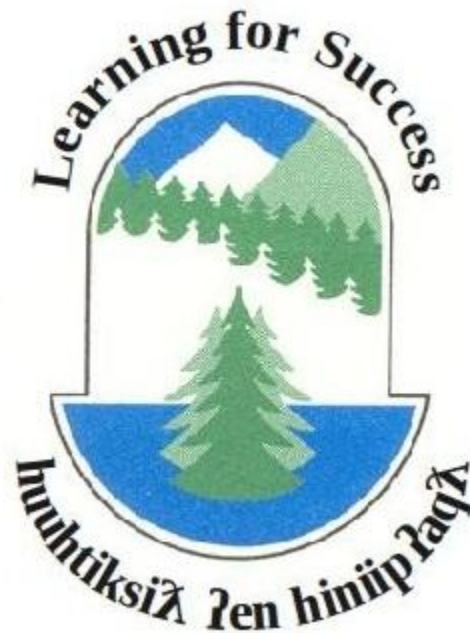


# Vancouver Island West School District 84

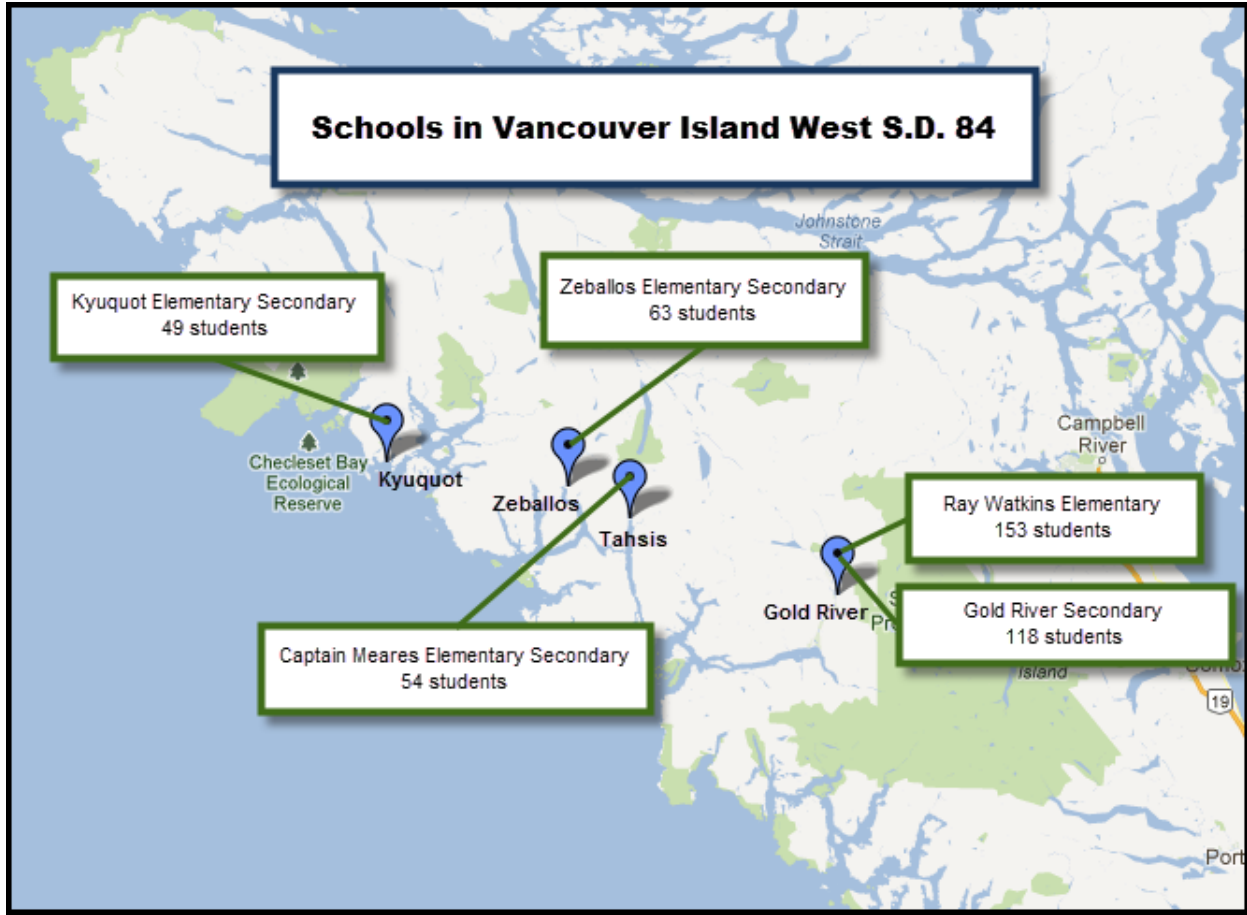


## District Literacy Plan

*July 2012*

## School District Information:

Vancouver Island West School District 84 is a small, rural school district serving 437 students in five schools.



School Name	Community	Grades	Students (Sept. 2011)
Captain Meares Elementary Secondary School (CMESS)	Tahsis	K-12	54
Kyuquot Elementary Secondary School (KESS)	Kyuquot	1-12	49
Gold River Secondary School	Gold River	8-12	118
Ray Watkins Elementary School	Gold River	K-7	153
Zeballos Elementary Secondary School	Zeballos	K-12	63

Vancouver Island West School District 84 serves a diverse range of learners:

	# of Students	% of Total Students
<b>Aboriginal</b>	217	50%
<b>English as a Second Dialect</b>	81	19%
<b>Special Needs</b>	79	18%

### **District Mission Statement:**

*In partnership with our diverse communities, School District 84 will provide all students with a quality education relevant to the demands of a modern society.*

The District Literacy Plan follows the guiding principles of this mission statement through the commitment to work in partnership with communities to provide for the learning needs of all.

### **District Literacy Programs:**

Vancouver Island West School District 84's first goal, as outlined in the Achievement Contract, is "to improve student literacy." To support this goal, School District 84 provides a range of programs to support literacy for all students. In K-12, students receive classroom instruction to develop literacy, and a variety of supports are available to students requiring additional support.

Outside of K-12, the district strives to support the needs of both very young and adult learners. To support the critical early learning years, Vancouver Island West operates a multi-centre StrongStart Outreach program. Serving the communities of Tahsis and Zeballos, StrongStart provides quality early learning experiences for parents and children ages 0-5. In fall 2012, the StrongStart outreach will be extended to include the community of Gold River. To help meet the needs of adult learners, School District 84 provides the Continuing Education Centre; this program helps adult learners achieve their Adult Dogwood diplomas.

## Community Literacy Report: Gold River



### District Literacy Report – 2012 – Gold River

The Gold River Literacy Society is the task group in our communities of Gold River and Tsaxana. It is made up for five directors, six members and one literacy outreach coordinator.

They are:

#### Directors:

Cathy Nesbitt (teacher)

Sandra Reynolds (teacher)

Stefanie Cunningham (speech and language)

Roz Latvala (teacher)

Travis Lapointe (teacher/counselor)

#### Members

Ann Henkelman (Circulation Supervisor, VIRL Gold River)

Arlene Fehr (principal, GRSS)

Christina Logue (administrative assistant)

Jessie Smith (retired teacher)

Nadine Simpson (college instructor)

Stephen Larre (district principal)

Carrie Tarasoff (Literacy Outreach Coordinator)

The task group meets ten times each year. The Literacy Outreach Coordinator (LOC) reports on the activities of the Gold River Literacy Society. The LOC writes a report based on answers to the guiding questions, using notes from meeting minutes, emails, and other discussions with the task group. This report is presented at the Annual General Meeting (AGM) in June. The directors also present a report at the AGM. These two reports are amalgamated to become the community literacy plan.

Gold River and Tsaxana have experienced continued economic hardship. Our Chinese food restaurant burned down and will not be rebuilt. Two families lost their homes in Tsaxana due to a fire on Christmas

Eve. Our only hair salon closed down. Our Fields store is closing. The North Island College office will close at the end of June. Our recreation centre will be closed for three months as a cost saving initiative. People have experienced layoffs from work. People are struggling and often have to move out of town to find employment.

On the positive side, Gold River residents continue to support each other through volunteer work and fundraisers for people in need. The local Chamber of Commerce has started up again and is looking to support local businesses. The Gold River Literacy Society started a community newsletter, which has been well received by residents.

The Gold River Literacy Society (GRLS) has collaborated with a number of organizations in order to support literacy in our community. GRLS collaborated with Ray Watkins Elementary School (RWES) in order to host a book swap for Family Literacy Day. The Mowachaht/Muchalaht First Nations welcome the LOC to the Agnes George Preschool to present a Mother Goose program on a weekly basis. The Village of Gold River allows the GRLS storage space in their building. The Vancouver Island Regional Library continues to provide resources and support to the GRLS programs. Students from Gold River Secondary School volunteer at GRLS events. Coho Books continues to support GRLS by offering discounts. The GRLS was able to facilitate a Raise a Reader grant to benefit the children of School District #84. As well, a grant from Success By 6 was administered through the GRLS for the playgroup at Northgate Church. The GRLS invited representatives from Boyd's Funeral Services to discuss will and estate planning. North Island College students continue to take advantage of our computer and tutoring services. We connected with NIEFS (North Island Employment) to support their work in Gold River. The GRLS also received a generous donation of books from First Books Canada. GRLS gave some of these books to children at RWES and Gold River Days events.

All of these relationships are key to the work of the task group. During the past year, we focused more on building long-term relationships rather than single events. Other than the estate seminar, all of our activities are happening on a continuous basis. These collaborations work because people are able to see the results grow over time. Continued relationships are necessary in order to build trust and engage others in pursuing literacy goals for our community.

During the past year, we continued to provide literacy support to adult learners through our drop in, tutoring, writing, and reading programs. We provide supported computer access to people in our community. In our efforts to become sustainable, we persisted in our collaborations with other community groups. We also began a newsletter in order to further communication. We participated in several community events in order to promote literacy. A new goal we added was to promote family literacy. We were able to do this through the Mother Goose program, afterschool Lego and Literacy programs, and a Grandparents Raising Grandchildren group.

As the year progressed, we participated in other community events rather than host our own literacy event. We were able to connect with people who may not choose to attend a literacy event but were happy to enjoy a day of fun in the park. We also increased community communication by starting a website ([www.grliteracy.com](http://www.grliteracy.com)) and a community newsletter.

The primary way that we know our actions are working to support literacy is through community feedback. The responses we have received to our afterschool program, grandparents' group, and newsletter have been very positive. We have had an increase in the number of inquiries as well as an increase in volunteers. Our book giveaways have also been well received. The look on a child's face when they realize that a book is theirs to keep is just precious. We also have adult students, interested in receiving their high school diplomas; one student is 74 years old.

Good communication, volunteers, and good funding support literacy work. It is important to have Literacy Outreach Coordinator in order to ensure that people's efforts and financial support are put to the most effective use. We continue to be active in promoting a connection between the communities of Gold River and Tsaxana.

Our most difficult challenge continues to be reaching adults who need literacy help. We maintain our focus on building relationships in the community and making our presence known. As we keep on with this, people will come to know we are a safe place to seek help.

The GRLS is also working with School District #84 Continuing Education. We provide support to adult students who are working on the Adult Graduation Program. Students are able to use the services of the GRLS in order to register and complete necessary courses.

Gold River and Tsaxana continually face economic challenges. Often people are out of work or looking for work. The GRLS provides help with job seeking and resume writing. People, who cannot get to Campbell River to visit NIEF (North Island Employment), are able to use the GRLS for similar services.

One new challenge that is facing our communities is the closure of the North Island College office in Gold River. NIC will continue to run classes for both Aboriginal and non-Aboriginal students in Tsaxana. The GRLS is prepared to provide direction and support to adult students. We have tutoring and computers available for drop in visitors. We are aware of the college registration procedure and can assist with this as needed.

School District #84 is starting a Strong Start program in Gold River in September. GRLS will discontinue its morning Mother Goose program and will support Strong Start as needed. As well, parents and caregivers of children with unique learning issues have requested support. This support may be given through our family literacy initiatives. We will continue to seek out adults who need literacy support. We will continue to provide free supported computer access.

We will need ongoing support from Decoda Literacy Solutions. We value, not only financial support but also, resource sharing, advice and information. We need the continued support and commitment of our volunteers. Our task group is necessary to provide direction and assistance. By working together, we can improve literacy in our communities.

## Community Literacy Report: Tahsis



# TAHSIS LITERACY SOCIETY

## Tahsis Literacy Society

### Year End Report - June 30, 2012

This report is being prepared on behalf of the Tahsis Literacy Society to document the work completed to date.

#### **Community Context**

The community of Tahsis has not changed much over the last year. The community demographics and student population are about the same. Tahsis has many unemployed and persons with some type of disability living in the community – therefore, low income or fixed income. Job skill training would be beneficial or training on budgeting, starting a new business or adult literacy programs.

The only factor affecting the community, more so the students, is the BCTF action. The Tahsis Literacy Society was going to sponsor an adult computer program with hopes to use the school facility, but due to job action TLS needed to find a new location.

#### **Task Group**

The Tahsis Literacy Society Task group meets on the last Monday of every month to discuss various topics which are important to the community. The Tahsis Literacy Society currently has 32 members who vary in age from 30 up to 60+. The task group includes members from our Board, 3 Directors, a Village of Tahsis Liaison and the Tahsis Literacy Society Coordinator. The work of the group is organized by the TLS Coordinator. The board members are volunteers who complete their outlined roles as per our Society Act. Working groups are formed as needed for specific projects. The Coordinator completes most of the paperwork, seeks volunteers within the community and room space for literacy activities.

The Tahsis Community Garden Group has now formed their own Society, but the members of this group are still active members of TLS.

## **Community Development and Literacy Collaboration**

Recently, the Tahsis Literacy Society partnered with the school and introduced IPADS into the intermediate classroom. This relationship has been very positive and has led to a new technology launch headed by our school in the Fall of 2012.

CMESS students have a plot at the Tahsis Community Garden. The Tahsis Literacy Society assisted in the purchase of used bikes to help students, during school hours, visit the garden, plant seeds and tend to their plot. This in turn, will produce a crop that can be used in the school for the Farm to School Program.

What makes collaborations work well? Dedicated volunteers with the best interest of Tahsis who work together collectively to achieve literacy goals in the community.

The Tahsis Literacy Society has hired a student from CMESS to develop our new website. The website will promote literacy and provide information to the public about existing and forthcoming programs.

The Tahsis Literacy Society also has a relationship with the local library and Village of Tahsis. Our monthly meetings are held at the local community centre and the Tahsis Literacy Society covers the cost for children to attend public swimming while the parents attend our meeting. The Tahsis Literacy Society also partners with the Village of Tahsis on their summer program activities, a form of Literacy in Sport.

## **Goals and actions for the current year**

The following is a list of program/activities in which the Tahsis Literacy Society supported over the past year.

- Adult Literacy – Computer Class.
- iPads purchased to enhance classroom and will be used for Adult Literacy Computer Class
- Literacy in Sport – free swimming to students
- Website development by student
- Food Preservation Funding – Dehydrator for students
- Bikes for students to visit Community Garden and learn how to preserve food
- Missoula – Pied Piper presentation which included every student at CMESS and 2



shows for the community which the whole community attended.

- Ubedam Theatre – a local theatre group WHICH works with students and presents to the community. As well as offers their equipment for community events.
- Scientists in School – A volunteer from Science World attended CMESSE, through TLS, and presented demonstrations on the heart.
- Tahsis Days – First place parade float, Book Swap and Teddy Bear Picnic
- Christmas Bazaar – TLS sets up a table with brochures and a computer raffle
- Family Literacy Day – Partnership with VIRL and hosted family games night
- Local Author Night with Dave Richards at Tahsis Library
- Spring Break Week- a week full of activities free of charge to the children of the community thanks the adult volunteers.
- Christmas Craft Class – cake decorating class for all
- First Book Canada Free Books distributed to the children in the community
- Senior Centre – discussion/in the works

### **Indications of Success**

Coordinator and other TLS members attended an IPAD demonstration at school with the IPADS that TLS purchased and the enthusiasm on the students faces was infectious. It was evident how much the students are using technology within their curriculum. There has been some discussion that the District may wish to expand the program in the future. This also sparked the enthusiasm for some adults to want to learn more about computers and IPADS.

The community has very limited resources of any kind, let alone literacy focused activities. The TLS tries hard to integrate programs within the community to ensure members have opportunities similar to larger communities. Children in Tahsis enjoy the activities put on by the Tahsis Literacy Society.

### **Challenges**

Being a small community is difficult because of the isolation. It is hard to find people who are willing to travel to the community to share their skills. It is also difficult to encourage those in the community with the skills, to volunteer. Another challenge is that adult learners typically are not going to ask for help in a group setting. Factors that would help TLS, would include more networking with other Literacy groups and sharing of resources, sharing cost of guest speakers etc.

### **For the coming year**

The following is a list of programs the Tahsis Literacy Society wishes to support:

- Continue IPADs in the classroom and community
- Bike to Community Garden – expand on the Gardening Program to Preservation Program in classroom
- Adult Computer classes in the Fall – expand to include online shopping, selling / using eBay
- Poetry Slam Contest
- Aquasize classes – currently have a member of TLS who is interested in volunteering to teach this class
- Senior activities
- Summer Program with Village of Tahsis
- Missoula theatre
- Adult Writing Workshop

Corinne Vansolkema

Tahsis Literacy Society Coordinator

## Community Literacy Report: Zeballos

# Zeballos Literacy Group

PO Box 128 Zeballos, BC V0P 2A0  
250-761-4227



### Background

In March 2008, Literacy Now provided funds to Vancouver Island West School District #84 to consult with the three remote communities it serves; Tahsis, Zeballos and Kyuquot. The intent of the consultations was to discover in, as exact detail as possible, precisely what the literacy needs of each community are. In Zeballos, the Ehattis Band undertook the community literacy program. The program failed to realize the goals and objectives of the community at large.

In the fall of 2010 the literacy program was revitalized by the creation of a new task force. The remaining funds held by the Ehattis Band were used by the new task group to strengthen existing literacy programs in the community. The task group, named the Zeballos Literacy Group (ZLG), hired Kim Johnson as the literacy coordinator.

### Zeballos Literacy Group (ZLG) Membership 2011-2012

Natalie Nelson  
Linda Harris  
Tessa Carter  
Jon Cristall  
Adam Barber

Louise Krohman  
Jeff Coburn  
Audrey Smith  
Joanne Hlagy  
Darlene Lariviere

## **Family Literacy in Zeballos**

Literacy is about what we do and how we do it every day. It shapes the way we understand the world, and how we process our personal and community history. It flows from our day-to-day conversations with friends, families and co-workers. Our strength and knowledge as individuals is informed by our literacy skills and shapes how we address the concerns and the hopes we have for our families, and our community.

### **Vision Statement**

To create, facilitate and sustain a community of learners😊

The Zeballos Literacy Group provided the following services and supports.

### **Identified Needs**

#### ***Adult Education***

- Adult Basic Education (reading, writing and numeracy) upgrading
  - Partnership with SD # 84 Continuing Education School
  - 26 courses currently in progress
  - 43 courses completed
- Adult Dogwood Certificates – grade 12 equivalency
  - 7 graduates
- Entry level work place skills
  - Babysitting
  - First Aid
  - Food Safe

#### **Early Literacy Foundations (ages 0-5)**

- Provide support and further enhancement of the Strong Start program
  - Facilitated ages and stages testing for early support interventions
- Establish new program initiatives to support early literacy foundations
  - Aboriginal Family and Community Literacy Curriculum provided to Strong Start
  - Books donated to Strong Start families

#### **K-12 Literacy Programs**

- Establish a school wide reading program
  - Scholastic Guided Reading Program A-S
  - Readwell K and Grade 2
  - First Nation novel sets - 30 novels x 10 of each

- Provide contemporary resources to the library
  - \$3000 given to the school for library resources
- Reading reward program
  - All library books levelled using the AR levelling system to assist students in selecting books at their independent reading level
  - Book bags purchased
  - Books sent home weekly
  - Rewards given for participation in Home Reading Program
- To provide programs to support school literacy
  - Accelerated Reader program licensing paid for 2010-2011 & 2011-2012

### ***Support***

The Zeballos Literacy Group is supported by the following organizations:

School District # 84  
The Village of Zeballos  
Nuu Chah Nulth Tribal Council  
Ehattis Band  
Nuchatlaht Band  
Vancouver Regional Library - Zeballos Community Library  
Zeballos Elementary Secondary School

Sincerely,

Kim Johnson  
ZLG Coordinator