

Community/District Literacy Plan

July 15, 2013

School District#10 (Arrow Lakes)

Serving the communities of Edgewood, Fauquier, Burton, Arrow Park, Nakusp, Halcyon Hot Springs, Beaton, Trout Lake, Hills, Rosebery, New Denver, Silverton, and Enterprise Creek.

*A collaborative and ongoing plan
to meet the literacy needs of
our diverse and rich, rural communities...*



Arrow and Slocan Lakes Region -
School District # 10



**SD # 10 (Arrow Lakes)
Community Literacy Plan
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A. Introduction

In collaboration with the Columbia Basin Alliance for Literacy (CBAL) and other community agencies and partners, SD 10 has had a long and productive history of collaborative and evidence-based literacy planning. Since 1998 the school district, CBAL and numerous agencies and organizations, have worked collaboratively to foster literacy programs and initiatives that address the needs of children from infancy through school age, of aboriginal learners, adults, and seniors.

Our Community Literacy Plan calls for continued collaborative community and district literacy planning, and, impels us forward with renewed vision for broadening community literacy. Working together for literacy is deeply embedded throughout our communities and our school district.

B. District and Community Context – Our Community Profile

B.1 A Brief History - From our First Peoples to now

3000-5000 years ago, three First Nations Bands came into this area - the Shuswap from the Okanagan, the Colville from Washington and the Kutenai from the East Kootenays. The Sinixt people hunted and fished in our communities for at least 12,500 years. Pictographs, arrowheads, and pit houses, all remain as evidence of the Aboriginal presence, and Sinixt people as well as other First Nations and Metis people remain a vital part of our community.

B.2. Area populations and demographics

The current population of the school district region is approximately 5500 people according to the 2011 census. This number is comprised of 1569 people in the village of Nakusp, 504 in the village of New Denver, 195 in Silverton, 115 in Burton, 170 in Fauquier, 142 in Edgewood. The population of rural areas properties in Area K is 1759 and at least 1000 residents in RDCK Area H. The area covers more than 8000 square kms, making it the largest community area of the Columbia Basin. Ferries connect the region in the north to Revelstoke, and in the southwest to the Okanagan.

Despite the economic challenges of the area, the overall population in the Arrow and Slocan Lakes remains constant. The most significant demographic change is the aging of our population. In the Kootenays, the senior's population exceeds the number of children living in the area. According to the 2011 Census data, the median age of the Nakusp population is 50.6 (up from 45.8 in 2006). The highest median age in the area is 60.8, found in Burton which is approximately two decades higher than the provincial median age of 41.9 years.

The implications of such number on the taxpayer base, especially in a small town with economic challenges, are huge. There are now 61.3 dependents (seniors plus children under 15) for every 100 working-age persons in Nakusp, a massive change from 2006 when the ratio was 48.3 for every 100 working-age persons. Again, this growth is due to an increasing senior population; of these dependents, the ratio of 39.2 per 100 residents are seniors compared to just 24.6 in 2006.

B.3 SD # 10 (Arrow Lakes) – Profile of the District Schools:

Lucerne Elementary-Secondary School (LESS) serves the communities of New Denver, Rosebery, Silverton and Hills. A preschool, Facilitated Learning Centre, StrongStart Centre and DL School classroom are co-located at

LESS. Three schools are located in the village of Nakusp: Nakusp Secondary with its Facilitated Learning Centre, and Nakusp Elementary with a StrongStart Centre. The Arrow Lakes DL School also operates a storefront classroom at the Selkirk College Centre. To the southwest of Nakusp are the communities of Burton, Fauquier and Edgewood. A school is located in Burton (currently not operating a K-12 school program) and Edgewood (Grades K-7) along with the Outreach StrongStart Centres, in these two communities as well as in Fauquier. Nakusp and Edgewood also have a CAP (Community Access Program) site.

There are five schools with a total student population of 516 students. Of these 516 students, there are 51 (9.9% of the population) with special needs, and 66 students with Aboriginal ancestry (12.7% of the population). The average family income in 2004 in the area was \$20,000 less than the provincial average. Close to 20% of the population lives below the low-income cut-off. 25% of the population has less than Grade 12 education, with 50% not having completed Grade 12.

37.8% of 18 year olds in the area had not graduated between 2002-2004, as compared to the provincial average of 24.9%. For the past four years, the district graduation rate has been between 95% - 100%. As the cohort sizes are so small, this data must be weighed over time to be statistically measurable.

B.4 Economy of the area

Forestry overtook mining as the main economic driver for the area in the early 1950s and continues to be key to the economy of our communities. Celgar began operations in 1951, and Nakusp became the centre of a large pole and lumber industry. Interfor now operate the main forestry operation in Nakusp, and several mills are currently in operation, though precariously so.

Tourism (including Eco-tourism) has grown into a secondary industry throughout area. Visitors come to recreate in local hot springs, for skiing and heli and cat skiing, bike touring, camping, fishing and arts tourism.

According to WorkBC, the current unemployment rate for this area is 7%. This rate includes the Okanagan Region and therefore, it is estimated that our rate of unemployment for the Arrow and Slokan Lakes would be considerably higher than 7%.

B.5 The Columbia River Treaty

The signing of the Columbia River Treaty in 1964 had a huge impact on this area. Dams were built on the river, and the area was flooded out.

Suddenly the resident land owners were dealt an emotional impact package that made living in the area hectic, like being inside a giant sized kaleidoscope that wouldn't stop turning long enough to enable a pattern to be seen.¹

The flooding was a controversial subject among community members, but the reality was that in 10 short years, homes and farms would be leveled, graveyards and rich agricultural land would be under water. Today, when the reservoir is full, the Arrow 'lake' is beautiful; however, the reservoir is only full for a short time in the summer months. The remaining months unearth buried treasures from the past and produce sandstorms along the miles of dry shoreline. This history and the grave history of the area's First Nations people have led to a great deal of sadness among the people living in this area.

¹ *Whistle Stops Along the Columbia River, p 405.*

B.6 The Sinixt People

An Interior Salishan band, the Sinixt (*People living in the Place of the Bull Trout*) settled in the Arrow Lakes area. Prior to European contact, they numbered in the tens of thousands in the Columbia Mountains of southeastern B.C. Carbon-dated remains and unique burial practices document historical Sinixt territory: from Revelstoke, B.C. south to Northport, Washington, from the Monashee Mountains east to the shores of Kootenay Lake. The Canadian Government declared the Sinixt extinct in 1956. Some Sinixt People sought refuge among neighbouring bands to the east and west, and many had gone south to the U.S., the southernmost reaches of their traditional territory. The signing of the Columbia River Treaty providing the U.S. with vast amounts of water resources contained within Sinixt territory in exchange for a cash settlement to Canada. The Sinixt People, scattered widely, received no compensation. Research into their past was discouraged by their lack of official status and gradually, knowledge of their existence began to fade.² Since 1983, the Sinixt People have peacefully occupied land in their territory in the Vallican area.

C. 2012-13 Community Context

In the communities situated in the Arrow and Slocan Lakes area, the economy and employment continues to be a challenge impacting families and young residents. There continues to be an increase in single parent led families due to one parent leaving for employment, entire families relocating for employment and a steady migration of semi-retired and retired couples coming to the area. As a result there is a decrease in enrolment in preschool programs and schools and an aging population in all of our communities.

The community is responding to these issues by:

- Over the past five years, there has been an increase in literacy programs focused on the needs of older adults.
- Offering programs and workshops for single parent families.
- Together Selkirk College and WorkBC are leading the way in offering local educational opportunities that will increase the skill levels of local residents so they can remain and work in the community. Programs planned for 2013-14 include Heavy Equipment Operator, Health Care Aide, BladeRunners, and Business Retention and Expansion.
- SD10 and Selkirk College have partnered to offer a Carpentry Apprenticeship program through the ITA (Industry Trades Association) in 2013-14.
- Selkirk College is now open 12 months of the year, providing more programming year round and will be providing one day a week of ABE in New Denver in the fall of 2013.
- WorkBC and Arrow and Slocan Lakes Community Services are responding to economic challenges by providing outreach services to outlying areas like Burton, Edgewood and Trout Lake

D. Community Literacy Assets

As a result of rich and long-term literacy partnerships between CBAL, Selkirk College, our Healthy Families network, preschools, Nakusp Public Library and Reading Centres, we have a wide array of programs that help enhance community literacy. Our aim is therefore to continue to enhance these partnerships, to collectively identify areas of gap and challenge, and to do our best to improve literacy amongst all four pillars in our Community Literacy Plan.

² Sinixt Nation, June 2005 <http://sinixt.kics.bc.ca/history-home.html>.

Program	Location	Pillars				Active
		1	2	3	4	Yes/No
Youth/Adult One on One Tutoring Program	Nakusp, Burton			✓	✓	Y
Senior's Reading Program	New Denver Pavilion			✓	✓	Y
Adult and Senior's Computer Classes	Nakusp, Burton			✓	✓	Y
ESL Group Tutoring	Nakusp			✓	✓	Y
ABE - Basic Skills upgrading	Nakusp			✓	✓	Y
Distributed Learning School	New Denver , Nakusp			✓	✓	Y
Continuing Education	Nakusp			✓	✓	Y
High School Completion	Nakusp, New Denver			✓	✓	Y
Computer Recycling Program	Nakusp			✓	✓	N
ACE-IT -Trades Training	Selkirk and SD 10 Collaboration			✓	✓	N
Books Everywhere	Nakusp			✓	✓	Y
One to One Reading	New Denver, Nakusp	✓		✓	✓	Y/Y
Family Night Out - CAPC and CBAL	Nakusp	✓	✓	✓	✓	Y
Books for Babies	Burton, Fauquier, Edgewood, Nakusp, New Denver,r	✓		✓	✓	N
Ready, Set, Learn	Edgewood, Nakusp, New Denver	✓		✓	✓	Y/Y/Y
Success by Six - Monthly Newsletter		✓		✓	✓	Y
Bursaries for Preschool	Nakusp, New Denver	✓		✓	✓	Y
Reading Center	Fauquier, Burton, ND, Edgewood	✓	✓	✓	✓	Y
Family Literacy Night	New Denver, Nakusp	✓	✓	✓	✓	Y
Sharing the love of reading	Lucerne School	✓	✓		✓	Y
Nakusp Public Library storytime	Nakusp Pub. Library	✓		✓	✓	Y
Stepping Stones Children's Centre	Nakusp	✓			✓	Y
New Denver Nursery School	New Denver	✓			✓	Y
One to One Reading	Edgewood		✓	✓	✓	Y
Home Work Club	Nakusp, New Denver		✓	✓	✓	N
Roots of Empathy	Nakusp	✓	✓	✓	✓	Y
Youth Writer's Group	Nakusp		✓		✓	N
Youth Book Club	Nakusp		✓		✓	N
Youth Movie Nights	Fauquier		✓		✓	Y
CAP Sites, Learning Centre	Edgewood, Nakusp		✓	✓	✓	Y
Little Explorers	Edgewood	✓		✓	✓	Y
Community Radio Station	Nakusp		✓	✓	✓	Y
Strong Start Centres	Nakusp, New Denver; Outreach in Burton, Fauquier, Edgewood	✓		✓	✓	Y
Great Leaps Reading Program for at-risk K-3	SD 10 Schools		✓		✓	N
Adult Workplace Literacy and Essential Skills	Selkirk, CAP, ASLCS, Nakusp		✓	✓	✓	Y
Supported Employment: Skills Link, Employment Edge, Older Worker	ASLCS, Nakusp		✓	✓	✓	Y
Public Health Nursing	DLP Wide	✓	✓			Y
Community Dental Health	Nakusp, New Denver, S. Zone	✓	✓			Y
IHA - Vision testing for Strong Start Centre children		✓	✓			N
Public Library Classroom Visits	SD 10 Schools- NES, NSS, DL					Y
Youth Volunteers	Nakusp Pub Library, Reading Centres		✓		✓	Y
Monthly Book Discussion	Nakusp Public Library			✓	✓	Y
Individual Tutoring of Students	Nakusp Public Library		✓	✓	✓	Y
Summer Reading Program	Nakusp Public Library	✓	✓			Y
Free Library Card	SD 10 Students		✓			
BC One Card	BC Wide	✓	✓	✓	✓	
Monthly BiblioBus (Fancophone)	BC Wide	✓	✓	✓	✓	Y
Writers Festival	SD 10 Schools		✓		✓	Y
Battle for Books	NES, Nakusp Public Library		✓		✓	Y
Senior's Resource Fair	Nakusp			✓	✓	Y
Scrabble Club	Nakusp Public Library			✓	✓	Y

D.1 Early Development Indicator (EDI) Summary – 2005 – 2013

The Early Development Indicator measures vulnerability for early learners in the categories of physical health and well-being, social competence, language and cognitive development, communication skills and general knowledge.³ September 2011 (Wave 4) EDI data is the most recent EDI Wave available.

This 2011 data shows a return to vulnerability levels seen in 2005 at 23% of our early learners with vulnerability in one or more areas, again identifying significant concerns for early learners entering schools in the district. Also of note is the area of highest vulnerability is in language and communication – indicating challenges for academic success.

**FIG 1:
WAVE 4 EDI
DATA TABLE**

	Total Count	Physical	Social	Emotional	Language	Communication	One or More
Arrow Lakes (SD10)	78	5	5	10	13	5	23

EDI PARTICIPATION

The Arrow Lakes School District has participated in all 4 waves of EDI data collection. Wave 4 results include data collected from 4 schools.

WAVE 4 EDI RESULTS

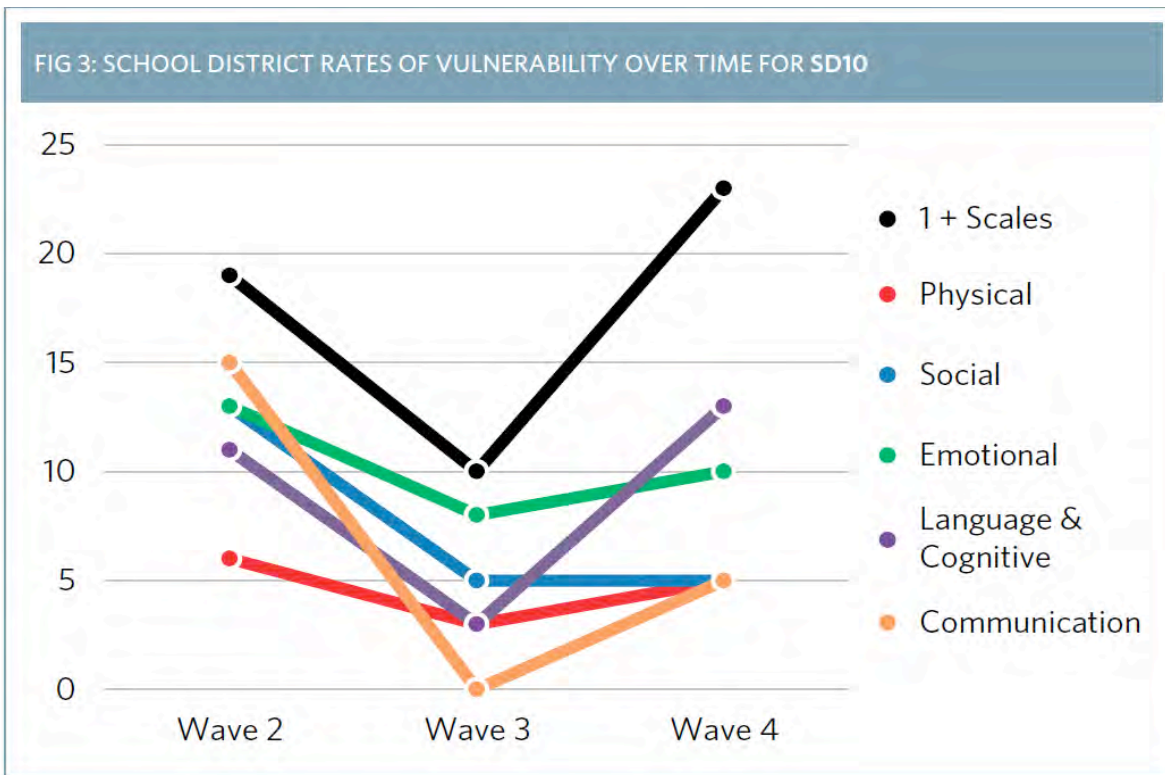
Overall, Arrow Lakes had a vulnerability rate of 23%. The vulnerability rate in the last data collection (Wave 3) was 10%.

District wide, the highest level of vulnerability was on the Language & Cognitive Development scale at 13%. The Physical Health & Well-being, Social Competence, and Communication Skills scales all had the smallest proportion of children vulnerable at 5%.

THE PROVINCIAL CONTEXT

The Wave 4 EDI data shows that province-wide 30.9% of children in kindergarten were vulnerable in at least one aspect of their development. This continues the provincial trend over the last decade of nearly a third of children behind at kindergarten entry. In SD10, the vulnerability rate was below the provincial average in Wave 4 at 23%.

FIG 3: SCHOOL DISTRICT RATES OF VULNERABILITY OVER TIME FOR SD10



D.2 Graduation and Transition Rates

Graduation Completion Rates 2002 – 2012

Graduation completion rates in the district remain above the provincial average and generally show an increase over time. However, since the size of the cohort groups remains small, caution in interpreting this positive data trend is advised. From year to year, the composition of the graduating classes varies in the three secondary schools located in the district. Overall, we focus on tailoring and personalizing graduation programs to meet the needs of all of our learners and thereby increase their success.

We have collated reading, writing and numeracy assessment data on our Aboriginal learners and track their individual achievement over the past five years in order to better address their learning needs. Though the cohorts of Aboriginal and special needs learners are small, we report this data as it speaks to students' and the district's accomplishments, and also identifies areas to target.

The success of Aboriginal learners (12.7% of our district population) in completing graduation remains higher than the provincial average. Whereas provincial grad rates are at Again, though cohort size and composition of aboriginal learners graduating varies, we are continuing to work on improving aboriginal literacy and graduation rates. Our Aboriginal Enhancement Agreement draft and Achievement Contract align with this goal.

Six-Year Completion

Eligible Grade 12 Graduation Rate

First-Time Grade 12 Graduation Rate

		Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
All Students	2007/08	75.1	60	52	87	43	56	48	86	43
	2008/09	84.5	49	46	94	37	49	44	90	37
	2009/10	88.1	47	47	100	40	49	45	92	41
	2010/11	93.7	57	55	96	56	60	49	82	52
	2011/12	92.2	44	42	95	52	53	41	77	42
Female	2007/08	79.0	33	28	85	39	32	26	81	41
	2008/09	89.7	26	24	92	58	26	24	92	58
	2009/10	85.5	22	22	100	45	21	21	100	48
	2010/11	100.0	28	28	100	64	31	26	84	58
	2011/12	94.9	23	23	100	78	26	22	85	65
Male	2007/08	73.0	27	24	89	48	24	22	92	46
	2008/09	78.5	23	22	96	13	23	20	87	13
	2009/10	90.9	25	25	100	36	28	24	86	36
	2010/11	87.7	29	27	93	48	29	23	79	45
	2011/12	89.5	21	19	90	24	27	19	70	19
Aboriginal	2007/08	100.0	8	7	88	25	7	6	86	29
	2008/09	76.0	5	5	100	20	5	5	100	20
	2009/10	100.0	4	4	100	25	4	4	100	25
	2010/11	72.8	5	5	100	40	4	4	100	50
	2011/12	92.4	4	4	100	50	6	4	67	33
Special Needs	2007/08	43.6	6	5	83	17	5	5	100	20
	2008/09	70.8	1	1	100	0	2	1	50	0
	2009/10	73.2	1	1	100	0	2	1	50	0
	2010/11	64.1	3	3	100	0	4	3	75	0
	2011/12	76.9	4	4	100	0	6	4	67	0

Dogwood/School Completion Graduation Rates 2002 - 2013

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Grad	88	95	93	98	91	87	94	100	95	95
Aboriginal Students			100	n/a	100	88	100	100	100	100
Students w/Special Needs			83	100	100	83	100	100	100	100

D.3 District Writers Festival

One of the district's innovative literacy practices is our annual Writers Festival. Writers from across the region, the province and Canada work with our students to improve their writing skills and celebrate their writing achievements. Since 2008, we have hosted "writers in residence" opportunities for students in our schools. Likewise, the professional writers have worked with adults and community writers' groups in Nakusp, New Denver and Burton.

In 2013, three schools hosted writers in residence with support from the Columbia Basin Alliance for Literacy. Poet and fictioneer Stuart Ross and novelist, short story writer and children's author Caroline Woodward were featured.

D.4 Online Literature Circles/Online Aboriginal Information Circles

Online Literature Circles

We have been at the forefront of developing Online Literature Circles, a literacy-enhancing instructional practice that differentiates text and increases reading volume since 2002. In 2008, 2009 and 2010, we embarked on a Network of Performance-based Schools inquiry project to ascertain the impact of our work. Our results mirror the positive qualitative feedback and data that students and teachers reported. Improvements in reading are shown especially for struggling students.

In 2011, we pioneered Online Aboriginal Literature Circles in intermediate and secondary classrooms across the district. An increase in Social Responsibility based on assessments using the BC Performance Standards and also in Aboriginal Understanding based on SD 68's rubric were noted in all classes.

Another very successful collaboration using Dystopic Online Literature Circles with the theme of *Making the World a Better Place* was held in the fall of 2012 when we connected classrooms between our district and two other school districts - SD 8 and SD 20.

Online Aboriginal Information Circles

In May 2012, we partnered with SD 51 and connected 3 of our teachers and classrooms with 6 schools and teachers from the Boundary in a pilot online Aboriginal Information Circles project. It was highly successful and laddered into an intense student and professional learning initiative connecting 26 classrooms and over 450 students in 4 school districts: SD 10, SD 51, SD 50 and SD 74.

E. Background and Context for Goal Development (from March 2008)

E.1 Alignment with CBAL Community Literacy Plan (2004)

E.2 Alignment between District Achievement Contract/Literacy Plan

Development of the District Achievement Contract and the District Literacy Plan are aligned. Indeed, we work closely together in the district to ensure that planning for literacy matches with school identified needs and with data derived from district and provincial data sources. Our strategies and structures in the Achievement Contract then, dovetail with those identified in the Community Literacy Plan. Likewise, goals in all district documents also intersect and strengthen one another.

E.3 Aboriginal Enhancement Agreement

On June 20th, 2010, the district, Ministry of Education, and our Aboriginal partner groups signed our first Aboriginal Education Enhancement Agreement. In 2013, the Aboriginal Education Enhancement Agreement Council revisited and updated the agreement with the input of Community Consultation Forums in both Nakusp and New Denver.

Areas of alignment in premise and purpose between the agreement and the Community Literacy Plan include the following:

- A holistic educational approach to improve the knowledge, understanding and awareness of Aboriginal culture throughout the school district.
- Educational programs and services that are broad-based and inclusive and reach out to all students of aboriginal ancestry as well as non-aboriginal students.
- Targeted educational support for at-risk students of Aboriginal ancestry.

Furthermore, congruence in goals for Aboriginal students as identified in the EA match with the Community Literacy Plan as follows:

- To increase awareness, knowledge, appreciation and respect for Aboriginal culture and history for all students. Through this shared experience, students of Aboriginal ancestry have the opportunity to enhance their sense of belonging and pride in their heritage.
- To a) improve Aboriginal student achievement in Reading, Writing, Numeracy, Science and Social Studies, *and*
b) provide specific support to at-risk students
- To provide interventions in the context of supporting the “whole child” – ie: physical and emotional health.

E.4 Aboriginal Education Programs – 2013 report

a. May 2013 Aboriginal Education Program Report

2012-13 - SD 10 Aboriginal Education Program Plan

Presented May 8 and 9, 2013 at ALAEC Community Consultation meetings in New Denver and Nakusp

Integrating aboriginal culture and learning K-12 in SD 10

Dates	Plan	Details/Update/Progress
Ongoing	Individual Tracking System for Aboriginal Education students	<ul style="list-style-type: none"> ❖ Individual aboriginal education student achievement is tracked using reading, writing and numeracy data over five years ❖ We are working with the Ministry of Education's Data Capacity Project adding trends in provincial exams, graduation rates, and transition to post-secondary to deepen our understanding of our learners, and assist students where they need more support
Ongoing	Support for Aboriginal students	<ul style="list-style-type: none"> ❖ Aboriginal Education Support Teacher, Judy Eichhorst, provides small group academic support and tutoring at NSS in open-to-all lunch hour and after school sessions ❖ Judy also provides academic support to DL School students one morning per week ❖ Aboriginal Education Support Teachers, Ryan Willman and Lauren Smith work closely with teachers, EAs, school counselors, principals and parents to monitor progress and assist in meeting students' academic and socio-emotional needs
Sept 2012 – June 2013	Aboriginal guest speakers/cultural presentations in classrooms	<ul style="list-style-type: none"> ❖ Toni Appleby worked with NES Grade 3/4/5 on hands-on activities and campfire storytelling at campground in October ❖ Toni Appleby worked with NES Grade 3/4/5 classes in October and NSS Biology 11 class in November on ethnobotany ❖ Toni Appleby worked with NES Grade 3, 4 and 5 classes in March teaching skills in making pine needle baskets and ❖ Elders Ganishka Silverfox and Faith Adams taught the Grandmother and Grandfather program at NES with Kindergarten and Grade 1, and Ganishka to Edgewood and Lucerne students also ❖ Terry Jackson, master carver from Grand Forks area, worked with Woodwork classes in both Nakusp Secondary and Lucerne in February ❖ Jackie Cole - May 24 in Lucerne Social Studies/English classes. ❖ Elder, Hilda Radford, shared her contemporary and traditional art with elementary students at Lucerne in early May ❖ Elder, Eloise Charet, shared cedar basket skills at LESS in May ❖ Schools are encouraged to identify local and district resources in addition to district-arranged experiences
Sept 2012 – June 2013	Aboriginal Education Field Trips	<ul style="list-style-type: none"> ❖ NES and EES Grade 7s held a camping trip in September with aboriginal ed support – students made bannock ❖ NES Grade 3/4s held an overnight camping
May – June 2013	Elementary Drum-making workshops	<ul style="list-style-type: none"> ❖ 73 Grade 3-7 students from across the district will make drums on June 10th at the Burton Learning Centre
September – June 2013	Support with First Nations 12 and Social Studies 8-10	<ul style="list-style-type: none"> ❖ Judy Eichhorst continues to support the First Nations 12 class at Nakusp Secondary and Social Studies 8/9/10 at Lucerne on learning about residential schools and truth and reconciliation

2012-13 - SD 10 Aboriginal Education Program Plan

Presented May 8 and 9, 2013 at ALAEC Community Consultation meetings in New Denver and Nakusp

Integrating aboriginal culture and learning K-12 in SD 10

Sept 2011 – June 2013	Aboriginal Education Schools Network (AESN) teacher learning projects	<ul style="list-style-type: none"> ❖ 5 collaborative inquiry projects underway ❖ Teacher inquiry model with research question aimed to improve Aboriginal understanding in classrooms ❖ Baseline and summative data demonstrating student learning using either BC Performance Standards in Social Responsibility or SD 68 Aboriginal Understanding Performance Standards are used ❖ AESN Research Study (March 2013) – identified SD 10 work as one of two Case Studies for AESN inquiry
September – December 2013	Aboriginal Information Circles	<ul style="list-style-type: none"> ❖ Over 450 students from 26 classrooms in 4 school districts from Haida Gwaii to Lytton and Grand Forks connected ❖ In SD 10, Grade 3/4/5s from NES, Woodwork 11 and Biology 11 students from NSS, English 7-12 and SS 7-10 students from Lucerne were involved
September 2012– June 2013	Visits to Nakusp Museum – Sinixt artifact displays	<ul style="list-style-type: none"> ❖ Museum visits from all district schools will again be supported and encouraged ❖ Tessa Holden’s FN12 class visited in October
July 2012	Welcome banners hung in each school	<ul style="list-style-type: none"> ❖ Students in each school created welcome banners using the Sinixt language and paintings of pictographs ❖ The banners hang at the entrances of each school
April 28-May 2, 2013	Aboriginal Issues and Culture Film Projects	<ul style="list-style-type: none"> ❖ FN 12 students from NSS created 6 films on Aboriginal issues and culture with the assistance of a professional filmmakers ❖ Students told Aboriginal stories, represented their understanding of Aboriginal history or current Aboriginal issues studied in their classrooms
April 29 – May 3, 2012	Writers Festival – Featuring aboriginal authors	<ul style="list-style-type: none"> ❖ We are looking at booking another writer for this year
June 2013	Student Aboriginal Leadership conference at Mir Centre, Selkirk College	<ul style="list-style-type: none"> ❖ This regional youth aboriginal leadership conference at Selkirk College is planned ❖ We will support age 15-19 secondary students attending
June 20, 2013	National Aboriginal Day Celebration	<ul style="list-style-type: none"> ❖ We will once again hold National Aboriginal Day at NES and bus EES and Lucerne Elementary students ❖ Drumming, storytelling, crafts, and vendor booths are planned ❖ Hands-on workshops and outdoor activities for the students will be planned
June 2013	Scholarship/Post-Secondary Transition Database	<ul style="list-style-type: none"> ❖ Lauren Smith has been working on collating a database of post-secondary opportunities for students with Aboriginal ancestry: scholarships, apprenticeships and more

Based on provincial and district data as well as student, parent and school staff input, additional tutoring and socio-emotional support is provided to our vulnerable students with Aboriginal ancestry.

b. 2013-14 Aboriginal Education Program Plans

Plans for the 2013-14 school year will be co-constructed with input from the Aboriginal Education Council, our Aboriginal Education Support teachers, parents, school staff, and input gathered from a May 2012 online survey of partner groups.

F. Community/District Literacy Plan Goals and Actions

F.1 Pillar One - Young Children

Goal 1:

We will increase the number of children who come to school prepared to learn.

Actions taken:

- Co-location of pre-school and StrongStart centres in district elementary schools
- Understanding the Early Years research in 3 Kootenay districts complement and extend EDI work – student and adult surveys
- Ready, Set, Learn at NES, LESS, EES. Each session included literacy, numeracy and small and gross motor activities. Packages of supplies are distributed to parents.
- Maintained partnerships with Nakusp Public Library, CAP-C, Success by Six, Children’s First, Stepping Stones Children’s Centre, New Denver Nursery School, CBAL and SD10
- Continue Healthy Families Resource Group connection through monthly meetings (speech and language; infant development; early years coordinator; SSCS; SD10; CAP-C; Success by Six; New Denver Preschool; StrongStart centres; Public Health; Ministry of Children and Families; Selkirk College)
- Increased programs that contribute to language and cognitive development for preschoolers

Indications of Success:

- Performance on the EDI, Early Primary Reading Assessment and Early Literacy Screener
- Participation and attendance at StrongStart centres, Stepping Stones Children’s Centre, New Denver Nursery School, Parent/Child Mother Goose, Family Night Out, Preschool storytime and other family literacy programs offered
- Access for children and families to speech and language, occupational therapy, physiotherapy and other resources through StrongStart Centres, New Denver Nursery School and Stepping Stones Children’s Centre
- Program Reflection Tool used to evaluate the local StrongStart programs

Challenges:

- Increased number of single-parent families as the result of one parent leaving for employment; need for social and emotional support for these families
- Accessing vulnerable families and getting them to attend early learning programs

- Using the EDI data to better understand the needs of children attending kindergarten and inform support and resources
- Though we appear to be making progress in Early Literacy, it is the district's belief that sustaining and targeting our resources at the K-4 level, and continuing to work closely with community literacy partners to support early learning before children start school, will have a positive impact on student achievement for these vulnerable learners

For the coming year:

- Continue to provide early learning programs for families and children
- Provide workshops to families on parenting
- Use the Program Reflection Tool with StrongStart coordinators to ensure program integrity
- Promote use of singing and storytimes at Ready, Set, Learn and all other early learning programs

2. Goal Two:

We will continue to work with community pre-schools, families, Columbia Basin Alliance for Literacy (CBAL), Healthy Families Group, Strong Start Centres, CAP-C, Success by Six, Nakusp Public Library, and community Reading Centres on fostering language development activities to increase language skills prior to kindergarten.

Actions taken:

- Continue Healthy Families Resource Group committee networking to improve success for early learners
- CAP-C Pitter Patter playgroup for children 0-2 offers a one hour program at NES StrongStart centre every Tuesday for families.
- StrongStart centres in New Denver, Nakusp and Outreach in the Southern Zone (Burton and Edgewood).
- Ready, Set, Learn funds supports Little Explorers at Edgewood Elementary and help in transition to school at all other sites
- Mother Goose programs in New Denver and Nakusp
- Success by Six provides monthly calendar and newsletter
- Partnership between CBAL and CAP-C to provide Family Night Out

Indications of Success:

- Consistent participation in Parent/Child Mother Goose program in Nakusp and New Denver
- Participation levels in these early learning partnerships across the district
- Qualitative feedback from early learning partners
- StrongStart coordinators use the Program Reflection Tool provided by the Ministry of Education to evaluate quality of the program

Challenges:

- Small numbers attending the Outreach StrongStart in the Southern zone
- Still unable to reach a few vulnerable families in our region
- Transportation a possible barrier for families to participate

For the coming year:

- We will try to reach more vulnerable families in Nakusp and the surrounding communities
- Possible changes in hours/days at StrongStart centres to accommodate more families
- Use Program Reflection Tool at all StrongStart centres to evaluate the successes or challenges of the programs
- Parenting workshops for families
- Look for transportation options for families to attend family programs
- Continue and increase programs opportunities in some of the more isolated communities

F.2 Pillar Two - School Age Children:**Goal One –**

We will reduce the number of children reading and writing below grade level in Grade One to Ten as identified in District Literacy Assessments and provincial assessments with particular focus on ensuring that students are at or beyond grade level by the end of Grade 3. We will increase the number of students exceeding expectations.

Actions taken:

- Changing Results for Young Readers (CR4YR) Early Reading initiative – a strong district team is in place. Continued focus on ensuring that all student read at grade level.
- Build teacher literacy capacity in reading and writing strategies, assessment for learning, differentiated instruction, online literature circles, information circles etc., by offering a variety of professional collaborative learning groups and sharing
- Increase use of performance standards in reading and writing and of classroom-based assessment for learning practices to inform and guide instruction.
- Increase school and teacher participation in the Network of Inquiry and Innovation, Aboriginal Education Schools Network and district action research collaborative inquiries
- Literacy teacher team representation to all district schools
- Increase use of at-level, Aboriginal and diverse text in all classrooms; increase online literature circles and other practices that increase reading volume, student choice and enjoyment in reading and more just-right reading text
- Continue One-to-One Reading at all elementary schools; consider restructuring to after school, whole school One-to-One or buddy readers with One-to-One training
- Focus on improving numeracy achievement
- Build closer partnerships with Nakusp Public Library, Burton Reading Centre, New Denver Reading Centre, and Ionoaklin Reading Centre for Battle of the Books, Reading Power texts and school uses of libraries
- CBAL will support Nakusp Public Library with summer tutoring program for school aged children

Indication of success:

- Participation levels in CR4YR learning team, other professional learning teams, the Literacy team, and Collaborative Inquiry learning teams

- Survey staff use of performance standards and classroom-based assessment for learning strategies; identify teacher needs for in-service
- Expanded resources available to all schools: at-level text, diverse text, and Aboriginal and culturally diverse text.
- District data from District Reading and Writing assessments, Early Literacy Screener and Early Primary Reading Assessment; provincial assessment and FSA data.
- Monitor number of One-to-One tutors and expansion of One-to-One Reading programs in all elementary schools
- Analytics of reading success by Grade 3 based on district assessments, and on Grade 4 FSA and English 10 Provincial Exams; interventions for at-risk learners at these crucial benchmarks

Challenges:

- In a small district with multi-age classrooms in all of our schools, teachers wear many hats – this is a source of strength and also a challenge
- Participation in professional learning teams is almost always outside of the school day as we don't have TOC capacity to release teachers during the school day
- One-to-one reader volunteers are plentiful in two communities but not in the third

For the coming year:

- A primary CR4YR reading team comprised of Learning Resource teachers, Education Assistants and classroom teachers will resume
- We are working closely with Gerald Morton and Sean Cameron from the Ministry of Education to improve our learning analytics tools with the aim of more strategic interventions
- We will continue to use the EPRA (Early Primary Reading Assessment) which is helping indicate those students with comprehension challenges (our previous data from the Early Literacy Screener did not capture this information)
- Two new learning teams will be launched: a Collaborating to Support All Learners team with Leyton Schnellert, and a district Numeracy team. Both teams will focus on a lesson study/learning round approach grounded in the classroom
- Revitalization of an intergenerational learning program between Lucerne School and residents in the Extended Care Facility in New Denver

Reflecting on the District Literacy Plan

- In total, 28 teachers of the 40 employed in the district participated in 2012-13 on one or more teacher learning team as follows:
 - Collaborative Inquiry/NOII/AESN team (11 teachers);
 - Aboriginal Education Information Circles (7 teachers);
 - Literacy team (10 teachers); CR4YR team (7 teachers);
 - Leyton Schnellert/Randy Cranston Collaborating to Support all Learners team (20 teachers; 4 EAs and 2 principals)
- There were 14 volunteers trained to be One-to-One Readers for Edgewood School – a two classroom school with only 28 students! What commitment to early learning from parents and community members!

Goal Two –

We will increase the number of students graduating with Dogwoods, and when appropriate, School Completion certificates.

Action taken:

- Graduation Transition Plans in place for all students identifying post-secondary goals and steps to achieve graduation
- Identify and support at-risk students with appropriate support and resources in schools and in communities
- Investigate post-secondary/high school Trades Training through partnerships with WorkBC, CBAL and Selkirk College
- Partnership between ALDL School and Selkirk ABE is helping increase graduation rates for vulnerable school-age and young adult learners – this year 6 students graduated from the DL School's storefront program located at the college

Indications of success:

- Increase in Dogwood/School Completion certificates
- Decrease number of students not graduating because they are missing one or two courses
- Continued enrolment of 15-20 year old students in the Arrow Lakes DL School
- Increased work experience and trades/skills opportunities for youth

Challenges:

- Unemployment rates in the valley are high which means that youth who have not graduated are tempted to leave for more lucrative camp jobs up north
- Plans to offer a Steamfitting/Welder program in collaboration with Selkirk College fell through due to costs of instructors and portable equipment to run a satellite program

For the coming year:

- Continue the successful partnership between ALDL and Selkirk College
- Begin an ACE-IT Carpentry program at Nakusp Secondary School (3 students have signed up for this program and one of our teachers is a Journeyman Carpenter so can offer the program at low cost to the district and with strong benefits to the students and community)
- Begin an Outdoor Education Academy program with certifications in Ground Search and Rescue, Avalanche Awareness, Occupational First Aid – Level 1

Reflecting on the District Literacy Plan

- Six graduates of the ALDL School indicate that this opportunity for alternate pathways to graduation has paid off for a number of our youth
- Several of these students are carrying on with post-secondary studies at college or in the trades while the others have entered the workplace

3. Goal Three -

To increase passion and engagement in literacy for children and youth across the district.

Actions taken:

- CR4YR team has focused on fostering both the joy of reading and the skills in reading in primary classrooms

- Writers Festival authors Stuart Ross and Caroline Woodward worked at four of the five district schools inspiring creativity
- Elder Ganishka Silverefox-Dann delivered the Grandparent program to all schools increasing pride in Aboriginal and non-Aboriginal heritage
- Dystopic Online Literature Circle with many book choices fostered high engagement and increased student reading volume; parents also read their students' books!
- Online Aboriginal Information Circles connected Grade 4-12 students in reading a diverse range of video, podcast and print text with engaging topics and thoughtful questions

Indications of success:

- High primary teacher participation on CR4YR team
- Student book reviews or recommendations published
- Youth writers share their work on CBT scratchonline.org, at public readings, in writers groups
- Youth involvement in Battle of the Books or school or community book clubs
- Youth involvement in Writers Festival, Writing coffeehouses, public literacy events and Online Literature and Information Circles

Challenges:

- Access to high quality choices of text sets for Lit Circles is an issue for some schools
- Problems with technology infrastructure in the district

For the coming year:

- Writers Festivals and author events
- Continued focus on expanding text set resources to allow more student choice
- Encourage a few more primary teachers to join CR4YR team in 2013-14

Reflecting on the District Literacy Plan

- This was a good goal and gets to the heart of reading, not just the bones of it; we will carry on fostering the love of reading in as many creative ways as we can!



F.3 Pillar Three - Adults:

1. Goal One –

We will continue to collaborate with a diverse range of community partners to provide adult literacy programs across the entire district and provide learning opportunities so that adults can develop literacy skills needed to fully participate in today's society.

Actions Taken:

a) Youth and Young Adults At Risk:

- CBAL, WorkBC, SD10 and Selkirk College work collaboratively to refer youth and young adult learners to Distributed Learning School and Adult Basic Education opportunities
- Assist the transition of DL and ABE graduates to post-secondary and employment opportunities
- Create youth employment opportunities at the CAP site and provide mentorship to strengthen essential skills of youth intern

b) Employment Skills and Work Experience:

- Gain greater access to Selkirk Trades programs or other post-secondary trades training programs for adults and youth in the area
- Maintain partnerships between CBAL and WorkBC to integrate adult literacy into employment programs
- Provide quality work experience opportunities for youth, adults and older workers who are participants in employment programs
- Work with Work BC staff in Nakusp to understand their new structure, priorities and identify opportunities to support the literacy needs of their clients

c) Volunteers and Literacy Tutors

- Offer tutor training to support the learning needs of volunteers available to tutor adult learners (basic literacy, ESL, computers)
- Create a volunteer coordinator / facilitator position to attract and support volunteers to work at the CAP site and in other literacy programs

d) Literacy Programs throughout District

- Re-structure adult community coordinator priorities in order to expand adult literacy programming to communities outside Nakusp:
 - CBAL will provide community development assistant to support the Burton Learning Centre and provide adult and family literacy programming
 - Provide beginner adult computer classes in New Denver at Lucerne School

e) The Nakusp CAP site and Learning Centre

- Maintain CAP site use and access to the community
- Continue to provide adult and seniors beginner computer classes
- Promote the CAP site as a literacy storefront and learning centre
- Distribute refurbished used computer packages to individuals in need

- With support from volunteers and local businesses, distribute used books and magazines through the Books Everywhere program

f) English as a Second Language

- Continue to build awareness of ESL program and attract learners to participate
- Increase the number of volunteer tutor and ESL learners matches

g) Literacy and Seniors

- Build upon partnerships with senior associations and groups in the area
- Continue the Reading Program for seniors living in long term care facility in New Denver and expand program to Minto House in Nakusp
- In partnership with Selkirk College and seniors, develop a speakers series focused on older learners interests and needs
- Work with community partners to organize and facilitate Nakusp's second Seniors' Resource Fair in May / June 2013

h) Literacy Partnerships

- To further build awareness of local literacy issues and opportunities, a CBAL literacy presentation should be made to local government representatives at the Village of Nakusp, New Denver and Silverton

Indications of Success:

a) Youth and Young Adults at Risk

- This past year, twenty-six 15 – 24 year old students were enrolled in Distributed Learning schools in Nakusp and New Denver
- 71 students were enrolled in ABE program at Selkirk College in Nakusp
- Six students from the DL School have received their Dogwood diplomas (4) or School Completion Certificates (2)
- Funding was approved for two youth internships at the CAP site this year (Nov 12 – Mar 13 and May 13 – August 13) providing paid work experience for youth
- Nakusp and Area Youth Society has been created, funding secured and a community youth coordinator hired
- New Denver and Area Youth Society has been operational for the past year with a youth centre and youth program coordinator

b) Employment Skills and Work Experience:

- 2 Employment Edge programs used the CAP site to provide computer training to unemployed youth and adult participants
- One adult was placed with CBAL for a community work experience. This student worked at the Burton Community Learning Centre and assisted with the library and literacy program planning and promotion

c) Volunteers and Literacy Tutors

- A new volunteer facilitator role was created to support the recruitment, training and retention of volunteers working in adult literacy programs in Nakusp
- 5 new volunteers were recruited and trained to work at the CAP site and to support other literacy programs such as ESL and Books Everywhere
- Volunteers support the day-to-day operations of the CAP site and other adult literacy programs (Each month, volunteers contribute approximately 65 hours of support to the Nakusp CAP site and Learning Centre)
- During 2012- 2013, there was limited demand for 1:1 volunteer tutoring. Two tutors worked with 2 learners specifically around test and exam preparation
- In November 2012, training was provided to volunteers about working with people with disabilities. The presentation was made by Terri McLeod from West Kootenay Vocational Rehabilitation Services

d) Literacy Programs throughout District

- In August 2012, the Burton Community Learning Centre Society was formed. A small group of community volunteers, working with CBAL and other partners, created the society with a vision framework focused on learning and wellness. New programs and activities were developed and the community response was very positive. A partnership agreement between SD10 and BCLC was created.
- The residents of New Denver have expressed a need for beginner computer classes. Unfortunately, this literacy program did not materialize. Lucerne School was identified as the site for this program; however, the School District's information technology staffing position was vacant for most of the fall term, and support to get this off the ground was not available. This remains a priority.

e) The Nakusp CAP site and Learning Centre

- The Nakusp CAP Site and Learning Centre continue to serve as the main literacy storefront site in the area where community members can find information and support; utilize computers and participate in literacy programs. It is a positive meeting place for volunteers and community partners.
- Attendance at the site continues to be strong (see graph below)
- This past year, 4 adult beginner computer classes were held in Nakusp with 28 learners registered for these classes. In addition, four computer workshops were facilitated with 22 learners participating in these 3 hours sessions.
- Community members in need of recycled and refurbished computers can still access this equipment at the CAP site. Approximately, 6 computer packages were handed out this year.
- In partnership with the Nakusp Public Library, the Books Everywhere program continues to be an active literacy program distributing used books and magazines in the community. On average, 70 books / magazines are picked up each month by residents who frequent the Books Everywhere book bins.

Nakusp CAP Site and Learning Centre Visits

	2008	2009	2010	2011	2012	2013
January	187	183	320	291	255	165
February	184	321	296	277	339	226
March	194	350	350	247	332	209
April	207	300	361	287	243	191
May	166	301	385	254	248	253
June	189	352	422	406	298	208
July	255	509	411	359	273	
August	252	375	409	503	309	
September	158	354	318	354	130	
October	140	384	360	313	275	
November	59	344	245	341	290	
December	127	214	170	145	164	
Total	2118	3987	4047	3777	3156	

f) English as a Second Language

- The demand for ESL continues to be limited; however, in Nakusp there are 7 ESL learners.

g) Literacy and Seniors

- The Seniors Reading Program in New Denver was not offered this past year as the facilitator was not available. In Nakusp, the program was offered at Minto House for the first year.
- Based upon the success of last year's event, the 2nd Seniors' Resource Fair was planned for Nakusp on May 31, 2013. Funding was received from AgeFriendly BC to cover the costs of the Fair and a diverse group of community partners were brought together to help plan the day. The purpose of the one day event is to help seniors and their families learn about and gather information about community resources so that they can navigate the system better and enhance the quality of their lives. Over 170 participants attended the Fair representing all communities from Arrow Lakes. Service providers, representing over 25 resources, were on hand to provide information and make connections with participants. Participants attended presentations on topics such as benefits of physical exercise, dementia and Alzheimers' disease, hearing loss and communication and warning signs of stroke.
- A community need was identified in Burton to have a older adult exercise program. In partnership with local fitness instructors, "Just for the Health of it" was created which provides 1 hour of fitness instruction and 30 minutes of brain fitness and health literacy information facilitated by CBAL. Twenty participants are registered for this program which is notable given that Burton has a total population of approximately 130 people.

h) Literacy Partnerships

- No literacy presentations to local government were made this year.

Challenges:

- The Burton Community Learning Centre had a successful first year, including forming a Society, forming a partnership with SD10, and offering programs and events. The future of the Ministry of Education funding for the day to day operations of the Burton Elementary School is not confirmed.
- In June 2013, there will be a change in community literacy coordination with the previous adult literacy coordinator leaving and a new person hired to the position.
- The Arrow and Slocan Lakes area is vast and includes many small communities. Providing literacy programs in all of these communities is a challenge given the resources available, and the time required to build relationships in these smaller communities.

For the coming year:

- Offer support and partnership opportunities for the development of the Nakusp and Area Youth Society – invite to CLAC
- Recruit volunteers interested in ESL tutoring and focus on integrating learner / tutor matches into the ESL classes
- Facilitate the Seniors' Resource Fair on a biennial basis, with the next Fair planned for 2015. For the upcoming year, a speaker's series connected with flu shot clinics maybe offered in the place of the event
- Offer volunteer training for adult tutors and arrange to have Andrea Kosling (ABE Instructor, Nakusp) present information on learning styles
- Work with SD10 to offer adult beginner computer classes in New Denver at Lucerne School
- Explore opportunities with local WorkBC office to provide Essential Skills training in the area
- Further understand the literacy needs of adult aboriginal residents. Invite aboriginal resident to participate on CLAC
- Support Selkirk College in taking the lead on local opportunities that support education and training for residents who are unemployed and looking to increase their employable and essential skills. Programs targeted for next year include Heavy Equipment Operator, BladeRunners and Health Care Aide
- Increase access to ABE program by facilitating program in New Denver once per week starting in the fall 2013.

F.4 Pillar Four – Aboriginal**1. Goal One**

We will maintain the high rate of success enjoyed by Aboriginal students in SD 10 (Arrow Lakes) as determined by district and provincial assessments and graduation rates.

Actions taken:

- Continue to purchase learning resources with First Nations content, voice and authorship
- Increase Aboriginal cultural opportunities for all students and community members
- National Aboriginal Day celebration – Thursday, June 20th at Nakusp Elementary School was another highly successful school district and community event

- Delivery of cultural programs is inclusive – Aboriginal Education is for all
- Vulnerable students are supported with appropriate cultural, academic, and socio-emotional support
- Development of an Aboriginal Post-Secondary Scholarship database
- Very successful Aboriginal Issues and Culture documentary film project at NSS this spring
- Maintain relevant and engaging Aboriginal learning for all

Indications of success:

- Teacher participation in Aboriginal Education Schools Network inquiry projects in their classrooms
- Purchase of aboriginal text and learning resources
- Increase of % of students who self-identify as having Aboriginal ancestry
- Increase in number of students “appreciating diversity” as measured by the BC Performance Standards in Social Responsibility
- Increase in Aboriginal Understanding as measured by SD 68’s learning progression rubric
- Improvements in academic success for Aboriginal learners
- Improvement in self-regulation and socio-emotional learning for all students
- A range of Aboriginal cultural activities that mirrors the diversity of nations and backgrounds represented by our Aboriginal students, their families, our communities, and the traditional peoples of our community

Challenges:

- Each cohort of students has its own strengths and challenges; we have had very high graduation rates in the past and need to continue to provide support and interventions where necessary so that these rates continue to indicate life chances for all our Aboriginal learners remains high
- We need to support transitions to post-secondary where needed yet have limited resources

For the coming year:

- We will continue to track academic success of each individual Aboriginal learner
- Our partnership with the Ministry of Education in the District Data Capacity project will help us gain more targeted learning analytics to better support our students with Aboriginal heritage
- In collaboration with Gerald Morton and Sean Cameron from the Ministry we will use key analytic points such as Grade 3 reading achievement, Grade 4 FSA reading and the Grade 10 Provincial exam to zone in on vulnerable learners and increase chances of graduation success, as well as track our progress
- We will continue to work on increasing partnerships with Elders and our local Aboriginal community to assist all students in claiming and celebrating their heritage
- Programs such as partnerships with our Ab Ed Council, local Elders, Selkirk College, WorkBC, CBAL will continue to support our students

Reflecting on the District Literacy plan

- Our Aboriginal student results on district and provincial assessments continue to be strong
- Graduation rates for Aboriginal learners are also consistently at or above provincial averages

G. Process for approval of the District Literacy Plan

Each year the District Literacy Plan undergoes the following process for approval:

1. The Community Literacy Advisory Committee (CLAC) meets three or four times per year and the District Literacy Plan is sent for input to all the CLAC members.
2. CLAC reviews, updates and drafts amendments to the District Literacy Plan formally and informally throughout the year and also identifies gaps, challenges and successes in literacy programs.
3. CLAC plans programs and interventions to address needs for the coming year.
4. CBAL Adult and Family Literacy Outreach Coordinators and School District Principal of Learning collate, amend and change the District Literacy Plan as required.
5. The final draft of the District Literacy Plan is forwarded to the Columbia Basin Alliance for Literacy West Kootenay Manager for review.
6. The Board of Education approves the District Literacy Plan at final Board meeting in June and is submitted to the Ministry of Education and Decoda Literacy Solutions.

H. Appendix A: Community Literacy Advisory Committee

Appendix A: Community Literacy Advisory Committee		
Name	Organization	Active CLAC members
Liz Gillis	CBAL – Adult Literacy Coordinator	X
Sarah Sanders	CAP-C Coordinator	X
Rhonda Palmer	Nakusp Strong Start Centre CBAL – Family Literacy Coordinator	X
Charlene Alexander	New Denver Nursery School Teacher	
Nancy Bone	Stepping Stones Children’s Centre, Success by Six Coordinator	
Cassia Parent	Youth Community Coordinator	
Susan Paterson	School District #10 Early Learning Coordinator; Principal at Nakusp Secondary School	X
Terry Taylor	SD #10 Literacy and Aboriginal Education Coordinator, District Principal of Learning, Superintendent of Schools	X
Pattie Adam	Chairperson, SD #10 – Board of Trustees	X
Linda Nero	Interior Health – Public Health Nurse, Healthy Families Chairperson	
Jodi McLean	Southern Zone Family Programs	
Andrea Kosling	Selkirk College ABE – Nakusp Learning Centre	X
Allison Alder	Selkirk College – ABE Department Coordinator	
Ganishka Silverfox	Elder, Member of the Arrow Lakes Aboriginal Education Enhancement Agreement Council	
Cindy Schroff	Librarian, Nakusp Public Library	
Margaret Driscoll	ASLCS SkillsLink Coordinator	X
Judy Eichhorst	Teacher at Arrow Lakes Distributed Learning School	X