trust	Sep 2009	Haida and First Nations culture is embedded in all aspects of island literacy projects. All island communities will have available pre-school programs.	- participants - teachers - parents - Literacy Haida Gwaii co-ordinators
To support and assist in training for individuals offering family licensed day care.	Infant Development Program -Supported Child Development Success by Six NWCC CCRR			Early childhood programs will be easy to access.	

Goal Statement #4: Promote an awareness of literacy events, issues and programs in all communities of Haida Gwaii.

Objective: To work with all the literacy partnership groups to reach every community member about the availability of community programs and educational opportunities using local electronic methods and other creative communication strategies.

Action	Who	Resources	Date	Success statement	Gathering information
To work with literacy partnership groups to have literacy events published in newsletters, web pages, newspapers, email lists, school notices to parents, local TV scrollers, CFNR and CBC radio.	All literacy partner groups	Literacy Haida Gwaii	To be determined	Literacy events and articles appear weekly in Skidegate Newsletter, Old Masset Village Newsletter and the <i>QC Islands Observer</i> .	<ul style="list-style-type: none"> - participants - teachers - parents - Literacy Haida Gwaii coordinators
Literacy Haida Gwaii's Community Outreach Coordinator worked very closely with SD50's early learning coordinators and assisted SD50 in promoting and increasing the communications and networks around literacy awareness.	Literacy Haida Gwaii				
To hire an outreach worker with specific job of organizing and increasing the communications and networks around literacy awareness.	Literacy Haida Gwaii				

Strength and Confidence

Goal Statement #1: Create a culture of literacy in school that extends into the family and community

Objective: To promote a consistent district-wide approach to teaching literacy through the Smart Reading Program and other “best practices” strategies that support literacy development K-12 in School District No 50.

Action	Who	Resources	Date	Success statement	Gathering information
-Smart Reading workshops presented at All Island district workshops Sept, 2007	- SD#50				SD 50 administrators -teachers -students
-Continue to train school based Smart Reading lead teachers			June, 08 onwards	Selected teachers from each school attend training in New Westminster	
-Include community partnership in the development of cultural inclusive materials for Smart Reading	SD 50		Aug, 08	Summer institute attended by significant number of teachers and interested parents	
-Encourage oral literacy as a foundation for reading and writing through contact with aboriginal oral culture and storytellers.	SD 50 Villages/Band Councils artists			-Local Haida artists develop set of materials to accompany the Smart Reading Program.	
	SD 50 Early learning coordinators			Students engage in oral story telling guided by aboriginal models.	
Continue the successful programs of PALS (Parents as Literacy Supporters, Welcome to Kindergarten.)	SD 50		Sept 08	PALS sessions are delivered in all schools and participation of parents/care givers is 90%+	
Continue best practices of Writing Samples, various Reading Strategies, Reading and Writing Performance Standards, etc. as tools for improving literacy.				Teachers use Smart Reading as basic program and supplement literacy skill development with one other best practice strategy.	

<p>Elementary schools participate in the Red Cedar Book Awards programs.</p> <p>-Continue to develop partnership with North West Community College (NWCC) for adult education.</p> <p>-In working with Old Massett Village Council, the Skidegate Band Council, Principal of Aboriginal Education and Haida Education Council (HEC) continue to improve the consultations with Haida Nation to develop and deliver educational programs and services to First Nation students.</p>	<p>SD50 Community Libraries</p> <p>NWCC</p> <p>Village councils HEC Principal of Ab/Ed</p>	<p>SD 50 orders books</p>		<p>All intermediate classes encourage individual and class readings from Red Cedar Book Lists</p> <p>District celebration for Red Cedar Book awards</p> <p>Anti-racism policies, programs and procedures are developed and increase the awareness and respect of all School Board staff, volunteers and students.</p> <p>The programs of Aboriginal Mentoring, Haida Role Model Programme, Aboriginal Day, the Educational Plan, and Roots of Empathy are visible and increase respect and cultural awareness for both school and community</p>	
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Goal Statement #2: Improve student performance in reading and writing throughout School District No 50

Objective: To support early intervention, cross grade programs, student and parent programs and assessment tools and practices as a means to improving student performance in reading and writing.					
Action	Who	Resources	Date	Success statement	Gathering information
-Place continued emphasis on early intervention so that all children are reading	SD 50 -teachers -parents		Ongoing	-Assessment results show reading success at Grade Four level	

<p>before they enter Grade Four unless they have an Independent Educational Program (IEP)</p> <p>-Continue to participate in the EDI, Early Development Instrument research</p> <p>- Continue cross-grade literacy programs of Buddy Reading and Readers' Theatre</p> <p>-Literacy skills will be taught in all grades and in all content areas and teachers will have access to in-service opportunities to give them the capacity to do this effectively.</p> <p>-Continue with local assessment practices such as writing samples and the Smart Reading assessment tools</p> <p>-Choose tools for assessment that can be used both formatively and summaratively throughout the district.</p> <p>-Use the results from both district and</p>	<p>UBC EDI team Kindergarten teachers</p> <p>SD 50 Smart Reading Coordinator</p> <p>SD 50 Literacy Haida Gwaii parents</p>			<p>-EDI indicators show improvement in early childhood measures as reported in EDI Mapping</p> <p>All elementary schools have some classes buddy up for reading and literacy activities</p> <p>All teachers consider themselves teachers of reading and writing</p> <p>Regular homework</p>	
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provincial assessment tools to inform both school plans and classroom practice. -Develop strategies to promote the active participation and involvement of all parents in curricular and extra-curricular education of their children.				sessions available for each island high school -Each school presents one instance of parent involvement in parent clubs, parent spaces in schools, parent volunteer workshops, or other such parent involvement activity.	
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Goal Statement #3: Maintain and expand district, family and community support for literacy in all schools in Haida Gwaii/Queen Charlotte.

Objective: To continue and expand successful school district programs and literacy partnerships in support of literacy for all in Haida Gwaii/Queen Charlotte schools and within school literacy programs.					
Action	Who	Resources	Date	Success statement	Gathering information
- to continue Strong Start Learning Centres -to continue the partnerships with Literacy Haida Gwaii and other community partners to encourage and assist in the promotion of adult and family literacy. -encourage schools to provide teacher-librarians and to foster relationships with public library systems	- SD#50 -Early learning coordinators - Ministry of Education -Literacy Haida Gwaii		Accomplished; ongoing	-Families attend and react positively to Strong Start centres	- participants - teachers - parents - Early Learning Coordinators.

<p>-support district personnel to coordinate literacy in all schools</p> <p>-continue to hold events which will bring parents and other community members into the school to celebrate literacy</p> <p>-bring members of the community into the school to become effective partners and advocates for literacy and student learners.</p> <p>Partnering with Literacy Haida Gwaii has allowed SD50 to expand its focus on family and community literacy.</p>	<p>VIRLibraries Kuugin King Naay Skidegate Library (Looking at Books House)</p> <p>LHG</p>				
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Resources

Goal Statement #1: Increase computer literacy for residents of Haida Gwaii

<p>Objective: work with the literacy partnership groups to increase access to computer education, to teach interested individuals of all ages about computers, the internet and related technology.</p>					
Action	Who	Resources	Date	Success statement	Gathering information
<p>To take computer programs and demonstrations to interested Senior Organizations on island.</p> <p>To provide programs for</p>	<p>-Literacy Haida Gwaii</p>	<p>-NWCC -Libraries -Councils</p>	<p>Sep 2009+</p>		<p>- participants - teachers - parents - Literacy Haida Gwaii coordinators</p>

<p>parents on children's use of and how to monitor the internet.</p> <p>To work with VIR Library to increase the use of computers in the library.</p> <p>To work with existing island groups to co-ordinate the use of teleconferencing technology to be used in island communication.</p>	<p>Haida Gwaii Energy, SD 50 Community Futures</p>			<p>Libraries providing more computers and longer hours for community computer use.</p> <p>A functioning sharing of technology allows for islanders to meet by way of teleconferencing.</p>	
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Goal Statement #2: Establish and staff education learning centres in designated communities and places

Objective: work with literacy partnership groups to study the feasibility of supporting and staffing learning centres by either expanding what already exists or identifying new space and centres if needed					
Action	Who	Resources	Date	Success statement	Gathering information
<p>To investigate with school district, college and libraries how educational learning centres are working in all communities and support and expand services to meet identified needs of island learners</p> <p>To provide for outreach workers to support learning centres and island programs by</p>	<p>-Haida Education Council</p> <p>- SD#50</p> <p>- Ministry of Education</p> <p>-Literacy Haida Gwaii Libraries NWCC</p>	<p>- Councils</p> <p>- SD#50</p> <p>- Northern Savings Credit Union</p> <p>-Gwaii Trust</p>	<p>Sep 2009</p>	<p>Present learning sites supported with additional staffing and open for longer periods of time.</p> <p>NWCC, VIRL, School District No 50, Community Futures, Haida Gwaii Career Development Centre, village and band councils work together to share learning space.</p> <p>Students experiencing more success with outreach worker support and help meeting</p>	<p>- participants</p> <p>- teachers</p> <p>- parents</p> <p>- Literacy Haida Gwaii coordinators</p>

assisting in a wide range of ways leading to success.				educational and personal needs.	
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Goal Statement #3: Provide counselling services to adults and children who express a need for this assistance

Objective: work with village councils, health agencies, community members and educators to increase counselling services available to island residents and student and to develop peer counselling networks for youth and adults.

Action	Who	Resources	Date	Success statement	Gathering information
To work with community agencies to acquire needed counselling and social services specialists to deliver needed service for all age levels.	-Haida Education Council - SD#50 - Ministry of Education -Literacy Haida Gwaii	- Councils - SD#50 -Community health agencies -SD 50 Employee Assistance Program		Additional counsellors hired and more specialists travelling to Haida Gwaii to attend to counselling related issues.	-health care staff -participants - teachers - parents - Literacy Haida Gwaii coordinators
To hire an individual to take data from community surveys, prove need for services, find and expand funding, co-ordinate joint systems (education/ health/literacy) for hiring needed counselling services.				Community cultural events put aside a designated number of tickets for students accompanied by an adult mentor.	
To work with the school system, teen organizations and councils to develop a program for peer counselling and adult mentoring programs.		Gordon Neufield work on connecting with youth		Students talk with identified peer counsellors who they trust and respect. Students meet with adult mentors “aunties” “uncles” Big Brother, Big Sister who help with	
To offer Nobody’s					

Perfect or a similar parenting program for help to parents in dealing with behaviour issues within the family and at school				personal growth.	
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Goal Statement #4: Educate and inform our island community on the importance of early intervention and early learning to the future success of all students

Objective: work with island partnership groups, especially Success by Six and the Early Learning program of School District to support and expand the early childhood education of children, parents, and Haida Gwaii citizens to the importance of early learning for all children and what parents and community adults can do to support early childhood education.

Action	Who	Resources	Date	Success statement	Gathering information
To support and expand present programs offered on island.	-Haida Education Council - SD#50	- Councils - SD#50 -	Sep 2009	Young parents bring their children to island literacy events in community and school spaces.	- participants - teachers - parents - Literacy Haida Gwaii coordinators
To continue to educate the citizens as to the importance of early childhood education by awareness programs at festivals, events, in newspapers, and by word of mouth	- Ministry of Education - Literacy Haida Gwaii Early childhood educators CCRR Success by Six			The Imagination Library program of mailing monthly books to children has begun on island. New parents and babies continue to receive a book at birth.	

Goal Statement #5: Research and find a wide variety of additional financial resources for supporting long term literacy programs and activities on Haida Gwaii

Objective: To not only research the availability and apply for new sources of funding but to help all the literacy partnerships review sources of funding to help consolidate and work together for the most efficient use of literacy program dollars.

Action	Who	Resources	Date	Success statement	Gathering information
To meet with literacy partnerships to find areas of overlap and	-Haida Education Council	- Councils - SD#50	Sep 2009	Groups combine to offer similar programs in one venue.	- participants - teachers - parents

<p>possible program combination.</p> <p>To work with Gwaii Trust to investigate the possibility of long term commitment of Gwaii Trust dollars to island literacy initiatives.</p> <p>To investigate the community donation program of island businesses for the possibility of long term or yearly donations to support literacy programs.</p> <p>Resources for School District No 50 programs come from special monies set aside for Literacy. The SB Literacy committee sets direction for in-service and resource purchases.</p>	<p>(HEC) - Ministry of Education -LHG</p> <p>-Gwaii Trust</p> <p>Island Chamber of Commerce Success By Six Local businesses</p> <p>SD 50 Ministry of Education funding</p>			<p>Gwaii Trust commits to ongoing, yearly financial monies for specific literacy programs.</p> <p>Northern Savings Credit Union, the local Schizophrenic Society, and the Coast Sustainability Trust all commit money resources to fund literacy program on Haida Gwaii</p>	<p>- Literacy Haida Gwaii coordinators</p>
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Services/Programming

Goal Statement #1: Raise the awareness, capacity and confidence with parents to become active partners in their children’s learning.

Objective: Working with School District No 50, parent groups and organizations, and early childhood educators bring a variety of programs and activities to parents to help them understand the importance of their partnership in their child’s learning recognizing that social issues have an impact on learning.

Action	Who	Resources	Date	Success statement	Gathering information
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<p>To continue to deliver effective/successful programs in preschool development and early schooling for parents</p> <p>To hire an outreach worker with the specific task of reaching parents who may have dropped out of school or who are not a part of community programs.</p> <p>To work with the health care system to continue an island wide education program to prevent on the effects of Foetal Alcohol (FASD) and the importance of healthy pregnancies.</p> <p>To sponsor activities around reducing TV time and replacing it with family and literacy activities.</p> <p>To work with the community nurse and early childhood educators to prepare a pamphlet to give parents simple information on reading to their children at various ages.</p>	<p>Infant Develop Program</p> <p>Public Health Nurse-SD50 Early Learning</p> <p>LHG</p> <p>-CCRC child care outreach program</p> <p>Ngystle Society Skidegate</p> <p>Health Care workers and Public Health Nurse</p> <p>LHG SD50 Early Learning Infant Develop. Programme</p>	<p>Strong Start</p>		<p>PALS, Ready Set Learn, Mother Goose, Welcome to Kindergarten and Strong Start were successfully run programs this year.</p> <p>Outreach worker helps connect ten young parents to community and family literacy programs</p> <p>Extended family members bring children to educational and literacy sponsored events</p> <p>15% of island families participate in Turn Off the TV week and children report on alternate activities.</p> <p>Public health nurses distribute early “reading with your children” pamphlet to new parents and parents they visit</p>	<ul style="list-style-type: none"> - participants - teachers - parents - Literacy Haida Gwaii coordinators -health care staff -students
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To help develop programs for parents and their children making transitions within the school system for success. Transitions, Grades 7-12	Principal of Aboriginal Education SD 50 Sec and Elem principals Parent groups			95% of Grade 8 students complete their first year of Secondary School successfully.	
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Goal Statement #2: Improve essential employability skills to a level of basic employability

Objective: to work with the literacy partnership to support and improve the local employability skills with the purpose of preparing local students to join the local work force.

Action	Who	Resources	Date	Success statement	Gathering information
To promote and market the TOWES (Test of Workplace Essential Skills) Hire an outreach worker to assist in preparing students for the TOWES or other workplace placement tests.	-Haida Education Council - Ministry of Education -Literacy Haida Gwaii	- Councils - SD#50	Sep 2009		- participants - teachers - parents - Literacy Haida Gwaii co-ordinators
To support the development and delivery of both life skills and social skills in adult basic education programs	NWCC	NWCC		Ten students participated in life and social skills training sessions in both North and South.	
To hire an outreach worker to work with Adult Basic Education programs and to provide a work experience	NWCC			Students attending ABE programs chose to participate in short term work experience as part of their program	

<p>component to those programs.</p> <p>To work with local financial institutions to provide financial literacy programs. To work with the schools to offer this program to young adults with attention to financial planning, credit card use and managing money.</p> <p>To make our communities look like reading communities by planning events where families and communities share reading.</p>	<p>Northern Credit Union Literacy Haida Gwaii</p> <p>Literacy Haida Gwaii</p>	<p>Northern Savings Credit Union</p> <p>Literacy Haida Gwaii</p>		<p>Literacy Haida Gwaii staff assist 7 adults take the computer financial training at the local credit union</p> <p>Students choose not to abuse credit card privileges.</p> <p>People are seen reading at community events, in coffee shops, in airports, in schools and pre-schools.</p>	<p>-banking community</p>
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Goal Statement #3: Work together to improve and expand opportunities for island youth to participate in educational and literacy based programs and activities.

Objective: Work with community literacy partners and island youth to plan, identify, co-organize and assist island youth with activities around education and literacy.

Action	Who	Resources	Date	Success statement	Gathering information
<p>To work with teen youth program coordinators and island youth to identify programs, ambitions and dreams for island youth.</p> <p>To work as a community to decrease</p>	<p>-Haida Education Council - SD#50 - Ministry of Education -LHG</p> <p>Literacy HG SD 50</p>	<p>- Councils - SD#50 -Teen Centre co-ordinators and boards</p>	<p>Sep 2009</p>		<p>- participants - teachers - parents - Literacy Haida Gwaii co-ordinators</p>

<p>school drop-out rates and to engage in a program to re-admit non-grads who are a few credits short of obtaining their Dogwood School Certificate.</p>	<p>Councils SD 50 Principal of Ab Ed</p>	<p>Gwaii Trust</p>		<p>Four students work for and obtain their Dogwood certification with help from outreach worker and school officials.</p>	
<p>To support and organize summer reading programs.</p>					

The Community Literacy Plan goals for the 2010-11 program as taken from the planning framework and decided by a meeting of the Steering Committee will be:

- to see the goals of Haida cultural literacy and promoting Haida language as integrated into all actions and plans
- to educate and inform Haida Gwaii communities on the importance of early intervention for literacy success
- to provide transportation and child care when these services are needed to participate in literacy programs
- to support learning centres
- to raise awareness, capacity and confidence of parents as partners
- to support opportunities for youth and youth counselling

Where applicable, explanation of the alignment between existing or developing Community Literacy Plans and the District Literacy Plan.

1. Community cultural literacy and integration plans align with School District No 50's goal of improving academic and social success for Haida students which includes a variety of initiatives for Haida and First Nations images, stories, art, and modelling and mentoring adults as part of the district program
2. The District is always looking for successful learning spaces for our programs and we will work with Literacy Haida Gwaii to make spaces in our learning centres and schools available for community programs.
3. The District Early Learning Initiative developed from close alliances with Literacy Haida Gwaii and personnel continue to support community initiatives around early learning and developing and strengthening parent support of school and community literacy programs.

4. School libraries and community libraries work together to promote literacy. We are pleased to support a joint school/VIR Library space in our new school and community centre in Port Clements.
5. The School District's technology programs, computer literacy, and student publications and presentations using desk-top publishing and power-point presentations fit with the Community Literacy Plan for computer literacy. The School District supports using the latest computer and teleconferencing ideas to not only access off island professional development opportunities but also to help groups meet without leaving their community.
6. The District Literacy Program includes communication strategies to work between home and school, parallel work by Community Literacy programs will enhance and strengthen both networks and information distribution and communication.
7. The District's commitment to the SMART Reading program is a long term commitment. Parent and community understanding and education to the goals and strategies of this program can be reinforced with Community Literacy plans around encouraging parents to become active partners in their children's learning.
8. Secondary school's work experience programs and the literacy skills of interviewing, resume writing, letters of application and reading in the workplace are ways the school system is helping with essential employability skills. District literacy continues to focus on reading and writing at all age levels and in a multitude of genres.

Appendix A Literacy Assets in our Communities

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
MASSET (Available to residents)								
Books for babies	Strong Start (Sept 07) Ready Set Learn	Tahayghen Elementary - Welcome to KG - PALS	Tahayghen Elementary PAC - Birthday books	GM Dawson Secondary	GM Dawson Secondary - e school	NWCC - Career & College prep - essential skills for work (fundamental & intermediate)	NWCC - Career & College prep - essential skills for work (fundamental & intermediate)	Flo Pordue Seniors prog
	IDP		teddy bear transition					
	Mother Goose Books for babies		Red Cedar Book Club				Parent Education workshops	

	Imagination Library							
Infant Massage	Speech & language pathologist Supported Child Dev. Infant Dev. Prog (B-3 yrs)	Speech & language pathologist Supported Child Dev.	Speech & language pathologist Supported Child Dev.			Job placement prog Teen Centre Transition House	Job placement prog Adult Learning Centre	
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
MASSET (Available to residents)								
	Haida Language	Haida Language	Haida Language	Haida Language	Haida Language	Haida Language	Haida Language	Haida Language
	Pre School Family Daycare Whole school Tow Hill					Haida Gwaii Career Centre	Haida Gwaii Career Centre	Haida Gwaii Career Centre
e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning
		Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)		

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
OLD MASSET (Available to residents)								
Books for babies	- Ready Set Learn	Chief Matthews School	Chief Matthews School	GM Dawson Secondary	GM Dawson Secondary	Adult Learning Centre	Adult Learning Centre	Adult Daycare prog

	Pregnancy breastfeeding outreach CCRR	- Welcome to KG - PALS	Girl's Group HHC			SFU - Haida Language classes Haida Health Centre	SFU - Haida Language classes Haida Health Centre	SFU - Haida Language classes Haida Health Centre
Baby Welcoming Feast	Chief Matthews Preschool Old Masset Daycare	PHN	PAC Parent Club	GM Dawson Secondary - e school		Community Classroom SD	Chief Matthew School - Parent library - Parent workshops	
	Strong Start Language Nest	Haida Language	HGRS	HGRS	HGRS	HGRS Apprenticeship - carving with Christian White - weaving	HGRS Apprenticeship - carving with Christian White - weaving	Apprenticeship - carving with Christian White - weaving
	Out of school care							
	Old Masset Family Centre - toy lending library (books)							
Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
OLD MASSET (Available to residents)								
	Speech & language pathologist Supported Child Care Infant Dev. Prog (B-3 yrs)	Haida songs/stories (K-4 curriculum) Speech & language pathologist	Speech & language pathologist Supported Child Dev.	HGRSJ	HGRSJ	HGRSJ Dance group	HGRSJ Economic Dev. OMVC Education Language Nest	

	IDP	Supported Child Dev.					SFU Language	
		Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)		

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
PORT CLEMENTS/TLELL (Available to residents)								
Books for babies	Ready Set Learn Mother Goose Imagination Library	Port Clements Elementary - Welcome to KG - PALS	Port Clements Elementary PAC - Scholastic book orders	GM Dawson Secondary or QC Secondary	GM Dawson Secondary or QC Secondary			Port Seniors Club
	Port Preschool Strong Start Ready Set Learn IDP		Red Cedar Book Club					
	Speech & language pathologist Supported Child Care Infant Dev. Prog (B-3 yrs)	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care					
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
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SKIDEGATE (Available to residents)								
Pregnancy breastfeeding outreach	Pregnancy breastfeeding outreach CCRR	Sk'aadga Naay Elementary - Welcome to KG - PALS - French	Sk'aadga Naay Elementary	QC Secondary	QC Secondary - Mentor prog - English skills dev. - Roots of empathy	NWCC - Career & College prep (proposed Oct 07) Literacy for entrepreneurs	NWCC - Career & College prep 1-on-1 literacy tutoring available. No adult learners participating	Adult Day prog
Infant Dev. prog		Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)		
	Mother Goose Moe the Mouse	Jaada Time Summer School	Jaada Time Summer School	Haida Gwaii Youth Society Teen Centre	Haida Gwaii Youth Society Teen Centre			
Books for babies	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Homework Hangout	Homework Hangout		Parent Education Workshops	1-on-1 Literacy tutoring (1 learner)
		Salmonid Enhancement	Salmonid Enhancement	Salmonid Enhancement	Salmonid Enhancement			
Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
SKIDEGATE (Available to residents)								
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)
		Out of School prog SHIP	Out of School prog SHIP			Adult Learning Centre SHIP	Adult Learning Centre SHIP	SHIP
	Headstart Ready Set	Living & Learning	Living & Learning	1-on-1 Literacy	Islands Women Society (IWS)	IWS	IWS	IWS

	Learn Imagination Library Skidegate Daycare	School	School	tutoring (2 learners)				
Aboriginal Children's Library	Aboriginal Children's Library Preschool Nursery	Aboriginal Children's Library Haida Heritage Centre	Aboriginal Children's Library Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 - 12	Young adults	Adults	Seniors
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QUEEN CHARLOTTE (Available to residents)

Books for babies	Skidegate Daycare CCRR Playgroup Imagination Library	Sk'aadgaa Naay Elementary - Welcome to KG - PALS - French	Sk'aadgaa Naay Elementary	QC Secondary	QC Secondary - Mentor prog - English skills dev. - Roots of empathy		1-on-1 literacy tutoring available. No adult learners participating	Adult Day prog
IDP	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Homework Hangout Haida Gwaii Youth Society	Homework Hangout Haida Gwaii Youth Society		Parent Education Workshops	Seniors Group
	Child Centre - Ready Set Learn Strong Start	Living & Learning School	Living & Learning School			Adult Learning Centre	Adult Learning Centre	
	Tigger & Tots Family		After school prog		IWS	IWS	IWS	IWS

	Daycare							
	Mother Goose							
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)
			e school	e school	e school	e school	e school	e school

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
SANDSPIT (Available to residents)								
Books for babies	Ready Set Learn Strong Start Mother Goose Imagination Library	Agnes L. Mathers Elementary - Welcome to KG - PALS	Agnes L. Mathers Elementary e school	Agnes L. Mathers Elementary e school	QC Secondary			
	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care					
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)

Appendix B

Haida Gwaii Literacy Program Partners

Success by Six

- transportation for parents to Strong Start in Tahayghen (Old Massett and Masset)
- Calendars for Masset and Old Massett with list of services
- Looking to providing affordable childcare for Haida Gwaii linking with SD 50 and northern Credit Union and other interested parties.

Transition Houses

- Support community literacy programs through advising parents of their availability
- Share a large selection of healing information and books with island women
- Improve literacy through music and play
- Advise interested women about adult education available.

Old Massett Village Council and Skidegate Band Council

- Language Nest (language program), family and child programs
- wish list includes organizing a library for Old Massett Village
- Chief Matthews School language and culture program, meaningful work
- Babysitting courses offered
- Haida carving project apprentice
- Carpentry apprentice program
- Culinary arts program
- Safety and basic training courses offered
- Old Massett Village provides vans for transporting learners
- Skidegate Haida Immersion Program (SHIP)

Northwest Community College and Qaay'Lnagaay Centre Programs

- essential skills for work
- career and college preparation
- art institutes
- Haida carving for youth
- coastal Guardian program
- hotel/restaurant management
- culinary arts
- continuing education
- employment related certifications
- entrepreneurial skills
- house inspection
- elder college
- professional programs
- Transport Canada certifications
- marine programs
- entry level hotel and restaurant training
- residential building
- maintenance worker program
- apprentice carpentry over two winters
- eco-adventure tourism
- ACE IT: Carpentry level 1
- Special Education Assistant (part time over 2 years starting Sept 2008)

-Early Childhood Education certification if sufficient interest

School District No 50 (Haida Gwaii)

Early Learning Programs

- Strong Start Masset, Sandspit, and outreach for Queen Charlotte and Port Clements
- Ready Set Learn, all communities
- Mother Goose, all communities
- Pals in all district elementary schools
- Welcome to Kindergarten in all elementary schools
- Professional Development for early childhood educators (ongoing)
- Development of locally relevant early learning resources
- Roots of Empathy project
- Infant massage

Elementary and Secondary Programs

- Smart Reading program in all schools
- Special education assistants at all schools
- Haida Language and Culture programs Tahayghen, GMD, QCSS, and Sk'aadgaanaay
- English as a 2nd dialect programs
- Haida Role Model Program
- First Nations Resource Workers (Tahayghen, GMD, QCSS, SNES)
- Canoe Journeys program (QCSS)
- E School at ALM and support worker
- Community Links provides counselling, food program, outdoor education
- District Pro-D includes: Smart Reading, Rock Solid, WITS Up, TRIBES, Dawn Reithaug Reading and Behaviour work, Guided Reading, PWIMS, Performance Standards, Gordon Neufeld "relationships" are the foundation of literacy

Haida Gwaii Literacy Programs (for 2010-2011)

- Writing out Loud workshop for teachers, college instructors, tutors and service providers
- Partnership with VURL to host "Board Games Night" in all communities in celebration of Family Literacy Week,
- Small groups and one-to-one tutoring in math, reading, ESL
- Learning Disabilities Forum and workshop for island service providers
- Dolly Parton's Imagination Library (an island-wide free monthly book program for children under 5 years old)
- Sponsored Canadian author Deborah Ellis' book tour visits to GMD, QCSS, SNES. PORT, TAH
- Old Massett Adult Day Program support in reading, stories
- Volunteer tutors for NWC College courses
- Basic one-to-one computer skills lessons for seniors
- Co-sponsored Haida Gwaii Arts Council's literary readings by Canadian authors Margaret Atwood and Graeme Gibson
- Art Illustration workshop for youth taught by Haida artist Chris Auchter
- Partnership with Old Massett Language Nest on Haida/English translation for baby book in celebration of newborns in the village.

- Writing workshop with Aboriginal focus for adults taught by Dogrib nation writer Richard van Camp
- Sponsored Aboriginal artists Richard van Camp and Chris Auchter on an aboriginal stories and book illustration tour to all schools in SD50 - QCSS, SNES, ALM, PORT, TAH and GMD
- Partnership with SD50 on the creation and launch of “B is for Basketball”, an initiative from SD50 students

Appendix C

Thinking about the 2011 Plan

Reflections on the 2010/11 year:

1. What priorities/objectives and actions from your 2010 District Literacy Plan have you addressed this year?
District #50’s literacy plan has a strong connection with the community literacy plan run by Literacy Haida Gwaii. Both organizations continue to promote awareness of literacy events, issues and programs in all communities on the islands.
 - LHG provided some financial support to Elders’ work in language translation at Skidegate Haida Immersion Program and Old Massett Haida Language Nest.
 - Provided small financial support to provide resources for Tahayghen Elementary and Skaadгаа Naay Elementary Schools’ Haida programs.
 - Provided small financial support to Swan Bay Rediscovery Outdoor Haida Program in running the 2010 summer activities for Haida and non-Haida youth.
 - Organised a Learning Disabilities workshop/forum for teachers as part of their Pro-D. All service providers on the island were invited as well.
 - Early learning is an area that we continue to address this year in conjunction with SD50. Using part of the LOC funds, LHG continued to provide a third year funding support of \$20,000 towards the delivery of early learning programs like Mother Goose, PALS, Welcome to Kindergarten and the yearly Early Learning Forum. Such programs are key to the essential foundation of very young learners and their parents. It is a shame that the ministry cut down on funding to this important stage of early learning after one year. Having Strongstart Centres alone are not the answer to supporting early learning. There is a need for running other early childhood programs to complement the Strongstart programs.
 - What have been the major impacts or outcomes?
The LD workshop/forum became a platform for teachers and service providers to discuss common issues surrounding LD. The groups gained insight and worked towards a mutual understanding on how to address and support LD issues in learners on Haida Gwaii. LHG produced an LD resource toolkit for island community service groups.

Translation work is a long process. Haida language is oral and is highly dependable on the Elders’ recollection of what they had learned in the past. Hence resources, time, funds and facilitation are important. Both programs run on a very

small budget and there is no provision of government funds. Through the assistance from LHG together with both language programs' massive fundraising efforts, a few Elders were able to attend a Language exchange conference this year with other Haida Elders in Alaska.

SD50's annual Early Learning Forum is an important channel where kindergarten teachers, Strongstart facilitators, preschool teachers and other early learning service agencies meet to work out strategies for addressing the learning vulnerability in young children based on the HELP stats. Through partnership and some financial support from several other agencies like CCRR, LHG and Success by Six, SD50 could continue with this year's Forum. The wonderful impact from this Forum saw the formation of the Early Childhood & Youth Table (ECYD). This will enable the communities to address early childhood to youth literacy at a higher level.

- **What are the factors that contribute to success? Here you might consider partnerships, community resources, the task group, coordination, communication. Examples are important to include.**
The small, local nature of Haida Gwaii permits strong, positive relationships - we all seem to know one another, and see each other in a variety of roles. Co-ordinating meetings, for example, are relatively easy, as is adjusting our goals or agreeing that an objective is met. Another strength is our multilayered approach; the School District, its Early Learning and Electronic School areas mutually support other, non-School District organisations, and so, in turn, does Literacy Haida Gwaii.
- **Evaluating the effectiveness of community partnerships and development can be a challenge. However, if you have thought about or found effective ways to evaluate how you have achieved goals and objectives, this is important to include in your district literacy plan.**
Evaluation came in the form of number of community partnerships created this year. LHG is consistently working and discussing partnership options with community service organizations. Several LHG projects are done with success through various community partnerships. The number of working partners and the level of involvement have increased through the years. Despite funding difficulties faced by individual agencies, we managed to achieve the goals and objectives we wanted to address. This was only possible because we came together as a collective, with each agency contributing what they can. The other key factor was the sharing of information and goals for the year. With the focus of common or similar goals among different agencies, it became clear that one agency need not work alone. Partnerships became an effective means.

2. **What has changed in the past year that affects literacy in the community? What has been the impact of these changes? How are you addressing these changes?**

- *The closing of NWCC's ESWK and Aboriginal Arts courses next year.*

LHG has been addressing and supporting the adult literacy gap for a few years. The offering of both programs in the last two years have boosted many adult learners from their low self-esteem to become strong and confident individuals. The abrupt funding cut on these two programs will impact these learners greatly.

3. **What have you learned about collaboration and the community development process?**

Our stakeholders work very well together and we all have overlapping duties and goals. However, there is some degree of concern for possible “burn out” as relatively few people attempt to fulfill a variety of roles.

Thinking about the 2010-11 year:

4. Are there new opportunities, challenges, or issues in your community? How will you respond to those?
LHG has received the third and final funding from Legacies 2010 to work on our community literacy plan. There were several literacy gaps that we had addressed and have brought these to a higher awareness level. Advocacy for literacy has grown in our communities and it must be sustained by long term investments of government funding to see a full extension of the work accomplished. Without the security of future funding from Legacies 2010 or other government bodies, the promotion of community literacy will be short lived.
5. What adjustments have you made to your plan? What new initiatives are planned? What initiatives have been expanded or continued?

On-going initiatives

Address the issue on learning disabilities in the district and the community.

In Fall, will partner with Literacy Haida Gwaii in bringing a learning disabilities simulation workshop facilitated by Learning Disabilities Association of Vancouver followed by a series of sharing workshops targetted at specific issues, strategies support etc.

LHG’s financial support for the local Haida programs from Skidegate Haida Immersion Program (SHIP), Language Nest in Old Massett, Haida programs in Tahayghen and Sk’aadgaa Naay Elementary Schools, and Chief Mathews School.

Continue to support opportunities for youth

LHG’s financial support to Swan Bay for this year’s summer program for youth. Program includes the learning and promotion of the Haida language as well as food gathering.

6. What will be required to meet the goals and effectively employ actions for the coming year?
Continued communication between various partner groups is essential. Reliable and predictable funding from our agencies would also be a tremendous asset, especially in the Early Learning area.
7. How will you measure or assess your progress?
A number of our goals are already accomplished (ie, Transportation); others are ongoing and are independent of actual data, for example support for literacy will be permanent no matter what results of various tests and surveys indicate; finally, we continue to monitor all areas for indications of improvement or decline and then adjust which goals we focus on.