



**School District 87 (Stikine)**  
**District Literacy Plan**  
**2009-2010**

## **School District 87 (Stikine) District Literacy Plan 2009-2010**

### **1. School District 87 (Stikine) Commitment to Literacy Now**

School District 87 is clearly committed to literacy development, especially for the school-aged students of the Stikine. While the primary objective is K-12 education, the District supports the efforts of each Literacy Now Task Force and recognizes the importance of its participation to assist with community literacy programs that address the needs of all community members, youngsters and elders, alike. Given the urgency of improving K-12 academic achievement and meeting needs of the whole child as outlined in our current District Achievement Contract, we will continue to concentrate on supporting our schools' populations first. At the same time we recognize our responsibility and are committed to supporting literacy throughout our communities and will continue to support literacy initiatives in whatever practical manner we can.

### **2. District and community context and demographics:**

Covering an area of over 188,000 square kilometres, the Stikine region boasts several of the largest and most significant parks in Canada. Here can be found the mighty Stikine, Taku and Liard rivers, three of the last free flowing wilderness rivers in North America. The Stikine River has created the dramatic Grand Canyon of the Stikine -- A major geological wonder. Gorges up to 300 m (948 ft.) deep have been carved through sandstone, granite, and volcanic rock. The Stikine river basin, passing through two countries, abounds with a great variety of wildlife which still coexists in a natural balance between predator and prey.

The Tahltan, Tlingit and Kaska Peoples are the original First Nations of the region. The Tahltan traded their goods frequently using the coastal Tlingit tribes as middlemen. Today the Tahltan people are activity involved in managing the resources of this region, most specifically in the communities of Telegraph Creek and Dease Lake. The Tlingit First Nation is prominent in Atlin, while the Kaska First Nation populates the Lower Post community. Each community is distinct within the District and offers opportunities to celebrate cultures.

We live in a beautiful rural and remote area. Our small communities (the largest has a population of about 350 people) are spread throughout this vast region which stretches north to the Yukon and west to Alaska. The trip from Atlin, starting at the furthest north-west point to Lower Post to Dease Lake to Telegraph Creek, the furthest south-west point, is distanced by almost 1500 kilometres.

Our school population is composed mainly of First Nations students. Hunting, fishing and gathering are important to community and family life. In June we see a drop in enrolment as many students and families go to fish camp to catch and preserve their yearly supply of fish.

Leaders in the First Nations community are working hard to maintain and promote traditional languages and culture. This task is difficult due to the influence of and economic wealth from high paying jobs generated by mining and development. These impacts create social, emotional and cultural issues.

In our communities, there are many single parent families, a high rate of family breakdown, domestic violence and poor health and lifestyles. Many teenagers are engaged in self-destructive behaviours including drug and alcohol abuse as well as sexual activity leading to unplanned pregnancies.

Still, there is a desire for education. Parents want their children to do well at school, although they may lack the knowledge and skills to provide practical support at home. Grandparents and extended families play a huge role in the success of young people and given time, support and a variety of opportunities, students can and do succeed.

The Stikine School District has much to offer our students. Small class sizes, dedicated teachers and support staff, well maintained schools and adherence to provincial curriculum and standards are in place. Educational programs and services are provided through two K to 9 schools in Atlin and Telegraph Creek, one K to 7 school in Lower Post and one K to 12 school in Dease Lake. Both Atlin and Telegraph Creek support High School enrolments from various age groups in the communities. Iskut has the Klappan Independent School. Each community has pre Kindergarten programs: Iskut, Telegraph Creek and Atlin have active Head Start Programs, while Lower Post and Dease Lake run Pre-school programs.

Current Adult literacy programs are extremely limited with a Reading Center in Dease Lake, a community volunteer-run Library in Atlin and a Tahltan Band Office Library being developed in Telegraph Creek.

A combination of efforts by the School District to address K through 12 literacy needs and the Literacy Now Task Forces addressing community literacy will indeed increase the capacity of communities to improve literacy throughout the Stikine.

### **3. The Year in Review**

Dease Lake Literacy Now had submitted the initial proposal for funding last year and received funding for this in the spring. The proposal was developed and reviewed in conjunction with community partners, including the Director of Instruction for School District 87. Once funding was in place a Literacy Coordinator position was advertised and three candidates were interviewed by the Literacy Now proposal facilitator and two task force members, one a teacher in Dease Lake and the other, the Director of Instruction. A coordinator was hired and he completed a series of consultation meetings with the hiring committee, the Chair of the Literacy Now Task Force and the School District's Director of Instruction (as liaison with SD 87). Within days of being hired the Literacy Coordinator began to take steps to set priorities and implement aspects of the action plan.

Atlin's original task force became defunct after key persons left the community, became ill, or could no longer commit time to the project. Three different people were sought to complete the action plan after receiving initial funding. With support from the Regional Literacy Coordinator, the School District Director of Instruction and new community volunteers meeting were held, plans were reviewed, revised and completed. The Literacy Now action plan was submitted for approval in May, 2009. This was a great accomplishment considering the issues and drawbacks during the past year. Upon receipt of funding, the Atlin Task Force will advertise and hopefully successfully fill the Literacy Coordinator position.

Initial inquiries occurred in both Lower Post and Telegraph Creek but community members were not able to create a task force to engage in the funding and planning opportunities.

The School District was benevolent in its actions to accept the request to act as stewards of the funding for both Dease Lake and Atlin. Discussions continue regarding the equitable distribution of School District allocated funds of \$30,000.00. Decisions will be made once confirmation of Atlin's funding is received and communicated to us. A meeting of the two Task Forces and the Director of Instruction will then be held to determine allocation of funds between the two communities. As stewards of the funds, we have only asked that requisitions for funds that indicate who will receive the money or what has been purchased with the money are completed. This is not supervisory in nature; instead, it is a way to be aware of the destination for funds.

#### **4. Communication**

Communication has been vital to the development and success of each Literacy Plan. School District 87 has committed to participating in each Literacy Now Task Force when able. Each time the Director of Instruction is in Atlin, he engages in conversation about Literacy with the Task Force members who are available. In Dease Lake, the Director is more active because of location and engages in conversations with the Literacy Coordinator, the Task Force Chairperson and Task Force members regularly. During these meetings ideas are discussed regarding literacy enhancement and the ways that the District can support the Community Task Force in its efforts to execute aspects of their respective plans. For example, schools in Atlin and Dease Lake have taken an active role in advertising literacy events in their school newsletters. The School District also hosts meetings for the Dease Lake Task Force.

The District will also publish the Literacy Now Plans on its District Website.

Dease Lake Literacy Now is represented at the Dease Lake/Iskut Interagency meetings held throughout the year, as is the School District. In these meetings there is a definite focus on ways to support community needs including literacy. In the fall, it is hoped that Literacy Now will present its plan and conduct a celebration of the Task Force's efforts to date.

The District will maintain and enhance lines of communication and continue to participate within its means with the regional and local Literacy Coordinators and maintain active membership in the established Literacy Now Task Forces.

#### **5. Community Literacy Now Plans**

The District has reviewed and participated in the development of the Dease Lake and Atlin Literacy Now Action Plans. The District supports all aspects of the plans and looks forward to continued positive relations with Task Forces, Literacy Coordinators and community members in efforts to improved literacy throughout School District 87.

The following are the Dease Lake Literacy Now Action Plan and Atlin Community Literacy Plan that were provided to School District 87.



Dease Lake  
Community Literacy Plan

Facilitator: Mariko Quigley

Task Group Members:

Monique Pharand, Reading Centre & Northern Lights College

Mary Waite, Lions Club, Northern Lights College

Cathy Bouman, Teachers Association

Sandra Peacock

Fredrick Peacock

Curtis Rattray, Tahltan Central Council

Gerry Brennan, School District 87

Mission and Vision Statements

Mission Statement: To coordinate community effort in developing literacy for all age groups.

Vision Statement: All community members are aware of their roles and responsibilities to contribute to their child's and family's on-going literacy development.

Community Literacy Plan Process Summery

We identified and invited the community members following the Literacy Now suggestions and continued to follow the guide for some of the steps when needed.

Information about Literacy Now and the launch meeting were sent out at the beginning of April by email, Canada Post, Stikine News, posted around town and by telephone.

April 21, 2008

**Launch Meeting** was held in the Dease Lake School Gymnasium. 23 community members attended the meeting. Christabelle Kux-Kardos, Valerie Adrian and Nancy Wells presented the initiative and lead the meeting. The community members participated in brain-storming activities to find the community assets, wants, needs and hopes for the different age groups (prenatal to seniors). Northern Lights College was appointed Steward of the \$5000 planning funds. Mariko Quigley was hired on contract as the Literacy Now facilitator. At the end of the meeting the participants filled out a form indicating whether they wanted to be a task force member, community partner or a supporter.

May 26, 2008

**First Task Group meeting** was to review the outcomes of the launch meeting, go over the 8 step process from the guide and assign tasks.

June 16, 2008

Circulated and suggested adjustments to the Community Profile and overviewed the community inventory that had been collected. Created the community visions and goals from the information collected at the launch meeting.

July 14, 2008

The Task Group reworded the Goals and picked actions to make the goals achievable. The action plan work sheet suggested in the guide was used to choose the actions.

November 10, 2008

The Dease Lake Community Literacy Plan was presented to the community and was approved to be sent out. The people present at the meeting agreed on School District 87 being the Steward for the Literacy Now funds that are being applied for.

# Community Literacy resource Inventory

## Prenatal to 5 years:

- **Building Blocks-** Provides culture, art therapy and home visits to at risk families. Participates in community events that include families at risk with children 0-6.

**Partners:** Tahltan Health, Northern Lights College, SD#87, Dease Lake School, Stikine Health Centre, Iskut Valley Headstart

**Links:** Pregnancy Outreach, Child care resource reference, Dease Lake Early Learning Centre.

- **Pregnancy Outreach:** Provides services to ensure proper nutrition, health and lifestyles to families (prenatal-1)

**Links:** Peoples Haven, Building Blocks, Public Health

- **Peoples Haven:** Provides programs and services to families in need.
- **Dease Lake Early Learning Centre:** Offers daily morning preschool programming for children 30 months to school age.

**Links:** Building Blocks and Pregnancy Outreach

- Reading Centre
- ECD Committee
- Nurse and Physicians
- Community Club

## Kindergarten to Grade 7

- Reading Centre
- School District 87
- Peoples Haven
- Community Club

- Brownies/Girl Guides ages 7-12
- Building Blocks
- Lions Club: Support the youth of the community

#### Grade 8 to Grade 12

- AGR (Alternate Graduation Route)
- School District 87
- Summer Camps
- Northern Lights College
- Reading Centre
- Satellite Program
- Peoples Haven
- In school and after school Groups and Clubs
- Lions Club

#### Adults to Seniors

- Community Club
- Book Club
- Health Centre
- Northern Lights College
- Reading Centre
- Building Blocks
- Peoples Haven
- Pregnancy Outreach

## Vision

1. To have a coordinated effort to develop literacy by services available
2. To have clear communication of services
3. Improved literacy for all community members
4. The importance of literacy is properly promoted
5. All community members are aware of their roles and responsibilities to contribute to their child's and family's on-going literacy development.
6. Strong partnerships with private business, service clubs and essential services.



**Dease Lake Literacy Now Community Literacy Action Plan**

**Goal #1: Increase the number of programs to meet the needs of the community**

<b>Success statement - Indicators</b>	<b>How will we work to achieve the Success Statement?</b>	<b>Who do we plan to be involved or responsible?</b>	<b>What resources are needed?</b>	<b>When will activity need to occur?</b>	<b>Gather Info</b>
	Hire a Community Literacy Coordinator	Hiring committee	Supplies for advertising the job, Place for interviewing (NLC)	Advertising in Jan, Hiring in Feb.	
<b>We develop 3 new programs in our community. Increase participation or already existing programs by 25%. More than 65% of participants who attend state that we have met their needs</b>	Organise at least one Literacy themed event or activity 3 times a year for ages 5-17	Community Literacy Coordinator (CLC), BB, NLC, SD87, D.L. School, Preschool, Peoples Haven	Cooperation of community ECD agencies - Staff time, space, tools/materials -Volunteers -Authors, Artists, child entertainers -Supplies(crafts advertising)	Fall, Winter, Spring ' 09	Keeping a record of attendance and giving out survey sheets to rate the how there needs were met ↓ ↓ ↓

					↓
↓ ↓ ↓ ↓ ↓ ↓	Elders Buddy Reading, Recruit and match elders that need to be read to and buddies that will read to the elders.	CLC, Peoples Haven, NLC, Reading Centre	School, Library Reading centre, will provide place and books  Volunteers or students to read.	Jan 09  ongoing	↓ ↓ ↓ ↓ ↓
↓ ↓ ↓ ↓	Book Clubs for various ages  Organise a book club for each age group using materials at their particular skill and interest levels	CLC, Teachers, Reading Centre	School or college to meet.  Advertise for interest	Feb 09 - ongoing	↓ ↓ ↓ ↓
↓ ↓ ↓	PALS, Provide a parents literacy support program to help with their children's learning	CLC, Volunteer/ Coordinator	Materials and books	10 weeks throughout the year	↓ ↓ ↓

↓					↓
↓	Book a Reader	Teachers, CLC, volunteers	Staff time, advertising and organising	Mar 09 – ongoing	↓
↓	Provide a list of volunteers that are willing to read to children in school on a theme that they personally familiar with to the teachers and other ECD programs.				↓
↓					↓
↓					

**Goal #2: Support and Sustain Preschool aged programs for children and parents**

<b>Success statement - Indicators</b>	<b>How will we work to achieve the Success Statement?</b>	<b>Who is involved or responsible?</b>	<b>What resources are needed?</b>	<b>When will activity need to occur?</b>	<b>Gather Info</b>
<b>Become a member</b>	Attend ECD meetings	CLC,	Travel to meetings	Feb09 ongoing	
<b>Literacy Now will organise an activity in 3 community</b>	Participate in programs and events making literacy apart of children's learning and fun	CLC, ECD committee	Staff time, partnership agreements and/or	Feb 09 ongoing	Keeping track of events attended. Keep kits of activities for reuse and

<b>events</b>	activities every where possible		protocols/ materials		record keeping.
<b>10 kids participate in games and contests</b>	Organise Games and Contests for preschool aged children throughout the year.	CLC, ECD agencies, NLC	Staff time, Materials, advertising	Feb 09 - ongoing	Keep record of participants
<b>The need to replenish pamphlets at the locations we have left them at least 3 times a year</b>	Provide parents with info on child development. Ensure that information is always available so that parents know that their children are at the levels they should be at their age.	CLC, public health nurse, pregnancy out reach, ECD committee	Pamphlets, posters	March 09 ongoing	Monitor and count the amount of pamphlets at each site

**Goal #3: Increase Communication, Collaboration and Partnership through out the Community**

<b>Success statement - Indicators</b>	<b>How will we work to achieve the Success Statement?</b>	<b>Who is involved or responsible?</b>	<b>What resources are needed?</b>	<b>When will activity need to occur?</b>	<b>Gather Info</b>
<b>To have 2 members participate in 2 organisations other than our own and to have 2 interagency members to participate in literacy events</b>	Attend Interagency meetings	CLC	Transportations to meetings	3 times a year	Track meeting attendance and volunteers/ participants of literacy events
	Advertise Literacy Programs in the Community calendar	CLC	Email, phone	Once a month Sept-June	
<b>Have 20 members me apart of the list serv</b>	Establish a list serv that other literacy groups can post events to	CLC, DLIS member	Access to computer	Mar - June	Keep track of number of participants
<b>Have at least 3 postings</b>	Create a website with a calendar	CLC, DLIS	Volunteers to create and	Feb-June	Constant record of

<b>a month</b>	function for CLC to post dates of events and planning sessions for other literacy groups to access. Contact other literacy groups monthly to update website and encourage partnerships	member, Designated admin	maintain website. Computer access		postings
<b>Have a document completed that provided 2 courses within the 6 months following its completion</b>	Develop a directory listing local contacts for the development of a network of people and resources to offer training to the community	Task Group CLC to contact local groups	Communication-email, phone, Office supplies Access to computer and excel	April-July09	Record of instructors used
<b>Have at least 10% people state they heard the advertisement</b>	Advertise on CBC Prince George Radio for community events	CLC	Phone	Monthly or as needed	How they found out about the event will be on the survey form
	Offer a colourful pamphlet of literacy based info to new comers	CLC	Desk top, printer color cartridges glossy paper publisher	Review and redo yearly	

## **Community Profile**

Situated in the spectacular geographical region of the Stikine, Dease Lake presents a relaxed and friendly atmosphere, seasoned with an ample portion of northern hospitality.

Though a small community with a stable population of approximately 500 residents, Dease Lake serves as the major center for the surrounding communities of Good Hope Lake, Iskut, and Telegraph Creek. Located in the western part of Northern British Columbia, Dease Lake is isolated. The nearest largest centers of Whitehorse and Smithers are situated 700 km north and south.

Essentials services are provided, such as Health Clinic, Educational Institutions, Government Agency and Highway Maintenance. Dease Lake enjoys a few businesses and boasts of a strong tourist industry.

Culture in the region is diverse. Families in Dease Lake and surrounding areas live on and off reserve and are Aboriginal, blended, and non-Aboriginal. A small percentage of the community is comprised of transient professionals, such as RCMP officers and teachers who call Dease Lake home for a couple of years before moving on.

The need for continued support for literacy is based on direct feedback from existing services and programs. Building Blocks, Pregnancy Outreach, Success By Six and Head Start reach a limited section of the population. The Stikine Health Centre, the Dease Lake Reading Centre and Northern Lights College offer a wide spectrum of information to the general public. Based on PM Benchmark Reading Tests 2006/2007 from School District #87, 58% of elementary students meets or exceeds expectations. Programs that encourage and support the development of literacy skills for children of that age group are much needed. In addition we acknowledge that youth, adults and the elderly benefit from regular exposure to life long learning experiences.

Literacy Now would make a visible difference to the services we can provide in our community.

Literacy Now Financial Report worksheet with formulas	Column A	Column B	Column C	
EXPENDITURES	Total Cost (Cash and In-Kind)	Amount of Cash from Literacy Now	Amount of Column A that is In-Kind	Notes
Salaries and contracts	\$4,391	\$4,391		
Salaries and Contracts Sub-total:	\$4,391	\$4,391	\$0	
Direct Costs				
Travel				
Childcare				
Program Supplies				
Professional Development				
Other (specify):	\$500	\$500		Catering for Launch Meeting
Direct Costs Sub-total:	\$500	\$500	\$0	
Communications				
Printing/copying	\$44	\$9	\$35	
Website design and maintenance				
Marketing, publicity and promotion				
Telecommunications (phone, internet)	\$11	\$11		
Other (specify):				
Communications Sub-total:	\$55	\$20	\$35	

Funds Subcontracted to other organizations				
Subcontracted funds Sub-total:	\$0	\$0	\$0	
Communications Sub-total:	\$0	\$0	\$0	
Overhead				
Office supplies	\$100		\$100	
Rental of space	\$525		\$525	
Overhead Sub-total:	\$625	\$0	\$625	
TOTAL EACH COLUMN	\$5,571	\$4,911	\$660	
<b>REVENUES</b>	<b>Cash</b>		<b>In-Kind Value</b>	<b>Notes</b>
Contribution from Applicant and Partners				
Applicant and Partner Sub-total:	\$0		\$0	
Local government grants (specify)				
Local Government Sub-total:	\$0		\$0	
Provincial government grants (specify)				

Provincial government Sub-total:	\$0		\$0	
Other Government (Federal etc) (specify)				
Other Government Sub-total:	\$0		\$0	
Foundations (specify)				
Foundations Sub-total:	\$0		\$0	
Fundraising & Donations (specify)				
Fundraising & Donation Sub-total:	\$0		\$0	
Earned Revenue (specify)				
Earned Revenue Sub-total:	\$0		\$0	
Other (specify)				
Other Sub-total:	\$0		\$0	

Revenue from Literacy Now	\$4,911			
TOTAL ALL REVENUE SUBTOTALS AND LITERACY NOW CONTRIBUTION	\$4,911		\$0	
TOTAL REVENUES (Column A + C)	\$4,911			
SURPLUS/DEFICIT	-\$660			

The remaining funds will be used to plan a celebration that will be held on Family Literacy Day

# Atlin Community Literacy Plan



Present Task Group Members:

Jill Weeres, **Speech Language Pathologist, Chair**

Lynne Phipps, **Northern Lights College, Literacy Tutor**

Mary Phipps, **ECE**

MaryAnn Hardy, **former middle school teacher (Drama and English)**

Peter Sidler, **School Board Trustee**

Edith Sidler, **Glacier View Cabins, School Relief Staff, Art Instructor**

Gerry Brennan, **School District 87**

***Former Task Group Members who have provided input in addition to above:***

***Ed Anderson , NNADAP, TRTFN***

***Donna Patrick, Family Support Coordinator, TRTFN***

***Rob Vierstra, local entrepreneur***

***Trudy Ewing, ECE Tlingit Family Learning Centre***

***Kate Hart, Councilor***

***David Thorn, former facilitator***

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## Purpose and Mission

### Purpose

**Life long literacy learning for every community member**

### Mission

**Plan, promote and produce engaging, relevant, consistent, user friendly literacy opportunities**

## Community Profile

Atlin is a small, isolated community in the northwest corner of British Columbia, on the traditional lands of the Taku River Tlingit. Glacial fed Atlin Lake is 6 kilometres wide and 120 kilometres long, in a wide wilderness valley surrounded by snowcapped mountains. Atlin is a 2 hour drive from Whitehorse, Yukon. The current population of Atlin is approximately 500 full time residents. During the Klondike Gold Rush of 1899, the population was approximately 10 000. Many buildings from that era still exist. Though mining, commercial fishing and tourism underpin the economy of Atlin, there is a large and very influential colony of artists, artisans and authors in this very special little known community.

Essential services are provided, such as a health centre, educational institutions, a Government Agency, an RCMP detachment, ambulance service, and volunteer firefighters. There are two grocery stores and two restaurants.

Culture in the region is diverse. The Taku River Tlingit live on and off reserve and are Aboriginal, blended and non-Aboriginal. A small percentage of the community is comprised of transient professionals, such as RCMP officers, medical professionals and teachers who call Atlin home for a few years. Some never leave.

Literacy Now would make a visible difference to the services we can provide in our community. It would knit together the different smaller efforts and create a seamless framework for literacy promotion. It would make existing services and programs aware of each other, and encourage mutual support. It would add to and enrich what we have.

## Processes That Led Up To The Plan

Information about Literacy Now and the launch meeting were sent out at the beginning of April 2008 by email, Canada Post, telephone and posters which were made available on local billboards. At the time, there was no local newspaper available.

### The Launch

**April 24, 2008 – Expression of Interest and Launch**

A meeting was held at the Atlin Recreation Centre. Approximately 50 community members attended. Christabelle Kux-Kardos presented the initiative and led the meeting. The community members participated in brain-storming activities to find the community assets, wants, needs and hopes for the different age groups (prenatal to seniors). Northern Lights College was appointed Steward of the planning funds. A Literacy Now facilitator was hired. At the end of the meeting, the participants filled out a form indicating whether they wanted to be a task force member, a community partner or supporter.

### Task Force Meetings

Meetings were held with task force members to tease out the information collected at the launch, from the diverse group of community members, and determine priorities and possibilities for this community plan. A large amount of information was compiled and the following attempts to summarize these many hours of effort.

## Community Literacy Resource Inventory

The following are resources currently available within Atin:

<b>Prenatal to 5 yrs</b>	<b>Atlin Arts and Music Festival (one weekend, yearly)</b>
	<b>Community counseling for parents to be (local nurses)</b>
	<b>Daycare (Taku River Tlingit Learning Centre)</b>
	<b>Library</b>
	<b>Bags for babies (Atlin Library)</b>
	<b>Potluck Suppers</b>
	<b>Red Cross (Northern Health)</b>
	<b>Story Time</b>
	<b>Success by 6</b>
	<b>Tarahne Park Playground</b>
	<b>Thrift Store</b>
	<b>Taku River Tlingit Social Programs and Counsellors</b>
	<b>Video Rentals</b>
	<b>Warmsprings and Warmsprings Homestead</b>
<b>Kindergarten – Gr. 8</b>	<b>Atlin School – Story telling, literacy skills</b>
	<b>Craft Fair</b>
	<b>Historical Society</b>
	<b>Junior Rangers</b>
	<b>Knowledge Network</b>
	<b>Library</b>

	<b>Museum</b>
	<b>Atlin Arts and Music Festival</b>
	<b>Taku River Tlingit Learning Centre – After School Program</b>
	<b>Town Clean Up</b>
	<b>Teen Centre for Older kids</b>

<b>Age 15 to 20</b>	<b>Atlin Arts and Music Festival (one weekend, yearly)</b>
	<b>Churches</b>
	<b>Taku River Tlingit Culture Centre</b>
	<b>Curling</b>
	<b>Drama Club</b>
	<b>Health Centre</b>
	<b>Internet Access (Northern Lights College)</b>
	<b>Junior Rangers</b>
	<b>Library</b>
	<b>Museum</b>
	<b>Notice Boards</b>
	<b>Ski Club</b>
	<b>Social Programs</b>
	<b>Teen Centre</b>
	<b>Video Rentals</b>
<b>Age 20+</b>	<b>Atlin Arts and Music Festival</b>
	<b>AA</b>

	<b>Aerobics, Yoga, Tai Chi</b>
	<b>Big Water Society</b>
	<b>Bingo</b>
	<b>Book Exchange</b>
	<b>Curling</b>
	<b>Library</b>
	<b>Museum</b>
	<b>Northern Lights College – International Dinners, Adult Education, First Aid, etc.</b>
	<b>Rangers</b>
	<b>Recreation Centre</b>
	<b>Scrabble Group</b>
	<b>Supportive Living</b>
	<b>Taku River Tlingit Culture Centre</b>
	<b>Taku River Tlingit Joint Clan Meeting</b>
	<b>Taku River Tlingit Social Programs</b>
	<b>Writer’s Club</b>
	<b>Ski Club</b>

## Gaps and Challenges

<b>Prenatal to 5 yrs</b>	<b>Alleviate situations that produce trauma</b>
	<b>Provide loving support for children who have experienced trauma</b>
	<b>Provide more awareness about trauma, abandonment and neglect</b>
	<b>Support parents in dealing with their differences constructively and bring to resolution</b>
	<b>Be aware that as adults how we are influencing children</b>
	<b>Be aware of the influence adults can have over children and ensure this is positive</b>
	<b>Understand the importance of attachment to adults in child development</b>
<b>Kindergarten – Gr. 8</b>	<b>Provide safe and fun places for children to grow and experience curiosity and wonder</b>
	<b>Support parents in being responsive to children’s questions and needs</b>
	<b>Increase openness to children’s views and opinions</b>
	<b>Provide experiences and challenges for children that build self-esteem and confidence</b>
	<b>Teach children age appropriate responsibility to themselves, home, for their own education, for habits</b>
	<b>Teach children awareness of things that have negative impact such as drugs, alcohol and family violence</b>
	<b>Support parents in understanding their own family values, including cultural values, and in clarify what they want to teach</b>

	<b>Cross-generational programs – older helping younger and vice versa</b>
	<b>Inspirational people, motivational speakers, local or outside resources</b>
	<b>Establish mentoring that supports validation, pride and confidence</b>
<b>Age 15 to 20</b>	<b>Responsibility to self, family, community and world</b>
	<b>Learn to balance emotions with spirit, physical and mental</b>
	<b>Learn to balance what youth have learned with reality</b>
	<b>Teach youth to make conscious choices being aware of consequences</b>
	<b>Educate youth to make objective decisions</b>
	<b>Teach life skills</b>
	<b>Teach empathy</b>
	<b>Teach healthy competition</b>
	<b>Synergy of working together to achieve a common goal</b>
	<b>Help youth to be able to recognize peoples differing life styles, recognize behaviors that are effective</b>
	<b>Support youth in believing in themselves by believing in them, in their ability to excel</b>
	<b>Support youth in building a vision and setting achievable goals to manifest that vision</b>
	<b>Teach youth to question and challenge information provided especially advertising and commercialism</b>
	<b>Keeping your word, being on time, integrity</b>
	<b>Direct, clear communication</b>

<b>Age 20+</b>	<b>Engage those with literacy difficulty they hide</b>
	<b>Work with people not against, establish common goals</b>
	<b>Support others in making good decisions for their stage of life</b>
	<b>Support for financial discipline</b>
	<b>Listen, especially to elders</b>
	<b>Provide elders with necessary resources</b>
	<b>Interconnect all the different generations including elders</b>
	<b>Develop a synergy by sharing peoples gifts, stories and teachings</b>
	<b>Examine the gifts of our community and help to ensure that these are passed on</b>
	<b>Support people in following their heart, knowing their own gifts and being able to acknowledge the gifts</b>
	<b>Teach financial literacy</b>

## Needs

### Prenatal to 5 yrs

Importance Ranking	Need
<b>10</b>	<b>Home visit for new moms by instructor</b>
<b>8</b>	<b>Read to Kids Program – Mother Goose, Nutritional Workshop</b>
<b>7</b>	<b>Parental Involvement</b>
<b>5</b>	<b>Tradition Mask Program</b>
<b>4</b>	<b>Collaboration between services</b>
<b>4</b>	<b>Parenting Programs</b>
<b>4</b>	<b>Transgenerational Programs</b>
<b>3</b>	<b>Bags to Babies</b>
<b>3</b>	<b>Library Attendance – take home incentives, increased hours</b>
<b>1</b>	<b>Toy Lending</b>
<b>1</b>	<b>Book Provision Program</b>
<b>1</b>	<b>Book Exchange/Trade</b>
<b>1</b>	<b>Reading to children, prenatal and after</b>
<b>2</b>	<b>Story time</b>
	<b>Parent spend time with their children at TFLC</b>
	<b>Parents spend as much time as possible with their children during preschool</b>
	<b>Get literacy info out to community</b>
	<b>Assist parents in developing goals for their children</b>
	<b>Alleviate situations that create trauma</b>

	<b>Importance of touch</b>
	<b>Be aware how much adults are influencing children</b>
	<b>Understand the importance attachment to adults is in child development</b>

**Kindergarten – Gr. 8**

<b>Importance Ranking</b>	<b>Need</b>
<b>10</b>	<b>Story-telling, dancing, drumming and professional puppetry</b>
<b>9</b>	<b>Use Atlin school woodworking shop</b>
<b>7</b>	<b>Cross-generational programs</b>
<b>6</b>	<b>Learning Centre for struggling learners</b>
<b>5</b>	<b>Drama class at Globe Theatre</b>
<b>4</b>	<b>Inspirational people, motivational speakers</b>
<b>4</b>	<b>Summer camps</b>
<b>2</b>	<b>Junior Service Club</b>
<b>2</b>	<b>More books, music, plays</b>
<b>2</b>	<b>Summer employment</b>
<b>2</b>	<b>Sunday School</b>
<b>2</b>	<b>Youth group</b>
<b>1</b>	<b>Drop-in Centre</b>
<b>1</b>	<b>Games – leadership, etc.</b>
<b>1</b>	<b>Kids art display</b>
<b>1</b>	<b>Library – toys, games</b>

<b>1</b>	<b>Mother/daughter teas</b>
<b>1</b>	<b>Student Government</b>
<b>1</b>	<b>Provide Safe and fun places for children to grow and experience curiosity</b>
	<b>Support parents in being responsive to children's questions and needs</b>
	<b>Be open to children's views-children are important teachers too</b>
<b>1</b>	<b>Provide experiences and challenges for children that build self-esteem</b>
	<b>Teach children age appropriate responsibility</b>
	<b>Teach children awareness of negatives (drugs, alcohol, etc.)</b>
	<b>Establish mentoring that supports validation, pride and confidence</b>
	<b>Grade 8-9: Rites of Passage that support youth in understanding stages in life with clarity on where they are</b>

**15 to 20 yrs**

<b>Importance Ranking</b>	<b>Need</b>
<b>13</b>	<b>High school</b>
<b>11</b>	<b>Fine arts – music, dance, drama</b>
<b>7</b>	<b>Motivation – inspirational speakers</b>
<b>5</b>	<b>Youth representation in local organizations</b>
<b>3</b>	<b>Career planning fair</b>
<b>3</b>	<b>Computer literacy</b>
<b>3</b>	<b>Self-employment and entrepreneurial skills</b>
<b>3</b>	<b>Tutoring clubs</b>

<b>3</b>	<b>Skate board park</b>
<b>2</b>	<b>Youth Council</b>
<b>2</b>	<b>More local filming/photos of youth by youth</b>
<b>2</b>	<b>Engage those with literacy difficulty they hide</b>
<b>2</b>	<b>Survival skills</b>
<b>1</b>	<b>Free/subsidized courses</b>
<b>1</b>	<b>Swimming pool</b>
<b>1</b>	<b>Rink</b>
<b>1</b>	<b>X-Country Skiing</b>
<b>1</b>	<b>Service Clubs</b>
	<b>Responsibility to self</b>
	<b>Learn to balance emotions with spirit, physical and mental</b>
	<b>Learn to balance what youth have learned with reality</b>
	<b>Teach youth to make conscious choices being aware of consequences</b>
	<b>Educate youth to make objective decisions</b>
	<b>Teach life skills</b>
	<b>Teach empathy</b>
	<b>Teach healthy competition</b>
	<b>Learn differences between inner and outer directed and celebrate differences</b>
	<b>Use Colours program</b>
	<b>Help youth to be able to recognize people's differing life styles</b>
	<b>Support youth in dreaming big</b>
	<b>Teach financial literacy</b>

	<b>Provide career information</b>
	<b>Teach youth to question and challenge information</b>

**Age 20+**

Importance Ranking	Need
<b>16</b>	<b>Social groups, coffee houses, debate society, game nights, dances</b>
<b>9</b>	<b>Family activities</b>
<b>7</b>	<b>Parenting classes</b>
<b>7</b>	<b>Free distance learning</b>
<b>3</b>	<b>Fun Days</b>
<b>3</b>	<b>TSL</b>
<b>2</b>	<b>Apprenticeships</b>
<b>2</b>	<b>Business Partnerships</b>
<b>2</b>	<b>Theatre groups</b>
<b>2</b>	<b>Big brothers/sisters</b>
<b>2</b>	<b>Hunting for family and youth</b>
<b>2</b>	<b>Retreats</b>
<b>2</b>	<b>Conflict resolutions</b>
<b>2</b>	<b>Language lessons</b>
<b>2</b>	<b>Bird watching</b>
<b>1</b>	<b>More library hours</b>
<b>1</b>	<b>Sweats and saunas</b>

<b>1</b>	<b>Service clubs</b>
	<b>Mentoring and support across age ranges</b>
	<b>Work with people not against</b>
	<b>Support others in making good decisions</b>
	<b>Support for financial discipline</b>
	<b>Listen, especially to elders</b>
	<b>Provide elders with necessary resources</b>
	<b>Interconnect all the different generations</b>
	<b>Develop a synergy by sharing people's gifts</b>
	<b>Examine the gifts of our community</b>
	<b>Support creative energy – music dance,,,</b>
	<b>Support people in following their heart</b>
	<b>Life long learning</b>
	<b>Provide life planning</b>
	<b>Support all age in understanding behaviours</b>

## Atlin Community Literacy Plan

Objectives for Atlin: Awareness, Collaboration, Participation

	What?	Who?	Resources	Date?
1	Increase Youth representative on community boards	Coordinator/School	Staff time	Oct. 2009 to May 2010
2	Increase Literacy Awareness	Coordinator	Bulletin Boards	
3	Increase Social opportunities for adults/families	Coordinator/Possibly Athea Boucher, Recreation Centre, Lynne Phipps	Supplies, staff time, activity funding	ASAP
4	Increase Awareness/Participation	Literacy Now	July 1 <sup>st</sup> Parade	July 1 <sup>st</sup> , 2009
5	Increase Awareness/Participation	Newspaper (The Atlin Whisper)	NLC time, funds for paper	Underway
6	Increase Awareness/Participation	Posters, bulletin boards	Paper and printing costs	underway

## Atlin Community Literacy Plan

Objectives for Atlin: Opportunities For All Ages

	What?	Who?	Resources	Date?
1	Targeted workshops	NLC	“Knowledge nuggets”	ASAP
2	Increased use of school workshop	Adult/child	“Knowledge nuggets”, instructor, materials	Weekend in November, 2009
3	Increased use of computers at NLC	Adult/child	“Knowledge nuggets”, instructor, materials time, activity funding	Weekend in November, 2009
4	Read aloud to school kids	Jill Weeres	Book, Library Space, craft supplies	October, 2009
6	Volunteer reading program	School teachers, volunteers	Training session	October, 2009

## Atlin Community Literacy Plan

Objectives for Atlin: Family Support

	What?	Who?	Resources	Date?
1	School Storytime	School, TFLC, Library,  Jill Weeres SLP, parents	Take home books, library space, puppet props, snack, craft materials	Fall 2009
2	Parenting workshops	Transgenerational NLC	Parenting books/videos, cooking, money management etc.	Underway
3	Toy Lending Library	Anglican Church or Library	Toys (educational/developmental), volunteer to help parents sign items out	TBA
5	Parent Support	TRTFN	Books, videos for loaning	Underway
6	Big Brothers/Sisters and Mentorship		Coordinator paid and volunteers – call Rick Newberry to enquire	TBA

# Atlin Community Literacy Plan

## Objectives for Atlin: Youth Involvement and Leadership Development

	What?	Who?	Resources	Date?
<b>1</b>	<b>Increase Youth representative on community boards</b>	<b>Coordinator/School</b>	<b>Staff time</b>	<b>Oct. 2009 to May 2010</b>
<b>2</b>	<b>Skating Rink Use and Management</b>	<b>RCMP</b>	<b>Zamboni fuel, skate sharpening, hockey sticks</b>	<b>Winter 2010</b>
<b>3</b>	<b>Mentorship Program</b>		<b>Coordinator</b>	<b>TBA</b>

## Atlin Community Literacy Plan

Objectives for Atlin: Support Learning, Self Confidence and Social Responsibility for Kindergarten to Grade 8

	What?	Who?	Resources	Date?
1	<p><b>To have a safe, stimulating and fun space at the school for our children to play, develop social and gross motor skills, improve sensory development and boost self esteem and prepare for learning – Replace School Playground</b></p> <p><b>(Present playground is slotted to come down as it is old and unsuitable)</b></p>	<p><b>PAC and other community volunteers</b></p>	<p><b><u>FUNDS</u> \$10 000 – \$20 000</b></p>	<p><b>Start Fall 2009</b></p>
2	<p><b>Kids Art Display to encourage and celebrate talents and individuality</b></p>	<p><b>School and Library (to be displayed in children’s section of library)</b></p>	<p><b>Need volunteer to coordinate parent/teacher involvement to encourage children to share their work</b></p>	<p><b>Start Fall 2009</b></p>
3	<p><b>Drama Club</b></p>	<p><b>Lynne Phipps NLC</b></p> <p><b>Jill Weeres, Volunteer</b></p> <p><b>Carolyn Moore &amp; MaryAnne Hardy (Costumes)</b></p>	<p><b>Globe Theatre</b></p> <p><b>Funds to pay</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Society</b></li> <li>• <b>Costumes/ Props</b></li> </ul>	<p><b>Winter 2009-2010</b></p>