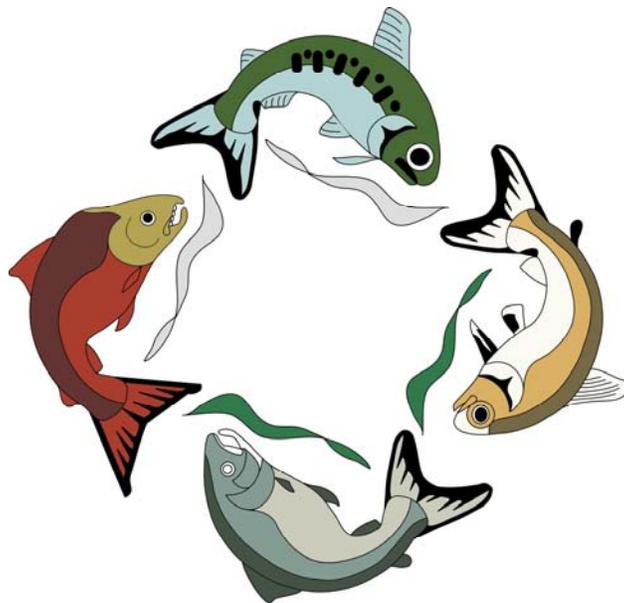




Vancouver Island North School District 85 and Mount Waddington Regional District Literacy Plan

Prepared by
Mount Waddington Literacy Now
Committee
February 2009

Submitted by Katherine McIntosh, Director of Instruction



Aboriginal Learning Symbol Explanation:

The District Literacy Plan addresses the four pillars. Early Learning, School Learning, Adult Learning and Aboriginal Learning. Aboriginal Learning is woven throughout the document using this symbol.



Preface

History

A District Literacy Plan for Vancouver Island North School District 85

Vancouver Island North School District completed the first District Literacy Plan in July 2008. This plan was developed collaboratively by a team which consisted of the Director of Instruction, District Principal for Aboriginal Education and Early Learning, District Literacy Support Teacher and District Early Learning Support Teacher. At this time the local community had not yet completed a literacy plan so the school district identified the following goals for literacy.

Goals



Goal 1 - to continue to build family capacity for learning by educating and empowering care givers and children alike.

During the year we have worked towards this goal by;

- sustaining current programs and relationships with Early Learning Service Providers in our region as well as promoting increased awareness of the services and programs.
- our Strong Start Centres, Ready- Set- Learn, and Mother Goose programs have promoted school readiness and worked towards decreasing the vulnerability in all areas of the EDI and to increase the number of Aboriginal families accessing early learning programs.
- the Outreach Strong Start Pilot incorporated an Aboriginal component in the Port Hardy area.
- our four local First Nations have Aboriginal Infant Development and Head Start Coordinators on the Mount Waddington Family Literacy Committee.
- Ready- Set-Learn included Aboriginal outreach trips to all band schools and day cares.



Goal 2 - to increase the success rate of student achievement in literacy for all students.

Our District Achievement Contract 2008 / 2009 and our Aboriginal Enhancement Agreement 2008 which were submitted to the Ministry of Education July, 2008 provided detailed goals, targets, and action plans to improve student achievement in literacy in the following areas:

- maintain the completion rate for non-aboriginal students
- increase our Aboriginal completion rate
- increase our special needs completion rate
- maintain the achievement rate of grade two students meeting the district standard in reading
- increase the percentage of Aboriginal students who fully meet expectations on grade three, six and nine DART
- increase the percentage of grade seven boys meeting expectations on the FSA Writing Assessment
- increase the percentage of Aboriginal students successfully completing English 10 and English 12



The First Nations Education Council (FNEC) works in full partnership with the School District to support and guide First Nations Education Services. FNEC is made up of delegated representatives from the:

- Kwakiutl Band Council
- Whe-la-la-u Area Council: (Mamalilikala, Tlowitsis, Tlatlasikwala First Nations)
- Danaxwdaxw First Nation
- Musgamagw-Tsawataineuk Tribal Council: (Kwicksutaineuk-Ah-kwa-mish First Nation, 'Namgis First Nation, Tsawataineuk First Nation)
- Gwa'sala-Nakwaxda'xw First Nation
- Quatsino First Nation
- Metis/Off Reserve representative
- and includes School District No. 85 leadership representatives

Vancouver Island North School District is proud of its excellent programs, capable students, competent personnel, supportive communities, and Aboriginal history and culture. Rich Aboriginal heritage is exhibited throughout the district. The district has published a number of Aboriginal learning resources, including “My Elders Tell Me” and a series of books focused on our local First Nations’ villages. Goal Three of the Aboriginal Education Enhancement Agreement states “All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of the curriculum.”



Goal 3 - to increase community capacity for all adult learners.

Our school district;

- continued to build partnerships and increase communication with other community groups such as Family Literacy, Literacy Now, North Island College, and The Regional Library.
- focused on family literacy through Mother Goose, Ready-Set-Learn, Strong Start Centres and Outreach, Family Math Nights, Kwakwala Nursery Rhymes and paper bag book exchange.
- brought adults together with students through the Grandparent Council and the Elders and Role Model programs for oral language traditions.

Today

A Community / District Literacy Plan for Mount Waddington Regional District and Vancouver Island North School District 85

In February, 2009 The Mount Waddington Regional District completed the first Community Literacy Plan for the South Zone of our district and received funding for implementation. This plan represents the communities of Alert Bay, Kingcome, Port Alice, Port McNeill, Sointula, and Woss. This plan is now the foundation for our District Literacy Plan and is included. We are currently planning the celebratory events for each community to be presented with their cheque for implementation funding from 2010 Legacies Now. Jacquie Taylor - Superintendent of Literacy and Learning and Leona Gadsby - 2010 Legacies Now were instrumental in helping us develop this new District / Community Literacy Plan for 2009 / 2010.

A North Island Steering Committee has been established to represent both the North and South Zones and oversee the implementation of both community literacy plans. The members are Kathy Martin – Chairperson Literacy Now, Pat Corbett – North Island College, Katherine McIntosh - Director of Instruction SD 85, Sharon Gordon – South Zone Literacy Outreach Coordinator and Nikki Shaw - North Zone Literacy Outreach Coordinator.

Future Steps

The northern communities of our district are currently working on a community literacy plan specific to the needs of their members. The North Zone represents Gwa' Sala- 'Nakwaxdaxw First Nation, Beaver Harbour, Coal Harbour, Holberg, Quatsino, Port Hardy, and Fort Rupert. The North Zone Community Literacy Plan should be complete in the near future and will be submitted to receive implementation funding. Upon completion it will be added to our District / Community Literacy Plan.

The North Island Steering Committee chose to use the coordination funds to hire a separate Literacy Outreach Coordinator specific for the North Zone who will assist these communities in completing their plan, applying for implementation funds, and implementation of the plan. Nikki Shaw will also sit on the steering committee.

Our District Achievement Contract 2009 / 2010 and our Aboriginal Enhancement Agreement 2009 which are submitted to the Ministry of Education July, 2009 provide detailed goals, updated targets, and action plans to continue our work to improve student achievement in literacy. This year we have developed district standards for achievement and targeted specific groups for monitoring.

1. District Standard : Achieve 85% Completion Rate for all students

Targeted groups: Non-Aboriginal students, Aboriginal students, students with special needs.

2. District Standard: Achieve 85 % of all students meeting expectations in reading

Targeted groups: students in grade two, Aboriginal students in grades six and nine, and all male students in grade seven.

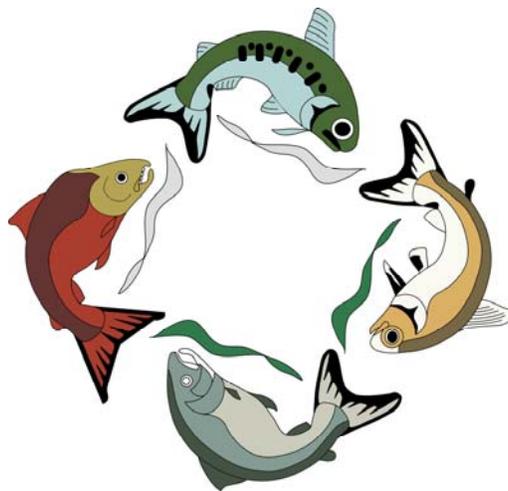
These reports can be found on-line at the Ministry of Education website.

COMMUNITY
LITERACY PLAN

PLANNING PHASE
REPORT

MOUNT WADDINGTON
REGIONAL DISTRICT

Prepared by
Mount Waddington Literacy Now
Committee
February 2009



Mount Waddington Regional District Community Literacy Plan

COMMUNITY LITERACY PLAN
MOUNT WADDINGTON REGIONAL DISTRICT
MOUNT WADDINGTON LITERACY NOW COMMITTEE
FEBRUARY 2009



“Literacy is:

the ability to use and understand written and spoken information to allow individuals to achieve their personal and working goals.

shaped by the environment in which one lives and includes the ability to adapt to changes in circumstance.

possible for everyone”

(South Zone communities)

“Our Vision:

“Everyone is capable of becoming literate. Our communities can provide the means for everyone to achieve literacy.”

(South Zone communities)

**COMMUNITY LITERACY PLAN
MOUNT WADDINGTON REGIONAL DISTRICT
PLANNING PHASE REPORT**

TABLE OF CONTENTS

Summary of the Planning Phase

- 1. The Committeepage 4
- 2. The Process page 4
- 3. The Plan page 4

Time Line

- Planning Phase Time Line page 5

The Process

- 1. Core Group Participants page 7
- 2. Involvement page 10
- 3. Guiding Principles page 10
- 4. How the Needs Were Determined page 11
- 5. The Goals page 12

The Profile

- 1. Summary of the Community Profile page 14
- 2. Summary of Community Literacy Inventory..... page 14
- 3. Links Among Community Literacy Services page 27

Appendices

- Appendix A: Facilitator Notes from the Nov., 2007 Launch page 29
- Appendix B: Inventory Analysis page 33

Enclosures

- Community Profile page 36
- Community Literacy Action Plan page 42

Summary of the Planning Phase

1. THE COMMITTEE

The Mt Waddington Literacy Now Committee is composed of a Core Group, which began with 14 individuals and grew to the present 33. Judy Brooks, the Regional Literacy Coordinator, initiated the idea of encouraging a group of community members interested in exploring the literacy needs of the North Island and applying for funding from Legacies 2010. Members already involved in preschool literacy programming were excited by the possibilities of expanding their work to all members of our communities. Judy facilitated the organizational meeting in June 2007 by providing clear guidelines of the process for applying for planning funding. This core group meets monthly and frequently consults with each other and the community in the intervals between meetings. This is an organization of members who have a strong interest in developing the literacy skills of children, families, and adults in our area.

2. THE PROCESS

The Launch in January 2008 drew interested individuals and organizations to provide the framework for the Community Literacy Action Plan attached to this report. Since our communities are relatively small and often isolated, we decided to have one advisory committee organized with two plans, one for the North Zone and one for the South Zone.

This is a way of thinking and operating in our area with the North Zone consisting of Port Hardy, Holberg, Gwa' Sala- 'Nakwaxdaxw First Nation, Fort Rupert, Beaver Harbour, Quatsino, and Coal Harbour.

The South Zone consists of Port McNeill, Kingcome Inlet, Echo Bay, Alert Bay, Sointula, Gilford, Port Alice, and Woss. With two different plans we will be able to address the individual literacy needs of our many small communities.

3. THE PLAN

The South Zone Community Literacy Action Plan contains community goals specific to the diverse needs of six south zone communities.

The vision statement for the South Zone communities is **“Everyone is capable of becoming literate. Our communities can provide the means for everyone to achieve literacy”**. Details are provided in the Action Plan.

We have learned a great deal about our community needs by following the steps outlined by Literacy Now, and this is reflected in the Plan. It is with pride and a lot of gratitude that we submit our Community Literacy Plan. Our communities appreciate the encouragement and support from Judy Brooks, the Regional Literacy Coordinator for the North Island.

PLANNING PHASE TIME LINE

June 2007

First Contact with Literacy Now Seeking Guidance
Initial Planning

September 2007

Letter of Intent Accepted
Application for Planning Funds
Steward Identified

November 2007

Core Group Contact List Established
Setting Direction of the Future

January 2008

Planning Funds Received
Coordinator Hired

February 2008

Define Literacy and Create Vision
Community Profile Researched and Written

March 2008

Inventory of Community Literacy Programs and Resources
Compiled and Distributed Via Email to Committee

April - May 2008

Analysis of Inventory for Gaps in Services Provided
Goals and Objectives Discussed

June 2008

Decision to take Literacy Now 'On the Road'
Goals and Objectives Discussed

September – November 2008

South Zone Community Visits Complete
Determine Goals & Objectives

February 2009

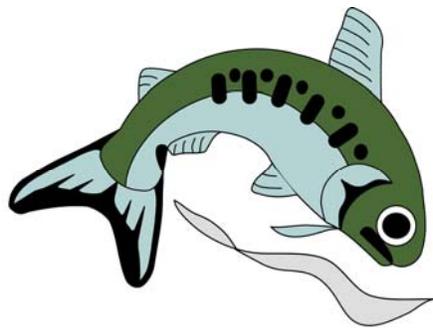
Submit South Zone Community Plan

COMMUNITY LITERACY PLAN

PLANNING PHASE REPORT

THE PROCESS

1. CORE GROUP PARTICIPANTS
2. INVOLVEMENT
3. GUIDING PRINCIPLES
4. HOW THE NEEDS WERE CHOSEN
5. THE GOALS



1. CORE GROUP PARTICIPANTS at initial formal meeting

Dan Boudreault: Superintendent of Schools, Port Hardy, B.C.

Kathleen King-Hunt: District Principal, First Nation Programs & Educational Initiatives, School District No.85, Vancouver Island North

Dee-Anne Cowan: Literacy Bus Coordinator, Port Hardy, B.C.

Laura Beswick: Library Manager, Vancouver Island Regional Library

Cori Neilson: Mother Goose, Port McNeill, B.C.

Gladys Latty: North Island College, Port Hardy, B.C.

Jennifer Lok: Literacy Support Teacher, School District No.85, Port McNeill, BC

Brenda Rothwell: Aboriginal Coordinator, Success By 6, Children First, Port McNeill

Diane Alfred: Amlilas Daycare Supervisor, 'Namgis First Nation, Alert Bay, BC

Leighann Ruel: Huckleberry House Child Care Centre, Port McNeill, BC

Brian Heller: Continuing Education Teacher, School District No.85

Marion Hunt: Education Coordinator, Kwakiutl Band, Fort Rupert, B.C.

Kathleen Thomlinson: Mother Goose Facilitator, Port Alice, B.C.

Kathy Martin: Co-chair of Literacy Now, chair of Port McNeill Family Centre, member of Success By Six committee, and president of Port McNeill Rotary for 2008/2009

Judy Brooks, Regional Literacy Coordinator for the North Island

South Zone Core Group Members

1. Kathy Martin
2. Karen Stewart
3. Jennifer Lok
4. Brenda Rothwell
5. Linda Waines
6. Werner Manke
7. Michelle Hinatsu
8. Cori Neilson
9. Lee Weinstein
10. Brian Heller
11. Lauren Deadman
12. Lois Kollman
13. Sharon Gordon
14. Rob Hutchinson
15. Deborah Murray

North Zone Core Group Members

1. Kathleen King-Hunt
2. Lyn Barton
3. Donna Gault
4. Kathy Bedard
5. Natasha Bridger
6. Teresa Bird
7. Lorraine Hudson
8. Marilyn Graham
9. Caroline Kennard
10. Jen Holme
11. Maggie Sedgemore
12. Dee-Anne Cowan
13. Ken Thomas
14. Kathleen Thomlinson
15. Charlene Miller

Community Partners & Supporter Biographies:

1. Teresa Bird:

Publisher/editor of the North Island Gazette, experienced preschool teacher and substitute teacher in School District No.85, private tutor for struggling students, home taught own children for nine years and as a journalist, has a vested interest in literacy and hopes to support this committee's efforts both personally and professionally.

2. Karen Stewart:

Owner/operator of At Water's Edge B&B in Port McNeill; past experience includes sales, marketing and research, and am currently a member of the Rotary Club and Chamber of Commerce. My involvement with Literacy Now is due to my involvement with A-Frame Books which is a second hand bookstore located in Port McNeill. All books are donated and staffed by volunteers.

3. Michelle Hinatsu:

Teacher of multigrade classroom, kindergarten to grade four in Kingcome Inlet, BC. The Kingcome Valley is the ancestral home to the Dzawada'enuxw people, who are strongly rooted in their culture. This remote First Nations community with a population of 80, is accessible only by boat or plane. Teaching there involves working with families and advocating for education and services. She has taught outdoor and leadership education, as well as English as a second language in Japan. She is currently developing an early years family literacy project to promote literacy in the home and will continue working towards giving their young people of this village the best possible chance for success.

4. Werner Manke:

Took early retirement at the end of 2002 after 31 years in education as a teacher, principal and director of instruction. During retirement, he has completed four novels. Since 2005 he has served as trustee for S.D. No.85. He is a community volunteer and has been interested in literacy for decades. As trustee, he wants to stay informed about the good things that can be achieved, which is the reason he felt compelled to join Mount Waddington Literacy Now committee.

5. Lauren Deadman:

School District No.85, Principal, North Island Secondary, Port McNeill, BC

6. Lois Kollman:

Retired teacher, teacher's aide, and special education worker. Active volunteer within the community, Port McNeill, BC

7. Sharon Gordon:

Family Literacy Coordinator; Literacy Now Community Literacy Planning Coordinator, Education Coordinator/Contractor for Kwicksutaineuk/Ah-Kwa-Mish First Nation, Community Development Leader for BC Healthy Living Alliance's Community Capacity Building Strategy Team, Alert Bay, BC

8. Rob Hutchinson:

Minister of the Anglican United Churches in Port McNeill, Port Alice and Port Hardy

9. Deborah Murray:

Business operator and Rotary member, Port McNeill, BC

10. Linda Waines:

Home School Parent, Port McNeill, BC

11. Maggie Sedgemore:

First Nations School Counselor, School District No.85, Port Hardy, BC

12. Ken Thomas:

Volunteer, Port Hardy, BC

13. Natasha Bridger:

Kwakiutl Band, Fort Rupert, BC

14. Lyn Barton:

North Island College, Port Hardy, BC

15. Jen Holme:

School District No.85, Port Hardy, BC

16. Kathy Bedard:

School District No.85, Port Hardy, BC

17. Donna Gault:

Tourism/Business Operator, Port Hardy, BC

18. Carol Hadley:

Vancouver Island Health Authority, Port Hardy, BC

19. Charlene Miller:

Education Coordinator, Quatsino Band, Quatsino, BC

20. Jan Armbrust:

Volunteer, Port Hardy, BC

21. Kaleb Child:

First Nations Principal, School District No.85, Port Hardy, BC

22. Sue Anweiler:

Teacher of the deaf and hard of hearing, School District No. 85, Port Hardy, BC

2. INVOLVEMENT

The entire Core Group of both zones have been involved throughout the process determining goals, objectives and methods of achievement. The Core Group has consulted with community members throughout the entire process, eventually making the decision to take the Literacy Now project on the road travelling to most regional communities. Monthly meetings are held in the North Zone of Port Hardy and the South Zone of Port McNeill. The community input that has been generated has become an integral part of the Community Literacy Action Plan.

Enthusiasm within the region is high, and commitment to literacy in the region is solid. New contacts are immediately invited to attend the next meeting to get acquainted with the group and the aims of the planning process.

3. GUIDING PRINCIPLES

After a series of discussions in many of our small communities, we have developed a list of 33 interested members who have a strong interest in developing the literacy skills of children, families, and adults in our area. Since our communities are relatively small and often isolated, we decided to have one advisory committee organized with two plans, one for the North Zone and one for the South Zone. With two different plans we would be able to address the individual literacy needs of our many small communities.

The Mt Waddington Literacy Now committee provides a forum for community opinions and questions about literacy. All voices in the committee are listened to and respected. The intention is to build from the talents of everyone in the community in order to help each other support literacy action throughout the region.

In order to ensure strong communication throughout the region, email contact and monthly meetings occur regularly. Community members who are supporters of literacy action are regarded as a pool of help and knowledge to draw on and to consult regarding some of the more difficult aspects of the project.

4. HOW THE NEEDS WERE DETERMINED

The Literacy needs of our communities are somewhat different in the various communities that make up the Mount Waddington Region. The communities are often small so there are not the supports, materials or encouragement for someone seeking better literacy skills. Many people started work at a young age without completing their education. Post secondary education is sometimes not attainable because of distance from family, finances, and priority. Parents who had difficult or unpleasant memories of the school institution do not necessarily value the education of their children. Some community members have special learning needs that have not been met. First Nation communities in the region want to see their culture valued and their learning styles reflected in literacy programs within their respective communities.

The North Island is comprised of the resource based industries of logging, fishing, and mining. In the past, many of our young people were able to attain well paying positions without achieving a satisfactory literacy level. Over the past few years this concept has changed with the industries requiring more trained employees rather than a large number of labourers. Now, many of these same workers are finding that they have difficulty maintaining their jobs as well as functioning in our society with this lack of literacy. They are often stuck in a situation that prevents them from becoming financially secure because they do not have the literacy skills to advance to a better paying situation. They are also unable to help their children in their literacy journey. Some members of our community may have the confidence to take courses if they were offered and some may benefit from one on one tutoring. Our communities have the capacity to provide this help with the organization and funds supplied by Literacy Now.

All the needs, goals, and objectives were selected by consensus of committee members. They are based on information gathered from community input and expanded through the development and analysis of the inventory. Many additional discussions were held in more remote communities with people actively involved in the areas of early childhood education, public education, social services and community education.

5. THE GOALS for the South Zone Communities

All goals and their accompanying objectives were determined through the Literacy Now process in response to the expressed concerns and desires of the people in the Mt Waddington Regional District.

South Zone Goals:

(2 goals per community to meet diverse needs in each of 6 communities: Sointula, Alert Bay, Woss, Port McNeill, Port Alice, Kingcome)

Goals of communities:



* Alert Bay –

Nature trip with youth and elders to pass on knowledge, follow-up newsletter.
Future radio station.



* Kingcome –

Many, many events including connections and learning from Elders to youth including traditional foods

* Port Alice –

Homework and physical activity time. Connections with seniors. Drama program for younger youth

* Port McNeill –

Seniors' book club and games. Survey for teen wants.

* Sointula –

ESL program for new members of community.

* Woss –

Homework and physical activity time. Computer assistance.

MT WADDINGTON COMMUNITY LITERACY PLAN
PLANNING PHASE REPORT

THE PROFILE

1. SUMMARY OF THE COMMUNITY PROFILE
2. SUMMARY OF THE COMMUNITY LITERACY INVENTORY
3. LINKS AMONG COMMUNITY LITERACY SERVICES



Mt Waddington Regional District Community Profile

1. SUMMARY OF THE COMMUNITY PROFILE

The Regional District of Mount Waddington encompasses the northern third of Vancouver Island and a large area of adjacent mainland. Although the region is small in numbers (approximately 12,000 people) it is one of the most important timber producing areas in Canada, and is one of the largest producing areas for farmed salmon, as well as home to one of the few specialty cellulose mills in North America.

The four municipalities, Alert Bay, Port Alice, Port Hardy and Port McNeill, and the small unincorporated settlements in the Regional District offer a variety of lifestyles. Educational services, up to college level, and a complete spectrum of health services make the Region a desirable place to live and work, for individuals and families. Our population includes nine First Nations and people from around the globe. (Regional District of Mount Waddington website at www.rdmw.bc.ca).

2. SUMMARY OF THE COMMUNITY LITERACY INVENTORY

The Community Literacy Inventory Analysis is included with this report as Appendix A. The Community Literacy Inventory indicates that the efforts of the regional communities place strong importance on early childhood learning with increasing emphasis on family literacy. Although there is assistance available with employment related services, it is evident that more emphasis is needed to assist youth in gaining the necessary skills in work-related areas. There are very few literacy programs for adults and seniors.

There is a gap in services for the adult and senior population, both in remedial efforts and in maintaining or honing their literacy skills. With the recent closure of the Continuing Education Centres in Port McNeill and Port Hardy, there is a gap in accessing much needed education and training programs geared to those with low literacy skills leading to personal and professional development.

Appendix 1 outlines the South Zone **Community Literacy Assets** as identified by community members.

Appendix 2 outlines the North and South Zone **Community Literacy Needs** in the regional communities as identified by community members.

APPENDIX 1:

South Zone Community Literacy Asset Inventory

South Zone Community Literacy Assets

(Alert Bay, Port McNeill, Kingcome Inlet, Echo Bay, Sointula, Gilford Island, Woss, & Port Alice)

Alert Bay, BC – South Zone

Prenatal & Perinatal:

- Well Babies Clinic
- Prenatal Classes

Birth to 5 Years:

- Mother Goose
- Amlilas Daycare
- Moms & Tots Program
- Books for Babies
- Head Start Program
- 3 Year Old Health Clinic
- Public library
- Literacy Bus
- Ready, Set, Learn School Program
- Sports
- Sunday School
- Book Fairs in Schools
- Story Time Buddies Family Literacy Program (if funding received)
- Kwakwala Speaking Club



Kindergarten to Grade 3:

- Mother Goose
- After School Homework Program
- Public Library
- Young Naturalists Club
- Literacy Bus
- Cub Scouts
- Computers
- Sports
- Sunday School
- Kwakwalatsi Movie Nights
- T'lisalagi'lakw School
- Alert Bay Elementary School
- Story Time Buddies Literacy Program (if funding received)
- Kwakwala Speaking Club



Grades 4 to 7:

- After School Homework Program
- Public Library
- Young Naturalists Club
- Junior Canadian Rangers
- Cub Scouts
- Computers at Employment Centre
- Sports
- School Book Fairs
- Story Time Buddies Literacy Program (if funding received)
- Kwakwala Speaking Club



Grades 8 to 9:

- After School Homework Program (T'lisalagi'lakw School)
- Public Library
- Young Naturalists Club
- Junior Canadian Rangers
- Cub Scouts
- Computers at Employment Centre
- Sports
- 'Namgis Employment Centre



Grades 10 to 12:

- Homework Program (T'lisalagi'lakw School)
- Public Library
- Junior Canadian Rangers
- Computers at Public Library
- Sports
- Employment Centre

Young Adults:

- Public Library
- Youth Skills Link program
- Sports
- Computers
- Resource Library for Parents at Kwakwalatsi Centre



Adults:

- Lions Club
- Church group
- Helping Hands
- Public Library
- Employment Centre
- Computers at Public Library
- Sports



Seniors:

- 'Namgis Elders Centre
- Public Library
- Computers at Public Library

Port McNeill, BC – South Zone

Prenatal & Perinatal:

- Well Babies Clinic
- Prenatal Classes
- Promising Babies

Birth to 5 Years:

- Promising Babies
- LAPS & ALAPS
- Toddler Time
- Mother Goose
- Family Centre Drop In
- Strong Start Program
- Moms & Tots
- 3 Year Old Health Clinic
- Early Learning & Literacy Fair
- Library Time/Story Time
- Books for Babies
- Early Learning Literacy Fair
- Literacy Bus
- Ready, Set, Learn for 3 Year Olds
- Sports
- Sunday School
- Book Fairs
- Paper Bag Book Exchange
- Story Time Buddies (funding dependent)
- A-Frame Second Hand Book Store
- Preschool

Kindergarten to Grade 3:

- Mother Goose
- Family Centre
- Library
- Sports
- Young Naturalists Club
- Early Learning Literacy Fair
- Literacy Bus
- Scouting
- Guiding
- AWANA (acronym for?)
- Sunday School
- Book Fairs
- Paper Bag Book Exchange
- Story Time Buddies (funding dependent)
- A-Frame Second Hand Book Store

Grades 4 to 7:

- Family Centre
- Library
- Sports
- Young Naturalists Club
- Junior Canadian Rangers
- AWANA
- Scouting
- Guiding
- Sunday School
- Book Fairs
- Story Time Buddies (funding dependent)
- A-Frame Second Hand Book Store

Grades 8 to 9:

- Family Centre
- Teen Centre
- Library
- Sports
- Young Naturalists Club
- Junior Canadian Rangers
- AWANA
- Sunday School
- A-Frame Second Hand Book Store
- Guiding
- Scouting
- CORE – Hunting and Outdoor Education
- Scuba Diving

Grades 10 to 12:

- Family Centre
- Teen Centre
- Library
- Sports
- Junior Canadian Rangers
- AWANA
- Sunday School
- A-Frame Second Hand Book Store
- Scuba Diving
- CORE – Hunter and Outdoor Education
- Scouting
- Guiding
- Junior Firefighting

Young Adults:

- Sports
- Young Adult Group/Church
- Trades Training/hairdressing, aesthetics

- Library
- Sustained Silent Reading at NISS
- Sunday School
- A-Frame Second Hand Book Store

Adults:

- Rotary Club
- Lions Club
- Singing, drama, choir groups
- Happy Gang
- Concert Society
- Pioneer Theatre
- Library
- Community Response Network
- Sunday School
- A-Frame Second Hand Book Store
- Sports (yoga, hockey, curling, badminton, karate, dancing, basketball)
- Craft Clubs (quilting, cardmaking, scrapbooking)

Seniors:

- Senior's Centre at Old School
- Community Response Network
- Wheels for Wellness
- Happy Gang
- Rotary, Lions Clubs
- Home Support
- Potluck (monthly)
- Library
- Church
- A-Frame Second Hand Book Store

Sointula, B.C. - South Zone

Prenatal & Perinatal:

- Well Babies Clinic
- Prenatal Classes

Birth to 5 Years:

- Books for Babies
- 3 Year Old Health Clinic
- Ready, Set, Learn School Program
- Sports

Kindergarten to Grade 3:

- Young Naturalists Club
- Computers at Library
- Sports
- A.J. Elliott School

- Beavers & Cubs

Grades 4 to 7:

- Computers at School & Library
- Sports
- Sointula Recreation Teen Centre
- Cubs & Scouts

Grades 8 to 9:

- Public Library
- Computers at Library
- Sports
- Sointula Recreation Teen Centre
- Scouts

Grades 10 to 12:

- Computers at School & Library
- Sports
- Sointula Recreation Teen Centre
- Sointula Recreation Association

Young Adults:

- Public Library
- Sports
- Sointula Museum
- Sointula Resource Centre
- Sointula Recreation Association
- Computers

Adults:

- Computers at Library
- Sports
- Sointula Museum
- Sointula Resource Centre
- Sointula Recreation Association
- Church

Seniors:

- Sointula Museum
- Sointula Community Church & Christian School
- Seniors' Association

Port Alice, B.C. – South Zone

Prenatal & Perinatal:

- Well Babies Clinic
- Prenatal Classes

Birth to 5 Years:

- Mother Goose
- Strong Start Centre
- 3 Year Old Health Clinic
- Aboriginal Toddler Time
- Playgroup
- Library Time
- Books for Babies
- Literacy Bus
- Ready, Set, Learn
- LEAP & HOP
- LAPS & A-LAPS

Kindergarten To Grade 3:

- Mother Goose
- Ready, Set, Learn
- Literacy Bus
- Library
- Sports
- Young Naturalists Club
- NWPBS
- Cultural Day
- Early Learning
- Computers
- Oral Language
- School & Community Connections
- Art Programs

Grades 4 to 7:

- Library
- Sports
- Young Naturalists Club
- NWPBS
- Cultural Days
- School & Community Connections
- Art Programs

Grades 8 to 9:

- Library
- Sports
- Young Naturalists Club

- NWPBS
- Cultural Days
- Computers

Grade 10 to 12:

- Library
- Sports
- NWPBS
- Computers

Woss, B.C. – South Zone

Prenatal & Perinatal:

- Well Babies Clinic
- Prenatal Classes

Birth to 5 Years:

- Strong Start
- Ready, Set, Learn
- Regional Library

Kindergarten To Grade 3:

- Gymnastics in Port McNeill
- Regional Library

Grades 4 to 7:

- Gymnastics
- Regional Library

Grades 8 to 9:

- Hockey in North Island Secondary School
- Regional Library

Grades 10 to 12:

- Hockey in North Island Secondary School
- Regional Library

Young Adults:

- Hockey in North Island Secondary School
- Regional Library

Adults:

- Regional Library

Seniors:

- Regional Library

APPENDIX 2:

South & North Zone Community Literacy Needs As Determined by Core Group

“All of us are becoming increasingly aware of the need for family literacy and adult literacy.” (Kathy Martin)

- Workplace literacy skills for youth/young adults (Computers, English, Math)
- Parenting Programs on how to assist their children with math
- Need to identify what parents want in a program and how to support & engage parents (with literacy and parenting)
- Closing of Continuing Education Centre; lack of access to adult education and training
- Tutor training
- Community based programming/education/training needed
- Service Providers need to work on how to assist clients and employees (Produce easy to read text materials)
- At risk and low income families
- Ensure access to basic needs
- Providing access and transportation for parents and families to literacy services/programs
- More interaction needed between elders and babies/small children
- Information sharing about literacy programs & services
- Literacy services and programs for older teens -
- Kids teaching seniors
- Non-reader book clubs; make reading fun and purposeful
- Support for struggling readers and families
- Bridge the gap between capable readers and those who struggle
- Innovative, fun programs that are experiential and culturally relevant
- More play involved in learning (ie. Charades)
- Incentives for young adults
- Life Skills (ex. filling out job applications, prepare resume, communication skills)
- Provide meaningful work for young adults
- Good mentors & role models needed to assist young adults
- Parent/peer mentor programs
- Provide like-minded constructive activities for young adults
- Provide opportunities for ongoing learning (ie. Computers, crafts, etc.)
- Advertising is needed for adult programs/services
- Funding is needed for adult programming
- Community newsletter is needed; information distribution of all services available
- Website needed that provides visuals and information
- More service clubs needed for adults
- Affordability; free training needed for community activities/programs
- Adult literacy program needed
- Need to identify adults struggling with illiteracy

- Accept and support those with poor literacy skills; provide safe, non-threatening place to learn and socialize
- Family literacy programs needed
- Basic computer instruction needed
- Recognition of other skills held by illiterate people
- Non-threatening and confidential opportunities for those with similar interests to build relationships
- Include seniors; provide opportunities for seniors to feel valued and appreciated
- More services for seniors/disabled seniors needed
- More service clubs (ie. Seniors' clubs, travelling, international dinner club).
- Opportunities for seniors to learn new stuff/skills (ex. computers, MP3, digital photography)
- Programs to encourage senior/youth interaction in meaningful way (oral storytelling, Adopt a Grandchild/Grandparent, Grandfriend's program)
- Opportunities to learn alongside their elders; possibly within an intergenerational program
- Provide understanding around senior capacity (ex. sight, education, hearing)
- Provide opportunities for seniors to pass on knowledge and skills
- Provide safe and pleasant opportunities for seniors to participate in physical activities
- Provide courses free of charge for seniors to enrich their lives
- Provide senior access to family, school, and public libraries
- Ensure seniors are aware of services/programs available to them (Service Canada, Old Age Pension seminars, etc.)
- Provide choice in reading materials in school – appropriate to age, gender, interests, culture, reading level, and learning style
- Older women engaging with younger women
- Seniors as “grandparents” (reading program)
- Need quality after school care
- Community events to celebrate learning
- Need to bring literacy to the community and to the homes
- Culturally relevant programs and materials for First Nation communities

Port Alice Literacy Needs (Identified at Sept. 10, 2008 Community Meeting):

- need volunteers to assist school age children outside the classroom
- need to bridge the gap between youth and elders for health and social benefits
- need group opportunities for youth to talk
- need to find connections for 19-30 year olds in community
- need programs for 13-14 year olds
- need Book Club for grades 4 -10 students
- need after school programming
- need programs for grades 8 -12 students, who are bored and getting into trouble
- need to start peer tutoring program again with incentives
- need to connect Sea View Elementary School and North Island Secondary School (NISS) students
- need to provide Buddy Tutoring program for younger students attending NISS
- need supervision for Teen Room to assist with homework program

- need tutors to assist adult learners
- need programs for parents to help children with school work
- need to provide activities for seniors to feel included
- need programs that build on individual interests for seniors
- need to provide opportunities for seniors to share stories with school children
- need to provide activities for all ages to have sense of purpose
- need to provide structured activities
- need to provide more advertising for literacy events in community
- need help with computer skills and filling out job applications
- need programs to offer
- need funds to implement programs and help to find funds

Sointula Literacy Needs (Survey Results) - Nov. 2008

- need programs for seniors
- need computer training for seniors
- need help filling out forms
- need to help seniors use new technology
- need to provide liaison or advocate to assist seniors
- need transportation for seniors
- need programs for young adults
- need a literacy resource centre
- need to provide information on accessing literacy services
- need programs for babies and young children
- need more literacy resources outside of school and library
- need access to education with closure of continuing education centres
- need programs for adults of immigrant population
- need English as a Second Language program
- need funding for programs
- need time and space to teach immigrant groups
- need community awareness of language issues for immigrants population
- need community volunteers & advocates for those requiring assistance
- need cultural training & ESL training
- need computer access
- need resource centre to increase hours
- need literacy resources & programs brought to community
- need programs for adult education
- need book clubs and literacy programs
- need community awareness of literacy needs
- need appropriate ways to reach those with literacy challenges
- need community projects to complete for pre-school to high school ages
- need to bring K- grade 3 together with seniors and disabled
- need to have grade 4-7 involved in community clean-up projects
- need to have programs to bring grades 4-7 together with seniors
- need Adopt a Grandparent program
- need to involve high school students in community work projects to help those unable to do chores around home such as painting & yardwork
- need to assist students who dislike school and who get failing grades to move into the trades

- promote a sense of community with goal of teaching young and school age youth to give and help others, becoming a productive member of society
- need to provide reading material that teenagers enjoy
- need increased library hours
- need to provide 'in-class' presentation at high schools to find out what books youth are interested in
- need increased funding from Ministry of Education to purchase current and relevant novel sets for High School English class
- need to hold literacy forum in community to reach those struggling with literacy
- need to provide literacy services in community
- need to include the seniors
- need to make literacy a priority in community
- need to encourage book clubs and adult education
- need to reach those with literacy challenges through use of cable ads, radio, graphics, community meetings, schools, and notices
- need continuing education, adult education, & ESL programs

Woss Literacy Needs (Community Meeting on Nov. 18th)

- need programs for seniors
- need to bridge gap between young adults and seniors
- need to assist in making reading interesting for school kids
- need to provide fun, interesting ways of promoting literacy in schools
- need social events to bring community together
- need to work with local resources to promote literacy and sense of community
- need to promote school support
- need community activities such as sports and craft nights
- need creative ways to reach all sectors of community
- need to address transportation barrier
- need to bring programs to community

3. LINKS AMONG COMMUNITY LITERACY SERVICES

Literacy services are linked throughout the Mt Waddington Regional District. While some links have been formalized many are informal as often is the case in small communities.

Mt Waddington Literacy Now was founded in partnership with the Family Literacy Committee, Vancouver Island Health Authority, Vancouver Island Regional Library, North Island College, and School District No.85.

The Mt Waddington Family Literacy Committee, which includes representatives from child, youth, and family health and education, meets on a monthly basis to discuss existing supports for child development and learning, community issues, and initiatives, and to formulate requests for assistance to develop new programs.

The group worked for several years on the idea of a Literacy Bus to become a part of overall family literacy programs for the North Island. This is now a reality and the Literacy Bus is used at all Ready Set Learn events for three year olds, and at Public Health Fairs for preschoolers, as well as making regular preschool visits with Mother Goose.

The North Island has developed strong preschool literacy programs through Community Services, Infant Development Programs, Supported Child Care, Success By Six, PacifiCare, Mount Waddington Preschool Literacy, Ready Set Learn, Head Start Programs, Family Centres, Strong Start Centres, and numerous day-cares. Each of these founding partnerships has provided many other informal links for Mt Waddington Literacy Now. The Family Literacy Committee works in partnership with School District No.85, Vancouver Island Health Authority, and Vancouver Island Regional Library to plan and implement programs for early childhood, toddlers, children and families.

School District No.85 is known to have a supportive role in all literacy initiatives within the region, providing guidance, meeting space and in-kind amenities to Mt Waddington Literacy Now committee. Along with offering kindergarten to grade twelve programs throughout the region, School District No.85 has a solid working relationship with the Family Literacy Committee and the Mt Waddington Literacy Now committee. Mt Waddington Literacy Now has established connections with the Literacy Coordinators of SD No.85, which allows for the sharing of information and assisting each other in our literacy endeavours.

Vancouver Island Health Authority (VIHA) runs Family Place in Port Hardy. VIHA partners on a whole lot of literacy initiatives, including partnering with the Family Literacy Committee to facilitate the 3 year old Health Screening Clinic. Children are checked for speech, hearing, and overall development at these clinics. VIHA offers the Healthy Kids program which includes First Nation communities and all the schools in the region. Other agencies who participate in this event include North Island Infant Development, Crisis Centre, Mother Goose, Success By Six, School District No.85, and

the Literacy Bus. Family Place focuses on literacy by offering Mother Goose for families and children, as well as offering Triple P parenting as part of their programming. VIHA designates a representative to sit on the Family Literacy Committee. VIHA offers the Early Intervention Program which checks speech, occupational therapy, physiotherapy, and psychology.

North Island College offers a wide variety of community courses and has existing links with School District No.85, Mt Waddington Family Literacy Committee, First Nation communities, and Mt Waddington Literacy Now committee. North Island College provides assistance in providing space and programming.

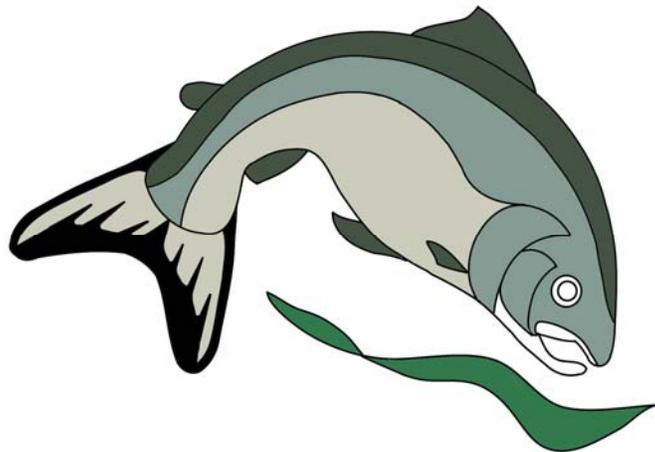
Vancouver Island Regional Library agreed to be the steward for Mt Waddington Literacy Now. Other agencies that support the work of Mt Waddington Literacy Now include the Rotary Clubs, the Lions Club, First Nation Bands, day care facilitators/operators, local businesses, R.C.M.P., town councils, and retired teachers and principals. All of these links have been expanded in the course of the Planning Phase through community meetings and frequent conversations.

COMMUNITY LITERACY PLAN
PLANNING PHASE REPORT

APPENDIX A

FACILITATOR'S NOTES FROM
NOVEMBER 8, 2007 MEETING

“SETTING DIRECTION OF THE FUTURE”



Mount Waddington Regional District Community Literacy Plan

**Mt. Waddington Regional District
Literacy Now Launch- North Zone
November 8, 2007
School Board Office, Port Hardy, BC**

(10 people attended this meeting)

1) **“How would we like our community to be different five years from now?”**



- More First Nations students being successful at school, and graduating
- More adults not having problems with literacy (e.g. filling out forms, etc.)
- An increase in the number of adults/elders especially, being able to access literacy programs (e.g. outreach programs, better transportation)
- Adult literacy groups where adult learners feel comfortable, valued and respected
- Graduating teens being more ready and able to enter trades training, apprenticeships, and other skilled occupations on the North Island
- As many different programs and services for adult learners as there are for pre-school children
- A greater sense of “hope” for youth
- A Literacy focus across the curriculum
- Develop new and innovative ways to promote a love for literacy (especially with teens)
- Develop something like the iPod – “Literacy Pod” 24/7/365 to bring literacy and technology together and reach the hard to reach audience
- Celebrate more local authors
- Promote creative writing with children and elders
- To observe a measureable increase in “school ready” children
- To have programs in place to “catch” learners at any level and provide relevant programs to assist them
- Establish a volunteer group of peer leaders for adult literacy
- More of a holistic community involvement in ongoing literacy partnership projects
- Funding in place for needed programs/not having to beg to keep good programs running
- North Island graduates achieving above provincial average on provincial exams
- Programs available online (teens)
- Book Clubs at the Secondary School – “I would like students who reach grade 8 to have the skills to achieve passing grades. Secondary Schools need study groups, homework clubs, in-school sessions on how to get better grades” (parent of high school age child/ children)

2) **How can we expand choices for literacy and life-long learning for people of all ages?**



- Adult literacy – free programs – no barriers
- ESL/ Aboriginal languages and dialect
- Strong Start in more communities
- Peer tutoring – graduation credits?

- Elder teachings and modeling
- Improve transportation – support community bussing, shuttle
- One-to-one literacy tutors/outreach programs
- More relevant curriculum and learning resources e.g. more FN authors studied in school; teaching adults how to read by transcribing their stories
- Wider variety of college level or adult interest courses
- View literacy as a continuum to avoid labelling
- High profile events for all ages which have a literacy theme; learning has to be fun
- Create a better sense of belonging with literacy
- Everyone is a teacher – circle stories embrace oral language as literacy
- Provide real-life sharing in structured learning environment
- Find people’s “life passion” and use as a tool to promote all varieties of literacy
- Inspire people who have struggled with literacy to share their stories and experiences with the community and /or become mentors for those with literacy challenges/ to help remove some of the negative stigma of being illiterate
- Needs to be ongoing commitment by provincial and local governments (and our committee)
- Needs to be inclusive – all ages, occupations, communities – Literacy is important to everyone
- Recognition of holistic nature of literacy – important in health, employment, quality of life, enjoyment
- “We need to have reading programs for adults who struggle with reading and comprehension, different programs for each aspect of the community. Once a week on reserve and off (or twice). Parents can’t help children if they can’t read themselves” (parent of high school age child/children)

3) **Is there a need in our community to give people learning opportunities in community service, citizenship, early childhood learning or pre-vocational training?**

- We are well covered in the early years area/ many initiatives in place
- Develop partnerships
- We need parent programs to help promote literacy in the home and/or parenting skills (ALAPS)
- More community based literacy events
- Volunteer programs and support to help them continue/ this would support community involvement and would be free, no funding issues
- Support groups for illiterate adults
- Leadership opportunities to develop confidence and further interest in literacy
- Form a learning opportunities committee and plan high profile and low profile learning opportunities that are inclusive and welcoming for all backgrounds
- Do an inventory of community service opportunities in our area
- Trades training (pre-vocational) programs are needed
- Hands-on/ experiential training
- Promote services already here that may be under utilized e.g. Opportunity Zone

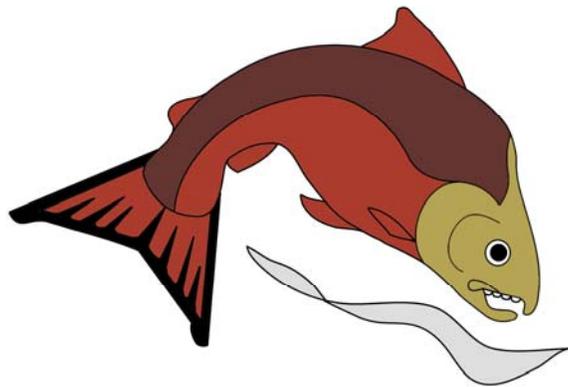
4) **How might the Literacy Now initiative help us to realize our hopes for our community?**

- Provide funding support
- Access to literacy support/ learning for all ages (4 Pillars)
- Intergenerational programs – connecting all ages
- Stronger community networking; less isolation between each community
- We will see measurable progress/ we need to develop processes to measure success
- Embrace culture e.g. oral storytelling, and enhance understanding
- Literacy is more than just reading, encourage creativity, communication through dance, drama, stories (oral and written), poetry, creative writing, art, etc.
- Will bring public awareness to the issue, or the idea of literacy itself
- Creates focus and puts plans into action/ lasting, long-term projects that will benefit community and encourage community networking
- Provides a structure for us to come together
- Higher profile for literacy and the importance of a community effort
- “Spend more time addressing parenting skills. Parents need to know how to help kids. More attention and support to students from Grade 7 onward. Don’t pass students unless they can be assured of success in the next grade” (parent of high school age child/children)

PLANNING PHASE REPORT

APPENDIX B

INVENTORY ANALYSIS



Inventory Analysis

While the Literacy Now committee was able to gather valuable data from all four municipalities, we have very little data from the small unincorporated communities of Echo Bay and Gilford Island. Reaching these remote communities continues to be a challenge.

It would seem that a great deal of effort is expended on literacy programs and services for early childhood and elementary school students, but very little literacy services and programs directed at young adults, adults, and seniors.

The Mt Waddington Regional District no longer has a Continuing Education Centre available for those wanting assistance and support with their basic education skills. Transportation, distance, and affordability continue to be a barrier for people living outside the municipality of Port Hardy who want to take courses at North Island College. There is a gap in adult literacy access. Many south zone communities stressed the need for more literacy resources, services, and programs.

There also appears to be another gap for the young adult and adult population. For those with low literacy skills, there are no programs or services available to assist them gain necessary skills needed in the workplace. In the past, many of our young people were able to attain well paying jobs in resource based industries of logging, fishing, and mining. Today, industries require more trained employees. Many people in the region are finding that they have difficulty maintaining their jobs as well as functioning in our society with this lack of literacy. They are often stuck in a situation that prevents them from becoming financially secure because they do not have the literacy skills to advance to a better paying situation. These same adults are also unable to help their children in their literacy journey.

Although we have employment services such as Opportunity Zone (OZONE) and Community Futures available in our region, most young adults and adults do not utilize the services and programs because of travel, distance from home, and lack of confidence. If this group is to maintain and/or hone their literacy skills, they must resort to computer technology or other services provided by OZONE and other employment related agencies, which means they must be self motivated and computer literate. Computer literacy was a need identified in many communities among the adult population.

We also see another gap in the senior population. If our seniors are to feel included, valued, and useful, we need to provide intergenerational programs to bridge the gap between our seniors and youth.

SUMMARY: The data does indicate a definite gap in services available to the young adults, adults, and senior populations.

**COMMUNITY LITERACY PLAN
PLANNING PHASE REPORT**

ENCLOSURES

1. COMMUNITY PROFILE

2. COMMUNITY LITERACY ACTION PLAN

1. COMMUNITY PROFILE

MT. WADDINGTON REGIONAL DISTRICT

Mt Waddington Regional District Community Profile

COMMUNITY PROFILE

1. Geographic Location

The region is home to 11,650 people and includes the town of Port McNeill, the district municipality of Port Hardy, the village of Port Alice, and the village of Alert Bay. Mount Waddington also encompasses the unincorporated communities of Hyde Creek, Malcolm Island, Winter Harbour/Holberg, Woss, Coal Harbour and Quatsino (Statistics Canada, 2008). The region is also home to 12 First Nations:



- Da'Naxda'xw – Awaetlala First Nation
- Gwa'sala'Nakwaxda'xw Band
- Gwa-Wa-E nuk Tribe
- Kwakiutl Band
- Kwicksutaineuk Band
- Mamalilikulla Qwe Qwa Sot Em Band
- Musgamagw Tsawataineuk Tribe
- 'Namgis First Nation
- Quatsino Band
- Tlatlasikwala First Nation
- Twawataineuk Band
- Whe-La-La-U First Nation

23% of the total population identifies as Aboriginal.

Incorporated in 1966, the four municipalities, Alert Bay, Port Alice, Port Hardy and Port McNeill, and the small unincorporated settlements in the Regional District offer a variety of lifestyles. Educational services, up to college level, and a complete spectrum of health services make the Region a desirable place to live and work, for individuals and families. Our population includes 12 First Nations and people from around the globe. (see Regional District of Mount Waddington website at www.rdmw.bc.ca).

The two largest communities on the North Island are Port Hardy and Port McNeill.

2006 Population (Prepared by: BC Stats/ Statistical Profile)

	Number	% of Region
Port Hardy -	3, 822	32.8 %
Port McNeill -	2, 623	22.5%
Port Alice -	821	7.0%
Alert Bay -	556	4.8%
Rest of Region	3, 829	32.9%
Total Region	11,651	100.0%

Total BC 4,310,452

Region as a % of BC 0.3%

The population of Vancouver Island North (the Mount Waddington Regional District) is 11,650 (2006 Census). This represents a decline of 1,460 from the 2001 Census.



- Aboriginal population is 2,601 (2001 census figures)
- Average family income is \$62,800
- Percentage of adults (age 25-54) with high school completion is 72%

Mount Waddington's population is younger than the provincial average with 28% of its residents under the age of 20, versus 23% in BC overall.

As of 2006, there were 930 youth between the ages of 15 and 19 in Mount Waddington; 825 between the ages of 10 and 14; and 605 between the ages of 20 and 24.

Youth between the 15 and 19 years of age represented 8% of the total population in the region, as compared to 7% in the province.

Other characteristics of the youth population in Mount Waddington are as follows:

- 12.4% of those under 18 in the region were considered to be low income.
- 19% of families were lone parent families, as compared to the provincial average of 16%.
- Median incomes of lone parent families was less than half that of families with two parents (Statistics Canada, 2008).

2. Brief Community History– South Zone Communities (Port McNeill, Kingcome Inlet, Echo Bay, Alert Bay, Sointula, Gilford, and Woss)

The North Island region (from Woss north to Port Hardy) has experienced unprecedented economic change in the last 10 years. This natural resource harvesting area (logging, fishing, mining) has experienced major economic downturn, demographic shifts and de-population since 1999. These changes have created a situation of confusion and stagnation in many industries. With the loss of our youth and people seeking work in other areas, we are experiencing loss of human capital.

3. **Demographic Scan** (comparison with provincial averages)

Age Distribution

There are **6,838 people between the age of 25-64 years**, which makes up **56.0%** of total population. This compares with **56.4%** of provincial average.

There are **943 people between the age of 65+ years**, which makes up **7.7%** of total population. This compares with **14.0%** of provincial average.

- 4.3% growth by 2010 (14,654)
- Very young population –
Average age: 35 vs. 42 for Health Authority
74% under age 50
- Significant Aboriginal Population (at least 20%, probably higher)
(Mt. Waddington Health Network, October 2008)

Marital Status (2006 Census Profile/Statistics Canada)

3,325 people of both sexes have **never legally married (single)**. This makes up **35.6%** of total population. This compares with **32.1%** of provincial average.

4,155 people of both sexes are **legally married (and not separated)**. This makes up **44.5%** of total population. This compares with **50.4%** of provincial average.

470 people of both sexes are **separated, but still legally married**. This makes up **5.0%** of total population. This compares with **3.2%** of provincial average.

960 people of both sexes are **divorced**. This makes up **10.3%** of total population. This compares with **8.3%** of provincial average.

430 people of both sexes are **widowed**. This makes up **4.6%** of total population. This compares with **6.0%** of provincial average.

Ethnic Background of community (Prepared by: 2006 BC Stats Statistical Profile)

The 2001 census shows that there were **275 total visible minorities** in Mt Waddington Regional District, which makes up **2.1%** of total population, compared with **21.6%** of provincial average.

There are **60 Chinese** in total, making up **0.5%** of total population, compared with **9.4%** of provincial average.

There are **30 South Asians**, making up **0.2%** of total population, compared with **5.4%** of provincial average.

There are **50 Filipinos**, making up **0.4%** of total population, compared with **1.7%** of provincial average.

There are **50 Japanese**, making up **0.4%** of total population, compared with **0.8%** of provincial average.

There are **50 Other**, making up **0.4%** of total population, compared with **3.9%** of provincial average.



There are **2,570 Aboriginal People**, making up **19.6%** of total population, compared with **4.4%** of provincial average.

There are **10,240 Rest of Population**, making up **78.3%** of total population, compared with **74.0%** of provincial average.

Trends Based on 1996 and 2001 census data

4. Education (Indicators of Education Concerns) (prepared by: BC STATS 2006 Statistical Profile)

General Education: “Levels of educational performance below the provincial average”
(Mt. Waddington Health Network, October 2008)

In 2001, there were **26.8%** of population, age 25-54, who were **without high school completion**. This compares with **17.2%** of provincial average.

In 2001, there were **54.3%** of population, age 25-54, who were **without completed post-secondary**. This compares with **42.3%** of provincial average.

In 2001, there were **43.6%** of population, age 15-24, who were **attending school full-time**. This compares with **53.8%** of provincial average.

High School:

37.0% of 18 years **did not graduate** on average between 2004-2006. This compares with **23.2%** of provincial average.

Provincial Exams: (2003/04 – 2005/06)

85.9% of students in grade 12 **did not complete the provincial math exam**. This compares with **67.7%** of provincial average.

88.8% of students in grade 12 **did not complete the provincial chemistry exam**. This compares with **79.2%** of provincial average.

46.9% of students in grade 12 **did not complete the provincial English exam**. This compares with **33.6%** of provincial average.

5. Economic Situation (main industries, unemployment rates/trends –compare with provincial averages)

“Family incomes close to provincial average but high rates of EI dependency and poor housing quality” (Mt. Waddington Health Network, October 2008)

The main industries are forestry, mining, and fishing. Heavy dependency on the primary sector increases the vulnerability of our region to swings in the economic cycle resulting in economic hardship.

In 2000, **44%** of population depended on the **forest industry**. This compares with **8%** of provincial average.

In 2000, **1%** of population depended on the **mining industry**. This compares with **2%** of provincial average.

In 2000, **6%** of population depended on the **fishing and trapping industry**. This compares with **0%** of provincial average.

6. Main Social and Economic Issues/Challenges That May Be Addressed By A Community Literacy Initiative

Child Health – “Very high rates of teen pregnancy, infant mortality, maternal smoking and child respirator hospitalizations”

Healthy Development – “High levels of family violence”

Education – “Levels of educational performance below the provincial average

Economic Security – Family incomes close to provincial average but high rates of EI dependency and poor housing quality

BC Wellness Survey conducted in Mt. Waddington region show:

- Mt Waddington has significant health problems – premature mortality, child health, mental health and addictions
- Risk factors include:
 - ✓ Family Violence
 - ✓ Poor education performance
 - ✓ EI dependency
 - ✓ Housing quality

(Mt. Waddington Health Network, October 2008)

2. Mount Waddington Community Literacy Action Plan (including goals and success statements)

February 2009

Having completed a Community Profile and extensive interviews with community members, Mount Waddington Literacy Now, with the support of the literacy planning task group for the south zone communities, has developed a proposed plan of action to address the needs indicated by those efforts.

We realize needs will change; new programs will be developed; new opportunities will arise; and, hopefully, we will all learn from the process. The plan is a fluid entity, subject to change and modification in response to the situation of the moment.

The plan includes goals specific to meet the diverse needs of six communities in the south zone region including Alert Bay, Sointula, Port McNeill, Woss, Kingcome Inlet, and Port Alice.

Literacy Now Plan For Woss, BC

GOAL :

Woss will provide opportunities for students and adults to access information and assistance.

HOW:

1. On one or two organized evenings a week we will promote literacy by getting students together with the intended purpose to complete homework and help each other with concepts needed to be mastered.
2. Students may also use resources acquired on their own time in order to study.
3. Adults, and especially seniors, will have the opportunity to learn computer skills and be assisted on one or two evenings a week by students or volunteer adults.
4. To make getting together more attractive games or other incentives may be organized for part of the time of the organized meetings.

OVERVIEW

The program will be planned for the following weeks and then evaluated:

March – 3 weeks

April – 4 weeks

May – 4 weeks

June – 3 weeks

Sept. – 3 weeks

Oct. – 4 weeks

Nov. – 4 weeks

Total: 25 weeks

PARTICULARS:

Students will gather at the school or the community hall on designated evening(s). They will play games to start and will have an opportunity to take some time to complete homework and ask for assistance with homework from older students or use the books or programs purchased to read, study or do research. Adults wishing to gain computer skills or research skills using a computer will have an opportunity to receive help from older students or volunteer adults. Adults will also have an opportunity to use the books and programs purchased.

It is intended to select two secondary or students having completed high school to take a leadership role, by planning the weekly evenings(s), to advertise it, encourage individuals to come out, to approach adults from time to time to assist some evenings, etc. They will earn \$20.00 each week.

Books and computer programs will be selected that will be of interest and assistance to students and adults.

A computer and relevant computer programs will be required for adult use to gain computer skills and student use for research and other school related needs. Other equipment that may be purchased may include a wii with games and other equipment identified by the participating individuals.

A few refreshments will be purchased by the leadership student for each session.

**WHO: Woss Secondary Students
Community Groups/Seniors
Mount Waddington Literacy Now**

**RESOURCES: Use of School Library
Purchased Books & Resource Materials
Computer Programs
Wii Computer Game**

Budget

1. Books - \$1500.
 2. Computer - \$1000.
 3. Games and computer programs - \$1000.
 4. Honorarium for two student leaders - \$1000.
 5. Rentals and refreshments - \$500.
- Total: \$5000.

Literacy Now Plan For Port Alice

GOAL:

To create opportunities for youth, adults and seniors to connect and learn from each other.

BACKGROUND – During our analysis of what is lacking or a gap in our community we noticed that there were few literacy opportunities for youth as well as our seniors. The Port Alice Recreational Center supported by the Port Alice Municipal Council provides limited programming for our young people. Students from Grade 10 to 12 travel every day by bus to the high school. With this long school day, homework and the opportunity to study often becomes difficult for the students to fit into their day. Also, these young people need healthy physical activity in a gym setting. There is a distance and lack of connection between our youth and the more senior members of our community. The younger students lack a variety of activities in the realm of the Arts as we are a small community.

HOW:

Goal 1:

A homework support group would be set up as part of the Teen portion at the Recreational Center. Students would be expected to complete a period of homework or study before having the opportunity for a physical game in the gym. This game could be floor hockey, basketball or indoor soccer depending upon the time of year and equipment. One piece of equipment that the students visiting the center have wanted for considerable time is an interactive computer game called Wii. If this was purchased, it could be used as the incentive for attendance and the completion of homework and study.

Goal 2:

Members of the community would be invited to the Recreational Center to help the students with their homework and to be the cheering section for the physical games. This event would help relationships between the generations and would also stimulate the adults to learn new skills depending upon their interests.

Goal 3:

Seaview Elementary Junior Secondary School supports a number of healthy activities for their students despite having a small number of staff members to volunteer for these activities. One area that needs support in a literacy area is drama and the performing arts. Study in this area would not only give students a healthy activity, it would build their self confidence and self esteem in a very positive way. Students in small communities need some of the variety of activities that are available in larger communities.

RESOURCES:

Budget:

Game Program - \$1,000.00

Snacks - \$600.00 (\$200.00 for each program)

Facilitator for Recreation Center at \$20.00 per hour - \$400.00

Facilitator for Dramatic Programs at \$20.00 per hour - \$400.00

Materials for Dramatic Programs - \$1,000.00

Office and secretarial time - \$300.00

Custodial - \$200.00

Transportation - \$100.00

Total - \$5,000.00

Literacy Now Plan For Port McNeill

GOAL:

Address the literacy needs of seniors in our community, linking seniors with youth

BACKGROUND – During our analysis of what is lacking or a gap in our community we noticed that there were few literacy opportunities for our seniors. The Port McNeill Family Centre also asked for suggestions of needs within our community. Two ideas came forward within that survey, one was an adult Book Club and the second was a games night. Both these ideas came from the older adult population in our community. Another gap we need to consider is for youth and young adults and we want to do further study as to what to present for that age group. We want to do an in-depth study with young people during this year to best determine what would be a successful literacy project for them.

HOW:

Goal 1:

A Port McNeill Book Club would provide Literacy and discussion opportunities for seniors and interested adults: The Port McNeill Book Club would be advertised through the Family Centre and local media, and could occur either at the Family Centre or in the adjoining Senior Centre at the Old School Recreation site. A meeting would be held with a paid facilitator to suggest a selection of the first books to read. Depending upon the

interests and the reading levels of the participants there will probably be several books selected. The first book and perhaps two others during the year will be purchased so each member of the group will have some books to keep and treasure as their own. The other books will be selected from the public library from their special book club collection. At the next meeting the book selection would be handed out and each participant would take it home, read it and return in one month to discuss and enjoy an evening of camaraderie with the group. At this meeting, suggestions for the next books would also be discussed and books selected.

Goal 2:

Games Night: A selection of games and activities would be purchased for a monthly games night. The objective would be literacy as each game involves reading, discussing, thinking, and also understanding. These games can be organized at the Senior Centre but also may be introduced at the Happy Gang meetings as well. During these times information regarding forms and other literacy needs of the group can be explored by a leader.

Goal 3:

A high school student from Grade 11 or 12 would be hired to design a survey, advertise and conduct the study and then tabulate the results from now until the end of July. The student would survey high school students as well as Grade 7 students in order to get an accurate picture of the literacy needs and concerns of our young people. The results of this study would help form our community plan for the following year. Our concern is that in order to be successful we need to hear from the students themselves and this plan will allow us to do just that.

RESOURCES:

Venue for sessions – rental or free space

Books

Facilitator – paid position

Library resources

Board Games

Student Contractor

Budget:

Books for Book Club - \$1,200.00

Games - \$1,000.00

Snacks - \$400.00

Facilitator for Book Club at \$20.00 per hour - \$400.00

Office and secretarial time - \$500.00

Custodial - \$200.00

Transportation - \$300.00

Student Contract to design and conduct student survey - \$500.00

Snacks for student events - \$400.00

Office supplies and Xeroxing for surveys - \$100.00

Total - \$5,000.00



Literacy Now Plan For Alert Bay

GOAL:

Create opportunities for seniors and youth to learn from each other

WHO: Seniors & Youth

**‘Namgis Employment & Youth Leader
Community Volunteers**

HOW:

Goal 1

Hire two youth to put together a literacy survey; conduct a survey on literacy needs of youth; tabulate the results then put forward an action plan to improve literacy both short term and long term.

Goal 2

Host a camp in the Namgis territory where youth would take digital photos while experiencing the traditional lands; at the same time providing youth opportunity to learn the history from the elders, connecting past and present.

Following this experience, youth would create a newsletter which would allow them to share their experiences with the local community.

Goal 3

Work towards a youth Kwakwala language radio station

BUDGET:

\$ 1500.00 Adobe Premier Computer program

\$ 1000.00 Newsletter

\$ 2500.00 Travel for youth and elders to Traditional Territory

Total: \$5000



Literacy Now Plan For Kingcome Inlet

GOAL:

To bridge the gap between elders and youth; elders provide transmission of knowledge to youth through sharing cultural teachings

WHO: Youth & Seniors

Volunteer Community Members

Kingcome Health Centre

Tsawataineuk School Staff

HOW:

Over the course of 10 weeks, elders will share their teachings with youth using a variety of activities and strategies which will include:

- oral storytelling with youth recording stories (video, digital story, camera, written poetry)
- cooking and sharing recipes/meals
- teachings on traditional harvest & preservation methods of land/sea resources
- hands on teachings of tool implements for food harvesting
- building/working on community projects together
- youth doing chores for elders (house repairs, painting, cutting brush, etc.)
- youth teaching elders the basics of computer use
- sharing songs, legends, dances
- youth conduct interviews with elders, compiling data into resource book for community
- history of Kingcome; youth record stories and legends from elders

Literacy Now Plan For Sointula

GOAL:

To address the literacy needs of ESL immigrants new to the island community

WHO: Volunteer Tutors in Sointula
ESL Immigrants (Vietnamese)
Seniors
Community Volunteers

HOW:

Goal 1

To purchase 2 computers for use with seniors and ESL immigrants who will receive one-to-one learning assistance from the newly trained adult volunteer tutors in Sointula.

Goal 2

Adult tutors will cook with seniors and share meals together

RESOURCES:

Venue for sessions – rental or free space
Purchase 2 computers
Publicity
Food for cooking meals
Community Volunteers

BUDGET:

2 computers - \$2500
M & S - \$1000
Food Supplies - \$1000
Facility fee - \$500

Total: \$5000



Submitted to the Board of Education, School District No. 85 (Vancouver Island North) on the 6th day of July, 2009.

Kathy Bedard
Superintendent of Schools

Approved by the Board of Education, School District No. 85 (Vancouver Island North) on the 6th day of July, 2009.

Leighton Wishart
Board Chairperson

Reporting Distribution:

Submitted to the Minister of Education on or before July 15, 2009.

Electronic copy to: EDUC.Literacy@gov.bc.ca

Paper copy to: Ministry of Education
Literacy Branch

PO Box 9161, Stn Prov Govt
Victoria, B.C. V8V 9H3

Copies are available for public viewing at the School Board Office in both electronic and hard copy formats.



- the end -