

# Vancouver Island West School District 84

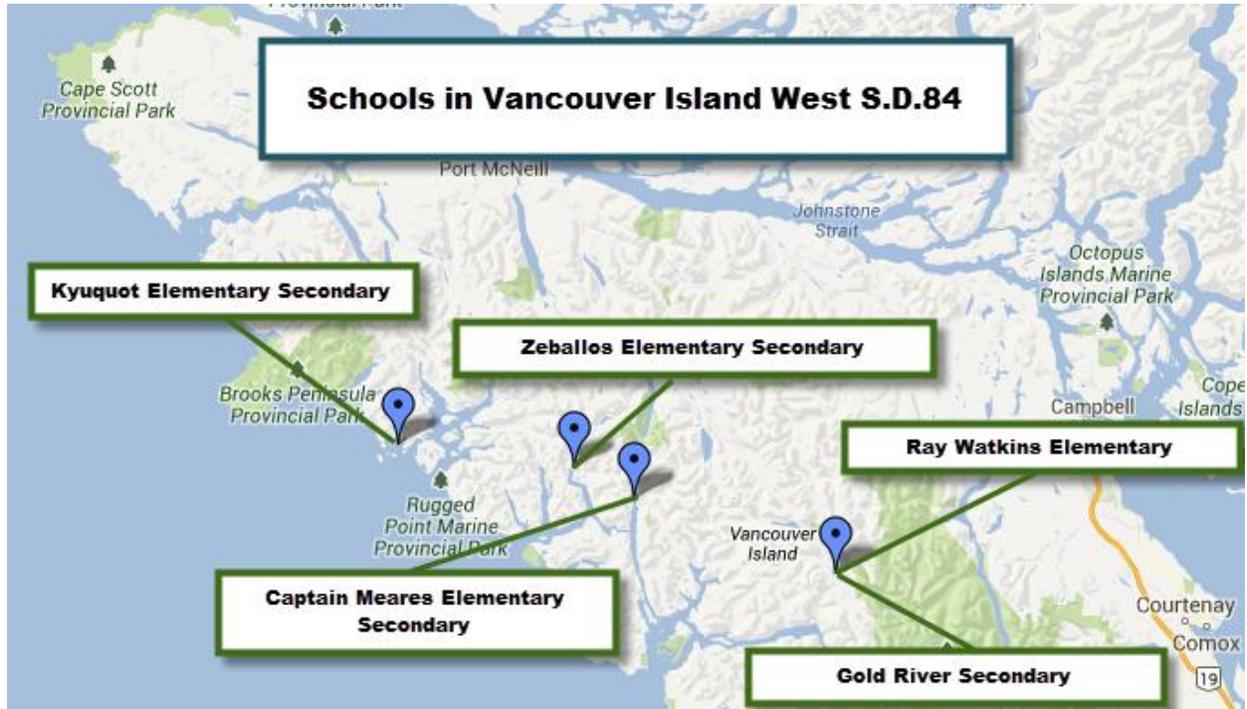


## District Literacy Plan

*July 2013*

## School District Information:

Vancouver Island West School District 84 is a small, rural school district serving 399 (402 FTE) students in five schools.



School Name	Community	Grades	Student FTE (June 2013)
Captain Meares Elementary Secondary School (CMESS)	Tahsis	K-12	46
Kyuquot Elementary Secondary School (KESS)	Kyuquot	1-12	44
Gold River Secondary School	Gold River	8-12	109
Ray Watkins Elementary School	Gold River	K-7	144
Zeballos Elementary Secondary School	Zeballos	K-12	58

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

	# of Students	% of Total Students
<b>Aboriginal</b>	212	53%
<b>English as a Second Dialect</b>	83	20%
<b>Special Needs</b>	86	21%

### **District Mission Statement:**

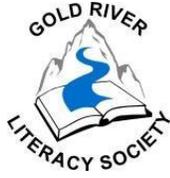
*In partnership with our diverse communities, School District 84 will provide all students with a quality education relevant to the demands of a modern society.*

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:**

One of Vancouver Island West School District 84's primary goals, 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. The district has been pleased to participate in the provincial Changing Results for Young Readers initiative, which has been a powerful learning experience for the students and teachers involved. The district hopes to expand the scope of this program next year to include even more classrooms.

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. StrongStart provides quality early learning experiences for parents and children ages 0-5. In fall 2012, the StrongStart outreach was extended to include the community of Gold River. Between the two centres, StrongStart reaches over 60 registered students. To help meet the needs of adult learners, School District 84 provides the Continuing Education Centre; this program helps more than 60 adult learners achieve their Adult Dogwood diplomas.



## **District Literacy Report – 2013 – Gold River**

The Gold River Literacy Society is the task group in our communities of Gold River and Tsaxana. It is composed of three directors, nine members and one literacy outreach coordinator.

### Directors:

Cathy Nesbitt (retired teacher)

Sandra Reynolds (teacher)

Stefanie Cunningham (speech and language)

### Members

Pat Buzit (retired)

Ann Henkelman (Circulation Supervisor, VIRL Gold River)

Arlene Fehr (principal, GRSS)

Roz Latvala (teacher)

Janis Franklin (retired)

Travis Lapointe (teacher/counselor)

Christina Logue (pharmacy assistant)

Jessie Smith (retired teacher)

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 organizes literacy-related activities in both the community and the Resource Centre. Reports on these events are provided at monthly meetings. Task group members participate in and support these activities. The task group provides the LOC with direction on the overall goals of the GRLS.

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 an increase in economic activities in our area. The logging industry has not had the same shut downs as in previous years. Aboriginal tourism opportunities are being developed in Tsaxana. People are seeking accommodations in Gold River. Gold River residents continue to support each other through volunteer work and fundraisers for people in need. Other community groups are working with the GRLS to support literacy in our community.

The 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 giveaway and learning activities for Family Literacy Day. The LOC also provides Mother Goose activities at the RWES StrongStart program. 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.

The Mowachaht/Muchalaht First Nations welcome the LOC to the Agnes George Preschool to present a Mother Goose program on a weekly basis. . The LOC was also able to meet with the Mowachaht/Muchalaht Education Authority to discuss future collaborations.

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. A Raise a Reader grant is being used to provide literacy activities for families. The GRLS hosted two interagency meetings that are supported by Success By Six.

The GRLS supports adult students who are working on the Adult Dogwood through School District 84. We support ESL education and are working with the Immigrant Welcome Centre. We continue to work with NIEFS (North Island Employment) to support job seekers in Gold River. All of these relationships are key to the work of the task group.

During the past year, we continued our focus on building long-term relationships rather than single events. 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. For example, the invitation to meet with the MMFN Education Authority was possible because of slow and steady relationship building.

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. We supported ESL students with online learning support. One student, Sunny, completed ESL 10 Upper Intermediate. We supported job seekers with job searching, resume writing, and application procedures. We worked with a local company, PC Trainer, to provide Excel training to local students.

In our efforts to become sustainable, we moved to a larger, accessible, and more visible location. We participated in a Gold River Days Book Giveaway and Open House in order to promote literacy. This was our Grand Opening event. We welcomed over 200 people through our doors.

We have continued our newsletter, publishing 10 issues per year. The newsletter has become a key component in our communication with our community. Many people look forward to the new issue every month. The newsletter also gives local writers a chance to share their work. Copies are sent by readers throughout Vancouver Island, British Columbia, and even as far away as France.

As we continue to promote family literacy, we have maintained our Mother Goose programs, afterschool Lego and Literacy programs, and Grandparents Raising Grandchildren group. Our Grandparents Group provides much needed support to people dealing with raising their young grandchildren. Much has changed over the last twenty years and through our Grandparents Group, we have been able to guide people through the mounds of paperwork and legalities, online forms, FASD, and more. One seventy-five year old woman, Mrs. B., recently gained custody of her two-year-old great granddaughter. Mrs. B. has a great appreciation of the Grandparents Group.

The GRLS holds four book giveaways per year: Books for Treats on Halloween; Winter Fun Day at Gold River Secondary School; Family Literacy Day at RWES; and a Gold River Days book giveaway. Through these events, we are able to connect with people who may not choose to attend a literacy event but were happy to enjoy some fun while trick or treating, in the park, or at school. We share about these events through our website ([www.grliteracy.com](http://www.grliteracy.com)), our Facebook page, and our 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. The Excel training sessions were excellent and requests have been made for other topics to be covered. 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. Adults and children are so grateful to receive a new book. We also have had an increase in the number of people donating books to us for future giveaways.

In our new location, our drop-in numbers have tripled. This has placed increased demands on our LOC, our computers, and our open hours. However, because we have more room, we are able to have more than one thing going on at once. For example, the Writers' Groups meets during drop-in, just at another part of the room.

Good communication, volunteers, funding, and collaboration support literacy work. It is important to have a Literacy Outreach Coordinator in order to ensure that people's efforts and financial support are put to the most effective use. Since moving to our larger space, we have been able to host meetings of many different groups. We strive to be a hub where people can talk about literacy and all types of learning. In our new location, people can find us; we are in the same mall as the grocery store, liquor store, and post office. We continue to be active in promoting a connection between the communities of Gold River and Tsaxana.

Our most difficult challenge is meeting the needs of the community. We are the immigrant centre, job centre, adult education centre, computer training centre, grandparents' group, drop in centre, writing workshop, neighbourhood place, family literacy supporter, and more all in one little place. When we thought we were losing our funding, so much more than an LOC position would have been lost. Through the LOC, we provide all of these services to our community. There is nowhere else to go for these, unless you are willing to drive for anywhere from one to three hours.

It is imperative that our LOC funding be maintained. Our community has come to appreciate and depend on the services that are provided through the GRLS. With little in the way of big business, we are unable to support financially this work locally. By concentrating all of our services in one location, government funding gets a big bang for its buck.

In the coming year, we will emphasize our goal of promoting family literacy. There are very few parent supports in Gold River. The GRLS plans to host a Nobody's Perfect parenting support group. This will provide all families, including families at risk, with strategies to be more effective parents. We also hope to hold a Food Skills for Families workshop. We will work with the StrongStart coordinator to host a Health Fair/screening for new kindergarten students. GRLS will maintain their support of adult learners and supported computer access.

We will need ongoing support from Decoda Literacy Solutions. We need continued LOC and other funding. 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. Our collaborations will continue to grow. By working together, we can improve literacy in our communities.



# TAHSIS LITERACY SOCIETY

## **Tahsis Literacy Society**

### **Year End Report - June 30, 2013**

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

#### **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 current board and reflects the needs of the community. The Tahsis Literacy Society currently has 17 members who vary in age from 30 up to 60+.

The task group includes members from our Board, 5 Directors, a Village of Tahsis Liaison and the Tahsis Literacy Society Coordinator. The board members are volunteers who complete their outlined roles and dedicate themselves to the importance of literacy within a community. Working groups are formed as needed.

The Tahsis Senior Group is a new society within the Community of Tahsis.

#### **Community Context**

The latest census shows Tahsis has a population of about 350 residents. The school is maintaining an average of 40 students from K-12. The unemployment rate remains the same, about 7%. The population consists of one third working class, one third disability and one third senior pensioners.

The Tahsis Literacy Society meets at the Tahsis Recreation Centre for a discounted room rental fee. As well, TLS will pay for any child who wishes to participate in a public swim while their parent attends the Tahsis Literacy Society meeting.

#### **Community Development and Literacy Collaboration**

Over the years the Tahsis Literacy Society has partnered with the various organizations to extend, promote or create opportunities. The Tahsis Seniors Society has just formed and is now securing a meeting place.

What makes collaborations work well?

Tahsis has dedicated volunteers with the best interest of the community who work together collectively to achieve literacy goals in the community.

### **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.

- \Literacy in the K-3 Class
- Read-a-thon for K-Gr. 12 students at the school
- Youth Reading Group
- Website development by student
- TED Talks
- Income Tax workshop
- Technology Thursday – Bring your technology with you and learn how to use it!
- Tahsis Days – Book Swap, Family Games and Book readings
- 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 at Tahsis Library
- Adult Twang Gang

### **Indications of Success**

Success is defined as the accomplishment of an aim or purpose. Literacy is defined as competence or knowledge in a specified area. Both of these terms have such broad definitions that can be interpreted in many ways. There are many success indicators to consider when measuring literacy success. Our community has noticed more personal interest within its residents to become life-long learners. The opportunities include a recent fire arms course, boating course, and first aid.

## **Challenges**

Class size to meet the minimum requirement set by the organization or institution offering the course. Also, due to the small size of our community, finding a course that appeals to a large number of residents is a challenge. The other challenge, due to our remoteness, is balancing cost effectiveness with class size and interest in the community.

## **For the coming year**

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

- Assisting a new Senior Society Group with library material
- Organizing 1 day job training workshops for the unemployed within the community.
- Train a volunteer as a tutor for the community
- Level 1 First Aid Course

Corinne Vansolkema

Tahsis Literacy Society Coordinator



June 27, 2013

Stephen Larre  
School District # 84  
Box 100  
Gold River, BC  
V0P 1G0

Attention: Mr. Larre

## **Vision Statement**

*To create, facilitate and sustain a community of learners.*

## **Background**

The goal this year was to provide continued support for the established programs while continuing to build capacity within our community of learners. This has been accomplished by facilitating the following programs:

## **Adult Education**

- Adult Basic Education (reading, writing and numeracy) upgrading
  - Partnership with SD # 84 Continuing Education School
  - 46 students registered / 11 courses offered
  - Expanded to include Kyuquot (26 students)
- Adult Dogwood Certificates – Grade 12 equivalency
  - 3 graduates
- Entry level work place skills
- Digitized curriculum

## **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
  - Provided books to parents for home reading

## **K-12 Literacy Programs**

- Tracked and restocked resources for in-school reading programs
- Purchased contemporary resources for school library
  - **Readwell** (K - Grade 2)
  - **Scholastic Guided Reading Program A-S** (Grades 3-5)
  - **Guided Reading novel sets** (Grades 6-7)
  - **Contemporary Teen Fiction** (Grades 8-12)

## ***New programs introduced 2012/13***

### **Home Reading Club K-7**

- Correlated with in-class guided reading program (see above)
- All books leveled using *Accelerated Reader* leveling system
- Book bags purchased
- Monthly/year end rewards for program participation
- Raven Tales graphic novels purchased

### **Early Childhood Care and Education (ECCE 168)**

- Partnership with North Island College (NIC)
- 17 students registered (Zeballos/Kyuquot)
- Delivered through video conferencing
- 30 hours of class time completed

## ***Support***

The Zeballos Literacy Group is grateful to be supported by the following organizations:

**School District # 84**

**The Village of Zeballos**

**Nuu Chah Nulth Tribal Council**

**Ehatis Band**

**Nuchatlaht Band**

*Kyuquot / Checlesheht Band*

**Vancouver Regional Library - Zeballos Community Library**

**Zeballos Elementary Secondary School**

Sincerely,

Kim Johnson  
ZLG Coordinator