



# **District Literacy Plan**

**2008-2009**

**School District #74 (Gold Trail)**

**“It takes a community  
to raise a child”**

## **Introduction**

Gold Trail School District embraces its expanded mandate to broaden our work to include community literacy development and life-long learning for all community members, in all ages and stages of life. We view our expanded role as an opportunity to develop stronger school/home/community relationships which will strengthen families, schools and local communities, and enhance life-long learning achievement of all learners in our communities. During this school year, the District committed to developing a District Literacy planning process which honors the regional and cultural diversity of our community members in all our villages, towns, rural communities and Aboriginal territories. In preparing to meet the challenges of this expanded area of responsibility we recognize and value the following:

- The family is the strongest element shaping children's lives and our strongest form of networks. For all children, the cycle of learning begins in the family.
- Family literacy acknowledges the richness and complexity of families and the multiple often-unrecognized literacy tasks that are part of everyday life. Community Development is the process of bringing people together to identify existing strengths and assets, address common challenges and find solutions.
- It is a process of building partnerships of shared responsibility in which community members build on existing family and community resources and support each other in developing a culture of life-long learning which benefits themselves, their families and neighbours.

## **Community Context**

The School District 74 Gold Trail is a unique rural public school district, which represents communities in three regional districts.

1. Clinton, Cache Creek, Ashcroft, Venables Valley, Spences Bridge and Lytton, along Highway 1 are in the Thompson/Nicola Region District.
2. Fountain, Pavilion, Lillooet, Shalalth/Seton Portage and Gold Bridge to the west on Highway 99 are in the Squamish/Lillooet Regional District.

Communities within Gold Trail School District are comprised of 19 First Nations Bands within the St'át'imc, Nlakapamux, and Secwepemc Nations, and off-reserve and Métis populations. Currently, 57% of all students are Aboriginal. The signed Enhancement Agreement reflects the importance of a focus on addressing the needs of First Nations and Métis students. The First Nations' Education Council meets regularly with District personnel to address the goals and strategies as outlined in the Aboriginal Education Enhancement Agreement.

Our communities are primarily resource- and agricultural-based, and the natural beauty of the area offers a wide range of recreational amenities. The school district contributes to the local economy by employing approximately 300 employees.

Declining student enrollment resulting from economic factors presents each of our communities with new challenges and new opportunities to develop a community vision and action plan which will meet their unique needs.

## School District Mission

The mission of the Gold Trail School District is to work together to support success for all students in a safe, supportive, culturally rich environment reflecting the unique strengths of our rural communities.

## Current Learning Opportunities

The District has 6 elementary schools, 4 secondary schools, 2 rural schools, and a K-12 school in partnership with the Seton Lake Band. Several of our elementary schools house pre-school programs operated by Aboriginal or community associations. Cayoosh Elementary School in Lillooet houses our district's first StrongStart program, opened since October, 2007.

The District also offers a Trades/Careers and Distributed Learning Programs, which provide opportunities for learning for all community members. Adult Learning Centers in Lillooet, Ashcroft and Clinton provide ongoing learning opportunities engaging a wide range of students, including those who might otherwise leave school without graduating.

Enrolment in Career and Trades programs has seen a steady increase in numbers from 6 students in 2002-2003, to 60 students 2007-2008. Likewise, enrollment in our Continuing Education program has increased from no adults in 2002-23 to 40 in 2007-08. Supporting the Trades and Continuing Education Programs for adults remains a priority for the Board of Education, and is viewed as a strategy for enhancing social and economic opportunities for citizens of rural communities.

## Community Literacy Plans

The School District views the development of community literacy plans in collaboration with local partners in each community and 2010 Literacy Now as essential to meeting the unique learning needs in every community.

The community of Lillooet has completed and is in its third year of community literacy planning and implementation in partnership with 2010 Literacy Now. Lillooet partners continue to strengthen existing partnerships and build new partnerships so they can respond to the changing learning needs in their community.

Some of our communities are in various stages of preparing an Expression of Interest to apply to 2010 Legacies Now for funds to support their community literacy plan planning process, while other communities are not yet ready to begin the process. The district literacy planning process has evolved over this year, and is designed to provide ongoing support for each community in developing their community literacy plans.

## Supporting and Enhancing Rural Context

In 2008, Gold Trail School District was designated as the host site for the *Ministry of Education Rural Strategy*, enabling the District to engage in provincial dialogue and innovations to support rural

communities. This focus on rural education strategies will be of great benefit to our communities as they move deeper into the literacy planning process and address the unique challenges in their communities.

### Alignment between School Plans, Enhancement Agreement, District Literacy Plan, Rural Strategy and District Achievement Contract

The District has a Yearly Planning Cycle which ensures on-going dialogue and articulation between School Growth Plans, the Aboriginal Education Enhancement Agreement, District Literacy Plan, Rural Strategy, and the District Achievement Contract. Throughout the year, formal evidence-based discussions take place, such as; School-Growth Plan Reviews, Community Round Tables Conversations, FNEC and Education Committee Dialogue and Recommendations. Each of these formal conversations allow for community members to review and adjust their plan and responses to the goals and evolving evidence.

### Goals of the Achievement Contract

The primary goal of the District is to ensure that all learners attain meaningful *school completion*. This goal is supported by improving student achievement in *literacy, numeracy* and *social responsibility*. Each of these objectives is attained through a focus on:

- enhancing connections between family and *community*,
- *culture*, as outlined in the Enhancement Agreement, as stated in the District Literacy Plan
- promoting *rural strategies* that support innovation and improvement for learning in rural settings.

### School Growth Plans

All schools are working with their staff and PAC to develop school/community partnerships which will support current community learning opportunities and build community capacity to develop innovative programs and services to meet the unique needs of their community. Information about community literacy and building partnerships will be imbedded in each of their School Growth Plans for the 2008-09 school year.

### Goals of the Aboriginal Education Enhancement Agreement

Our first Aboriginal Education Enhancement Agreement was signed in June 2006 in partnership with 17 Bands of the St'at'imc, Nlakapamux, Secwepemc Communities, off reserve and Metis who have children in district schools, and the Ministry of Education. This agreement identifies three goal areas to improve and track student achievement:

1. Academic Expectations:  
To increase numbers of Aboriginal students being successful at all levels.
2. Culture:  
To increase awareness, appreciation, participation and success in learning and activities in school and community in Aboriginal Culture and traditional knowledge, and Board Authorized and Provincial Aboriginal curriculum.

### 3. Social Responsibility:

To increase in all students mutual respect, trust, honesty, personal responsibility and community mindedness throughout the school environment.

## Goals of Read Now BC

These broad community-based goals are compatible with the goals of our Aboriginal Education Agreement, School Growth and District Achievement Contract. They also provide guidance and structure for the each community's literacy plans and our District Literacy Plan.

1. to increase the number of children entering school ready for formal learning
2. to increase the number of children who read successfully
3. to increase the number of adults who have the literacy and essential skills to compete in today's labour market and to function in everyday life
4. to increase the number of aboriginal students who read successfully.

## District Literacy Goals and Planning Process 2007/08

The goal of our District Literacy Plan is to work with existing and new partners to develop innovative ways of supporting life-long learning opportunities in all communities by building and strengthening relationships through collaboration and joint planning in the community literacy planning process.

### Rationale

Our rationale emerges from results of our EDI and district student achievement data as reported in the District Achievement Contract and our Aboriginal Education Agreement. Results of the 2007 EDI identify young children in our District as the most vulnerable in B.C. Results of student achievement measures verify that while our students are improving in reading and writing there remains a significant discrepancy between the achievement of our Aboriginal and non-Aboriginal students. Given what we know about:

- the importance of family and community in supporting student learning,
- the significant role the school district plays within our communities, and
- the equally significant role that community organizations play in education of people of all ages,

it is essential that the District moves beyond our traditional role and embrace learning success for all community members as its obvious and natural next step in district and community development.

During the 2007/08 school year, Gold Trail School District embarked on the first phase of its community and district planning process which involved many community-wide facilitated conversations and smaller partner conversations focused on:

- research findings and implications
- building trusting and respectful partnerships
- community Asset Mapping
- visioning our future

- developing Action Plans
- goals and rationales of ReadNow BC
- 2010 Literacy Now-Community Literacy Planning Process
- alignment with all district goals,

Recognizing that this planning phase will be a three year process, three major processes were implemented to begin the development of community awareness and understanding of the new mandate.

1. Round Table Literacy Conversations in each community were arranged and facilitated by district staff. The schedule of community meetings was arranged a year in advance and according to the district timetable. Literacy conversations were attended by all Trustees, District and school staff with an open invitation from the District to all community members. Community responses to these meetings varied, with our smallest community in Clinton having the greatest number of participants. This is the fourth consecutive year in which SD74 has invited community participation in a round table conversation. This year the focus of the conversations was on community literacy planning and development.
2. Development of School/Community Leadership Teams in each community comprised of the principal, one or two teachers, the Aboriginal Student Support Worker, a parent and a community member. Some schools were fortunate to also have a member of the Aboriginal community on their teams. All school/community teams participated in 3 district/community professional development meetings. The first 2 meetings were held in Ashcroft and Lillooet respectively, with the third meeting being a Community/District retreat held out of district and facilitated by Laura Lipton, world renowned researcher and facilitator in educational and community improvement.
3. The District is in the early stages of developing a District Student Leadership Team. As the Board of Education, District and school staffs value the role our students play in building school and community culture, we recognize the need to develop a process where students' voices are heard and students can network with students in other schools and other districts. Many local and district meetings focused on building leadership understanding and capacity in students so they can be an equal voice in building community partnerships. Student leadership surveys were designed to gain information about what is currently happening in schools. While all our elementary and secondary schools have some form of student leadership teams and activities, previous to this spring these effort were happening without district support. The district is committed to continuing this process and to including students in developing and organizing how they would like this district leadership process to evolve. A student leadership BLOG has been developed as another way to encourage students to network with each other and build connections with Trustees and District staff.

In late February five secondary students joined our district team of teachers and principals at the Interactive Innovations Conference at our regional site in Vernon. Gold Trail students were the only students included in district teams at this Vernon site. Our students participated in all conference offerings and were particularly impressed by Andy Hargreaves with whom they each had an opportunity to chat during the conference. Students commented that they felt Andy really listened to them and that he valued their participation and contributions to the conference process.

A summary of many of the conversations which occurred during the above processes this year highlights themes emerging as major areas of concern, interest and wishes expressed by community members.

#### Inclusion:

- Variety of learning opportunities for all ages and stages of life
- Equal access for all

#### Collaboration

- Relationships and building community partnerships
- Equal voice for all community partners

#### Family Support

- Learning opportunities for young and school aged children
- Family literacy needs to support children and build family skills

#### Trades and Careers

- Trades and adult learning opportunities
- Improve employability
- Provide more and sustainable employment

#### Seniors and Elders

- Recognize the value seniors are to communities
- Buddy and grandparent learning partnerships/opportunities

#### Improve quality of life

- Sense of belonging
- Feel valued and respected
- Enthusiasm and love of learning
- Happy/ Vibrant/Enthusiastic Community
- Self-fulfilled, productive community members
- Celebrations/ Culture /Pride
- Health and well being
- Environmentally friendly
- Leisure, sports, arts/crafts and music
- School as a learning center for all where every learner reaches his/her potential

### Student/Family Support Pilot Project

In addition to the processes described above, in September 2007 the District embarked on an Aboriginal Mentorship pilot project in Cache Creek/Ashcroft and Lytton. Aboriginal mentors who are trained in AVID (Advancement Via Individual Determination) and mentoring strategies, provide direct in classroom and home/family support to students in Grades 5-8. Student progress is tracked to determine if students who have strong Aboriginal mentorship and home support in upper elementary grades will (1) transition more successfully into secondary school, and (2) choose and be successful in rigorous courses as they progress towards graduation. Year end data was not available at the writing of this plan. However, reports to date provided by mentors and teachers reveal that most students have made

significant improvements in developing organization and readiness to learn skills. Some teachers report that a number of students who were previously chronically absent from school and were disengaged from their learning when they did come to school, have “completely turned around” and are now very interested in learning and being successful, and are rarely absent from school. While it is too early to make definitive claims to the success of this program, early reports are very encouraging. District support for this program will continue and expand to Clinton and Lillooet next year.

## Four Pillars of Community Learning

Schools in each community are working with community partners to **develop community visions and to identify goals, actions, timelines and indicators of success** for these overlapping age groups within each community.

- Early Learning: Birth till age 6 children and families;
- School children, age 5-18, and families;
- Youth and young adults, age 16-25;
- Adults, Seniors and Elders.

## Community Assets Inventories: Strengths and Gaps

This asset mapping inventory and plans for next year for each community are summarized below. Each community identified many strengths and resources in supporting inclusive learning for community members in all ages and stages. These strengths, future plans and community wishes are listed below, for each age group within each community.

Gaps in learning opportunities are apparent with the biggest gap being in the 4<sup>th</sup> area: Adult, Seniors and Elders. While many schools invite adult/seniors and elders into the classroom to share their wisdom in areas of interest, the inclusion of this age group is mostly a one-way approach at this time. Schools and communities are aware of the need to develop community based learning opportunities for this age group, so that both students and adults/senior/elders benefit from supporting each other and learning and growing together.



## Communities of Ashcroft/Cache Creek

(Population: Ashcroft 1,664, Cache Creek, 1,125)

### **Early Learning – Children and Families**

#### 1. Current Learning Opportunities:

- Active Make Children First Committee in Clinton, Cache Creek, Ashcroft & Areas
- Healthy Beginnings program in both communities (located in Cache Creek Elementary in Cache Creek)
- Infant Development Program
- Books for Babies
- Mother Goose
- Ready Set Learn
- PALS (Parents as Literacy Supporters) in both elementary schools
- Supported Child Care (available on referral from Kamloops)
- Cache Creek Preschool located in Cache Creek Elementary School
- Kindergarten Learning Program
- Talking Tables
- Speech/Language Services, SD74/MCFD
- Early Development Indicator (EDI) Survey completed at both schools
- Camp BOOST , a summer camp for early learners in both communities

#### 2. Future Learning Opportunities in the planning phase:

- Increase partnerships between schools and early childhood programs
- Exploration of ways to provide PALS in an outreach format (i.e. on reserve)
- Developing partnerships to support use of “Moe the Mouse” oral language/literacy resources in early childhood programs in both communities and both elementary schools’ kindergarten programs
- Bringing Strong Start Centers & Outreach Workers to both communities

#### 3. Community Wishes for Additional Programs and Services:

- StrongStart in Cache Creek Elementary School
- Child care associated with Community Learning Centers
- Grandparent programs- tapping into the potential for learning with our seniors; Adopt a Grandparent; Grandparents as PALS;
- Use of additional school space for community programs;
- Use of School District transportation to increase accessibility

## **School Children and Families**

### **1. Current Learning Opportunities:**

- BOOST Summer Literacy Camp for children ages 4-6.
- Two Summer Literacy Blended Camps for students age 5 to 17 (Community Partnerships, SD74, 2010 Legacies Now)
- Gr. 5-8 Aboriginal Mentorship Program
- AVID family nights
- Restorative Justice
- Public Library Programs
- 4 H Clubs
- Soccer and Hockey teams
- Swimming Programs available during summer months
- Cadets
- Interior Health Programs
- MCFD

### **2. Future Learning Opportunities in the planning phase:**

- Explore ways to provide PALS in an outreach format
- Increase partnerships between school and community
- ReadWell family program for young Aboriginal students and their families
- Bringing StrongStart Centers and outreach workers to both communities
- AVID student and family in-services provided by AVID Elective teachers and AVID students.
- Family Math Nights in all communities.
- Community forums to inform families and community members about bullying prevention programs for students.
- Parent workshops to support youth in speaking out against racism.

### **3. Community Wishes for Additional Programs and Services**

- Cubs/Boy Scouts
- Music/Arts and Drama for Intermediate Students
- Track and Field
- Year round recreation center for all
- Transportation to provide greater access for all
- Develop process for volunteer program

## **Youth and Young Adults:**

1. Current Learning Opportunities
  - **ACCESS Centre** – Ashcroft-Cache Creek Education Storefront Site. The ACCESS centre is an off-site facility of Ashcroft Secondary School, serving the needs of students sixteen years of age and older wishing to complete Grades 10 through 12.
  - Trades and Careers: 2006/07- Culinary Arts;  
2007/08- Culinary Arts & Welding
  - Y.E.S. (Youth Entertainment Society- Drama and Music)
2. Future Learning Opportunities in the planning phase:
  - ACCESS Learning Center: In discussions with community partners, a proposal was developed to extend ACCESS hours to offer educational support to adults in the surrounding communities. Currently, Cache Creek Elementary School's computer lab is open Tuesday evenings for adult access. In Ashcroft, the ACCESS Center is open to serve adults on Thursday evenings.
  - Trades and Careers
    - Culinary Arts/Cooks Training (Level 1)
    - Construction (Level ) in Cache Creek
    - Piping
  - Continue to develop partnerships between the district community
3. Community Wishes for Additional Programs and Services
  - More work/shadow opportunities

## **Adults, Elders and Seniors**

1. Current Learning Opportunities:
  - ACCESS Learning Center: This Spring 2008, in discussions with community partners, a proposal was developed to extend ACCESS hours to offer educational support to adults in the surrounding communities.
    - Cache Creek Elementary School's computer lab is open Tuesday evenings to adult learners.
    - The ACCESS Center in Ashcroft is open to serve adults on Thursday evenings.
2. Future Learning Opportunities
  - At the conclusion of the school year, the community partners will review program use and successes. Future plans will be developed according these results and to community partners' wishes.
3. Community Wishes for Additional Programs and Services:
  - Heavy Equipment Operator courses
  - Adult Literacy upgrading in the workplace

## Community of Clinton

(Population: Village- 740, Service area 1,200)

### **Early Learning, Children and Families**

#### **1. Current Learning Opportunities:**

- Active Make Children First Committee of Clinton, Cache Creek, Ashcroft & Areas
- Healthy Beginnings program located in Clinton Elementary School
- Clinton Cariboo Kids Early Learning Program located in Clinton Elementary School
- Supported Child Care (available on referral from Kamloops)
- Infant Development Program
- Books for Babies
- Mother Goose
- Ready Set Learn
- PALS (Parents as Literacy Supporters) in both elementary schools
- Kindergarten Learning Program
- Talking Tables
- Speech/Language Services, SD74/MCFD
- Early Development Indicator (EDI) Survey completed at both schools
- Camp BOOST , a summer literacy camp for children ages 4-6

#### **2. Future Learning Opportunities in the planning phase:**

- Increase partnerships between the school and early childhood programs
- Exploration of ways to provide PALS in an outreach format (i.e. on reserve)
- Developing partnerships to support use of "Moe the Mouse" oral language/literacy resources in early childhood programs and in the elementary school's kindergarten program
- Bringing a Strong Start Centre & Outreach Worker to Clinton Elementary
- Books for Babies

#### **3. Community Wishes for Additional Programs and Service**

- Family programs for parents and children to learn together
- Parenting programs that provide day care and focused learning times for parents
- Library story time- evenings, weekends and during the summer
- Pre-school physical activities (gymnastics, skating etc.)
- Health screening, hearing, vision, speech/language
- Mother Goose

## **School Children and Families**

### 1. Current Learning Opportunities:

- Kids Rock Night
- Karate/Batons/4H
- Rodeo/soccer/baseball/skating/volleyball
- DARE (Drugs Abuse Resistance Education)
- Park with playground
- Public Library Programs- on a limited basis
- Interior Health Programs
- MCFD
- Soccer and Hockey teams
- Baton club
- 4H
- First Aid Course

### 2. Future Learning Opportunities in the planning phase:

- Readwell program
- AVID student and family in-services provided by AVID Elective teachers and AVID students.
- Family Math Nights in all communities.
- Community forums to inform families and community members about bullying prevention programs for students.
- Parent workshops to support youth in speaking out against racism.

### 3. Community Wishes for Additional Programs and Services:

- Dance class
- Baby sitting course
- More First Aid courses
- Expand curling opportunities
- Bike park/skating board rink in the summer
- Pool and gym splash park

## **Youth and Young Adults, and Adults, Elders and Seniors**

### 1. Current Learning Opportunities:

- Clinton Learning Centre, house in Clinton Village office building was opened in September 2007. Community members of all ages are taking advantage of the great learning opportunities available in Clinton. Currently the oldest who attends on a regular basis is 82 years old.
- Sportsman's Clubs
- ART Society

- Volunteer Firefighters
- Some work experience

2. Future Learning Opportunities/ Community Wishes for Additional Programs and Services:

- The Clinton Community has developed a vision for one community learning center which will combine K-12 education and learning opportunities for all community members. SD74 is collaborating with Clinton Village Government and Community partners to explore options and opportunities relating to developing this learning center.
- At the conclusion of the school year, staff and community partners will review program use and successes. Future plan will be developed according to these results and to community partners wishes.
- Expand work experience and job shadowing
- Trades programs
- Forestry and Fire fighting courses
- Expand Learning Center opportunity and hours
- Expand Distributed Learning course options
- Grant writer
- Full-time recreational coordinator
- Young driver preparation
- More First Aid courses
- Expand curling options

## Community of Lillooet and surrounds

(Population: Township 2,815, Service Area 4,500)

### **Early Learning, Children and Family**

#### 1. Current Learning Opportunities

- Day Care Centers and Pre-School Centers
- Aboriginal Head Start in 5 locations
- Family Place – Lillooet Friendship Center located in the Lillooet Mall
- Moe the Mouse
- Infant Development Program
- Books for Babies
- Mother Goose
- Ready Set Learn
- Strong Start Centre at Cayoosh Elementary School
- PALS (Parents as Literacy Supporters) in both elementary schools
- Supported Child Care (available on referral from Kamloops)
- Kindergarten Learning Program
- Talking Tables
- Speech/Language Services, SD74/MCFD
- Early Development Indicator (EDI) Survey completed at both schools
- Camp BOOST, a summer camp for early learners in both communities
- Lillooet Learns Book Bus ( Community Partnership and 2010 Literacy Now)

#### 2. Future Learning Opportunities in the planning phase:

- Outreach Worker in the StrongStart Centre
- Increase partnerships between schools and early childhood programs (Aboriginal HeadStart) programs, Family Place programs)
- Increase partnership with Book Bus program
- Exploration of ways to provide PALS in an outreach format (i.e. on reserve)
- Developing partnerships to support extending the use of “Moe the Mouse” oral language/literacy resources from early childhood programs into both elementary schools’ kindergarten programs
- Developing an active Make Children First Coalition for Lillooet

#### 3. Community Wishes for Additional Programs and Services:

- Outreach to rural communities ( think outside the building)
- Pre-natal and parenting groups
- More flexibility in timing of programs
- Develop coordination process for what is already available
- Develop process so that the most vulnerable children and families can access available services

- Foster homes/safe houses so children can stay in their community

### **School Children and Families**

#### **1. Current Learning Opportunities:**

- Family Place- Lillooet Friendship Center
- Recreation Center
- Summer Literacy Camps for students age 5 to 17 (Community Partnerships and 2010 Legacies Now)
- Public Library Programs
- Restorative Justice
- Interior Health Programs
- MCFD
- Soccer and Hockey teams
- Swimming Programs available during summer months

#### **2. Future Learning Opportunities in the planning phase:**

- Read Well home program for students and families, supported by our Aboriginal Student Support Worker AVID student and family in-services provided by AVID Elective teachers and AVID students.
- Family Math Nights in all communities.
- Community forums to inform families and community members about bullying prevention programs for students.
- Parent workshops to support youth in speaking out against racism.
- Elders in the classroom

#### **3. Community Wishes for Additional Programs and Services:**

- More organized home programs
- More sports, gymnastics, arts and drama
- More coaching for teams
- More recreational events
- Need to develop more partnerships
- Clinical counseling



## **Youth and Young Adults, and Adults, seniors and Elders**

### **1. Current Learning Opportunities**

- Family Place- Lillooet Friendship Center
- Lillooet Learning Centre – serving adults and youth in Lillooet and the surrounding communities. The centre is heavily subscribed by a large number of First Nations Aboriginal adults
- Trades and Careers:
  - 2006/07 Cosmetology, Carpentry
  - 2007/08 Cosmetology, Carpentry, Painting and Welding

### **2. Future Learning Opportunities in the planning phase:**

- Lillooet Learning Center:
  - child care available in the center 2 days a week
  - introduction of Aboriginal culture and curriculum in Learning Center
- Trades and Careers: 2008/09
  - Cosmetology/Hairdressing
  - Drywall Finisher (Level 1) Wall and Ceiling Installer (Module A)
  - Painting/(Level 1) Welding (Level C)

### **3. Community Wishes for Additional Programs and Services:**

- Programs to help people who have mental and physical disabilities to socialize
- Expand clinical counseling opportunities
- Cultural immersion programs

## Community of Lytton

(Population: Village 400, Service area 2,000)

### **Early Learning, Children and Families**

#### 1. Current Learning Opportunities:

- Aboriginal Head Start Home Portage Outreach Program
- Nzenman Daycare Center in Lytton Elementary School
- Infant Development Program
- Books for Babies
- Ready Set Learn
- PALS (Parents as Literacy Supporters) in both elementary schools
- Supported Child Care (available on referral from Kamloops)
- Kindergarten Learning Program
- Talking Tables
- Speech/Language Services, SD74/MCFD
- Early Development Indicator (EDI) Survey completed at both schools
- Camp BOOST , a summer camp for early learners in both communities
- Supported Child Care (available on referral from Kamloops)
- K-4 school at Stein Valley Community School ( Independent Band school)
- Preschool for 4 year old children at Stein Valley Community School

#### 2. Future Learning Opportunities in the planning phase:

- Increase partnerships between school, Nzenman and early childhood programs
- Moe the Mouse
- Explore way to provide PALS in an outreach format to rural communities
- Developing partnerships to support 'Moe the Mouse' oral language/literacy program and resources in early childhood and Kindergarten programs
- Bringing a StrongStart Center and outreach worker to Lytton Elementary School

### 3. Community Wishes for Additional Programs and Services:

- More pre-school programs
- Pre-school program for children ages 3 at Stein Valley Community School
- Strong Start Center in Lytton Elementary School
- Extended library hours
- Mother Goose Programs,
- Parent-tot programs

## **School Children and Families**

### 1. Current Learning Opportunities

- Aboriginal Mentorship student/family program for Gr. 5-8 students and families
- Restorative Justice
- Interior Health Programs
- MCFD
- Swimming Programs available during summer months
- Public Library Programs Summer Literacy Camps for students age 5 to 17 (Community Partnerships)

### 2. Future Learning Opportunities in the planning phase:

- Read Well home program for students and families, supported by our Aboriginal Student Support Worker
- AVID student and family in-services provided by AVID Elective teachers and AVID students.
- Family Math Nights in all communities.
- Community forums to inform families and community members about bullying prevention programs for students.
- Parent workshops to support youth in speaking out against racism.

### 3. Community Wishes for Additional Programs and Services:

- Homework clubs and tutoring
- More library programs on weekends and during the summer

## **Youth and Young Adults**

### 1. Current Learning Opportunities:

- Restorative Justice
- Trades and Careers:
  - 2006/07: Carpentry
  - 2007/08: Building Maintenance, Construction, Drywalling

2. Future Learning Opportunities in the planning phase:

- Lytton First Nations- adult learning center
- Welding ( Level C)

3. Community Wishes for Additional Programs and Services:

*To be developed*

**Adults, Elders and Seniors**

1. Current Learning Opportunities

- Employment office
- LFN First Nations upgrading for trades
- LFN Links program
- Child and Family Services in Band offices

2. Future Learning Opportunities in the Planning Phase

*To be developed*

3. Community Wishes for Additional Programs and Services:

- Better links to schools
- More counseling services
- Transportation to access current in new programs
- Expand Adult Learning opportunities
- Mentorship programs

**District Literacy Goal and Plan: 2008-09**

Gold Trail School District will continue to deepen its efforts to support the development of learning opportunities for all communities members during and beyond the community literacy planning process. The primary objective for this year is building and collaborating with community partners in:

1. Developing and submitting an Expression of Interest to 2010 Literacy Now to access funding to support the community literacy planning process, and

2. Work with community partners to develop a community vision and identify goals, actions, timelines and indicators of success in preparation for developing and submitting Community Literacy Plans to 2010 Literacy Now.

The following processes which are currently in place will expand and deepen to meet the unique learning needs in each community:

1. Work with FNEC and Aboriginal partners to identify strategies to involve community members in the planning process in ways that meaningfully and respectfully incorporate Aboriginal culture and values.
2. Develop and support school/community leadership teams in each community. This can best be achieved by schools in each community working together as one unit with community partners to develop a vision and action plan which will meet the unique learning need for their community.

For the 2008-09 school year we have contracted the expert services of Laura Lipton to guide and challenge our community leadership teams and partners in this planning process.

3. Continue to support the ongoing Round Table conversations in each community. Participation in these round tables will most likely be strengthened if these conversations are arranged and facilitated by community members who invite all partners including Trustees, school and District staff to attend the event which is scheduled according to the communities' convenience and held in a community location (not SD74 building).
4. Continue the development of a District Student Leadership Team to focus on building leadership understanding and capacity in students. Include student leaders in the school-community leadership teams so they can be an equal voice in building community partnerships, developing a community vision and action plan to meet the needs of their community.
5. Expand the Aboriginal Mentorship Program to Grade 5-8 Aboriginal students in all District schools.
6. In order to meet the need in each community to build parent/family capacity the District implement the Read Well home program for all young students and families, supported by our Aboriginal Student Support Worker. ASSW will receive training and ongoing support in the program. These reading sessions could happen in the home, school or other setting in which families are most comfortable.
7. Present the District Literacy Plan at partner and community wide meetings to discuss its contents and seek input from community partners.

## Process of Approval

The District Literacy Plan for 2008-2009 was developed throughout the year during many small informal conversations, and many large facilitated conversations with individuals, partners and communities. Every effort was made to honor the opinions, concerns and wishes expressed during these conversations.

This plan was presented to, discussed with and revised by our District Staff Team and our Education Committee, before submission for approval to School District 74 Gold Trail Board of Education.

## Next Steps

We anticipate the following will take place between September 2008 and June 2009:

- Establish and continue joint planning with
  - community partners
  - government agencies such as Ministry of Children and Family Development
  - early childhood organizations
  - Community Futures, Employment Opportunities and adult education programs
  - business and industry groups
- Request conversations with FNEC to discuss and seek input in the District Literacy Plan
- Consider specific literacy planning for Aboriginal learners
- Consider broad possibilities for identifying assessment processes including targets and indicators of success

Date: July 6/08

Pat Pearce  
Superintendent of Education

Valerie  
Chair, Board of Education