
KAMLOOPS/THOMPSON SCHOOL DISTRICT/COMMUNITY LITERACY PLAN

KAMLOOPS, BARRIERE, CHASE, CLEARWATER, LOGAN LAKE

VISION STATEMENT: AN ENRICHED FUTURE FOR OUR COMMUNITY THROUGH LITERACY

SPRING, 2008

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INTRODUCTION

Situated at the confluence of the North and South Thompson Rivers, the Kamloops/Thompson School District serves Kamloops and the outlying communities of Clearwater and Barriere to the north, Chase to the east, and Logan Lake to the south. We are people with long traditions in the forest, ranching and mining industries. Seven First Nations bands contribute to the richness of our communities: the Kamloops Indian Band, the Whispering Pines-Clinton Band, the Skeetchestn and Simpcw Bands, the bands of Adams Lake, Little Shuswap and Neskonlith, as well as the Metis Nation and the Interior Indian Friendship Centre.

For the past two years, partner groups in our communities have contributed to increasing our literacy levels. This work culminated in the Kamloops Community Literacy Plan, completed in April, 2008, which is a project of Literacy in Kamloops (Link) and the Learning and Literacy Study for the Lower Thompson Valley, completed in 2006. This contribution builds on British Columbia's Literacy Action Plan, and the work done in the school district over the past seven years. In 2001, the first District Early Literacy Plan was developed, and updated in 2003. In 2004, we put together our K – 12 Numeracy Plan. Our second Aboriginal Education Enhancement Agreement was signed by the School District, the First Nations Education Council of SD73, and the Ministry of Education in April, 2006. Our annual District report and Aboriginal report include disaggregated data, both at the school and district level used to track the actual progress of our First Nations students. District strategic plans include the Accountability Contract: Transition Plan developed in 2007, and the five-year plan, "Planning for the Future", completed in June, 2008. These plans are based upon our schools' Improvement Plans, which express literacy and numeracy goals for all students.

Over the next five years, School District 73 is committed to collaborating with the many literacy stakeholders and literacy initiatives in our communities to help build comprehensive community literacy plans for each of our areas. We intend to use our unique characteristics and strengths to ensure coordination of literacy programs and to provide leadership in the important goal of improving literacy in all our communities from early childhood to adulthood. With the provincial Ministry of Education, we believe that, "Literacy is everyone's responsibility and, by working together, literacy is within everyone's reach."

SUMMARY OF GUIDING PRINCIPLES

The Kamloops/Thompson School District has developed a plan which lays out goals and objectives for each year of the next three-years. Our intent is to increase our community and student literacy levels through a specific focus on five key areas: early childhood, elementary students, secondary students, adults, and aboriginal peoples. It must be noted, however, that this plan is not a "finished" document; it is a work in progress that will be adjusted as the plan unfolds.

Our work was guided by a concept of literacy expressed by Literacy Now. "Where once literacy was thought of as encompassing only reading and writing, we now accept that there are many literacies. Literacies enable us to communicate, represent and evaluate knowledge in multiple ways."

GUIDING PRINCIPLES

The work done over the past year was guided by four main principles:

COMPREHENSIVE

Our goal was to identify all agencies and organizations, in each of our five communities, that are currently offering literacy programs or literacy supports to children, youth, and adults. These included all formal or informal programs or activities that are either the agency's direct mandate or part of its mandate. We aimed to develop as complete a picture as possible of literacy in our region.

COLLABORATIVE

Upon identifying the many diverse agencies and organizations involved with literacy, our goal was to listen carefully in order to understand fully these programs in terms of activities offered, clients served, needs and issues raised. We also sought to understand the unique character of each community, as well as literacy needs not being met and resources needed.

INCLUSIVE

- Community literacy meetings were advertised through newspaper ads, posters, and school newsletters.
- Contacts were developed with agencies representing a wide range of sectors: culture and heritage, immigration, employment and business, aboriginal bands and Friendship Centre, centres for the most vulnerable in our society, child and family development, health and education, university, elementary and secondary schools.
- Contacts were developed with our local literacy groups, Literacy Now and KELLI (Kamloops Early Learning and Literacy Initiative).
- Large- and small-group meetings
- Reports, notes and minutes were circulated after meetings.

SUPPORTIVE

Literacy meetings were held in all our communities and with our aboriginal bands and associations. All individuals were encouraged to express their perspectives and points of view regarding literacy needs and issues in order to ensure representation from all sectors of our communities, and the most complete possible understanding of literacy in our communities.

LITERACY PLAN PROCESS

In the summer of 2006, a group of interested community members met with the aim of participating in the 2010 Legacies Now Community Literacy Initiative. The community members included people who had long been involved in promoting and improving literacy in our community, including representatives from the School District and TRU, members of the board of Learning Works (Laubach Literacy Council), members of Kamloops Early Language and Literacy Initiative, representatives of Make Children First, and representatives of the TNRD Library system and the City of Kamloops. On September 19, 2006, a community meeting was held and the Kamloops Literacy Now initiative was launched with input from a large and diverse group of individuals and organizations.

The work of the next year was to regularly meet to refine goals and set priorities for the literacy plan. The task group presented its plan to School District 73, and in a community meeting on February 26, 2008, representatives of the school district affirmed that the plan reflected the goals of READ NOW BC and that aspects of the plan would be incorporated into the district literacy plan.

Subsequent to this initial meeting in February, and over the next two months, meetings were held in the following communities and with the following groups:

Barriere Community

- Barriere Elementary School
- Barriere Secondary School
- First Nations Advisory
- Yellowhead Community Services (Mother Goose, Roots of Empathy, Healthy Beginnings, Prenatal Support, Families First, Pathways to Competence, Development Delays Assessment)
- T.N.R.D. Library System
- Barriere Employment Services
- Thompson Rivers University
- Barriere Ridge Daycare
- School District 73 Trustee

Clearwater Community

- Raft River Elementary School
- Clearwater Secondary School
- Yellowhead Community Services
- Municipality of Clearwater
- Clearwater Employment Services
- Thompson Rivers University
- Parents Advisory Council of Clearwater Secondary
- T.N.R.D. Library System

Chase Community

- Haldane Elementary School
- Parent Advisory Council of Haldane Elementary
- Chase Secondary School
- Chase Aboriginal Employment Services
- Chase Employment Services
- Interior Community Services
- T.N.R.D. Library System
- Adams Lake First Nation
- Little Shuswap First Nation
- Neskonlith First Nation

Logan Lake Community

- Logan Lake Elementary and Secondary Schools
- T.N.R.D. Library System
- Logan Lake WHY (Wellness, Health, Youth) Society (Preschool, Parents and Tots, Healthy Communities)
- School District 73 Trustee

Kamloops Community

- Kamloops Immigrant Society
- Theo BC
- Kamloops Work Search
- The New Life Mission
- Aboriginal Employment Services
- Thompson Rivers University First Steps Program
- First Nations Access to University Trades and Training Program (FNAUTT)
- Interior Indian Friendship Centre
- Service Providers for Pre-employment Programs (LTD Consulting, Pathways, Central Interior Trades and Apprenticeship Centre – CITAC)
- Kamloops YW/YMCA
- Interior Community Services (Make Children First)
- Literacy Now
- Input was also provided by the following:
 - • The Kamloops Food Bank
 - • The Boys and Girls Club
 - • Kamloops Library System
 - • The City of Kamloops
 - • Regional Literacy Coordinator

Kamloops Indian Band

Skeetchestn Indian Band

Whispering Pines Indian Band

The Metis Nation

Simpchw Indian Band

Adams Lake Indian Band

Little Shuswap Indian Band

Neskonlith Indian Band

Kamloops Thompson School District

A literacy task force was formed at both the elementary and secondary levels. These groups each met five times in order to discuss and review literacy strengths and needs at the school level. We also discussed ways of assessing and focussing our resources, both human and material, and the need for on-going Professional Development for both teachers and principals in effective literacy programs. Finally, we set goals and priorities for the next three years.

The elementary task force consists of school administrators, the district Literacy Coordinator, the District Principal in charge of student achievement, and teachers. The secondary group consisted of school administrators, and teachers representing each of the content areas and Learning Assistance.

STRUCTURE OF THE PLAN

The first part of this plan presents the process of developing our literacy plan, components of the district and community context, significant student achievement data of School District 73, and our community literacy inventory.

The second part presents the implementation plan, including goals developed in the Community Literacy Plans, as well as goals developed for each community, for the aboriginal communities, and for both the elementary and secondary systems in School District 73.

DISTRICT AND COMMUNITY CONTEXT

GEOGRAPHY

The Thompson Nicola region is located in south-central British Columbia. It includes Logan Lake in the south, Chase to the east on the Little Shuswap Lake, and Barriere and Clearwater to the north, in the North Thompson valley. Kamloops, the largest community in the region, is situated at the confluence of the South and North Thompson Rivers. The climate of the region ranges from the semi-arid steppe climate of Kamloops to the grass lands in the south, and the mountainous forest areas to the north. "Kamloops" is the anglicised version of the Shuswap word "Tk'emlups", meaning "meeting of the waters".

HISTORY

The history and culture of the Thompson Nicola is closely connected with the land. Ranching has been a traditional way of life in this region, as well as forestry and mining. The Secwepemc (Shuswap) nation exclusively inhabited the area prior to the arrival of European settlers. The Secwepemc people were hunter-gatherers who relied on the land for sustenance, but also travelled the rivers to trade with other nations. Europeans initially came to trade for furs but stayed to establish cattle ranches, orchards, farms, and logging and mining operations.

INDUSTRY

The economy of the Thompson Nicola region relies heavily on resource-based industries. Major Kamloops-area industries include primary resource processing such as Domtar Kamloops' Pulp Mill, Highland Valley Copper Mine (in Logan Lake) and other forestry mills in Barriere and Clearwater. Kamloops is also a transportation hub for the region due to connections to Highways 5 and 97C, the Trans-Canada and Yellowhead Highways and both national railways.

The region's economy has suffered major blows to both the forestry and ranching industries in recent years. The wildfires of 2003 destroyed the Louis Creek division of Tolko Industries near Barriere, as well as 170, 000 hectares of forest, with major timber stock losses. The recent downturns in the forest industry have seen closures of mills in Clearwater and of the Weyerhaeuser Sawmill in Kamloops.

DEMOGRAPHICS OF THE REGION

The following statistics have been taken from the census of 2006.

Community	Population,2006	Population,2001	Percentage Change
Kamloops	92,882	77,281	2.0
Barriere	1209	1288	-6.13
Clearwater	Unavailable		
Chase	2409	2470	-2.5
Logan Lake	2162	2185	-1.1

The statistics below are those of the Kamloops/Thompson School District, rather than of each community individually. They have been taken from BC STATS 2006 Statistical Profile for Kamloops/Thompson School District.

The Kamloops/Thompson School District student population is 14, 519, which is a decline of 31 students from June, 2007. Approximately 14% of our students are First Nations. Enrolment has been decreasing for a number of years and is expected to decrease as far into the future as can be projected. September, 2007 enrolment is as follows:

Elementary	- 7,728
Secondary	- 6,417
Aboriginal Students	- 2,053

AGE DISTRIBUTION AND FAMILY STRUCTURE

The largest demographic group in the Kamloops/Thompson School District consists of those aged 25 to 64 years (60,331 of a total of 108,617 people). Almost 15 % of the total population is over the age of 64, approximately 10% are between the ages of 18 and 24, and 20% are below the age of 17 years.

Clearwater and Barriere have struggled over the past six years to retain young families in the communities. After the wild fires of 2003, many families left Barriere to seek employment elsewhere. Of those remaining, many workers left their families in Barriere and took employment elsewhere, a situation that results in the breadwinner being away from his family for weeks or months at a time. Mill closures in Clearwater have very negatively affected the employment rates in that community with a resulting impact on the whole community. Families have been affected but so too has the overall quality of life in Clearwater, since many professionals have left. The census of 2006 reports that lone parent families make up 29% of families with children in our region, but that percentage is rising with recent negative impacts to the ranching and forestry industries.

ETHNIC BACKGROUND

A significant percentage of our population is made up of Aboriginal people, almost 7% of the total number. This number represents the people of the Secwepemc bands in this region, as well as Aboriginal people originating in other parts of the province or country.

Visible minorities make up only 5% of the population in our region, a rate much lower than the provincial average of 21.6%. The largest minority group is the South Asian population (1.9%).

ECONOMIC FACTORS

Although some of the communities in our region are undergoing economic hardship, currently Kamloops is experiencing a development boom in the construction industry and an increase in small businesses and self-employment.

In our region, technical trades and skilled occupations account for 30% of the labour force. 12% of the population are occupied in professions, 9% in management, and 48% of the population are employed in less skilled occupations.

The average family income in the Kamloops/Thompson region, in 2006, was \$59,889, which is \$4,922 below the provincial average (\$64,821). This number has, in all likelihood, decreased over the past few years, since in 2000 it was reported that 21% of the population was involved in forestry, mining and agriculture. The percentage of the overall figure for average household income in our region shared by the poorest families is 22%.

Although development in the construction industry has created a demand for skilled trades people in Kamloops, unemployment rates have risen in our region over the past few years. The unemployment rate in the region is at 5.5%, up from 4.4% last year.

EDUCATION

Education levels in the Kamloops/Thompson School District are generally lower than the provincial average. Of the people aged 25 to 54 in the Kamloops/Thompson region, 20% have not achieved high school graduation, and 46% have not completed a post-secondary degree. The average of 18-year-olds who had not graduated in the years 2004, 05, 06, was 28%, although currently, our school completion rate is 79%. Of non-cannabis drug offences reported, 37% were attributed to juveniles between the ages of 12 and 17 years.

VULNERABILITY FACTORS

According to British Columbia Statistics, an average of 21% of students in Grades 4 and 7 in School District 73 scored below average in reading in 2006. The Children in Care rate in 2006 was 15% of children, which is above the BC average of 10%. The percentage of youth (ages 19 – 24) receiving Employment Insurance in 2006 was 2.5%, above the BC average of 1.9%.

Composite Learning Index

The Composite Learning Index (CLI) is a project of the Canadian Council on Learning. It is a source of information that provides an annual measure of Canada's performance in a number of areas related to life-long learning. The 2008 CLI is made up of 17 indicators and 25 specific measures. These are organized within four pillars of learning:

Learning to Know (literacy, numeracy, critical thinking, general knowledge);

Learning to Do (applied skills often linked to occupational success, computer training, apprenticeships);

Learning to Live Together (values of respect and concern for others, social and inter-personal skills);

Learning to Be (learning that contributes to the development of a person's body, mind and spirit, reading, internet use, activities such as sports and the arts).

The specific measures used to measure each pillar have defined units that quantify each indicator. For example, Youth Literacy Skills is an indicator that uses four specific measures from the OECD's Programme for International Student Assessment (PISA). The four measures consist of mean scores for 15-year-olds, in problem-solving, reading, math, and science.

Below are the CLI 2008 scores for Lower Thompson-Nicola (LTN), Upper Thompson Nicola (UTN), Thompson-Nicola Rivers and Peaks (TNRP), and for BC. It should be noted that these scores do include areas outside of School District 73.

Domain	LTN	UTN	TNRP	BC
Learning to Know	4.9	4.9	4.0	5.9
Learning to Do	4.7	4.4	5.3	5.4
Learning to Live Together	4.2	4.3	4.2	5.0
Learning to Be	6.2	5.7	5.5	5.8
Total Score	75	74	77	80

**The range of scores is intended to evoke the percentage scales used in schools; however, CLI scores are relative, and there is no value that represents perfection (i.e. 100 is not the maximum achievable total score). Rather, each year's top score represents the best the region has to offer.

Early Development Instrument

The Early Development Instrument (EDI) is a tool that assesses children's readiness to participate in and benefit from school activities. It assesses children's development in kindergarten on five scales: physical health and well-being, social competence, emotional maturity, language and communication, and general knowledge. Children who score in the lowest 10% of the range of scores are considered vulnerable within that developmental domain.

This assessment is part of The Early Child Development Mapping project, which is administered by the Human Early Learning Partnership, in partnership with community networks.

District-wide, 21.4% of children were rated as vulnerable on at least one domain of their development, in 2006, which is a decrease of 3.3% since 2004. In Barriere and neighbouring Heffley Creek, that percentage is reported at 35.48% and 37.50%. The other neighbourhood with a high vulnerability index was North Kamloops with 43.8% of children vulnerable on at least one domain of their development. Five neighbourhoods had an increase in vulnerability since the last sample in 2004, the largest of which was in northwest Kamloops (+8.3%). Six neighbourhoods, including Brocklehurst (-14.2%) and the North Thompson (-14.0%) experienced decreases in vulnerability.

DISTRICT DATA

Four goals were identified in the 2006/07 Achievement Contract, including the following goals:

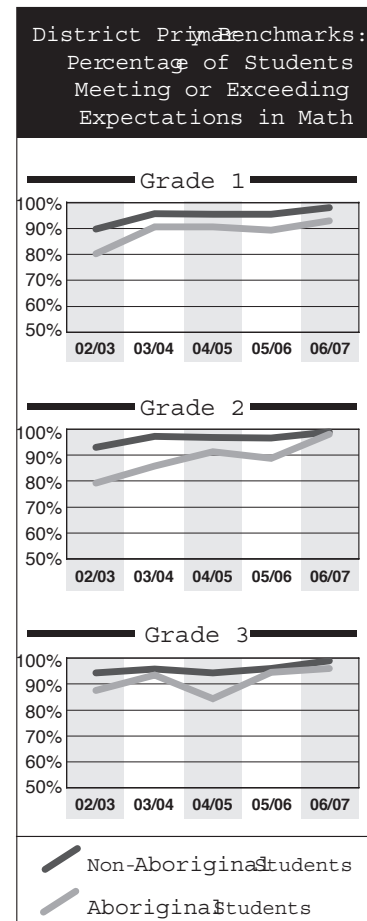
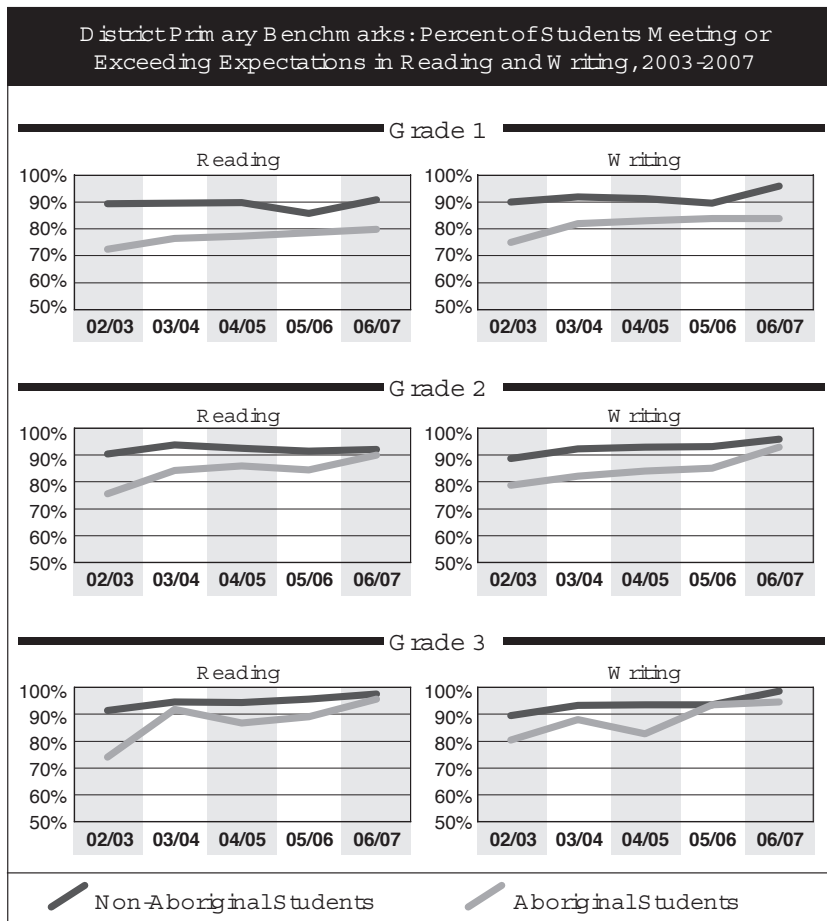
- Improve students' literacy skills, Kindergarten to Grade 12
- Improve students' numeracy skills, Kindergarten to Grade 12.

The following assessments are used to track data trends over time, to support ongoing district and school improvement processes and to monitor the progress of all students.

DISTRICT PRIMARY BENCHMARKS: READING AND WRITING, GRADES 1 – 3

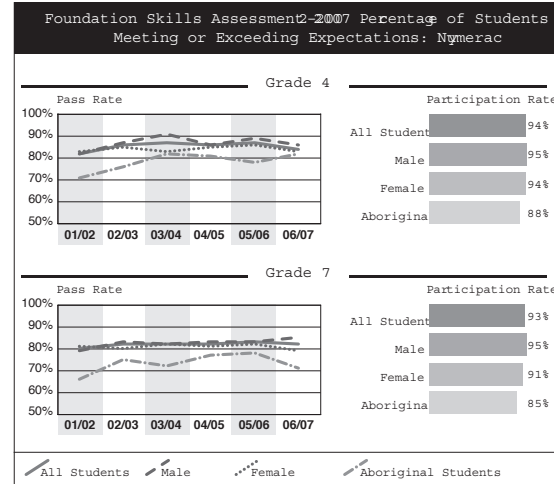
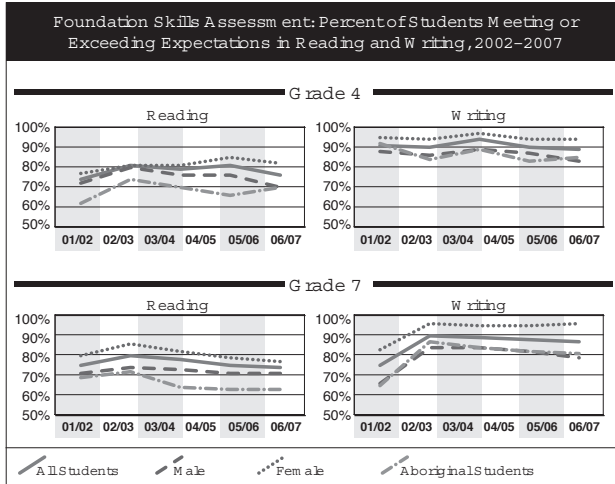
Using a variety of evaluation instruments, district schools measure the achievement of primary students. The results are called Primary Benchmarks.

For non-Aboriginal students in 2006 – 07, results were higher than the previous year's results in both reading and writing. The results for Aboriginal students met the district goal of a 1- to 2-percent improvement, with the exception of Grade 2 writing. The biggest improvements for Aboriginal students were seen in Grade 2 and 3 reading, and Grade 3 writing. In numeracy, results continued a positive five-year trend for non-Aboriginal students. The results for Aboriginal students showed improvement at all three grade levels.



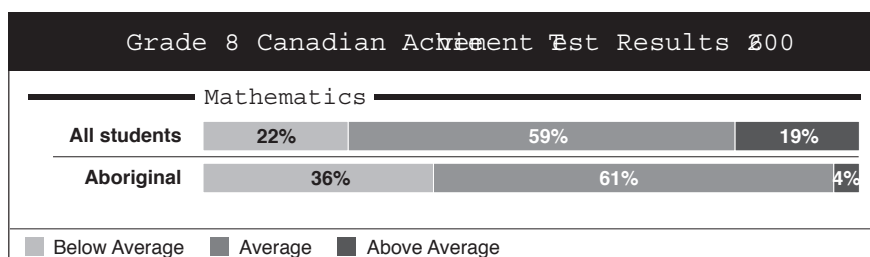
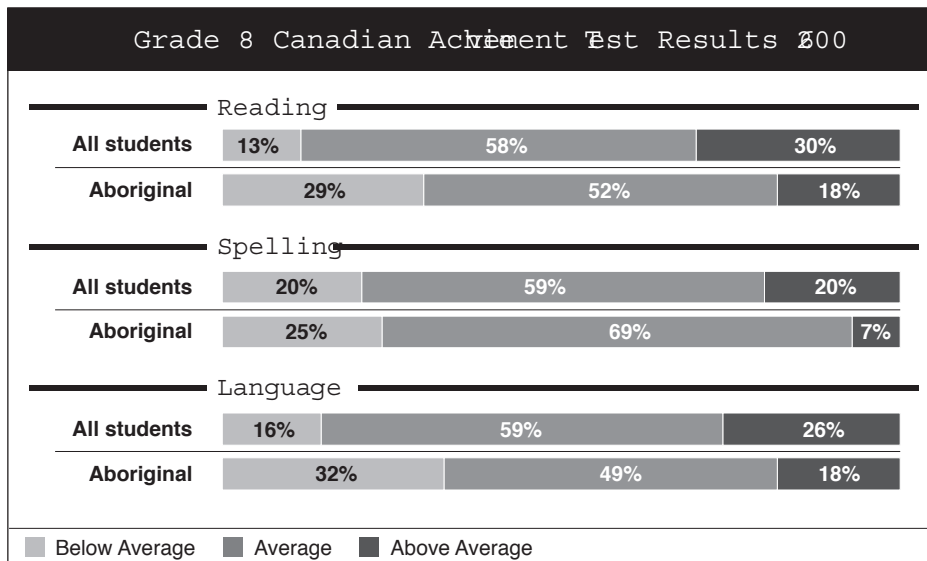
FOUNDATION SKILLS ASSESSMENT

District results for 2007 met or exceeded provincial averages for both reading and writing. Among district Aboriginal students, the 2006 – 07 FSA results showed improvement in Grade 4 reading and writing, and Grade 7 writing. On the numeracy portion of the 2007 assessment, the overall results for district students were similar to provincial averages. The 2007 FSA results for district Aboriginal students showed an improvement in achievement at Grade 4 and a decline in achievement at Grade 7.



GRADE 8 CANADIAN ACHIEVEMENT TEST RESULTS

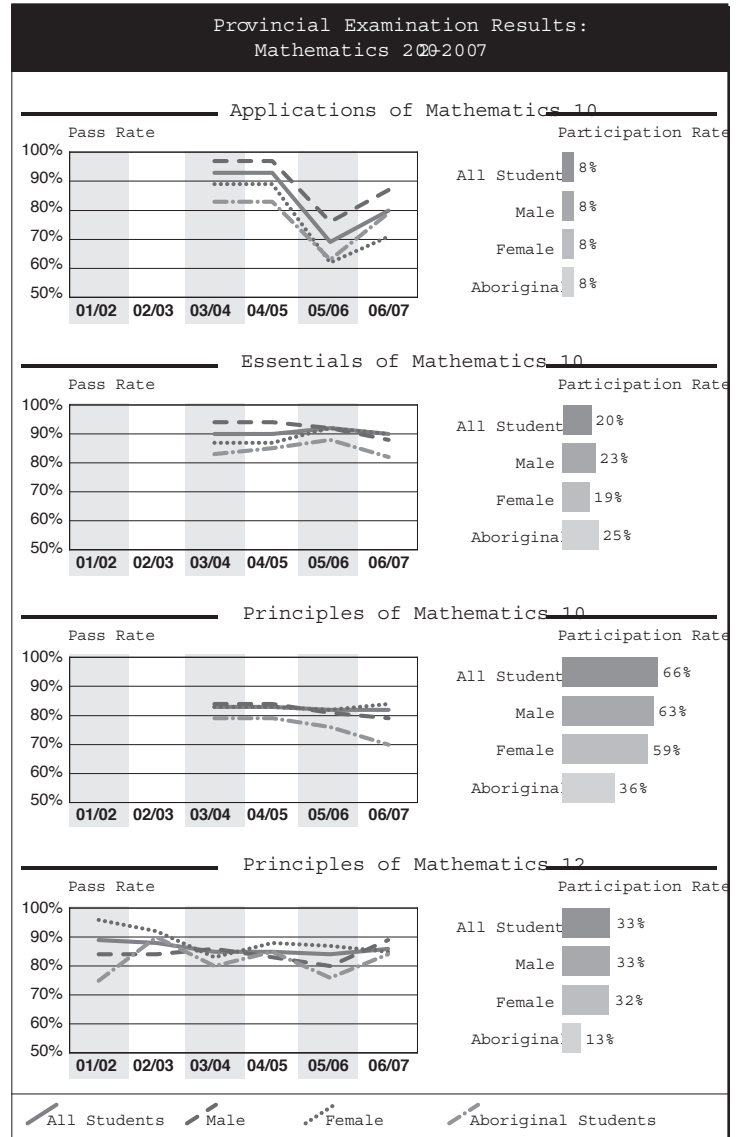
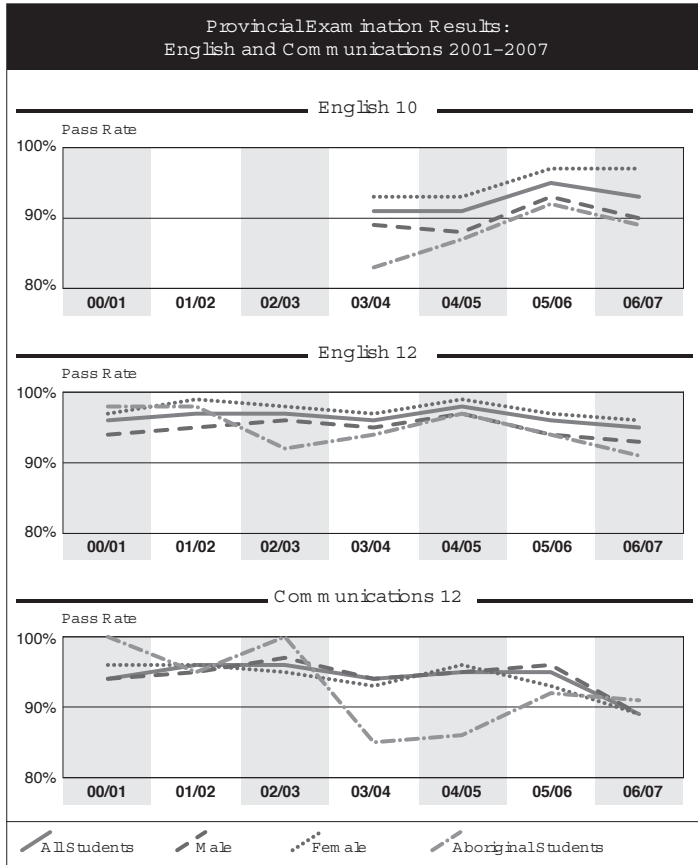
On the 2006 CAT, most district Grade 8 students achieved average or above-average results in reading (88 percent) and spelling (79 percent). Results for the district Aboriginal students were significantly lower than for the total student population, with 29% in reading and 25% in spelling achieving below-average results. On the mathematics portion of the test, 80 percent of district student achieved average or above-average results. About two-thirds of Aboriginal students achieved average or above-average results.



PROVINCIAL EXAMINATION RESULTS

On the English 10 exam, the success rate for all district students was 93 percent, and for Aboriginal students, 89 percent, lower than in 2006. On the English 12 exam, the success rate for all district students was 95 percent, and for Aboriginal students, 91 percent.

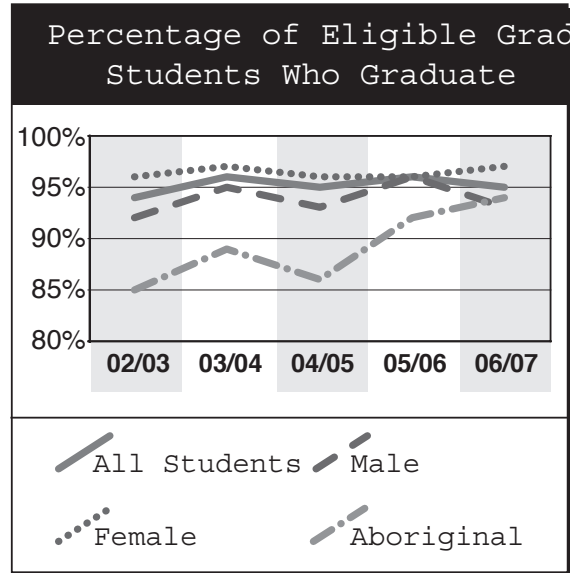
With regard to numeracy, district Aboriginal students had a lower success rate than district students as a whole on the Essentials of Math 10 and Principles of Math 10 exams.



TRANSITION RATES

Grade 12 Completion Rates

In 2007, 95 percent of all eligible district Grade 12 students graduated. The percentage of eligible district Aboriginal students in Grade 12 who graduated reached 94 percent in 2007.



Grade-to-Grade Transition Rates

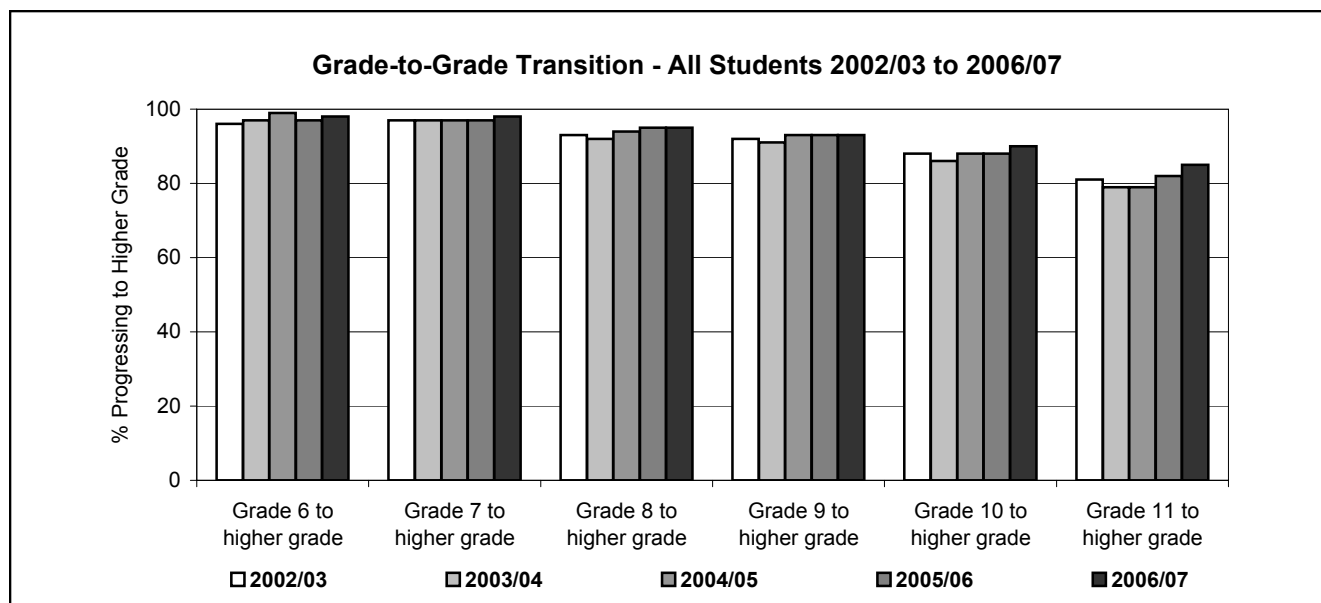
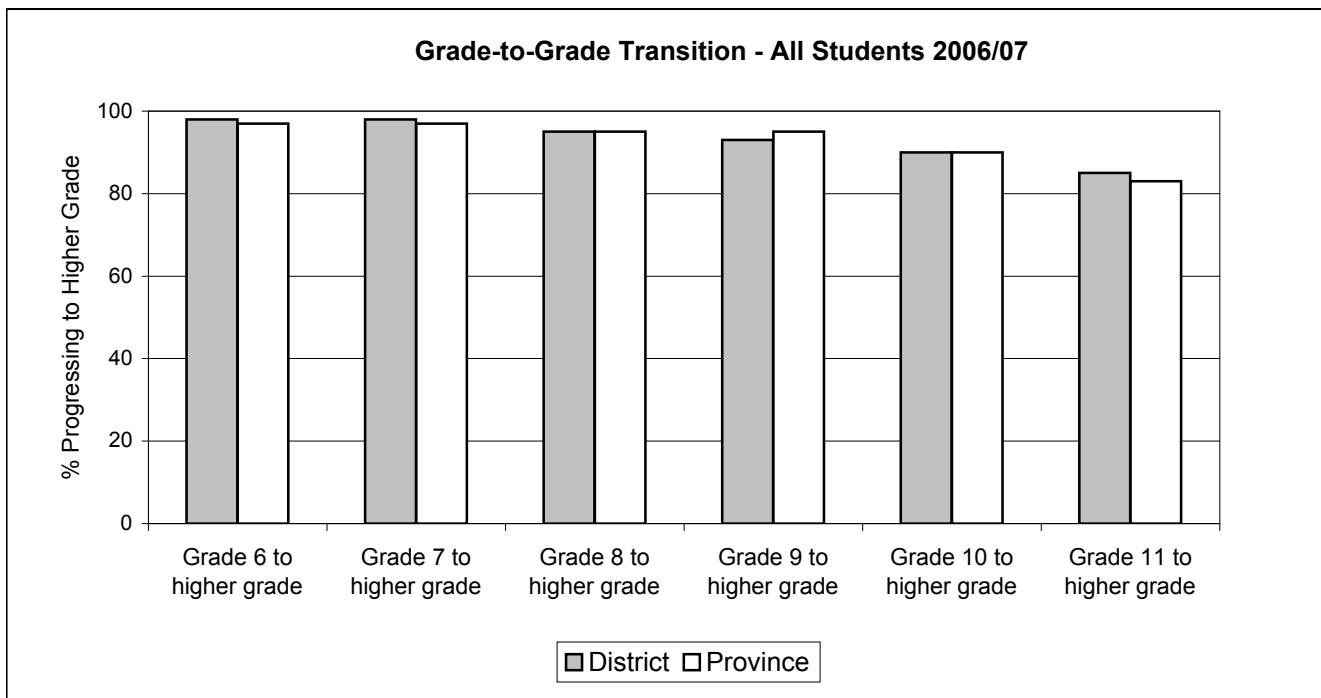
In 2002/03, 98 percent of non-Aboriginal students transitioned from Grade 7 to Grade 8, compared with 92 percent of Aboriginal students. Of that cohort, 87 percent of non-Aboriginal student moved from Grade 11 to Grade 12, compared with 76 percent of Aboriginal students. That percentage compares very favourably with the 63 percent of Aboriginal students who made the transition from Grade 11 to Grade 12 in 2002/03.

(See table next page)

Transition Rates

SD 073

School District 073 - Kamloops/Thompson	Percent (%)					
	Grade 6 to higher grade	Grade 7 to higher grade	Grade 8 to higher grade	Grade 9 to higher grade	Grade 10 to higher grade	Grade 11 to higher grade
All Students						
2002/03	96	97	93	92	88	81
2003/04	97	97	92	91	86	79
2004/05	99	97	94	93	88	79
2005/06	97	97	95	93	88	82
2006/07	98	98	95	93	90	85



LITERACY CONTEXT – OUR COMMUNITY LITERACY INVENTORY

ISSUES AND NEEDS

In assessing our communities' literacy needs, we were reminded that, according to the Ministry of Education literature, one in four students begins kindergarten lacking the skills needed to succeed. These skills include reading readiness, but also include numeracy readiness, book knowledge, oral language development, and the ability to appropriately focus and socialize, among others. Without these skills, students experience many challenges throughout their school lives. And low literacy follows these students throughout their lives, lowering their chances of reaching high school graduation and finding meaningful employment. According to Ministry literature, more than 11,000 students each year fail to graduate from high school.

Although each community is fortunate in having many people devoted to improving the literacy level, each agency seems to operate in isolation and without the ability to network and communicate with others. As well, many agencies operate from year to year on grants that can easily disappear and on a base of volunteers that is not sustainable. In order to work together in a meaningful and productive way, the agencies engaged in the work of developing community literacy must receive a well-defined and clear source of funding.

These very important overall concerns, reported and identified by the representatives of the communities, are reflected below.

1. Kamloops

As listed above in the Literacy Plan Process section, Kamloops is fortunate to offer many opportunities to address literacy and developmental needs in early childhood. Programs to address adult literacy needs are fewer.

Many representatives of these organizations contributed to the Literacy in Kamloops initiative, which began in September, 2006. Issues identified in this process include the following:

- Lack of coordination among the various agencies offering similar early childhood and youth literacy programming (Library, New Life Mission, Food Bank, The Boys and Girls Club, The Kamloops YM/YWCA, Interior Community Services, The City of Kamloops);
- Low levels of education of some segments of the population who experience problems with employment, including new immigrants, people who have lost jobs in the resource industries, those on Income Assistance;
- Upgrading and retraining needs for people facing multiple barriers to finding and keeping employment including youth, immigrants, First Nations people and others;
- Poverty rates among those in our society with learning disabilities and low levels of literacy;
- Support for parents with weak skills in readying their children for school including accessible quality daycare;
- At-risk youth in the community and out of school;
- Lack of appropriate venues for adults with low literacy stigma;
- Lack of assessment and diagnosis services for adults in the community;
- Need for trained literacy volunteers;
- Support of employers for literacy programs with regard to workers' needs or family needs;
- Intergenerational connections for seniors with low literacy.

It is important to note that these issues and needs have also been expressed in the Literacy in Kamloops (LINK) Community Literacy Plan, completed in March, 2008.

2. Barriere

The Lower North Thompson Valley encompasses the communities of McLure, Louis Creek, Chu Chua, Darfield and Little Fort, as well as the town of Barriere, which is situated 66 kilometres north of Kamloops. Following the devastation of the wildfires of 2003, and the destruction of the local Tolko Industries site and many homes and businesses, the community has experienced significant change. Both the social and economic base of this community has changed. There are fewer young families, and more adults and retirees residing in the community.

In November, 2005, a task group began the process of building a Lower North Thompson Community Literacy Plan. In the fall of 2006, with a wide input from community stakeholders, a very comprehensive plan was completed and submitted to the Cariboo-Chilcotin Partners for Literacy group. Its goals are reflected later in this plan, and its concerns are included below.

The following issues and concerns were identified by the Lower North Thompson Learning and Literacy Committee:

- Low levels of literacy of many adults in community; (The 2006 Literacy Plan reported that 30% of people in the 35 – 44 age group did not have high school graduation, with twice as many females as males. This total was 13% higher than the BC stats, and more than twice the number for females.)
- Significant barriers to employment, which include literacy; (27% of Employment Insurance clients lack high school graduation.)
- The declining forest industry accounts for 55% of the base economy; therefore, upgrading and re-training is most critical;
- All education and training through TRU is on a cost-recovery basis, therefore student numbers per course or program may prevent the training from occurring;
- Wide range of literacy or training needs in a small community;
- Inability of adults with families to access training or upgrading programs since funding cannot replace earnings;
- Transportation issues for adults needing to access services in Kamloops;
- Isolated families who cannot access early childhood programs;
- Relatively high percentage of students in Barriere identified as belonging to a Ministry of Education Special Needs category (approximately 11% of elementary students);
- Increasing incidence of “street kids”;
- Need for more and alternate programs for youth and adults with low literacy;
- Better coordination needed between agencies providing service to needy families;
- Better communication between library and schools;
- Funding to expand services to adults and to pre-school children and parents;
- Parenting skills.

One of the most important issues expressed by the community group in Barriere is a concern for the rising group of youth who have dropped out of school and who are directionless in the community. The group recognizes the multitude of factors (behaviour problems, lack of motivation, family problems, lack of attendance and a high involvement with part-time work) that contribute to a lack of student success in conventional school programs. It seems essential in these small communities to develop partnerships between the School District and other agencies and institutions to provide alternate educational programs for these unsuccessful young people.

3. Chase

Chase is located 60 kilometres east of Kamloops on Little Shuswap Lake. Agencies deliver services to the town itself, and to nearby Pritchard, Celistia, Chase Creek, Scotch Creek and Sorrento. The area also includes three Aboriginal bands: Adams Lake, Little Shuswap, and Neskonlith.

The following issues and concerns were expressed by the community group in Chase:

- Increased unemployment with recent layoffs and cutbacks at Adams Lake Lumber, a major employer in the area;
- Very low literacy levels of adults accessing pre-employment services;
- Inability of adults to access upgrading or training because of lack of funding;
- Lack of programs to provide tutoring and upgrading to adults;
- Absence of assessment of adults who may be learning disabled;
- Stigmas attached to family need that form barriers to accessing programs;
- Transportation to literacy programs either in Chase or Kamloops;
- Parenting skills including single parenting issues;
- Low school readiness of students entering Kindergarten;
- Low literacy levels of parents of school-age children.

4. Clearwater

Clearwater is located 125 kilometres north of Kamloops and is the largest community in the North Thompson Valley. Agencies deliver services to the municipality and to the adjacent communities of Little Fort, Vavenby, Avola and Blue River. Since the predominant industry is forestry, and with mill closures, the vulnerability index is high in this community. The town reports that there are now fewer professionals in the area and, therefore, fewer services to families. The number of seniors has risen. The following issues and concerns were raised by the community group in Clearwater:

- Community values do not include literacy;
- Isolation of the community and lack of programs;
- A pressing need for specific upgrading and retraining opportunities for adults with low literacy levels;
- A very wide range of literacy needs in the adult population;
- Since TRU upgrading and retraining programs operate on a cost-recovery basis, many courses cannot be offered because of lack of numbers required;
- Since the Laubach Literacy Council ceased its operations, there is a lack of programs to provide tutoring and upgrading to adults with very basic literacy levels;
- A multitude of barriers to employment of adults on Employment Insurance;
- Lack of coordination in the various pockets of service to needy families;
- Transportation issues for adults needing to access services, either in Clearwater or Kamloops;
- Isolation of families and parenting skills;
- Drug and alcohol problems.

5. Logan Lake

Logan Lake is situated 60 kilometres south-west of Kamloops. Unique in that Logan Lake was originally formed as a community of workers of Highland Valley Copper Mine, it has felt the impact of the ups and downs of the mining industry. When it appeared that the mine was about to close, many of the workers left. Recently with the upsurge in the mining industry, many young families and workers have moved to Logan Lake. The following issues and needs were expressed by the community group in Logan Lake:

- Low level of literacy in the community and lack of valuing literacy;
- Lack of services in Logan Lake and transportation issues;
- Parenting skills;
- Isolation of stay-at-home moms;
- Family issues.

6. Aboriginal Associations (Interior Metis Child and Family Services, The Interior Indian Friendship Centre)

These urban associations offer support with pre-literacy to families within their jurisdiction. The following issues and concerns regarding early childhood literacy were expressed by these groups:

- Lack of knowledge of parenting skills, due to low literacy, and poverty;
- Lack of quality daycare;
- Lack of mentorship for young moms with weak parenting skills;
- Lack of parental involvement in children's literacy development;
- Lack of funding for literacy programs.

7. Aboriginal Associations (The Friendship Centre, FNAUTT Program, Aboriginal Employment Services, The Gathering Place at TRU)

These agencies deal with youth and adults requiring upgrading and training to achieve employment or entry into college programs. While they offer unique programs to address the low literacy rates of the adults they serve, they identified the following issues and needs:

- Quality daycare so that adults with children can access training;
- Transportation needs when accessing literacy programs;
- Funding for adults in poverty who need upgrading or literacy programs;
- Multitude of barriers to employment – child care, transportation, disabilities, addictions, funding, and more;
- Urban programs must be sensitive to First Nations adults' culture;
- Lack of flexibility and an individualized approach in some literacy programs;
- Funding and equipment for the successful tutoring and upgrading program in existence at the Friendship Centre.

8. Aboriginal Bands

The First Nations Bands included in School District 73 all recognize the need for pre-school programs to better ready their children for school. Each band is unique in its location in the community, its size, and individual characteristics.

Kamloops Indian Band

The focus in terms of literacy for the Kamloops Indian Band includes three strands: improving school and reading readiness, transitions from Grade 7 to 8 and from Grade 12 to post-secondary education or training, and a mentorship and pre-employment program for secondary students. This band offers a well-articulated pre-school program, as well as a Head Start program and tutoring in the Sk'elep School of Excellence.

Some issues expressed by the Kamloops Indian Band with regard to their students in the public school system include:

- The number of First Nations youth receiving School Leaving certificates;
- A lack of success in students transitioning from the Sk'elep School into the public school system;
- Communication between the public school and parents of students experiencing difficulties.

Skeetchestn Indian Band

Skeetchestn Band, located about 1 hour north of Savona, BC, is in the process of a reorganization of their literacy programs. Although they do have an adult centre with a tutor who assists with upgrading needs of adults, they have identified the need for a full-time teacher. Their plan is to focus on trades training and employment readiness skills. The Skeetchestn Band Community School is well-regarded for its K - 7 program. The Skeetchestn Band offers daycare but recognizes a need to expand its facilities. They plan to institute a Healthy Beginnings and a Head Start program.

Whispering Pines Indian Band

The Whispering Pines Band, located 30 minutes up the West side of the North Thompson Valley, is challenged in its attempts to establish developmental programs for its community members since it is a very small band, with only 60 people living on the reserve, and 18 students from Kindergarten to Grade 12. Although they offer a Homework/ Tutoring program in the evening, they have identified a number of issues and needs:

- Facilities. There is only one room in the band office suitable for literacy programs.
- Computer Access. There is no fibre-optic connection to the band.
- Limited resources.
- Lack of parental involvement in some cases.

Simpcw Indian Band

The Simpcw Indian Band, located 40 minutes north of Barriere, is a band with many community as well as out-reach programs for improving literacy among its members. Issues and needs expressed include:

- Oral language development for pre-schoolers;
- Lack of readiness for employment among the youth;
- Need for upgrading of facilities for adults.

The Adams Lake, Little Shuswap, and Neskonlith Bands are adjacent to the village of Chase.

Adams Lake Indian Band

The Adams Lake Indian Band, located just across the river from Chase, has a number of very positive programs to address the literacy needs of young and old. Issues expressed by education representatives from this band include:

- Parent involvement in school programs;
- Continuing need for college prep courses for youth and adults;
- Lack of readiness of high school grads for post-secondary programs ;
- Students in the public school system on non-academic programs.

Little Shuswap Indian Band

The Little Shuswap Band, a very small community, recognizes the need to improve early childhood development, parenting skills and success for school-age children.

Neskonlith Indian Band

The Neskonlith Band offers a number of programs to address the literacy needs of its community members. Among its concerns are the difficulties faced by aboriginal students in the public school system. Education representatives of the band respectfully declined to be included in this literacy discussion, expressing that the band provides programs to address its literacy needs.

LITERACY CONTEXT – OUR COMMUNITY LITERACY INVENTORY

ASSETS AND GOALS

The vision of the BC Government expressed in the Read Now BC Literacy Action Plan, include the following aims:

- Increasing the number of children entering school ready to succeed;
- Increasing the number of children in school who are successful in all aspects of literacy;
- Increasing the number of adults with the reading and literacy skills needed to function in everyday life and succeed in the workplace;
- Increasing the number of Aboriginal people who are successful in all aspects of literacy.

THE COMMUNITY

The communities and agencies represented in this plan hold the same overall goals as stated above. The Community Literacy Plan created by Literacy in Kamloops (LINK) and completed in March, 2008, was written with input from the following agencies:

Kamloops Early Language & Literacy Initiative (KELLI)	Thompson Nicola Regional Library
Learning Works (Laubach Literacy Council)	School District 73
City of Kamloops	Interior Community Services
Thompson Rivers University	Kamloops Work Search
New Life Mission	Phoenix Centre
One to One Children’s Literacy	Street School
Kamloops Work Search	Make Children First (MCF)
Service Canada	Children’s Therapy Centre
Interior Health	Secwepemc Cultural Education Society
Kamloops YM/YWCA	Child Care Resource and Referral

The Community Literacy Plan presents six overall goals, each supported by a number of recommendations. Included are the following goals and recommendations:

FOCUS #1

Youth and young adults have the essential literacy skills to function in life.

- Support Street School with trained volunteer tutors and with computers;
- Establish a working relationship with key youth service providers that encourages sharing of information and resources, to support youth;
- Create a youth literacy initiative supported by key service providers including a variety of methods to reach youth.

FOCUS #2

Adults have the essential literacy skills to function in life.

- Develop a tutoring program to support youth and adults at Street School as well as at other locations;
- Increase on-site access to literacy services in community organizations;
- Secure funding for an Adult Learning Centre;
- Expand upon the English Language Learning program already in Kamloops for immigrants.

FOCUS #3

Children entering school are ready to learn at school.

- In collaboration, key stakeholders raise awareness in the community to encourage financial and in-kind support for early childhood programs;
- Promote expansion of Kamloops Early Language and Literacy Initiative programs to other locations;
- Encourage isolated and unregistered childcare providers to integrate literacy activities into their daily routine.

FOCUS #4

Increase the number of children who read successfully at school.

FOCUS #5

Increase literacy opportunities for seniors.

FOCUS #6

Establish and maintain leadership and community participation in literacy issues.

GOALS OF KAMLOOPS/THOMPSON SCHOOL DISTRICT COMMITTEES AND GROUPS

As we consulted with the various agencies and communities represented in this plan, goals grew out of the issues and needs expressed in a previous section of this plan. Each of these partners in the literacy process wish to build on the assets currently in place, to meet the literacy goals set for the betterment of their community members, clients and stakeholders.

1. The City of Kamloops

Kamloops is a community rich in resources for assisting its community with early childhood literacy needs. The many assets of our community are listed in Appendix A at the end of this plan. Highlights of the literacy assets of Kamloops include the following:

- Programs to address early childhood development of pre-literacy and pre-reading awareness, skills and abilities;
- Programs aimed at increasing parenting skills and literacy awareness;
- Programs aimed at increasing children's oral language;
- Programs aimed at increasing children's reading and school readiness;
- Programs to address after-school needs of children and youth, which include literacy offerings.

Kamloops has fewer resources in the area of providing tutoring and upgrading for youth and adults. A few programs have been initiated in order to address this need. As well, four literacy goals to address the needs of youth and adults have been expressed in the Kamloops Community Literacy Plan recently completed by Literacy in Kamloops (Link). Readers are asked to refer to the complete report for the objectives to meet these goals.

Other goals expressed by groups involved with delivering literacy activities or programs to community members in Kamloops include:

- a) An expansion of youth and adult literacy centres which would include assessment services;
- b) Expansion of literacy offerings to the ESL and immigrant communities;
- c) Daycare facilities for centres providing literacy for young moms;
- d) More flexibility in upgrading and college prep course offerings;
- e) Closer connection of adult literacy programs with the library system and schools;
- f) Funding which would allow the hiring of teachers rather than the reliance on volunteers.

2. **Barriere**

The town of Barriere currently has the following programs in place to serve the literacy needs of the community:

- Barriere Ridge Daycare;
- TRU Site with upgrading and specific training programs;
- Barriere Employment Services refer multi-barriered clients to upgrading and training opportunities;
- Yellowhead Community Services (Healthy Beginnings);
- Interior Community Services (Family Support, Positively Pregnant, Ready, Set, Learn, Healthy Beginnings, Mother Goose, Roots of Empathy, Success by Six programs);
- Thompson Nicola Library (Storytime, Summer Reading programs);
- Barriere Secondary School;
- Barriere Elementary School (Mother Goose, Ready, Set, Learn, One-One Reading, Literacy Support Program).

Goals Expressed at the Community Meeting

As we consulted with the various agencies and communities represented in this plan, goals grew out of the issues and needs expressed above. Each of these partners in the literacy process wish to build on the assets currently in place to meet the literacy goals set, for the betterment of their community members, clients and stakeholders.

- a) Develop partnerships between the School District, TRU, the Employment Services and the Simpcw First Nation in order to provide alternate hands-on training and experience, linked with education programs for youth unsuccessful in regular school;
- b) Improved transportation possibilities for people needing to access literacy programs in Kamloops, or in Barriere;
- c) Flexibility in TRU course numbers;

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- d) Tutoring opportunities for people unable to pass the Acuplacer test to access Trades programs at TRU;
 - e) Increased connection between the school system and the library system;
 - f) Increased funding for the library system to allow for increased outreach to the community;
 - g) Better coordination among the agencies dealing with needier families;
 - h) Improved transportation possibilities for people needing to access literacy programs in Kamloops, or in Barriere.

The Community Literacy Plan completed by the community of Barriere in 2006 included the following goals:

- More hours for the library to provide better outreach service to the community;
- Improved transportation services;
- More preschool initiatives and participation;
- Technology and space for improved distance education offerings for youth and adults;
- Increase in adult training and upgrading courses offered locally;
- Increase in after-school and summer programs for children.

3. Clearwater

Clearwater currently has the following programs in place to serve the literacy needs of its community members:

- Yellowhead Community Services (Infant Development Program, Mother Goose, Baby's Head Start, Supported Child Development, Building Blocks Daycare, Pathways Parenting Group, Summer Playschool, Parenting Wisely, Ready, Set, Learn, Roots of Empathy programs)
- Thompson Nicola Library (Storytime, Reading for Teens)
- Raft River Elementary School (Success by Six, Literacy Support Program, One-One Reading, Student Literacy Coaches program)
- Clearwater Secondary School (Pre- and post-grade-wide assessment of reading and writing in Grade 8, 9; In-service for teachers)
- TRU site offering upgrading, training, college prep courses and assessment
- Yellowhead Employment Services (often refer multi-barriered clients to TRU)
- Seven Predictable Patterns Program with a very strong focus on literacy for adults, teachers, and young children.

Goals Expressed at the Community Meeting:

- a) Make better use of the transportation system in place to assist parents to access both parenting and pre-school programs;
- b) Work to better coordinate the various "little pockets of service" in the community;
- c) Try to obtain a teacher for the Virtual school courses; youth and adults lack the skills to complete on-line courses independently;
- d) Explore other ways and partnerships to offer literacy programming to adults with low literacy levels;
- e) Try to secure flexibility with TRU face-to-face course number requirements;
- f) Find ways to train tutors for adult literacy programs;
- g) Completion of a literacy survey.

4. Chase

The village of Chase offers the following programs and services to its community members to address their literacy needs:

- Interior Community Services (Rural Family Enrichment Program, Rural Life Skills, Healthy Beginnings, Families First Pregnancy Outreach, Mother Goose);
- Library programs (Storytime, Teens Program, Summer Reading Program);
- Chase Elementary School (School-wide Literacy Assessment, Literacy Support Program, Early Learning Programs, Accelerated Reader, Soliloquy Program);
- Chase Secondary School (Soliloquy Program, Adult Learning Centre Proposal);
- Chase Employment Centre (referring multi-barriered clients to upgrading and training).

Goals expressed by community literacy stakeholders:

- a) Continue the early childhood and family programs and improve target group participation;
- b) Address the needs of the adults in the community with low levels of literacy; (This goal reflects one of the paramount concerns of the community: youth and adults who cannot access or sustain employment opportunities because of illiteracy.)
- c) Provide assessment of learning disabilities and follow-up programming for adults;
- d) Assist the development of partnerships between the Employment Services, School District 73, TRU, and possibly the First Nations bands to develop literacy programs for adults that include a living allowance;
- e) Explore the possibility of SD 73 partnering with the Employment Services and others to offer such literacy programs through a video-conference format;
- f) Provide such opportunities in an adult-friendly environment;
- g) Coordination between agencies that address literacy needs and those that address other needs – transportation, housing, relationship, family, and other.
- h) Increase library hours so that the librarian can outreach to the community;

5. Logan Lake

The village of Logan Lake offers the following programs and services to its community members with regard to literacy development:

- WHY Society (Wellness, Health, Youth) This community-created society addresses early childhood literacy needs through the following programs: WHY Preschool Program, Parents and Tots, Healthy Communities events.
- Library system (Reading Circle, Youth Book Club, Summer Reading Program, Family Reading Promotion);
- Logan Lake Elementary School (Reading Power, Accelerated Reader, Literacy Support Program, Ready, Set, Learn, Mother Goose, One-One Reading, Rec 'n Reading, Homework Club);
- Logan Lake Secondary School (Homework Club, Academic Intervention).

** A number of years ago, the Secondary School included an adult education centre which operated in the evenings and offered upgrading and high school graduation to adults. At that time, many adults in the community recognized the need to improve their literacy levels. With the recent upsurge in employment at the Highland Valley Copper Mine, workers see less need, although the level of literacy of workers in the town is assessed as low.

Goals expressed by the community representatives:

- a) Continuation of early childhood and family development programs;
- b) More accessible daycare;
- c) Explore avenues for increasing adult literacy in the community.

6. **Aboriginal Associations (Interior Metis Child and Family Services, Interior Indian Friendship Centre)**

These associations in the City of Kamloops have a very positive impact on the First Nations people in the community of Kamloops. The following programs focus on early childhood development, families, and youth.

The Interior Indian Friendship Centre offers the following programs which also aim to increase the literacy of young children and teens:

- Early Childhood Development (Moms and Tots, Parenting Skills workshops);
- Healthy Beginnings;
- Mentor Outreach Support;
- Aboriginal Family Services (including a Community Garden);
- Teens Centre.

The Interior Metis Child and Family Services offers the Aboriginal Infant Development and Sharing Traditions Home Visitor Program to assist with parenting skills and early literacy development of the Metis community in Kamloops.

The following goals were expressed by the above Aboriginal Associations:

- a) Increase advocacy for young mothers to assist them in accessing the early childhood services in Kamloops;
- b) Increase programming aimed at improving parenting skills, including nutrition, oral language, positive play, involvement with books, and pre-reading activities;
- c) Increase in accessible and quality daycare.

7. **Aboriginal Associations** (The Interior Indian Friendship Centre, First Nation Access to University Trades and Training, The Kamloops and Chase Aboriginal Employment Services, The Gathering Place at TRU)

These programs, developed by the First Nations associations in Kamloops, focus on the needs of adults in our community. The services included are:

- Tutoring, upgrading and courses for high school graduation;
- Tutoring, upgrading and college prep courses for entry into TRU programs;
- Referral to agencies that provide the above for multi-barriered clients unable to find employment;
- Specialized training courses to ready clients for employment.

Goals expressed by these agencies include the following:

- a) Increase the opportunities for tutoring and upgrading for adults with very low levels of literacy;
- b) Increase the opportunities for tutoring and upgrading for youth with very low levels of literacy;
- c) Such opportunities must be appropriate for adults who often present with a multitude of barriers to employment or life success;
- d) Awareness of culture must be paramount in such programs;
- e) Increase quality daycare for children of parents needing tutoring and upgrading.

8. Aboriginal Bands in Kamloops and Area

The first purpose of the Aboriginal Enhancement Agreement is "to improve the achievement and school success of all Aboriginal students". Working with School District 73, the Aboriginal Bands aim to see improved performance in all assessments related to reading and numeracy in both elementary and secondary systems, improved graduation rates, and expanded postsecondary opportunities for their students.

Kamloops Indian Band

KIB's assets with regard to literacy include the following programs:

- A very well-run pre-school program, including a Learning Assistance teacher who assists with oral language and pre-reading development;
- Sk'elep School of Excellence; Grades 1 – 7;
- Little Fawn Daycare.

The goals of the Kamloops Indian Band include the following:

- a) Development of the literacy skills of the younger students by improving reading and school readiness and school success;
- b) Development of the literacy and numeracy success rate of school-age students;
- c) Increased communication with the public school system so that transitions from Grade 7 to 8, and Grade 12 to post-secondary education will be more successful;
- d) Partnership with the school system to decrease the number of students in modified programs;
- e) Initiation of an after-school tutoring program;
- f) Initiation of a mentorship program for secondary students.

Skeetchestn Indian Band

The Skeetchestn Indian Band offers the following programs to their band members:

- Skeetchestn Band School, Grades 1 – 7;
- Daycare Program;
- Adult Centre with tutoring for youth and adults.

Their aims for the future include the following:

- a) The development of a 5-year plan focussing on four key areas: adult education, staff development, trades and training, and cultural development;
- b) A full-time teacher for the adult centre and expand the offerings for adults;
- c) Increase in communication with the public school system to see better success rates for high school students;
- d) Improvement of the daycare facilities;
- e) Initiation of Healthy Beginnings and Head Start programs.

Whispering Pines Indian Band

Paramount in the aims of the Whispering Pines Band is to have trained people delivering programs within the community. They would like to offer Head Start, Healthy Beginnings and Parenting programs in the community. Their aims also include:

- a) Improved facilities to provide tutoring and other programs;
- b) Fibre-optic connection for improved internet access in the community.

Simpcw Indian Band

The very positive assets for literacy offered by the Simpcw Indian Band include the following:

- Neqweyqwelsten School, Grades 1 – 7;
- Daycare program;
- Head Start Program;
- Homework club for secondary students, sponsored by the First Nations Education Council, and offered at Barriere Secondary School, several afternoons each week, as well as during several lunch periods;
- A First Nations Support Worker at Barriere Secondary;
- Learning Centre, in partnership with TRU;

- A Scholastic Rewards Program for students with good school attendance.

Goals for improved literacy rates in the community include:

- a) Expansion of the Learning Centre including a teacher, more computers, and more course offerings for students and adults;
- b) Partnering with TRU to provide specific course offerings for adult members of the community;
- c) Expansion of programming to improve oral language development in early childhood.

Adams Lake Indian Band

Adams Lake Band has developed a number of very successful programs for increasing literacy levels in its community. These include:

- The Chief Atahm School; Grades K – 7;
- Head Start Program;
- Sahaltkum Daycare Program;
- Baby Circle;
- Parents Club;
- Language Nest;
- Report Card Review program with follow-up;
- Reading 'n Rec Summer Program;
- Tutoring and ABE courses for youth and adults.

Goals expressed by the Adams Lake Indian Band include the following:

- a) Increased parental involvement in all pre-school and youth literacy program;
- b) Transportation and daycare provisions for parenting workshops;
- c) Continuation of Head Start program for pre-school children;

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- d) Exploration of full-time Kindergarten for preschoolers;
 - e) Exploration of reading programs more suitable to students entering public school from the Shuswap Language Immersion program at Chief Atahm School;
 - f) Exploration of literacy success rates and possible solutions for children in care;
 - g) Establishment of a Grandmothers' and Grandfathers' Reading Programs.

Little Shuswap Indian Band

A very small community, the Little Shuswap Band offers Baby Circle, a Parenting Club, a band-run Daycare, as well as tutoring for school-age children. One of its goals includes the accessing of more up-to-date teaching materials.

THE KAMLOOPS/THOMPSON SCHOOL DISTRICT

The School District Literacy Task Force met during the spring of 2008 to develop goals and a process for improving the literacy achievement of our students. The work of this group built on exemplary work done in the School District over the past six years, including the District Early Literacy Plan, 2003, the Accountability Contract Transition Plan, and our Accountability Contract: Planning for the Future, 2007. Expressed in these plans is the recognition of local issues, demands and stresses faced in the Kamloops Thompson School System. These include the following:

- Increase in the number of school-aged children living in poverty and an increased awareness that school readiness and success will be determined by development during pre-school years;
- Changing conceptions of teaching and learning, including learning how to locate, use and apply knowledge in a variety of contexts and settings;
- New applications of information technology creating new linkages between learners and the subject matter;
- The inclusion of early childhood education, community literacy and other social issues as part of the public school jurisdiction.

One of the first tasks of the Literacy Task Force was to review the definition of literacy and make it our own. Literacy has been defined by Read Now BC as “the ability to understand and employ printed information in daily activities to achieve one’s goals and to develop one’s knowledge and potential”. This definition includes all of the reading resources used by a person, at whatever his/her ages, station, or situation. It includes books and newspapers, instructions and texts, schedules and advertisements, forms and manuals, and computer applications and uses. We think that our aim in schools is to increase students’ literacy, commensurate with their grade and area of study. In a Science 9 class, for example, a student literate in Science 9 will be able to understand the teacher’s instructions, read the text and the teacher’s notes with comprehension, express verbal comprehension of the material studied, use appropriately the vocabulary of the concepts studied, and perform written tasks with comprehension appropriate to the level (answer questions, make notes, write up labs, write reports etc.), using either pen and paper or the computer. The teacher will carefully structure lessons to meet these outcomes, and will regularly assess his/her students in order to monitor their progress and thereby better direct the instruction. This example is applicable to any grade level and any task or subject studied.

It needs to be noted that this plan includes the literacy needed in Mathematics. Numeracy may be defined as the literacy of Mathematics. Since students very much need direct instruction in the literacy skills needed to succeed in Math, we have included a focus on this content area.

SCHOOL DISTRICT ASSETS AND GOALS

A sampling of district strengths provided by partner groups in the development of the Five Year Plan includes the following:

- High quality and diversity of educational programs;
- Multiple means of program and service delivery to meet learner needs;
- Fostering of teamwork and professional learning communities;
- Clear vision.

The school district also benefits from some specific assets in the delivery of literacy programs:

- District Literacy Coordinator
- District Numeracy Coordinator
- District Principal of Student Achievement
- District Principal for Aboriginal Achievement
- District Library Committee struck to develop a focussed library framework for the District
- Various early learning programs (Ready, Set, Learn; Head Start; Strong Start; Parents as Literacy Supporters, One-to-One Reading and others)
- Rec 'N Reading Summer Program
- Secondary and Elementary Literacy Task Force
- Secondary School Implementation Facilitators

THE ELEMENTARY DIVISION

ISSUES AND NEEDS

Specific needs in meeting our literacy goals were expressed in the above-mentioned plans, and by the teachers and administrators in our Elementary Literacy Task Force. They include:

- The assessed gap between the literacy achievement of Aboriginal and non-Aboriginal students;
- Reading achievement needs as reported in the Primary Benchmarks assessment, the District Whole-class Reading Assessment, and other school-wide reading assessments, the FSA assessment and the CAT tests.
- The needs of the large contingent of our elementary students whose reading level is reported at the bottom end of Meeting Expectations;
- Lack of a consistent approach to reading and written language instruction across the district;
- Lack of a specific reading course as part of teacher training, in some cases;
- Need for on-going in-service for teachers in literacy instructional approaches;
- Continuing need for consistent data collection regarding early childhood and literacy programs;
- Need for in-service and teacher-sharing and discussion with regard to our assessment of literacy.

GOALS

In its work of assessing the strengths and assets of the Elementary Division, the Literacy Task Force reviewed District plans whose goals included consistent use of the Whole Class Reading Assessment for Grades 3 - 8, consistent use of the Kindergarten Survey, as well as implementation of the new Language Arts IRP. These plans also set as goals the provision of in-service for guided reading instruction, for reading in the content areas, and for the implementation of new reading programs

The Literacy Task Force then developed specific goals to further focus the continued development of our students' literacy. Aiming to adhere, district-wide, to a high standard for student progress and instruction, this task force recommends adopting the following goals:

1. The development of teachers' and principals' comprehensive understanding of the essential components of a good literacy programs, including the following:
 - Development of word attack skills and sight vocabulary
 - Development of comprehension and meta-cognitive skills
 - Silent reading
 - Guided practice for independent work on new material
 - Written and oral responses
 - Development of fluency
 - Instruction in different text materials
 - Intensive writing practice
 - A technological component
 - Ongoing formative assessment of students' literacy.
2. The practice of specific instruction of reading, K – 7, including the reading of all genres of text materials, including print, graphics and pictures;
3. The use of common assessment methods and tools, K – 7 (including but not restricted to the Kindergarten Survey, Primary Benchmarks, Reading Levels Assessment, the Whole Class Reading Assessment and the Foundation Skills Assessment);
4. The incorporating into our assessment practices the opportunity for teachers to discuss the results so that assessment will guide our instructional practice (assessment for learning);
5. On-going Professional Development in reading and language arts instruction for principals and teachers, including sharing through grade meetings, visiting and observing one another at work, and through many kinds of collaboration;
6. Incorporating into our practice opportunities for teachers and students to discuss assessment results so that assessment guides teaching and learning;
7. The establishment of consistency in the resources and principles for literacy instruction, K to 12, in the district;
8. The closing of the gap between Aboriginal and non-Aboriginal student achievement;
9. Working with Universities to ensure that all student teachers experience a course in reading instruction.

THE SECONDARY DIVISION

A separate task force, consisting of teachers and administrators, also met during the Spring of 2008, with a very similar mandate: to review current practice in raising students' literacy achievement and to set goals and make recommendations for improvement.

ISSUES AND NEEDS

Initially, the discussion focussed on a number of perceived concerns with regard to literacy instruction in the secondary school system. These include the following:

- Although student achievement is measured in subject areas, students' literacy levels seem not to be measured in the secondary schools;
- Secondary teachers, in general, may lack an understanding of literacy strategies appropriate to their content area of instruction;
- Teachers seem to lack an in-depth understanding of assessment and evaluation of students' grasp of concepts (literacy) in the content areas;
- Students need active assistance in reading and comprehending text and the language of the content areas, especially in Math, Sciences, and Social Studies;
- Educators need to recognize that literacy includes viewing, listening, speaking, thinking, reading and writing in all aspects of the curriculum, including assessments;
- Students need to be actively taught studying and test-writing skills.

GOALS TO ADDRESS NEEDS

Goals were identified as means of meeting the needs mentioned above:

1. To adopt a model of assessment that will allow teachers to determine the literacy levels of all students;
2. To adopt a program in the content areas for the improvement of our students' literacy. Such a program would include:
 - a) Regular assessment of our students' literacy so that teachers can adjust instructional strategies to meet students' needs;
 - b) Effective teaching and learning strategies for improvement of students' literacy;
 - c) Focus on the content areas of Social Studies, Science, Math, and English.
3. To provide a program of in-service in best teaching and assessment strategies of content area reading for our teachers, at both school and district level;
4. To identify literacy leaders in each school.

IMPLEMENTATION PLAN

The Kamloops Thompson School District and Community Literacy Plan has been guided by the four pillars of Read Now BC:

- Literacy and Early Learning;
- Literacy and the K-12 System;
- Adult Literacy;
- Aboriginal People, Literacy and Learning.

In conjunction with Literacy in Kamloops, and with many community organizations and agencies whose contributions were invaluable, the following plan summarizes the over-riding issues and needs, assets and goals of our district and communities.

ADULT LITERACY

For the city of Kamloops and the adjacent communities of Barriere, Chase, Clearwater and Logan Lake, this goal area is crucial. We wish to place emphasis on the goals of “increasing the number of adults with the reading and literacy skills needed to function in everyday life and succeed in the workplace” and of increasing the graduation and success rates of students experiencing difficulties in a regular school program.

The recent closure of the Weyerhaeuser sawmill has seen the loss of 196 jobs in Kamloops. Other mill closures in Barriere and Clearwater have made a very negative impact on these communities. Representatives from these communities have expressed serious concern over the literacy needs of those adult workers without employment. Although there was a vibrant Laubach Literacy Council operating in Kamloops and some of the outlying communities, that group disbanded in 2006 because of lack of funding. In all communities, the observation was made that not enough opportunities exist for upgrading low levels of literacy and retraining. Consequently, the Community Literacy Plan created by Literacy in Kamloops set as Focus #1 and #2 that “Youth and adults have the essential literacy skills to function in life”. In this Implementation plan, we would like to endorse the objectives of the Community Plan and add the following actions:

1. Secure funding in order to expand our Street School opportunities in Kamloops with the aim of improving the levels of literacy of youth and adults;
2. Secure funding in order to Initiate Street School opportunities in the out-lying communities;
3. Secure funding for working adults needing literacy programs;
4. Initiate assessment of adults with low literacy levels;
5. Increase English Language and Learning opportunities for immigrants;
6. Establish assessment and instructional Resource Centres for adult learners;
7. Explore partnerships between the Ministry of Education, the Ministry of Advanced Education, community organizations, TRU and the School District in order to achieve the above goals.

We would also like to emphasize the importance of an increased level of coordination of the various literacy activities and programs currently underway in the community, whether directed at adults or at young children.

LITERACY AND EARLY LEARNING

Linked with the very serious concerns noted above are concerns regarding young families and families in poverty. Representatives from the many community agencies that address early childhood programs have expressed the problems that plague many families in our communities:

- lack of quality daycare;
- lack of licensed qualified Early Childhood educators;
- lack of spaces in licensed and registered childcare facilities;
- lack of transportation to available services;
- lack of community services;
- accessibility issues.

These concerns negatively affect positive parenting and parents' ability to develop school and reading readiness for their children.

Building on the fine work already begun by the Kamloops Early Language and Literacy Initiative (KELLI), this Implementation Plan echoes Focus #3 of the Community Literacy Plan: "Children entering school are ready to learn at school". This plan endorses the objectives set by Literacy in Kamloops, including the following:

1. Encourage financial and in-kind support for early childhood programs;
2. Promote expansion of KELLI programs to other locations and in out-lying communities;
3. Encourage isolated and unregistered childcare providers to integrate literacy activities into their daily routines;
4. Improve collaboration among agencies to support isolated parents with at-risk children.

As well, we add the following actions as a means of supporting the above objectives:

1. Explore increasing daycare and early childhood program possibilities within the school context;
2. Continue and expand upon the Ready, Set, Learn programs in all schools;
3. Support and assist with Head Start programs in our Aboriginal communities;
4. Work with Thompson Rivers University to assist with training Early Childhood Educators in our remote and Aboriginal communities via video-conferencing facilities;
5. Build upon the pilot Strong Start program by expanding the program throughout our region to five new locations in 2008 and more the following year;
6. Secure funding from the Ministry of Education Strong Start to achieve our goal of seeing Strong Start programs regionally located throughout School District 73, including rural and Aboriginal communities;
7. Secure funding to create a District position of Early Childhood Education Coordinator/ Liaison to work with and support community agencies delivering early childhood programming.

LITERACY AND THE K-12 SYSTEM

Despite an overall healthy literacy success rate in the Kamloops Thompson School District, both the Elementary and the Secondary Literacy Task Force recognize areas where improvement is needed. The four cornerstones of continuing success in our students' literacy in this Implementation Plan are the following:

1. Assessment Practices for Literacy

The task force would like to see the establishment of two assessment initiatives;

- a) district-wide pre- and post- assessments of the literacy level of our students;
- b) on-going assessments of literacy for effective instruction and learning.

2. A Literacy Program

The task force sees as a major goal the identification and promotion of a more effective District literacy program for both elementary and secondary schools. This would provide consistency with regard to the resources and principles for literacy instruction across the district. Included is the recognition that direct instruction must occur on a systematic and on-going basis with varied kinds of text material, including Science, Math and Social Studies materials.

3. A Program of Professional Development in Literacy Instruction

The task force believes that it would be very beneficial for our students if we embarked on a program of Professional Development in literacy instruction over the next several years. This would include sharing through grade meetings, observations, zone teacher meetings, and Professional Learning Communities.

4. Teacher and District Literacy Leaders

The task force recognizes that the District Literacy Coordinator would play a major role in supporting the above goals, assisted by the District Principals. As well, Principals and Implementation Facilitators would support staff and encourage the emergence of teacher literacy leaders.

**** SEE THE FOLLOWING ACTION PLANS. (page 44)**

ABORIGINAL PEOPLE, LITERACY AND LEARNING

The Aboriginal Bands in Kamloops and the surrounding communities of School District 73 have well-articulated programs and policies aimed at improving the literacy achievement and levels of their members. Building on the work of the First Nations Education Council and the Aboriginal Education Enhancement Agreement, we endorse the following goals expressed by the Education Coordinators of the First Nations Bands:

1. To build the literacy abilities of younger students by improving school and reading readiness;
2. To expand on-reserve programs for early childhood development and for the literacy development of youth and adults;
3. To continue to support the literacy needs of school-age learners;
4. To continue to work with schools in providing early intervention for students with literacy weaknesses;
5. To increase communication with the Kamloops/Thompson School District so that transitions from Grade 7 to 8, and from Grade 12 to post-secondary opportunities will be most successful;
6. To increase and sustain the engagement of Aboriginal community members in the literacy process.

The Kamloops/ Thompson School District works closely with the First Nations Education Council and the Aboriginal Enhancement Agreement to continue to improve the literacy achievement of our Aboriginal students. This plan recognizes the importance of the First Nations' culture and that literacy and culture are intertwined. Paramount for many First Nations people is the medicine wheel which, in the context of literacy, includes the concepts of love, respect, knowledge, pride and dignity for parents, children, youth and adults.

The goals of this Implementation Plan with regard to literacy success for Aboriginal peoples include:

1. Continuing to maintain the position of Aboriginal District Principal who supports all aspects of students' achievement;
2. Continuing to train and value the First Nations Education Workers in our schools;
3. Continuing to seek to increase the number of First Nations teachers in our district;
4. Continuing to monitor and seek to address the achievement gap between Aboriginal and non-Aboriginal students.

CONCLUSION

The above goals have the potential of significantly improving literacy in the Kamloops/Thompson region. We have already experienced significant successes just in the process of building this plan. We have increased our communication with the various agencies committed to promoting and improving community literacy. We have identified areas of strength as well as of need. Above all, this process has been one of rejuvenation, inspiration and communication, which has resulted in a commitment from all parties to work together towards our common purpose of improving literacy in our community.

However, it must be emphasized that it takes people in dedicated positions to accomplish the goals set out in this plan. The community plans herein recognize the need for literacy funding for coordinators, teachers and support workers, over and above the current staffing allocations, to facilitate the required programs. Without sustainable literacy funding programs to address adult literacy needs, for example, will not be possible. As stated in the Auditor General's 2008 Report on Literacy, "If strategies (to improve literacy) are to be successfully implemented, they need to be adequately supported by funding".

Another important aspect of improving community and School District literacy is the need for better coordination of existing projects and funding. The Auditor General's report suggested that, in developing methods of outreach to literacy learners, it would be beneficial to offer people "a single point of access in their communities to information on literacy programs and services". We propose that the Kamloops/Thompson School District is the appropriate "one-window" agency since it is ideally suited to performing a coordinating role, both financial and physical, for the various literacy projects in the area. The school district has the necessary accounting infrastructure to assist with monitoring and accountability of the literacy projects and goals herein. It is well-positioned to provide the important and necessary leadership to bring these plans to fruition.

Over the past year, an enthusiasm and energy regarding literacy has risen in all parts of our community. Various stakeholders have been encouraged to consider ways of improving our community literacy rates and the concomitant community health and well-being. With sustainable funding and leadership, these considerations reflected in this plan can become reality. We believe that the citizens of the Kamloops region do deserve the opportunity to improve their reading, writing and numeracy skills, and their lives.

ACTION PLAN FOR SCHOOL DISTRICT GOALS: SECONDARY

GOAL 1: ESTABLISHMENT OF ASSESSMENT PRACTICES FOR LITERACY

Strategy	Lead Roles	Resources	Timeline
1. Identification of a district-wide Literacy assessment tool for use with Grade 8 (Year One) Investigate replacing the CAT test with a more effective tool.	District Literacy Coordinator, subgroup, Implementation facilitators, school literacy leaders, District Principal,	Release time	Sept – Jan, 2009
2. Inclusion of Math and Science components	District Numeracy Coordinator	“	“
3. Consistent use of the District Numeracy Grade 7 Assessment			
4. Establishment of baseline data to assist with programming			
5. Review of current assessments (FSA, CAT, and other) and discussion of results with teachers in all schools	District Literacy Coordinator, Implementation facilitators, District Principal	“	“
6. In-service in assessment use and Interpretation, including the Acuplace test for students wishing to enter trades programs.	Subgroup and school leaders, District Literacy Coordinator, District Principal	“	“
7. Development of a focus in schools regarding literacy and numeracy needs, including assessment	Implementation facilitators, school leaders, District Literacy Coordinator	“	“

8. In-service in assessment continues School groups and above Funding Feb – June, 2009

GOAL 2: ESTABLISHMENT OF A DISTRICT-WIDE LITERACY PROGRAM

- | | | | |
|---|--|--------------|------------------|
| 1. Identification of a program of instruction with proven best strategies, linked to Provincial Learning Outcomes , including Math, Sciences and Social Studies | Subgroup 2, Implementation facilitators, District Literacy Coordinator | Funding | Sept- Jan, 2009 |
| 2. In-service in literacy program | Subgroup 2, school groups, District Literacy Coordinator | Funding | Feb – June, 2009 |
| 3. Universal expectations regarding students' writing are researched and established , district-wide | English teacher group, Implementation Facilitators, teacher leaders | “ | “ |
| 4. A Written Language Assessment is identified and adopted | English teachers group, Imp. Facilitators, DLC | Funding | “ |
| 5. Literacy assessments are given, and Literacy program begins | All schools, school leaders | | September, 2009 |
| 6. Review of program and post-assessment is given | All schools, school leaders | Release time | April, May, 2010 |
| 7. Adjustments made to program | | | |

ACTION PLAN FOR SCHOOL DISTRICT GOALS: ELEMENTARY

GOAL 1: ESTABLISHMENT OF A DISTRICT-WIDE LITERACY PROGRAM

Strategy	Lead Roles	Resources	Timeline
1. Review the Scope and Sequence of the new Language Art IRP	District Literacy Coordinator, literacy program sub-group	Release time	Sept.'08-Jan.'09
2. Identify the components of an effective Language Arts program, Including research into best practice.	" "	" "	" "
3. Create a binder representing Learning Outcomes, exemplars, the scope and sequence, and any other instructional materials useful to teachers for delivering the above Language Arts program.	District Literacy Coordinator, literacy program sub-group	Release time, funding	Sept.'08-Jan.'09
4. Develop an energetic program of in-service and Professional Development to implement Language Arts and assessment goals. This will give teachers the opportunity to share best practice. (Year 1 focus for 2008-09: Grades 4 and 5).	Literacy Coordinator; subgroups	Release time, funding	Jan.'09-June'10
5. Establish a District Language Arts working Group to support the implementation of the District Literacy plan, and the Literacy Coordinator.	District Literacy Coordinator;	Release time	Sept.'08-June'09

GOAL 2: ESTABLISHMENT OF ASSESSMENT PRACTICES FOR LITERACY

Strategy	Lead Roles	Resources	Timeline
1. Examination of the achievement Indicators with respect to the new Language Arts IRP;	District Literacy Coordinator, sub-group of librarians, teachers	Release time	Sept. '08 – Jan. '09
2. Examine our assessment tools for reading and writing, K – 7; modify existing tools and create new ones as deemed necessary;	Literacy Coordinator, assessment sub-group	“ “	“ “
3. Develop consistent use of assessment tools, district-wide	“	“ “	“ “

SUMMARY

We are grateful to Read Now BC for this initiative. With it, we have embarked on what we hope will be very fruitful partnerships with all the institutions and agencies in our region who seek, as do we, to achieve more literate communities. Despite the fact that the Kamloops/Thompson School District has always maintained a strong focus on literacy and student achievement, we have benefited from the many discussions held over the past several months in the building of this plan. Without the support, advice and insights given by representatives of the many Aboriginal Bands and societies, community agencies and organizations, and the teachers and principals in the communities of our School District, this plan could not have been developed.

We recognize that this document is merely the first stage in literacy planning; it is only the first edition of the Kamloops Thompson School District/Community Literacy Plan. This plan will develop and grow as we convert our goals into action, with appropriate resources and leadership. As the plan evolves with the continued commitment of our Elementary and Secondary Literacy Task Force educators, the literacy achievement of our students will continue to improve. And with feedback from the field, programs will be initiated, changes and adjustments will be made, always with the goal of improved literacy for the young children, youth, adults and seniors of our broad community.

KAMLOOPS/THOMPSON LITERACY INVENTORY

SPRING, 2008

KAMLOOPS LITERACY ASSETS

<u>Asset/Resource/Service</u>	<u>Program Components</u>	<u>Population Served</u>	<u>Access/Referral</u>	<u>Cost to Clients</u>	<u>Contact Information</u>
<u>Aboriginal Employment Services</u>	Employment readiness/ Upgrading referrals	youth, adults	self	no	Janette Moller , Manager, employment2@shawcable.com
<u>Aboriginal Family Services</u>	Developmental; parents	Parents; children	self; MCF		Vicki Michaud, Manager vlmichaudbsw@shawbiz.ca
<u>Bonding of the Senses</u>	Eye-tracking	School-age	self/family	yes	Alice Ross; 554-1105
<u>Boys & Girls Club</u>	After-school; evening programs; homework	School-age	self/family	minimal	Traci Anderson, Director children@bgckamloops.com
<u>Children's Therapy & Family Resource Society</u>	Pre-school; literacy Developmental	Birth – 6 – Learning Disabilities	self/family	no	
<u>Chris Rose Therapy Centre</u>	Full-day & after school Literacy & developmental	Age 4 – 12, autistic	SD 73	yes	
<u>Central Interior Trades and Apprenticeship Centre</u>	Employment Readiness	older adults	self	no	Marion Gonzolez olderworker@citac.ca
<u>City of Kamloops</u>	Varied Programs	Age 3, 4; School-age; adults	self/family	yes	Patti LeDuke, Coordinator pleduke@kamloops.ca

<u>First Steps</u>	Pre-natal, parenting,	Birth – 5; Age 14-24 moms	self; MCF	minimal	Maureen Hegadoren
	Literacy				firststeps@interiorcommunityservices.ca
<u>Foodbank</u>	Afterschool;computer	School-age, adults, seniors	self	no	Alison Raabe
	Programs				volunteer@kamloopsfoodbank.org
<u>Interior Community Services</u>	EC Programs:	Birth-5; parents	self	no	Val Janz; Lisa Lavoie
- Families First	Parenting Skills				www.interiorcommunityservice.bc.ca
- Mother Goose	Parenting & literacy				
- Baby's Headstart					
- Healthy Beginnings	Parenting; developmental				
<u>Interior Health Authority</u>	Early Intervention	Birth-5	self	no	
Early Screening; Speech & Audiology					
You Make the Difference	Parenting & literacy	Birth -5; parents			
<u>Interior Indian Friendship Centre</u>					
EC Programs	Development; parenting	Birth-5;parents	self; MCF	no	Vicki Michaud, Manager
Family Outreach	Development; parenting	Parents; children	self; MCF		vimichaudbsw@shawbiz.ca
Community Garden	Nutrition	Families	self	minimal	
Storefront School	Literacy	Youth, adults	self/SD 73	no	
Urban Youth Centre	School support	youth	self	no	
<u>Interior Metis Child & Family Services</u>	Early intervention	Birth-5; parents	self; MCF	no	Brenda Najman, 554-9486 brenda@imcfs.bc.ca

Sharing Traditions Home Visits	Parenting/ literacy	young moms/families	self	no		Merlene Sibley
Aboriginal Infant Development	Developmental	Birth-5; parents	self	no		
<u>Kamloops Early Language & Literacy Initiative</u>						kelli@interiorcommunityservices.bc.ca
Mother Goose, Literacy Coord.	Literacy; parenting	Birth-5; parents	self	donation		
You Make the Difference	Parenting	Birth – 5; parents	self	donation		
<u>Kamloops Immigrant Services</u>						Wanda Herman
ESL; Family Literacy	Literacy	adults; families	self	no		kcris@telus.net
<u>Kamloops/Thompson Schools</u>						
Varied programs	Remedial and literacy	students	SD 73	no		
<u>Kamloops Museum</u>	Community literacy	all ages	self	yes		
Varied programs						
<u>Kamloops Work Search Centres</u>	Employment Training	youth, adults	self	no		Cindy Linton
<u>LTD Consulting</u>	Employment Training	youth	self	no		cindy/@kamworksearch.com
<u>Make Children First</u>	Parenting Skills	Birth – 5; parents	self/ MCF	no		Valerie Janz
• Funding initiatives						
<u>New Life Mission</u>	Literacy	adults	self	no		Tim LaRose, 372-9898
Street School						timlarose@newlifemission.ca

<u>Pathways Consulting</u>	Employment Readiness	adults	self	no	Anne McCarthy, Director info@pathwaysprogram.ca
<u>Preschools</u>	School, reading readiness	5-year-olds	family	variable	
Montessori					Margo Mercier
Francophone					Jeanette Jules
Kamloops Indian Band	School, reading readiness	4 – 5 year olds	family		
French Immers.					
<u>Summer Reading Programs</u>					
Library	Literacy	5 – 12 years	self/ family	no	
<u>School District 73 Outreach</u>					
Street School	Literacy	youth, adult	self	no	
Storefront		youth	SD 73		
One to One Reading		6 – 8 years	SD 73		
Ready, Set, Learn`		5 year olds	self		
Strong Start		5 year olds	self		
Head Start		5 year olds	self		
<u>Secwepemc Cultural Education</u>					
<u>Society</u>					
FNAUTT	Literacy	adults	self	no	Janice Michel naep@ocis.net
Adult Education					

<u>Sk'lep School of Excellence</u>	" "	5 – 12 year olds	self	variable	
<u>Society for Community Living</u>	Developmental; mental challenge	adults	self	donations	Betty Cadre cic@shaw.ca
<u>Sylvan Learning Centre</u>	Tutoring	all ages	self	yes	Mike McCrae, 851-3829
<u>Theo BC</u>	Employment	disabled adults	self	no	Jaime Wenselaers, 377-3670
<u>Thompson Nicola Library</u>	Readiness				jwenselaers@theo.org
	Literacy	3 – 5 year olds	self	no	Jacque Kirkey, Manager jkirkey@tnrdlib.bc.ca
	Computer Literacy	adults	self	no	
	Parenting/ literacy	toddler/parents	self	no	
	Literacy	teens	self	no	
	Developmental	parents/ babies	self	no	
	Resources				
<u>Thompson Rivers University</u>					Dr. Kathy Mitchell, Dean of Student Dev.
	pre-U prep	adults	self	yes	kmitchell@tru.ca
	upgrading/ U prep	First Nations adults	self	no	
	University readiness	First Nations adults	self	no	Dory Laboucane dlaboucane@tru.ca
	upgrading/U prep	young moms	MCF; self	no	Maureen Hegadoren, 376-9119
	English Lang. literacy	adults	self	yes	Bruce Thomson, 828-5294

COPE/MECA	Upgrading	adults	self	no	Doug Knowles, 371-5538
University Prep	pre-University	adults	self	yes	Iris Rich-McQuay, 371-5533 Mary Madden, 371-5928

YM/YWCA Child Care Resource
And Referral
 Janis Arner, Director
 kamloopsccrr@shawlink.ca

Child Interactive Centres	Developmental/parenting	Parents; tots	self	minimal	
Parent/Child Rhyme Time	Language Development	Parents; tots	self	no	
Family Tree Drop-in Centre	Parenting	Parents; children	self	no	
Nobody's Perfect	Parenting	Parents	self	no	
Toy Lending Library	Developmental	Parents; children	self	no	
Early Learning Library	Developmental	Parents; children	self	no	
Early Identification	identification of	Parents; children	self	no	
	Learning problems				
Mother Goose Facilitation	Parenting/ literacy	Training facilitators	self	no	
Licensed Pre-school	School Readiness	Age 3 – 4	self/family	yes	
Licensed After-school Care	Developmental	School-age children	self/family	yes	
Workshop/ Training	Signing, parent/child	Adults	self	yes	
	Interactions, early				
	Learning, literacy				

BARRIERE LITERACY ASSETS

<u>Assets/Resources/Services</u>	<u>Program Components</u>	<u>Population Served</u>	<u>Access/Referral</u>	<u>Cost to Clients</u>	<u>Contact Information</u>
<u>Barriere Elementary School</u>					Linda Hneeda, Principal
Ready, Set, Learn	School readiness	Parents, 3-4 year olds	self	no	lhneeda@sd73.bc.ca 672-9916
Rec 'n Reading	Literacy	School-age reading	self	no	
One-One Reading	Support for literacy	Age 6 – 12	SD 73	no	
<u>Barriere Secondary School</u>					Jonathan Brady, Principal
Stepping Out	Strategies for Reading	Grades 8 – 12	All	no	jbrady@sd73.bc.ca 672-9943
Literacy Program	Professional Development for Teachers				
<u>Barriere Ridge Daycare</u>	School readiness	2 – 4 year olds	self	yes, subsidized	Shobha Mitra, 320-1497
<u>Barriere Playschool</u>	School readiness	3 – 4 year olds	self	yes	Pam Casselman, 672 - 5206
<u>Employment Services</u>	Employment readiness;	adults	self	no	Connie Falk, 672 – 0036
	Referral to upgrading				
<u>Interior Community Services</u>					Shelly Piva, Coordinator
Family Support	Developmental, parenting	Parents	self, MCF	no	spiva@mail.ocis.net
Healthy Beginnings	“	Parents; tots	self, MCF	no	spiva@mail.ocis.net
Mother Goose	“	“	self	no	
Success by Six	School, reading readiness	Age 5	self, family	no	Adrienne Gordon, 672-0014
Ready, Set, Learn	School readiness	Parents, children	self	no	

Simpw Indian Band Rita Matthew, Education Coordinator

education@simpw.com

Neqweyqweisten School	Literacy	Ages 5 – 13	self	no
Head Start Program	School Readiness	Ages 3, 4	self/family	no
Homework Club	School support	School-age children and youth	self	no
Adult Ed Centre	Upgrading, courses	youth, adults	self	no
FN Support Worker	School Support	teens	self; school	no

TNRD Library Linda Kelley, 672-5811

lkelly@tnrdlib.bc.ca

Summer Reading	Literacy	Ages 4 – 12	self	no
Storytime	Reading Readiness	Ages 3 – 5	self	no
Mother Goose	Parenting/literacy	Parents and tots	self	no, MCF
Teen Book Club	Literacy	Teens	self	no
Exam Supervisions	Literacy	Students	self	no
Books for Babies	Reading Readiness	Parents; babies	self; Public Health	no
Training volunteers				

Thompson Rivers University Susan Ross, 672 – 9875

sross@tru.ca

University Prep	literacy	adults	self	yes
Adult Basic Ed.	“	“	“	“
Specific Courses	“	“	“	“

672-9773

Yellowhead Community Services

Family Support	Developmental, parenting	Parents	self, MCF	no
Healthy Beginnings	"	Parents, infants	self, MCF	no

CHASE LITERACY ASSETS

<u>Assets/Resources/Services</u>	<u>Program Components</u>	<u>Population Served</u>	<u>Access/Referral</u>	<u>Cost to Clients</u>	<u>Contact Information</u>
<u>Aboriginal Employment Services</u>	Employment readiness;	adults	self	no	Cora Anthony, AES Counsellor, coraanthony@cablelan.net , 679-8448
<u>Chase Employment Centre</u>	Referral to upgrading, training Employment readiness	adults	self	no	Susan Young,, Counsellor, 679-8448 susanyoung@cablelan.net
<u>Adams Lake Indian Band</u>	Referral to upgrading, training				Chuck Wyde, Employment Counsellor Lynn Kenoras, Education Coordinator 679-8841, lkenoras@alib.ca
Baby Circle	Parenting Skills	Parents, Birth – 2 years	self	no	
Head Start	School, reading readiness	Age 4 – 5 years	self, family	no	
Sahhalkum Daycare	School readiness	Age 1 – 4 years	self	no	
FNESC Parents Club	Parenting Skills	adult	self	no	
Reading 'n Rec	Literacy	School-age children	self	minimal	
School Support	Literacy	School-age children	self, SD 73	no	Diane Anthony, Education worker 679-2239, danthony@alib.ca
Tutoring	Literacy, school support	School-age children	self, SD 73	no	Donna Jules, Dept. Head, Education dljules@alib.ca
ABE Courses	Literacy	Youth, adults	self	variable	
Chief Atahm School	Literacy	Ages 5 – 13	self	varies	Rob Matthew, Principal 679-8837

Chase Secondary School

Soliloquy	Intensive reading support	Ages 13 – 18	SD 73	No	Jameel Aziz, Principal jaziz@sd73.bc.ca
<u>Haldane Elementary School</u>					
Ready, Set, Learn	School Readiness	Ages 4,5	Self	No	Janice Patterson, Principal jpatterson@sd73.bc.ca 679-3269
Rec 'n Reading	Literacy	School-age	Self	No	
School-wide literacy assessment		All students		No	
Soliloquy	" "	intermediate students	" "	" "	
Literacy Grant	Intensive reading support	Primary students	SD 73	No	
One-One Reading	" "	Primary students	SD 73	No	
Homework Club	Literacy support	All students	SD 73	No	
Accelerated Reader	Literacy support	All students	Self	No	

Interior Community Services (Chase)

Hazel Slape, 679-4465
outreach723@cablelan.net

Healthy Beginnings	Parenting Skills	Parents, tots	self	no	
Families First	Developmental	Pre-natal moms	self	no	
Mother Goose	Parenting, literacy	Parents, tots	self	no	
Family Enrichment	Parenting Skills	Parents	MCF	no	
Lifeskills	Parenting, literacy	Parents	MCF	no	

Little Shuswap Indian Band

LSIB Daycare	School readiness	Babies, tots	self	minimal	Dorothy Munro, Daycare Manager 679-8033, dlmunro_lsib@hotmail.com
Tutoring	Literacy	School-age children	self, SD 73	no	Andrea Stelter, Youth Worker astelter@liteshuswaplake.com
<u>Neskonlith Indian Band</u>					
Families First	Developmental	Prenatal moms	self	no	Carol August, Education Coordinator 679-3295, carolaugust@neskonlithband.com
Baby Circle	Parenting Skills	Parents, babies	self	no	
George Manuel Institute	Literacy	Youth, adults	self	yes	
Parents Group	Parenting Skills	Parents	self	no	
<u>TNRD Library</u>					
Storytime	Reading readiness	Age 3 – 5	self, family	no	Joanne Becker, Branch Head 679-3331, jbecker@tnrdlib.bc.ca
Teens Book Club	Literacy	Teens	self	no	
Summer Reading	Literacy	School-age children	self	no	

CLEARWATER LITERACY ASSETS

DRAFT

<u>Assets/Resources/Services</u>	<u>Program Component</u>	<u>Population Served</u>	<u>Access/ Referral</u>	<u>Cost to Clients</u>	<u>Contact Information</u>
<u>Clearwater Community Living Services</u>	Developmental	Adults	Self, MCF	No	Lorne Selbee, Coordinator
<u>Clearwater Employment Centre</u>	Employment readiness,	Adults	Self	No	Jocelyn Ansell, CES Manager
<u>Clearwater Playschool</u>	School, reading readiness	Age 2 – 5 years	Self, family	Yes	674-2928, jocelyn@clearwateremployment.ca
<u>Clearwater Youth Services</u>	Developmental	Youth	Self	No	Dan Coleman, 674-2600
<u>Clearwater Secondary</u>					Alan Stel, Principal, 674-3328
Pre- and post-literacy assessment	Literacy	Grades 8, 9	SD 73	No	astel@sd73.bc.ca
Literacy follow-up					
<u>Predictable Patterns</u>	Literacy	Youth, adults	Self	Yes	Eleanor Deckert
<u>Raft River Elementary</u>					678-5305, predictablepatterns@yahoo.ca
Success by Six	Reading Readiness	Age 5	Self	No	Michael Bowden, Principal mbowden@sd73.bc.ca
Literacy Support Program	Intensive reading support	Primary students	SD 73	No	674-2218
Students as Coaches	Buddy reading	Grade 7, Grade 1 students	SD 73	No	
One-One Reading	Intensive reading support	Primary students	SD 73	No	
<u>Thompson Rivers University</u>	Upgrading, courses	Adults	Self	Yes	Sylvia Arduini, Instructor 674-3530, sarduini@tru.ca
<u>TNRD Library</u>					Darlene Cowie
Storytime	Reading readiness	Age 3 – 5	Self, family	No	674-2543, ddcowie@telus.net

Teen Book Club	Literacy	Teens	Self	No
Resources	Literacy; Low literacy, Developmental			
<u>Yellowhead Community Services</u>				
Building Blocks Program	Developmental; parenting	Parents	Self, MCF	No
- PreNatal Course	Developmental	Pre-natal moms	Self, MCF	No
- Baby's Headstart	Developmental	Moms, babies	Self, MCF	No
- Mother Goose	Parenting Skills	Moms, tots	Self	No
- First Steps Home Visitor	Parenting Skills	Parents	Self, MCF	No
- Building Blocks Daycare	Developmental	Tots	Self, family	Yes, subsidized
Pathways	Parenting Skills course	Parents	Self, MCF	No
Summer Playschool	School readiness	Age 5	Self, family	Yes
				Shannon, 674-3811

LOGAN LAKE LITERARY ASSETS

<u>Assets/Resources/Services</u>	<u>Program Components</u>	<u>Population Served</u>	<u>Access/Referral</u>	<u>Cost to Clients</u>	<u>Contact Information</u>
<u>TNRD Library</u>					
Resources	Parenting	Young moms	Self	No	Seiko Niven, Branch Head 523-9976, seikoniven@yahoo.com
Summer Reading	Literacy	School-age children	Self	No	
Book Club	Literacy	Adults	Self	No	
<u>Logan Lake Elementary School</u>					
Ready, Set, Learn	School readiness	Parents, children	Self	No	Colleen Wood, Principal cwood@sd73.bc.ca 523-6215
Rec 'N Reading	Literacy	School-age children	Self	No	
One-One Reading	Literacy support	Primary students	SD 73	No	
Accelerated Reader	Literacy	Primary; Intermediate	Self	No	
Literacy Support Program	Intense Reading Support	Primary; Intermediate	SD 73	No	
Homework Club	Literacy	Primary; Intermediate	SD 73	No	
<u>Logan Lake Secondary School</u>					
Library Outreach	Literacy Support	All students	Self	No	Kent Brewer, Principal kbrewer@sd73.bc.ca 523-9441
Homework Club	Literacy, Math Support	Very weak students	SD 73	No	
<u>WHY SOCIETY (Wellness, Health, Youth</u>					
Pre-school	School readiness	3 – 4 year olds	Family	Yes, subsidized	Elaine Penoyer, Program Director 523-6229, why@ocis.net
Parents and Tots	Parenting, literacy	Parents, tots	Self	Minimal	

