

District Literacy Plan

A Community Literacy Plan

July 15, 2008

School District No. 57 (Prince George)



Acknowledgments

The District Literacy Plan is a statement of commitment by a school district to work with community partners to improve literacy for young children, school-aged children, adults and Aboriginal people. District Literacy Plans provide a new way for school districts to support all members of a community, as individuals and organizations work together to promote literacy. Literacy planning is a community-wide process that includes the school district as one of many partners. The most important aspect of building the plan is developing working relationships within the community.

This plan includes a summary of literacy initiatives both within the district and in the general community. We would like to acknowledge all of the efforts of our community partners to promote literacy in our communities and to thank them for their efforts in this area. We hope that we can continue to build strong supportive structures to improve literacy.

We would particularly like to extend a heartfelt thank you to Donna Preston, retired curriculum administrator. Donna agreed to be contracted to consult, collate and write this literacy plan, and we are indebted to her for the quality of her work.

Bonnie Chappell
Director, School Services
School District No. 57 (Prince George)

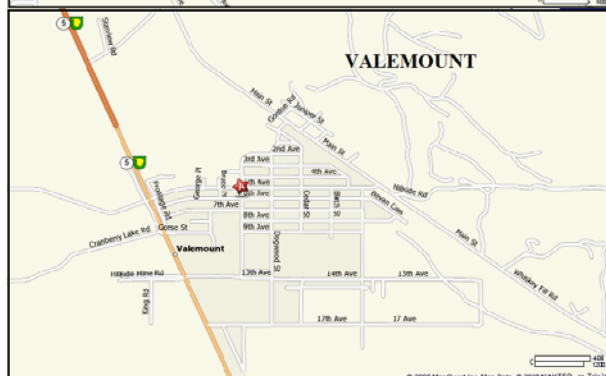
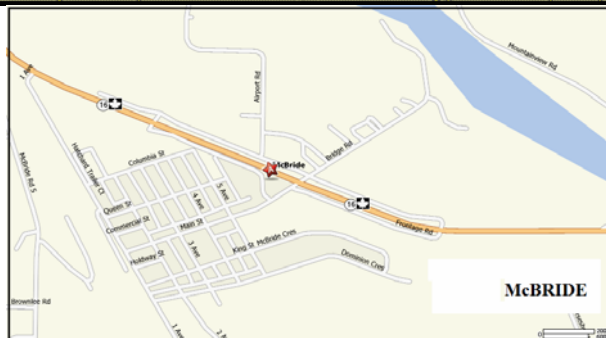
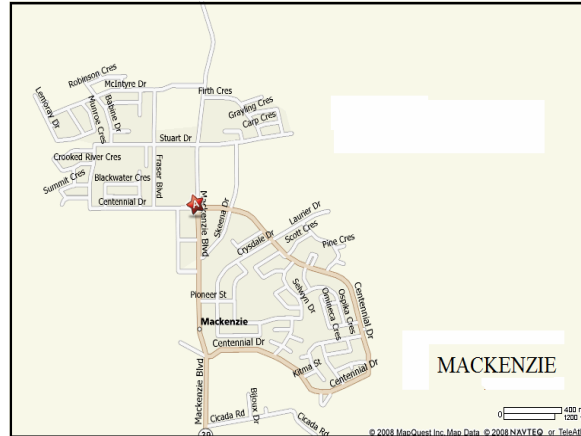
Table of Contents

Community Maps	page 5
Introduction	page 6
Background	page 6
Defining Literacy	page 7
Community Planning Process	page 7
District Context	page 8
Overview	page 9
McBride	page 10
Community Profile	page 10
Community Context	page 10
Stage of Planning	page 10
Planning Process	page 10
References/ Potential Partners	page 11
Mackenzie	page 12
Community Profile	page 12
Community Context	page 12
Stage of Planning	page 13
Planning Process	page 13
References /Potential Partners	page 14
Valemount	page 15
Community Profile	page 15
Community Context	page 15
Stage of Planning	page 16
Partnerships formed so far	page 16
References /Partners	page 17
Prince George	page 19
Community Profile	page 19
Community Context	page 19
Stage of Planning	page 20
Partnerships formed so far	page 21
Literacy Now Task Force	page 29
Future Planning	page 30
Summary	page 31

List of Appendices

Appendix 1	Community Awareness Select Committee	page 32
Appendix 2	Mackenzie Community Awareness Select Committee Terms of Reference	page 33
Appendix 3	2008 Valemount Community Literacy Planning Workshop Summary	page 35
Appendix 4	Integrated Community Sustainability Plan:	page 41

COMMUNITY MAPS



This District Literacy Plan (School District No.57) is grounded in the belief that building strong relationships between the community and the school district is a crucial component for life long learning. The purpose of this document is to develop and sustain working relationships within our community. The intent of this document is to be inclusive from early learning through to adult learning. This District Literacy Plan has been collaboratively developed with input from School District No. 57 personnel, the Aboriginal Community, Public Libraries, Early Learning Organizations and Community Organizations. In essence, the District Literacy Plan is a statement of commitment by School District No.57 to work with community partners to improve literacy locally (B.C Ministry of Education, DLP Transitional Guidelines 2007-2008, August 2007).

A. Background

“When 40 percent of the people in Canada read below the level required to function effectively in the workplace, that’s really a silent economic killer.”

Kelly Lamrock
New Brunswick Education Minister,
chairman of the Council of Ministers of
Education of Canada at the end of a two
day meeting in Toronto, Feb. 2008

When we consider the literacy research findings in Canada and particularly in British Columbia, it is clear we need to improve our literacy results. The International Adult Literacy Survey (IALS) is an international, comparative report on literacy performance. In 1994, seven countries took part; namely, Germany, the Netherlands, Poland, Sweden, Switzerland, the United States and Canada. In 2003, the International Adult Literacy and Life Skills Survey (IALSS) revealed the differences at each level between the IALS and IALSS are not significant. The number of persons (16 to 65) with low literacy rose from eight million in 1994 to nine million in 2003 though the percentage (42%) did not change. In British Columbia, 35% of the working-age population (16 to 65) had an average Prose literacy proficiency below level 3². Level 3 is considered the minimum desired level of literacy for Canadians. But most importantly, British Columbia had one million people with low literacy skills and about 40 per cent of them at Level 1 (Dr. Satya Brink, Director of National Learning Policy Research, *and Literacy in British Columbia/Implications of Findings from IALSS 2003*, presented June 2006).

B. Defining Literacy

In the past literacy was measured in terms of reading, writing, and math skills. Today the definition of literacy has expanded to reflect our ever changing world. The International Adult Literacy and Life Skills Survey (IALLS 2005) defines literacy as “the ability to understand and employ printed information in daily activities, at home, at work and in the community- to achieve one’s goals, and to develop one’s knowledge and potential. ” The definition of literacy in the Literacy Now Planning Guide will be used for this District Literacy Plan...

Literacy is an essential cultural, social and academic practice that involves not only reading, writing and numeracy, but also a variety of abilities including viewing and representing, aural literacy including language, musical and listening skills, cultural literacy including civic skills.

Literacies enable us to communicate, represent and evaluate knowledge in multiple ways. The more literacies we learn, the greater our understanding of the world. Literacy is a continuum of skills. We can become more literate. (Source: Literacy Now Planning Guide, p.4, 2004)

By working as a community we can increase the life chances of everyone in our community.

C. Community Planning Process

“We aim to make British Columbia the best educated, most literate jurisdiction on the continent.”

Premier Gordon Campbell
Swearing in ceremony Speech
June 16, 2005

Our Premier has set a lofty goal for all citizens in British Columbia. Literacy Now is a community development initiative that involves a process of inviting community stakeholders to gather together to make a community literacy plan. Literacy Now is funded by government, private and corporate donations through 2010 Legacies Now. The heart of this goal is to provide opportunities to discuss literacy at a community level. The hope is that literacy will be one of the lasting legacies of the 2010 Olympics in Vancouver, B.C.

Communities are encouraged to develop a District Literacy Plan that demonstrates collaboration with all community partners. This plan will include the following components from the ReadNOW BC framework:

1. School Readiness in Young Children
2. Reading Success in Schools
3. Reading Success for Adults
4. Reading Success for Aboriginal People

D. District Context

School District No. 57 (Prince George) is located in the centre of the province, extending north to include the town of Mackenzie, south to Hixon, and east to include McBride and Valemount. The district encompasses 52,000 square kilometers and is the second largest school district in the province in geographical size. It has a total student population of 14,442 students enrolled in 36 elementary schools, one middle school, 2 junior high schools, 8 secondary schools, and a Centre for Learning Alternatives which includes Continuing, Distance, International and Alternate Programs. The number of aboriginal students in all of our schools has increased from 1,244 in February 07 to the most current number of 1,400 in September 07. The school district administers a budget of \$127,585,000 and employs 815 (f.t.e.) teachers and 755 (f.t.e.) support staff.

The Prince George School District faces the unique challenge of being a large district with three outlying communities included within our boundaries. Approximately 9% of our student population live in McBride, Mackenzie and Valemount. Our district has a significant segment of the population with socioeconomic issues. According to the Ministry of Children and Families Vulnerability Index, 4 of the 14 elementary schools in the province with the highest number of at risk students are located in Prince George. The school district also receives a number of First Nation students from outlying and remote areas of the north who come to attend school and stay with relatives and friends.

District Profile

- 21% aboriginal students
- 7% ESL students
- 7% Special Needs students
- 4% French Immersion students

Student Support Programs

- FASD Regional Program
- Camp Trapping
- Hospital/Detox
- SET BC Program
- Area Support Teams of District Itinerant Staff
- Career and Technical Centre at College of New Caledonia
- Carrier Language and Culture Program
- Aboriginal Art and Culture Program

Programs of Choice

- French Immersion
- Advanced Placement
- Montessori
- Career and Technical Centre
- Continuing and Distance Education
- Alternate Education
- Traditional
- Fine Arts

Northern communities have been facing many challenges; low prices from the collapse in the U.S housing market, a high Canadian dollar, and the 15 per cent export tax on lumber shipments to U.S. According to the Prince George Citizen Newspaper on March 8th 2008, the loss of more than 3000 jobs in the manufacturing and logging industry have impacted north, west and east of Prince George.

School District No. 57 faces other challenges as well. Being the second largest school district in the province geographically, means distances can be challenging. Each day 4,500 students ride on school buses totaling 11,400 km a day. It is interesting to note that 11,400 km. a day times 186 school days a year means buses travel a total of 2.1 million km per year. Northern winter conditions often make travelling dangerous and difficult for months at a time. Also, communication for rural communities is often an issue.

Despite these many challenges, communities within School District No. 57 have a “can do” attitude and a resilient spirit.

E. Overview

Since School District No. 57 includes four distinct community areas, the District Literacy Plan will include a summary of literacy planning in all four communities. Each Community’s Literacy Planning is at a different stage of development. For instance, in Prince George and Valemount, community literacy planning is in progress. Community literacy task groups have been established and these groups are considering current literacy programming, discussing assets and challenges, looking for opportunities to work together and planning for action. Mc Bride and Mackenzie however, are at the awareness stage.

For each Community, the community profile, context, and information about literacy planning specific to that community is included.

II

McBride

A. Community Profile

The community of McBride is located on the Yellowhead Highway 16 in the heart of the Robson Valley. McBride is 211km east of Prince George and is accessible by rail, bus and small aircraft. Dunster is a small community located 35 km from McBride and 246 km from the School District Office in Prince George on Highway 16 East. This community is rich in history and known for its artistic endeavors. The main industries in these communities are forestry, agriculture, and tourism.

The town of McBride has a population of 740 people, but in the greater area there are approximately 2,500 people. There are three public schools in the McBride area; McBride Centennial Elementary enrolling 124 students, Dunster Elementary enrolling 30 students and McBride Secondary enrolling 129 students. The McBride Public Library assists the Mennonite and 7th Day Adventist schools with additional resources when requested.

B. Community Context

Currently, cutbacks in the forest industry have affected these communities. In the fall of 2006, *McBride Forest Industries* went bankrupt, and therefore, there was a loss of 60 jobs (Citizen March 8th, 2008). Some families are waiting to see if they need to move for employment or if they will they are able to find other jobs in their community.

C. Stage of Planning- Community Literacy Planning is not yet taking place.

On January 29th 2008, Timma Blain, District Principal of School District No. 57 and I travelled to McBride and Dunster. At that time meetings were held with Kairyn Russell-Janecke Principal of McBride Elementary School and Dunster Elementary and Margaret Griffith, Public Librarian in McBride.

D. Planning process to date (to create community literacy plan)

McBride and Dunster do have many informal literacy partnerships already; examples are, sharing the Ready, Set, Learn program between the McBride Centennial and the Public Library and inviting the whole community of Dunster to concerts at the Dunster School of Fine Arts, but as yet, there is not a formalized task group that is leading the community planning process. This community has not applied for funding from 2010 Legacies Now and to date is not following the Community Literacy Planning Guide to create a plan. The first step for the community could include: initiating a meeting of interested people involved in community services, the library, early childhood programs, and schools.

E. References /Potential Partners

Children and Family Development- Ministry of
300 Robson Centre McBride
Tel. 250 569-3760

Infant Development Program

Infant Development Consultant provides out reach from birth to age three to help determine if your child is meeting developmental milestones, encourage growth in physical, intellectual, and social skills, and promote healthy development.

942 3rd Ave.
McBride
Tel. 250 569-2266

McBride Adult Literacy Program

McBride Adult Literacy Program teaches adults basic literacy skills to improve both written and verbal communication.

942 3rd Ave. McBride
Tel.250 569-2200

Northern Interior Health Unit

Provides a variety of health programs and services including: Parenting support, and Vision and Hearing Screening.

1126 5th Ave. McBride
Tel. 250 569-2251

McBride & District Public Library

241 Dominion
Tel. 250 569-2411

Parenting Programs

Provides outreach family support, How to Talk so Kids will Listen, How to Listen so Kids will Talk, Supported Child Care.

942 3rd. Ave. McBride
Tel.250 569-2266

Robson Valley Home Support Society

Organization offering many services to the elderly, disabled, children, families, women and families in crises. Programs such as the following: Parenting Programs, Toy Lending Library, McBride Adult Literacy Program, and Employment Services

942 3rd Ave. McBride
Tel. 250 569-2266

III

Mackenzie

A. Community Profile

Mackenzie is located in the Northern Rocky Mountain Trench, about 190 km north of Prince George. Mackenzie is the gateway to the largest manmade lake in Canada, Williston Lake, and offers a variety of outdoor recreational activities for families. Mackenzie's economy is dependent on the forest industry. Currently, local companies are looking towards servicing mining exploration and the development sector. Mackenzie has a population of 4,500 and has three public schools in the town; namely, Mackenzie Elementary-247 students, Morfee Elementary-231 students, and Mackenzie Secondary -363 students.

B. Community Context

United Steelworkers local 1-424
President Frank Everitt said that
a lot of off the job workers are
collecting Employment
Insurance benefits and waiting
to see what is going to happen
(The Prince George Citizen,
March 8th, 2008)

In the last year the loss of forestry jobs in the town has affected all families in Mackenzie. *Canfor* closed one of its two sawmills in Mackenzie in the summer of 2007 which meant the loss of 130 jobs. Another 75 jobs were cut with the elimination of the third shift in *Canfor's* second sawmill. *AbitibiBowater's* newsprint mill, employing 240 people shut down in February 2008 and is not expected to start up again. Also, two *AbitibiBowater* sawmills employing 240 workers shut down indefinitely. *East Fraser Fiber* also dropped a shift costing another 40 jobs. All these closures and loss of jobs means families in the area face an uncertain future. However, Mackenzie residents are optimistic their town will survive.

By Spring Break families will
be facing tough decisions about
what to do next. The closures
will affect everyone in town;
school enrollments will
decrease, businesses will need
to cut back employee hours and
people will start thinking about
moving.
Lori Dennill, Principal of Morfee
Elementary School, Feb.7th, 2008

There is community concern about schools as enrolment declines. The Board of Education has assured the community that elementary and secondary schools will continue to provide service to the community.

In addition...

We have not seen the movement I had expected. Many people have gone to look at places where they have a spouse working and have come back discouraged. Even if they could sell their home in Mackenzie it would be for around \$150,000 and house in other towns are going for \$350 000. Who knows what the summer will bring.

Lori Dennill, Principal of Morfee Elementary School, June 2nd, 2008

C. Stage of Planning- The College of New Caledonia has submitted an Expression of Interest to Literacy Now for the community.

D. Planning process to date

Mackenzie has some informal literacy partnerships already in place, such as the sharing of the Ready, Set, Learn program between Morfee Elementary and the Northern Health Unit. As yet, there is no formalized task group leading a community literacy planning process. This community has not applied for funding from 2010 Legacies Now and to date is not following the Community Literacy Planning Guide to create a plan.

However, Mackenzie does have a Community Awareness Group comprised of individuals from various health, educational, government and service organizations as the Mayor deems appropriate from time to time (Appendix 1). This group meets monthly to consider ways to “consider, inquire into, report and make recommendations to the Mayor in regards to issues relating to the social welfare of the community including health and education delivery and services to the residents of the District” (Appendix 2).

On April 11th Rebecca Beuschel, the Regional Literacy Coordinator and I presented the Literacy Now concept and the idea of beginning a Community Literacy Plan for Mackenzie to this Awareness group. The presentation was well received and Rebecca Beuschel reported to the Regional Coordinator Task Force Group that Mackenzie plans to submit a proposal to Literacy Now.

The first step for the community could include: initiating a meeting of interested people involved in community services, the library, early childhood programs, and schools.

E. References /Potential Partners

Children and Family Development- Ministry of

Ministry of Children and Family Development provides various services: relating to children and families such as child protection, child abuse/neglect investigations, and social workers.

540 Mackenzie Blvd.

Tel. 250 997-3966

College of New Caledonia-CNC

CNC is a Community college offering a variety of vocational, professional development, personal interest, university credit, educational upgrading, and special program courses.

540 Mackenzie Blvd.

Tel.250 997-7200

Counselling Services Society

Counselling Services Society offers a variety of social services including programs for children, teens, and adults; such as, Family Services Program, Infant Development Program, Programs for Children, Programs for Teens, and Programs for Adults.

220 Mackenzie Blvd.

Tel.250 997-6595

Mackenzie Public Library

400 Skeena

Tel. 250 9976343

Northern Interior Health Unit

Northern Interior Health Unit provides a variety of health programs and services including Pre-Natal Classes, Speech and Hearing Clinics.

45 Centennial Dr.

Tel. 250 997-3263

Supported Child Development Program

Staff ensures that children who need extra support are able to participate in a typical community child care setting.

220 Mackenzie Blvd.

Tel. 250 997-6595

IV

Valemount

A. Community Profile

Valemount is an Alpine type village situated between the Rocky Mountains to the east, the Monashee Mountains to the south and the Caribou Mountains to the west. In terms of driving distances, Valemount is 300 km to Prince George, 320 km to Kamloops, 120 km to Jasper, and 495 km to Edmonton. With a total population of 1,195 Valemount has two schools: Valemount Elementary (141 students), and Valemount Secondary (126 students). Valemount offers visitors spectacular scenery in both summer and winter. Mount Robson, the highest peak in the Rocky Mountains, is located only 20 minutes away from Valemount in the Mount Robson Provincial Park. Valemount is internationally known as a skiing destination offering both heli-skiing and many snowmobile trails.

B. Community Context

“Valemount is home to many independent and resilient people who strive to survive even though our mill has been closed for nearly two years and many families have had to face tough decisions about staying in a place they love. Many families have a parent working away or are looking at moving, for employment, because the part time and seasonal jobs available locally cannot sustain them. Some of these families are facing serious literacy challenges that make life here difficult and moving almost impossible. These challenges put strain on individuals and all family members.”

Pat Powell, Learning Consultant, Valemount Learning Centre. Feb. 15, 2008

In the past few years Valemount has experienced many challenges and economic setbacks. In 2006, *Carrier Lumber* bought the local lumber plant and it has not re-opened as yet, resulting in the loss of 120 local jobs (The Citizen, March 8th, 2008). The Valemount Learning Centre has seen a significant rise in the number of adults who want to upgrade their education to get a job. It is difficult for some clientele to open up and ask for help. In a small town there is a need to house many kinds of support in one building for clientele convenience and to protect the client's privacy.

Riding school buses for long periods of time and huge distances are also a factor in Valemount.

Also affecting the area, the CNC Northern Outdoor Recreation and Ecotourism course in Valemount has recently been cancelled.

C. Stages of Planning (planning)

The 'Literacy Now' Community Literacy Plan process for Valemount was initiated by the Columbia Basin Alliance for Literacy in June of 2007. The Valemount coordinator, Janey Weeks, was hired. With encouragement and experience from the collective of CBAL administration and coordinators of other communities that had already done their Community Literacy Plan, Janey Weeks started to follow the 'Stage One: Getting Started' as laid out in the 2010 Legacies Now Community Literacy Planning Guide. The CLP launch was on February 26th, 2008 with twenty-eight individuals or groups in attendance. The two facilitators were Leona Gadsby and Ali Wassing (Appendix 3).

The CLP is still in the planning process for Valemount. The interest in the idea of community literacy and lifelong learning has gained support and the belief that this is a good thing is growing. The Valemount CLP committee will continue to meet and have a CLP in place by June 2008.

D. Partnerships formed so far

The Columbia Basin Alliance for Literacy (CBAL) with funding from 2010 Legacies Now, Literacy B.C., the BC Ministry of Advanced Education, the BC Gaming Commission and the Columbia Basin Trust promote local literacy programs. The purpose of the Columbia Basin Alliance for Literacy is to promote literacy and lifelong learning throughout the Columbia Basin, educate the public about the importance of literacy and support local community actions related to literacy. The vision of the CBAL is to support the development of healthy communities throughout the Columbia Basin in which each member of the community has strong basic skills for lifelong continuous learning. The CBAL does this by promoting and supporting work in those communities to enhance literacy through fully accessible programs and services.

A Community Success By Six group is at the beginning stages in Valemount. Their first community meeting was held on Jan. 29th, 2008 in Dunster and by April 1, the community plans to have a plan submitted with an emphasis on training.

There is a strong partnership between the community and School District No.57 staff. One program that is held at Valemount Elementary School and is open for everyone to attend is called "Cruise In". This literacy afterschool session is held for half day once a month at Valemount Elementary School with secondary students assisting Janey Weeks, the leader. The eight week Ready Set Learn Program is very popular in Valemount and will be offered again in April and May, 2008.

Valemount TV is very active in the community and works on literacy with students in the area. They promote story telling, interviews and putting cameras in the hands of students. Valemount TV also airs "I Love It When You Read" from time to time.

E. References - To assist with on-going literacy planning for the Valemount community, a Contact Information List is provided.

Contact Information

Children and Family Development- Ministry of

Provides various services relating to children such as child protection, community living, services for the mentally disabled, child abuse/neglect investigations and social workers.

300 Robson Centre McBride B.C

Tel. 250 569-3760

Columbia Basin Alliance for Literacy

Janey Weeks

Work telephone 250 566-9107

Email jweeks@thehub.literacy.bc.ca

Infant Development Program

Infant Development Consultant provides outreach to children from birth to age three to help determine if your child is meeting developmental milestones, encourage growth in physical, intellectual, and social skills, and promote healthy development.

99 Gorse St. Valemount B.C.

Tel.250 566-9107

Learning Centre

The Learning Centre offers Industrial, academic and general interest courses. Also offers employment counseling and job search skills.

99 Gorse St. Valemount B.C.

Tel. 250 566-4601

Northern Interior Health Unit

The Northern Interior Health Unit provides a variety of health programs and services including: Speech and Hearing Services School and Youth Services and Pre-Natal Classes.

1445 5th Ave. Valemount, B.C.

Tel. 250 566-9138

Robson Valley Home Support Society

Organization offering many services to the elderly, disabled, children, families, women and families in crises. Programs include Toy Lending Library, and Parenting Programs.

99 Gorse St. Valemount B.C.

Tel. 250 566-9107

Valemount Community TV

Local TV station personal promotes community awareness by working on literacy with students in the area.

101 Gorse St. Valemount B.C.

Tel. 250 566-8288

Valemount Play School

101 Gorse St. Valemount B.C.

Tel. 250566-4826

Valemount Public Library
1090 Main St. Valemount B.C.
Tel. 250 566-4367

V

Prince George

A. Community Profile

Prince George is situated where the Nechako River joins the Fraser River near the center of British Columbia. The north-south Highway 97 and the east-west Highway 16 intersect at Prince George. It is 786 km northeast of Vancouver on Hwy 97 and nearly midway between Jasper, on the BC/Alberta border, and Prince Rupert, on BC's West Coast, on Hwy 16 (the Yellowhead Hwy). The city is also the junction of the British Columbia and Canadian National Railways. The main industries are forestry, resource management, mining and oil and gas.

With a population of 78,000, Prince George is an interesting blend of rural and urban neighbourhoods. For instance, in the city of Prince George there are 32 elementary schools, one middle school, 2 junior highs and five high schools, totally 14,051 students, but some schools are in sub-divisions, some are downtown and some are in rural settings such as Shady Valley (14.5 km), Salmon Valley (31.5 km), Nukko Lake (38.4 km), Giscome (46.5 km) and Hixon (61.4 km).

B. Community Context

“John Rustad foresees a challenging year ahead. But the Prince George – Omineca MLA is upbeat about developments in mining and other sectors that offer diversification in the North.”

The Prince George Citizen, Wed.
March 19, 2008

In the past few years the forestry in the Prince George area has been hit hard. Examples include: Gateway Forest Products succumbing to bankruptcy proceedings with a loss of about 50 jobs, Winton Global's sawmill cutting a third shift in 2007 (80 jobs) planning to be closed indefinitely again next summer, Dunkley Lumber reducing shifts at planer mill and moving to three-day work week (60 jobs), Lakeland Mills moving to a four day work (25 jobs), Canfor cutting shifts at Rustad Bros. at Polar and Clear Lake (225 jobs), and Brink Forest Products operating at 60 percent (50 jobs). The Forestry Program has also been terminated at CNC. Most recently, the fallout from the fire that destroyed North central Plywoods Plant will affect an estimated 250 sawmill workers, 40 loggers and 40 truckers.

This economic situation affects all families in the area. The inner city of Prince George includes a number of high needs schools as supported by the Ministry of Children and Families Vulnerability index. For rural families, weather conditions and long distances are daily challenges. Dr. Clyde Hertzman, of the University of British Columbia, says Prince George has “big city problems with little city resources.” *Despite all these

challenges, Prince George has a “can do” attitude and a northern sense of working together to tackle these issues.

C. Stages of Planning (implementation stage)

Community Literacy has a long history in Prince George and most recently a Community Literacy Coordinator has been hired. In the 1990's, Marcia Timbres, Dean, College Foundations from the College of New Caledonia, was a founding member with Cost Share Literacy Program. This program promoted literacy in the New Caledonia Region. Timbres first heard of Literacy Now when the Executive Director of Literacy Now spoke to the Deans and Directors of Education for Colleges and asked the group to get started in their communities. In 2002/03 a half-time position was created and out-sourced by the college. In 2004, Prince George heard more information about Community Literacy and a few different people were hired as the Regional Coordinator. Then in the spring of 2005 the position of the Regional Coordinator was more clearly defined, the direction changed to a more community focus and Rebecca Beuschel was hired.

The Prince George Literacy Now Task Group consisting of Marcia Timbres Dean, College Foundations, College of New Caledonia, Marc Saunders, Public Service Manager, Prince George Public Library, Rod Mulligan, retired teacher, Sharel Warrington, Trustee, Board of Education, School District No. 57, Shannon Proudfoot, and August Horning, Literacy Coordinator, Native Friendship Centre proceeded to secure the services of a person to coordinate a Literacy Plan for Prince George. When a successful candidate could not be found, the PG Literacy Now Task Force solicited the services of Kolbuc and Associates INC. In February 2007, Phil Kolbuc, a professional facilitator, began to work on the Prince George Asset Inventory and submitted his report on June 1st, 2007. Kolbuc did have some problems in putting together this assessment as some people were reluctant and did not respond to his calls. Some people were skeptical and others questioned the sustainability of beginning something new. People had funding concerns and they did not understand the concept of Literacy Now. However, from the community meetings the task force did decide to act on the recommendations of the report and hire a Literacy Coordinator to connect the efforts of all literacy providers.

On February 19th, 2008 the Prince George Literacy Now Task Group made the following decisions regarding the Literacy Coordinator's position:

- the position will be called Community Literacy Coordinator
- the successful candidate will report to the PG Literacy Now Task Group
- the successful candidate will be hired as an employee of the Prince George Native Friendship Centre (PGNFC) with the PGNFC being the host agency
- the successful candidate will start on March 31, 2008.
- The probation period is 90 days
- The job description was drafted (Appendix 2)

Helen Domsby was appointed as literacy coordinator. Since her appointment, she has been reading as many materials as possible, researching other provincial literacy plans, compiling a list of possible community supporters and starting to build networks in the community.

A connection has also been made with Chris Bone, Social Policy Facilitator for the City of Prince George. The City of Prince George is interested in working with community partners and has made a commitment to action and supporting a coordinated advocacy role. To demonstrate this point, Chris shared the Integrated Community Sustainability Plan for the City of Prince George emphasizing the Social Development Strategy (Appendix 4).

D. Partnerships formed so far

“Literacy is essential, and it is our responsibility to ensure that every learner develops to his/her potential.”

School District No.57
Literacy Leadership Team
March, 2008

Current literacy initiatives in School District No. 57 are the result of the on-going work of the District’s Literacy Leadership Team. Some of those initiatives involve community partnerships. Additional initiatives will be developed as the recommendations of the Aboriginal Education Task Force (2008) are implemented.

Strong partnerships have been developed between School District No. 57 and some community organizations to support literacy programs. The following charts attempt to capture many school district programs, community programs based in schools, community programs with school district connections and in school programs with outside funding. As a decentralized School District that spans several communities, there are many individual school-based initiatives that partner with their communities.

1. Examples of existing partnerships

The Prince George School District No. 57 has two main programs for early learners; namely, Ready, Set, Learn program and StrongStart BC Early Learning Centres. The Ready, Set, Learn program for 3-5 year olds was built on partnerships with the Northern Health, Children First, Public Library and Carney Hill Neighbourhood Centre. This program is a 10 week literacy program that involves a story, song, craft, parental conversation and nutritious snack. Every school in the District is encouraged to host this program once or twice per year. Trained community volunteers facilitate the programs at each school. StrongStart BC Early Learning Centres, located at Spruceland and Carney Hill Elementary schools, provide a free early learning experience for children ages birth

to six years and their caregivers. StrongStart BC Centres are open five days per week throughout the school year based on a drop -in format. The district will be opening 3 more StrongStart centres in September 2008. An pilot Outreach StrongStart program will service the small rural communities of Giscome, Hixon, Shady Valley and Salmon Valley in 08-09.

School District No. 57 has a strong partnership with Success By Six and Children First community coalitions. Carol Burbee, Early Learning Coordinator sits on the Council of Partners for Success By Six. Sandra Huggett, Early Literacy Resource Teacher, also sits on this committee and the Children First Steering Committee and the Children First Parenting Sub-Committee. These community-based programs promote growth in cognitive, social and emotional, and physical development in early learners in our community and provide funds for a number of projects in the school district.

Roots of Empathy (ROE) is an international program promoting empathy and emotional literacy. This program involves a facilitator and family with a young baby coming to visit a classroom over the school year. This program has partnerships at many levels. ROE Prince George liaisons with the ROE national office, and the ROE provincial office. In-kind support is provided by the Prince George Native Friendship Centre, College of New Caledonia Pre-School, Children First, Prince George Public Library, Robson Valley Home Support and Northern Health, as well as many community members and families. In the 2007/08 school year, there are eight classroom teachers/schools supporting this program in their buildings.

School District 57 Prince George and the two Headstart programs run out of the Prince George Native Friendship Centre are working together to support families with 4 and 5 year olds by providing the Welcome to Kindergarten program offered by the Learning Partnership. The objective of this program is to provide pre-kindergarten students with tools for literacy. It involves sharing quality activities that support early learning with parents and their children. Families are given a package containing information and the tools needed to develop and practice these early learning skills. This program is funded through the Early Learning Grant given to the school district from the ministry of Education, the Learning Partnership and School District 57. This program began in 06/07 with 5 school sites and Headstart and has grown already to 16 schools and Headstart.

The Primary Project involves four inner city schools, Carney Hill Elementary, Ron Brent Elementary, Harwin Elementary and Quinson Elementary. These schools are provided with extra funding to support smaller class sizes in kindergarten to grade three, all day, everyday kindergarten, and targeted professional development. The main goal of this program is to provide the primary students with the best start possible. Assessment data show very promising results.

Various partnerships support School District No. 57 Community Alternate and Provincial Resource Programs in order to meet the needs of older students. Four such programs are located at the Prince George Native Friendship Centre, the Prince George Regional Hospital and Trapping Lake, 70 km south of Prince George.

Connections and Concept Ed are Community Alternative Programs supporting 12 to 18 year old students. These programs are housed at the Prince George Native Friendship Centre. The School District provides educational programming and students are connected to programs and services available through the Native Friendship Centre based on their individual needs.

The School District has partnered with the Northern Health Authority to provide the Prince George Regional Hospital Program. The objective of the program is to work in partnership with Adolescent Psychiatric Assessment Unit, Nechako Youth Treatment Centre, and Pediatrics Unit staff to provide the educational component of the student's holistic treatment plan, including classroom instruction, liaison, and transition.

The Camp Trapping Educational Program is supported by a partnership between the Attorney General, contracting to the Cariboo Action Training Society, and the School District. This program is intended to meet the social-emotional and academic needs of adolescents (12-18 years of age) who are part of the residential attendance program for young offenders.

0-4 Year Olds -Early Learning	5 Year Olds	6-8 year olds Primary
School District Programs	School District Programs	School District Programs
<p>StrongStart BC Early Learning Centres</p> <ul style="list-style-type: none"> • Spruceland Elementary • Carney Hill Elementary • Peden Hill Elementary • Ron Brent Elementary • Harwin Elementary • Outreach StrongStart in rural schools <p>Ready Set Learn</p> <ul style="list-style-type: none"> • In All Elementary Schools <p>Early Learning Coordinator</p>	<p>K Screening (Dynamic Indicators of Basic Early Literacy Skills)Jan. Assessment</p> <p>Kindergarten Learning Project (<u>piloted by ten teachers</u>)</p> <p>Kindergarten Booklet</p> <p>Early Literacy Resource Teacher (K-7)</p> <p>District Resource Centre- K-12</p> <p>Liaison with CNC, UNBC, Public Library</p>	<p>Reading Project</p> <p>Literacy Networking Sessions</p> <p>Pro-D for Teachers</p>
Community Programs with District Connection	Community Programs with District Connection	In school Program with Outside Funding
<p>South Fort George – Family Resource Centre</p> <p>(e.g. Power Play Program)</p> <p>Children First</p> <p>Success By Six</p> <p>e.g. Nechako Tots Grant (Edgewood)</p> <p>Carney Hill StrongStart Grant</p> <p>Giscome Playgroup Grant</p> <p>LEAP BC</p> <ul style="list-style-type: none"> • Trained Facilitators 	Public Health Nurse	<p>Primary Project (4 inner city schools)</p> <p>Community Literacy Role models</p> <ul style="list-style-type: none"> ○ Starbucks – books for kids ○ Spruce Kings and “Skate for Literacy” ○ Reading is Cool <p>Changing The Story-Parent Engagement Pilot three schools</p>
Community Programs In Schools	Community Programs In Schools	
<p>Pre-Schools/Daycares in Schools</p> <ul style="list-style-type: none"> • Glenview Elementary • Carney Hill Elementary 	<p>Y After School Care for five year olds and up</p> <ul style="list-style-type: none"> ○ Harwin ○ Spruceland 	
Combination Programs School based/Community/Other	Combination Programs School based/Community/Other	Combination Programs School based/Community/Other
<p>Playgroups in Schools</p> <ul style="list-style-type: none"> • Giscome Elementary • Edgewood Elementary 	<p>Early Development Instrument (EDI)</p> <ul style="list-style-type: none"> • 2005/06 • 2002/03 • Third wave to be completed 2008/09 <p>ROE (Social Responsibility)</p> <p>Welcome to Kindergarten (piloted in sixteen schools and two Headstart sites)</p>	Book Fairs

Examples of School District Initiatives and Partnerships-continued

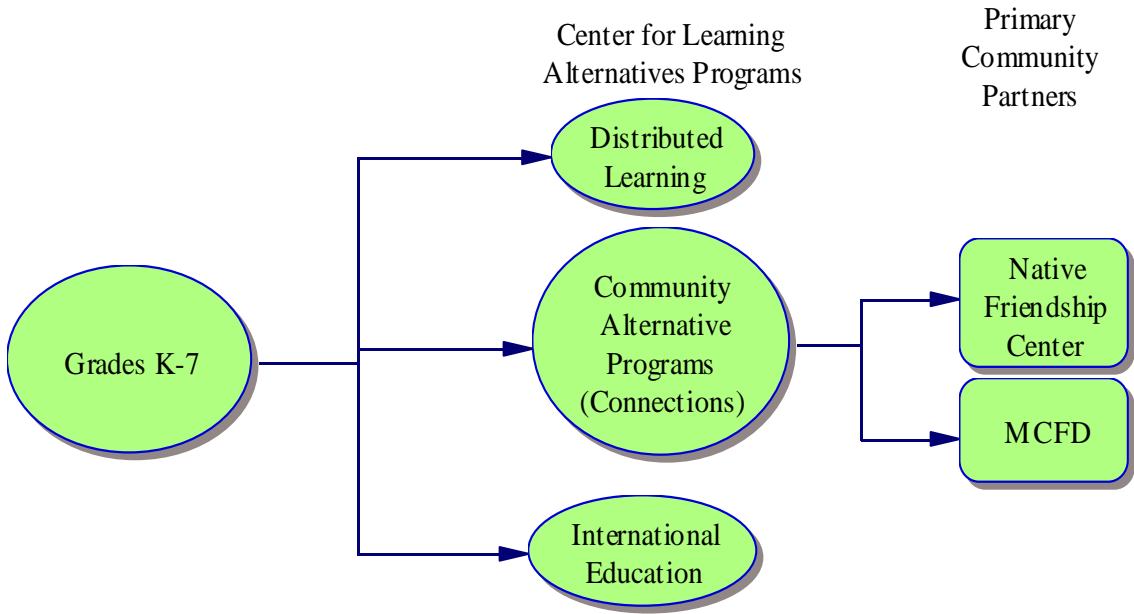
Intermediate	Secondary
School District Programs	School District Programs
Special Education programs Area Support Teams Learning Assistance Action Initiative Grants Network Performance Based Schools Reading Coaches Reading Project Literacy Networking Sessions Pro-D for Teachers <ul style="list-style-type: none"> • Links to province-Webcast Sessions • Adrienne Gere Workshops • Leadership Academies with Faye Brownlie • Assessment For Learning Workshops 	Special Education programs Area Support Teams Learning Assistance Action Initiative Grants Network Performance Based Schools Reading Coaches Literature Circles DART Assessment (Gr 9) Reading Project Pro-D for Teachers/Administrators <ul style="list-style-type: none"> • Links to province-Webcast Sessions • Adrienne Gere Workshops • Leadership Academies with Faye Brownlie • Assessment For Learning Workshops Alternate programs- School Based//Community
Community Program with District Connection	Community Program with District Connection
<ul style="list-style-type: none"> • MCF Literacy Innovator Coaches (K-7) <ul style="list-style-type: none"> ○ United Way Funding 	
In School Programs with Outside Funding	In School Programs with Outside Funding
Communication @ Families <ul style="list-style-type: none"> • Community worker, circle parents, parent rooms • Engaging Parents(Shady Valley, Harwin) Ab. Ed. Board/ Vancouver Foundation Community Literacy Role models <ul style="list-style-type: none"> • Starbucks – books for kids • Spruce Kings and “Skate for Literacy” • Leos Leaders 	Communication @ Families <ul style="list-style-type: none"> • Community School worker, circle parents, parent rooms • Engaging Parents (Duchess Park) Ab. Ed. Board/ Vancouver Foundation

Other Community/School District No.57 Partnerships

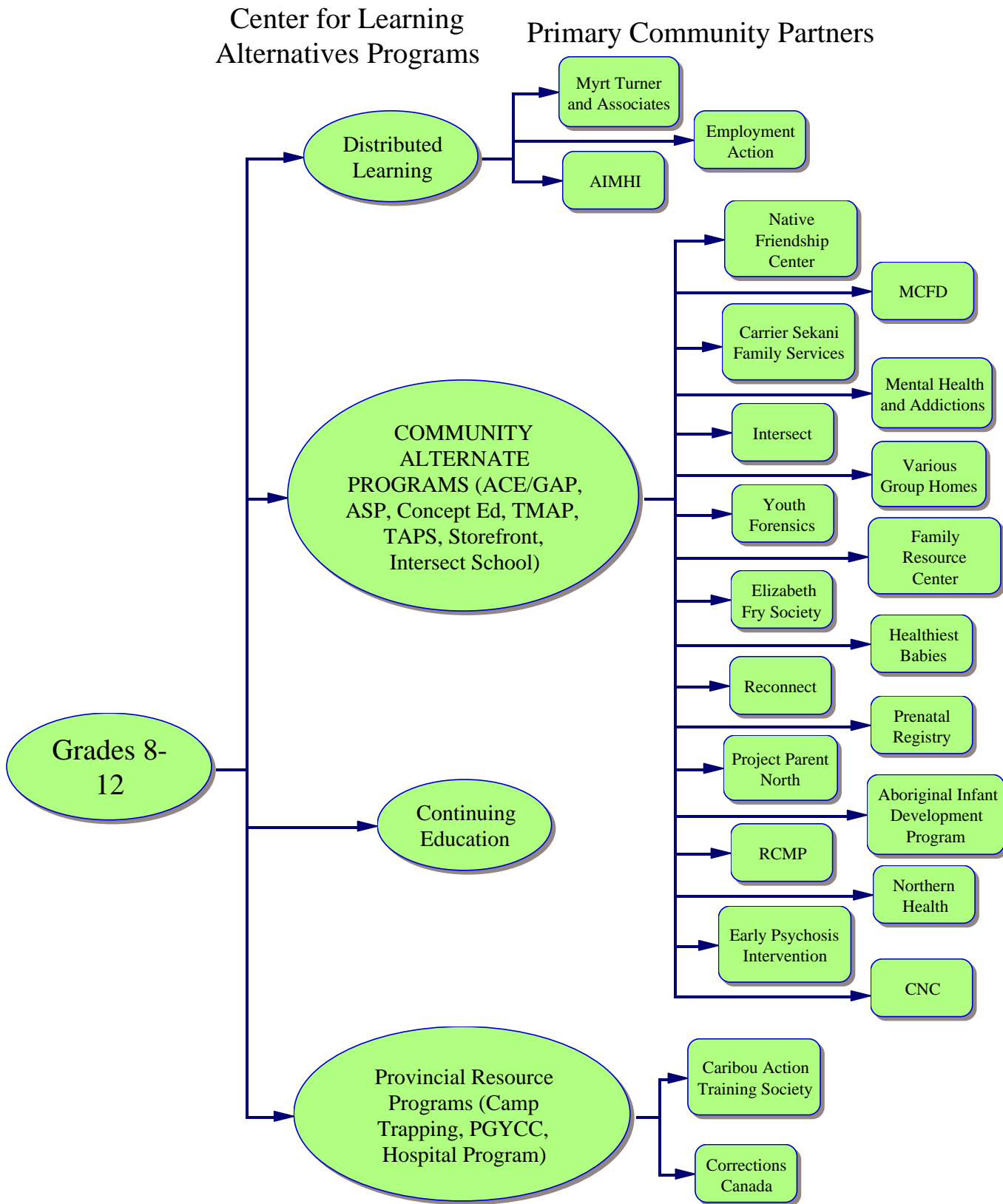
School District No.57 together with many other partners offers a variety of Community Alternative Programs and Provincial Resource Programs to meet the needs of our community. To illustrate these partnerships, please see the following charts:

- Community Learning Alternatives Programs and Partners K-7
- Community Learning Alternatives Programs and Partners 8-12
- Community Learning Alternatives Programs and Partners for 19 years old

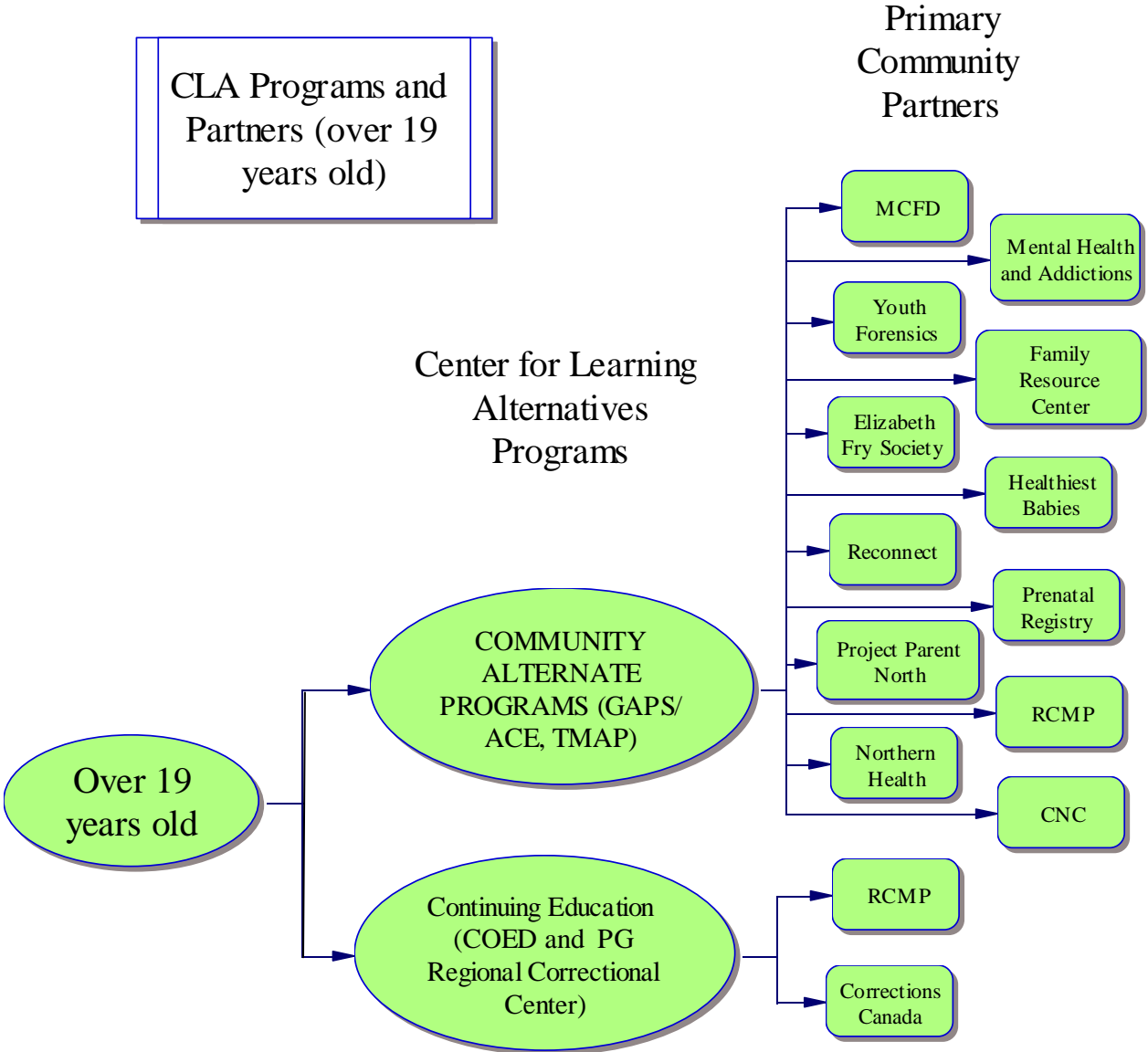
CLA Programs and Partners (K-7)



CLA Programs and Partners (Gr. 8-12)



CLA Programs and Partners (over 19 years old)



E. References - Prince George Literacy Now Task Force organizations

College of New Caledonia

College of New Caledonia offers university transfer, diploma, technical, and vocational programs.

3330 22nd Ave. Prince George B.C.

Tel. 250 562-2131 switchboard

Prince George Public Library

Reserve and inter-library loans, books, large print, records, CDs, audio and talking books, home shut-in service, videos and children's programs and free internet access.

887 Dominion Street Prince George B.C.

Tel. 250 563-9251

School District No.57

School District No.57 oversees education from Valemount to Mackenzie.

School District No.57 provides specialized programs, services, and psychologists.

2100 Ferry Ave. Prince George B.C.

Tel. 250 561- 6800

Prince George Native Friendship Centre

Multi-service organization with a variety of programs meant to address the need for education, personal support, emotional and spiritual well-being, economic development, employment, vocational needs, and social services.

1600 3rd Ave. Prince George B.C.

Tel. 250 564-3568

VI

Future Planning – District Literacy Plan

District staff is committed to continuing to work with community partners to develop a vision for literacy initiatives in Prince George, Mc Bride, MacKenzie and Valemount.

District staff will

- work with the Literacy Now Coordinators to explore and identify ways in which we can work together and benefit from having a District Literacy Plan
- continue as members of the local and regional Literacy Now groups
- continue as members of Success by 6 Council of Partners and Children First Steering Committee
- continue partnerships that support district alternative programs
- continue to explore the expanding area of early childhood literacy programs
- expand district participation in community events that promote literacy

VII

Summary

The District Literacy Plan (School District No.57) is grounded in the belief that strong relationships between the community and the school district are a crucial component of life long learning. The purpose of this plan is to document working relationships that support literacy within our communities. The plan encompasses initiatives from early learning through to adult learning. The District Literacy Plan has been collaboratively developed with input from School District No. 57 personnel, the Aboriginal community, public libraries, early learning organizations and community organizations. It is a statement of commitment by School District No. 57 to work with community partners to improve literacy.

Appendix 1**Community Awareness Select Committee**

Ray Bessette	Autumn Lodge	raybess@telus.net
Bev Paulson	Autumn Lodge	bev paulson@telus.net
Carole L'Herault	CNC	lherault@cnc.bc.ca
Cindy Szekely	CNC	szekelyc@cnc.bc.ca
Joy Lee	CNC	leej2@cnc.bc.ca
Vanessa Cornish	CNC	cornishv@cnc.bc.ca
Trish Jacques	CNC	trish@district.mackenzie.bc.ca
Michelle Waite	Employment Centre	waite@cnc.bc.ca
Cecille Boughner	Employment Centre	boughnerc@cnc.bc.ca
Joan Atkinson	Govt Agent	joan@district.mackenzie.bc.ca
Sharon Kennedy	Health Nurse	Sharon.Kennedy@northernhealth.ca
Liana Grant	High School	lgrant@sd57.bc.ca
Linda McFarlane	High School	lmcfarlane@sd57.bc.ca
Barb Crook	Hospital	Barb.Crook@northernhealth.ca
Shannon Gauthier	Income Assistance	Shannon.gauthier@gov.bc.ca
Candice Henderson	Income Assistance	Candice.henderson@gov.bc.ca
Nan Fredericks	Labour Council	nanfredericks@hotmail.com
Bruce Bennett	Mackenzie Task Force	b-bevent@telus.net
Donna Cosh	MCSS	mcss@cablerocket.com
Donna Cunningham	MCSS	donna@cablerocket.com
Rita Francis	MLA Ass't	Rita.francis@leg.bc.ca
Cindy Crossland	MLIB	ccrossland@mllib.ca
Jackie Benton	Newspaper	news@mackenzietimes.com
Debbie Lewis	Nurse	Debbie.Lewis@northernhealth.ca
Barb Paterson	Nurse	Barb.Paterson@northernhealth.ca
Linda Jones	Performing Arts	ldjbavin@telus.net
Janet Williams	Principal MacI	jwilliams@sd57.bc.ca
Lori Dennill	Principal Morfee	ldennill@sd57.bc.ca
Verlayne Dixon	Public	verlayne@telus.net
Sgt. Coldwell	RCMP	Brian.Coldwell@rcmp-grc.gc.ca
Cpl. Dupuis	RCMP	Jordan.Dupuis@rcmp-grc.gc.ca
Wendy Heater	Schizophrenia Society	mheater@telus.net
Lisa Evans	Victim's Assistance	Lisa.Evans@rcmp-grc.gc.ca

Appendix 2 MACKENZIE COMMUNITY AWARENESS SELECT COMMITTEE TERMS OF REFERENCE

Definitions

1. “Council” shall mean the Council of the District of Mackenzie.

“District” shall mean the District of Mackenzie.

“Working Group” shall mean the individuals who may from time to time attend meetings to give support, information, advice and/or their expertise to the Mayor.

Mandate

2. The mandate of the Working Group is to consider, inquire into, report and make recommendations to the Mayor in regards to issues relating to the social welfare of the community including health and education delivery and services to the residents of the District. The Mayor, when required, will forward the recommendations to Council for their consideration.
3. The Working Group is authorized to liaise and communicate with any person, business or government that it deems necessary in order to fulfill their mandate.

Structure

4. The Working Group may be comprised of individuals from various health, educational, government and service organizations as the Mayor deems appropriate from time to time.

Meetings

5. The Working Group will hold meetings four times per year, or more often, should it be deemed necessary. These meetings may be luncheon meetings with the costs borne by the District.
6. The Working Group will meet at the Call of the Chair.
7. Meeting procedures will be conducted in accordance with the District’s Procedure Bylaw and Roberts Rules of Order.
8. A recording secretary will be provided by the District for all meetings.

9. The Working Group will provide recommendations to the Mayor on a consensus basis.
10. Neither the Working Group, nor any member thereof, shall have the power to pledge the credit of the District in connection with any matters whatsoever, nor shall the said Working Group, or any member thereof, have any power to authorize any expenditure to be charged against the District.
11. The Working Group will be dissolved following its final recommendation to Council.

Appendix 3

Valemount Minutes of the Community Literacy Plan Launch, February 26, 2008.

Speakers: Leona Gadsby (Legacies Now/ Literacy Now)

Ali Wassing (Columbia Basin Alliance for Literacy)

Ali Wassing defines a Community Literacy Plan as working together as a community to provide literacy development. This includes literacy research with various groups and agencies, such as local colleges, the School District, etc.

Leona Gadsby notes that there has been a regional literacy coordinator for our area since 1994, and that has helped drive the issue of literacy forward. In 1996, the idea of “Family Literacy” didn’t exist. Now it is an idea that has become entrenched in most communities.

What else can happen now to promote literacy in our community?

There is a shift back towards adult literacy, helping adults who don’t have the skills to carry on when their work situation changes; this includes helping them with emotional issues, addictions, social issues, economic issues, etc. It may also include retraining or be as simple as helping a senior fill out a government form.

We can start addressing literacy issues earlier in people’s lives; find ways to reach out to people, through the cooperation of various community groups. And, don’t just wait for government funding.

Gadsby explains the mandate of Legacies Now/Literacy Now:

Legacies Now/ Literacy Now are a program to address literacy issues through government funding as a legacy of the 2010 Olympics. Literacy was chosen as the social issue that most impacts social and economic development in the province. Premier Gordon Campbell’s goal is to make BC the most literate jurisdiction in the country. Communities will decide, through the development of a Community Literacy Plan, how best to use the Legacies Now funding for their community.

Why is literacy such an important issue for Canada?

In an international adult literacy survey, 42% of Canadian adults, ages 16 – 65, were found to be not functionally literate (functional meaning the ability to read an aspirin bottle, for example).

Another survey by the ISL found that 60% of Canadian adults were unable to level 3 problem solve.

A survey by the Organization for Economic and Community Development found that 18% of 15 year olds across Canada scored at a level 1 or 2 of literacy (level 3 being functionally literate).

How are these kids able to graduate from school?

Much of it has to do with the way kids learn as opposed to the way school teaches. Many other factors must be taken into account: social and economic factors, children not being well prepared emotionally to enter the school system, more support for families is needed, and many more kids nowadays, for reasons as yet unknown, are diagnosed with ADHD. We need to stop blaming teachers and the school system.

The definition of literacy has become much broader than just reading, writing and arithmetic. We are exposed to, and bombarded with, much more information than ever before. As part of literacy, children and adults need to be taught to maneuver through this

age of information and technology. More than ever, people need to be taught to be critical thinkers.

How do you make a person want to learn?

Make them interested; attach the learning to something they already know. Make the information relevant to their lives so that they stay engaged in the learning process. Make their lives easier (through providing reliable daycare, for example) so that they are able to commit to the process without too much added stress.

How does the community literacy plan get started?

Develop a task group, a Community Literacy Advisory Committee. In BC, 64 task groups represent 215 communities. The next step is to develop a Community Literacy Plan. Legacies Now have committed \$20,000 for one more year to help implement the plan.

The Community Literacy Plan must fit into the District Literacy Plan and be approved by the Ministry of Education. The Advisory Committee Process for Planning is found at www.legaciesnow.com.

What are Valemount, Tete Jaune, and Albreda doing well?

ASSETS:

1. The Valemount Learning Centre:

- With few resources they offer a variety of excellent services to the community.
- is a physical presence in the community where people can come to ask for help finding a job or creating a resume
- offers adult literacy tutoring and some ESL
- is well connected to support new initiatives
- offers free women's computer night with volunteer tutors
- Registration for the music school

2. Robson Valley Home Support Society:

- provides counseling to families
- offers women's programs (crises intervention, abuse/violence)
- Mental health counseling for children (traumatic issues, at risk behaviors in homes)
- Infant Development Program
- Child Development (special needs, referrals)

3. Raising the Profile of Literacy in the community

- raising the awareness and decreasing the stigma attached to illiteracy

4. The Right People in the Right Places

- PAC, caring teachers and school principals, community members with a sense of accountability, responsibility, and commitment to making literacy a success in our community.

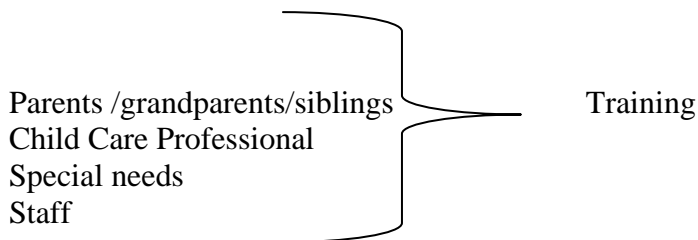
5. Valemount Community Television (VCTV)

- Getting the message out there to people who have televisions but may have trouble reading-**this is recognized as a strong asset with huge potential**

6. Valemount Public Library

- Books for BC Babies
- Literacy kits
- Free computer and internet access
- Well connected to other groups and agencies
- Support for book clubs and home schooling
- Audio books

7. Success by Six Program- is in its infancy for development, SXS has allocated seed money for the Robson Valley and Canoe Valleys for the communities within that area. From the table of people who are attending these meetings the priority for spending is:



Training needs to be:

- free
- safe location
- provide daycare
- transportation
- food
- accommodation

“Allocated towards *childcare providers for training/education”

- *childcare is all encompassing to mean parents, professional care and We are still in this process, the next step after the initiation of the seed money is to develop a Success by Six strategic plan.

8. Roots of Empathy and Seeds of Empathy programs offered in elementary school

9. Valemount Children’s Activity Society

- Preschool and part time daycare

10. Play and Learn Program

- Activities and guest speakers where parents can come and play and learn along with their children

11. Golden Years Lodge

- Seniors participate in activities
- Wheelchair accessible
- can be booked for community use
- Wed music night, Thurs games night

12. New High School Theatre

- offering cultural events such as music and plays

13. Music School

- enhances overall learning and literacy

What is not working in Valemount

LIABILITIES:

1. Learning Centre needs wheelchair access

2. Many programs rely on volunteers (need more infrastructure)

3. Not enough people use the library

4. Conditions for learning aren't entrenched in kids at home:

- Lack of behavioral and social skills to prepare kids for lifelong learning
- Too much technology
- Poverty
- Lack of training for parenthood

5. No social gathering place for youth, thus, less opportunity for "literacy by stealth".

6. Not enough funding and sustainable funding for programs

7. Need better communication between groups, agencies and the public

8. Shifting employment / economic vulnerability

Where do we go from here?

1. We need to establish what level of literacy we want and expect for our community
2. Listen to what people need and find immediate benefit for them
3. Channel all programs into one source; need a menu of what is available in the community.
4. Need a spiritual outlet
 - Compassion and caring for the whole person, not necessarily Christianity – based
5. Establish a mentoring program connecting a lonely person or a person in need with a volunteer.
6. Establish parenting programs
7. More one to one links, for example connecting seniors and schools to establish tutoring for literacy and computer literacy

How to we envision literacy in Valemount in 5 years?

1. More and better childcare
 - More infrastructure, day homes
2. An interagency menu or DVD to communicate to the public all the support services available in the community
3. Sustainable funding for programs
4. Parent resources
5. Mentoring programs
6. Training for staff and parents
7. Flexible partnerships between agencies – integration and networking

8. Infrastructure:

- funding, partnerships, integrated services, space, training

9. More aboriginal content to draw more aboriginal people

Despite employment changes and challenges to the economy and barriers on the literacy profile of Valemount. There is a strong belief in the people that live here that this is a good place and we are a 'can do' community, there is opportunity here- the people that rise up to assist and be creative in times of adversity is to be commended and celebrated as we learn to work and play together as a community.

The start of a Community Music Program has been a huge asset. A three way partnership Continued development of art and cultural within the community and visiting A&C is well supported.

Further development of VCTV through real community programming

These do support literacy and lifelong learning.

To recognize that: The idea of community literacy for Valemount has been a positive seed planted. The public school system is another asset/ component of our lifelong

learning. That our public schools are an important community partner which also has a physical space.-These are very important to a small community.

