

# COMMUNITY – DISTRICT LITERACY PLAN



## School District No. 51 (Boundary)

**July 2010**



Prepared by Christy Luke (2008/09)  
Regional Literacy Coordinator  
Selkirk College

Updated by Lizanne Eastwood  
(2009/10 & 2010/11)  
Community Literacy Coordinator  
Columbia Basin Alliance for Literacy

## Acknowledgements

It takes much time, energy and commitment to create a District Literacy Plan (DLP). We gratefully acknowledge the major contribution by the members of the original District Literacy Planning Committee in helping to bring our plan into creation:

Leda Leander	Boundary Family and Individual Services Society
Lizanne Eastwood	Columbia Basin Alliance for Literacy
Ellen Strelaeff	StrongStart, Family Centres, Success by Six
Maxine Ruzicka	Director of Instruction, School District No. 51
Michael Strukoff	Superintendent of Schools, School District No. 51

This committee has now joined the Boundary Literacy Advisory Committee, which was formed under the auspices of the Columbia Basin Alliance for Literacy (CBAL) to help complete the first Community Literacy Plan in 2005 as part of the Literacy Now planning process. We are grateful to this group for its continued support for literacy in the Boundary.

We would also like to thank Jane Green of PivotPoint Coaching for her energetic and joyful approach in organizing the strategic planning process, and for her skilled facilitation in implementing it.

We are a community that excels in building partnerships. We appreciate the new levels of collaboration which this literacy planning process has created.



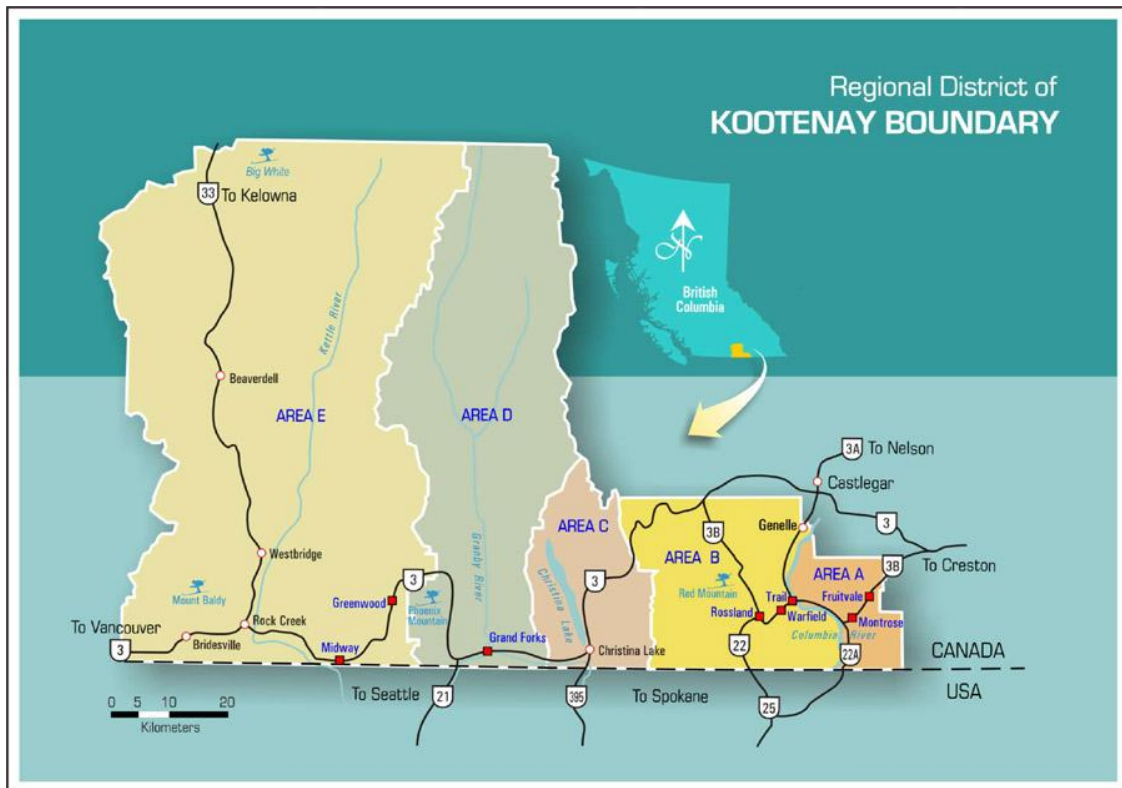
*From left to right: Joanie Holmes, Julie Draper, Jane Green, Lizanne Eastwood, Maxine Ruzicka, Leda Leander and Erika Schoenfeld with an illustration of the District Literacy Planning Day*

# Table of Contents

	<u>Page</u>
A. Context-----	4
B. Trends, Issues, Barriers -----	5
C. What is Literacy?-----	5
D. Partners-----	6
E. Long Term Goals -----	7
F. The Planning Process-----	7
G. Issues and Questions -----	8
H. The Plan -----	8
I. Reflecting on the Plan-----	13
H. The Appendices	
Appendix 1:	
A: The Community Literacy Inventory (Chart)-----	17
B: The View from 5000 feet-----	19
Appendix 2: Contact List-----	20

## A. The Context:

School District 51 (SD51) – Boundary is made up of three municipalities within the Regional District of Kootenay Boundary, including: Grand Forks, Greenwood and Midway and the unincorporated Electoral Areas of C, D and E including the communities of Christina Lake, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White. It covers 7000 square kilometers and has a resident population of 12,516, with 67% of the dwellings categorized as rural. Non-English speaking households make up 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The population has been in decline since 1998. The school district population was 1386 FTE in September, 2009 and the projected School District population for the 2009/2010 school year is 1389 FTE.



## **B. Trends, issues, barriers:**

1. The local economy is in a state of transition. It has traditionally relied on resource extraction (forestry, mining). However, that is changing as the forest industry declines. Pope and Talbot's tree farm license and operations have been sold to Interfor, which recently re-opened after a long closure, with two shifts in operation. The Merit Mine, near Phoenix, opened in the fall of 2007 and closed because of bankruptcy in the fall of 2008. With new funding in place, the mine is scheduled to re-open. The spur line of the local railroad is slated for closure which will impact large industries and have a domino effect on smaller businesses and families in the Boundary. In the midst of this unpredictable economic climate, there is a move towards creating new forms of employment in tourism and agriculture. While many families have had to move away in search of new work, there is also an influx of new residents retiring to the area. The new arrivals bring with them skills and background that help diversify the community.
2. Public transportation is an issue in this rural area. The only option is a community bus which is available on a very limited basis. This means many families and individuals are unable to access public services.
3. The Boundary has a small population that is spread out over many kilometers. It takes 2.5 hours to drive from one end of the district to the other. This presents challenges in delivering programs in some of the smaller, hard-to-reach communities.
4. The skills shortage affects everyone. However, as a small district, it is especially difficult to find and retain qualified educators to teach early years and special education programs.
5. A shortage of quality childcare and Early Childhood Educators make it difficult for parents to access care while they work.

## **C. What is literacy?**

The concept of literacy is constantly evolving. It used to be understood as a set of discreet skills limited to reading and writing. That definition has widened to encompass a functional view of literacy as the ability to accomplish tasks and participate in the world around us. Accordingly, the International Adult and Literacy and Life Skills Survey (2005) has defined literacy as "the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential." This wider perspective moves literacy into new realms. As ReadNow BC states, "This means literacy can include social, emotional, and interpersonal communication skills, the use of technology, and arts and creative expression."

This expanded view of literacy has been considered at various literacy gatherings in the Boundary since the Literacy Now community planning process began in 2005. New technologies allow learners to express themselves and demonstrate understanding outside of the traditional skill sets of reading and writing. As the community becomes ever more aware of the diverse learning needs of people of various ages, learning styles and abilities, the definition of literacy has expanded accordingly. Thus, the local community embraces literacy as being synonymous with “learning”.

## **D. Partners**

School District 51 has formed partnerships with the following organizations for the purpose of developing the District Literacy Plan:

**The District Literacy Planning Committee** was formed to direct the planning process of the District Literacy Plan. The six member committee represented Boundary Family and Individual Services Society, Columbia Basin Alliance for Literacy, School District 51, StrongStart, Family Centres and Success by Six.

**The Boundary Literacy Advisory** was created through the auspices of the Columbia Basin Alliance for Literacy to guide the development of the Community Literacy Plan through the Literacy Now process. This process involved over 75 people in 3 major planning events between November 2004 and October 2006. These plans are integral to the community as well as to the district planning process. For this reason, the Boundary Literacy Advisory, with its mission to develop, plan, encourage and support literacy in the Boundary, acts as a broad-based clearing house. The group covers a wide spectrum of the community including: School District 51, Columbia Basin Alliance for Literacy, Selkirk College, Boundary Family and Individual Services, Boundary Family Centres, Success by Six, Grand Forks Public Library, Infant Development Program, Grand Forks City Council, youth, Community Futures, Aboriginal programs, Sunshine Valley Child Care Society and literacy volunteers.

**The Columbia Basin Alliance for Literacy (CBAL)** is a charitable non-profit organization that was formed in 2001 to provide leadership and support to local community actions related to literacy and to partner with other regional bodies to promote those ends. Through its many on-going programs and events, it provides literacy opportunities for Boundary residents from birth to grave.

**The Boundary Early Years Advisory Committee** was formed to promote healthy early child development through programs and resources that strengthen and support children, families and the community. Its members represent the following across the Boundary: Boundary and Family Individual Services Society, School District #51, Success by Six, Children First, StrongStart, Family Centres, parents and grandparents, community outreach, services for children who witness abuse, pregnancy outreach, CAPC, Aboriginal outreach, public health, infant development, child care resource and referral, daycare, libraries, speech and hearing therapy, and pediatric physiology.

## **E: Long Term Goals**

The literacy planning process has been guided by four long term goals. An additional goal (Goal 5) was added for 2010-2011:

**Goal 1:** Sustain and strengthen the existing learning programs and resources that encourage children, youth, and adults to become literate and enjoy literacy activities.

**Goal 2:** Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.

**Goal 3:** Embed learning and literacy activities in community settings.

**Goal 4:** Support literacy success in early learning, school and adult programs for our aboriginal population.

**Goal 5:** Promote the importance of literacy and learning on healthy living.

## **F: The Planning Process - Updating the District Literacy Plan**

### **March 7, 2008**

School District 51 and its partners hosted a day-long strategic planning event, "*Community Roots: Developing Our Boundary Wide Community Literacy/Early Years Strategic Plan*", involving 40 people from multiple sectors in developing action plans with measurable outcomes. A comprehensive plan was created covering literacy from birth to the grave.

### **September 8, 2008**

*The Literacy Launch:* Jane Green chaired a meeting to identify the next steps for the District Literacy Plan. Projects were consolidated from ten to five, including:

1. Strong Start Programs
2. Ages and Stages Questionnaire
3. Communication – Bulletin Boards
4. Community Discovery Program - multigenerational
5. The Grand Event – Learning Styles and Multiple Intelligences

### **October 2008 – May 2009**

Three meetings took place to discuss and determine stewardship of the DLP funds. In March, CBAL was asked to steward the funds on behalf of SD51. The Boundary Community Literacy Advisory met twice, in November and April, to update the DLP and start planning for events to take place in fall 2009. In May, the Literacy Outreach Coordinator (LOC) participated in a conference call with representatives from Literacy Now, Ministry of Education, Selkirk College and CBAL to discuss different community approaches to updating and/or completing the District Literacy Plan for 2009. In June, the LOC met with the District Superintendent and Director of Education to discuss the 2009 District Literacy Plan.

## **June 2009**

Original participants from the 2008 DLP strategic planning session were invited to attend a meeting to revisit, evaluate, update and identify new gaps in the DLP. Eighteen people attended this meeting. They were divided into three working groups to address the three focus areas: Community Awareness, Planning and Evaluation. (The fourth focus area from 2008, Working Together, was combined with Community Awareness).

## **April 2010**

The same process was employed as last year, with fourteen people, including members of the Community Literacy Advisory Committee, plus other service providers who had not attended this type of forum before. Our guiding questions were “What needs to be changed, enhanced or added?” and “What action steps do we need to support?”

## **G: Issues and Questions to Consider for Future Planning**

A number of issues relevant to future planning surfaced through the process to date:

### **Issues**

1. It is important to recognize the work that is already being done and to support, promote and expand our current community literacy programs.
2. We need to consider how much energy it would take to do a Grand Event and asses to see if there is a better use of our dollars.
3. We need to keep increasing access for hard-to-reach families, and keep these needs in the forefront.
4. If we do a multi-generational event such as the *Learning Faire* or Natural Literacy events, we need to assign someone to coordinate these ideas to be a continuing effort, not just one- time events.

### **Questions**

1. How can we remove the barriers facing people who want to improve their literacy skills?
2. How does essential information get to all community members, regardless of their reading level and access to media?
3. How can school activities be brought into the community and how can the community be brought into the schools?

## **H: The Plan**

Based on the June 2009 meeting, three focus areas were identified to address the needs of the Boundary region. These are the priorities that will again be addressed in 2010/2011. The Plan highlights what steps have been taken in the past year and outlines the objectives and next steps for the coming year.

**SCHOOL DISTRICT #51 (Boundary)**

**DISTRICT COMMUNITY LITERACY ACTION PLAN 2010-2011**

**Goal 1 – Community Awareness**

- Embed learning and literacy activities in community settings

<b>Strategies</b>	<b>People responsible</b>	<b>Dates</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Progress</b>
1. Locate weather proof, attractive bulletin boards in the hub of each Boundary community.	Columbia Basin Alliance for Literacy (CBAL) - Sheila Dobie CBAL - Deb Baker CBAL Literacy Outreach Coordinator (LOC) - Lizanne Eastwood School District 51 (SD51) trustee - Sally Garcelon Community partners	Ongoing	Staff time	Community bulletin boards are well used and maintained according to committee developed guidelines.	A community bulletin board was erected in Grand Forks and an electronic community bulletin board was mounted outside the Midway library in 2009-10.
2. Create and distribute a Boundary Literacy Community Calendar.	Lizanne Eastwood Community partners	Fall 2010 Winter 2011 Spring 2011	Staff time Printing costs	People use community calendars to access information about literacy programs in the Boundary.	Three calendars were created and distributed in 2009-10.
3. Build literacy awareness through community events.	CBAL Boundary Family and Individual Services (BFISS) Community partners	On-going	Staff time Funds for table rentals Photocopying	Community organizations host tables at the Farmer's Market and Fall Fairs, leading to a broader awareness of literacy issues and programs in the Boundary.	Festive Family Storytime, Barbara Adler Poetry Slam, Ready, Set, Learn and Multi-generational Father's Day events were held in 2009-10.

4. Link the School District 51 website with other Boundary literacy service provider websites.	SD51 Technician - John Popoff Lizanne Eastwood Community partners	Fall 2010 and spring 2011	Web access Staff time	Information on the SD51 website is current and updated regularly.	New initiative for 2010-2011.
5. Develop a WIKI that encompasses community literacy and other community services for early years, youth and adults.	Lizanne Eastwood SD51 Director of Instruction - Maxine Ruzicka	Fall 2010 – research training Winter – access training Spring – launch WIKI .	Training with Spectrum Solutions – Bill Reid Staff time	The community uses technology to access community literacy information and contacts.	New initiative for 2010-2011.

## Goal 2 – Planning

- Provide resources and supports for those children, youth, and adults who may not be engaged in literacy activities
- Support literacy success in early learning, school and adult programs for our aboriginal population

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress
1. Provide after school and summer tutoring programs for aboriginal school age children	SD51 Aboriginal Educator - Wanda Hecht SD51 Aboriginal Educator - Marilyn Hansen Lizanne Eastwood	On-going	Program funds	Children who need extra help receive it after school and during the summer, improving learning.	This successful initiative began last summer and continued through the school year.
2. Support children and families to access services, resources, and community supports through StrongStart Centres across the Boundary.	SD51 StrongStart Centres Success By Six and Early Years coordinator – Ellen Strelaeff Lizanne Eastwood Boundary Childcare Resource and Referral (BCRR)	On-going	Continued program funding	Children and families access community supports and services, leading to improved Early Development Indicator (EDI) results.	ongoing

	Public Health Community partners				
3. Meet as needed to network, share program information and look for ways to collaborate.	CBAL SD51 BFISS BCRR Boundary Early Years Advisory Committee - (BEYAC) Library Community partners	2010 - 2011 school year	Staff time	There is no duplication of services and resources are used efficiently and collaboratively.	Meetings were held throughout the school year.
4. Explore multiple intelligences and learning styles through a "Learning Faire".	Sheila Dobie Lizanne Eastwood	Spring 2010 – begin planning Summer 2010- host event	Staff time Funding for manipulatives and table rental at the Fall Fair	Community members recognize how they learn and celebrate their range of intelligences.	The "Learning Faire" will take place at the Grand Forks Fall Fair.
5. Reach out to families that are not currently accessing services and programs and provide assistance in overcoming barriers to participation.	Lizanne Eastwood Deb Baker Community Partners	On-going	Funds for snacks, childcare, gas vouchers, and transport of staff to sites. Professional development for staff in outlying areas	Parents who have no money for gas, childcare, transportation, etc. can access programs. We have literacy programs for all ages in a variety of Boundary communities.	New initiative for 2010-2011.

### Goal 3 – Evaluation

- Sustain and strengthen the existing literacy programs and resources that encourage children, youth, and adults to become literate and enjoy literacy activities

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress
1. Work toward universal screening using the Ages and Stage Questionnaire (ASQ).	CBAL Grand Forks Public Library BFISS StrongStart Centres Infant Development Program (IDP) – Judy Fletcher ASQ screening committee	Ongoing	Community partner buy-in Staff time	The ASQ-3 is promoted with a widely distributed informational bookmark and hard to reach groups, such as home day cares, are using the tool.	ASQ-3 and ASQSE training was held with many early years service providers attending.
2. Create programs that meet the community's needs, based on the results of the EDI and other assessments tools used by literacy providers.	SD51 CBAL Community Partners	Fall 2010 – subcommittee reports their findings Winter 2010 – plan for the coming year	Funding for programs Staff time	Community programs are developed and provided based on assessed needs.	A sub-committee of the Boundary Literacy Advisory Committee has been formed to investigate the EDI results.
3. Increase awareness and use of Essential Skills so Essential Skills become a shared language and practice among educators, employment service providers and employers.	ALRT CBAL Community Futures Employers Selkirk College	June 2010 – Employment service providers and educators attend Bridging the Gap training September 2010 - Service providers and educators attend Developing Your Essential Skills Portfolio training	Staff time Funding Staff training in Workplace Literacy & Essential Skills Support from the Essential Edge project staff	Essential Skills assessments and training takes place.	New initiative for 2010-2011. SD51, Selkirk College and Community Futures staff attended Essential Skills training provided by the Essential Edge project in February and April.

<b>Reflecting on the 2009/2010 year:</b>	
<p>1. What priorities/objectives and actions from your 2009 District Literacy plan have you addressed this year?</p>	<ul style="list-style-type: none"> <li>• A highly successful event for youth was held, a poetry slam with Barbara Adler, in both East and West Boundary libraries</li> <li>• A community bulletin board was erected in Grand Forks, with the help of many community groups and contributions, and an electronic community bulletin board was mounted outside the Midway library</li> <li>• ASQ-3 and ASQSE training was held with many community early years service providers attending the workshop</li> <li>• A multi-generational learning event was held to celebrate Father's Day and the natural world, the first in a series of seasonal learning adventures</li> <li>• Community literacy calendars were created and distributed on a seasonal basis across the Boundary and posted on various community and partner's websites</li> </ul>
<ul style="list-style-type: none"> <li>• What have been the major impacts or outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded literacy programs, especially in the West Boundary</li> <li>• Three community calendars distributed in five communities</li> <li>• Highly visible communities bulletin boards</li> <li>• Cross training of adult services staff with Essential Skills training</li> <li>• All kindergarten teachers in the Boundary received ASQ-3 training</li> </ul>
<ul style="list-style-type: none"> <li>• What are the factors that contribute to success?</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthened community partnerships</li> <li>• Increase in funding through Literacy Outreach Coordinator funds</li> <li>• Skilled literacy programming staff</li> <li>• Successful Hub model already in place</li> <li>• CBAL regional support structure</li> </ul>
<ul style="list-style-type: none"> <li>• Have you thought about or found effective ways to evaluate how you have achieved goals and objectives?</li> </ul>	<ul style="list-style-type: none"> <li>• Participant feedback and evaluations</li> <li>• Community Literacy benchmarks for adults in both family and adult literacy programs</li> <li>• Facilitator and tutor's anecdotal observations</li> <li>• EDI results to determine vulnerabilities in our community</li> </ul>

<p>2. What has changed in the past year that affects literacy in the community?</p>	<ul style="list-style-type: none"> <li>• StrongStart Outreach in all Boundary schools means lots of accessible early learning opportunities</li> <li>• Economic downturn means many young families are struggling or leaving the community</li> <li>• Many community agencies are suffering economic cutbacks</li> <li>• EDI results show our children are vulnerable in the social and emotional domains</li> <li>• An Adult Literacy Review Team has been formed to address adult learning needs</li> </ul>
<ul style="list-style-type: none"> <li>• What has been the impact of these changes?</li> </ul>	<ul style="list-style-type: none"> <li>• We need more communication with partners about community programming to avoid overlap of services and “get the most bang for our buck”– meetings are now taking place with interested partners</li> <li>• More need to support adults in basic education and Essential Skills and help them get back into the workforce</li> <li>• Not all children are ready for kindergarten</li> <li>• More cross training has occurred, for example: FLASH training provided by SD51 to community members, Customized Employment Training for employers hiring special needs youth and adults, one-to-one tutor training for caregivers of special needs adults</li> </ul>
<ul style="list-style-type: none"> <li>• How are you addressing these changes?</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-training of adult services workers in Essential Skills is taking place</li> <li>• Creation and delivery of early years programming addressing vulnerable domains in the EDI</li> <li>• Observing the changing community needs, responding to them and providing programs where possible</li> </ul>
<p>3. What have you learned about collaboration and the community development process?</p>	<ul style="list-style-type: none"> <li>• Community collaboration must inform all of our work</li> <li>• A hub model leads to ease of community collaboration</li> <li>• Collaboration takes times and patience</li> </ul>

<b>Thinking about the 2010/2011 year:</b>	
4. Are there new opportunities, challenges, or issues in your community?	<ul style="list-style-type: none"> <li>• With funding cut-backs we will need to be creative with our community partners in order to maintain the quantity and quality of programs delivered</li> <li>• Full day-kindergarten, to be implemented in many of our schools in the fall of 2010, will have an impact on early literacy programs</li> <li>• Special needs youth need support transitioning from home to work</li> <li>• Members of the Boundary Literacy Advisory Committee are committed to strengthening the group and becoming an alliance of community stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>• How will you respond to those?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore early years programs that address our EDI vulnerabilities so all children are ready for full day kindergarten</li> <li>• Ensure no overlap of services with community partners</li> <li>• Adult Literacy Review Team will explore a range of services for special needs youth and adults</li> </ul>
5. What adjustments have you made to your plan?	<ul style="list-style-type: none"> <li>• See progress column in the plan</li> <li>• Many actions are ongoing and will continue in the next plan</li> <li>• Sustaining existing programs continues to be a key focus</li> </ul>
<ul style="list-style-type: none"> <li>• What new initiatives are planned?</li> </ul>	<ul style="list-style-type: none"> <li>• A program to address the social and emotional aspects of child development and early learning</li> <li>• Multiple-intelligences/Learning Styles activity packages to be created and rolled out as part of a "Learning Faire"</li> <li>• A WIKI to promote community programs</li> <li>• Literacy champion to be selected from organizations or businesses supporting literacy</li> <li>• Shifting toward workplace skills for adults and youth but with attention to how this will look in our area (i.e. few large employers and many small independent businesses)</li> <li>• Cross agency training in Essential Skills</li> </ul>
<ul style="list-style-type: none"> <li>• What initiatives have been expanded or continued?</li> </ul>	<ul style="list-style-type: none"> <li>• Community programs and calendars will now be posted on the school district website and a community WIKI</li> <li>• Community calendars, bulletin boards and events will be used to promote literacy programs and raise awareness of literacy issues</li> <li>• StrongStart Centres will continue to be used to connect with families and provide a link to</li> </ul>

	<p>programs, resources and referrals</p> <ul style="list-style-type: none"> <li>• Ages and Stages Questionnaire will be used to provide universal screening for children in the Boundary</li> </ul>
6. What will be required to meet the goals and effectively employ actions for the coming year?	<ul style="list-style-type: none"> <li>• Continued support for Community Literacy Coordination</li> <li>• Provincial support from the provincial government, Literacy BC and Legacies 2010</li> <li>• Continued collaboration and commitment from community partners</li> <li>• Support and training in Essential Skills from Essential Edge project staff</li> <li>• Training for West Boundary program facilitators</li> </ul>
7. How will you measure or assess your progress?	<ul style="list-style-type: none"> <li>• EDI results and attendance at early childhood programs</li> <li>• Participation in adult and youth programs</li> <li>• Collaboration and partnerships in program delivery in adult and family literacy programs</li> <li>• Reflective practice in our planning and program implementation</li> <li>• Community literacy benchmarks, participant registrations and evaluations</li> </ul>



**Girl's Eye View Book Give-away**

## Appendix 1 A: The Community Literacy Inventory

### Boundary Literacy, Learning and Early Years

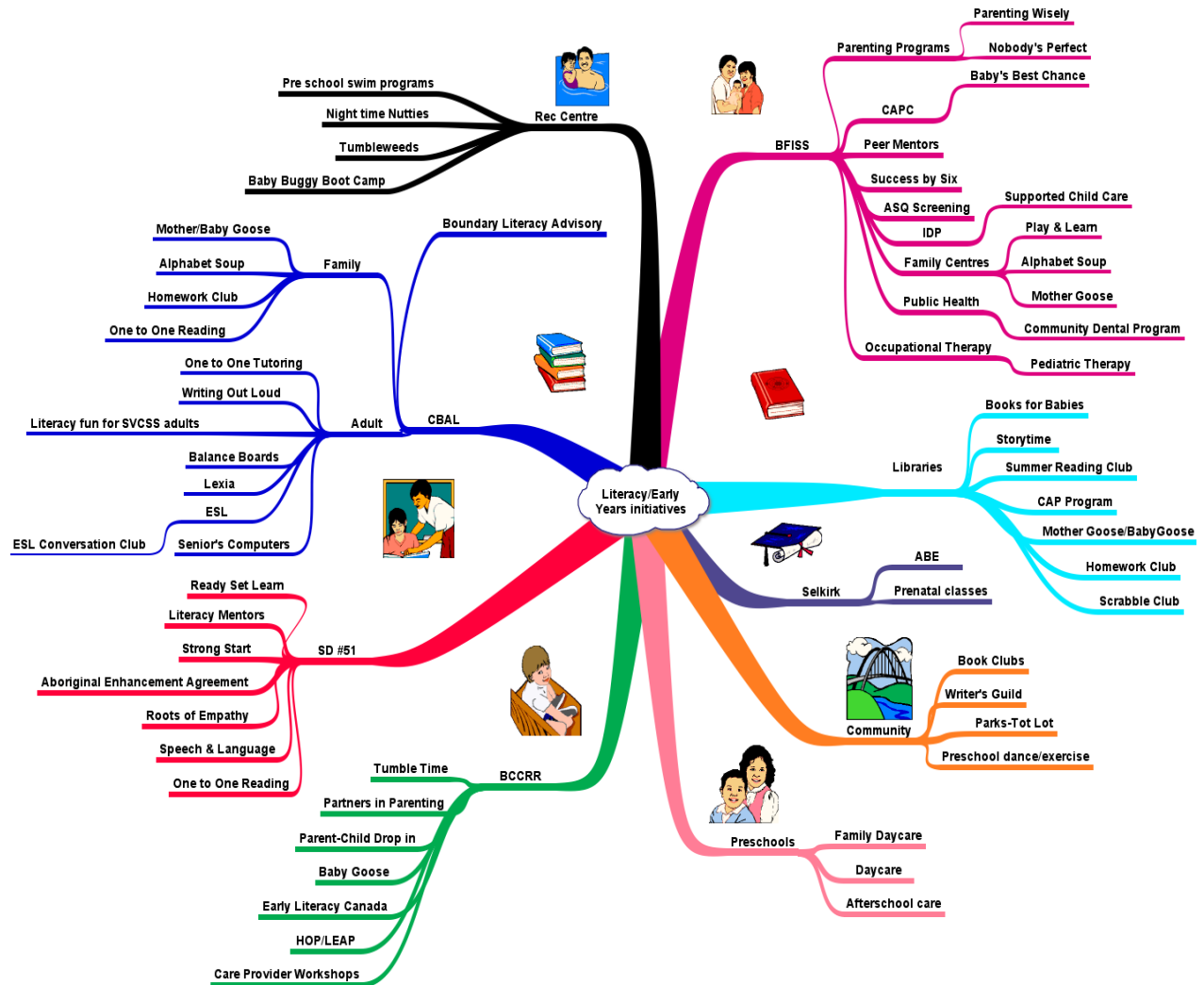
Pre – and peri-natal	Birth to 5 years	K – Gr 3	Grades 4-7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
	IDP	After school care	→			Adult Basic Education	→	
	Family Daycare	Summer Reading Club	→	→		Early Learning Canada	Care Provider workshops	→
	Daycare	Homework Club	→				→	
	Nobody's Perfect	Roots of Empathy	Girl's Eye View			Nobody's Perfect	→	
Baby's Best Chance	Children First					Baby's Best Chance		
	Rec Centre Programs		Scrabble Club	→				→
	Family Night Out	→	→			ESL	→	
		K – 12 Literacy	→	→		1-1 Adult Tutoring	→	→
	Story Time	Aboriginal Enhance. Agree.	→	→		Writing Out Loud	→	
	ASQ	→				Literacy Fun for SVCSS Adults	→	
	Pediatric Therapy	→					Senior's Computers	→
	Occupational Therapy	Speech and Language	→	→		Adult Workplace Literacy	→	
	Physio-Therapy	→				Trades training	→	
	Pre-school Rec Program	Literacy Mentors	→	→		Supported Employment	→	
	Kindermusic Music Play	1-1 Reading	→			Book Clubs	→	→
	Family Centre Drop-in	One-to-One Tutoring	→			Writer's Guild	→	
Blessings Boutique								→
	Parks Tot Lot	→	→			Peers and mentors		Access
	Strong Start					Strong Start	→	→
	Mother Goose					Mother Goose	→	
	Baby Goose					Baby Goose	→	
	Hop/LEAP					Hop/LEAP	→	
Prenatal Classes	Ready Set Learn					PALS	→	→
	Books for Babies							
	Success by Six					Parenting Wisely	→	

Pre-and peri- natal	Birth to 5 years	K – Gr. 3	Grades 4 – 7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
		Community Integration	—————→	—————→	—————→		CAP Program	—————→
	Play and Learn	—————→					—————→	
	Alphabet Soup						—————→	
	Baby Buggy Boot Camp					—————→		
	Parent/Child Early Learning Opp.					—————→		
	Family Night Out						—————→	
	CAPC West CAPC East					—————→	—————→	
	Supported Child Care	—————→	—————→			—————→	—————→	
	FASD						—————→	
		Community Dental	—————→	—————→	—————→	—————→	—————→	
	Dance and Exercise						—————→	—————→



District Literacy Plan Meeting - April 2010

## Appendix 1 B: The Community Literacy Inventory- The View from 5,000 Feet



**Appendix 2:**

**Community and District Literacy Planning Committee  
Contact List  
2009/ 2010**

<b>Name</b>	<b>Email</b>	<b>Phone</b>	<b>Organization</b>
Sheila Dobie	<a href="mailto:sdobie@thehub.literacy.bc.ca">sdobie@thehub.literacy.bc.ca</a>	442-8583	CBAL - staff
Eastwood, Lizanne	<a href="mailto:leastwood@cbal.org">leastwood@cbal.org</a>	442-2533	CBAL - LOC
Garcelon, Sally	<a href="mailto:sally.garcelon@gmail.com">sally.garcelon@gmail.com</a>	447-9571	SD51 - Trustee
Heck, Louise	<a href="mailto:bccrr@telus.net">bccrr@telus.net</a>	442-5152	Boundary Child Care Resource and Referral - Director
Leander, Leda	<a href="mailto:leda.Leander@bfiss.org">leda.Leander@bfiss.org</a>	442-2267 442-5571	Boundary Family and Individual Services - Executive Director
Luke, Christy	<a href="mailto:cluke@selkirk.ca">cluke@selkirk.ca</a>	442-2704	ABE Instructor & Essential Skills Learning Resources Facilitator
Ruzicka, Maxine	<a href="mailto:maxine.ruzicka@sd51.bc.ca">maxine.ruzicka@sd51.bc.ca</a>	442-8258	SD51 - Director of Education
Strelaeff, Ellen	<a href="mailto:ellen.strelaeff@bfiss.org">ellen.strelaeff@bfiss.org</a>	442-2267	Boundary Family Centres Success by Six
Sutherland, Margaret	<a href="mailto:msutherland@thehub.literacy.bc.ca">msutherland@thehub.literacy.bc.ca</a>	365-3336	CBAL & Selkirk College – Regional Literacy Coordinator
Thome, Dennis	<a href="mailto:dennis@boundarycf.com">dennis@boundarycf.com</a>	442-2722	Community Futures - employment officer
Fletcher , Judy	<a href="mailto:judy.fletcher@bfiss.org">judy.fletcher@bfiss.org</a>	442-2267	Interior Health Authority - Infant Development Prog.
Robert, Gene	<a href="mailto:grobert@grandforks.ca">grobert@grandforks.ca</a>	442-8266	Grand Forks City Council
Buzzell, Heather	<a href="mailto:hbuzzell@gfpl.ca">hbuzzell@gfpl.ca</a>	442-3944	Director – Grand Forks and District Public Library
Fatima Faria	<a href="mailto:svccs@telus.net">svccs@telus.net</a>	442-5314	Executive Director – Sunshine Valley Child Care Society
Maria Castaneda	<a href="mailto:mcastaneda@communityskillscentre.com">mcastaneda@communityskillscentre.com</a>	442-5049(w) 921-8585(c)	Project Manager – Essential Edge
Jennifer Turner	<a href="mailto:Jennifer.turner@sd51.bc.ca">Jennifer.turner@sd51.bc.ca</a>	442-8258	Regional Vice Principal SD51