

Literacy Haida Gwaii Community Literacy Plan (2013/14)

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

and



Haida Gwaii School District Literacy Plan (2013/14)

Submission to the BC Ministry of Education

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

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TABLE OF CONTENTS

Introduction	Page 2
Community and District Context	Page 3
Community Consultative Process	Page 4
Community and District Literacy Action Plan	Page 4
Community Literacy Plan goals	Page 4
Broad areas of: Cultural Literacy and Integration	Page 5
Accessibility	Page 7
Strength and Confidence	Page 10
Resources	Page 15
Services and Programming	Page 19
Alignment Between Community Literacy Plan and SD 50 Literacy Plan	Page 23
Appendix A Literacy Symposium: literacy assets of communities	Page 24
Appendix B Literacy Haida Gwaii Program Partners	Page 30
Appendix C Thinking About the 2013 Plan	Page 32

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

Introduction

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

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

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

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

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

Community and District Context

Haida Gwaii is a remote archipelago of islands on the west coast of British Columbia that is home to about 4500 people living in seven distinct small communities. The school district has six schools with a total enrolment of 600 students, 9 administrators, 50 teachers and 37 support staff members. Student enrolment has been on a steady decline since the 1978.

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

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

A range of needs emerges from this picture:

- for children to be better prepared for learning
- for students to be supported while in school and encouraged to complete high school
- for students who do not complete high school to have access to upgrading or skills training
- for parents to be empowered to support their children’s education
- for adults to have access to literacy tutoring, adult basic education, skills training, and continuing education

- for adults to become active and contributing members of their communities
- for a community-based commitment to literacy and lifelong learning

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

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

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

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

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

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

Goals, District and Community Literacy Plan 2013

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

Cultural Literacy and Integration

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

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

Accessibility

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

Goal Statement #2 : Provide various forms of supported transportation so groups and individuals may participate fully in literacy programs and activities.

Goal Statement #3 : Work together to provide preschool opportunities including licensed day care where programs don't exist and enhance preschool and licensed day care programs that currently exist.

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

Strength and Confidence

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

Goal Statement #2: Improve student performance in reading and writing throughout School District No 50 **SD**

Goal Statement #3: Maintain and expand district, family and community support for literacy in all schools in Haida Gwaii **SD**

Resources

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

Goal Statement #2 : Establish and staff education learning centres in designated communities and places

Goal Statement #3: Provide counselling services to adults and children who express a need for this assistance

Goal Statement #4 : Educate and inform our island community on the importance of early intervention and early learning to the future success of all students **SD**

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

Services/Programming

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

Goal Statement #2: Improve essential employability skills to a level of basic employability

Goal Statement #3: Work together to improve and expand opportunities for island youth to participate in educational and literacy based programs and activities.

Cultural Literacy and Integration

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

Objective: work with Skidegate and Old Massett Village Councils, Educational leaders, School District No 50 Aboriginal Education Principal and Haida Education Council to integrate local Haida cultural literacy.					
Action	Who	Resources	Date	Success statement	Gathering information
For each literacy activity undertaken ask the question of how it	-Haida Education Council	- Councils - SD#50 - existing Haida	Ongoing	Haida and First Nations culture is embedded in all aspects of island literacy	- participants - teachers - parents

can reflect local Haida and First Nations cultural history.	- SD#50 - Ministry of Education - Literacy Haida Gwaii	curriculum		projects.	- Literacy Haida Gwaii coordinators
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Goal statement #2: Promote knowledge of the Haida language and culture as an integral part of island learning by working and sharing together.

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

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

Accessibility

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

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

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

promote libraries To create a learning spirit within the island communities through coalition. To help heal the negative memories of the residential school experience.	SD 50 Kuugin King Naay Skidegate Library (Looking at Books House)				
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Goal Statement #2 : Provide various forms of supported transportation so groups and individuals may participate fully in literacy programs and activities.

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

Goal Statement #3 : Work together to provide preschool opportunities including licensed day care where programs don't exist and enhance preschool and licensed day care programs that currently exist.

Objective: work with Skidegate and Old Massett Village Councils, early childhood educators, School District No 50, health agencies, and parent groups to acquire funding, help organize new pre-school programs and support existing programs.					
Action	Who	Resources	Date	Success statement	Gathering information
To find, hire and train qualified Early Childhood Educators. To research all possible funding sources for early childhood preschools and programs.	NWCC CCRR Childcare Resource and Referral	- Councils -CCRR -grants -Gwaii Trust	Sep 2009	Haida and First Nations culture is embedded in all aspects of island literacy projects.	- participants - teachers - parents - Literacy Haida Gwaii co-ordinators
	SD 50 Early Learning Co-ordinators			All island communities will have available pre-school programs.	
To support and assist in training for individuals offering family licensed day care.	Infant Development Program -Supported Child Development Success by Six NWCC CCRR			Early childhood programs will be easy to access.	

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

Objective: To work with all the literacy partnership groups to reach every community member about the availability of community programs and educational opportunities using local electronic methods and other creative communication strategies.					
Action	Who	Resources	Date	Success statement	Gathering information

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

Strength and Confidence

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

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

Action	Who	Resources	Date	Success statement	Gathering information
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<p>-Smart Reading workshops presented at All Island district workshops Sept, 2007</p> <p>-Continue to train school based Smart Reading lead teachers</p> <p>-Include community partnership in the development of cultural inclusive materials for Smart Reading</p> <p>-Encourage oral literacy as a foundation for reading and writing through contact with aboriginal oral culture and storytellers.</p> <p>Continue the successful programs of PALS (Parents as Literacy Supporters, Welcome to Kindergarten.)</p> <p>Continue best practices of Writing Samples, various Reading Strategies, Reading and Writing Performance Standards, etc. as tools for improving literacy.</p> <p>Elementary schools participate in the Red</p>	<p>- SD#50</p> <p>SD 50</p> <p>SD 50 Villages/Band Councils artists</p> <p>SD 50 Early learning coordinators</p> <p>SD 50</p>		<p>June, 08 onwards</p> <p>Aug, 08</p> <p>Sept 08</p>	<p>Selected teachers from each school attend training in New Westminster</p> <p>Summer institute attended by significant number of teachers and interested parents</p> <p>-Local Haida artists develop set of materials to accompany the Smart Reading Program.</p> <p>Students engage in oral story telling guided by aboriginal models.</p> <p>PALS sessions are delivered in all schools and participation of parents/care givers is 90%+</p> <p>Teachers use Smart Reading as basic program and supplement literacy skill development with one other best practice strategy.</p>	<p>SD 50 administrators</p> <p>-teachers</p> <p>-students</p>
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<p>before they enter Grade Four unless they have an Independent Educational Program (IEP)</p> <p>-Continue to participate in the EDI, Early Development Instrument research</p> <p>- Continue cross-grade literacy programs of Buddy Reading and Readers' Theatre</p> <p>-Continue with local assessment practices such as writing samples and the Smart Reading assessment tools</p> <p>-Choose tools for assessment that can be used both formatively and summaratively throughout the district.</p> <p>-Use the results from both district and provincial assessment tools to inform both school plans and classroom practice.</p> <p>-Develop strategies to promote the active participation and involvement of all</p>	<p>UBC EDI team Kindergarten teachers</p> <p>SD 50 Smart Reading Coordinator</p> <p>SD 50 Literacy</p>			<p>-EDI indicators show improvement in early childhood measures as reported in EDI Mapping</p> <p>All elementary schools have some classes buddy up for reading and literacy activities</p> <p>All teachers consider themselves teachers of reading and writing</p> <p>Regular homework sessions available for each island high school</p>	
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parents in curricular and extra-curricular education of their children.	Haida Gwaii parents			-Each school presents one instance of parent involvement in parent clubs, parent spaces in schools, parent volunteer workshops, or other such parent involvement activity.	
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Goal Statement #3: Maintain and expand district, family and community support for literacy in all schools in Haida Gwaii/Queen Charlotte.

Objective: To continue and expand successful school district programs and literacy partnerships in support of literacy for all in Haida Gwaii/Queen Charlotte schools and within school literacy programs.					
Action	Who	Resources	Date	Success statement	Gathering information
<ul style="list-style-type: none"> - to continue Strong Start Learning Centres -to continue the partnerships with Literacy Haida Gwaii and other community partners to encourage and assist in the promotion of adult and family literacy. -encourage schools to provide teacher-librarians and to foster relationships with public library systems -support district personnel to coordinate literacy in all schools 	<ul style="list-style-type: none"> - SD#50 -Early learning coordinators - Ministry of Education -Literacy Haida Gwaii 		Accomplished; ongoing	-Families attend and react positively to Strong Start centres	<ul style="list-style-type: none"> - participants - teachers - parents - Early Learning Coordinators.
	VIRLibraries Kuugin King Naay Skidegate				

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

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

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

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

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

Goal Statement #3: Provide counselling services to adults and children who express a need for this assistance

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

Action	Who	Resources	Date	Success statement	Gathering information
<p>To work with community agencies to acquire needed counselling and social services specialists to deliver needed service for all age levels.</p> <p>To hire an individual to take data from community surveys, prove need for services, find and expand funding, co-ordinate joint systems (education/ health/literacy) for hiring needed counselling services.</p> <p>To work with the school system, teen organizations and councils to develop a program for peer counselling and adult mentoring programs.</p>	<p>-Haida Education Council</p> <p>- SD#50</p> <p>- Ministry of Education</p> <p>-Literacy Haida Gwaii</p>	<p>- Councils</p> <p>- SD#50</p> <p>-Community health agencies</p> <p>-SD 50 Employee Assistance Program</p> <p>Gordon Neufield work on connecting with youth</p>		<p>Additional counsellors hired and more specialists travelling to Haida Gwaii to attend to counselling related issues.</p> <p>Community cultural events put aside a designated number of tickets for students accompanied by an adult mentor.</p> <p>Students talk with identified peer counsellors who they trust and respect.</p> <p>Students meet with adult mentors “aunties” “uncles” Big Brother, Big Sister who help with personal growth.</p>	<p>-health care staff</p> <p>-participants</p> <p>- teachers</p> <p>- parents</p> <p>- Literacy Haida Gwaii coordinators</p>

Goal Statement #4: Educate and inform our island community on the importance of early intervention and early learning to the future success of all students

Objective: work with island partnership groups, especially Success by Six and the Early Learning program of School District to

support and expand the early childhood education of children, parents, and Haida Gwaii citizens to the importance of early learning for all children and what parents and community adults can do to support early childhood education.					
Action	Who	Resources	Date	Success statement	Gathering information
To support and expand present programs offered on island.	-Haida Education Council - SD#50	- Councils - SD50 -	Sep 2009	Young parents bring their children to island literacy events in community and school spaces.	- participants - teachers - parents - Literacy Haida Gwaii coordinators
To continue to educate the citizens as to the importance of early childhood education by awareness programs at festivals, events, in newspapers, and by word of mouth	- Ministry of Education -Literacy Haida Gwaii Early childhood educators CCRR Success by Six			The Imagination Library program of mailing monthly books to children has begun on island. New parents and babies continue to receive a book at birth.	

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

Objective: To not only research the availability and apply for new sources of funding but to help all the literacy partnerships review sources of funding to help consolidate and work together for the most efficient use of literacy program dollars.					
Action	Who	Resources	Date	Success statement	Gathering information
To meet with literacy partnerships to find areas of overlap and possible program combination.	-Haida Education Council (HEC) - Ministry of Education -LHG	- Councils - SD#50	Sep 2009	Groups combine to offer similar programs in one venue.	- participants - teachers - parents - Literacy Haida Gwaii coordinators
To work with Gwaii Trust to investigate the possibility of long term commitment of Gwaii Trust dollars to island literacy initiatives.	-Gwaii Trust			Gwaii Trust commits to ongoing, yearly financial monies for specific literacy programs.	

<p>To investigate the community donation program of island businesses for the possibility of long term or yearly donations to support literacy programs.</p> <p>Resources for School District No 50 programs come from special monies set aside for Literacy.</p>	<p>Island Chamber of Commerce Success By Six Local businesses</p> <p>SD 50 Ministry of Education funding</p>			<p>Northern Savings Credit Union, the local Schizophrenic Society, and the Coast Sustainability Trust all commit money resources to fund literacy program on Haida Gwaii</p>	
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Services/Programming

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

<p>Objective: Working with School District No 50, parent groups and organizations, and early childhood educators bring a variety of programs and activities to parents to help them understand the importance of their partnership in their child’s learning recognizing that social issues have an impact on learning.</p>					
Action	Who	Resources	Date	Success statement	Gathering information
<p>To continue to deliver effective/successful programs in preschool development and early schooling for parents</p> <p>To hire an outreach worker with the specific task of reaching parents who may have dropped out of school or who are not a part of community programs.</p> <p>To work with the health</p>	<p>Infant Develop Program</p> <p>Public Health Nurse-SD50 Early Learning</p> <p>LHG</p> <p>-CCRC child</p>	<p>Strong Start</p>		<p>PALS, Ready Set Learn, Mother Goose, Welcome to Kindergarten and Strong Start were successfully run programs this year.</p> <p>Outreach worker helps connect ten young parents to community and family literacy programs</p>	<ul style="list-style-type: none"> - participants - teachers - parents - Literacy Haida Gwaii coordinators

<p>care system to continue an island wide education program to prevent on the effects of Foetal Alcohol (FASD) and the importance of healthy pregnancies.</p> <p>To sponsor activities around reducing TV time and replacing it with family and literacy activities.</p> <p>To work with the community nurse and early childhood educators to prepare a pamphlet to give parents simple information on reading to their children at various ages.</p> <p>To help develop programs for parents and their children making transitions within the school system for success.</p> <p>Transitions, Grades 7-12</p>	<p>care outreach program</p> <p>Ngystle Society Skidegate</p> <p>Health Care workers and Public Health Nurse</p> <p>LHG SD50 Early Learning Infant Develop. Programme</p> <p>Principal of Aboriginal Education SD 50 Sec and Elem principals</p> <p>Parent groups</p>			<p>Extended family members bring children to educational and literacy sponsored events</p> <p>15% of island families participate in Turn Off the TV week and children report on alternate activities.</p> <p>Public health nurses distribute early “reading with your children” pamphlet to new parents and parents they visit</p> <p>95% of Grade 8 students complete their first year of Secondary School successfully.</p>	<p>-health care staff</p> <p>-students</p>
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Goal Statement #2: Improve essential employability skills to a level of basic employability

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

Action	Who	Resources	Date	Success statement	Gathering information
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planning events where families and communities share reading.	Gwaii			in schools and pre-schools.	
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Goal Statement #3: Work together to improve and expand opportunities for island youth to participate in educational and literacy based programs and activities.

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

Action	Who	Resources	Date	Success statement	Gathering information
To work with teen youth program coordinators and island youth to identify programs, ambitions and dreams for island youth.	-Haida Education Council - SD#50 - Ministry of Education -LHG	- Councils - SD#50 -Teen Centre co-ordinators and boards	Sep 2009		- participants - teachers - parents - Literacy Haida Gwaii co-ordinators
To work as a community to decrease school drop-out rates and to engage in a program to re-admit non-grads who are a few credits short of obtaining their Dogwood School Certificate.	Literacy HG SD 50	Gwaii Trust		Four students work for and obtain their Dogwood certification with help from outreach worker and school officials.	
To support and organize summer reading programs.	Councils SD 50 Principal of Ab Ed				

The Community Literacy Plan goals for the 2011-12 program as taken from the planning framework and decided by a meeting of the Steering Committee will be:

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

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

1. Community cultural literacy and integration plans align with School District No 50's goal of improving academic and social success for Haida students which includes a variety of initiatives for Haida and First Nations images, stories, art, and modelling and mentoring adults as part of the district program
2. The District is always looking for successful learning spaces for our programs and we will work with Literacy Haida Gwaii to make spaces in our learning centres and schools available for community programs.
3. The District Early Learning Initiative developed from close alliances with Literacy Haida Gwaii and personnel continue to support community initiatives around early learning and developing and strengthening parent support of school and community literacy programs.
4. School libraries and community libraries work together to promote literacy. We are pleased to support a joint school/VIR Library space in our new school and community centre in Port Clements.
5. The School District's technology programs, computer literacy, and student publications and presentations using desk-top publishing and power-point presentations fit with the Community Literacy Plan for computer literacy. The School District supports using the latest computer and teleconferencing ideas to not only access off island professional development opportunities but also to help groups meet without leaving their community.
6. The District Literacy Program includes communication strategies to work between home and school, parallel work by Community Literacy programs will enhance and strengthen both networks and information distribution and communication.
7. The District's commitment to the SMART Reading program is a long term commitment. Parent and community understanding and education to the goals and strategies of this program can be reinforced with Community Literacy plans around encouraging parents to become active partners in their children's learning.
8. Secondary school's work experience programs and the literacy skills of interviewing, resume writing, letters of application and reading in the workplace are ways the school system is helping with essential employability skills. District literacy continues to focus on reading and writing at all age levels and in a multitude of genres.

Appendix A Literacy Assets in our Communities

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
MASSET (Available to residents)								
Books for babies	Strong Start (Sept 07) Ready Set Learn	Tahayghen Elementary - Welcome to KG - PALS	Tahayghen Elementary PAC - Birthday books	GM Dawson Secondary	GM Dawson Secondary - e school	NWCC - Career & College prep - essential skills for work (fundamental & intermediate)	NWCC - Career & College prep - essential skills for work (fundamental & intermediate)	Flo Pordue Seniors prog
	IDP		teddy bear transition					
	Mother Goose Books for babies Imagination Library		Red Cedar Book Club				Parent Education workshops	
Infant Massage	SLP Supported Child Dev. Infant Dev. Prog (B-3 yrs)	Speech & language pathologist Supported Child Dev.	Speech & language pathologist Supported Child Dev.			Job placement prog Teen Centre Transition House	Job placement prog Adult Learning Centre	
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)

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

	Pre School Family Daycare Whole school Tow Hill					Haida Gwaii Career Centre	Haida Gwaii Career Centre	Haida Gwaii Career Centre
e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning	e-Learning
		Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)		

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
OLD MASSET (Available to residents)								
Books for babies	- Ready Set Learn Pregnancy breastfeeding outreach CCRR	Chief Matthews School - Welcome to KG - PALS	Chief Matthews School Girl's Group HHC	GM Dawson Secondary	GM Dawson Secondary	Adult Learning Centre SFU - Haida Language classes Haida Health Centre	Adult Learning Centre SFU - Haida Language classes Haida Health Centre	Adult Daycare prog SFU - Haida Language classes Haida Health Centre
Baby Welcoming Feast	Chief Matthews Preschool Old Masset Daycare	PHN	PAC Parent Club	GM Dawson Secondary - e school		Community Classroom SD	Chief Matthew School - Parent library - Parent workshops	
	Strong Start Language Nest	Haida Language	HGRS	HGRS	HGRS	HGRS Apprenticeship - carving with Christian White - weaving	HGRS Apprenticeship - carving with Christian White - weaving	Apprenticeship - carving with Christian White - weaving

	Out of school care							
	Old Masset Family Centre - toy lending library (books)							
Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors

OLD MASSET (Available to residents)

	Speech & language pathologist Supported Child Care Infant Dev. Prog (B-3 yrs) IDP	Haida songs/stories (K-4 curriculum) Speech & language pathologist Supported Child Dev.	Speech & language pathologist Supported Child Dev.	HGRSJ	HGRSJ	HGRSJ Dance group	HGRSJ Economic Dev. OMVC Education Language Nest SFU Language	
		Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)	Rediscovery Moresby Adventure Camp (Talangsdlang)		

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

Books for babies	Ready Set Learn Mother Goose Imagination Library	Port Clements Elementary - Welcome to KG - PALS	Port Clements Elementary PAC - Scholastic book orders	GM Dawson Secondary or QC Secondary	GM Dawson Secondary or QC Secondary			Port Seniors Club
	Port Preschool		Red Cedar					

	Strong Start Ready Set Learn IDP		Book Club					
	Speech & language pathologist Supported Child Care Infant Dev. Prog (B-3 yrs)	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care					
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)	(VIRL)

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
SKIDEGATE (Available to residents)								
Pregnancy breastfeeding outreach	Pregnancy breastfeeding outreach CCRR	Sk'aadгаа Naay Elementary - Welcome to KG - PALS - French	Sk'aadгаа Naay Elementary	QC Secondary	QC Secondary - Mentor prog - English skills dev. - Roots of empathy	NWCC - Career & College prep (proposed Oct 07) Literacy for entrepreneurs	NWCC - Career & College prep 1-on-1 literacy tutoring available. No adult learners participating	Adult Day prog
Infant Dev. Prog		Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)	Rediscovery Moresby Adventure Camp (Swan Bay)		
	Mother Goose Moe the Mouse	Jaada Time Summer School	Jaada Time Summer School	Haida Gwaii Youth Society Teen Centre	Haida Gwaii Youth Society Teen Centre			

Books for babies	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Homework Hangout	Homework Hangout		Parent Education Workshops	1-on-1 Literacy tutoring (1 learner)
		Salmonid Enhancement	Salmonid Enhancement	Salmonid Enhancement	Salmonid Enhancement			
Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors

SKIDEGATE (Available to residents)

Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)
		Out of School prog SHIP	Out of School prog SHIP			Adult Learning Centre SHIP	Adult Learning Centre SHIP	SHIP
	Headstart Ready Set Learn Imagination Library Skidegate Daycare	Living & Learning School	Living & Learning School	1-on-1 Literacy tutoring (2 learners)	Islands Women Society (IWS)	IWS	IWS	IWS
Aboriginal Children's Library	Aboriginal Children's Library Preschool Nursery	Aboriginal Children's Library Haida Heritage Centre	Aboriginal Children's Library Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre	Haida Heritage Centre

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

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

Prenatal & Perinatal	Birth to 5 yrs	KG to G3	Grades 4 - 7	Grades 8 - 9	Grades 10 -12	Young adults	Adults	Seniors
SANDSPIT (Available to residents)								
Books for babies	Ready Set Learn Strong Start Mother Goose Imagination Library	Agnes L. Mathers Elementary - Welcome to KG - PALS	Agnes L. Mathers Elementary e school	Agnes L. Mathers Elementary e school	QC Secondary			

	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care	Speech & language pathologist Supported Child Care					
Vancouver Island Regional Library (VIRL)	(VIRL)	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL) - summer reading prog	(VIRL)	(VIRL)	(VIRL)

Appendix B

Haida Gwaii Literacy Program Partners

Success by Six

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

Transition Houses

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

Old Massett Village Council and Skidegate Band Council

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

Northwest Community College and Qaay'Lnagaay Centre Programs

- essential skills for work

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

School District No 50 (Haida Gwaii)

Early Learning Programs

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

Elementary and Secondary Programs

- Smart Reading program in all schools
- Special education assistants at all schools
- Haida Language and Culture programs Tahayghen, GMD, QCSS, and Sk'aadga Naay
- English as a 2nd dialect programs
- Haida Role Model Program

- First Nations Resource Workers (Tahayaghen, GMD, QCSS, SNES)
- Canoe Journeys program (QCSS)
- E School at ALM and support worker
- Community Links provides counselling, food program, outdoor education
- District Pro-D includes: Smart Reading, Rock Solid, WITS Up, TRIBES, Dawn Reithaug Reading and Behaviour work, Guided Reading, PWIMS, Performance Standards, Gordon Neufeld “relationships” are the foundation of literacy

Literacy Haida Gwaii Programs (for 2012-2013)

- Small groups and one-to-one community tutoring in math, reading, ESL
- Small group tutoring for seniors in basic computer skills.
- Dolly Parton’s Imagination Library (an island-wide free monthly book program for children under 5 years old). 110 children are benefitting from this monthly book program.
- Organized two Canadian authors’ visits to benefit SD50 schools. Aboriginal author Eden Robinson presented her readings to Queen Charlotte and GMD Secondary schools; Susin Nielsen presented a mini workshop on screen versus novel writing to students of Port Clements, Tahayaghen, Skaadгаа Naay and ALM elementary schools.
- Old Massett totem poles tour with Haida stories.
- In-class literacy support for Skidegate’s Haida Fine Arts program.
- In-class literacy and computer support for BC Jobs training courses.
- Partnership with Old Massett Language Nest on Haida/English translation for baby book in celebration of newborns in the village.
- Organization of weekly homework club for youths of SD50 in Skidegate. This is a partnership between LHG and Queen Charlotte Secondary School teachers.
- Partnership with NHA in literacy fair and book giveaways at the 3-year-old and Preschoolers fairs in Old Massett and Skidegate.
- Partnership with NWCC in organizing a 20-hour delivery of Advanced Tutor 040 to community tutors. Tutors have the option of clocking in 25 practicum hours so as to receive a Peer Tutoring Certificate and 2.5 credits from NWCC’s College Preparation program.

Appendix C

Thinking about the 2013 Plan

DLP - Reflections on the 2012/13 year:

1. What priorities/objectives and actions from your 2011 District Literacy Plan have you addressed this year?
 - LHG continued to focus on networking with other local service providers and in-kind partnerships so as to continue to address our priorities and objectives.
 - LHG offered literacy support for clients of Social Development, Legal Aid Society and Mental Health of NHA.

- Offered confidential individual and small group reading and writing, ESL, basic computers and math instruction for adults and seniors.
 - Provided in-class computer and literacy support for clients of Hecate Straits Economic and Development Society (HSEDS) during their Jobs BC training.
 - Actively worked with BC Government House's "Write to Read" project to secure an aboriginal library for Old Massett. The library is due to open by October 2013. This will be the second aboriginal library that Literacy Haida Gwaii has built on island.
2. What have been the major impacts or outcomes?
- Due to recent funding cuts to post-secondary institutions, Northwest Community College (NWCC) Haida Gwaii could not offer their popular ESWK course and adult basic education for adults. This learning gap has become a concern for the community.
 - LHG and early learning coordinators continue to be involved as council partners of Success by Six Haida Gwaii to help address the goal of education in the early years and youth issues.
3. What are the factors that contribute to success? Here you might consider partnerships, community resources, the task group, coordination, communication. Examples are important to include.
- Communication, coordination and partnership between LHG and SD50 remain strong. The co-creation of our book "B is for Basketball" is a prime example of success. It started as a community project where SD50 students made literary contributions to the alphabet book with the theme of aboriginal basketball. Community resource and partnership from local corporate funding allowed us to publish the book with proceeds going to SD50's early learning programs. The success of this project expanded to good book sales in the market and now, our children's book is now provincially offered to all aboriginal students entering kindergarten in 2012. LHG and SD50 are now partnering with production of a second book for children.
4. Evaluating the effectiveness of community partnerships and development can be a challenge. However, if you have thought about or found effective ways to evaluate how you have achieved goals and objectives, this is important to include in your district literacy plan.
- LHG continues to consistently work and discuss partnership options with community service organizations. Several LHG projects are addressed with success through various in-kind community partnerships. Literacy practitioners cannot address literacy gaps alone as they need community effort and buy-in to address the gaps as a collective. Funding dollars are scarce and will be a tougher challenge in future. We need to put aside time to run outreach and to communicate with other agencies. We need to discuss how in-kind partnerships can make a difference and how it is as important as funding dollars in addressing community literacy. We share results and success stories with as many local agencies as possible. We came together as a collective, with each agency contributing what they can. Partnerships became an effective means.

5. What has changed in the past year that affects literacy in the community? What has been the impact of these changes? How are you addressing these changes?
 - The closure of NWCC's ESWK and CCP courses. LHG has been addressing and supporting the adult literacy gap for a few years especially with students attending the ESWK programs providing them with in-class literacy support. The offering of both programs in the last two years has allowed a boost for many adult learners from their low self-esteem to become strong and confident individuals. The abrupt funding cut on these two programs will impact these learners greatly.