

**District Literacy Plan 2012-2013**  
**SD59 Peace River South**  
**Updated June 2012**



## **Table of Contents**

Board of Education on Literacy.....	i
District Literacy Plan: .....	1
Context:.....	1
Reflections on Literacy 2010/11:.....	2
Dawson Creek Literacy Planning:.....	3
Chetwynd Literacy Planning: .....	5
Tumbler Ridge Literacy Planning:.....	7
Moving Forward with Vision: .....	8

## **Board of Education on Literacy:**

The Peace River South Board of Education realizes the importance of “Engaging each Learner” within a personalized learning agenda. Foundational to the engagement of each learner is the recognition that a strong foundation in literacy skills will provide the underpinnings of a community literate in reading, writing, numeracy skills and the process skills necessary to allow each student to realize his or her full potential. The District Literacy Plan is a commitment of collaboration with key community stakeholders to improve literacy for all.

# DISTRICT LITERACY PLAN

## Defining Literacy:

For the purposes of this document, we accept the broad definition of literacies provided by Literacy Now.

Literacy is an essential cultural, social and academic practice that involves, not only reading, writing and numeracy, but also a variety of abilities including viewing and representing, aural literacy including lingual, musical and listening skills, cultural literacy including civic skills

Literacies enable us to communicate, represent and evaluate knowledge in multiple ways. The more literacies we learn, the greater our understanding of the world. Literacy is a continuum of skills. We can all become more literate (Source: Literacy Now Planning Guide, p. 4, 2004).

## Context:

School District 59 (Peace River South) is located in the northeastern corner of the province. The school district encompasses the communities of Dawson Creek, Chetwynd, and Tumbler Ridge, as well as a number of rural communities. The economy of the area is varied and comprised of agriculture, tourism, manufacturing, petroleum exploration and development, hydroelectric power generation, forestry and mining. The local economy is in a “boom” phase with plans for expansion in each community. This has resulted in a need for skilled and unskilled workers. This has appeared to increase the transient population of our communities.

School District 59 (Peace River South) is largely a rural district with a fairly dispersed population and a resource-based economy. The District is proud of its developing partnerships with local industry and with post-secondary institutions, specifically, Northern Lights College. These partnerships are resulting in expanded career education opportunities for students. There has also been a shift in moving toward a more personalized learning agenda for students with the focus on a solid foundation of literacy skills.

## Reflections on Literacy: 2011/12

This year, we were fortunate to have the Literacy Outreach (LOC's) in both Dawson Creek and Tumbler Ridge. The community of Chetwynd has had more than one LOC since last year. The most recent LOC has been in the position for three months.

Significant changes in the Literacy needs of the communities have resulted in a new awareness of literacy gaps in each community.

Some highlights of the past year have been:

1. Monthly Literacy Newsletter (Dawson Creek)
2. Monday Morning Computer Club (Dawson Creek)
3. Partnership with Society for Community Living in Bookshare project (Dawson Creek)
4. Beginner workshop series for Seniors and Computer Literacy (Dawson Creek)
5. Partnership with South Peace Seniors' Access Society (Dawson Creek)
6. Community Event: International Day for the Elimination of Racial Discrimination hosted by Nawican Friendship Centre, Literacy Now and Dawson Creek Literacy Society (Dawson Creek)
7. Adult Literacy (Tumbler Ridge)
8. EASL program (Tumbler Ridge)
9. Involvement on Literacy Boards with Industry (Tumbler Ridge)
10. On-line book club (Tumbler Ridge)
11. Tutoring for young ESL students (Chetwynd)
12. Adult Literacy Classes (Chetwynd)
13. Tax Assistance Program (Chetwynd)

## Dawson Creek Literacy Planning

### LITERACY OUTREACH COORDINATOR: MICHELE MOBLEY

#### **Dawson Creek:**

In November 9<sup>th</sup> of 2006 Dawson Creek and community began the task of expanding literacy work in the community. By June of 2007, a plan was developed stating long-term direction for enhancing Literacy across the community. This past year saw a new LOC as the Dawson Creek Community Literacy Plan underwent revision. The members of the task group represent a broad range of service providers in the Dawson Creek community: Obair Economic Society, SD 59, Job Search, South Peace Community Resource Society (SPCRS), Dawson Creek Literacy Society and Success By 6. Collaborations within the community are working well because of the creative thinking and the willingness of partners to participate from groups such as SPCRS, Seniors Access, Nawican Friendship Centre, Library and SD 59.

The local economy continues to grow, which has led to a need for both skilled and unskilled workers. This growth offers many opportunities to make a good wage without much formal training or education, which perpetuates the problem of low literacy rates among many adults in the Northeast. With the lowest unemployment rate in the province (4%), affordable housing becomes an issue for many who come seeking employment in the area.

In the South Peace, we are also experiencing an unprecedented influx of newcomers to the region, and to the country. Many of these newcomers have filled gaps in the retail/customer service sector. There are challenges to both employers and employees in terms of language, customer relations, and social integration. The Dawson Creek Literacy Society and some local schools have noticed an increased demand for ESL.

In the 2011/12 year, the goals were to target 'at-risk-youth', 'workplace literacy' and 'lifelong learning'. There was a great response to beginner workshops for seniors in computer literacy. Other beginner and intermediate classes have been held on topics such as Digital Photography. Workshops were also organized on topics such as the city water and energy plan, drug interactions, personal and residential safety and green cleaners. A book share program was set up resulting in six book share locations across the city. Workplace literacy will continue to target through family literacy.

## Dawson Creek Literacy Goals 2012/13

Goals	Partnerships	Status
1. To provide a reading program for at-risk youth a. Provide an engaging venue b. Involve more partners in support of the program	Reconnect (SPCRS) SD 59 – Dawson Creek Secondary	Revised program
2. To increase awareness of Workplace Literacy through presentations a. Present to Chamber of Commerce	Chamber of Commerce	Fall 2012
3. To focus on Family Literacy a. Mosaic Bookshare program	Playgroups Public Health Unit Nawican Friendship Ctr Aboriginal Family Services StrongStart	Fall 2012
4. To encourage Life Long Learning a. Focus on senior's community b. Develop workshops: i. Computers ii. In home safety iii. Recognizing scams iv. Elder abuse	Local community professionals	Continue and expand on workshops presented in 2011/12

## **Chetwynd Literacy Planning:**

### **LITERACY OUTREACH COORDINATOR: LUCY REDFEARN**

In May of 2008, the community of Chetwynd began the work toward a Community Literacy Plan. The plan was established and the goals were met. In January of 2011 a new LOC was hired to move the community forward with Literacy planning. A new plan has been established and work toward the plan is underway. An increase in collaboration with SD 59 was a desired outcome for the 2011/12 year. The members of the task group represent three active members of the community each with her own diverse areas of community involvement. Important collaborative partnerships have been formed to begin the work in 2012/2013: Chetwynd and Area Service Providers meetings, Chetwynd Healthy Communities, Northern Lights College, Chetwynd Public Library, and SD 59. The enthusiastic support and collaboration over a number of issues and initiatives will benefit the community.

The Chetwynd Literacy Outreach Coordinator has applied for CALP funding to put in place a ten month structured program. The program will address all aspects of literacy including assistance to First Nations, seniors, ESLSAP and low-income residents of Chetwynd. This program will include classes at the college and library with transportation provided.

## Chetwynd Literacy Goals 2012/13

Goals	Partnerships	Status
1. To provide residents with seven different paths for literacy <ul style="list-style-type: none"> <li>a. Computer Literacy</li> <li>b. Library Services</li> <li>c. Personal Finances</li> <li>d. Employment</li> <li>e. Genealogy</li> <li>f. Travel</li> <li>g. Personal and Community Histories</li> </ul>	Chetwynd Public Library Northern Lights College	Pending grant application
2. To continue to offer support for English Language Learners <ul style="list-style-type: none"> <li>a. Adult Literacy Classes</li> </ul>	ESLSAP	Ongoing
3. To be available as a resource to community members with literacy barriers <ul style="list-style-type: none"> <li>i. Topics including housing, employment, completing forms etc.</li> </ul>	Local community professionals LOC ESLSAP	Ongoing

## Tumbler Ridge Literacy Planning:

### LITERACY OUTREACH COORDINATOR: FAYE MEASE

#### Tumbler Ridge:

The community of Tumbler Ridge began their process of Community Literacy Planning and has developed a document completed in July of 2010. Tumbler Ridge also realized a new Literacy Outreach Coordinator who is actively reviewing the plan as the needs in the community have shifted over the past year. The members of the task group represent different aspects of the community: Addiction Support Services, Businesses, City Council, Northern Lights College, Early Childhood Service providers, SD 59 and Library. The college and library continue to be contributing partners in promoting literacy initiatives in the community.

There continues to be influxes of people moving to Tumbler Ridge who require ESL services in order to fully take advantage of all that the community can offer. There will continue to be an ESL program in order to support these needs. Employers are beginning to call regarding information on the ESL programs.

#### Tumbler Ridge Literacy Goals 2012/13

Goals	Partnerships	Status
1. To implement an Adult Literacy Program a. EASL program	Northern Lights College City Councilors	Ongoing
2. To work with the school district to focus on literacy levels of young teens	Health Care Professionals	Fall 2012
3. To develop a Literacy courses a. Literacy & Health Care b. Literacy in the Workplace with a focus on safety	Health Care Professionals Mine contacts City Council	Fall 2012
4. To develop a brochure focusing on the benefits of collaborating around literacy needs in the community	LOC	Fall 2012

## Moving Forward with Vision:

*SD 59 is committed to supporting our community through all 5 areas identified by ReadNow BC:*

### **EARLY LEARNERS:**

*The Present:*

The district supports many early learning programs. Programs in the 2012/13 year are Ready, Set, Learn; Parents as Literacy Supporters; Welcome to Kindergarten and participation in the Early Development Instrument. As well, all schools will be offering a Full Day Kindergarten program.

We have established an Early Learning Hub involving both school district and community partners. The Early Learning Hub houses an indoor playground funded by Children First. The playground will be open to parents and their children 5 days a week during school hours with plans to extend the times to evenings and weekends.

StrongStart programs will be in Tremblay, Don Titus and Tumbler Ridge Elementary. StrongStart Outreach will provide programs in Rolla, Parkland, Devereaux, and McLeod. Our Speech Language Pathologist is offering language service to our StrongStart programs and screening for early identification of speech and language difficulties. Munchkin Land, located at Tremblay Elementary School, is an interactive play-based centre for parents and children operating 5 days a week during school hours.

The Words on Wheels Bus will continue to operate throughout the district. The School District Building Learning Together committee works in partnership with Success by 6, Children First, CDC, Northern Health, CCR&R, and Public Libraries in all 3 communities.

*Our vision:* To provide children and caregivers with academic, social, emotional and behavioural skill opportunities (0-5 years) to optimize their success.

*Our Challenge:* To be able to fund programs for early learners, to provide the outreach necessary to all of our catchment area, and to encourage families with the highest EDI vulnerabilities to attend SD 59 early learning programs.

### **SCHOOL AGE LEARNERS:**

*The Present:* Our district literacy goal demonstrates our commitment to Literacy. Our Literacy Helping Teacher will provide collaborative support for primary teachers in determining the best practice to meet the needs of their students. The programs or best practice include but are not limited to Guided Reading, SMART Reading, Fluency

Building, Literature Circles, Words Their Way, Oral Language Development, Six Traits provide balanced literacy programs in our classrooms. We are also doing some action research projects to look at effective intensive interventions at the primary level. At the intermediate and secondary level, reading in the content area and late literacy intervention is one of the major strategies for improving student achievement. We will have coach/mentors in each school providing support for teachers. In regards to our partnership with NLC, we are establishing more dual credit programs in academic areas.

*Our Vision:* To enable each individual to reach his/her full personal potential with a connection to the community around literacy opportunities and supports. Our work is to provide quality education with each learner showing continuous improvement.

*Our Challenge:* To continue to be responsive with programs and structures in order to meet the needs of each individual.

### **ADULT LEARNERS:**

*The Present:* The focus for Adult literacy has been a focus for all three of our communities. There are opportunities available through the school district for specific courses and in the dual credit areas. There is a focus in our communities in helping new adult English language learners become more functionally literate. Setting up Adult Education Centers, providing resources and workshops and collecting information on the needs for literacy in the adult community are reflected in each of the Literacy Plans.

*Our Vision:* That adult learners have access to basic and beyond education in our community in order to access all aspects of what the community has to offer.

*Our Challenge:* To continue to work with community partners in making sure that all adults have access to education especially those who are English Language Learners.

### **ABORIGINAL LEARNERS:**

*The Present:* The district is disaggregating the data for Aboriginal students in order to be able to set the most relevant goals for this group. Support programs include Family Support Workers, Aboriginal Support Teachers and Aboriginal Intervention Workers. Teachers in each school will work with setting individual targets for each aboriginal learner in our classrooms.

*Our vision:* That all aboriginal students have access to and support to achieve their personal potential in a supportive environment with positive relationships.

*Our challenge:* To provide responsive programming that meets their needs in the academic, emotional, social and spiritual areas.

## **ENGLISH LANGUAGE LEARNERS:**

*The Present:* At present we provide relevant programs for ESL/ESD students and sometimes their families. We have a helping teacher to ensure that appropriate programs are in place for school age learners. Adult Literacy programs are active in each of our three communities. Communities are being intentional around providing available resources through the public libraries and providing workshops for ESL adults.

*Our vision:* As a community that we are responsive to the needs of the English Language Learners in our community so they are able to fully participate in all aspects of the community.

*Our challenge:* To ensure that all families have the information they need in order to best access the supports in our community and to aid the schools in having professional development opportunities around ESL/ESD.