

# **The Sunshine Coast Community Literacy Plan and District Literacy Plan**

This report represents a merging of two processes: the development of a Community Literacy Plan funded by 2010 Legacies Now, and the development of a District Literacy Plan for School District No. 46 as required by the Ministry of Education.

## **Description of the Process to Date**

The process is being guided by a Task Force comprised of:

- Jean Bennett, Dean, Capilano College, Sunshine Coast
- Bev Craig, District Literacy Teacher, School District No. 46
- Heather Gordon, Project Manager, Lighthouse Learning Network
- Iris Loewen, Chief Librarian, Sechelt Public Library
- Kerry Mahlman, Principal, District Aboriginal Programs and Services and Partnerships
- Sue Perry, Adult Education Coordinator, Sechelt Indian Band
- Jan Smalley, Coordinator, Pender Harbour Community School

In January 2008 the Task Force engaged Sandy Middleton, Regional Literacy Coordinator, CapilanoU to facilitate the overall planning and writing of the report. Sandy also took on the tasks of facilitating the planning process in the communities of Gibsons and Sechelt. In addition, the Task Force decided it was important to focus energies in two particular areas.

The first area of focus is geographic – Pender Harbour/Egmont at the northern end of the peninsula. This isolated area lacks services such as public transportation and high-speed Internet access, among others. In February 2008, Kim Foster, a resident of Egmont, was hired to facilitate the planning in Pender Harbour and Egmont.

The second area of focus deemed important by the Task Force is cultural – aboriginal communities. Aboriginal communities include members of the shíshálh or Sechelt First Nation and the Skwxwu7mesh or Squamish Nation as well as a variety of other aboriginal individuals and groups including Metis and Inuit who make their home on the Sunshine Coast. In May 2008 Noelle Hanuse was hired to facilitate the planning among aboriginal communities.

Four meetings of the Task Force were held from fall 2007 to July 2008. Community meetings – visioning processes – were held in Sechelt on May 29 and in Gibsons on June 4. (See **Appendix A** for a list of participants and participant evaluations of the meetings.) Seventeen people were interviewed from February to June 2008. (See **Appendix B** for a list of interviewees.)

## **Our Approach to Literacy**

Traditionally, literacy has been narrowly defined as just reading and writing. Literacy was seen as a set of discrete skills that you learned in school and that were transferable from one context to another. It used to be defined as something that you either had or didn't have. However, over the past decade new ideas about literacy have been surfacing that give us a broader view. Today, we look at literacy as the ability to accomplish tasks and to participate in the world around us. Literacy is about how we are able to use what we learn and to apply our knowledge. In addition to reading, writing and numeracy literacy encompasses those foundational skills and competencies that we need to fully participate in social, economic, family and community life such as computer use, oral communication, thinking skills, problem-solving, and being able to work well with others.

New approaches to literacy emphasize the importance of context and the fact that literacy is not an abstraction but a set of socially embedded practices or literacies (*The New Literacy Studies* by Guy Ewing in *Literacies*, #1, spring 2003). The New Literacy Studies, for example, talk about multiple literacies in a range of social situations, community settings, and cultural contexts where people integrate written language into their lives in a multiplicity of ways. To meet these multiple needs, community literacy provides opportunities for literacy development in context and works with people on the issues that are important and immediate in their lives – for example, health, housing and homelessness, job preparation, learning more about parenting or grandparenting, helping kids with their homework, and all kinds of other issues.

The skills, competencies and approaches that are valued in mainstream society are often different and disconnected from those of traditional cultures. Aboriginal perspectives and values are not typically reflected in the curriculum of educational institutions, or the program content of non-aboriginal literacy groups. (BC Select Standing Committee on Education). Aboriginal literacy reflects aboriginal worldviews and philosophical approaches to learning. From aboriginal perspectives, traditional methods of teaching and learning by and for aboriginal people can nurture a positive identity and provide aboriginal people with connections to the land, their families, their communities, their languages and their ancestors (*Aboriginal Peoples: Literacy and Learning* by Eileen Antone in *Literacies*, #1, spring 2003)

## **Description of the Sunshine Coast Community**

The Sunshine Coast is a unique community. Located northwest of Vancouver, it is accessible only by sea and air. The major form of transportation to and from the Coast is a 40 minute ferry ride from Horseshoe Bay to Langdale. Sometimes mistaken for an island, the Sunshine Coast is actually a peninsula stretching 80 kilometres between two BC Ferries terminals at Langdale and Earl's Cove. Wonderful beaches and lush forests, a vibrant cultural life, and a laid-back atmosphere characterize this rural and semi-rural community and make it a popular tourist and retirement destination.

Highway 101 – the world's longest highway – connects the communities of the Sunshine Coast. Outlying islands with small populations dot the coastline. In 2006 the population was 27,759. Almost half the population lives in either the District of Sechelt (30.5%), or the Town of Gibsons (15.1%). The majority (51.4%) lives in the five Sunshine Coast Regional District (SCRD) electoral areas of Egmont/Pender Harbour, Halfmoon Bay, Roberts Creek, Elphinstone, and West Howe Sound. Three per cent live within the Sechelt Indian Government District (SIGD). In 1986 the Sechelt Nation became an independent self-governing body. The SIGD holds jurisdiction over its lands and the authority to provide services and education for its members.

The Sunshine Coast is expected to maintain past growth rates, adding over 7,000 residents to its population by 2036. A recent report of the SCRD's Regional Growth Strategy describes a growing community and some of its growing pains:

The population in the Regional District grew by 8.4% between 2002 and 2006. Ferry ridership increased by 6% during that same period, while the number of personal vehicles increased by 10% and the number of commercial vehicles increased by 9%. Numbers support what residents know; the highway and ferries are much busier, housing prices have increased making home ownership unattainable for some residents, and rental costs unaffordable for many others; and permanent good-paying jobs are decreasing due to downturns in some aspects of the resources sector. (*SCRD Update Report*, p. 3)

The Sunshine Coast appears to be in transition. Rapid growth and development are raising questions about how to balance the community's social, cultural, environmental, and economic values. Several development proposals are the subject of hot debate and the community is reflecting on issues such as: How much development and what kind of development is right for our community? How can we balance development with preservation of our forests and natural habitat? Can we – how can we – achieve more economic diversity to support a growing population and still preserve the Sunshine Coast lifestyle? How can we ensure affordable housing for those in need? How can health services and universal access to those services be assured for an aging population?

Literacy cannot be looked at in isolation but is always embedded in context. Similarly large and complex issues, therefore, are surfacing as we investigate literacy on the Sunshine Coast. Emerging questions include: How can we work together as a community to ensure access to high quality child care? How can we make a difference for our youth, especially those who are "high risk" and disengaged from school, family, and community? Are the literacy skills of our youth providing them with a strong

enough foothold for future success in life? How do we create learning environments for all life stages that encourage excellence and innovation and produce a sense of safety and belonging? What more can we do to reach the most vulnerable individuals and groups with our services and programs? How can we foster more inter-agency cooperation and create a holistic approach that supports the whole person?

## **Characteristics of the Population and the Community<sup>1</sup>**

### **Age**

One of the salient characteristics of the Sunshine Coast population is its age. The increasing age of the population is a result of a steady flow of migration to the Sunshine Coast by retirees, many of them from the Lower Mainland. A significantly higher proportion of people above the age of 45 (56%) live on the Coast compared to the province as a whole (42%). The Sunshine Coast also has a higher percentage (18.6%) of seniors 65 years and older than the provincial average (14.0%). Ten years from now, seniors will comprise 21.7% of the population. By 2036, it is projected that there will be 9.5 dependents for every 10 working people on the Coast.

### **Income and Employment**

Income for Sunshine Coast residents is largely dependent on a few basic economic sectors including forestry, public service, and construction and other forms of income such as government transfer payments (employment insurance, income assistance, old age security and Canada Pension Plan), and other non-employment income such as corporate pension plans and investments. From 2001 to 2006 there was a decrease in the proportion of primary industry occupations (from 7.3% of the job market in 2001 to 5.8% in 2006) while the housing boom helped the construction industry to grow and created a strong demand for skilled trades. Occupational areas that have seen notable growth since 2001 are business and finance, arts and culture, and trades, transport and equipment operation. Retail and tourism are vital service industries. Occupations in the processing, manufacturing and utilities areas have seen the most significant decrease.

Only three private organizations employ more than 200 employees: Howe Sound Pulp and Paper, BC Ferries, and Construction Aggregates. In the public sector, organizations with a large employee base include School District No. 46, BC Ferries, and St. Mary's Hospital. Just 40% of the workforce works full-time year round and 25% are self-

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<sup>1</sup> Statistics are compiled from several sources including: "Update Report: A Summary of Issues Identified in 2002 & Updated Data & Trends Related to Regional Growth Issues", May 2008, Sunshine Coast Regional District Planning and Development Department; BC Stats, Quarterly Regional Statistics, First Quarter 2008, Service BC, Ministry of Labour and Citizens' Services; "Sunshine Coast Labour Market Research for the Lighthouse Learning Project", Lee Ann Johnson and Eleonora Molnar, March 2004.

employed. Approximately 600 people regularly commute to the Lower Mainland for work.

Average income levels (\$34,376) are lower than the BC average (\$35,834) although since 2004 the average per capita income has increased by 16%. Average income levels in Gibsons (\$34,838) and Sechelt (\$32,564) were lower than the SCR D electoral areas average (\$36,081) Robert's Creek had the highest annual median household income (\$55,486).

Unemployment rates as a whole on the Sunshine Coast are lower than the Vancouver Coastal Health (VCH) region and provincial average. They declined the most from 2001 (7.2%) to 2006 (4.4%).

The percentage of the population (0-64) receiving income assistance benefits is 4.0, as compared to 3.5% in BC; 3.4% of children (0-18) receive income assistance, as compared to 3.1% in BC; and 2.6% of youth (19-24) receive income assistance, the same percentage as in the rest of BC.

## **Education and Early Development**

The percentage of the population (25-54) that has not completed high school is 16.3%, as compared to 17.2% in BC. Almost 25% have attended post-secondary school with architecture and engineering, business and management, and health and recreation the most common areas of study.

One of the most vulnerable age groups is youth. Early Development Instrument results for the Sunshine Coast (<http://www.help.ubc.ca/unit/School District46.htm>) show that the Sunshine Coast is among the least vulnerable districts in the province and overall vulnerability decreased between Wave 1 (2001- 2004) and Wave 2 (2005 – 2007). At the same time, critical considerations emerge from the EDI which shows that there is vulnerability in all areas of the Sunshine Coast. In particular, nearly 30% of children in Sechelt are vulnerable. The highest proportion of vulnerability was found on the Language and Cognitive Development domain and the largest increase on the Communication Skills and General Knowledge domain. The EDI results indicate disparity or difference between neighbourhoods, reflecting that children on the Sunshine Coast have had disparate qualities of experience before school entry.

## **Housing**

The Sunshine Coast has an extremely high percentage of single detached homes at 83.8% – well above the BC average of 52.3%. Only 11.5% of occupied private dwellings are in a multi-unit building, compared to 44.9% for BC. Affordability of housing is a major issue on the Coast. Housing prices have skyrocketed. As an example, median single-family home prices have risen in price in Gibsons by 86% since 2001. Much of the new construction now taking place is “high end”, leading to a concern for creating a diverse

and affordable housing. In 2001, 19% of homeowners and 49% of tenant households spent more than 30% of income on housing, which is considered unaffordable.

An Affordable Housing Study in 2006 identified low-income renters with incomes under \$20,000 annually, individuals with special needs, young families, and seniors with support needs as those most in need of affordable housing stock. And, in the last few years the Sunshine Coast has experienced a problem common in urban areas – homelessness. However, in this rural community homelessness tends to be hidden. In a city homeless people are visible living on the street but here they live in tents in the bush.

## **Transportation**

Highway 101 – the main connector along this ribbon community – also serves as a local road. Indeed, as the population of the Sunshine Coast continues to grow, increased traffic volume on Highway 101 has become a major concern. Collision rates on all sections of the highway are above provincial averages. Sunshine Coast residents are highly dependent on automobiles – 88% of households own at least one vehicle and 89% use a vehicle to get to work, either as driver or passenger.

A comparison of transit services in seven BC communities found that only the Comox Valley and Vernon had higher hours of transit service relative to population. Nevertheless, given the distances between communities and the landscape – one interviewee described Gibsons as “nothing but hills” – limited transit service is a barrier for many on the Sunshine Coast and an important community issue. There is no public transportation beyond Halfmoon Bay. Bus service runs only every hour. A transportation study by the Lighthouse Learning Network found that residents wanted to see more frequent service, more buses, more routes, and extended hours of service.

## **Immigrants**

Immigrants comprise 17% of the population including English-speaking immigrants from the United Kingdom and the United States. Beyond the statistics, relatively little is known about the immigrant population on the Sunshine Coast except that it seems to be a growing population but not yet fully integrated into the life of the community. Both CapilanoU and School District No.46 offer services or programs for adults and children who speak English as a second language. The English as a Second Language Settlement Assistance Program at CapilanoU has worked with students from a variety of countries, including Thailand, China, Sri Lanka, Pakistan, Tunisia, Mexico, Peru, Costa Rica, Russia, Poland, and Italy, among others.

## **Community Vision**

In May and June 2008 visioning meetings in Sechelt and Gibsons produced a rich tapestry of ideas to guide our planning process. Using five life stages – early years, school-age, youth, adults, and seniors – participants described the ways in which life in

our community would be better for people at each life stage. A compelling vision emerged from the meetings:

- Different generations come together to share their perspectives, strengths, knowledge and skills – from seniors supporting young families as grandparents to youth and seniors engaging in storytelling to adults mentoring youth through the challenges of life.
- The community encourages and supports the exchange of knowledge and skills across the lifespan and values the contributions of all.
- The community mobilizes to address the childcare crisis to ensure high quality affordable childcare for all.
- The critical role of parents and other significant adults in their children’s development through the early years to the end of adolescence is valued and supported by the community.
- Parents know how to – and have the time to – actively support their children’s literacy and learning.
- Parents nurture their children’s emotional development and feelings of connection to others and the world around them.
- Children are given time to just “be”.
- Books and reading are present in the lives of many families and remain fun, enjoyable and “cool” through to adolescence and adulthood.
- People have the capacity and the means to get to a program or service and/or the program or service comes to them.
- No one is prevented from attending a program or accessing a service because of situational barriers such as lack of child care, lack of transportation, and lack of money.
- The cycle of “poverty creates low literacy, low literacy creates poverty” is broken.
- Social agencies and educational institutions work together to support the whole person and provide a seamless service.
- The community offers real, authentic, and diverse and learning opportunities in a variety of settings across the life span.
- People feel safe and comfortable participating.

- Multiple pathways to literacy and learning are offered – arts-based approaches, mentoring, fostering leadership and civic participation, among others.

## **Community Assets**

The Sunshine Coast has several community assets. An inventory of literacy and literacy-related programs and services across the life span can be found in **Appendix C**. This inventory will be updated on the BC Literacy Directory at [www.literacybc.ca](http://www.literacybc.ca) over the summer and in the fall community organizations will be asked to confirm and update their listings.

## **Community Strengths and Challenges**

Over the past few months a series of one-to-one and group interviews have taken place (See Appendix B). Some initial themes emerging from these interviews describe the strengths and challenges of the community.

### **Relationships built on trust and people's strengths**

Personal relationships that are built on trust and that empower people by building on their strengths are seen as an important community strength. Staff and faculty at CapilanoU point to the small size of the campus, its “homey” feel, and the friendly relationships between instructors and students as an asset in making people feel safe and comfortable in their learning. The approach at Community Services is to develop trusting and non-judgmental relationships with clients so that they feel safe, supported and empowered. The Early Learning Teacher at School District No.46 establishes a personal relationship with new parents right away in order to provide them with support and information throughout their child's early years. The Community Resource Centre focuses on involving people in the process of learning and doing things for themselves.

*“I think people feel comfortable here. They quickly feel at home and that it's a safe place to learn.”* Sandi Ward, Receptionist, CapilanoU

*“We put a lot of emphasis on people doing it for themselves rather than us doing it for them.”* Janice Rafael, Manager, Community Resource Centre

### **Computer literacy is a “huge” need**



A “huge” need for computer literacy was identified by several interviewees including the Community Resource Centre, The Sechelt Seniors Activity Centre, and the Gibsons and Sechelt Public Libraries. Staff in all these agencies describe a shift in the ways that computers are being used and in our definitions of computer literacy. In the past people wanted to learn how to use computer functions such as word processing but today finding information via the Internet is the major focus of computer use. People want to learn how to find information online as part of their daily lives, for example, to book airline tickets, purchase a BC Ferries passenger card, fill out Employment Insurance forms, and search an online newspaper for rental accommodation, among others.

*“In the past I might have called my mother to ask her a question. Now I just google it.”* (Janice Rafael, Manager, Community Resource Centre, Sechelt)

### **There is a need for overall coordination, cooperation and collaboration**

Several interviewees mentioned the need for more overall coordination of programs and services. One described “a sense of being fragmented without a handle on what we’re doing well and what the important needs are.” There was also a feeling that there is some duplication of effort in the early years initiatives and a need to work more closely with other community agencies to strengthen and support what we already have and to finetune and complement what each agency is doing. At the same time the Early Childhood Development Table was cited as a model of inter-agency cooperation that could perhaps be extended to other life stages.

The need to find more creative ways to reach people and to get the word out about programs and services was a theme in the interviews. There was a suggestion that an inter-agency approach to public awareness and publicity might be effective. Inter-agency cooperation was deemed essential in meeting the needs of the whole person.

*“When somebody has a mouth full of rotten teeth and they’re four, you have to look at ways to address those basic needs because that’s part of literacy work.”*

School District Teacher

### **Are we reaching the most vulnerable?**

Whether programs and services on the Sunshine Coast are reaching those who are most in need is a theme in the interviews and the visioning process. Situational barriers to participation – such as lack of child care and transportation and money – are often cited as roadblocks. Early childhood initiatives such as StrongStart address these barriers but, even so, it was pointed out, people still have to get *to* the program. There is a clear sense that programs and services serve those who are mobile and, in particular, drive.

Lack of childcare came up several times in the interviews and the visioning meetings. The need for universal access to high quality affordable childcare is seen as critical to supporting families on the Sunshine Coast.

## **Reaching our youth**

How to reach our youth and meet their needs was also a major theme in the interviews and the visioning. More than one interviewee described a “lost generation” and reflected on the difficulties youth may experience in their lives with school, work, and family life. The prevalence of alcohol and drugs in the lives of some of our youth was also cited as a community issue. The importance of mentoring youth through the challenges of life, and having at least one significant adult in their lives, was a strong theme in the vision. It was also noted that “our youth are disappearing” – a declining birth rate, an aging population, and the need or desire of youth to move off the Coast to pursue further education and employment, all contribute to the changing demographics of the Sunshine Coast.

*“Most of the kids who have some difficulty in school have some kind of difficulty at home.”* Community Worker

*“When you have survival needs – for example, a roof over your head – literacy gets shoved down the list.”* Youth Worker

## **Goals/Action Plan**

This report represents an ongoing process that is a collaboration between the Literacy Now community literacy planning process and School District No. 46. The collaboration has been productive and energizing and the Task Force looks forward to continuing the process and completing this report in the fall. In the fall our plans are as follows:

- The interviewing process will be continued in order to ensure we are inclusive of all key stakeholders (September).
- Visioning meetings will take place among the aboriginal communities on the Coast, and in the community of Pender Harbour/Egmont (September).
- The research and planning in September will be documented and added to the report (by September 30).
- The Task Force will meet on October 3 to review the revised report and reflect on priorities and action plans.
- The report will be further revised based on the recommendations of the Task Force and circulated within the community.

- A community meeting will be held in Robert's Creek on October 21, 2008 to gain input into the action plan.
- The report will be revised based on the results of the research, planning and community meetings and submitted to 2010 Legacies Now by November 30, 2008.
- The final report will be launched and celebrated in the community during Family Literacy Week in January 2009 as one of a series of Family Literacy Week initiatives.

## **Appendix A: Community Visioning Meetings**

## Capilano College, Sechelt, May 29, 2008

### Participants

- Gord Anderson, Service Canada
- Bev Craig, District Literacy Teacher, School District No.46
- Bonny Creak, Children's Librarian, Sechelt Public Library
- Heather Gordon, Coordinator, Chatelech Community School, and Project Manager, Lighthouse Learning Network
- Ali Khan, Sechelt Chamber of Commerce
- Stacia Leech, Coordinator, Roberts Creek Community School
- Iris Loewen, Chief Librarian, Sechelt Public Library
- Kerry Mahlman, School District No.46
- Cheryl McEwan, M. Magas & Associates, Sunshine Coast Employment Centre
- Cathy McCubbin, School District No.46
- Carol Nielsen, Capilano College
- Sue Perry, Sechelt Indian Band

### Evaluations

#### What worked well?

- very interesting and fun – 5 station exercise as well as the picture clipping one – wonderful!
- excellent time management on Sandy's part
- awesome dinner Sandy, thanks so much
- good opportunity for discussion of the topic
- ice breaker pictures
- walk – so interesting to see what everyone thought about the life stages
- food – super!
- intro exercise
- opportunity to provide visioning on all of age groups
- interaction with others
- great food/refreshment
- good overview
- the activities and atmosphere. I liked that the work vision “chunks”
- the food was delicious!
- liked the informal format
- enjoyed the exercise
- excellent food
- visionary exercise worked really well
- small but good mix in the group – very creative discussions
- small group
- sharing themes at the end

- opening exercise set the mood
- visioning exercise worked even for small group
- good to not just sit
- “very rich”
- group work and permission to create a perspective
- loose guidelines of how to respond to questions
- food
- we weren’t pressured or expected at this time to do anything other than share our ideas

### **What could be improved in future meetings?**

- Starbucks coffee – it’s free
- more participants – although that is totally out of anyone’s’ control
- nothing!
- more participants
- include a contemplation of “cultures”, along with the spectrum of ages.
- might contemplate literacy needs of “employment sectors” as well
- earlier in day
- maybe we could do some meetings with youth seniors?
- earlier in the day – 4pm – I am brain dead
- more participants – maybe?
- really all good
- was going to comment on flip charts, but liked the informal format
- prefer informal environments to generate new or improved ideas

## **Gibsons Public Library, Gibsons, June 4, 2008**

### **Participants**

- Bob Benmore, District Numeracy Teacher, School District No.46
- Bev Craig, District Literacy Teacher, School District No.46
- Marah Farmer, Children’s Librarian, Gibsons Public Library
- Linda Forsythe, Community Member (Retired, Douglas College)
- Vern Giesbrecht, Community Member (Retired, Capilano College)
- Noelle Hanuse
- Diane Lim, School District No.46
- Kerry Mahlman, Principal, School District No.46
- Paul Martiquet, Medical Health Officer, Vancouver Coastal Health
- Chris Reid, Gibsons Rotary Club
- Debra Nelsen, School District No.46

- Carol Nielsen, Coordinator, Community Access to Literacy and Learning, Capilano College
- Diane Piedmont,
- Nancy Randall, Librarian, Halfmoon Bay Community School
- Farel Sage, Community Member
- Jason Scott, Gibsons Community School
- Michelle Southam, Chief Librarian, Gibsons Public Library
- Gregory Walter, Principal, Halfmoon Bay

## **Evaluations**

### **What worked well?**

- introductions using photos to initiate ideas
- networking of different backgrounds
- dividing conversations into the various age group categories
- the picture activity for introduction and connection to literacy
- the small group discussion and recording on the charts
- groups
- sheets/lists
- picture introductions
- stations
- format
- presentation
- group work
- loved the innovative introductions
- stayed on time and on focus
- very good sharing of ideas
- the input from such involved community members
- literacy is already a community aim and the informal discussion opportunities reveal this
- small groups, brainstorming
- good ice breaker
- large group discussion after

### **What could be improved in future meetings?**

- IT went as well as it could
- very positive experience
- interesting group of people
- a plan for where we will go from here
- more time

- can't say – the exercise had a good flow, encouraged everyone's participation, encouraged creative thinking
- no suggestions for improvements
- must follow up on the info collected – what it useful

## **Appendix B**

### **Single interviews**

- Jean Bennett, Dean, Capilano College, Sunshine Coast
- Bev Craig, District Literacy Teacher, School District No. 46
- Kirsten Deasey, Early Learning Teacher, School District No. 46
- Vicki Dobbyn, Executive Director, Community Services of the Sunshine Coast
- Ian Jacques, Editor, Coast Reporter
- Janice Rafael, Manger, Community Resource Centre, Sechelt
- Jason Scott, Coordinator, Gibsons Community School
- Wilma Lorimer, President, Sechelt Seniors Activity Centre
- Marion Prochnau, Sunshine Coast Employment Centre
- Michelle Southam, Chief Librarian, Gibsons Public Library

### **Group interviews**

#### **CapilanoU**

Adrian Belshaw, ABE Instructor (Math)  
Carol Nielsen, Coordinator, Community Access to Literacy and Learning  
Elinor Swanson, Departmental Divisional Assistant  
Sandi Ward, Receptionist  
Becky Wayte, ABE Instructor (Computers)

#### **Lighthouse Learning Network**

Diane Corbett  
Heather Gordon  
Diane Hill  
Sue Lamb  
Stacia Leech  
Carol Nielsen  
Marg Penney  
Diana Rae  
Jason Scott  
Jan Smalley

#### **Sechelt Public Library**

Bonny Creak, Children's Librarian  
Beth Dodds, Public Services/Interlibrary Loan



Iris Loewen, Chief Librarian  
Lolly Mackenzie, Public Services Supervisor