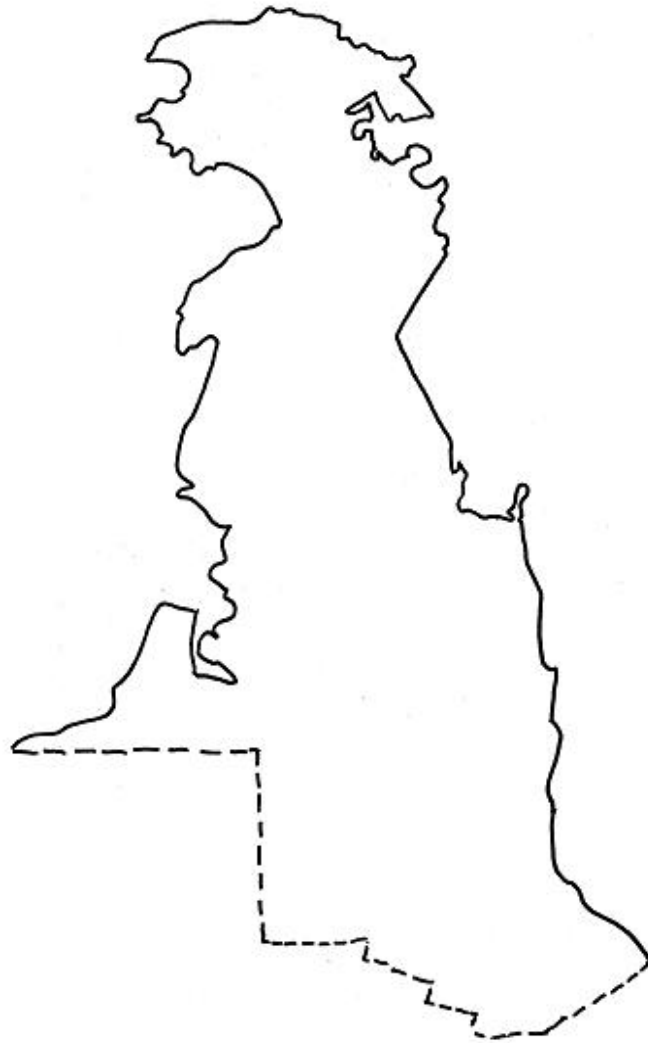


# SAANICH COMMUNITY LITERACY PLAN

DECEMBER 2009



*THE DREAM PRECEDES THE DEED, AND WE MUST DREAM  
AND WE MUST SEE THE GREATNESS IN OUR SCHEME  
AND EVEN IF THE DREAMING GOES TOO FAR  
NO ONE IS HURT BY REACHING FOR A STAR*

ATTRIB: EDWARD DOWDEN



The Saanich Community Literacy Plan includes all communities and municipalities within the boundaries of School District 63 (SD63).

### **Acknowledgements**

Funding and Resource Support provided by 2010 Legacies Now/Literacy Now.

Plan prepared by Jill Armstrong, Saanich Literacy Outreach Coordinator, in collaboration with the Saanich Community Literacy Task and Advisory Team:

- Claire Rettie, Executive Director, READ Society
- Diane Kirby, Instructor, Saanich Indian School Board, Adult Education Centre
- Holly Mair, Instructional Support Teacher, SD63
- Jan White, Coordinator of Early Learning, SD63
- Janis Johnson, Peninsular Connections for Early Childhood
- Lila Underwood, Pauquachin Education Manager
- Nancy MacDonald, Assistant Superintendent, SD63; Literacy Plan Steward Representative
- Sheilia Austin, Instructional Support Teacher, First Nations Education
- Velma Haslin, Literacy Chair, Sidney Rotary

Plan layout design assistance: Sarah Daviau, Piece of Cake Communications.

Special thanks to

- Marlene Dergousoff, Assistant Superintendent, SD63
- Heather Gross, Administrative Assistant, SD63
- Terry Hill, Administrative Assistant, SD63
- Kendra Underwood, Director of Adult Education, Saanich Indian School Board Adult Education Centre
- Barb Lund, COPACS
- Daphne MacNaughton, Peninsula Connections for Early Childhood, 1000 x 5 Project.
- Norma DePledge, Community Volunteer Minute Taker
- Janice Dupuis, Literacy Outreach Coordinator, Victoria
- Susan Chandler, former Regional Literacy Outreach Coordinator
- And South Island Literacy Network LOCs Gillian Petrini, Mylene Brousseau, Nova Kodaly and Louise Shelley.

December 2009



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# SAANICH COMMUNITY LITERACY PLAN SUMMARY

The planning stages of the Saanich Community Literacy project revealed a sense of genuine community support and concern about literacy issues. While numerous and varied literacy services are currently offered across the Peninsula, everyone involved in the project urged the need for more services, greater program diversity and enhanced accessibility. Transportation, child care, lack of local space and need for program duplication are only a few of the many challenges involved in providing literacy services to a population that resides in communities scattered over a large geographical area. Coalitions between literacy stakeholders including School District 63 have been working for some time to address these challenges. Consensus was that the development of the Saanich Community Literacy Plan would enhance the work being done and lead to a comprehensive, long-term strategy.

**Definition of Literacy:** The Saanich Community Task Table adopted a definition of literacy that recognizes both the broad scope of literacy and the more specific areas generally associated with literacy competencies.

*Literacy is a lifelong, dynamic and interactive social process that begins with the development of oral language competencies and progresses in accordance with an individual's life experiences, education, and particular learning style. Literacy is the ability to engage with, understand, and use oral language and printed information in daily activities, at home, at work, and in the community to achieve one's goals and to realize one's potential.*

**Vision Statement:** Our vision statement evolved organically from the many voices heard during the planning stages.

*A cross-community, interlinked literacy network, that builds capacity for literacy programs and services through increased communication, collaboration and partnerships; and forms a united voice to advocate for literacy development as a key element in sustainable community development.*

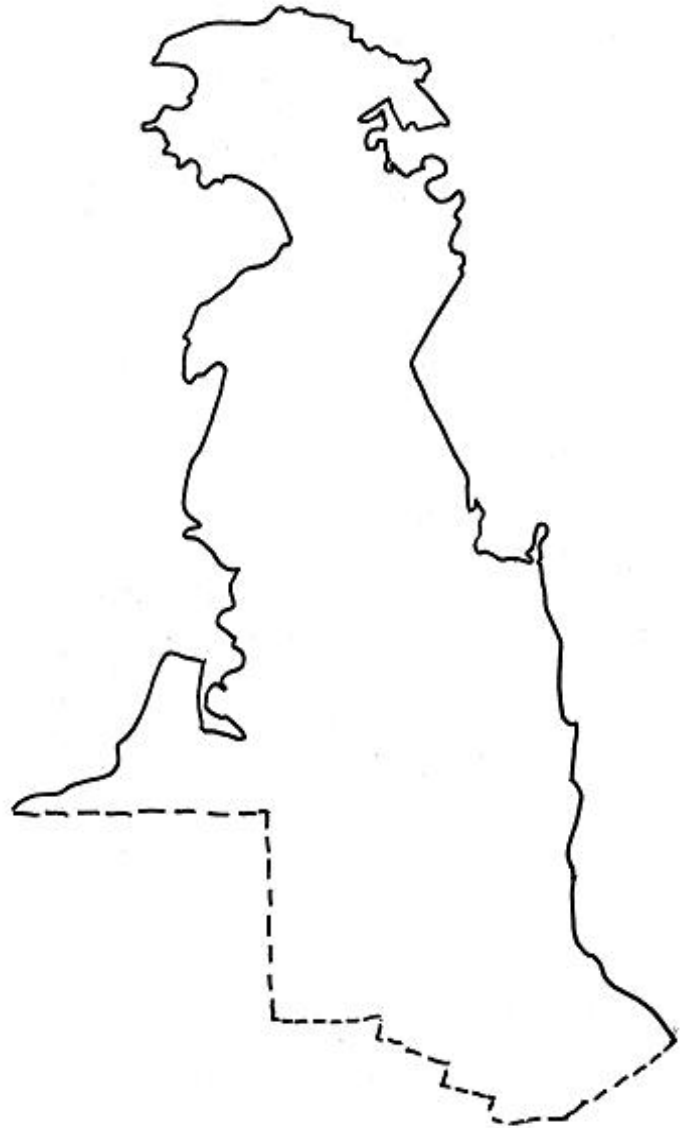
The Saanich Community Literacy Plan reflects the dedication of all involved. It includes goals that are doable in the short-term as well as strategies for long-term sustainability and growth.





*GO AS FAR  
AS YOU CAN SEE*

*WHEN YOU GET THERE  
YOU WILL BE ABLE  
TO SEE FARTHER*  
THOMAS CARLYLE



CHAPTER ONE  
**PROCESS - CHARTING THE COURSE**



# COMMUNITY LITERACY PLANNING PROCESS

In 2005, the BC government announced a goal to make BC the “most literate jurisdiction on the continent.” To facilitate this goal, Literacy Now, a province-wide literacy project was launched as an initiative of 2010 Legacies Now. As part of this initiative, School Districts were mandated to collaborate with community-based literacy service providers and related organizations to create a comprehensive Community Literacy Plan. 2010 Legacies Now administers overall funding for this project and provides guidelines and other resources.

**Defining Community:** For the purposes of this project, “Community” is defined as the area within school district boundaries. For the Saanich Community Literacy Plan this includes all communities and municipalities within School District 63 (SD63) boundaries.

## I. EARLY PLANNING STAGES

**Information Sessions:** From November 2007 to June 2008, SD63 representatives met with representatives from the Ministry of Education District Literacy Plan Forum, Campbell River, BC; the Ministry of Education District Literacy Plan Forum, Vancouver, BC; Legacies 2010; and representatives from other Saanich Community groups.

**Stewardship and Administration:** Funding provided by 2010 Legacies Now was intended to be stewarded and administered by a local community organization. When no community organization based in the Saanich district came forward, School District 63 agreed to take on the Stewardship. In keeping with 2010 Legacies guidelines, SD63 administers the Saanich literacy funds, but decisions about fund spending are made by community-based planning committees.

**Building Common Understandings:** Although strong working relationships already existed between SD63 and most literacy service providers within the region, the development of a literacy strategy that would encompass all communities and age ranges across the district had not been attempted before. SD63 extended invitations to literacy organizations and other community stakeholders to form a Community Literacy Task Table. Early discussions of the Task Table focused on building common understandings about the purpose and processes involved in this work.

A Community Literacy Steering Committee was also formed to coordinate and facilitate planning, following the guiding principles outlined below.

### **GUIDING PRINCIPLES**

**Collaboration  
Universal Access  
Respect  
Ongoing Communication  
Consensus-based Decision Making  
Transparency**

**Gathering Local Information:** During the fall and winter of 2008/2009 the Community Literacy Task Table met on a regular basis. A core group of Task Table members formed a Community Literacy Steering Committee to coordinate and facilitate planning. Members of the Steering Committee also headed up smaller task teams to explore issues related to each of the four pillars outlined in the 2010 Legacies Now guidelines.

- Early Learners
- K – 12 Age Learners
- Adult Learners
- First Nations and Aboriginal

Additional information was gathered to provide a better overall understanding of community profiles and existing literacy assets. This included a compilation of Census Canada 2006 demographic data; an Inventory of Community Literacy Assets (see Appendix 1), and a Community Literacy Asset Map and Guide.

### **COMMUNITY LITERACY STEERING COMMITTEE**

Jan White	Early Years Coordinator
Holly Mair	SD63 Instructional Support Teacher
Claire Rettie	Victoria READ Society
Sheilia Austin	SD63 First Nations Instructional Support Teacher
Nancy Macdonald	SD63 Assistant Superintendent of Schools

### **COMMUNITY LITERACY TASK TABLE**

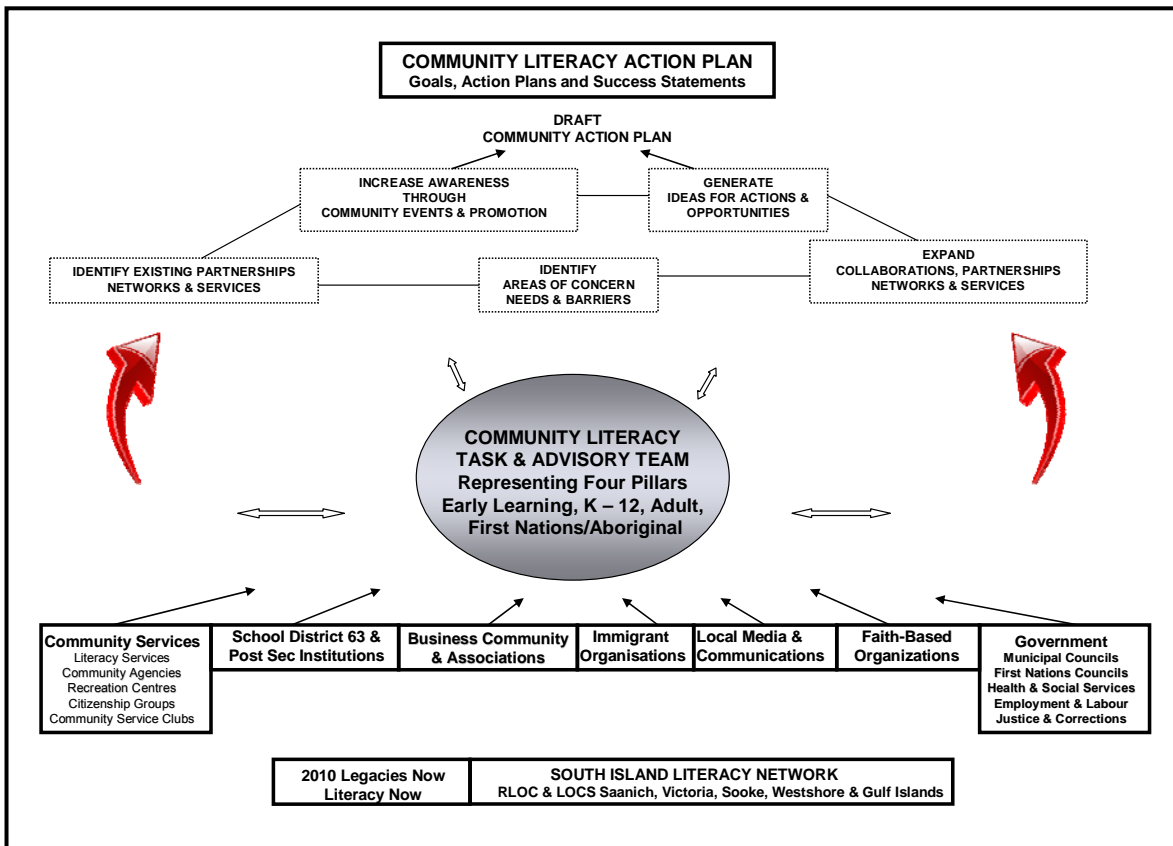
Ann Tamboline	First Nations Teacher
Barb Lund	COPACS President
Brian Russell	Saanich Teachers' Association
Carly Westwood	Vancouver Health Authority
Diana Wiseman	Instructional Support Teacher
Elaine Venables	Beacon Community Services
Elizabeth Pack	Vancouver Island Regional Library
Jan Dupuis	Regional Literacy Coordinator
Jan Poth	Individual Learning Centre Administrator
Jane McMullin	Speech Language Pathologist
Janis Johnson	Peninsula Connections
John Borass	Camosun College
Kirsten Sinats	ESL Teacher
Marlene Dergousoff	Assistant Superintendent of Schools
MaryLynne Rimer	Board Chair SD 63
Nancy Macdonald	Assistant Superintendent of Schools
Sharon Walker	Vancouver Island Regional Library
Shauna White	First Nations Teacher
Sue McCauley	Silver Threads
Velma Haslin	Literacy Representative, Saanich Rotary

**Reflecting Together:** The Community Literacy Task Table, Steering Committee and small Task Groups met over the next months, areas of particular interest and concern began to emerge. Some of these concerns were already being discussed as part of SD63's District Literacy Plan, including engaging First Nations and Aboriginal communities in meaningful discussions on the literacy needs of those communities; exploring the impact on literacy of shrinking child and youth populations; investigating connections between the importance of oral language and the development of literacy competencies; researching connections between poverty and low literacy competencies; and studying the age cohort of 25 – 34 regarding non-completion of school and the need for more alternative literacy and learning services.

## **II. EXPANDING COMMUNITY ENGAGEMENT**

**Community Literacy Outreach Coordinator:** With the advent of additional funding from 2010 Legacies Now, a Literacy Outreach Coordinator (LOC), Jill Armstrong, was hired in February of 2009. Under the direction of the Community Literacy Task Table, the LOC's immediate focus was to broaden community involvement in literacy project planning and to gather additional input about literacy challenges, gaps and opportunities.

**Community Consultation and Engagement Strategy:** The LOC met with members of the Community Literacy Task Table for their views on the project to date. The LOC also reviewed the compiled information regarding existing literacy assets, community profiles and the dispersion of population across the Saanich district. Building on this input, the LOC developed the Community Consultation and Engagement Strategy depicted on the flow chart shown below. The flow chart provides a visual map of steps and processes needed to complete the Community Literacy Action Plan. Although the end goal of the flow chart is the completed Community Literacy Plan, the chart has been designed to reflect changing information and to be responsive in shifting areas of focus as progress unfolds.



**The Community Consultation Process:** LOC activities and tasks in the Community Consultation and Engagement strategy included meeting one-on-one and/or with small groups and community organization representatives. Activities also included bringing information about the literacy project to existing community tables, and representing the project at community events.

From May through September, the LOC conducted more than 40 meetings with community members and organizations. A partial list of meeting participants is included at the end of this chapter. In addition to meeting with newcomers to the Community Literacy Planning process, the LOC gained in-depth perspectives on particular areas of focus through discussions with several community tables, including Peninsula Connections for Early Childhood (PCEC); the PCEC Early Literacy Advisory Team; Grad Rate Improvement Team, (GRIT); the Saanich Peninsula Education Community (SPEC); and the First Nations and Aboriginal Work-School Group.

The LOC also attended and participated in community events, including the PCEC Fifth Annual Children Count Fair; a Workshop and Community Discussion on

Asset-Based Community Development at Office of Community Based Research, UVIC; an Open House and Career Fair at the Saanich Tribal School; Camosun College's Annual Community Networking Event; and the Second Annual SENĆOŦEN Conference. With the assistance and support of the Saanich Education Centre, the LOC also conducted a focus group of Adult First Nations Learners. (See appendix 2 for Focus Group Report) These events significantly expanded community contacts for the Community Consultation and Engagement process, as well as providing valuable insights into local community issues.

**New Voices and Emerging Themes:** The widening array of community voices brought new ideas and alternative perspectives and insights. Common themes emerged in terms of both literacy challenges and opportunities. These themes guided directions for the Saanich Community Literacy Plan and informed the development of goals and objectives to be included in the plan. A detailed discussion of challenges, gaps and opportunities is included in Chapter 3, Assets and Challenges. However one comment occurred repeatedly throughout the process and must be noted here. Virtually everyone who participated in the community consultation process indicated that the process itself had facilitated increased awareness of "what else is out there." With individual communities scattered across a fairly large geographical area it can be difficult to keep up with what else might be available. An unintended outcome of the community consultation meetings was that the LOC was often able to link a group or organization in one area with individuals or groups located in other areas. This opened up communication between groups and led to new possibilities for collaboration. Community participants strongly suggested that the literacy project include some kind of interlinking network that interested stakeholders could participate in with relative ease. This suggestion became the foundational underpinning for the development of final goals to include in the Action Plan.

**The South Vancouver Island Literacy Network:** The Regional Literacy Outreach Coordinator facilitated meetings with all South Island LOCs: Saanich, Sooke (including Westshore and Port Renfrew), Victoria, and the Gulf Islands. The RLOC also coordinated events to bring together LOCs from other parts of Vancouver Island, and to develop an whole-island strategy. Unfortunately funding was withdrawn for the RLOC role in July 2009 and RLOC positions across the province were



discontinued. However, the South Island LOC Network continues to meet on a regular basis to share ideas and information about resources and new developments, as well as provide ongoing mutual support.

### **III. WRITING THE ACTION PLAN**

In late September 2009, the LOC reconvened the Community Literacy Task Table, and provided summaries of community consultation input. Discussion resulted in identifying which themes could realistically be focused on in the next stages of the literacy project, and which needed to be set aside for future consideration. Outcomes of these discussions are reflected in goals included in the Action Plan chapter.

The September meeting also included discussion about changes to Community Literacy Task Table participation. Membership had undergone changes since the early planning stages. While some members had withdrawn due to moving away or other personal issues, the community engagement process led to new members joining the group. An increasing concern was raised that for many people active participation was not, or was no longer an option. A combination of factors including the impact of the recession on already over-stretched resources and time led to people who might otherwise have participated having to say no.

Acknowledging this reality, the LOC suggested a re-organization of the Community Literacy Task Table into the two groups: A Community Literacy Task and Advisory Team, and a Community Literacy Members at Large group. Draft terms of reference were developed for both groups and are summarized below.

**The Community Literacy Task and Advisory Team (CLT):** The CLT is a core team of representatives from community organizations across the district and inclusive of the four pillars outlined in the 2010 guidelines. This group guided the later stages of development of the literacy plan and worked collaboratively with the LOC to write the Action Plan. Materials prepared by the LOC were reviewed on an ongoing basis and the CLT made final decisions about goals to be included in the plan. The CLT will decide on priorities for steps in implementing the plan when funds are received from 2010 Legacies Now.

### **THE COMMUNITY LITERACY TASK AND ADVISORY TEAM (CLT)**

Janis Johnson	Peninsula Connections for Early Childhood
Holly Mair	SD63 Instructional Support Teacher
Claire Rettie	Victoria READ Society
Lila Underwood	Education Manager, Pauquachin First Nation
Diane Kirby	Foundations Instructor, Saanich Adult Education Centre
Velma Haslin	Literacy Representative, Saanich Rotary Club
Nancy Macdonald	Literacy Project Steward Representative, SD63 Assistant Superintendent of Schools

**The Community Literacy Members at Large:** For members unable to contribute as active participants on the CLT, the LOC developed the Community Literacy Members at Large group. Community Literacy Members at Large are not directly involved in decision-making but are kept informed and updated about progress on a regular basis through email communication from the LOC. The Members at Large are free to attend CLT meetings if they wish. Other forms of participation include sharing of pertinent information, contacts, and other sources of support wherever possible; as well as promoting the literacy project within their spheres of influence and encouraging other community members to participate. The Members at Large group are essentially an early development of the self-sustaining literacy network aspired to in the Action Plan.

## **COMMUNITY LITERACY MEMBERS AT LARGE**

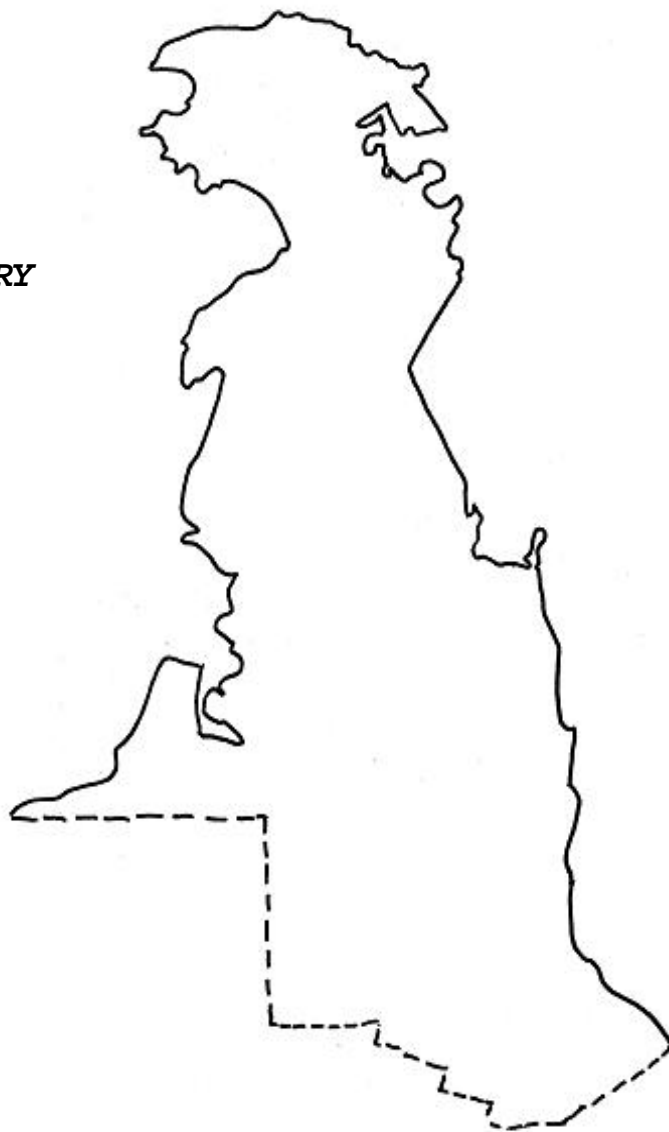
First Nations Instructional Support Teacher, SD63  
Coordinator, Saanich Early Learning Program  
President, PROBUS  
Sidney Municipal Counselor  
Director of Adult Education, Saanich Adult Education Centre  
Program manager, Pauquachin Head Start  
Representative, Camosun College  
Director, Intercultural Association of Greater Victoria  
Coordinator, Trinity Time Literacy Outreach  
Director, Tseycum Youth Support  
Assistant Deputy Warden, Programs, Vancouver Island Regional Correctional Centre  
Bayside Middle School Teacher, SD63  
Principal, Individual Learning Centre Administrator, SD63  
Director, Vancouver Island Regional Library, Sidney Branch  
Instructional Support Teacher, Comprehensive School Health & Student Advocacy, SD63  
Board Chair, SD63 (trustee)  
District ESL teacher, SD63  
Kristen Sinats District ESL teacher, itinerant (adult and/or K – 12 pillar)  
ECE preschool educator  
Assistant Superintendent, SD63  
Bayside Middle School Teacher, SD63  
Community Adult Educator  
Project Coordinator, PCEC and 1000x5  
Community Recreation Coordinator, Panorama Recreation  
Representative, Learning Disabilities Assoc of BC  
ESL Teacher, SD63  
Children's Librarian, Greater Victoria Public Library, Central Saanich  
Former Regional Literacy Outreach Coordinator  
Speech-Language Pathologist, SD63  
Director, Child and Youth Programs, Beacon Community Services

Note: Both the Members at Large list above, and the Community Consultation and Engagement list below, includes participant title and organization only. Permission was not sought to include personal names. Numerous individuals have contributed to the consultation and information gathering process and continue to do so.

## **COMMUNITY CONSULTATION AND ENGAGEMENT MEETINGS**

BC Literacy Infrastructure Training event, Richmond, BC (February 09)  
Peninsula Connections for Early Childhood  
Researcher and Grants Manager, Victoria READ Society Workplace Learning Project  
South Island Literacy Network Bi-Weekly Meeting  
Co-Chair Saanich Indian School Board  
Elementary School Principal, Saanich Indian School Board Tribal School  
Literacy Instructor, Camosun College  
Public Health Nurse and Saanich Health Unit  
Regional Literacy Outreach Coordinator  
Beacon Community Services Director, Children and Youth Services  
Director, COPACS  
Director, Sidney Branch Vancouver Island Regional Library  
Westshore Literacy Now Focus Group  
Regional Literacy Advisory Group (RLAG)  
Vancouver Island Literacy Coordinators' Workshop, Nanaimo  
Deputy Warden, Vancouver Island Regional Correctional Centre  
Peninsula Cross Roads  
PCEC Early Learning Advisory Group  
Director and instructors, Saanich Indian School Board Adult Education Centre  
Community Recreation Coordinator, Panorama Recreation Centre  
Director Partnerships and Projects, Canadian Association for School Health  
Director, Vancouver Island Health Authority Primary Health Care Regional Support Programs and Health Literacy Project  
Education Manager, Pauquachin First Nation  
Children's Literacy, Greater Victoria Public Library  
Project Coordinator, PCEC 1000 x 5 Project  
Literacy Coordinator, Saanich Rotary Club  
President, PROBUS  
Victoria Read Society, Workplace Learning Steering Committee  
Director, Tseycum Youth Support  
Director, Learning Disabilities Association of BC  
Coordinator, Trinity Time Literacy Outreach Program  
Director, Intercultural Association of Greater Victoria  
Victoria Community Literacy Plan Implementation Advisory Group  
Community Outreach, Greater Victoria Public Library  
Coordinator, Community Council Workplace Learning Project and SkillsPlus Business Pilot  
LOC Cowichan/Duncan  
Country Side Day Care, Parents Education Event  
Aboriginal Provincial Literacy Forum, Nicola Valley Institute of Technology: "Indigenization Strategy for Aboriginal Adult Literacy".  
School District 63 Representatives and Departments including: Literacy Instructional Support, First Nations Staff Meeting, Individual Learning Centre, Comprehensive School Health & Student Advocacy, ESL Staff Meeting, assistant Superintendent and elementary school teachers.  
Numerous interested individuals

*THE VOYAGE OF DISCOVERY  
IS NOT  
IN SEEKING NEW  
LANDSCAPES  
BUT  
IN HAVING NEW EYES*  
MARCEL PROUST



CHAPTER TWO  
**COMMUNITY PROFILE**



# COMMUNITY PROFILE

The Saanich Literacy Plan Community, profiled in this document, is a collection of diverse communities within the boundaries of School District 63. Located on the Saanich Peninsula of Southern Vancouver Island the district stretches from Royal Oak at the southerly end of the peninsula to Swartz Bay at the north end, and from shore to shore. The Profile provides a context for the vision, goals, and objectives for the Literacy Plan. Much of the Community Profile information was originally provided in the 2008 and 2009 Saanich Community and District Literacy Progress reports. Statistical information is summarized from the previously compiled Community Profile. (See Appendix 3)

## I. HISTORY AND GEOGRAPHY

The Saanich Peninsula is the traditional homeland of the Saanich First Nations. In *Saltwater People, A Resource Book for the Saanich Native Studies Program*, Dave Elliott Sr. states that “the Saanich are part of the Salish Peoples. [...] and populated the Saanich Peninsula from one end to the other and right around all the shores and all the bays, many of the Gulf Islands and most of the San Juan Islands. [...] There is evidence that the Saanich have been in this country for 10,000 years [...] and maybe longer than that” (pp 13-14).

In the mid-1800's other settlers came, attracted by the Saanich Peninsula geography of rolling hills, flat land suitable for agriculture, dense forests and long stretches of shoreline and marine environments. The welcoming climate and favorable farming conditions led to increasing settlement and municipalities were eventually incorporated. The Victoria and Sidney Railway (V&S) was built to provide transportation to and from markets. During the Second World War the area that is now the Victoria International Airport was home to a military forces base of upwards of 10,000 military personnel. Today the peninsula is a unique mix of small urban communities, villages and agricultural settlements, and has a richly diverse cultural heritage.

## II. POPULATION AND SETTLEMENT

The Saanich Peninsula is part of the Capital Regional District (CRD), a federation of 13 municipalities and 3 electoral areas. The Literacy Plan Area covers a stable region of the peninsula with a population of approximately 40,500, spread across four municipalities and four First Nations Communities. The municipalities within the Literacy Plan Area are Central Saanich, North Saanich, Sidney and a northern piece of the Municipality of Saanich. The four First Nations Communities are Pauquachin (BO,äE,ÇEN ), Tsartlip (èJOàEàP), Tseycum (è,SIKEM), and Tsawout (S,ïAUTè).

### POPULATION BY COMMUNITY

Central Saanich	15,745
North Saanich	10,823
Sidney	11,315
Saanich	21,600*
First Nations	2,577
Pauquachin, Tsartlip, Tseycum, Tsayout	

\* The population figure of 21,600 represents that part of the Saanich population that resides within the boundaries of SD63, that is, an estimated 20% of the total Saanich population.

According to the 2006 census, the populations of Saanich Peninsula communities show a modest growth of 0.5 – 0.7% annually with the exception of the First Nations population which is growing at an average of 4.7% annually. \* Despite some growth in overall population the peninsula has experienced a decline in the number of school-aged children (ages 5-19) and an increase in people of retirement age (age 60+).

\* Apart from population numbers, census information (2006) regarding First Nations communities is sparse and incomplete. It is hoped that in working together to address literacy concerns for all communities, more will be learned about First Nations Community profiles.



### **AGE DISTRIBUTION BASED ON APPROXIMATE PERCENTAGES**

0 – 14 years	Fairly even distribution
5 – 43 years	Highest % in Municipality of Saanich; next highest in Central Saanich. North Saanich and Sidney are slightly lower.
35 – 59 years	Fairly even distribution
65 – 74 years	Highest % in North Saanich and Sidney
75 – 85 years	Highest % Sidney by 3 – 4% above other areas

### **III. SOCIAL AND SOCIO-ECONOMIC PROFILE**

The population tables above suggest that peninsula populations are located within quite specific areas. However, while larger pockets of the population reside in a handful of communities, people are spread out across the peninsula.

The immigrant presence in Saanich communities has been quite small. The 2006 Census shows only 0.6% of the population reported living outside of Canada in the five-year period since the previous census data was collected. The number of families unable to converse in English or French is approximately 1% or less. However, community consultations revealed anecdotally that the immigrant population has been rising in recent years.

The number of single-parent families in our region is below the average for the entire Capital Regional District; however, there are single-parent families in all peninsula communities with the highest number in Sidney.

There is a large diversity in household income levels in the region. Capital Region statistics for 2005 median incomes range from more than \$80,000 in North Saanich to approximately \$50,000 in Sidney. While these numbers may have changed since 2005, anecdotal information gathered during the community literacy consultation process revealed grave concerns about poverty in some areas while noting households of significant abundance in others.

## **IV. EDUCATION AND LEARNING**

**Public Education:** Public education on the peninsula is provided by School District 63 and includes eight elementary schools, three middle schools and three secondary schools. School District 63 offers alternative programming through two Individual Learning Centres and through Distance Education services. The School District also works collaboratively with other community organizations to offer additional programs and services.

Literacy services offered through School District 63 include school library and literacy programs, support for students with learning challenges, speech and language support, support for students with hearing impairment and with vision impairment, ESL support, online book club, reading support and interventions across grade levels.

**First Nations Education Services:** In 1989 the four peninsula First Nations Bands formed Saanich Indian School Board and opened the LA'U, WELNEW Tribal School. The school, located in the Tsartlip Village, recently added a new high-school and serves close to 200 students from preschool to grade 10.

In addition to the LA'U, WELNEW Tribal School, the Saanich Indian School Board also supports The Saanich Adult Education Centre (SAEC), which serves the educational needs of the Tsartlip, Tsawout, Tseycum, and Paquachin communities, as well as others. First Nations communities both from the peninsula and from other areas have formed the First Nations Work-School Committee to discuss issues of concern to all involved.

**Graduation Rates:** In the area covered by the Saanich Community Literacy Plan, the number of young adults, aged 25-34, who have completed the minimum of a high school graduation certificate is greater than, or equal to the provincial average of 9.5%. The 2007 Graduation Rate statistics indicated that 28% of eligible students did not graduate within 6 years of schooling. However, among the adults aged 25-34, the numbers of non-graduates are significantly lower (4.5%-10%).

Graduation rate statistics and issues are the focus of the Grad Rate Improvement Team

(GRIT). GRIT consists of teachers and teaching assistants, First Nations teaching staff, principals and vice-principals, assistant superintendents, and student advocacy; and represents all grade levels in School District 63 as well as Independent Learning Centers and Distance Education. The team also has representation from the Saanich Indian School Board Tribal School. GRIT meets regularly to investigate graduation outcomes and to work on improving graduation rates.

In addition to GRIT, School District 63 participates as a key stakeholder at many community tables. Further information on community-based collaborations is included in the discussion of literacy assets, challenges, gaps and opportunities in the next chapter.

**Other Educational Indicators:** The Composite Learning Index is another indicator taken into account in delivering education on the peninsula. CLI scores for the municipalities of Central Saanich, North Saanich, Sidney and Saanich surpassed the Canadian average. This is not only true of the aggregate population of the region but of each separate community in the region.

The Canadian Council on Learning is currently working with First Nations, Inuit and Métis peoples to address how data pertaining to learning are currently collected and presented about Aboriginal Peoples. This data will be a valuable addition to overall indicators for education on the peninsula.

## **V. LABOR FORCE INFORMATION**

**Industry and Employment:** The Town of Sidney serves as the primary commercial center for the Saanich Peninsula. The majority of businesses (78%) have five or fewer employees.

Central Saanich is the next largest centre for businesses and is home to the Keating Business Park, which houses many light industry businesses. The main business activities include tourism, technology, retail and light industry. Central Saanich is traditionally known as a farming community. Agriculture is still an important part of the economy in the area.

North Saanich has the fewest commercial businesses. Other than the Victoria International Airport, the Ocean Sciences Centre, BC Ferries and various small convenience stores/restaurants, the area has maintained a rural character.

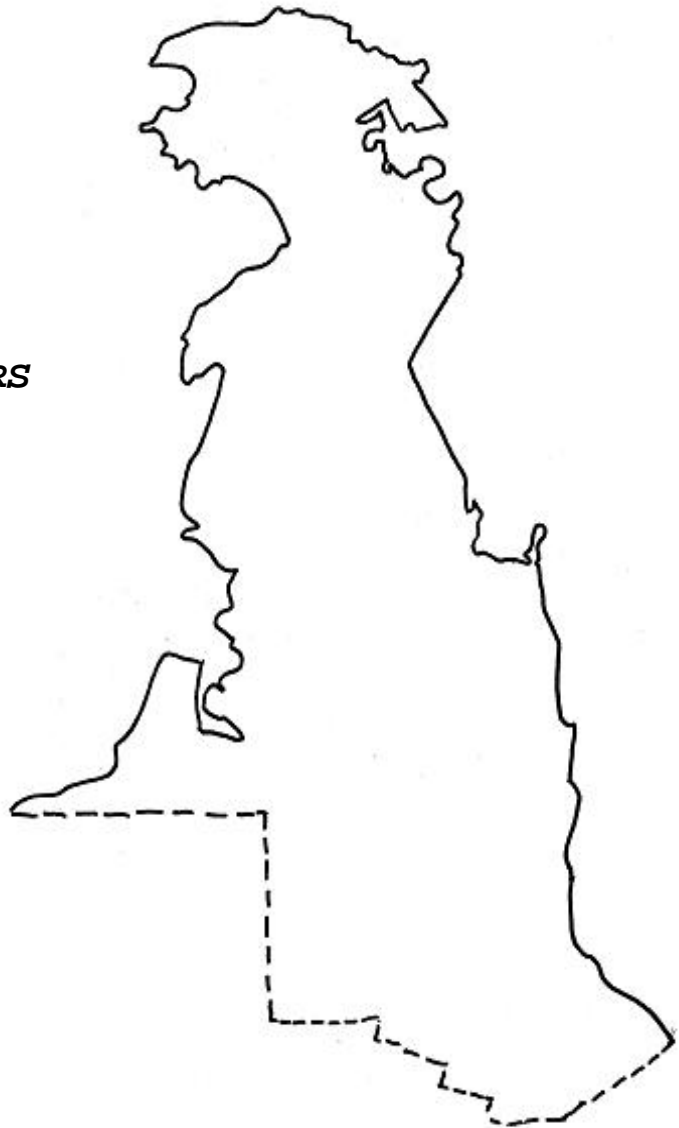
In general the main industries across the peninsula are Business Services and other services, Health Care and Social Services, Retail Trade, Manufacturing, Finance and Real Estate, Educational Services, Construction, Wholesale Trade, Agriculture and other resource-based industries and cottage Industries. Specialized technology-related industries, including environmental technologies, are a growing presence on the peninsula.

Until the recession in the fall of 2008, unemployment in the region was more than 1% lower than the provincial average of 6%. These numbers have likely changed in the past year; however, recent local news reports indicate that the peninsula has been buffered to a certain extent because of the nature and diversity of industry here.

## **VI. Community Profile as Context for the Literacy Plan**

Much of the information contained in the Community Profile Chapter has implications for the development of a literacy plan that is to be comprehensive and inclusive of all communities within the boundaries of School District 63. These implications will be discussed in the next chapter, “Literacy Assets, Challenges, Gaps and Opportunities.”

***SMOOTH SEAS  
Do NOT  
MAKE SKILFUL SAILORS***  
AFRICAN PROVERB



CHAPTER THREE  
**ASSETS AND CHALLENGES**



# LITERACY ASSETS

## CHALLENGES, GAPS & OPPORTUNITIES

### I. CHALLENGES

As noted in the Community Profile chapter, the Saanich Literacy Plan encompasses a collection of diverse communities within the boundaries of School District 63. The Community Profile has important implications for the development of a comprehensive, district-wide literacy plan.

**Population Distribution:** With the largest communities located at either end of the peninsula, First Nations communities spread across the peninsula, and a number of smaller communities located throughout the district, population distribution is a significant factor in literacy service delivery. Distance between communities and public transit that often doesn't provide efficient access means that offering programs in centralized locations results in insurmountable barriers for many people. Families with economic challenges, seniors, single-parent families may not have access to transportation.

Distance to services may also be a key factor for immigrant populations. Although there has historically been only a small immigrant presence on the peninsula, issues related to immigrant populations were raised a number of times in the planning and consultation process. Anecdotally there have been increases in these populations, particularly in Sidney and North Saanich. The Intercultural Association of Greater Victoria offers some ESL and other literacy services on the peninsula but these are limited. Most Intercultural Association services are offered in Victoria. Other programs are offered through post-secondary institutions but again most are located in Victoria.

On the other hand, the logistics of offering literacy programs within individual communities can be equally problematic. The costs of duplicating services for different communities can be prohibitive. In addition to stretching the already limited resources of service providers, many smaller communities have minimal infrastructure, which means it can be difficult if not impossible to find appropriate and affordable space. In community meetings and consultations, lack of space was often cited as the deciding factor in whether or not to offer a program within a particular community area.

**Socio-Economic Factors:** Although the majority of residents in the Saanich Community are not personally dealing with poverty, grave concerns were raised by many community members, especially SD63 staff, about those who are. Inadequate housing and nutrition are known to have negative impacts on literacy and learning. When combined with other challenges such as lack of access to child-care and transportation, the overall picture for literacy is bleak.

**Identifying the True Scope of Literacy:** The marginalizing effects of negative socio-economic conditions, combined with the fear, embarrassment and shame often associated with low literacy, results in increased isolation and silence. This was a concern raised repeatedly in the literacy project planning and consultation stages. How can people in need be reached if we don't even know who or where they are?

**Resources and Funding Support for Literacy:** Discussions about the Saanich Community Literacy Plan inevitably led to discussions about funding. Questions about how existing services can be adequately funded, not to mention trying to increase programs and improve access, were raised repeatedly. These questions were also often accompanied by expressions of skepticism, even cynicism, about the sustainability of the literacy plan project. Despite the high level of commitment to the importance of addressing literacy, it was agreed that concerns about funding can't be ignored; a certain level of sustainable resources is needed to ensure ongoing success.



**“Selling” Literacy as a Community Concern:** The word literacy means different things to different people, even within groups who work in the field. This was demonstrated clearly in the many suggestions about how we should define literacy for the Saanich Community Literacy Plan. This lack of clarity makes it difficult to craft a clear message about the issues.

The challenge of “selling” literacy as a major concern is even more difficult in an area such as Saanich, where overall education levels are relatively high. Many people are not able to relate to low literacy problems or to understand how these problems apply to the community in general. Compared to more visible social, political and economic problems, literacy may not seem like a priority.

**Building On What We Have:** The challenges outlined above were raised and discussed throughout the Saanich Community Literacy Planning stages. Everyone involved agreed that there are important global community factors that must be taken into account in the plan, but that these are, for the most part, beyond the scope of the plan itself to address. Instead, emphasis for the plan was placed on capitalizing on the increased communication and links that had begun to emerge during the planning and community consultation stages, and on building on existing education and literacy assets, services, programs and community collaborations.

## **II. SAANICH COMMUNITY LITERACY ASSETS**

Despite the previous absence of an overall literacy strategy, the Saanich Community is home to many diverse and wide-spread literacy services and programs. The list that follows provides a snapshot of specific literacy assets offered within district communities. (See Appendix 1 for complete Literacy Asset Inventory)

## SNAPSHOT of LITERARY ASSETS INVENTORY

### EARLY LEARNERS 0 – 5 Years

**Greater Victoria Public Library: Central Saanich, Brentwood Bay and Bruce Hutchison, Victoria**  
● Baby Time, Toddler Time, Preschool Story Time, Family Story Time

**Beacon Community Services, Sidney**

- Rhymes, Songs and Stories (weekly meeting for parents and children)

**Keating Elementary School, Saanichton; Brentwood Elementary, Brentwood Bay.**

- Preschool Library Program

**Elementary Schools in School District 63**

- Ready, Set, Learn

**Sidney Elementary School, Sidney; Additional locations TBA**

- StrongStart BC (drop-in program for preschool children accompanied by caregiver)

**Vancouver Island Regional Library, Sidney**

- Baby Time, Toddler Time, Story Time, Read to Me Club

**Tsartlip First Nation, Brentwood Bay**

- Tsartlip Brighter Futures

**Tsartlip First Nation, Brentwood Bay; Tsawout First Nation, Saanichton; Pauquachin First Nation, West Saanich Road, Tseycum First Nation, Totem Lane, Sidney.**

- Saanich Collaborative Head Start Program: First Nations parent/caregiver and child school preparation program

**Greater Victoria Public Library: Central Saanich, Brentwood Bay; Bruce Hutchison, Victoria**

- Reading Buddies; Summer Reading Club; Author Visits; School & Community Outreach

**School District 63, Beacon Community Services and Peninsula Connections for Early Childhood**

- Roots of Empathy (Offered within various SD63 Elementary Schools)

**LAU WELNEW Tribal School, Saanich Indian School Board, West Saanich Road**

- Preschool to grade 10, serves students from the four Saanich Peninsula First Nations Communities; also offers locally developed SENÇOfEN Language and culture curriculum.

**School District 63 Individual Learning Centres Sidney; Victoria (Broadmead location)**

- Alternative learning environment for youth and adult students

**School District 63 First Nations Staff and Instructional Support, including Instructional Support teacher, education assistants and other supports**

- First Nations Specialized Courses and Programs, School District 63: First Nations Art, First Nations Studies 12 and First People's English; Culturally Relevant Materials; Locally Developed and Authored Materials; SENÇOfEN Classes, Bayside Middle School.

**Victoria READ Society, Victoria; Sidney**

- Key Program for Children: One on one remedial instruction for children and youth in reading, writing and math

**School District 63 with Beacon Community Services and other community partners**

- Youth Employment Program (Youth 14 – 18)

**South Island Distance Education School (SIDES), 4575 Wilkinson Road, Victoria**

- Distance Online Education: Alternative learning environment
- Also offers programs to adult learners

**Vancouver Island Regional Library, Sidney**

- Teen Summer Reading Club (Online program also available); Author Visits; Internet Access and Children's Computer with Educational Software; Outreach to Schools and Community Groups

### SCHOOL AGE K – 12 Years

***Intercultural Association of Greater Victoria. 930 Balmoral Road, Victoria; Some services offered on the Saanich Peninsula***

- English Language Services for Adults (ELSA); Volunteer English as a Second Language (VESL); Host Program (Matching new immigrants and refugees with Canadian volunteers); Practical English Skills

***Beacon Community Services, Sidney***

- Nobody's Perfect Parenting Program (For parents/caregivers of children from 0 – 5)

***Sliver Threads, Sidney***

- Learn for Life series including computer training, financial workshops etc

***Camosun College, Lansdowne Campus***

- Academic upgrading for adults

***Saanich Adult Education Centre/Camosun College, Brentwood Bay***

- Adult Basic Education Program: Secondary School Diploma completion
- First Nations Academic Upgrading: English and math from fundamental to Provincial levels; Cultural activities included
- Step Program (Foundations to Step 5; for adults to complete high school)

***Victoria READ Society, Victoria***

- Adult Basic Skills: Basic education/literacy classes
- ELSA and ESL: Beginner and Intermediate

***Camosun College, Interurban and Lansdowne Campuses, Victoria***

- ESL: Beginner to Advanced
- First Nations Student Advisor

***Coast Salish Training and Employment Society; Head Office, Duncan***

- Nine Essential Skills (in planning stages)

***WILNEW Employment and Training, Brentwood Bay (in planning stages)***

***Greater Victoria Public Library: All Branch Locations, including Central Saanich, Brentwood Bay and Bruce Hutchinson, Victoria***

- Literacy Collection; ESL Collection; Computer Literacy Training

***Beacon Community Services Sidney, and various peninsula locations***

- Springboard to Success (10 Week Program for age 15 – 30; includes workshops, Certificates; active job search and volunteer components; participants must meet eligibility requirements)

***Vancouver Island Regional Library, Sidney***

- Various programs and services for adult learners; includes Homebound Delivery Service for those with impairments.

**Community Tables and Collaborations:** As discussed earlier, several community tables on the peninsula include literacy and learning as particular areas of focus. One example, the Grad Rate Improvement Team (GRIT) was described in the Community Profile chapter.

Another far-reaching community table is Peninsula Connections for Early Childhood (PCEC). PCEC is a grass-roots organization that focuses on issues related to early childhood. Participants include both volunteers and those who work in related fields. Community organizations represented on PCEC include libraries, government and health agencies, literacy service providers, First Nations communities, post-secondary institutions, local business and community service organizations, and SD63 representatives including literacy support instructors, a speech and language pathologist, a senior administrator and an early learning coordinator. PCEC members and partners work together to provide or support a variety of community-based programs, events and initiatives geared to the healthy development of young children.

The Saanich Peninsula Education Community (SPEC) is another community table concerned about education and literacy. SPEC includes First Nations representatives, teachers and support staff from the Saanich Indian School Board Adult Education Centre, teachers and vice-principals from School District 63, and other community members. SPEC meets monthly to discuss challenges, share ideas and referrals and brainstorm ways to offer better community support to students and young adults.

### **III. AREAS OF CONCERN AND GAPS**

The Saanich Community Literacy Plan community consultation process yielded a wealth of information, including gaps and areas of concern. However, there was no one specific area, age range, population group or literacy concern that stood out above the others. Community groups and service providers connected with particular areas of focus inevitably raised concerns specific to that area, but everyone agreed that more support was needed for all areas.

**Early Learners:** Community members and service providers involved with early childhood programs and services strongly agreed that there was need for greater support for literacy for this group, and for expansion of existing programs such as “Ready, Set, Learn”, “Strong Start” and “Head Start”.

**K – 12 Students:** School district and First Nations representatives alike expressed concerns about high levels of school absenteeism, especially in the elementary years. Community groups such as GRIT and SPEC have been exploring the relationship between early absenteeism and high school incompleteness. Both groups talked about the need to generate greater parent and community support in addressing these kinds of challenges. One of the ways the Community Literacy Plan may be able to assist is to raise overall community awareness about the need for cooperative efforts to support education and literacy for all students.

Other areas of concern for this age range included the need for more after-school programs like Homework Clubs and summer reading programs and the need for more options for alternative programming for youth and young adults.

**Adult Learners:** Gaps in literacy services for adults on the peninsula were more difficult to identify, often because once people are no longer in school literacy problems can be hidden and are not talked about. One area of need raised at a community meeting was to include literacy as part of workplace training. The Victoria READ Society in collaboration with Community Council and a number of other community groups has been researching, developing and implementing two pilot projects to embed literacy in regular workplace training. Businesses on the peninsula are among the pilot sites for these initiatives.

#### **IV. OPPORTUNITIES**

The above issues and concerns were not raised in opposition to each other: rather they reflected the combined impact of increasing needs and reduced resources as substantial road-blocks to maintaining adequate services and to expanding and adding new programs and services.

**Putting It All Together:** The community input, the challenges, concerns and gaps, the existing assets, links, and new communication opening up as a result of the literacy project and the community profile factors, combined to inform the directions decided on by the Saanich Community Literacy Task and Advisory Team for the Saanich Community Literacy Plan.

**Overall Directions**



To build on current strengths by enhancing support for existing community-based literacy projects across the peninsula.



To place a strong focus on increasing communication, collaboration, and partnerships between literacy service providers and related groups and organizations across the peninsula district.



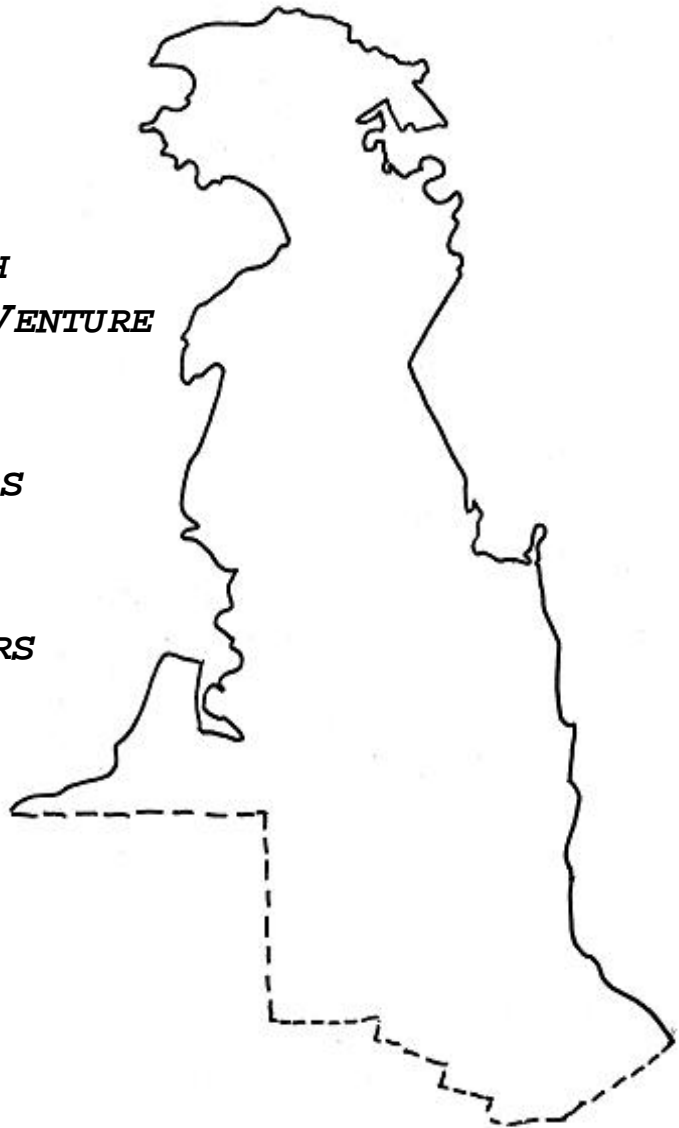
To promote literacy in the broader community as key to sustainable community development by increasing understanding of the issues; and to leverage that understanding into new sources of advocacy and support.

*VISION IS NOT ENOUGH  
IT MUST BE COMBINED WITH VENTURE*

*IT IS NOT ENOUGH  
TO STARE UP THE STEPS*

*UNLESS WE GO ON  
AND STEP UP THE STAIRS*

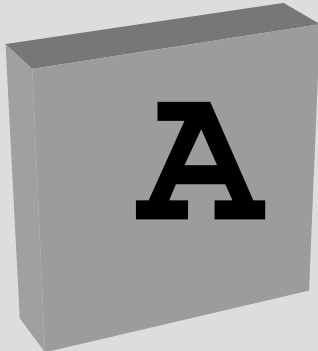
VACLAV HAVEL



CHAPTER FOUR  
**ACTION PLAN**







**Develop a self-sustainable literacy network linking service providers and related groups and organizations across the Saanich Peninsula.**

## **OBJECTIVES**

- ✓ To increase awareness of programs and services within the literacy service community.
- ✓ To build capacity for sharing resources, referrals and mutual support.
- ✓ To assemble a collective voice for advocacy and literacy promotion.

## **STRATEGY**

Canvass literacy providers and related groups and organizations for their input, ideas, resources and support for a Community Literacy Event. (see Goal C for event details).

## **ACTIONS**

1. Reconfirm resources and partners already in place.
  - Community Literacy Task and Advisory Team (CLT).
  - Literacy Outreach Coordinator (LOC) (see Goal E)
  - Community Literacy Members at Large group.
  - Strong potential partner groups and organizations (see Potential Partners and Key Stakeholders list below)
2. Discussion of CLT and LOC re concepts for the event. Questions to be considered may include
  - What info do we need from the literacy community?
  - Does the CLT want to come up with the main concept or 'slogan' or do we want to ask for input on that?

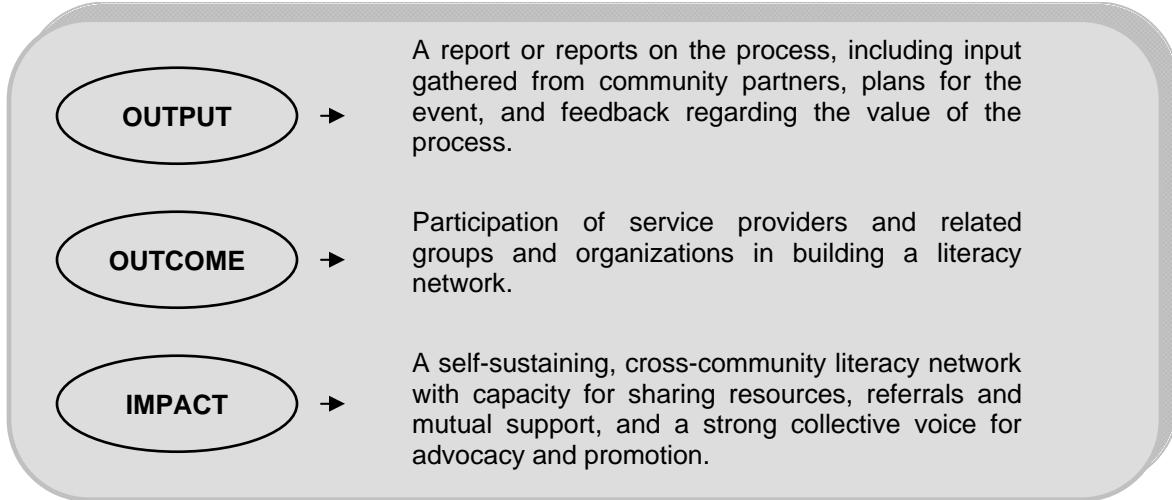
3. Initiate a consultation/reconnecting process with key literacy stakeholders. Questions to be asked may include
  - What would make it worthwhile for you/your organization to be involved in this kind of event?
  - Would you be interested in attending, in participating as an exhibitor and/or in making a contribution of time and/or other resources?
4. Discussion of CLT and LOC re how best to manage communications for this kind of event; for example email listserv or other network tool. Considerations would include ease of use and cost.
5. Begin early stages of event management; steps and tasks to be discussed by CLT and LOC. (See Goal C for more details)
6. Connect with local media to find out what kinds of promotion and publicity might be available for this kind of event.

## **TIMELINES**

The development of a self-sustaining literacy network is by definition an open ended, long-term goal. Timeline for Goal A in year one:

- Establish a core network as part of the consultation and planning process for the literacy event. (Date of event to be decided in first steps of implementation stage)
- Solidify and build on the network through the event itself. (Date of event TBD)
- Expand the network with follow up after the event and leading into year two.

## SUCCESS STATEMENTS



## EXISTING PARTNERS AND KEY STAKEHOLDERS

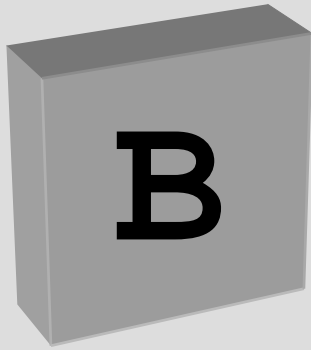
These groups have involved in various stages of community planning and consultation for the literacy project.

Saanich Peninsula Education Community (SPEC)  
Graduation Rate Improvement Team (GRIT)  
Peninsula Connections for Early Childhood (PCEC)  
Regional Literacy Advisory Group (RLAG)  
South Island Literacy Outreach Network  
COPACS  
First Nations and Aboriginal Work-School Group.  
Beacon Community Services  
Greater Victoria Public Library  
Vancouver Island Public Library  
Victoria READ Society  
Vancouver Island Regional Corrections Centre  
Peninsula Cross Roads  
Panorama Recreation Center  
Intercultural Association of Greater Victoria  
Saanich Adult Education Centre  
Camosun College  
School District 63  
Tseycum Youth Support  
Trinity Time (Thea Dickson)  
Saanich Indian School Board and LA'U, WELNEW Tribal School  
Learning Disabilities Association of BC

## **POTENTIAL PARTNERS**

This is a list of potential partners put forward during the literacy planning stages, but not yet actively involved.

Boys and Girls Club  
South Island Dispute Resolution Centre, Peacemakers Training  
Big Brothers and Sisters  
Saanich Teachers Association  
Victoria Immigrant and Refugee Society  
South Island Family Care Association  
Foster Parents Association  
Saanich Public Health  
Nicola Valley Institute of Technology  
Saanich Native Support Program (Audrey Henry)  
Seachange (Nikki Wright)



**To broaden overall community understanding of literacy as a key factor in sustainable community development; and to leverage that understanding into increased community interest and support.**

## **OBJECTIVES**

- ✓ To increase awareness and understanding about literacy in businesses, professional and service associations and other organizations that have not traditionally focused on literacy as a concern.
- ✓ To generate a list of new “champions” or partners interested in supporting literacy, and to provide opportunities for them to do so. Possibilities include
  - Generating alternative sources of funds and in-kind resources.
  - Finding new voices for advocacy and promotion.
  - Expanded sources of volunteer help.
  - A reduction in the stigma associated with literacy problems.

## **STRATEGY**

Canvass businesses, professional and service associations and other organizations for their input, ideas, resources and support for a Community Literacy Event (see Goal C for event details).

## **ACTIONS**

1. Confirm resources and partners already in place.
  - Community Literacy Task and Advisory Team (CLT).
  - Literacy Outreach Coordinator (LOC) (see goal E).
  - Community Literacy Members at Large group.
  - Connections and suggestions gathered during community consultation and planning. (see Potential Stakeholders list below).
2. CLT discussion regarding concepts for the event.

4. Finding a 'hook' to attract and engage organizations unfamiliar with literacy issues.
5. Conduct a limited consultation of particular key stakeholders find out what would attract different kinds of organizations to a literacy event.
6. Seek out community champions who may take a lead role.

## **TIMELINES**

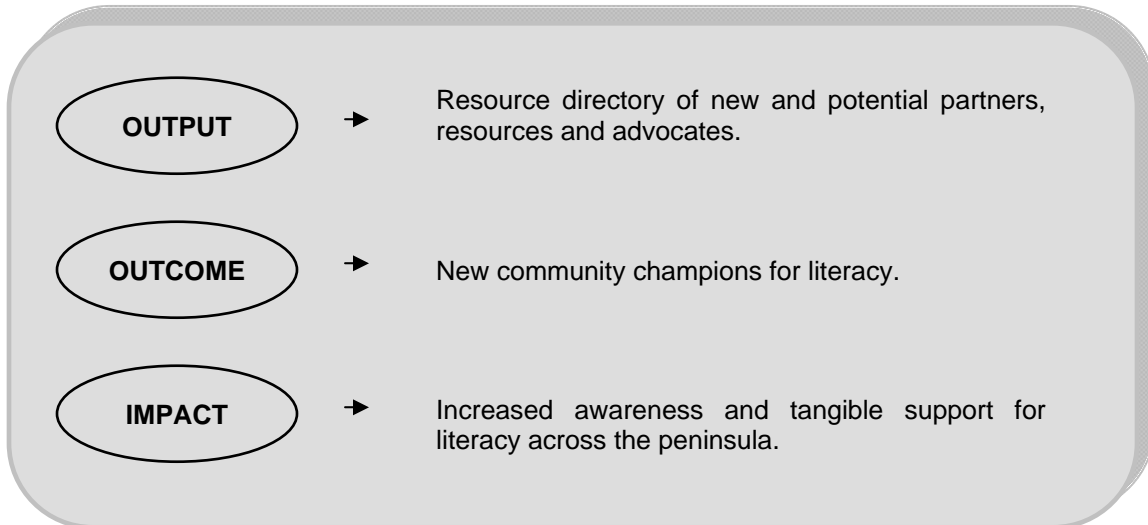
### **Year One:**

Network with selected members of the Goal B constituent group (businesses, professional and service associations, and other organizations not traditionally focused on literacy) and extend invitations to participate in literacy event.

### **Year Two:**

Undertake an appreciative inquiry to explore and expand partnerships, tap into wider community spheres-of-influence, and gain insight into local business interests and perspectives about literacy.

## SUCCESS STATEMENTS (YEAR 1)



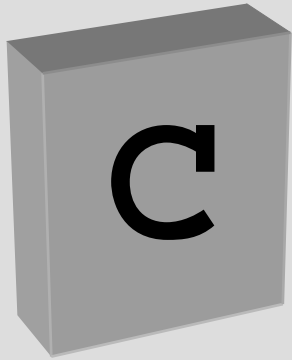
## POTENTIAL STAKEHOLDERS

Some of these organizations have been consulted in the literacy project planning stage; others were suggested in the community consultations but have not yet been followed up.

Bookstores and businesses.  
Service clubs (Rotary, Lions etc).  
PROBUS.  
Peninsula Coop (through PCEC and 1000 x 5)  
WELNEW Employment and Training?  
Career Assistance and Resources for Employment (CARE).  
Gulf Islands Film and Television School.  
Peninsula Streams  
Sidney Integrated Wellness Community Society  
Lifecycles Project Society  
Sidney Business Association  
Peninsula Agricultural Commission  
Saanich Peninsula Chamber of Commerce  
Sidney Business Women's Breakfast Group  
Community Arts Council of the Saanich Peninsula (CACSP)  
Centre of the Universe, Dominion Observatory  
Institute of Ocean Sciences and Pacific Geoscience Centre  
Aeolis Wind Power Corporation and Blue Fuel Energy Corporation (Juergen Puetter, Founder)  
Viking Air (Dave Curtis, President)  
Victorian Epicure Inc (Sylvie Rochette)  
Greater Victoria Employer Challenge







## **Saanich Peninsula Community Connections Literacy and Learning Fair**

### **OBJECTIVES**

- ✓ To bring literacy service providers, related organizations and other community groups and individuals together for a special event.
- ✓ To provide an opportunity to share ideas, information and support; to strengthen existing connections and create new ones.
- ✓ To raise awareness and understanding about literacy across peninsula communities.

### **STRATEGY**

With input and help from literacy and non-literacy stakeholders, plan, organize and hold a one-day Literacy FaZaarKeT.

### **ACTIONS**

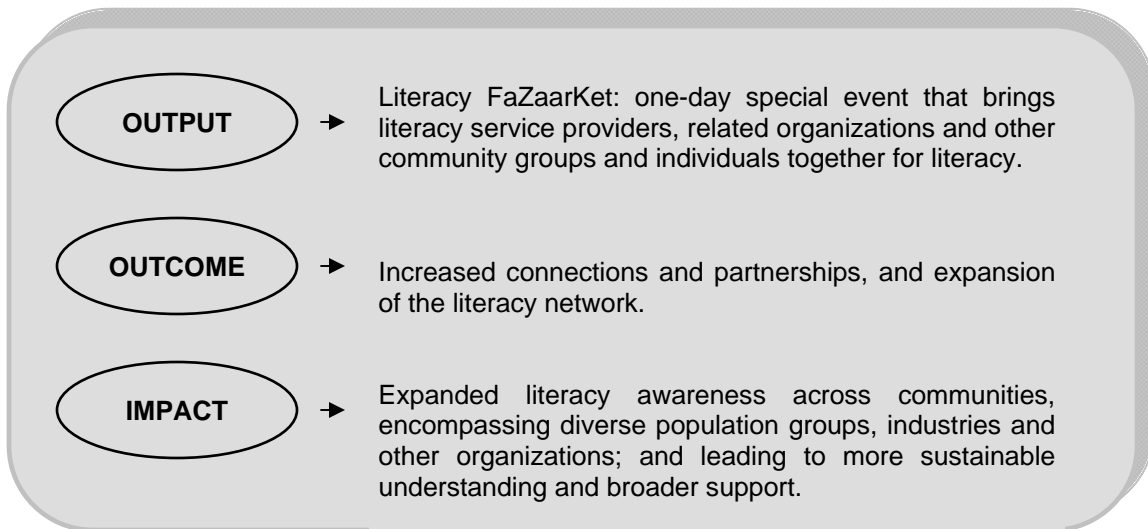
1. Reconfirm resources and partners already in place.
  - CLT and their key connections.
  - Sources of additional support from lists in Goal A and possibly Goal B.
2. Plan event management and coordination; this will involve the LOC with input, direction and support from the CLT. Tasks will need to be specifically laid out and open to revision the process unfolds.
3. Investigate possible spaces for the event, as well as other steps involved, materials, potential costs etc

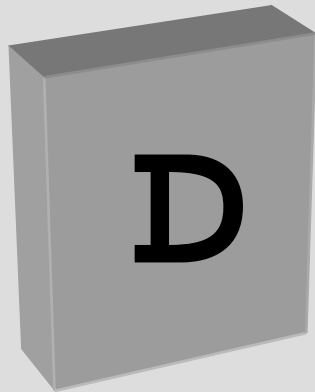
4. Involve local media in early planning stages.
5. Seek early commitments from community members for help with the event.

## **TIMELINES**

Event to be held within year one. Specific date to be based on community input gathered in early steps of implementation stage.

## **SUCCESS STATEMENTS**





**Provide one-time funding support to existing community-based literacy initiatives, programs and services.**

## **OBJECTIVE**

- ✓ To help build capacity in existing programs as a key element of the Saanich Community Literacy Plan.

## **STRATEGY**

Develop a proposal process for allocating a percentage of the implementation funds to community-based projects.

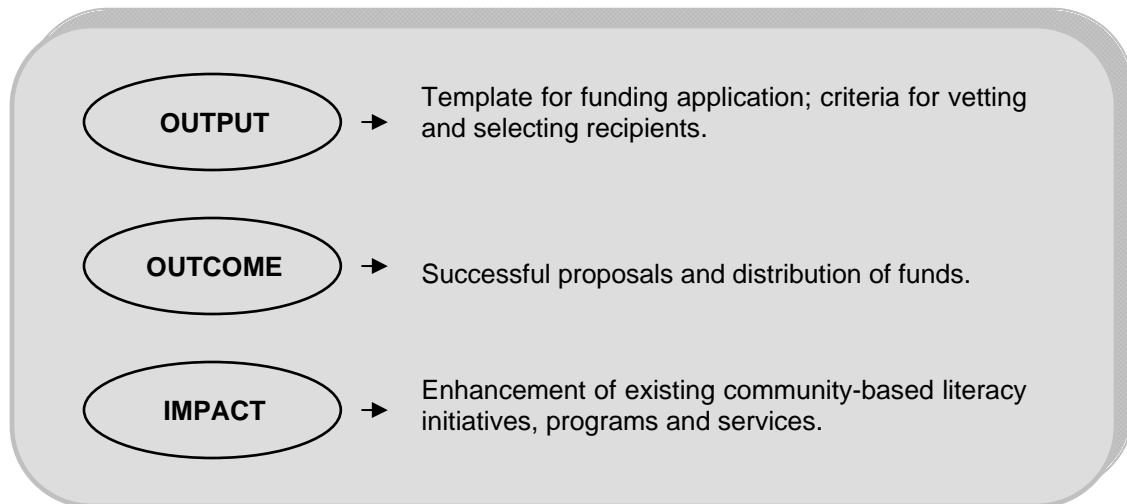
## **ACTIONS**

1. Confirm resources and partners already in place. These include
  - Implementation funds committed to by 2010 Legacies Now.
  - The sample framework (template) developed for proposal examples that were discussed at the Oct 27 meeting can be reviewed and revised if needed. (See Goal D Supplemental below for sample proposal framework and list of proposal examples)
  - Other proposal templates and materials available through 2010 Literacy Now Community of Practice.
2. CLT development of protocols for seeking out proposals, as well as and parameters for conducting a review process and making decisions about what to fund.
3. LOC coordination of proposal processes as directed by CLT.
4. Research into other sources of funds or in-kind support, time permitting. New sources of support may become available through the community engagement processes involved in Goals A, B and C.

## TIMELINES

Allocation of funds from year one of 2010 implementations funds will be made by or before the end of year one.

## SUCCESS STATEMENTS



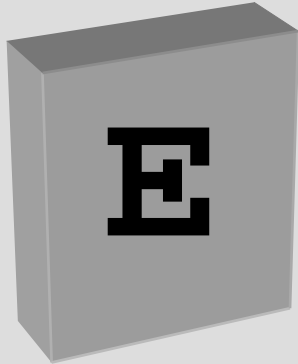
## GOAL D SUPPLEMENTAL

### 1. Sample Proposal Framework

- What do we want to do - what is the specific task or activity to be done?
- Why is this task or activity important?
- Who needs to be involved to get this done and are those people likely to be available for this task or activity?
- What resources are already in place?
- What additional resources are needed?
- When is this to be complete?
- Budget information (required budget details to be decided by CLT)
- How will success be measured?

### 2. Examples of suggested or proposed initiatives to date

- First Nations Homework Club
- Early Literacy 1000 x 5 Book Project
- Onsite literacy training as part of Industrial Work Training and Apprentice Program.
- Summer Children and Youth Reading and Literacy Support Club.
- Early Learners Program Library Field Trip Project.



## **Hire a Literacy Outreach Coordinator**

### **OBJECTIVES**

- ✓ To ensure a central source of organization and coordination of the implementation stage.
- ✓ To increase capacity for building on connections and networks initiated during the planning stages.
- ✓ To undertake next stage community consultation, information gathering and organizing, and documentation.

### **STRATEGY**

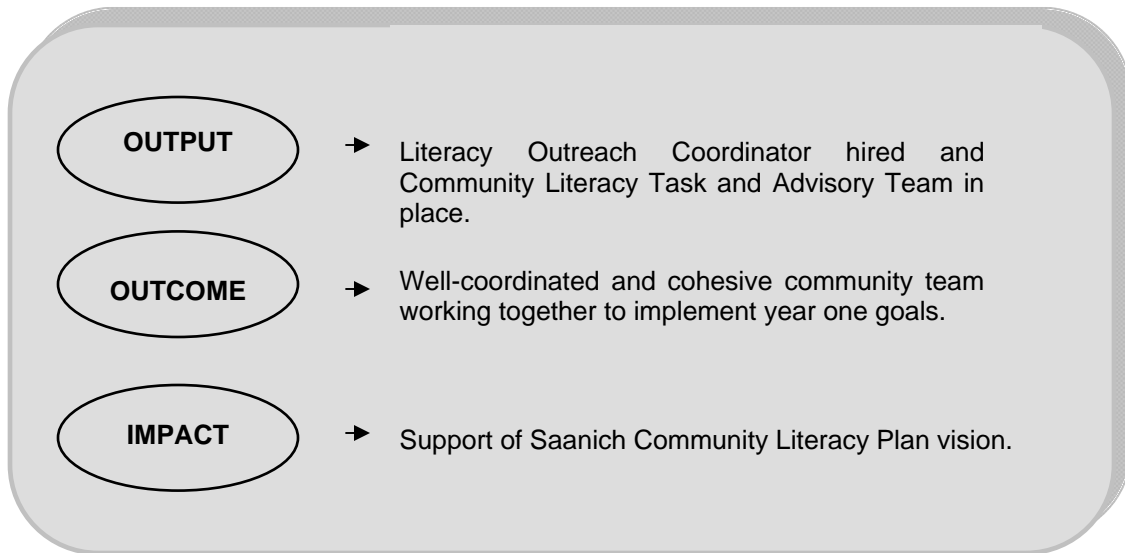
Decide on the scope and nature of the Literacy Outreach Coordinator role for the implementation stage, and hire the coordinator.

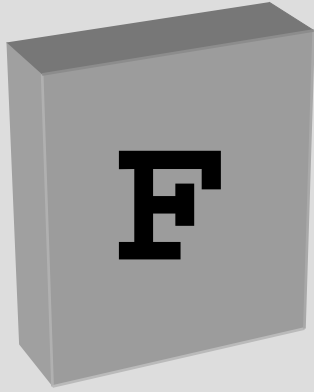
1. Confirm resources and partners already in place. These include
  - Current steward organization, School District 63, manages 2010 funds and provides infrastructure support, including payroll services; and provides required supervisory support to coordinator, coordinator.
  - Community Literacy Task and Advisory Team (CLT).
2. CLT development of structure for LOC role (scope, responsibilities, hours and payment) and allocate percentage of funds for LOC from 2010 Implementation Funds. Conduct hiring process if needed.
3. Update CLT Terms of Reference for implementation stage of project.
4. Allot balance of implementation funds for other areas including
  - Support for proposals
  - Contingency funds for incidentals
  - Costs associated with public event.

## TIMELINES

Timelines will depend on timing of implementation funds.

## SUCCESS STATEMENTS





**Track and record ongoing community input regarding future directions for the Saanich Community Literacy Plan.**

**OBJECTIVES**

- ✓ To consider ways to continue and expand the literacy project while implementing near-term goals.
- ✓ To keep track of community input regarding additional literacy assets, as well as concerns, challenges and gaps.

**STRATEGY**

Set aside a portion of each CLT meeting for discussion of future directions.

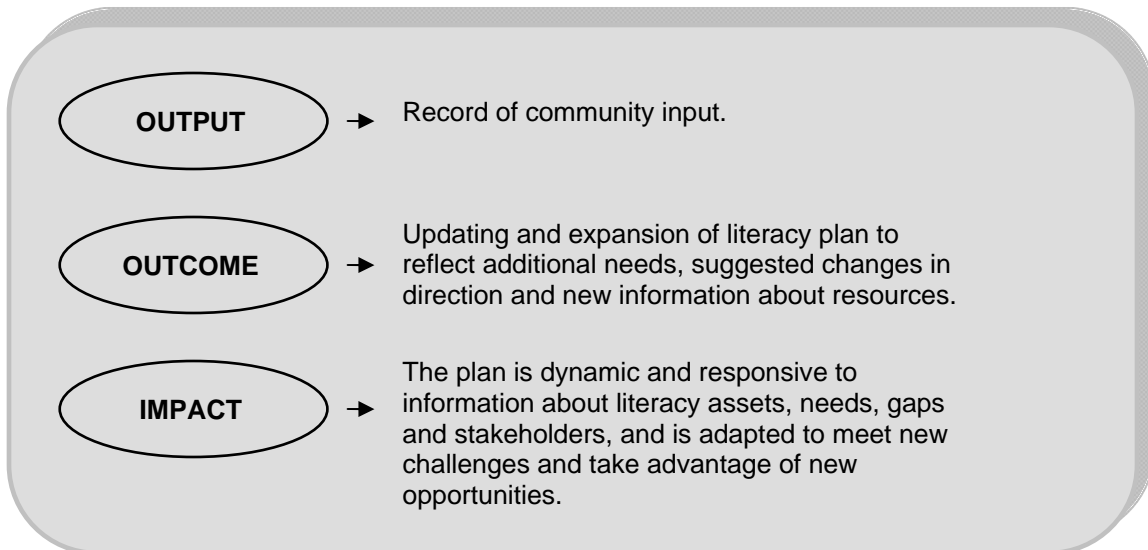
1. Confirm resources and partners already in place. These include
  - CLT
  - Input gathered during planning stages and documented in progress reports and in Saanich Community Literacy Plan.
  - Members at Large group and other community tables.
2. Document ongoing input regarding new initiatives, further needs, challenges and possible opportunities. Examples put forward during planning stages include the following.
  - Research areas of sustainable funding and explore the possibility of setting up a not-for-profit society to oversee long-term implementation and growth of the literacy strategy.
  - Develop plans to better address learning disabilities.
  - Investigate ways to reach at risk and hard-to-reach populations.
  - Computer technology literacy programs for adults and seniors.
  - Development of non-hierarchical, “neutral” literacy assessment tools using language that avoids implied judgments and suggestions of inadequacy. Possible work with regional partners to develop tools or to research existing tools.

- Possible stand-alone research project arising from Goal B. The project could investigate the need for broader discussions of literacy as a key community concern, as well as exploring relationships between traditional literacy providers and the broader community. This kind of research project would be to bring more people to the table. One CLT member indicated that there are funding dollars available for this kind of research.

## **TIMELINES**

Since focus for this goal is long-term it has an open-ended timeframe.

## **SUCCESS STATEMENTS**

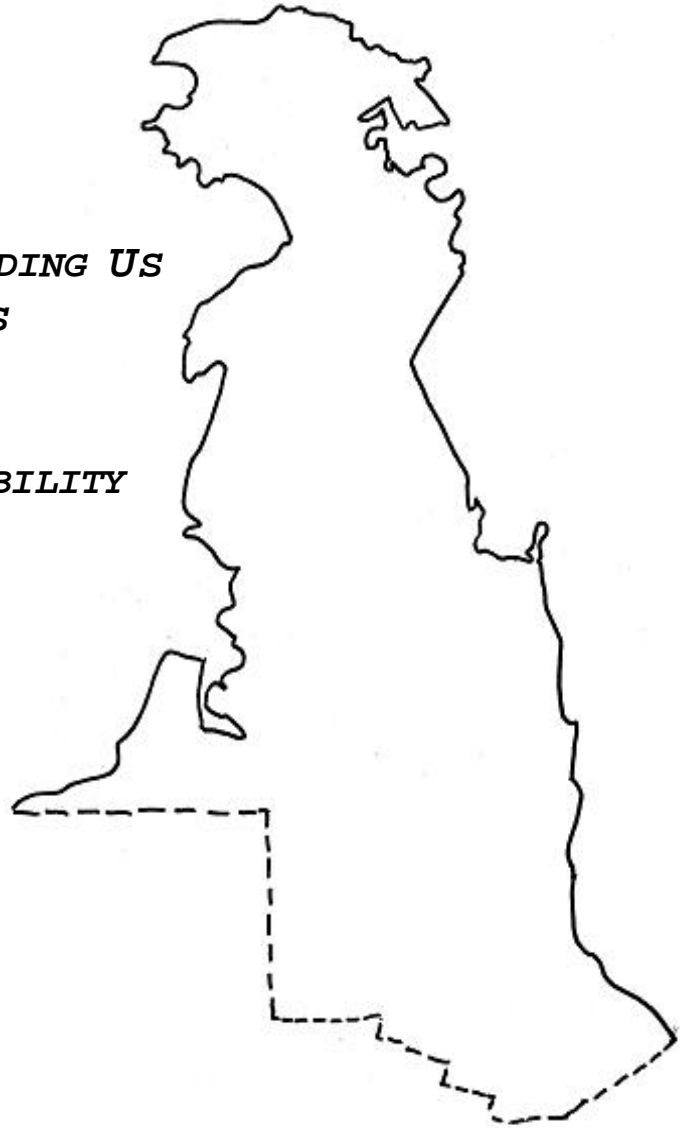




*LIFE IS CONSTANTLY PROVIDING US  
WITH NEW RESOURCES*

*EVEN WHEN  
WE ARE REDUCED TO IMMOBILITY*

HENRY MILLER



CHAPTER FIVE  
**APPENDICES**  
**SOURCES AND RESOURCES**



# Inventory of Community Literacy Assets

(within the boundaries of Saanich School District)

July 11, 2008

Saanich Schools



# CONTENTS

PRE-AMBLED/CONTEXT

SECTION ONE: EARLY LEARNERS (0-5 years)

SECTION TWO: STUDENTS (K-12)

SECTION THREE: ADULT LEARNERS

## SECTION ONE: EARLY LEARNERS (0-5 years)

### Tsartlip Brighter Futures

Saanich

- Tsartlip First Nation  
Mary Hayes  
250.652.4473  
802 Tsartlip Drive, Brentwood Bay

### Saanich Collaborative Head Start Program

Saanich

First Nations parent/caregiver and child participate with books, stories and sharing. This program prepares Aboriginal children for school by meeting spiritual, emotional, intellectual and physical needs. The program helps Aboriginal parents/caregivers develop skills to contribute to their child's healthy development, increase confidence as parents and improve family relationships.

- Tsartlip First Nation  
Andrea Elliott  
250.652.3988, local 226
- Tsawout First Nation  
Samantha Etzel (acting)  
250.652.1149  
7725 Tetayut Road, Saanichton
- Pauquachin First Nation  
Bernice Henry  
250.656.0191, local 27  
8960 West Saanich Road, Victoria
- Tseycum First Nation  
Victoria Pelkey  
250.656.0206  
1210 Totem Lane, Sidney

### Greater Victoria Public Library

Brentwood/Saanich

Central Saanich Library/Bruce Hutchison Library

#### Programs:

**Baby Time:** songs, rhymes, finger-plays for babies 0-15 months and their parent/caregiver.

**Toddler Time:** stories, songs, puppets for toddlers 16-35 months with parent/caregiver.

**Preschool Story Time:** stories, songs, puppets for 3-5 year olds with parent/caregiver.

**Family Story Time:** stories, songs and puppets for young children.

- Central Saanich Library  
www.gvpl.ca  
250.652.2013  
1209 Clarke Road, Brentwood Bay
- Bruce Hutchinson Library  
www.gvpl.ca  
250.727.0104  
4636 Elk Lake Drive, Victoria

### Mother Goose

Sidney

Beacon Community Services

Rhymes, songs and stories taught to parents and children at weekly meetings.

250.655.5309  
9860 Third Street, Sidney

**Peninsula Connections for Early Childhood (PCEC)**

Saanich Peninsula

Beacon Community Services and School District 63

The Peninsula Connections for Early Childhood (PCEC) network works to build relationships and partnerships with people who provide services for young children and their families on the Saanich Peninsula. Network members are working to strengthen connections and community involvement, and to coordinate efforts so that—together—we can: raise community awareness of the importance of the early years; promote the healthy growth and development of all young children; foster early literacy development and initiatives; support parents/guardians with information and resources; and pool resources, interpret local information, and transform early childhood research into advocacy, support, and action within the Peninsula community. We believe that strong connections, plus shared goals and commitment, can lead to healthy communities.

**Initiatives:**

**Children Count! Fair...** Each spring, the PCEC network convenes a resource fair with activities for young children and information for their families. As part of package of information and resource materials for parents, a children's book is included.

**National Child Day...** Annually, the network plans a special event for "National Child Day" in November. Emphasis is placed on celebrating childhood and supporting families with information about child development (including literacy development). At all PCEC events, books are provided for young children.

**The PCEC "1000 X 5" Children's Book Recycling Project...** is sponsored by PCEC, in partnership with Success by 6® South Vancouver Island, and supported by Beacon Community Services and School District No. 63 (Saanich). The purposes of this initiative are: to collect used children's picture books from within the community and distribute them free-of-charge, to families with young children (0-5); to help ensure that all young children have the opportunity to have at least a thousand books read to them by the time they are five years-old; and promote awareness of the importance of reading to young children prior to their entry into school.

Donors may leave books at the Saanich District School Board Office or drop them off at any of the schools in District No. 63. From there, the books will be delivered to our "Collection Depot." Volunteers sort, label, and bag the books for redistribution through community agencies to families in need of support. For further information, please contact Daphne Macnaughton, PCEC "1000 X 5" Project Leader: [dlimvictoria@shaw.ca](mailto:dlimvictoria@shaw.ca)

**The Peninsula Parks and Play Spaces: A Community Green Map...** In partnership with Success by 6® South Vancouver Island and with support from Beacon Community Services and School District No. 63 (Saanich), LifeCycles/Common Ground, and the University of Victoria, work was done to complete the map for publication in 2007. This map highlights parks and play spaces suitable for young children (0-5). On the reverse of the map, there is information for parents/guardians about how to foster children's language development and thinking through play.

**For further information, contact:**

Janis Johnson, Coordinator, Peninsula Connections for Early Childhood

[peninsulaconnections@beaconcs.ca](mailto:peninsulaconnections@beaconcs.ca)

250.415.3535



### Pre-Schools and Daycare Centres on the Saanich Peninsula

NAME	ADDRESS	PHONE
Acomtree Preschool	9295 Weiler Avenue, Sidney	686.1408
Brentwood Bears Child Centre	893 Verdier Avenue, Brentwood Bay	652.3089
Broadmead Montessori Educare	1012 Falaise Place, Victoria	
Bumble's Child Care	9588 Northlawn Terrace, Sidney	
Carrot Seed Preschool	813 Claremont Avenue, Victoria	658.2331
Child's Playground, A	1078 Lucille Drive, Brentwood Bay	
Chrysalis Child Care	6633 Oldfield Road, Victoria	652.0815
Cordova Bay Preschool	5182 Cordova Bay Road, Victoria	658.3441
Countryside Preschool	7921 St. Stephens Road, Saanichton	652.3424
Cuddles Day Care	7893 Patterson Road, Saanichton	
Discovery House	10103 Third Street, Sidney	655.3345
Discovery Rainbow House	2501 Shoreacres Road, Sidney	
Discovery Tree House	10097 Third Street, Sidney	655.3345
Forest Park Family Daycare	8700 Forest Park Drive, North Saanich	
Gingerbread Preschool Ltd.	6888 West Saanich Road, Brentwood Bay	652.1422
In The Garden Day Care	9190 East Saanich Road, North Saanich	654.0306
Jackie's Day Care	1099 Stelly's X Road, Brentwood Bay	
Jill's Playhouse	10020 Chicory Place, Sidney	
Kilbey Family Day Care	7918 Patterson Road, Saanichton	544.4959
Kiminy Cricket's Family Childcare	7193 Hagan Road, Brentwood Bay	
Lakeview Christian School Preschool	729 Cordova Bay Road, Victoria	658.5082
Little Eagle Childcare Centre	10357 West Saanich Road, North Saanich	656.1492
Little Jack Horner Child Centre	4276 Caen Road, Victoria	479.2388
Little Raven Nursery	7449 West Saanich Road, Brentwood Bay	652.1811 local 929
Little Roos Family Daycare	6392 Oldfield Road, Saanichton	
Parachute Express Playschool	9567 Hurricane Road, North Saanich	655.4476
Partners in Grime Family Daycare	5756 West Saanich Road, Victoria	
Percy's Clubhouse	2281 Henry Avenue, Sidney	656.4278
Playhouse, The	1080 Cypress Road, North Saanich	656.2567
Polly's Playhouse	7963 Larkvale Drive, Saanichton	
Puddles and Paints	4680 Blenkinsop, Victoria	
Raggedy Andy's Playhouse	2012 White Birch Road, Sidney	
Rathdown Child Care	10255 Rathdown Place, Sidney	
Rolleston Family Daycare	1117 Clarke Road, Brentwood	
Saanichton Family Preschool	7769 Scohon Drive, Saanichton	
Sidney Co-operative Preschool	2410 Malaview Avenue, Sidney	655.3333
Sidney Family Daycare	2170 James White Blvd., Sidney	
Sidney Snugglesbugs	2045 Wesbrook Drive, Sidney	
SLEEMW Child Development Centre	7449 West Saanich Road, Brentwood Bay	652.0074 local 256
Tickles & Teddy Bear Daycare	2222 Amelia Avenue, Sidney	
Toad School Preschool	2108 Trident Place, North Saanich	656.9240
Unicorn Day Care	1895 Farrell Crescent, Saanichton	

**Please note:**

- Attempts have been made to ensure accuracy and completeness of this list.
- Inclusion on this list does not imply the sanction of School District No. 63 (Saanich), nor does inclusion imply a literacy focus or the quality of programs offered.

**Preschool Library Program**

**Keating/Brentwood**

School District 63

A monthly storytime program for preschoolers and their caregivers is held in the Keating and Brentwood school libraries. The 45-minute morning session consists of one or two books read aloud by the teacher-librarian followed by a related craft/activity and snack. Parents and preschoolers are then encouraged to read together in the library and select books (for both children and parents) to borrow for a week. The teacher-librarian focuses on a simple literacy strategy each month and it is implicitly taught through the read aloud experience.

250.652.9261

Sarah Windle, Teacher-Librarian  
Keating Elementary  
6843 Central Saanich Road, Saanichton

250.652.3996

Sarah Windle, Teacher-Librarian  
Brentwood Elementary  
7085 Wallace Drive, Brentwood Bay

**Ready, Set, Learn**

**Saanich**

School District 63

Families with three-year-olds attend Ready, Set, Learn events to become familiar with their local school. Parents/caregivers receive an information kit to help support their child's learning and development. Children receive an age-appropriate book. Ready, Set, Learn "Open Houses" are held in January, February and March. Contact the School District office for information.

250.652.7300

2125 Keating Cross Road, Saanichton

**StrongStart Centre**

**Sidney**

School District 63

StrongStart BC is a free, drop-in early learning program for preschool-aged children accompanied by a parent or caregiver. Qualified early childhood educators lead learning activities, including stories, music and art. Parents and caregivers attending StrongStart BC centres can expect to participate in organized sessions such as story time, in play activities, and in serving a health snack.

250.656.2958

Kim Ainsworth, Early Learning Educator  
Sidney Elementary  
2281 Henry Avenue, Sidney



**Vancouver Island Regional Library**

**Sidney**

Sidney/North Saanich Public Library

Free service for residents of North Saanich, Sidney and VIRL service area

BC OneCard service for BC residents who live beyond the VIRL service area entitles members to free borrowing of books and internet access

**Collections:**

- books, DVDs, magazines, music CDs, talking books on cassette and CD (including book and cassette/CD kits), videos
- book collection includes: board books, picture books, fiction and non-fiction labeled by age

**Computers:**

- internet
- children's computer with educational software

**Programs:**

- **Baby Time:** songs, rhymes, finger-plays for babies 0-14 months and their parent/caregiver
- **Toddler Time:** stories, songs, finger-plays for toddlers 15 months to 3 years and their parent/caregiver
- **Storytime:** stories, songs, finger-plays, crafts for 3 to 5 year olds
- **Read to Me Club:** program to encourage parents to read to their 0 to 5 year olds  
Reading records, activities, incentives. This program runs concurrent with the Summer Reading Club for school-age children

250.656.0944

10091 Resthaven Drive, Sidney

## SECTION TWO: STUDENTS (K-12)

Grade	School	Phone & Fax
K - 5	BRENTWOOD ELEMENTARY SCHOOL 7085 Wallace Drive, Brentwood Bay, BC, V8M 1P9	652.3996 Fax: 652.3181
SP. CL.	CHILDREN'S DEVELOPMENT CENTRE 735 Cordova Bay Road, Victoria, BC V8Y 1P7	658.5412 Fax: 658.5041
K - 5	CORDOVA BAY ELEMENTARY SCHOOL 5238 Cordova Bay Road, Victoria, BC V8Y 2L2	658.5315 Fax: 658.4014
K - 5	DEEP COVE ELEMENTARY SCHOOL 10975 West Saanich Road, Sidney, BC V8L 5P6	656.7254 Fax: 656.6240
K - 5	KELSET ELEMENTARY SCHOOL 1800 Forest Park Drive, North Saanich, V8L 4B8	Fax:
K - 5	LOCHSIDE ELEMENTARY SCHOOL 1145 Royal Oak Drive, Victoria, BC, V8X 3T7	658.5238 Fax: 658.4982
K - 5	PROSPECT LAKE ELEMENTARY SCHOOL 321 Prospect Lake Road, Victoria, BC V9E 1J7	727.3314 Fax: 479.2927
K - 5	SIDNEY ELEMENTARY SCHOOL 2281 Henry Avenue, Sidney, BC V8L 2A8	656.3958 Fax: 656.2826
6 - 8	BAYSIDE MIDDLE SCHOOL 1101 Newton Place, Brentwood Bay, BC, V8M 1G2 Brentwood Bay, B.C. V8M 1G2	652-1135 Fax: 652.0110
6 - 8	NORTH SAANICH MIDDLE SCHOOL 10475 McDonald Park Road, Sidney, BC, V8L 3H9	656.1129 Fax: 656.2759
6 - 8	ROYAL OAK MIDDLE SCHOOL 4564 West Saanich Road, Victoria, BC V8Z 3G4	479.7128 Fax: 479.4200
9 - 12	CLAREMONT SECONDARY SCHOOL 4980 Wesley Road, Victoria, BC V8Y 1Y9	658.5221 Fax: 658.5387
9 - 12	PARKLAND SECONDARY SCHOOL 10640 McDonald Park Road, Sidney, BC, V8L 5S7	655.2700 Fax: 655.2701
9 - 12	STELLY'S SECONDARY SCHOOL 1627 Stelly's Cross Road, Saanichton, BC	652.-4401 Fax: 652.4404
9 - 12	SD 63 INDIVIDUAL LEARNING CENTRE 9774C Third Street, Sidney, BC, V8L 3A4	656.1104 Fax: 656.0394
9 - 12	SD 63 INDIVIDUAL LEARNING CENTRE 104A – 4420 Chatterton Way, Victoria, BC V8X 5J2	744-1174 Fax: 744.2534
1 - 12	SOUTH ISLAND DISTANCE EDUCATION SCHOOL 4575 Wilkinson Road, Victoria, BC V8Z 7E8	704.4979 Fax: 479.9870

**Instructional Support Teacher (First Nations)****Saanich**

School District 63

The Saanich School District provides First Nations staffing (support teacher s, educational assistants and an Instructional Support Teacher) in schools with a significant First Nations enrolment. First Nations staff meet regularly to share resources, concerns, and experiences; and to support each other in planning school-based and District-wide activities. First Nations staff also conduct home and community visits with the First Nations families and communities.

**Secondary Specialized Courses:** First Nations Art, First Nations Studies 12, First Peoples English 12

**Culturally Relevant Materials:** Art and Literature K to 12

**Locally Developed Materials:** *Saanich Moons* book and kit, *Saltwater People* book, *I Can Kit*, *LAUWELNEW* book (The Flood Story)

**SENCOTEN Language Classes** are offered at Bayside Middle School (grade 6, 7, and 8)

Sheilia Austin, Instructional Support Teacher

250.652.7321

2125 Keating Cross Road, Saanichton

**Greater Victoria Public Library****Brentwood/Saanich**

Central Saanich Library/Bruce Hutchinson Library

**Programs:**

**Reading Buddies:** Once-a-week reading tutors for elementary or middle school students.

**Summer Reading Club:** Summer reading program to entice students to spend their summer reading; program includes book suggestions and incentives.

**Author Visits:** GVPL arranges for visiting authors to come to the library to read from their books and talk to children about the writing process. Whenever possible, classes are invited during the day to come to the library to join the author program.

**Outreach to schools and the community:** GVPL is active in the community by taking part in outreach opportunities that bring library staff and library informational materials to community events and celebrations. An information table staffed by a librarian will often be found when schools are promoting literacy events or when health professionals are setting up information fairs in community centres. GVPL also has an active middle and secondary school outreach program that offers teachers an opportunity to have a visiting librarian come to the classroom to demonstrate the GVPL website and how best to use it for library and school research.

- Central Saanich Library  
www.gvpl.ca  
250.652.2013  
1209 Clarke Road, Brentwood Bay
- Bruce Hutchinson Library  
www.gvpl.ca  
250.727.0104  
4636 Elk Lake Drive, Victoria

**Roots of Empathy**

**Sidney/Saanich**

Beacon Community Services

Roots of Empathy is a Canadian program which has proven to reduce levels of aggression and violence among elementary school children while raising social/emotional competence and increasing empathy. Through the guidance of a trained Roots of Empathy instructor, and monthly visits of a parent and baby to the classroom, children learn about their own feelings and those of others. The children observe how the baby grows and changes over the course of its first year of life, and see the loving relationship between the parent and the baby, as well as how the parent regulates the baby's emotions. By understanding the perspective of the baby and learning to label the baby's feelings, the students develop oral language by describing and discussing their own feelings, and expressing their empathy for the feelings of others.

pensinsulaconnections@beaconcs.ca  
250.655.5309

**Individual Learning Centres**

**Sidney/Saanich**

School District 63

Provides an alternative learning environment to youth and adult students who are working to complete their graduation program or prerequisites for post-secondary programs. Self-paced environment with flexible hours and support for career preparation.

250.656.1104  
9774C Third Street, Sidney

250.744.1174  
4420 Chatterton Way, Victoria

**Key Program for Children**

**Victoria**

Victoria READ Society

One-to-one remedial instruction for children and youth in reading, writing and math, with experienced special education teachers. Continuous intake. Two hours per week. Assessment \$140, classes \$40/hour. Access program supports children and youth from low-income households. Call for applications.

250.388.7225  
302b – 9775 4<sup>th</sup> Street, Sidney, BC, V8L 2Z8  
3440 Douglas Street, Victoria

**LAU WELNEW Tribal School**

Brentwood/Tsartlip

Saanich Indian School Board

LAU WELNEW Tribal School is supported by the Saanich Indian School Board (SISB) and serves students from the Tsartlip, Pauquachin, Tseycum, Tsawout communities. Currently students in Preschool through grade 9 are served. LAU WELNEW Tribal School promotes the values of the Saanich People by offering a quality education guided by BC Ministry of Education IRPs and locally developed SENCOTEN language and culture curriculum.

Maryanne Gladstone, Principal

250.652.2214

7449 West Saanich Road

**Youth Employment Program**

Beacon Community Services

**Eligibility:** Youth aged 14-18 years in School District 63

For those who want to make a contribution to their community, develop excellent skills that will help in the job market and get paid to work. A volunteer job coach accompanies youth to the worksite and provides the necessary guidance and training, when needed. There is an expectation for youth who register in this program to volunteer at our thrift shops and at community events, as needed.

250.656.5537

This program is funded by the United Way, Beacon Community Services Thrift Shops and Fundraising, Municipal Grants and the BC Ministry of Public Safety and Solicitor General (Gaming).

**Literacy Services**

Saanich

School District 63

**Support services for all K-12 students and staff:**

**School Library Programs:** Literacy programs, book exchange, research skills

**Learning Assistance Teachers:** Support for students with learning challenges

**Integration Support Teachers:** Support for students with learning challenges

**Speech and Language Support:** Speech/Language Pathologists support students with communication challenges

**Hearing:** Support for students with hearing impairment

**Vision:** Support for students with vision impairment

**English as a Second Language:** support for students who speak English as a second language

**Professional Growth Council:** Annually, one PGC meeting is devoted to literacy

**Professional Book Clubs for Staff:** Literacy titles are explored at book clubs.

**District Resource Centre:** Literacy resources and kits are available to educators and parents

**Support services for elementary students and teaching staff:**

**Reading Recovery:** Grade one reading intervention program

**Supporting Early Literacy:** Reading support for students in grade one

**Soar to Success:** Late-intermediate reading intervention program

**Elementary Focus Teams:** Quarterly meetings are held for district teaching staff

**Support services for middle school students and teaching staff:**

**Target Reading:** Reading intervention program

**Middle School Literacy Teams:** Quarterly meetings are held for district teaching staff

**Support services for secondary students and teaching staff:**

**Secondary Literacy Coordinators:** Reading intervention services

**Online Book Club for Secondary Students:** New titles are explored bi-monthly

**Secondary Literacy Teams:** Quarterly meetings are held for district teaching staff

Contacts:

Diana Wiseman, Instructional Support Teacher—Literacy K-8

Holly Mair, Instructional Support Teacher—Middle/Secondary, Literacy 6-12

Jeanne Isaac, Instructional Support Teacher—Low Incidence

250-652-7300

2125 Keating Cross Road, Saanichton

**South Island Distance Education School**

**Saanich**

School District 63

The South Island Distance Education School provides an alternative learning environment to youth and adult students who are working to complete their graduation program or prerequisites for post-secondary programs. Students are provided with a self-paced environment, online courses, and distance education with teacher support.

250.704.4979

4575 Wilkinson Road

**Out-of-School Care**

Boys & Girls Club	7162 West Saanich Road, Brentwood Bay	652.3021
Caboose Club	5238 Cordova Bay, Road, Victoria	658.0548
Deep Cove Kids Club	10975 West Saanich Road, North Saanich	656.9868
Keating Out-of-School Care	6843 Central Saanich Road, Victoria	652.5546
Kids Club Beaver Lake School	4828 West Saanich Road, Victoria	479.5670
Kids Club Commonwealth Site	4636 Elk Lake Drive, Victoria	589.5437
Kids Club Prospect Lake School	321 Prospect Lake Road, Victoria	
Lochside After-School Program	1145 Royal Oak Drive, Victoria	658.1337
McTavish After-School Care	Portable, 1720 McTavish Road, North Saanich	
Otter Be Fun Care	7085 Wallace Drive, Brentwood Bay	652-6686
Tigger's Club	1649 Mt. Newton Cross Road, Saanichton	544.6777

**Please note:**

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**Vancouver Island Regional Library**

**Sidney**

Sidney/North Saanich Public Library

Free service for residents of North Saanich, Sidney and VIRL service area

BC OneCard service for BC residents who live beyond the VIRL service area entitles members to free borrowing of books and internet access

**Collections:**

- books, DVDs, magazines, music CDs, talking books on cassette and CD (including book and cassette/CD kits), videos
- book collection includes: board books, picture books, beginning readers, fiction and non-fiction categorized by age level, young adult fiction and non-fiction including graphic novels

**Computers:**

- internet access
- children's computer with educational software

**Programs:**

- **Storytime:** stories, songs, finger-plays, crafts for 3 to 5 year olds
- **Summer Reading Club:** This program encourages children 5 years and older to read during the summer. Reading records, activities, incentives
- **Read to Me Club:** This program encourages parents to read to their 0 to 5 year- olds. Reading records, activities, incentives. The program runs concurrent to Summer Reading Club
- **Teen Summer Reading Club:** This online reading program is available at [teensrc.ca](http://teensrc.ca); the program encourages teens to share their thoughts about books with other teens.
- **Author Visits** and special programs
- **Outreach to School and Community Groups**

250.656.0944

10091 Resthaven Drive, Sidney



## SECTION THREE: ADULT LEARNERS

### Inter-Cultural Association of Greater Victoria

Sidney

**English Language Services for Adults (ELSA);** Beginner to Intermediate. Morning or afternoon sessions. Child care available for preschool children of students. Small, friendly classes which focus on practical English and information about life in Canada. Classes are free for newcomers in some categories. Please contact an ELSA assessment centre for qualification requirements. Funded by the Ministry of Attorney General.

**Volunteer English as a Second Language (VESL):** Levels 1-5. Morning or afternoon classes. Practical English skills for adults taught by carefully selected volunteer teachers. Open to all newcomers, visitors and students. Sliding fee scale.

**Host Program:** Matching new immigrants and refugees with Canadian volunteers. Host volunteers help newcomers become more familiar with their new community as well as helping to improve conversational English.

Winnie Lee, Coordinator  
250.388.4728  
930 Balmoral Road, Victoria

### Nobody's Perfect Parenting Program

Sidney

Beacon Community Services

For parents/caregivers of children from birth to age five. Program provides education and support for low-income parents/caregivers who may feel isolated, lacking in formal education and needing help with parenting skills for infants and toddlers.

250-656-0134  
9860 Third Street, Sidney

### Seniors: Learn for Life

Sidney

Silver Threads

Various programs are offered in the Learn for Life series, including computer training, financial workshops, etc.

250-656-5537  
10030 Resthaven Drive, Sidney

**Academic Upgrading for Adults**

Victoria

Camosun College

Fundamental and intermediate certificate programs are offered for students upgrading basic reading, writing, math and basic computer skills, who want to work towards a secondary school diploma, or who need employment preparation. Monthly Starts.

250-370-3110

3100 Foul Bay Road

**Adult Basic Education**

Brentwood Bay

Saanich Adult Education Centre/Camosun College

The Adult Basic Education program offers adults the opportunity to complete a secondary school diploma at their own pace. Intake is ongoing. Daycare may be available.

Kaleb Child, Director: 652-2214

250-652-3849 ext. 222

Brentwood Bay

**\* Adult Basic Skills**

Victoria

Victoria READ Society

Basic education/literacy classes in reading, writing and math for adults. Twelve weeks of full-time classes, 8 student maximum. Call to discuss eligibility.

250-388-7225

201 – 3440 Douglas Street

**\* ELSA: ESL: Beginner & Intermediate**

Victoria

Victoria READ Society

Free, basic level English training for adult newcomers to Canada.

250-388-7225

201 – 3440 Douglas Street

- \* Note: While these programs are available to residents on the Peninsula, they are not currently offered within the School District Boundaries.

**English Language Development**

Saanich/Victoria

Camosun College

ESL Beginner to advanced (CLB 1-8). Continuous intake. Day and evening. Full-time and part-time. Required assessment test available. Daytime child minding may be available. Financial aid may be.

250-370-4941

Interurban and Lansdowne campuses

**First Nations Academic Upgrading**

Brentwood Bay

Saanich Adult Education Centre/Camosun College

English and Math courses from the fundamental to the Provincial Levels for First Nations people. Cultural activities included.

Wendy McDonald, Camosun College

First Nations Services Assistant, Health & Human Services

250-544-2192

Brentwood Bay

**First Nations Advisor**

Duncan

Camosun College

Advice on basic education options for Aboriginal adults and young adults.

250.370.3659

**Coast Salish Employment & Training Society**

Duncan

9 Essential Skills (in planning stages)

Marlene Rice, Program Officer & member of guiding team

250.746.0183

Head Office: Duncan

**WILNEW Employment & Training**

Brentwood Bay

Text to follow

Bruce Underwood

250.544.1407

**Greater Victoria Public Library**

Brentwood/Saanich

Central Saanich Library/Bruce Hutchinson Library

**Literacy Collection:** This collection is available at all branch locations.

**ESL Collection:** This collection is available at all branch locations.

**Computer Literacy Training:** This service is offered, free-of-charge, to enable adults to learn to use email and search the internet. The training is offered by librarians at all GVPL branch locations.

- Central Saanich Library  
www.gvpl.ca  
250.652.2013  
1209 Clarke Road, Brentwood Bay
- Bruce Hutchinson Library  
www.gvpl.ca  
250.727.0104  
4636 Elk Lake Drive, Victoria

**Individual Learning Centres**

Sidney/Saanich

School District 63

Provides an alternative learning environment to youth and adult students who are working to complete their graduation program or prerequisites for post-secondary programs. Self-paced environment with flexible hours and support for career preparation.

Sidney location  
250.656.1104  
9774C Third Street, Sidney

Broadmead location  
250.744.1174  
4420 Chatterton Way, Victoria

**South Island Distance Education School (SIDES)**

Saanich

School District 63

Provides an alternative learning environment to youth and adult students who are working to complete their graduation program or prerequisites for post-secondary programs. Self-paced environment, online courses, and distance education with teacher support.

250-704-4979  
4575 Wilkinson Road

**Springboard to Success**

Sidney/Saanich

Beacon Community Services

This program is for people 15-30 years old. Participants are paid for their involvement in the 10-week course which includes workshops, certificates and an active job search/volunteer component. A low level of literacy is one of the criteria for eligibility. Eligible participants must be:

- Unemployed and not in school
- Not eligible for EI
- Looking for long-term employment or volunteer experience
- Potential participants qualify if they meet one or more of the criteria:
  - single parent
  - aboriginal youth
  - youth with disabilities
  - recent immigrants
  - living in rural and remote areas
  - health or drug and alcohol-related problems
  - low literacy
  - street involvement
  - risk of homelessness
  - high school non-completion or GED

Dano Underwood  
250-655-5309

**STEP Program**

Saanich

Saanich Adult Education Centre

From Foundations to Step 5, for adults to complete high school. Students enter at the level they feel comfortable with. Daycare may be available.

Kaleb Child, Administrator  
250-652-2214, ext. 237  
4575 Wilkinson Road

**Student Advocate**

Saanich

School District 63

Call for advice on basic education options for adults and young adults.

Contact: Carly Hunter, Student Advocate  
250-652-7392  
2125 Keating Cross Road, Saanichton

**Vancouver Island Regional Library**

**Sidney**

Sidney/North Saanich Public Library

Free service for residents of North Saanich, Sidney and VIRL service area

BC OneCard service for BC residents who live beyond the VIRL service area entitles members to free borrowing of books and internet access

**Collections:**

- books, DVDs, magazines, music CDs, talking books on cassette and CD, videos
- include literacy and language learning materials, large print books, and audiobooks for people who have a print impairment

**Computers:**

- Internet access includes large print viewing option
- word processing

**Programs and Services:**

- **Author Visits** and special programs
- **Homebound Delivery Service:** This service is for customers with health or physical impairments that prevent them from visiting the library in person

250-656-0944

10091 Resthaven Drive

## Saanich Community Literacy Action Plan Adult Literacy Focus Group

### Saanich Adult Education Centre

Foundation's Room, 2nd Floor  
SAEC building

11AM, Tuesday, September 15, 2009

SAEC Contact: Diane Kirby

[diane@saec.ca](mailto:diane@saec.ca)

H - 250 478-0347

Facilitator: Jill Armstrong, Saanich Literacy Outreach Coordinator

The focus group was conducted as part of a process to gather information and suggestions about literacy programs, services and needs in communities across the Saanich Peninsula. Information gathered will help guide the Community Literacy Task and Advisory Team in developing a Community Literacy Action Plan.

### Participants

Five students, four women and one man, from the SAEC Foundations program participated in the focus group. Four are ongoing students, one was a new student. Support and input was also provided by the program coordinator, Diane Kirby.

Question: What are some of the ways it's different, either easier or more difficult, to gain literacy skills as an adult.

### Answer

- It is easier as an adult in several ways. First the learning environment feels safer. There is no bullying and people are not made to feel inadequate or stupid.
- The programs are more flexible, not as rigidly structured as in a regular school system (particularly elementary school). This includes less feelings of pressure.
- There is more attention paid to students' individual learning and other needs. Alternative learning approaches are available.
- It can also be difficult as an adult. For example, it's difficult to still be struggling with things like reading and writing. It can feel embarrassing and even shameful not to be better at these things. These are judgments a person places on themselves even if they aren't coming from others in this case.

Question: Are there things that might make it easier?

### Answer

- Better access to daycare. It's difficult to concentrate and learn if you're worried about your children not being safe or well cared for.

Question: Do you have any advice or messages for a group working on improving literacy programs and services in the community?

Answer

- There was not an answer to this question.

Question: Are there any specific projects that you would like to see included in the plan?

Answers

- Interest was expressed in a project to learn the history of the tribal school itself. This could include finding out how it started, who was involved and how it grew and became what it is today.

#### Feedback for the Community Literacy Task and Advisory Team

The discussion about things that make learning as an adult easier may seem intuitive to most educators. However, it's worthy of note that these issues were offered above any others as important to this group of learners. This can be a useful reminder of how important it is to consider these factors in a learning environment for any adult learners.

Other issues like child-care and transportation have been raised throughout the community input process. Unfortunately the scope of the Community Literacy Project is extremely limited in addressing these kinds of problems. However, they are clearly serious and important elements of adult learning and should be referred to as such in our Action Plan.

Another important issue raised in the discussion is the degree to which adults carry feelings of inadequacy from past learning experiences. For someone carrying these feelings to even attempt to go back into an environment similar to the one where they first had this experience, demonstrates great courage and determination. One possible area of focus for the Community Literacy Action Plan may be to craft, communicate and promote messages of acknowledgement, support and encouragement for those who take this kind of step.



**DETAILED COMMUNITY PROFILE STATISTICAL ANALYSIS**

From Saanich Community and District Literacy Progress Report, 2008, compiled by Holly Mair

**DEMOGRAPHICS**

All data used to compile the community profiles were collected in the 2006 Census and are available on the Statistics Canada website. In compiling this report, the Steering Committee made the following decisions around the reporting of data:

- The data for the Municipality of Saanich have been included, even though we are only working with the northern portion of this municipality. In discussions with the Victoria School District, it was decided that each district would focus on the literacy services within the respective district boundaries to avoid overlap and duplication in reports.
- After careful analysis of the 2006 Census data available for our First Nations communities, we decided not to include it in this progress report. Our reason for making this decision is that in most cases Statistics Canada has only reported on the Tsawout community (East Saanich 2), leaving us with an incomplete picture. One of our goals next year will be to work collaboratively with the four First Nations communities to come to a better understanding of the community profiles.

The Saanich Peninsula is a stable region of 40,460 residents and is comprised of the municipalities of Central Saanich, North Saanich, Sidney and the First Nations communities. A small portion of the Municipality of Saanich is also located within Saanich School District boundaries as indicated on the Literacy Asset Map (see Appendix 2). Separately, the populations are distributed as per the table below.

**Population by Community**

Central Saanich	15,745
North Saanich	10,823
Sidney	11,315
Saanich	108,265
First Nations communities	2,577*

\*These Nations include the Pauquachin, Tsartlip, Tseycum, and Tsawout

As reported in the 2006 census, the populations of these communities show a modest growth of 0.5 – 0.7% annually with the exception of the First Nations population which is growing at an average of 4.7% annually.

## FAMILY STRUCTURE

The number of single-parent families in our region is below the average for the entire Capital Regional District<sup>1</sup>. The following table shows that Sidney is one community where the challenges of being single parent families may impede with access to literacy resources.

Single Parent Families

Single parent families	Central Saanich	North Saanich	Sidney	Saanich	CRD
	10.2%	7.6%	13.8%	4.4%	15.9%

## IMMIGRATION AND ETHNICITY

The immigrant population on the Saanich Peninsula is particularly small. In the 2006 Census, only 0.6% of the population reported living outside of Canada in the five-year period since the previous census data was collected. This is slightly lower than the figure reported for the entire Capital Regional District (1.1%).

In addition, there are very few families who lack the ability to converse in English or French.

Knowledge of Neither English nor French

Central Saanich	North Saanich	Sidney	Saanich	CRD
0.1%	0.1%	0.2%	1.2%	0.7%

## AGE DISTRIBUTION

<sup>1</sup> Colwood, Highlands, Langford, Metchosin, Sooke, View Royal, Juan de Fuca E.A., Esquimalt, Oak Bay, Gulf Islands, Saanich, Victoria, Central Saanich, North Saanich, Sidney.

The Saanich Peninsula has experienced a decline in the number of school-aged children (5-19) and an increase in people of retirement age (60+). The table below shows the age distribution of the four communities.

**Age Distribution**

	Central Saanich	North Saanich	Sidney	Saanich
0 to 4 years	4.0%	2.9%	3.5%	4.2%
5 to 9 years	5.0%	4.2%	3.8%	4.7%
10 to 14 years	6.7%	5.6%	4.4%	5.8%
15 to 19 years	7.2%	6.8%	4.6%	6.8%
20 to 24 years	5.1%	4.4%	3.5%	7.5%
25 to 29 years	3.2%	2.4%	2.8%	5.5%
30 to 34 years	4.1%	2.9%	3.7%	5.2%
35 to 39 years	5.5%	4.2%	4.9%	6.1%
40 to 44 years	7.7%	5.9%	5.8%	7.3%
45 to 49 years	9.1%	8.7%	6.3%	8.1%
50 to 54 years	8.8%	9.9%	6.7%	8.1%
55 to 59 years	8.8%	10.1%	8.0%	7.6%
60 to 64 years	6.2%	9.3%	6.7%	5.4%
65 to 69 years	4.6%	6.7%	5.8%	4.2%
70 to 74 years	3.9%	5.9%	6.1%	4.0%
75 to 79 years	4.1%	4.0%	7.0%	3.8%
80 to 84 years	3.4%	3.6%	7.6%	3.1%
85 years and over	2.7%	2.0%	8.8%	2.6%

As the age structure in the communities shifts to an older population, the literacy services will likely shift in focus as well. As this happens the Task Group feels it is important to monitor those residents aged 0–19 to ensure they have access to appropriate service.

### **FIRST NATIONS**

Of the 196,070 British Columbians identified in the 2006 Census as First Nations, 2,577 live on the Saanich Peninsula. The First Nations Community is comprised of members from four different bands: Pauquachin, Tsartlip, Tseycum, and Tsawout.

In 1989, the four local bands formed the Saanich Indian School Board and opened the LA'U, WELNEW Tribal School. The school houses 185 students from preschool to grade 9. The school is located on the Saanich Peninsula on the Tsartlip Village.

In addition to the LA'U, WELNEW Tribal School, the Saanich Indian School Board also supports The Saanich Adult Education Centre (SAEC) which serves the educational needs of the Tsartlip, Tsawout, Tseycum, and Paquachin communities, as well as others.

Over the last four years, the Saanich School District, the Saanich Indian School Board and local community representatives worked to develop an Enhancement Agreement. The three main goals of the agreement are:

- All students will develop an increased awareness of, and respect for, WSANEC, other First Nations, Métis and Inuit peoples' histories, values, cultures and traditions.
- WSANEC, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.
- WSANEC, other First Nations, Métis and Inuit secondary school students will experience successful transitions.

The task group is encouraged by the strong relationships that have formed during the creation of the Enhancement Agreement and look forward to enriched relationships and further collaboration between the School District and the Aboriginal people who live on the Saanich Peninsula.

## EDUCATION

The number of young adults, aged 25-34, who have completed the minimum of a high school graduation certificate is better than, or equal to the provincial average of 9.5%. Despite this finding, we were purposeful in analyzing the Census data for the education level of this cohort. The Task Group wanted to be able to track how young adults who did not graduate with their peers have fared in the region. The 2007 Graduation Rate statistics provided by the Ministry of Education indicated that 28% of eligible students did not graduate within 6 years of schooling. However, amongst the adults aged 25-34, the numbers of non-graduates are significantly lower (4.5%-10%). This could indicate a variety of things, including the possibility that young adults are returning to school or taking longer to complete school than the current 6 years (between grades 9 to 12) measured by the Ministry of Education.

**Highest Level of Schooling  
Adults over Age 25-34**

	Central Saanich	North Saanich	Sidney	Saanich
No certificate, diploma or degree	4.5%	5.3%	10%	7.7%
High school certificate or equivalent	27.3%	22.1%	32.7%	23.7%
Apprenticeship or trades	13.6%	15.9%	11.3%	9.2%

certificate or diploma				
College, CEGEP or other non-university certificate or diploma	21.4%	28.3%	22%	20.0%
University certificate or diploma below the bachelor level	5.5%	1.8%	24.2%	5.5%
University certificate, diploma or degree	28.6%	25.7%	18.7%	34.0%

### THE COMPOSITE LEARNING INDEX

In 2006, the Canadian Council on Learning created the Composite Learning Index (CLI) as an attempt to measure Canada's performance in a number of areas related to lifelong learning. Every community is measured on an annual basis in four key areas: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be. These indicators are combined to create numeric scores that represent the state of learning in communities across the country.

In 2007, the CLI score in the four municipalities represented surpassed the Canadian average.

This is not only true of the aggregate population of the region but of each separate community in the region. The Canadian Council on Learning is currently working with First Nations, Inuit and Métis peoples to address how data pertaining to learning are currently collected and presented about Aboriginal Peoples. Therefore, at this time, the Task Group has no data on the First Nations communities.

#### Composite Learning Index (CLI) Score, 2007

	Central Saanich	North Saanich	Sidney	Saanich	Canada
<b>Composite Learning Index Overall Score</b>	<b>84.0</b>	<b>83.8</b>	<b>85.4</b>	<b>84.9</b>	<b>76.2</b>
<b>Learning To Know</b>	<b>5.1</b>	<b>5.0</b>	<b>5.1</b>	<b>5.4</b>	<b>5.1</b>
Youth reading skills	535**	535**	535**	535**	528
Youth math skills	538**	538**	538**	538**	532
Youth problem-solving skills	536**	536**	536**	536**	529
High-school drop-out rate	7.5%*	7.5%*	7.5%*	7.5%*	9.1%
Post-secondary participation	35.3%*	35.3%*	35.3%*	35.3%*	39.9%
University attainment	23.9%*	23.9%*	23.9%*	23.9%*	26.9%
Distance to Schools	1.7 km	2.2 km	1.3 km	1.3 km	2.9 km
Distance to post-secondary	12.9 km	20.8 km	19.6 km	3.3 km	10.5 km
<b>Learning to Do</b>	<b>5.3</b>	<b>5.5</b>	<b>5.7</b>	<b>5.5</b>	<b>5.2</b>
Availability of workplace training	55.2%	55.2%	55.2%	55.2%	56.1%
Job-related training	23.2%*	23.2%*	23.2%*	23.2%*	22.8%
Distance to vocational schools	5.4 km	3.6 km	2.5 km	4.1 km	14.8 km
<b>Learning to Live Together</b>	<b>5.7</b>	<b>5.6</b>	<b>5.9</b>	<b>5.8</b>	<b>4.8</b>

Participation in clubs	23.8%*	23.8%*	23.8%*	23.8%*	17.6%
Volunteering	43.7%	43.7%	43.7%	43.7%	45.3%
Charitable giving	71.9%*	71.9%*	71.9%*	71.9%*	68.1%
Distance to libraries	4.2 km	5.9 km	1.7 km	3.3 km	7.8 km
Distance to associations	2.2 km	3.5 km	1.5 km	2.2 km	4.7 km
Distance to religious organizations	1.8 km	2.0 km	1.3 km	1.4 km	3.5 km
<b>Learning to Be</b>	<b>6.7</b>	<b>6.6</b>	<b>6.7</b>	<b>6.7</b>	<b>5.4</b>
Exposure to reading	92.8%*	92.8%*	92.8%*	92.8%*	82.2 %
Exposure to Internet	66.3%*	66.3%*	66.3%*	66.3%*	59.9%
Exposure to sports	52.8%*	52.8%*	52.8%*	52.8%*	43.3%
Exposure to museums etc.	39.7%*	39.7%*	39.7%*	39.7%*	33.5%
Exposure to performing arts	42.3%*	42.3%*	42.3%*	42.3%*	38.3%
Access to broadband Internet	83.3%	68.6%	100%	87.4%	82.5%
Distance to museums and galleries	2.0 km	4.3 km	1.3 km	2.6 km	5.0 km

\* data only available at the economic region level

\*\*data only available at the provincial level

## LABOUR FORCE

The unemployment rate in the region is lower than the provincial average of 6%.

### Unemployment Rate

	Central Saanich	North Saanich	Sidney	Saanich	CRD
Percentage of Residents Unemployed	3.1%	2.3%	2.6%	4.6%	4.3%

The Town of Sidney services the primary commercial center for the Saanich Peninsula. The majority of businesses (78%) have five or less employees and the top employers by industry in Sidney are listed in the table below.

### Labour Force by Industry Top Industry Employers in Sidney

<i>Business Services</i>	22.7%
<i>Other Services</i>	22.2%
<i>Health Care and Social Services</i>	11.9%
<i>Retail Trade</i>	11.7%

<i>Manufacturing Industries</i>	8.9%
<i>Finance and Real Estate</i>	6.3%
<i>Educational Services</i>	5.6%
<i>Construction Industries</i>	5.5%
<i>Wholesale trade</i>	3.2%
<i>Agriculture and other resource based industries</i>	1.8%

Central Saanich is the next largest centre for businesses and is home to the Keating Business Park which houses many light industry businesses. The main business activities include tourism, technology, retail and light industry. Central Saanich is traditionally known as a farming community and agriculture is still an important part of the economy in the area.

North Saanich has the fewest commercial businesses. Other than the Victoria International Airport, the Ocean Sciences Centre, Dunsmuir Lodge and various small convenience stores/restaurants, the area has maintained a rural character.

## HOUSEHOLD INCOME LEVELS

There is a large diversity in household income levels in the region as shown in the table below.

Household Income, Capital Region, 2005

	Central Saanich	North Saanich	Sidney	Saanich	CRD
<b>Total Private Households</b>	<b>6,240</b>	<b>4,275</b>	<b>5,195</b>	<b>31,180</b>	<b>145,438</b>
<i>Median Household Income</i>	\$68,422	\$81,632	\$49,270	\$72,304	\$53,310
<i>% in Low Income after Tax</i>	5.0	4.3	7.6	8.6	9.8



## Appendix #4

### Reference Materials and Other Resources (alphabetical)

2010 Legacies Now/Literacy Now [http://www.2010legaciesnow.com/literacy\\_now\\_communities](http://www.2010legaciesnow.com/literacy_now_communities)

- 2010 Legacies Now Community of Practice and Literacy BC
- ReadNow Community Literacy Plan Guide and DVD materials
- Report “Read and reap”, commissioned by 2010 Legacies Now Spring 2008
- Report “Partnerships, Relationships, and Collaboration in Early Literacy”, Feb 2009, Brenda LeClair, Executive Director, Community Engagement, 2010 Legacies Now Society; Cynthia Whitaker, Executive Director, Literacy BC

A Vision for a Health Literate Canada: Report of the Expert Panel on Health Literacy  
[http://www.cpha.ca/uploads/portals/h-l/report\\_e.pdf](http://www.cpha.ca/uploads/portals/h-l/report_e.pdf)

BC Public Health Services Map [www.phabc.org/pdf/Map\\_of\\_Services\\_Final\\_Report.pdf](http://www.phabc.org/pdf/Map_of_Services_Final_Report.pdf)

Beacon Community Services <http://www.beaconcs.ca>

Canadian Association for School Health <http://www.cash-aces.ca>

- Ready, Set, Engage: How to create a dynamic and sustainable network to raise awareness of child and youth mental health issues and reduce the stigma associated with them.
- School Mental Health Toolbox  
<http://www.canadianschoolhealth.ca/page/School+Mental+Health+Toolbox>

Canadian Council on Learning composite index <http://www.ccl-cca.ca/CCL/Reports/CLI/AboutCLI.htm#intro>

Canadian Public Health Association 2006 [http://www.cpha.ca/uploads/Portals/h-l/kl\\_summary\\_e.pdf](http://www.cpha.ca/uploads/Portals/h-l/kl_summary_e.pdf)

Capital Regional District. Retrieved November 5, 2009, from <http://www.crd.bc.ca/about/members.htm>  
Community Council, Victoria BC [www.communitycouncil.ca](http://www.communitycouncil.ca)

COPACS, Confederation of Parent Advisory Councils of Saanich School District 63  
<http://copacs.sd63.bc.ca>

Literacy Now Community Literacy Plans

- Community Literacy Plan Victoria, School District 61
- Sooke Community Literacy Action Plan
- A Community/District Literacy Plan for Revelstoke
- A Community Literacy Plan for Chilliwack
- Burnaby Community District Literacy Plan
- A Collaborative Community District Literacy Plan, Vernon, Coldstream, Lumby, Cherryville
- Community-District Literacy Plan Kootenay-Columbia, School District 20
- Community Literacy Plan Victoria, School District 61, March 09

Creating Plain Language Forms for Seniors [http://www.hsph.harvard.edu/healthliteracy/how\\_to/glossary.pdf](http://www.hsph.harvard.edu/healthliteracy/how_to/glossary.pdf)

District of Central Saanich. Retrieved November 5, 2009, from <http://www.centralsaanich.ca/Home.htm>

District of North Saanich. Retrieved October 22, 2009, from <http://www.northsaanich.ca>

District of Saanich, Retrieved October 22, 2009, from <http://www.saanich.ca>

International Adult Literacy and Life Skills Survey-definition of literacy and the levels and profile of Canadians <http://www.statcan.gc.ca/daily-quotidien/050511/dq050511b-eng.htm>

Learning Disabilities Asscn of Canada in Ottawa <http://www.ldac-taac.ca/search/results-e.asp?ss=literacy&lq=e&x=0&y=0>

Literacy BC [www.literacy.bc.ca](http://www.literacy.bc.ca).

Literacy Victoria [www.literacyvictoria.ca](http://www.literacyvictoria.ca)

Movement for Canadian Literacy in Ottawa [www.literacy.ca](http://www.literacy.ca)

National Adult Literacy Database [www.nald.ca](http://www.nald.ca)

National Indigenous Literacy Association [www.nila.ca](http://www.nila.ca)

Nicola Valley Institute of Technology (NVIT) Indigenization of Aboriginal Literacy Project. Materials available for download from the NVIT sites.

- Primary Research Report <http://www.nvit.ca/docs/2%20primary%20research%20report.pdf>
- Fundamental English Curriculum <http://www.nvit.ca/literacyatnvit/courses.htm>
- Indigenization Framework for Aboriginal literacy programs. <http://www.nvit.ca/literacyatnvit/framework.htm>
- Aboriginal Fundamental English Curriculum <http://www.nvit.ca/literacyatnvit/training.htm>
- Elders of BC Mapping Project <http://www.nvit.ca/literacyatnvit/elders.htm>

Office of Literacy and Essential Skills in Ottawa [http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex\\_en.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml)

Restorative Justice in B. C. Communities [www.rjvictoria.org/capital\\_region\\_programs.html](http://www.rjvictoria.org/capital_region_programs.html)

Saanich Adult Education Centre [www.sisb.bc.ca/saec](http://www.sisb.bc.ca/saec)

Saanich Indian School Board [www.sisb.bc.ca](http://www.sisb.bc.ca)

School District 63 Saanich [www.sd63.bc.ca](http://www.sd63.bc.ca)

- Saanich District Literacy Progress Report and Asset Inventory, July 2008
- School District 63 WèSÁNEÇ, OTHER FIRST NATIONS, MÉTIS AND INUIT EDUCATION ENHANCEMENT AGREEMENT
- School District 63 2009/10 Achievement Agreement
- School District 63 Literacy Plan <http://www.sd63.bc.ca/LiteracyPlan.m>
  - Progress Report, Inventory of Community Literacy Assets, Map of District Indicating Literacy Resource Venues, and Guide to Literacy Resource Map

Town of Sidney. Retrieved November 11, 2009, from <http://www.sidney.ca>

Victoria READ Society [www.readsociety.bc.ca](http://www.readsociety.bc.ca)