

Spruceland Elementary School's Family Literacy Program

Ready...Set, Read!

A Guide to Running Family Literacy Nights



Prepared by Patricia Hanki
College of New Caledonia
Prince George, British Columbia

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Province of British Columbia
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and the
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Spruceland Elementary School's Family Literacy Program: Ready...Set, Read!

History

Originally, "Ready...Set, Read ", an early language home program, was developed and implemented during the 1994/95 school year to address an holistic perspective to the healthy child (success in literacy increases feelings of self-worth and self-confidence).

This family literacy program has continued and evolved since its initiation due to the extraordinary efforts of a group of teachers at Spruceland Elementary School and the strong support of the school administration.

Goals

The goals of the "Ready, Set, Read" program at Spruceland Elementary School continue to be to:

- Encourage literacy at all levels
- Encourage "reluctant" parent to be partners in education
- Provide/promote opportunities for community networking
- Model literacy activities with children
- Practice literacy activities with children
- Build a comfort level for parents to come to the school and to participate in their childrens' education
- Help parents become active parent partners in their childrens' education
- Provide/promote awareness of literacy opportunities in our community

The Project

In the first stage of this project a shared vision of a healthy school was created. The kindergarten children who were to be the participants in the project were surveyed. They were asked what they thought would be important things for them to learn in kindergarten. One hundred percent of them said reading, looking at books, writing and "doing papers" were a primary need of going to school. Other activities that were identified were computers, playing house, nature, walking home alone, reading signs, coloring, music, sports and "everything".

The second stage of Spruceland's family literacy initiative identified the top learning priorities to be pre-literacy and computer skills.

The third stage in the early development of the Ready...Set, Read! Project was the activity planning. This was intended to be preventative, proactive, and to support the children and involve the parents and the community. The Early Language Home Program was the result, and was put into practice as follows:

- Information meetings with parents around the strategies to increase self-esteem through language and play activities. The goal was to enhance the quality of parent/child interactions. Information was presented using direct instruction, videos, role-playing, modeling and practice
- Selected pre-literacy resources were to be sent home weekly, and would require from ten to fifteen minutes to complete
- It was planned to involve the community by the use of storytellers (CPAC & seniors), and volunteers to assist the children with literacy, crafts and life skills/cultural activities
- It was planned to help the children/parents explore the community through field trips to the museum, library, bookstores and cultural events
- Expenses to start up and run the program were covered by the school

The process for implementation of the program was as follows:

- At the fall Open House at the school, information was provided, and a volunteer sign-up sheet was available
- A letter of invitation was sent to all kindergarten parents to attend the information meeting
- At the information meeting, a brief introduction related to the program was done, and further information provided through videos and examples of materials
- A timeline sheet, list of suggested books and a speech and language development information sheet were handed out to the families

Materials used for the activities came from Linqui Systems. These included:

- Scissors, glue and concepts-interactive activities for practicing basic language concepts
- Read, Set, Listen-a beginning listening program for non-readers
- Follow Me-activities to practice following directions

Neither participation nor completed work within the program were "graded".

Evaluation was to be informal and involved the children, parents and the community. Instruments used included pre- and post-tests and surveys.

The resulting program evaluations throughout the activities were positive with parents and children requesting further activities. See Appendix for samples.

Present Program (1997-1999)

The original program continued to be presented for the next three school years, with some changes made to the format. In its fourth year, the program was extended to involve all the kindergarten and grade one classes in the English stream (Spruceland School also houses a French Immersion Program), while in this past year the French stream was also included.

The planned format included three evening meetings at the school for the parents and children, with organized activities. As well as publishing information in the school newsletter, prior to each evening of activity, children took home a written invitation to their families which requested them to return a list of those family members who would be attending the first evening. This made it easier to plan the meal, and to set up the groups of families and volunteers so that participation in the stations would go smoothly.

The following evenings formats varied each year, depending on the number of volunteers and activities planned by the Advisory Committee. It is provided as a framework for evenings with suggested activities provided in the Appendix. There was also a daytime literacy program for 4- and 5-year-olds where story-time from the Public Library staff was offered. An early-language homework program for Kindergarten students was provided as well. This consisted of weekly literacy activities for parents and children to complete at home in order to ensure greater success in later reading instruction. Examples of this program are included in the appendix.

Structure of Nights

Evening #1

Included a simple supper, introduction to the evening's activities, and participation in four activity stations, which were:

- Literacy games, such as alphabet bingo and phonics games
- A video station which modeled reading with a child (child-minding was available for this station)
- Reading materials-a display set up by the librarian, who was there to lead a tour and to answer questions
- Read and do materials: an interactive reading station

Evening #2

Included a simple supper, introduction to the evening's activities, and participation in four stations, which included:

- A storyteller from the community who told "sand stories" and "draw and tell" stories selected by the children from his "story vine"
- A station with games set up along with interactive literacy programs
- A reading strategies station with class reading lists and take-home games
- A spelling game station using class spelling lists with take-home games

Evening #3

Included juice and a snack during a trip to the Public Library

Transportation was available, either through volunteer drivers or courtesy of Laidlaw Bus Company, for those who needed it. Prior to the trip all classes were canvassed for need for library card applications. These were ready for the participants on the night of their tour. While at the library, participants:

- Were taken on a tour of the various areas of the library
- Had a story read by the children's librarian who ran story-time at school
- Received their new library cards, if needed
- Were able to check out books and play in the "library castle"

There were several information tables set up at each night. These included the College's VALT program, the French Immersion parent group and Book Fair materials.

At the end of each evening, participants filled out evaluation cards to provide feedback, and prize draws were held.

Attendance for the most recent Family literacy Nights were approximately the same as in past years.

Evening #1: 190

Evening #2: 120

Library Trip: 60

Support continued to be excellent from all involved. In the most recent year, volunteers from the University of Northern BC and the SFU Student Teaching program were a new addition to the groups. As well, one UNBC youth volunteered from the Youth Community Action program set up under the provincial government's Youth Options Program. Continuing support came from:

- Administration, teaching and ancillary staff at Spruceland Elementary who volunteered their time to attend planning meetings, organize materials, serve food, set up and take down the stations and the gym areas

- Area merchants and distributors who provided donations and prizes
- Prince George Public Library Staff

The past year was a continuation of the success experienced throughout this project's history. Once again, through a cost-shared grant from the National Literacy Secretariat and the Provincial Ministry of Education, Skills and Training, Spruceland Elementary was able to utilize a family literacy project worker to design and implement the Ready, Set, Read program. This helped to maximize the use of resources and staff time in putting on the events. This is the last year this source of funding will be available for the Ready, Set, Read program and it is hoped that the next year will see continuing community support for the provision of these nights.

Community Supporters of Spruceland Family Literacy Nights

- Spruceland Mall Administration
- Staples
- TerraTech
- Dairy World
- Pizza Hut
- Cougars Hockey Organization
- SpeeDee Printers
- PG Pets and Things
- Overwaita Foods
- P.G. Hobby Centre
- Sylvan Learning Centre
- McGavin Bread World
- JD Catering
- Old Dutch
- The Crag
- Spruceland Shoppers Drugs
- PG Public Library
- Laidlaw Transit

Steps in Planning a Family Literacy Night: Suggested Timelines

A) Planning in the Fall

- Set up an advisory committee of interested staff members, administration, community members and other possible volunteers
- Notify all staff of upcoming events
- Determine the funds and volunteers available; establish the desired number of nights
- Set the dates, site and the desired menu for the suppers
- Begin advertising in school and community newsletters

- Gather donations of materials for activities; request contributions and classroom use
- Solicit prizes and food donations from community
- Contact all story-tellers, volunteers and display spokespersons regarding date
- Cancel gym activities, if using gym and order tables and chairs

B) Planning in Month Prior to Event

- Arrange school space with Leisure Services
- Determine activities for night and begin collecting material
- Do a phone-out to remind parents of upcoming event
- Arrange menu items: place order with caterer, collect non-perishables
- Insert announcement weekly in newsletter
- Arrange for articles in press: both prior to event and during the nights
- Establish numbers of invitations needed and make and send out with each classroom teacher (include RSVP)
- Plan stations, determine classroom needed, and recruit volunteers
- Preview videos, computer programs and reading materials for suitability
- Prepare map of classrooms/stations

C) Planning in Week of Event

- Gather materials and begin to organize stations
- Determine the final count of participants for menu items
- Set up family envelopes (include school and station maps, list of activities, prize draw forms, evaluation forms for parents and children, name tags)
- Finalize all positions and duties assigned; notify volunteers of procedures for set-up, meal distribution, evaluation forms, prize draws and final clean-up
- Make up poster of community contributors

D) Steps on Night of Event

- Have all volunteers at school around 4 p.m. to set up gym and arrange stations
- Arrange for boots and coats; music for meal; photographer
- Set up Welcome Table and display tables

- Have host make introduction and explain the station approach (bell signals move to next station)
- Conduct stations, several supervisors float to find lost children and adults
- Finish event in gym with evaluation form drop-off and prize draws
- Clean-up gym and stations by volunteers

Appendix A:

Suggested Station Activities

SUGGESTED STATION ACTIVITIES:

Read and Do Ideas (from Marie Kelly: PG Public Library)

- 1.) *Happy Birthday Moon* by F. Asch
 - make a birthday card for bear or for the moon
 - need construction paper, felt pens, stickers
- 2.) *The Napping House* by A. Wood
 - use stuffed animals to "act out the story" PG Public Library can provide the animals
- 3.) *Gingerbread Boy* by P. Galdone
 - decorate gingerbread cookies and then use to retell the story
 - need cookies, icing, raisins, popsicle sticks
- 4.) *Dance Away* by G. Shannon
 - make a rabbit headband and then act out the story
 - need construction paper strips, rabbit ear patterns, scissors, tape
- 5.) *Caps for Sale* by E. Slobodkina
 - make a paperbag monkey puppet and use it to retell the story
 - need small paper bags, paper scraps, felt pens, scissors
- 6.) *It Looked Like Spilt Milk* by C. Shaw
 - use felt figures to retell the story on small flannel boards (Library will provide these boards)
- 7.) *The Little Red Hen* by P. Galdone
 - make simple stick puppets of animal characters and use the puppets to retell the story (Library can provide originals to color and cut out)

Reading Game: Using sentences from class reading activities, families construct sentences onto strips of chart paper. They then cut up sentences and have children reconstruct the sentences.

Spelling Game: using weekly class spelling lists, make charts for each class list. With stickers and construction paper, have families construct simple board game.

Videos: Public Library has good selection of possible choices. These include the following: Read To Me;

Books and Related Activities: See activity list from Marie Kelly; Library staff will also provide great suggestions for books and related games. The library also has book bags available for use at story times.

Computer Programs: most schools have a selection of assorted programs. Some popular ones include: *Stepping Stones*, *Alphabet Blocks*, *The Cat Came Back*.

Storytellers: contact local storyteller circle, local library or SFU Teacher program for possible volunteers.

Other Resources: *Read To Me*, *Talk With Me* by Ben Wicks; College of New Caledonia Regional Collection of Family Literacy Materials.

Book Fair: could be station.

Appendix B: Sample Invitations

Ready, Set... Read! - Night # 2

(Family Literacy Program for Children and Families of _____ classes

January 20, 1999

Dear _____ ,

Our whole family is invited to supper and an evening of activities and fun at our Ready, Set...Read! (Family Literacy Night) at Spruceland Elementary School on Thursday, February 4, from 5:00 - 7:30 PM.

Evening's Agenda

Food: Pizza Dinner..... Introduction

Activities:

Story-telling

Books On Tape

Reading and Spelling Stations: learn different ways to help your children practice their reading and spelling at home (take-home activities using class lists and books)

Book Fair in the Library

Cost: FreeDoor Prizes.....

Please, can we come?

Love, _____

Please fill out this portion and return it with your child by January 8, 1999.

Ready, Set...Read!
(Family Literacy Program)

The _____ family will/will not be able to attend the Ready, Set...Read! Program on January 14, 1999 from 5:00-7:30 PM.

Please list the names of those who will be attending.

Adult(s)

Child or Children

Appendix C:

Sample Announcement

REMINDER

To: Parents of All Kindergarten and Grade 1 and 1-2 Classes
We will be holding our first Ready, Set...Read! Night on January 14, 1999.

There will be a supper for the whole family followed by an evening of activities and fun at our Ready, Set... Read! (Family Literacy Night).
More information to follow in the new year.

Appendix D: Sample Request for Materials

MEMO

To: Spruceland Elementary Staff

From: (Family Literacy Worker)

Date: December 7, 1998

Subject: Ready, Set...Read! (Family Literacy Event # 1) Thursday, January 14,
1999

This is a reminder that we will be holding our first Family Literacy Night on January 14. To all those who kindly volunteered to help out at these nights, I will be sending more details on the activities closer to the day of the event.

We will need to draw on some resources from within the school for these events. I'm hoping that we will be able to use some of your software, books and reading games for these nights. I'll be contacting you either before the holidays or soon after we come back in the new year to see what you are willing to let us use. Please let me know if there are any new activities or materials that you think would be useful for these events. Thanks again for your participation and/or contributions.

Ready, Set...Read! Committee

Family Literacy Worker

Appendix E:

Sample Job/Station Agenda

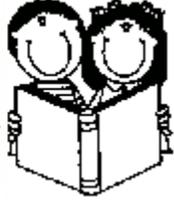
SAMPLE JOBS/AGENDA

- 1.) Sign in, Welcome, Cook, Serve, Eat (5:00-5:30 in gym)
- 2.) Introduction, Video/Music/ Station Explanation
(5:30 - 5:40 in gym)
- 3.) Stations (5:45 - 7:10 in classrooms with volunteers)
- 4.) Prize Draw, Evaluation (7:10 - 7:30 in gym)

Appendix F: Sample Station/Volunteer Schedules

Family Literacy Night # 2:	
Stations/Jobs	Volunteers
Intros, Bells, Music	_____
Station # 1 (Reading Games)	_____
Station # 2 (Story-teller)	_____
Station # 3 (Spelling Games)	_____
Station # 4 (Book Fair-Library)	_____
Evaluations, Clean-up	_____
Prize Draws, Closure	All volunteers

Appendix G: Sample Prize Draw Entry Forms

<u>Prize Draw</u>	
Name _____	
<u>Prize Draw</u>	
Name _____	
<u>Prize Draw</u>	
Name _____	
<u>Prize Draw</u>	
Name _____	

Used with permission of B. Summers

Appendix H:

Sample Job Descriptions and Station Needs

SAMPLE STATION: FAMILY LITERACY NIGHT

READING GAMES

Needs:

Station leaders and helpers
1 Classroom
Paper strips (one per family)
scissors, felts, pencils
chart paper for class sentences (one per class)
picture of red apple (Kindergarten sentence)

Job Description:

- * organize the furniture the way you want it (groups of four desks?)
- * organize the families for the activity
- * give directions, model the game
- * families write the sentences on strips of paper and cut out strips
- * award prizes if desired
- * when the bell rings, send families on to station # 2 (Rm. 111)
- * repeat the process for each group of families
- * please bring your last group down the gym for the prize draw and evaluation drop-off
- * Please bring materials to gym and leave the classroom the way you found it.

SAMPLE STATION: FAMILY LITERACY NIGHT #2

SPELLING GAMES

Needs:

Station Leaders & Helpers

1 Classroom

Construction Paper, Stickers, file cards, felts (per family)

Dice

Chart paper (one per class spelling list)

Prizes

Job Description:

- * set out the papers, stickers, arrange furniture, etc. the way you want it
- * organize families for the activities
- * give directions, model the spelling game
- * play the games and award prizes
- * when the bell rings, send the groups on to station # 4 (Library), remind the families they are able to go back to the Book Fair at the end of the night if needing more time.
- * tidy up for the next group
- * repeat the process for each group
- * Please bring your last group down to the gym for the Prize Draws and evaluation drop-offs
- * Please return materials to gym and leave the classroom the way you found it.

SAMPLE STATION: COMPUTER PROGRAMS THAT PROMOTE LITERACY

Needs

Station leader and helpers
computers and programs
chairs

Job Description

- * set up computers with programs (approximately 12)
- * arrange chairs in groups around the computers
- * organize families to assigned numbers
- * give directions and model activities
- * have the families work through a program
- * supervise the rotating groups
- * when the bell rings, send them on to the next station
- * tidy up for the next group
- * repeat the station process for each group
- * help the last group fill out their evaluations and then bring the families down to the gym for the prize draws
- * return the materials to gym
- * return the computers to approximate classrooms and set up

SAMPLE STATION

Video

Needs:

Station Leaders and Helpers

2 Classrooms (one for adult video, one for children's video)

Videos: Family Literacy (adult) with marked passages,
Video from Public Library (children's) with book

3 video machines

Job Description

- * arrange furniture etc. the way you want
- * organize adults to adult video room (112) and children to the children's video room
- * introduce video
- * run video
- * when the bell rings, ask the parents to gather their children
- * send them on to Station # 1 Room (___)
- * tidy up for next group and rewind videos
- * repeat the process
- * bring your ___th group down to the gym for the Prize Draw
- * please return your materials to gym and leave the classroom the way you found it

SAMPLE STATION: STORY TELLING

Needs

Station leader
classroom
chart paper
masking tape
overhead projector
movable blackboard
pitcher of water and glass

Job Description

- ask story teller if they want children and adults on the floor or if they want the adults to have chairs and then arrange the room accordingly (check with leader on layout desired)
- ask story teller if they would like to be introduced or if they want to do this
- help group get settled and conduct introduction if planned
- supervise the different groups of families
- when the bell rings, send the current group on to the next station
- tidy up for the next group
- repeat the station process for each group
- help the last group fill out their evaluations and then bring the families to the gym for the Prize Draw
- return the materials to the gym and leave the classroom the way it was found

SUGGESTED JOB DESCRIPTIONS

1.) Introduction/Closure

Needs/Job Description

- one or more persons
- welcome audience
- talk a little about literacy (at all levels)
- go over the format of night (video, stations, return to gym for draw)
- introduce video segment, if planned
- describe details (coats, boots, washrooms, babysitting, if offered)
- explain station approach and bell system
- dismiss to go to stations
- explains evaluation forms and drop offs
- arranges prize draws and announces the winners
- sums up night's activities
- reminds of next planned literacy activities
- closes evening

2.) Sign In /Welcome / Draw / Music

Needs

- table and chairs
- people to welcome
- chairs and family envelopes (containing. name tag, schedules, draw slips)
- 2 prize draw buckets (one for adult and one for children)
- prizes collected (as many as possible)
- 10-15 pencils for evaluation forms
- music cued on PA system; or video set up for dinner presentation

Job Description

- welcome families, hand out family envelopes
- help fill out draw tickets and put into buckets
- give out directions for coats, boots and supper

Appendix I: Sample Evaluation Forms

EVALUATION FORM

Workshop: _____

Date: _____

Instructors: _____

Your responses to this evaluation will help us to continue to provide worthwhile and information sessions for you.

How did you feel about the presentation of information?



How did you feel about the activities?



The instructions were ... _____

I especially liked _____

I also would have liked to learn about ... _____

Additional comments: _____

Thank you for attending today. We hope that you enjoyed the workshop and we look forward to seeing you again!

Used with permission.

Ready Set... Read!

How did you feel about our Family Literacy Night?



What did you like best?

What else would you like to learn about?

Appendix J:

Library Card Application

LIBRARY CARD APPLICATION	
<i>PLEASE PRINT</i>	
LAST NAME: _____	
FIRST NAME: _____ MIDDLE NAME: _____	
MALE _____ FEMALE _____	
MAILING ADDRESS: _____	
City _____ Prov. _____ Postal Code _____	
TELEPHONE: _____ (home) _____ (work)	
RESIDENTIAL ADDRESS _____ (if different from above):	
Do you live inside the city limits? YES _____ NO _____	
OFFICE USE ONLY	
Bar Code _____	
Patron Code _____	
Stat. _____	
ID Checked _____	
PLEASE COMPLETE ONE SECTION	
The following information will help us in selecting materials for this library's collection.	
JUNIOR CARD (under 14 years of age)	
Birthdate: _____ (Day/Month/Year)	
Name of Parent: _____ Last Name First Name Middle Initial	
I agree to be responsible for the choice of materials and the items borrowed on this card.	
Signature of Parent _____	
TEEN CARD (14 - 18 years)	
Teen Birthdate (Day/Month/Year) _____ Name of Parent _____	
I agree to be responsible for all materials borrowed on my card.	
Teen Signature _____	
ADULT CARD	
Adult Birthdate (Day/Month/Year) _____	
I agree to be responsible for all materials borrowed on my card.	

Appendix K:
Family Literacy Information



MAKING THE CASE ...

FACTS ABOUT FAMILY LITERACY

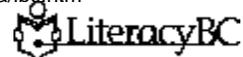
Literacy Begin At Home

- Educational researchers have demonstrated a child's progress in school is clearly related to his or her parents' literacy.
- The literacy link between parent and child has to do with the role parents play in helping their children learn to read.
- Children raised in literate households are likely to enter grade one with several thousand hours of one-to-one pre-reading experience behind them.
- Research shows there is a better chance of a child becoming a fully literate adult if reading is encouraged in the home. Children who grow up where there are books and readers become readers.
- The 1995 International Adult Literacy Survey found that 42% of adult Canadians have some difficulty with reading.
- Family literacy programs are critical to the prevention of adult literacy problems. Programs help parents and other caregivers improve the skills they need to support their children's learning.
- Family literacy programs focus on parent and child. The programs are intended to improve the literacy skills of parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children.

(Over)

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0614** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm

Federal Charities Number: 12846-0334-RR0001



**Literacy B.C. provides the following
services and support to
Family Literacy development in B.C.:**

- training for existing and new family literacy program practitioners
- program development consultation
- a provincial information and resource centre available on line and via the 1-800 number
- a network for practitioners, volunteers and agencies involved in
- family literacy
- public awareness and leadership in promoting family literacy

Appendix L: Press Releases

School District 57 **NOTEBOOK**

Spruceland Elementary *'Reaching for the stars'* *'La Passion D'Apprendre'*

by **Principal ROB McINTOSH**
At Spruceland Elementary School we are very pleased to be "Reaching For the Stars" in partnership with our parents and community.

Our parents and community work with us to extend what we are able to do with our students and to make our school a better place for students.

The photo at right outlines one of the many partnerships we share for the good of our students.

The photo is of our second of three Literacy Nights that we hold each year. These nights are open to all families of Kindergarten and Grade 1 students, and are designed to help parents promote literacy at home. On the third night we visit the Prince George Library.

Our activities and partnerships are designed to accomplish all or some of the following:

(a) to showcase student work and to celebrate success

(b) to share information with parents that would improve their child's academic success

(c) to assist the school to develop and implement programs and activities for the benefit of the children

(d) to promote two way communication between home and school

Some of the activities and partnerships that we have developed to achieve these goals are:

Science Fair Open House

This is an evening showing of our student's Science Fair projects. The evening is designed to showcase student work, and to promote interest in student driven and student led projects.

Santa's Breakfast and Community Barbecues

Parents and community members are



Literacy Night is designed to aid parents promote literacy at home.

invited to our pre-Christmas breakfast and to our year-end barbecue. Our children love to show off their school and work to their parents and community.

Family Dances

Our Parent Advisory Council sponsors one or two family dances a year. All students enjoy bringing their parents to our dance. We always get a great turn-out and have lots of fun together.

Parent Advisory Council Meetings

We try to provide a parent venue for discussion about school-wide issues. In

return the school has a better understanding about the needs of our students and their parents.

Parent Volunteers

We reap a tremendous benefit from our parent volunteers who assist with a variety of activities. It is mutually beneficial because the school feels supported by its parents and parents have a better understanding of what is happening in their school and neighbourhood.

At Spruceland Elementary School we take great pride in the relationship we have with our parents and community. This partnership between school, parents and community can only help our students find success and improve their

Acknowledgements

This project was possible due to the combined efforts of many individuals. I would like to sincerely thank all those who were part of the creation and development of the Spruceland Ready, Set, Read program.

Collaborators

Marcia Timbres, Dean of Foundations Division, College of New Caledonia Prince George, BC

Tony Sweet & Marcy Lindstrom, Ron Brent Elementary School, Prince George, BC

Rob MacIntosh, Spruceland Elementary School, Prince George, BC

Edel Toner-Rogala & Marie Kelly, Prince George Public Library, Prince George

School District #57 Staff

Jenny Rankin, Zone Vice-Principal

Members of the Family Literacy Advisory Group: *Barb Conway, Karen Dougan, Debby Thomson, Beth Summers, Lisa Prokopowich, Tricia Knox, Meredith Keevy, Donna Jordan, Nola Williams*

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National Literacy Secretariat-HRDC

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College of New Caledonia

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Heather Fisher, Regional Literacy Co-ordinator 1998-99

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