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**Vancouver Island West
School District 84**
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To: Ministry of Education and Literacy Now

Date: July 4, 2008

Re: District Literacy Plan

Community Literacy Plans

Each of the communities within Vancouver Island West District 84 has participated in the development of a community literacy plan. The first community to become involved in the process was Gold River. The development of the Literacy Plan was undertaken with a committee, the Gold River Literacy Now Task Force, with representation from:

- Teachers and staff from the District 84
- Early childhood educators from the Mowachaht/Muchalaht First Nation
- North Island College
- Vancouver Island Library
- Parents and community members
- Board of Education trustees

The work of the committee was supported by a Literacy Coordinator who was hired from the funding provided to the committee from Literacy Now.

The Literacy Plan was completed in December 2007 and the committee has now received the funding to proceed with the implementation of the literacy plan. Again the work of the Committee is being supported by a Literacy Coordinator.

The process to develop community literacy plans for the other three communities of the District- Kyuquot, Zeballos and Tahsis, was initiated in May 2008 as a result of the District receiving a development grant from Literacy Now to support the process. A District teacher worked with community groups in each of the communities which included representation from:

- School staff
- First Nations representatives
- Community members

The literacy plan was completed and submitted to Literacy Now in the latter part of June 2008. The communities are now awaiting communication from Literacy Now on the implementation of the plans.

Priorities identified in the literacy plans for the four communities include:

- 1) addressing the needs of adult literacy with an emphasis on enabling the adults to access adult education;
- 2) revitalizing the use and presence of the Aboriginal language in the communities;
- 3) job training and employment programs, experiences and opportunities and;
- 4) early childhood development programs.

As the communities of Ehattesaht, Oclucje and Kyuquot are three of the four communities that participated in the development of the community literacy plans; these priorities address to a large extent the needs of the Aboriginal communities within our District.

Alignment the Community Literacy Plan with the District Achievement Contract

Two of the priorities within the community literacy plans; Aboriginal language and early childhood education, are also addressed in the District's Achievement Contract.

Initiatives underway within the District include:

- School Districts 84 and 70 are jointly working on the development of the Grade 5-12 Nuu-chah-nulth language IRP. The IRP has been submitted once for review and is about to be resubmitted after considerable work was completed to address the recommendations for revision from the Ministry of Education.
- Most of the schools of the District provide students with a Nuu-cah-nulth language program which is taught by local speakers and teachers in the schools in addition to French as a Second language. It is anticipated that once the IRP has been approved that the Nuu-chah-nulth language will be the only second language offered in two schools of the District.
- Recently School Districts 84 and 70 and the Nuu-chah-nulth Tribal Council sponsored a Nuu-chah-nulth language gathering which was a well attended and received event with approximately 200 people in attendance, any of these being elders. All fourteen tribes of the Nuu-chah-nulth traditional territory were represented in the gathering which is expected to be an annual event to share accomplishments and ideas for the common goal to preserve and revitalize their language.
- The District has recently completed its first Aboriginal Enhancement Agreement which includes goals of language and culture and student success including early childhood development. This fall the District and the Enhancement Agreement Working Committee will begin the implementation of the Agreement.
- In January of this year the District opened a dual site StrongStart Center which serves the communities of Tahsis and Zeballos. The opening of this dual site center resulted in each of the communities within the District having an early childhood education program. Attendance in the StrongStart program is a concern and is due largely to transportation issues faced by the families.

At this time the District does not have any initiatives to address adult literacy or adult education.

Indicators for success:

Adult literacy to enable adult education: