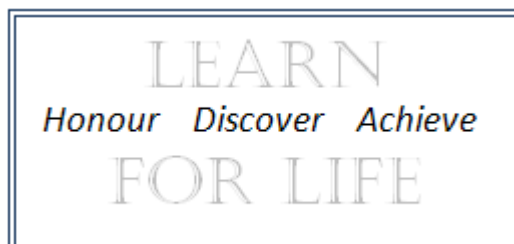




# **District Literacy Plan Update**

**June 2011**

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



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

### **Community Literacy Coordinator: Shirlee Johnson**

#### **District Context**

School District #74 (Gold Trail) continues to address the challenges and opportunities of declining enrolment and the geographic distance between our communities. All of our communities are experiencing the loss of employment and increased numbers of families living below the poverty line.

Gold Trail has supported the Community Literacy planning process since 2006 through the provision of time for district staff to work with community members. This year, the district continued to support the community literacy planning process by providing time for a school principal to serve in the role of Community Literacy Coordinator for the purpose of facilitating communication among and between community groups and with those groups and the Board of Education.

The District Literacy Plan was submitted in July 2010. At that time, three of our four communities received implementation funding from 2010 LegaciesNow to support their community plans. The fourth community, Lillooet and area, received their funds in 2005 and no longer receives implementation funding to support their plan.

Initially, community members thought their needs could be addressed by two Literacy Outreach Coordinators working within our district. This year, the communities of Clinton and Lytton expressed the need to have a presence within the community and two additional Literacy Outreach Coordinator positions were created.

Literacy Outreach Coordinators for 2010-2011 are:

Ashcroft/Cache Creek/Bonaparte/Spences Bridge/Cook's Ferry – Ann Belcham

Clinton – Daniella Dyck

Lillooet – Wendy Fraser

Lytton – Jeanette Duncan

Each coordinator worked with the support of a task force group to address the goals as articulated in their plans.

This report constitutes an update to the District Literacy Plan. A complete copy of that plan can be found at the School District #74 (Gold Trail) website. [www.sd74.bc.ca](http://www.sd74.bc.ca)

The District Literacy Plan represents the commitment of the school district to work with communities to improve literacy. This plan represents the collaborations that have occurred in our communities with the school district at the table as a partner. This update does not include the work of the district to support the achievement of learners K – 12. That work is fully described in the Achievement Contract and the district planning document ‘The Three Year Achievement Map’. Both of these documents and the full District Literacy Plan can be accessed at the school district website, [www.sd74.bc.ca](http://www.sd74.bc.ca)

### **District Goals and Actions for the Current Year**

The work of the district Community Literacy Coordinator was guided by the following two goals:

1. to coordinate the implementation of goals as identified in each Community Literacy Plan; and,
2. to support greater collaboration between schools and community in support of healthy community.

#### **Actions:**

- attended task force meetings in each community upon invitation;
- member of task force for Bridging to Literacy (Ashcroft/Cache Creek/Bonaparte/Spences Bridge communities);
- attended most monthly meetings of the Community Resource Society in Ashcroft;
- facilitated communication between LOC’s by hosting two face to face meetings and through email communication;
- attended regional LOC meeting in Kamloops along with LOC’s from Ashcroft and Clinton;
- participated in One to One Reading training along with Literacy Outreach Coordinators from Ashcroft and Clinton;
- facilitated a meeting between representatives of Literacy Matters (Lillooet), District Aboriginal Principal and Lillooet Secondary Principal to respond to questions; and,
- established a Health Promoting Schools Network consisting of one representative from each school. The network has now expanded to include Public Health Nurses and Mental Health practitioners. This network met four times this year.

## **Indications of Success**

In all of our Gold Trail communities the work of the community task force groups is becoming more public. People are noticing the work that is being done and people are talking about literacy. Some of the common threads are:

- bookshelves for public use – take a book, leave a book or ‘The Bright Red Bookshelf’;
- computer skills workshops for adults in three communities;
- Books for Babies – ensuring that our youngest citizens receive books that they can enjoy;
- most communities hosted a Family Literacy Night event on January 27; and,
- increased public awareness through newspaper articles, brochures and actions within communities.

Representatives from Literacy Matters (Lillooet) expressed the need for an opportunity for early childhood educators to network. From this request our District Early Learning Coordinator was able to meet with them and the Lillooet Make Children First Coalition was created.

District policy supports the use of available school space by pre-school providers and the district offers several programs for pre-school children and their parents including PALS (Parents as Literacy Supporters) and Camp Boost, a summer language camp. Further the district has established three Strong Start Centers.

## **Challenges**

We continue to be challenged to meet the needs of adult learners in most of our communities. At present adults who wish to complete a Dogwood Diploma may enroll in a local secondary school or through Distributed Learning. Most communities recognize the need to provide more individualized support for many of these learners.

Our EDI results have not improved but continue to demonstrate a high degree of vulnerability. Forty-seven percent of our kindergarten students are vulnerable in one or more scale. Our area of greatest vulnerability continues to be the domain of Communication Skills and General Knowledge.

Our programs and offerings for our youngest learners are not fully subscribed. Many families are not taking advantage of these learning opportunities. Possible reasons are difficulties with transportation or a lack of comfort with being present in a school setting.

Each of our Literacy Outreach Coordinators experienced difficulty with ‘volunteer burnout’ of task force members. Attendance at meetings was inconsistent and there was need to ‘recruit’ new people and to broaden the community involvement in the work of the group.

Each community faced challenges with ‘getting the message out’. Newsletters are not always read, many families do not subscribe to local papers, and many lack internet access. Each task force is seeking better ways to communicate that will be effective in their community.

### **Plans for the coming year:**

- to support One to One Reading by purchasing the needed books and supplies for each school upon request and by providing training for a school coordinator and volunteer tutors;
- to facilitate four face to face meetings of Literacy Outreach Coordinators – one in each community;
- to continue to provide information and assistance to Literacy Outreach Coordinators upon request;
- to facilitate communication among Literacy Outreach Coordinators and between Literacy Outreach Coordinators and district staff as needed;
- to explore ways to increase attendance and participation in all community literacy events; and,
- to look for ways to bridge the work of the Health Promoting Schools Network and Community Literacy groups.

Respectfully submitted,

Shirlee Johnson

**Ashcroft/Bonaparte/Cache Creek/Spences Bridge/Cook's Ferry**  
**Organization: Bridging to Literacy**  
**Literacy Outreach Coordinator: Ann Belcham**

**Community Context**

**Name of Communities:** Cook's Ferry Indian Band, Spences Bridge, Ashcroft Indian Band, Ashcroft, Cache Creek, Bonaparte Indian Band

**Area Profile**

The area consists of the communities of Cook's Ferry Indian Band, Spences Bridge, Ashcroft Indian Band, Ashcroft, Cache Creek, and Bonaparte Indian Band. The population within the area is 3329 (Statistics Canada 2006 Census - note information for Spences Bridge and Ashcroft Band is approximate):

Community	Population
Ashcroft	1665 (2006 Census)
Ashcroft Indian Band	77
Bonaparte Indian Band	344 (2006 Census)
Cache Creek	1037 (Stats Canada 2006)
Cook's Ferry Indian Band	68
Spences Bridge	138

**Community Changes**

In the past year, there have been changes in the economic picture in the area. In Ashcroft a small second hand business and two restaurants closed down and the Dollar Store downsized. In Cache Creek, one of the restaurants closed its door while another restaurant moved to a larger building. There is uncertainty surrounding the Cache Creek Landfill and this has added to the outmigration of employees. The Bonaparte Indian Band is building a new health unit and new houses. The remaining communities have remained stable.

According to the School District 74's District Literacy Plan (2010-2011), "student enrolment (2009-2010) was 1413 representing a decline of 26% since 2004-2005. The Gold Trail school district has the fastest declining student population in the province."  
(<http://www.readnowbc.ca/assets/pdfs/dlp/2010/SD74.pdf>)

May 2011 student district enrolment is 1327 (from Shirlee Johnson, Principal CCES) representing a decline of 6.15% since 2009-2010 when the student population was 1413. (<http://www.readnowbc.ca/assets/pdfs/dlp/2010/SD74.pdf>).

School	2010-2011 Enrolment	2011-2012 Projected Enrolment	Percentage Decline
Ashcroft Secondary School	190	151	(20.53%)
Gold Trail Distributed Learning (K-12)	13		
Ashcroft Elementary School	112	109	(2.67%)
Cache Creek Elementary	98	93	(5.1%)

Kelly Adamski from Remax Golden Country gave the following information on house sales for the past year:

- 23 homes and five bare properties have sold in the area;
- approximately 65% of the buyers are retired and another 5% of the buyers work in Highland Valley Copper, leaving 30% of the buyers being families; and,
- the majority of the buyers are from the northern part of our province. They came for the climate and outdoor activities.

Also Kelly Adamski (Remax Golden Country) gave the following information that homes in the area are sold for the following reasons:

- estate sales;
- elderly moving into care facilities;
- transfers;
- concern about the hospital; and,
- to a larger center such as Kamloops.

There continues to be a demand for adult education upgrading as many employers require a grade 12 education. Eleven adults are taking their Adult Basic Education through Gold Trail Distributed Learning. Other people have been sent to Kamloops to receive Adult Basic Education face to face and are delayed due to waiting lists at certain centers. Thompson River University offered Essential Skills Training Upgrading at their campus in Ashcroft.



The Gold Trail School of Cosmetology was brought to Ashcroft Secondary School this year allowing six students/adults to remain in their community while they participated in their training.

**Committee Membership:**

Member	Occupation
Brenda Antoine	Ashcroft and District Employment Services
Deb Arnott	Community Futures Sun Country Manager
Ann Belcham	Literacy Outreach Coordinator
Ann Condin	Cook’s Ferry Indian Band Representative
Lisa Dafoe	Cache Creek parent
Denise Fiddick	South Cariboo Elizabeth Fry Society
Deanna Horsting	Make Children First
Shirlee Johnson	School District 74 Literacy Coordinator
Carmen Ranta	SD 74 Trustee and Cache Creek Representative
Sylvia Raymond	Bonaparte Indian Band Representative
Mavourneen Varcoe-Ryan	SD 74 Trustee and Spences Bridge Representative

- there is an email distribution list of 31 people that we share information with in the region; and,
- the task group meets monthly and the goals set in the timeline are discussed and actions put into place. The LOC and the representatives do the research and the LOC puts out information to the members and the community.

**Community Development and Literacy Collaboration**

- Partnerships have been developed between Bridging to Literacy and:
  - Interior Health Authority– Provided support for Books for Babies, which included a cloth bag made by Ann Belcham plus Literacy information for moms of new babies. The Public Health Nurse hands the bags out when she does the first visit;
  - Gold Trail Administrators' Association donation of \$500 for books to be handed out to children when they receive immunization shots;

- South Cariboo Elizabeth Fry Society:
  - carries information from Bridging to Literacy in their office. They are also involved in taking calls for people who wish to register for tutoring. They provide space and look after the clients who want help in filling out forms and having documents/letters read and explained and assist them to respond to these letters and documents; and,
  - the LOC presented to the South Caribou Elizabeth Fry's program *Nobody's Perfect Parenting* on reading to preschoolers and activities they can do from books they read. The parents were told how to obtain good reads from the library.
  
- Cache Creek Elementary School - restarted the One-to-One reading program at the school to connect seniors to primary students;
- Community Resources Society- the LOC sits at the table to learn what is happening in the community and how Bridging to Literacy might be able to help/support them;
- TNRD Library (local) - the goal is to get story time for preschoolers at the library. Cache Creek library has a person trained to do story time. A person has volunteered to do a block of time at the Ashcroft library and the area librarian and that person have been connected;
- Interior Savings Credit Union, Safety Mart, and The Ashcroft and area Thrift Shop - allowing us to have our Red Bookshelves in the Credit Union and Safety Mart. The Thrift Shop and general population have donated books for the bookshelves. The number of books going into the community has been astronomical. People like this because:
  - it is available every day the businesses are open;
  - highly visible;
  - no fines for overdue books; and,
  - good selection for all age groups.
- Interior Health - Diabetic workshop so people can become more educated on diabetes and receive Glucometer Certification;
- Ashcroft and Cache Creek Journal - partnered with us by donating newspapers for Raise a Reader. They have published articles that the LOC has sent to them and reported on activities we have worked on;
- The Rattler - Spences Bridge's online newspaper (<http://www.therattler.ca>) that puts information on literacy out to its readers;
- Spences Bridge Community - through attending two community meetings, information has been dispersed to their members. Community members have asked for workshops that can be done in their community;
- School District #74 – provided the games, the venue, and door prizes for family games nights in Ashcroft and Cache Creek . The District coordinator purchased the books and supplies to support the 1:1 Reading Program. Funded travel for the Literacy Outreach Coordinator to attend the training; and,

- Spences Bridge Improvement District for allowing the residents of Spences Bridge to use the the old school for events and to house the Bright Red Bookshelf.
- The essential ongoing collaborations are:
  - Ashcroft and Cache Creek Libraries;
  - Ashcroft and District Health Care Auxiliary Thrift Shop;
  - Community Futures Sun Country;
  - Interior Health Authority;
  - South Cariboo Elizabeth Fry Society;
  - Spences Bridge Community Group;
  - Interior Savings Credit Union;
  - Safety Mart;
  - School District #74; and,
  - Spences Bridge Improvement District.
- These collaborations work well as the groups help to obtain/disperse information, provide space and/or materials, and support activities that promote literacy in our communities. These are the groups that will help specific learning activities become sustainable in the community.

## **Goals and Actions for the Current Year**

### **Ashcroft/Cache Creek area**

- **Goal One: Promote and Market Literacy Awareness:**
  - Raise A Reader was done to promote literacy at the end of September 2010;
  - Literacy awareness week was done through the ABC Family Literacy Day Jan. 27 and Feb. 3, 2011;
  - Bright Red Bookshelves were placed in two locations in Ashcroft and in Spences Bridge. Two more bookshelves are ready to be placed at the Bonaparte Band Office and in Cache Creek when a location can be confirmed;
  - Family Games night in Cache Creek Community Hall on Jan. 27, 2011, and Ashcroft Elementary School on Feb. 3, 2011;
  - literacy material for parents of preschoolers were distributed to public locations which included Preschool activities parents can do with their child, good books to read, Games Night at Home, monthly contribution to Make Children First newsletter, Ashcroft Cache Creek Journal articles, Books For Babies Bags full of information for mothers of new babies; and,
  - informational literacy sessions were presented to interested community groups and organizations in the first year on:
    - health literacy included a Diabetic Workshop where Ask Me information handouts were distributed;
    - food literacy - set up Nutrition at Safety Mart Feb. 2011;
    - cultural literacy - African drumming at CCES May 12, 2011;

- public library services - Talked to TNRD Library Coordinator about activities at the library and story time will be held at CC library on a full time basis and on a part time basis in Ashcroft beginning in June 2011;
  - computer literacy - there is a group of 7 people meeting with the computer instructor once a month at the Ashcroft Library;
  - early childhood development - Nobody's Perfect Parenting presentation, What Young Children Like in Books, Literacy Development at Different Ages and Stages booklets; and,
  - the importance of preschool literacy initiatives - What Young Children Like in Books, Literacy Development at Different Ages and Stages booklet, taking part in the Make Children First Care Fair in May 26, 2011
  
- **Goal 2: To provide Support for existing services and service providers:**
  - plain language information went out to Chamber of Commerce and Ashcroft and Cache Creek Village Offices; and,
  - five people were trained as tutors with the LOC as a tutor trainer:
    - Spences Bridge - 1 tutor;
    - Ashcroft - 3 tutors;
    - Cache Creek - 1 tutor; and,
    - there are two people on a waiting list for the next training session.
  
- **Goal 3: Conduct literacy outreach activities and increase literacy skills through open workshops, seminars, and informational sessions:**
  - activities presented were Nobody's Perfect Parenting workshop on literacy, promoting literacy at the library, diabetic workshop, African drumming evening workshop;
  - CPP/OAS can be filled out at the Cache Creek Village office the first Monday of each month. Volunteer to help fill out forms Wednesdays at South Caribou Elizabeth Fry office was secured and advertised;
  - Family Games Night was held during ABC Family Literacy Night and will continue in Cache Creek on a monthly basis, African drumming held in Cache Creek on May 12, 2011;
  - evaluations were filled out at Family Games night with positive responses; and,
  - partnered with Winding Rivers Arts & Performances Society so their yearly performance could be free of charge to the community.
  
- **Goal 4: Support higher levels of high school graduates and encourage reading, and numeracy fluency in adults:**
  - a partnership was formed with School District #74 and South Caribou Elizabeth Fry Society for space for tutor training. The Ashcroft Library has space for tutors and learners to work with Wi-Fi. Talked to SD 74 about adult upgrading and more information needs to be obtained as to what constitutes free upgrading and basic education; and,

- five tutors were trained with two people on the list for the next training session. One volunteer to help people fill out forms and interpret documents for them.

### **Spences Bridge area**

- **Goal 1: To promote awareness and develop literacy outreach activities:**
  - organized community literacy activities for children, youth, seniors and families through Family Games Night once a week since the end of January, Computer skills for Seniors, arts/crafts by local artisans;
  - organized at least 3 literacy informational sessions with nutrition and Elder abuse workshops information and contacts were sent to the community representative; computer instructor from the TNRD library came to do a workshop with the community;
  - Bright Red Bookshelf was placed in the Seniors Center and used by all community members; and,
  - Family Games Night held on a weekly basis.
- **Goal 2: Strengthen arts literacy and encourage community arts:**
  - local artisans did art/crafts with seniors at the Seniors Center by the Bridging Horizon's Seniors Grant Group.
- **Goal 3: Obtain a community public internet access site:**
  - a community access point and computer was successfully completed with the Bridging Horizon's Seniors Grant Group applied for and received a New Horizon's for Seniors Grant.
- **Goal 4: Offer literacy support services through tutoring assistance for students and literacy learners:**
  - one tutor from Spences Bridge for people 19 years of age and older.
- The organizations and groups that have participated in these actions have been:
  - Community Futures Sun Country - helped to get the information out to the community through their large network;
  - South Cariboo Elizabeth Fry Society - location for PALs tutoring and has information in their office on what we offer. Helped to bring workshops to the area. Included LOC to do a literacy presentation to one of their programs;
  - Cache Creek Activities Coordinator - Family Games Day continued in their community;
  - Ashcroft and District Health Care Auxiliary Thrift Shop - provided books for the Red Bookshelves;
  - Public Health Nurse - dispersed information to new mom's on early childhood literacy;

- Youth Services/Literacy Librarian (TNRD)- helped in getting story time back into our local libraries;
  - Ashcroft/Cache Creek Journal - donated newspapers for Raise A Reader and published information on our group and its activities;
  - The Rattler - published information on our group's activities and the activities held in Spences Bridge;
  - Interior Savings Credit Union and Safety Mart - allowed us to put The Bright Red Bookshelf into their locations allowing people of all ages to have access to books;
  - SD #74 District Literacy Coordinator - helped with One to One training and meeting with Kamloops and area literacy coordinators; and,
  - Thompson River University will allow us to use their computer lab to promote computer literacy in the future.
- Adjustments made to the plan:
    - very few adjustments were made to the plan. To help get information out on early childhood literacy, cloth bags with "My Baby Love Books" embroidered on it were made to hold all the information needed for moms of new babies;
    - LOC received training so she could train tutors in Partner Assisted Learning and One to One Reading rather than have a presenter come to the communities; and,
    - economic literacy was not done. Will do something with this next year as LOC has researched it out and a new program is coming out in partnership with the TD bank.

## **Indications of Success**

- Actions taken that are working to support literacy:
  - the Bright Red Bookshelves in Ashcroft and Spences Bridge are well used. In Ashcroft, we have had to work hard to keep books on the bookshelves while the other is being maintained by the community;
  - waiting list for Partner Assisted Learning tutors;
  - My Baby Loves Books bags have been well received in the community;
  - LOC was asked to present at a workshop put on by South Cariboo Elizabeth Fry;
  - Rotary Club of Ashcroft/Cache Creek asked for a presentation at their January 2011 meeting;
  - Family Games Night became a weekly event in Spences Bridge;
  - notices and emails have resulted in Story Time for Preschoolers in local libraries starting up; and,
  - Evaluations have shown that materials/activities presented are well done and appreciated.
- Things that support literacy work:
  - open communication between agencies in the community which has allowed materials to be placed in businesses;
  - individuals calling to be on waiting list for tutor training for both Partner Assisted Learning and One to One Reading;
  - open discussions at monthly meetings; and,

- people wanting to donate books to the Red Bookshelf and they are finding out through local sources how to do this.

## Challenges

- Difficulties have been in:
  - lack of communication between groups. Examples include computer literacy for seniors at a local library, having a dietician in for a small group that could have involved a larger community group;
  - finding volunteers to look after some of the programs so they will be sustainable in the future; and,
  - reaching out to groups and have them take part in activities planned in the community.
- What would help?
  - asking people from other organizations to partner with our group (e.g. Welcome Wagon person as she can help distribute our information to new people in the community, Healthy Beginnings leader so she can get materials out to moms with preschoolers). These and other people will help to sustain literacy in our area;
  - setting up meetings with target groups and ask them what they would like to see/have after doing a short presentation; and,
  - continued meetings and emails with other LOC's.

## For the Coming Year

Goals for the coming year from that were discussed at the May 16, 2011 District Literacy Plan planning meeting:

- Continue work on Tutoring and Essential Skills in all communities:
  - business cards in more locations,
  - on local radio and TV;
  - add to Community Resources Society Directory; and,
  - continue to train tutors.
- Communication Access Point (CAP) site funding for everyone to use:
  - list all CAP sites in the area, inform the public of them so they can have access to computers.
- "Did you Know" blurbs in local newspapers.
- Raise A Reader in September 2011.

- Unplug and Play in January in all communities to coincide with Family Literacy Week and having the Village Councils and Bands declare Family Literacy Week:
  - Unplug and Play will encourage people to reduce their TV time and take part in activities in the area that are fun and free of charge; and,
  - have a passport book in which to track the activities for the week and earn rewards for completing them.
- Fall Fair Booth with draws for books on Sept. 11, 2011.
- Arts Day with hands on artists.
- Provision of One to One training to school coordinators and volunteers at both Ashcroft Elementary School and Cache Creek Elementary School.
- Family Games night to be held monthly in Cache Creek.
- Find a partner to host family games night in Ashcroft.
- Include information in the Community Resources Directory
- Compile an Annual Report that will be presented to local governments and bands in Sept./Oct. 2011

Submitted by,

Ann Belcham



**Clinton**  
**Organization: Clinton Community Literacy Committee**  
**Literacy Outreach Coordinator: Daniella Dyck**

Clinton is currently in its first year of implementing their Community Literacy Plan. This has been an exciting year as we begin the journey of Literacy and thinking outside the box of Literacy only reaching those individuals that struggle with reading. Our plan reflects all aspects of our community and their needs through Literacy. I hope that as I answer the questions provided that the District will have a clear view of what Clintons needs truly are, and how we as a committee are doing our best to meet those needs.

When the Clinton Community Literacy Committee (CCLC) was first established there were 4 committee members and 1 employee, sadly we now have 1 committee member and the coordinator. I am actively pursuing to recruit more committee members and I am hopeful that before the end of June we will have at least 3 more members.

### **Community Context**

*What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?*

**The community recognized the need for a Literacy Program for all ages.** This has been a year of learning for most of the community and organizations. Through promotions and participation in community events there is now an awareness of the various types of literacy needs and how to support and develop those needs in Clinton. It has been a little bit of a struggle to get organizations on board, however as the organizations see the community support and need for a literacy program, they are more receptive and willing to commit. I feel that things are progressing well and that this is the beginning of a wonderful journey through literacy and the development of the CCLC's projects.

## **Task Group**

*Who takes part in the task group?*

Currently we have two task group members, the coordinator and a Village of Clinton representative. I have sent letters to the Principal at David Stoddart School, PAC, and all the service groups in Clinton to please participate and appoint a member to sit on the task force to help us promote literacy effectively in Clinton.

*How is the work of this group organized?*

Due to the size of our task group we meet monthly and discuss the previous months events and their successes or flaws, things that can be improved upon as well as things that worked. Other discussions are upcoming events and what needs to be done to ensure their success. All of the implementations to date have been completed by the coordinator.

## **Community Development and Literacy Collaboration**

*What are the important collaborations that have taken place to support literacy and the work of the task group?*

CCLC's collaboration with the Village Council has proven to be a very positive. The Council supports CCLC's events and provides venues to host some of the events at no cost to CCLC to date. David Stoddart School has also been very supportive and we hope to build this relationship to include the principal as a CCLC task group member.

*What are the essential ongoing collaborations?*

It is essential to continue to build collaborations with the Village of Clinton, David Stoddart School as well as the service groups. I also feel that continued collaborations with our districts DLC and LOC's are vital to the success of all the districts literacy plans, as it is very beneficial to be able to share ideas, brainstorm and build support networks.

*What makes collaborations work well?*

**Ensuring everyone at the table has a voice and is given equal opportunity to share their thoughts.**

People that are passionate about literacy and committed to seeing the plans implemented, yet willing to change the document as the needs in the community change. Being willing to share ideas and listen to others share theirs is vital in my opinion to continued successful collaboration.

## **Goals and Actions for the current year**

*What priorities, goals or objectives have you addressed this year?*

CCLC has successfully supported community groups in enhancing literacy for community members. CCLC has actively pursued to implement all 3 goals outlined in our CLP. We have not reached fulfillment of these goals by any means however, we believe that we are on the right track by continuing to support community organizations and promoting literacy in Clinton.

*What actions were taken to reach these? What organizations and groups participated in these actions?*

Letters were sent to all the service groups outlining CCLC's goals to promote literacy and offered assistance in any event that might be relevant to the CCLC plan. The CCLC has worked collaboratively with Clinton Health Society by participating in a health and wellness fair during the fall of 2010. During that fair overwhelming support in hosting a Senior Computer course and a "Bright Red Book Shelf" project was evident. This meets Goal #3 objectives of Clinton's Literacy Plan, assisting community groups to help build new programs supporting literacy needs in the community.

*What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?*

The only formal change made to CCLC's plan was to goal #3. Bridging the gap between Generations, and lifelong learning was added to this goal as it was apparent that this is something that the community was willing to embrace. There have been discussions regarding changing Goal #1 that focuses somewhat on creating a "hub" for literacy. After discussion with various service groups and local individuals it is apparent that the need is not for a hub, rather for programming and ways to support the programs in order for them to become sustainable.

## **Indications of Success**

*How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.*

Throughout the process of creating the living document known as the Clinton Community Literacy Plan it has been very obvious that “Literacy” in its entirety needed to be approached in a completely new way. Although Literacy is about reading and learning we needed to think outside the box to come up with ideas and events to promote literacy successfully to engage the community. Through literacy we are beginning to bridge the generation gap by using students as TA’s to assist in a Seniors computing class. The “bright red book shelf” idea has been supported by many donations of quality books, the shelves are not in public areas yet but the books are ready to go. Family games night was a huge success and I hope to host these at least quarterly in order to promote learning through games. To date the events that we have hosted have been very well received and I get asked quite often as to what upcoming events there are. I feel that the community as a whole is embracing this literacy plan and we will continue to adapt it to meet the needs of Clinton residents of all ages.

*What are the things that support literacy work?*

I believe that the best supporters of literacy are the volunteers willing to give their time to something that they are passionate about. Without collaboration with the district and the other LOC’s in the region it would much more difficult to sustain this project. The school and the Village office have been a wonderful support as well as the community as a whole. It is wonderful to have the implementation dollars as this makes events possible much sooner than if we had to secure funding elsewhere. Donations of books, supplies and venues also been very much appreciated.

## **Challenges**

*What are the difficulties?*

Lack of volunteers on the task group has been a challenge. I am hopeful that this will change soon as I have many invitations sent out to join CCLC in our initiatives. There is a bit of volunteer burnout going on in Clinton as it seems that the same people are doing everything. Finding solutions to make these initiatives become sustainable are challenging as well, but I am confident that this hurdle will be overcome. Living in a rural community has its challenges as well as its rewards, we do not have access to the things that urban centres have, however we are creative and rise to the challenges.

*What would help?*

It may be helpful to have brainstorm sessions with other communities that face the same challenges that we face in small rural BC, and have the same amenities in their communities that we have here in Clinton.

## **For the Coming Year**

*Are there new opportunities, challenges or issues in your community? How will you respond to those?*

I am not aware of any new challenges or issues at this time. If any emerge over the course of time, we as a committee will address them to the best of our ability to keep literacy vital and vibrant in Clinton. As far as opportunities, I am in discussions with the Clinton Communities in Bloom committee regarding the possibility of CCLC becoming involved with their new community garden project, this would enable CCLC to continue to bridge the generation gap as well as promote healthy living.

*What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?*

CCLC will continue to work on bringing young and old together through learning by creating opportunities and hosting events. We will move forward with more computer education for adults of all ages as well as planning and cooking classes to promote budgeting and healthy home cooking. This class will utilize some senior volunteers that are very keen to teach young people their “penny saving” strategies.

We will also be involved in bringing “one to one” reading back into the school. We are planning to start this program in October for a 12 week span and then start a second round in February to June. CCLC is also looking at supporting and becoming involved in Clintons preschool and moms and tots programs by sharing books for parents to read with their children. CCLC is exploring other funding to help with programs and events as sustainability is vital to the success of our literacy plan.

*What will be required to meet the goals and effectively employ actions for the coming year?*

In order to effectively meet our goals and employ actions for this year we need to expand our task group and work collectively to meet all our literacy goals. CCLC wants to work toward

meeting and improving literacy needs in Clinton by providing opportunities to learn, participate and build healthy relationships. We also want to continue to advocate literacy to all the service clubs and help promote any initiatives they may wish to host that have a literacy component to them. Having funding provided is also a vital part of this process and will aid substantially in ensuring that the CCLC plan can continue to move forward.

Respectfully Submitted  
Daniela Dyck  
Clinton Community Literacy Coordinator

**Lillooet and area**  
**Organization: Literacy Matters**  
**Coordinator: Wendy Fraser**

## **Community Context**

Overall, the community has been in an economic downturn for the past several years as it attempts to transition from a resource-based economy to a more diversified economy. Because the economic situation has been so dire and so many people are unemployed, Literacy Matters did not attempt to do any literacy fund-raising in 2010-11. However, Literacy Matters will continue efforts to establish a sustainable literacy fund in co-operation with the Lillooet Community Foundation and Kamloops Foundation.

The Lillooet Friendship Centre was offering literacy programs, but had its funding cut back in 2010 by senior levels of government and also underwent a restructure of its operations and several personnel changes last year. One change was the closure of the Chillaxin Youth Centre, which was a big loss for local youth. All of the changes made it extremely difficult for the Friendship Centre to partner with other local organizations/agencies. The Friendship Centre now is on a more stable footing.

On the positive side, there has been a significant expansion of the adult education programs run by the Lillooet Tribal Council in co-operation with NVIT (Nicola Valley Institute of Technology). The local Make Children First initiative has received additional funding, which will allow it to hire more staff and expand programming. School District 74's Camp Boost summer camp for early learners was offered in Lillooet and in co-operation with area aboriginal communities.

Also at the school district level, two new positions were created – aboriginal cultural co-ordinator and aboriginal community liaison co-ordinator. Their focus is on updating the Aboriginal Enhancement Agreement, reviewing current language and cultural programs, and developing cultural activities in local schools. All of those initiatives are reflections of, and responses to, community concerns included in the Literacy Plan and Action Plan and first brought forward in the 'Power of Place' project in the Lillooet area.

The economic picture is looking brighter with the reopening of the Aspen Planers veneer plant and the April 2011 announcement of the establishment of a wood pellet plant (a partnership between the St'at'imc communities and South Korean business interests).

After years of negotiations, BC Hydro and local St'at'imc communities reached agreement this spring on establishing a long-term trust fund as compensation for the degradation of St'at'imc lands that occurred because of hydro-electric developments in this area. Depending on how the

trust money is managed and invested, it could have an impact on making communities healthier and more economically secure.

## **Task Group**

The Literacy Matters Task Group membership consisted last year of representatives from the Lillooet Library, School District 74, Interior Health, Make Children First, aboriginal agencies, local media (Bridge River - Lillooet News and the St'at'imc Runner), the speech-language pathologist and the general public.

Literacy Matters has experienced a serious problem with volunteer burnout and has tried to recruit new members, including contacting people in the Gold Bridge - Bralorne area to see if they would be willing to serve as local contacts/representatives in that area. We also adjusted our meeting schedule from monthly to approximately every two months to reduce the number of meetings, but have not had much success in retaining members.

One group of volunteers got us through the creation of the Literacy Plan, but it appears a new group of volunteers will be needed to provide guidance on implementation of the plan, follow-up and new initiatives. We are working on recruiting new Task Group members and recently added two new and enthusiastic members to the Task Group, one representing the Library and one who is the local Restorative Justice co-ordinator who is also very interested in story-telling!

Literacy Matters was having regular monthly meetings and also had established sub-committees to work on Terms of Reference; Adults, Youth and Youth At Risk; St'at'imc and the Power of Place report; Communications; and Getting to the Heart of the Matter. Some sub-committee meetings were held but currently the sub-committees are not meeting and their work has been transferred to the Literacy Outreach Co-ordinator. Again, the problem is volunteer burnout, including too many other commitments for School District personnel. We have also had trouble ensuring that we have ongoing St'at'imc representation and input at our meetings.

## **Community Development and Literacy Collaboration**

Key collaborations to support literacy include Literacy Matters' ongoing collaborations with the Lillooet Library, School District 74 and Make Children First.

Initiatives at the Lillooet Library to support literacy include:

- a new audio book download station;



- story times at the library and Aboriginal Head Start centres;
- free children’s books at the Food Bank;
- the Books for Babies annual celebration and free books for families; and,
- ongoing adult literacy support focusing on tutoring for basic reading and computer skills.

Together with the School District and Make Children First, Literacy Matters has sponsored the establishment of Early Years Gatherings – regular monthly meetings that bring together professionals and service providers to collaborate and communicate on Early Years programs, plans, workshops, shared resources, professional development, etc.

Over the past year, Literacy Matters has also focused on raising literacy awareness in collaboration with the local media via newspaper articles, photographs of the “What Literacy means to me” write-in at the Post Office to launch the Literacy Plan, coverage during Family Literacy Week and stories promoting the Literacy Matters logo contest and funding awarded by Literacy Matters to local storytellers and theatrical productions.

The Literacy Outreach co-ordinator recently joined the Community Partners Group, an inter-agency group that includes representatives from the RCMP, Social Services, Interior Health, Friendship Centre, Tribal Council, Restorative Justice, etc. It meets every two months and offers an excellent opportunity to network, provide updates on current activities and share information and seek input on future planning initiatives.

Genuine community commitment and spirit and a willingness to collaborate and communicate make these partnerships work. Funding and staffing resources to support these efforts are also essential for ongoing progress.

## **Goals and actions for the current year**

Everything is based on the Community Literacy Plan and its accompanying Action Plan.

The Action Plan has six areas of focus:

- 1) Increased and ongoing collaboration in order to delivery literacy action in a comprehensive way. Under this heading, Goal #1 is to create and maintain a permanent task force and Goal #2 is to deliver an open, community-wide Literacy Open House.

**Progress:** our Task Force group continues to meet, but needs new members. We had to cancel our Jan. 29, 2011 “Literacy...more than words” celebration because of lack of support and interest. Instead of holding a stand-alone celebration, Literacy Matters has decided to go where the people are by ‘piggybacking’ literacy activities onto existing community events to raise awareness and ensure public participation in literacy activities,

2) Area of Focus: Funding. Securing stable funding is an ongoing need. Goal #1: Create a sustainable area-based literacy fund whose mandate is to support the priorities identified by the Community Literacy Plan. Goal #2: Identify funding sources for cultural teachings and provide this information to people, organizations and community groups.

**Progress:** The Literacy Outreach Co-ordinator investigated a number of funding sources and recommended establishing a sustainable Literacy Fund in partnership with the Lillooet Community Foundation and under the auspices of the Kamloops Foundation. We are still working towards this goal, but encountered delays over the winter due to health problems experienced by the chairman of the Kamloops Foundation’s Fund Development Committee.

In August 2010, the literacy outreach co-ordinator researched, wrote and researched a Resource Guide to Charitable Foundations and Agencies that fund education and literacy projects. It’s a listing of 68 organizations, including descriptions, criteria and contact information – primarily in BC and Canada – which fund these projects.

3) Area of Focus: St’at’imc Language and Culture.

The most frequently and strongly expressed need in the input received for the plan was for significantly increased access to opportunities to learn St’at’imc language and culture. Elders and service providers consistently asserted that aboriginal literacy is the pathway for their communities to “walk in two worlds with one spirit.”

Goal #1: Ensuring that land and place-based St’at’imc language and cultural immersion activities are available and accredited in school system and other programs.

Goal #2: To provide increased opportunities in the community to experience St’at’imc language and culture.

**Progress:** Literacy Matters representatives held a round-table discussion Feb. 24, 2011 with the Aboriginal Education Principal, School District Literacy Co-ordinator, Lillooet Secondary School Principal, Aboriginal Cultural Co-ordinator and Community Liaison Co-ordinator on the above Area of Focus. The Restorative Justice Co-ordinator was also interviewed about new restorative justice initiatives and practices, human rights teachings, anti-bullying circles and workshops in Lillooet-area schools.

These discussions were incorporated into Walking the Path, a 6,000-word report prepared by the literacy outreach co-ordinator that outlines past achievements, current programs and plans and identifies areas for future focus. This area of focus will remain a priority in the 2011-12 year.

4) Area of Focus: Adults, Youth and Youth At Risk

Statistics for the Lillooet area show low rates of high school completion and struggling adult learners. It is important for the institutions and programs serving this population to ensure the needs of adult learners with literacy challenges are being met. An additional area of concern is for youth, particularly youth at risk, who show an alarming disconnect from learning environments.

Goal #1 is to undertake a consultation process with the school district regarding the adult learning centre to determine user satisfaction, success rates and to seek recommendations to improve service to adults and youth in the area.

Goal #2: To research successful models that embed literacy practice in programs dealing with Youth and Youth at Risk.

**Progress:** The Literacy Matters sub-committee on Youth at Risk prepared a survey aimed at determining user satisfaction with the Adult Ed Centre. It was forwarded to the First Peoples Education Committee and Superintendent of Schools for comment and approval. It did not get past the superintendent's desk because of concerns about survey questions concerning staff at the centre.

In follow-up discussions this month with the superintendent, the literacy outreach co-ordinator and the superintendent discussed the possibility of doing a more broad-based survey that examined new programs and the impact of other programs i.e. programs offered by the Lillooet Tribal Council and NVIT. This is an ongoing item that will require input from the Task Force and the full co-operation of school district administration to carry out any kind of survey involving past/present students because of confidentiality and access concerns.

As for Goal #2, the co-ordinator researched and reported in November 2010 on two successful models that were relevant/similar to Lillooet. These were the Kamloops Street School and the Storytellers Foundation in the Upper Skeena. Now that the co-ordinator has joined the Community Partners Group, this information can be shared with that group and a workshop will be organized if the Community Partners wish.

5) Area of Focus: Early Learning 0-6

It was found that there are programs that serve all of the population of the area, however some programs are under-subscribed. In addition, input indicated that there is currently no “planning table” for Early Learning providers in Lillooet and area.

Goal # 1: To increase co-ordination and promotion of early learning programs.

Goal #2: To write a beginning St'át'imcets language pullout section for the St'át'imc Runner newspaper.

**Progress:** The first Early Years Gathering, organized by Literacy Matters, School District 74 and the Friendship Centre's Make Children First program, was held in November 2010. Meetings are held monthly and this planning table is now sharing information and resources, bringing in speakers, hosting workshops and doing the important communication and collaboration work necessary to support Early Learning in the Lillooet area.

In the summer of 2010, St'át'imc Runner editor Kerry Coast (a Task Force member) began running a St'át'imcets language comic and colouring book pullout section, created by local artist Amanda Ned, in the St'át'imc Runner newspaper.

6) Area of Focus: Getting to the Heart of the Matter

The title of this area of focus was generated from a parent who challenged Literacy Matters to use the Community Literacy Plan to touch people's hearts by inspiring renewed hopes and dreams for their lives, thereby encouraging the desire to learn.

Goal #1: To support opportunities for participation in storytelling, theatre and writing.

**Progress:** After advertisements for submissions in local media, \$1500 in funding was provided in March 2011 to the Lillooet Secondary School Glee Club and the Ancient Echoes Dance Troupe to support new local theatrical and musical performances, and to the Lillooet Friendship Centre and Xwisten Band to support their ongoing regular storytelling sessions. The resulting publicity helped to raise the profile of Literacy Matters and awareness of literacy as being ‘more than words.’

Thanks to the efforts of Task Force member Toby Mueller, a writing contest with cash prizes is being organized for local primary, elementary and secondary school students, with the winners scheduled to be announced prior to the end of the 2010-11 school year.

In all three instances, community members, including local writers, educators and school board representatives, formed the judging panels for the theatrical production, storytelling and writing competitions.

We made some adjustments to the plan and our meeting structure during the year to try to attract new members/reduce the burden on current Task Force members.

After the co-ordinator conducted an informal survey of members, meetings were cut back from monthly to every two months in the hopes of reducing the demands on our volunteer Task Force members. Unfortunately, this change did not result in an increase in attendance.

Plans for a full-day community “Literacy...more than words” celebration on Jan. 29, 2011 had to be cancelled due to lack of interest/support/time from Task Force members and difficulties co-ordinating the event with the school calendar (We were hoping to have the school drama club, choir and glee club perform at the celebration). We attempted to re-schedule this event to April, 2011, but encountered the same challenges. The decision was then made to cancel the celebration and instead ‘piggy-back’ fun literacy activities onto existing community events such as the Apricot T’saqwem Festival and Riverfest.

## **Indications of success**

Success can be difficult to quantify. We can look at numbers – more than 200 people participated in our “What Literacy means to me” sign-in at the Post Office to launch the literacy plan last fall. We’ve enjoyed positive media coverage for Family Literacy Week, our logo contest, the recipients of the storytelling and theatrical funding, etc.

As we review the Community Literacy Plan, we can see achievement/progress in almost all areas. And by referring back to the plan, we can identify where gaps still exist.

We continue to focus on building partnerships – i.e. the success of the Early Learners Gatherings, joining the Community Partners Group - and raising awareness.

Partnerships, collaboration and communication are essential for the success of Literacy Matters' initiatives. Support and ongoing commitment and interest from the Lillooet Area Library Association and School District 74 are absolutely necessary. Occasionally, issues that move beyond immediate front-line concerns can get bogged down i.e. the proposed user satisfaction survey on the Adult Education Centre. The school board chair has attended one of our meetings, trustees receive our minutes and agendas, but we can all always do a better job of communicating with each other.

Even though Lillooet is a relatively small community, more communication, perhaps online through a listserv, would be helpful amongst all the various agencies and organizations working on literacy, culture and education issues. The Community Partners Group and Early Years Gathering are examples of the kind of co-operation and communication that benefit everyone.

## **Challenges**

New Literacy Matters members need to be recruited. In the past three months, we have found two new members. More participation/representation from the aboriginal community is also needed because so much of the Community Literacy Plan focuses on the needs of aboriginal students and aboriginal communities. One-to-one relationships are often the best way to build these partnerships, but they take time. Funding also remains a challenge.

As co-ordinator I appreciate the opportunities to meet with nearby literacy co-ordinators, particularly those in School District 74, to exchange ideas, update each other on activities and compare notes.

## **For the coming year**

Literacy Matters looks forward to another busy year, with activities that will include:

- continuing to support Early Years Gatherings and participate in the Community Partners Group;
- recruiting new members;
- establishing the literacy fund;
- identifying available School District 74 funds for St'at'imc cultural projects and the

- application process, and disseminating this information to all communities;
- leading consultation and advocacy efforts aimed at the School District 74 Gold Trail administration and Board of Education in order to meet the St'at'imc Language and Culture and the Adult Education goals outlined in the Community Literacy Plan; and,
  - co-ordinating literacy awareness activities in multiple venues, such as participation in local festivals, Raise-a-Reader, family game nights, local authors at the library, etc.

A more active Task Group and a continued emphasis on community participation will help to spread the word about the significance of literacy in all our lives. Funding targeted at specific and tangible projects would also help to deliver that message.

In conclusion, I would like to thank my supervisor Betty Weaver from the Lillooet Area Library Association for her insight, support and passion for literacy. My appreciation also goes out to Shirlee Johnson, District Literacy Co-ordinator for School District 74, for her interest, support and advice.

Respectfully submitted,

Wendy Fraser

## **Lytton**

### **Literacy Outreach Coordinator: Jeanette Duncan**

#### **Community Context**

In the Summer of 2010, the Lytton Community Literacy Plan was completed after a throughout review of the research consisting of the Lytton Community Profile, Community Literacy Inventory, and consultation with the broader community and literacy task force.

The Community Literacy Plan proposed to fulfill the following goals and activities:

1. To create a working group to address the following objectives:
  - a. to explore the community values around literacy;
  - b. to gather coordinated data regarding literacy specific to Lytton;
  - c. to coordinate a strategy to support early learning (0-5) programs;
  - d. to raise expectations that individuals have for their lives; and,
  - e. to create sustainable literacy programs for the community.
  
2. To raise community awareness about the importance of literacy in our lives.

The Community Literacy Plan implementation began in March 2011. Through goal 2 *“to raise community awareness about the importance of literacy in our lives”*, community members and stakeholders are becoming more aware of the goals and activities of the plan and are eager to support local literacy activities.

#### **Task Group**

The original Lytton Community Literacy Task force consists of Denise O’Connor, Principal Lytton Elementary School, Romona Baxter, Executive Director of Nzen’man’, Jeanette Duncan, Literacy Outreach Coordinator, Zane Spencer, Principal of Kumsheen Secondary, and Opal Charters, Principal of Stein Valley Nlaka’pamux School.



Since the implementation of the Lytton Community Literacy Plan, we have experienced challenges in getting all of the stakeholders to the meetings, due to busy work schedules and scheduling conflicts.

The Task Force will be focusing its' efforts on goal 1 of the plan.

## **Community Development and Literacy Collaboration**

Our immediate focus is community awareness about the importance of our literacy in our lives. Through this focus, we have successfully built collaborative relationships with the Books for Little Readers Program, Hans Knakst Tsitxw Helping Hands Community Drop-In Centre, local schools, TNRD Library, and TRU Extension Learning Programs.

The Lytton Community Literacy Project is hosted by the Nzen'man' Child and Family Development Centre Society, whose mandate is the provision of early childhood education and family support programs. Nzen'man' has a positive working relationship with community organizations, Bands, and local schools. This relationship has transcended into this project and the community is more than willing to be active partners. In addition, we have hired a local First Nations member of our community, who has also worked as an Education Coordinator and most recently as a Support Worker at the Lytton Elementary School, thus she has already a good working relationship with local partners.

## **Goals and actions for the current year**

Since implementation, we have been successful in the following activities:

1. Assisting with the selection and purchasing of books for the "Books for Little Readers Program". The goal of this program is to ensure that every child under the age of five receives 5 new books per year.
2. Purchasing, assembling, and caretaking the "Little Bookshelf Program". We have six "Little Bookshelves" that are (*some in process of setting up*) available in various locations in the community:
  - a. Hans Knaskt Tsitxw Helping Hands Community Drop-In Centre;
  - b. Lytton Elementary School;
  - c. Kumsheen Secondary; and,
  - d. Stein Valley Nlaka'pamux School.

3. Meeting with the local TNRD Library Staff to discuss strategies to:
  - a. promote library usage and the possibility of hiring a local student to assist with a summer based library program for children; and,
  - b. start a local Book Club for adults and teens.
  
4. Participating in local early childhood events and programs to promote literacy:
  - a. Lytton Elementary PALS Program; and,
  - b. Nzen'man' Family Place.
  
5. Organizing two upcoming workshop series for adults and teens in collaboration with TRU:
  - a. Email, Internet, and Facebook;
  - b. Nifty Fifty; and,
  - c. Reading 101.

So far, we are on target with the activities as planned.

## **Indications of Success**

At this time, we have not documented any formal impacts the implementation of our plan. We have however had very positive feedback from the community regarding our literacy awareness; however, efforts and suggestions for other programs/events such as:

- possibility of hiring a local youth to assist with the summer reading program at the TNRD Library. We are currently seeking alternative sources of funding to assist with the costs; and,
- starting a Book Club for Teens, along with a Book Swap.

Through the implementation of goal 1 – we will have clear success indicators established and reportable by December 2011.

## **Challenges**

Our major challenge with the implementation of the plan, has been the coordination of the Literacy Task Group. Due to conflicting schedules, we have not been able to have everyone at the table.

We will need to focus our efforts on better communication amongst members and the community at large.

### **For the coming year**

For the coming year, our major focus will be the implementation of goal 1 and strengthen the Lytton Literacy Task Group.

The on-going support of the District Literacy Efforts and Legacy Now will assist in this process

Submitted by

Romona Baxter