

COMMUNITY LITERACY PLAN  
SALT SPRING ISLAND

# PLANNING PHASE REPORT

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# Summary of the Planning Phase

## 1. THE SOCIETY

Salt Spring Literacy is composed of a Core Group, which began with 7 individuals and grew to the present 12, plus some 70 supporters with whom regular contact is maintained. The Core Group meets monthly, or more often when necessary, and frequently consults with each other and the community in the intervals between meetings.

This is an organization of members who care deeply about literacy, communication, participation, and their fellow man.

## 2. THE PROCESS

The Launch in April drew interested individuals and organizations to provide the framework for the Community Literacy Action Plan attached to this report. Our supporters strongly approved the community plan at the Celebration in September, and many indicated they saw a positive future for literacy initiatives throughout the community.

Salt Spring Literacy operates through consensus decision-making. Meetings are informal with everybody contributing, and we do not move from one topic to the next without assurance that everyone understands and is comfortable with each topic and potential plans. All meetings are open to anyone who wishes to attend. Guests have included a teacher from the Waldorf School, the Director of Community Services, the Capital Region District Literacy Coordinator, interested members of the public, and some folks who just drifted in to see what was going on.

While individual members of the Core Group may act independently on behalf of the Society, no one takes any major action or makes any commitments without consensus from the group -- not the president, not the treasurer, no one -- unless everyone approves.

## 3. THE PLAN

The Community Literacy Action Plan contains three main goals with particular objectives under each. The Plan focuses on centralized community services, literacy for adults, and support for early learning and literacy. The goals and objectives were all articulated in the vision statements gathered at the Launch in April 2007. Details are provided in the Action Plan.

We have learned a great deal about our community by following the steps outlined by LiteracyNow, and this is reflected in the Plan. It is with some pride and a lot of gratitude that we submit our Community Literacy Plan.

# Planning Phase Time Line

## **February 2007**

First contact with LiteracyNow seeking guidance  
Initial Planning

## **March 2007**

Community canvass in preparation for Launch

## **April 2007**

Successful Launch  
Email contact list of supporters established  
Application for Planning Funds

## **May 2007**

Summary of Launch data to supporters

## **June 2007**

Planning funds received  
Community Profile researched and written

## **July 2007**

Inventory of Community Literacy Programs and Resources  
compiled and posted on website

## **August 2007**

Analysis of Inventory for gaps in services provided  
Goals and Objectives determined  
Draft of Community Literacy Action Plan

## **September 2007**

Final Action Plan completed  
Dinner and Celebration to present the proposed Community Literacy Action Plan  
for approval by community members

## **October 2007**

Action Plan amended by community members

**COMMUNITY LITERACY PLAN**

**PLANNING PHASE REPORT**

# **THE PROCESS**

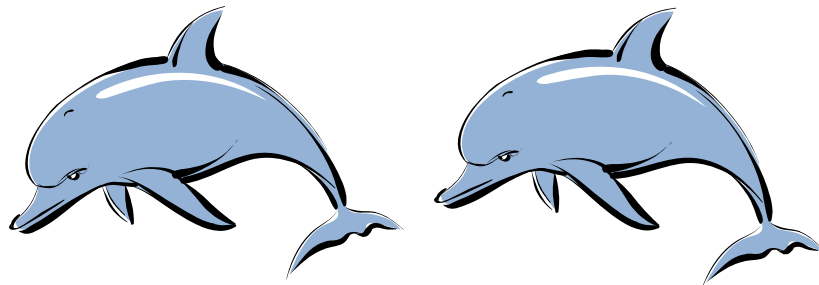
1. CORE GROUP PARTICIPANTS

2. INVOLVEMENT

3. GUIDING PRINCIPLES

4. HOW THE NEEDS WERE CHOSEN

5. THE GOALS



## 1. CORE GROUP PARTICIPANTS

**A. Jean Elder:** retired from Faculty of Arts, UBC, some years ago, moved to Salt Spring and became involved with administering Planned Parenthood Clinic, served as treasurer of the Historical Society for several years.

**Alix Whitfield:** retired educator and administrator whose focus for 30 years was literacy for native Canadians, a published author and concerned community member.

**Bea Brewer:** an avid change agent-volunteer-activist-fund raiser, she spent her career with Canada Mortgage & Housing. Volunteer projects include the building of a recycled Adventure Playground in a single day, Ottawa Women's Network, Public Relations for Borden Farm Community, currently serving on Library Board of Directors, involved in Voice of Women for Peace, Fund Raising for Afghanistan, & Salt Spring Raging Grannies.

**Elma Rubright:** retired, Administrative Asst in government and private industry, long time resident, active library volunteer, Non-Fiction book buying, originator of Writers' Day at the Library.

**Helen Lindo:** retired clerk from University of Victoria, with strong interest in the out-of-doors and historical mysteries. She has trained in adult literacy and ESL, teaches Spanish.

**Herb Burnett:** retired Government Agent, experienced surveyor, many years as volunteer for various community organizations including Food Bank, Christmas Hampers, Fall Fair. "Semi-literate but lots of energy" (his words).

**John Mills:** retired Emeritus Professor of English, SFU, published novelist and essayist, has been active on Salt Spring as a teacher in Community Education, was instrumental in setting up the Philosopher's Café.

**Joyce Sharpe:** Community Health Nurse in diabetes research and education, volunteer experience with Red Cross Family Support Program at BC Children's Hospital, Chronic Disease Self Management through U Vic, and the Ovarian Cancer Awareness Project.

**Judi Francis:** long term Salt Springer (1946), retired teacher, principally in Learning Disabilities, researching effective reading strategies. She has taught children, adults, and teachers throughout BC, has a compelling belief in the importance of offering literacy opportunities in all its forms to the community.

**Kelda Logan:** English teacher, librarian, and Literacy Coordinator for the Hi-School, brings her not yet one-year-old son to meetings, on the Library Board of Directors.

**Louise Shelly:** Educational consultant with experience in K-12 programs, adult education, teacher training, and cross-cultural education in British Columbia, Yukon, Saskatchewan, Papua New Guinea, and Thailand.

**Marilyn Ming:** Chief Librarian, Salt Spring Public Library, former library technician department head and instructor, teacher-librarian, media consultant, developer of Rural Library Training Project, instructional designer, and yoga instructor. Worked professionally in Nigeria (established library for Nigerian Conservation Foundation), Trinidad, Kuwait, the USA, and Canada. Volunteer for Search and Rescue Communications, ham radio operator, sailor, weaver, and reader.

## **2. INVOLVEMENT**

The entire Core Group has been involved throughout the process, determining goals and methods of achievement which are then presented to the community at large for approval.

The Core Group has consulted with community members frequently. Two community meetings were well attended and productive, generating input that became an integral part of the Community Literacy Action Plan. Many supporters maintain personal contact with members of the Core Group.

Enthusiasm within the community is high, and commitment to literacy on Salt Spring is solid.

New contacts are immediately invited to attend the next meeting to get acquainted with the group and the aims of the planning process in order to determine whether they want to contribute actively in the organization and planning or would prefer the less demanding role of supporter.

## **3. GUIDING PRINCIPLES**

Salt Spring Literacy works within the context of the Salt Spring Island community. It provides a forum for community opinions and questions about literacy. All voices are listened to and respected. The intention is to build from the talents of everyone in the community in order to help each other support literacy action throughout Salt Spring Island.

From the very beginning, Salt Spring Literacy has operated on the basis of consensus. This was not a deliberate choice, but a spontaneous occurrence that served well, and it has become the accepted way of working together.

In order to ensure strong communication throughout the community, email contact is maintained regularly with over seventy people who are supporters but do not want to be involved with organizing or managing. They are regarded as a pool of help and knowledge to draw on and have been consulted regarding some of the more difficult aspects of the Inventory – ESL, home schooling, and other languages, for instance. They are an essential part of the community's literacy endeavours. For example, objective three under Goal 1 would not have been articulated clearly without community input.

## **4. HOW THE NEEDS WERE DETERMINED**

All of the needs, goals, and objectives were selected by consensus of the Core Group. They are based on information gathered from the community at the Launch and expanded through the development and analysis of the Inventory. Many additional discussions were held with people actively involved in the areas of childhood education, public education, social services, and community education.

## 5. THE GOALS

All three goals and their accompanying objectives were determined through the LiteracyNow process in response to the expressed concerns and desires of the Salt Spring Island community.

The LiteracyNow guidelines have helped Salt Spring Literacy become much more confident and comfortable with literacy endeavours throughout the community. A resource of community information and support has been developed, and all involved have learned a great deal about Salt Spring's literacy needs. This is the foundation for the actions Salt Spring Literacy hopes to support across the community.

### **Goal Number One: Centralize Community Literacy Services**

#### **Objectives:**

Provide a central place for gathering literacy information, accessible to the entire community.

Firmly establish a strong literacy presence in the community as an available resource for assistance with literacy at all levels of competency.

Establish a central place for solving emergency literacy problems in the community with two-way communication available for all.

This goal arose from the visions expressed at the Launch and became a de facto goal long before we began to set goals. It was so obvious that centralizing literacy services was desired by everyone as a useful community function that we immediately began to figure out how it could be achieved.

### **Goal Number Two: Literacy Services for Adults**

#### **Objectives:**

Ensure that literacy help is available to adults in the community who need assistance with their literacy skills.

Provide training for volunteers to equip them to handle adult individuals with low literacy levels in one-on-one learning sessions to improve their literacy skills.

Provide a means for working people with adequate literacy skills to maintain and hone their literacy skills in an informal environment enjoyable to them and to demonstrate the unity of the community in support of them.

Although this was the original impetus for forming the organization, it was not articulated as a goal until completion of the inventory indicated a definite gap in this area.

### **Goal Number Three: Support for Family Learning and Literacy**

#### **Objective:**

To support and assist both early childhood learning\* (0 to 6 years) and later childhood learning (6 years plus)

This goal was adopted because of the importance Core Group members accorded this area of literacy and by conversations with individuals working in the field, as well as desires expressed at the Launch. It was clarified to distinguish between early learning and later childhood learning by input from teachers involved in these fields.

**COMMUNITY LITERACY PLAN  
PLANNING PHASE REPORT**

# **THE PROFILE**

1. SUMMARY  
OF THE  
COMMUNITY PROFILE

2. SUMMARY  
OF THE  
COMMUNITY  
LITERACY INVENTORY

3. LINKS AMONG  
COMMUNITY LITERACY SERVICES



# **Salt Spring Island Community Profile**

## **1. SUMMARY OF THE COMMUNITY PROFILE**

Although Salt Spring is predominantly white and Anglo-Saxon, it is also a mixture of creeds, cultures, ages, talents, and lifestyles that run the gamut from millionaires to the homeless. Compared to British Columbia as a whole, island residents are slightly better educated; there are a greater number of retirees; the working population earns less; the cost of living is higher; and there is a significant growth in real estate prices.

Since the island is unincorporated, governance is provided by several agencies, each having jurisdiction over a particular facet. This rather complicated form of governance can cause confusion which, in turn, gives rise to home grown solutions. Islanders are creative, vocal, opinionated, resourceful, and accustomed to solving local issues by themselves. Volunteering is a way of life, and community spirit flourishes.

## **2. SUMMARY OF THE COMMUNITY LITERACY INVENTORY**

The Literacy Inventory Analysis is included with this report as an Appendix. The school data is incomplete as School District 64 has not been able to provide input at this time.

The Literacy Inventory indicates that the efforts of the Salt Spring community place strong importance on early learning with some emphasis on family literacy, middle school achievement and high school student achievement. There is some help available with resume composition and work related skills. There are lots of on-line services, all of which presume computer competency, and there are several programs for seniors.

There have been many conversations with our excellent early learning educators, who emphasize the need for more funding and/or more tools, programs, and knowledge so they can do an even better job.

There is a possible gap in the middle school and high school age group, but it cannot be determined without more data. There is a glaring gap in services for the adult population, both in remedial efforts and in maintaining or honing their literacy skills.

## **3. LINKS AMONG COMMUNITY LITERACY SERVICES**

Literacy services are linked throughout the Salt Spring Island Community. While some links have been formalized many are informal as often is the case in small communities.

Salt Spring Literacy was founded in partnership with the Salt Spring Public Library and Continuing Education and has consulted with School District 64 and Community Services, the contact point for the marginalized sector of the population.

Each of these founding partnerships has provided many other informal links for Salt Spring Literacy. The library works with Continuing Education, home schooling families, seniors, the handicapped or homebound, offers programs for toddlers and children, houses the Historical Archives, and provides meeting space for book clubs and various cultural groups. Salt Spring Literacy works closely with the library, which has provided guidance, initial funding, meeting space, and in-kind amenities.

School District 64 is known to have a supportive role in home schooling, although we have no particulars. Phoenix School, an alternative school is a part of SD 64.

Community Services, in addition to their literacy programs, offers assistance with mental health matters, runs a food bank, offers a family place drop in program, has on-call services for counseling of all types. They reach all aspects of Island life, and truly function as a core unit. They have been very supportive of our literacy initiatives for the community, offering to help with enrolling adults in need of literacy assistance. We are also supportive of the work they are doing and maintain frequent contact.

Continuing Education offers a wide variety of community courses in spring and fall, and has existing links with School District 64, the library, and Salt Spring Literacy.

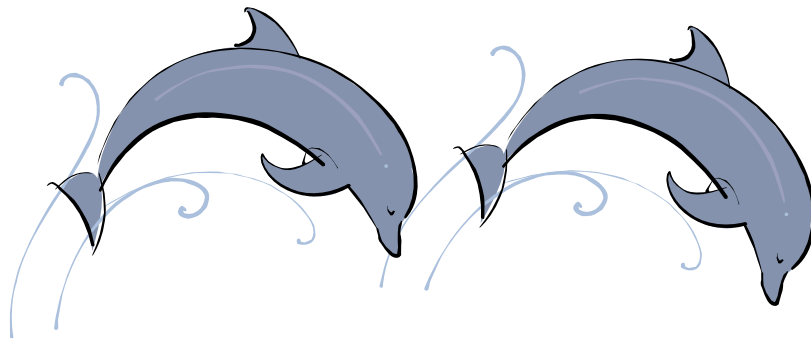
Along with offering kindergarten to grade twelve programs throughout the Southern Gulf Islands, School District 64 is known to have a supportive role in home schooling. Phoenix School, an alternative school, is a part of SD 64. Salt Spring Literacy has established connections with the Literacy Coordinators of SD 64, which allows for the sharing of information and assisting each other in our literacy endeavours.

Other agencies that support the work of Salt Spring Literacy include the Eastern Star, Rotary International, the Lions Club, Alcoholics Anonymous, many day care facilities, and the Core Inn Youth Group functioning under the Community Services umbrella. All of these links have been expanded in the course of the Planning Phase through community meetings and frequent conversations.

**COMMUNITY LITERACY PLAN  
PLANNING PHASE REPORT**

# **THE BUDGET**

1. THE STEWARD
2. ACCOUNTABILITY
3. DISPERSAL OF FUNDS



# The Budget

## 1. THE STEWARD

The Steward for Salt Spring Literacy is Joyce Sharpe.

## 2. ACCOUNTABILITY

The Steward looks after reconciling the bank statement monthly, asks for approval from the Core Committee for expenditures, reports to the Core Committee frequently on the revenues and costs.

The funds are retained at the Island Savings Bank in Ganges. The funds are dispersed by cheque. Three of the Core Committee, Joyce Sharpe, Jean Elder and Elma Rubright have cheque signing privileges. The bank statements and copies of all invoices are filed in the Steward's home in the Salt Spring Literacy file box.

## 3. DISPERSAL OF FUNDS

A Literacy Now Financial Report is included with this report.

| Literacy Now Financial Report worksheet with formulas | Column A                      | Column B                         | Column C                           |
|---|-------------------------------|----------------------------------|------------------------------------|
| EXPENDITURES  | Total Cost (Cash and In-Kind) | Amount of Cash from Literacy Now | Amount of Column A that is In-Kind |
| Salaries and contracts                                |                               |                                  |                                    |
| Facilitation of Community Literacy Plan               | 7,000.00                      | 7,000.00                         |                                    |
|   |                               |                                  |                                    |
| <b>Salaries and Contracts Sub-total:</b>              | <b>7,000.00</b>               | <b>7,000.00</b>                  | <b>0.00</b>                        |
| <b>Direct Costs</b>                                   |                               |                                  |                                    |
| Travel - Victoria Meeting                             | 84.75                         | 84.75                            |                                    |
| Childcare   |                               |                                  |                                    |
| Program Supplies                                      |                               |                                  |                                    |
| Professional Development                              |                               |                                  |                                    |
| Other (specify):                                      |                               |                                  |                                    |
| Community Meetings                                    | 1,488.10                      | 801.60                           |                                    |
| Profile and Inventory                                 | 143.60                        | 143.60                           |                                    |
| <b>Direct Costs Sub-total:</b>                        | <b>1,716.45</b>               | <b>1,029.95</b>                  | <b>0.00</b>                        |
|   |                               |                                  |                                    |
| <b>Communications</b>                                 |                               |                                  |                                    |
| Printing/copying (allowance)                          | 150.00                        | 150.00                           |                                    |
| Website design and maintenance                        |                               |                                  |                                    |

|  |          |           |               |
|--|----------|-----------|---------------|
| Marketing, publicity and promotion         |          |           |               |
| Telecommunications (phone, internet)       |          |           |               |
| Other (specify):                           |          |           |               |
| Office and Administration                  | 95.29    | 95.29     |               |
| Incorporation Costs                        | 150.00   | 150.00    |               |
| Communications Sub-total:                  | 395.29   | 395.29    | 0.00          |
| Funds Subcontracted to other organizations |          |           |               |
| Subcontracted funds Sub-total:             | 0.00     | 0.00      | 0.00          |
| Communications Sub-total:                  | 0.00     | 0.00      | 0.00          |
| Overhead                                   |          |           |               |
| Office supplies                            |          |           |               |
| Rental of space                            |          |           |               |
| Overhead Sub-total:                        | 0.00     | 0.00      | 0.00          |
| Repayable to Mary Hawkins Library          | 653.20   | 653.20    |               |
| Additional Funds from Literacy Now         |          | 921.56    |               |
| TOTAL EACH COLUMN                          | 9,764.94 | 10,000.00 | 0.00          |
| REVENUES                                   | Cash     |           | In-Kind Value |
| Contribution from Applicant and Partners   |          |           |               |
| Mary Hawkins Library start-up funds        | 653.20   |           |               |
| Applicant and Partner Sub-total:           | 653.20   |           | 0.00          |
| Local government grants (specify)          |          |           |               |
| Local Government Sub-total:                | 0.00     |           | 0.00          |
| Provincial government grants (specify)     |          |           |               |
| Provincial government Sub-total:           | 0.00     |           | 0.00          |
| Other Government (Federal etc) (specify)   |          |           |               |
| Other Government Sub-total:                | 0.00     |           | 0.00          |
| Foundations (specify)                      |          |           |               |
| Foundations Sub-total:                     | 0.00     |           | 0.00          |
| Fundraising & Donations (specify)          |          |           |               |
| Individual Donation                        | 25.00    |           |               |

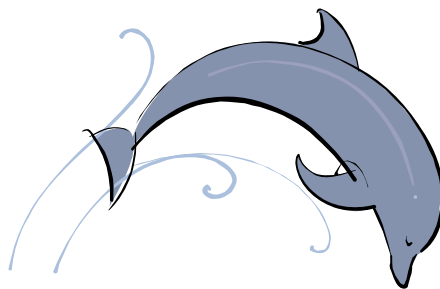
|  |           |  |      |
|--|-----------|--|------|
|  |           |  |      |
| Fundraising & Donation Sub-total:                            | 25.00     |  | 0.00 |
|  |           |  |      |
| Earned Revenue (specify)                                     |           |  |      |
| Bank Interest  | 8.30      |  |      |
|  |           |  |      |
| Earned Revenue Sub-total:                                    | 8.30      |  | 0.00 |
|  |           |  |      |
| Other (specify)  |           |  |      |
|  |           |  |      |
| Other Sub-total:   | 0.00      |  | 0.00 |
|  |           |  |      |
| Revenue from Literacy Now                                    | 10,000.00 |  |      |
|  |           |  |      |
| TOTAL ALL REVENUE SUBTOTALS AND LITERACY<br>NOW CONTRIBUTION | 10,686.50 |  | 0.00 |
| TOTAL REVENUES (Column A + C)                                | 10,686.50 |  |      |
|  |           |  |      |
| SURPLUS/DEFICIT  | 921.56    |  |      |

If there are Literacy Now funds remaining, the use of these will be discussed with the Director of Community and Adult Literacy at Literacy Now as per the contribution agreement.

**COMMUNITY LITERACY PLAN  
PLANNING PHASE REPORT**

**APPENDIX A**

**FACILITATOR'S NOTES FROM  
THE  
APRIL LAUNCH**



**Salt Spring Island  
Literacy Now Launch  
April 17, 2007  
Gulf Islands Secondary School**

**(50 + people attended: Joyce & Elma have list of attendees)**

Participants were grouped at tables of 6 to 8 people each. There was a recorder at each table. Participants were asked to respond to and discuss two questions:

*What programs and services do we have now on Salt Spring that help to meet people's literacy needs.*

*What do you think we could or should be doing on Salt Spring Island to help people who have literacy needs?*

The results of question 1 were presented to the whole group before the groups worked on the second question. The results of the second question were posted around the room and participants were asked to go around the room and read the ideas put forward by all the groups. Each participant was given six green dots and instructed to put one dot beside each idea that they felt should be given priority.

Following are the results of the responses to both questions. It must be emphasized that the results represent the ideas of the group of the people who participated in the Launch event and should not be interpreted to represent the views of the community at large.

**They are not statistically significant and should not be presented in a statistical way or generalized in any way.** The ideas are important indicators of areas of interest and points for further discussion as the literacy planning proceeds.

**What programs and services do we have now on Salt Spring that help to meet people's literacy needs?**

**Services for Children**

"Early Success" in the school i.e. a pull out program for half an hour daily of specific early reading skills for "needy kids"

Library programs for children and adults: "reading" "research" (5)

Phonemic Awareness – young children "teaching tool"

Early years in school – kindergarten age – parents raising awareness – i.e. important children's preschool program – educating parents to encourage reading and become involved

Children's section in library should continue to grow, especially preschool library

Peer tutoring at the high school. Special Ed assistants (all grades) (4)

Volunteers set up in elementary schools

Core Inn "resume" help offered/established for youth

Computers – students help other students (teenagers)

Coalition for Children and Families (0 to 6)

Parent-Child Mother Goose (ten week sessions offered 3 times a year on SSI) (4)

Workshop for parents and re early literacy

Children's fair at South End in May – reading tent

Workshops covering K-12 literacy for educators (2)

Resource rooms/learning assistance in schools

Island Literacy Network – reps from all school districts on V. Island share experiences, resources

Literature Circles (like book club in the class room)

Early intervention at Kindergarten level  
Books for Babies "every child a card" (2)  
Dictionaries distributed to elementary students  
Continuing Ed from I.C. (environmental change)  
SS Centre School has 99 nights of reading  
4 to 7 years story time participation  
Summer Reading program Harry Potter Reading Challenge  
Family Place Rug Rats for toddlers and preschoolers (2)  
Literature circles  
Teacher librarians – curriculum support  
Fables Cottage children's reading program  
Rotary exchange student (2 to 3 years)  
Overseas students living with SS families  
Sylvan program in Duncan  
Core Inn for young adults  
Two Phoenix Programs (alternate programs)  
Home schooling  
Core Inn homework help and computer  
School district "Set-BC"  
C.A.Y.A – (Young adults)  
Pre-schools  
Book bins are rotated for primary classes

**Other**

Adult high school completion GED program (2)  
Library books for the blind now available (2)  
Tutors available but don't know cost or availability or whom they serve (2)  
Poetry reading club in library  
Book clubs (2)  
Continuing Education courses (5)  
Seniors have computer training at Seniors Centre (or anyone can at library)  
How to build resume, job search, serve it right, food safe  
Books delivered to people confined at home  
Kurzweil software that scans print and reads it back as audio  
Intro to internet at library (2)  
Library home page databases (2)  
Informal one-on-one  
Rotary International has a literacy component  
Publications reused (with Rotary designation attached) distributed to Meadowbrook (supported home for seniors)  
Projected computer based literacy program  
Language teachers (informally and professionally)  
Theatre groups (Stagecoach etc) have youth programs, adult programs and literacy promotion (2)  
Choral groups  
Choices (2)  
Newsletters from Community Organizations  
Local newspaper promotes local participation  
Local Newspaper promotes Christmas Story competition  
Alcoholics Anonymous encourages reading aloud in group situation graduating to speaking in public  
Toastmasters  
Book stores (3)  
Literacy supported by Authors and Book Clubs  
Tutors for hire for adults and children  
Beacon employment services (helping one on one with resumes)  
Greenwoods scrabble group

Gifts – life skills  
Community services  
Life writing – for seniors and OAP Fulford  
Book and magazine exchange free at recycling depot  
BC schools, BC campus, literacy level ABE courses available  
Seniors Services income tax assistance offered by volunteers  
Writing - Fulford Chronicle - Pearl Gray private teaching  
Poets readings, novelist's public events  
Circulation of second hand books through junk sales, thrift shops, friends

### **What do you think we could or should be doing on Salt Spring Island to help people who have literacy needs?**

More than 60 ideas were presented. They fall into six general categories:  
thorough, comprehensive needs and resources assessment  
coordination of services & resources  
accessibility of services & resources  
systematic ways of assessing individual's learning and literacy difficulties/challenges  
expansion of existing services & resources  
expansion/reinstatement of the services & resources by existing agencies

The ideas are listed in order of the number of green stickers placed beside them.

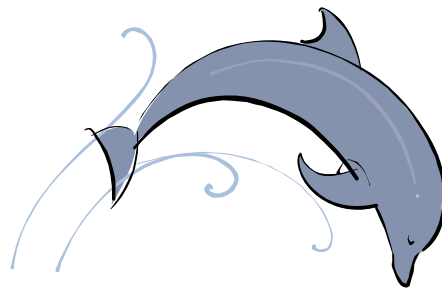
Reinstitution of public school libraries and librarian as full-time staff in all schools (14)  
Coordination of services (no reinventing wheel) (13)  
Provide early and appropriate diagnosis of literacy problems (13)  
Do early assessment of learning disabilities, by age 5 (13)  
Make a coherent and exhaustive list of all services available: by age, skill levels, types of materials (9)  
Volunteer-based tutors for adults (9)  
Research current & existing programs for adults (8)  
Identify the need: how to find those who are illiterate (7)  
Adult education centre (7)  
Computer literacy program (7)  
Provide more help for parents with pre-schoolers in a friendly place (as above) (7)  
Integrate various groups to avoid duplication & for sharing of resources (6)  
Identify adult literacy needs (how many & to what degree) (6)  
Provide a more accessible venue for marginalized populations (user-friendly, safe, welcoming, non-judgmental) (6)  
Pressure provincial governments to improve funding for public schools (6)  
Clearly address reading needs of whole community (6)  
Provide programs that suit individual interests & needs: e.g. one on one versus group; different types of literature; different teaching styles (5)  
Destigmatize illiteracy (5)  
Sensitize front-line workers to identify poor readers (5)  
A community centre facility to encourage community cohesion & information sharing (everything happening in the community centralized and coordinated) (5)  
Develop self-esteem & sense of community among those with needs of different types (5)  
Expand on continuing education; more opportunities such as philosophers café, book clubs, debating society—to maintain skills & share ideas (5)  
Resources for alternate learners (4)  
High school needs new computers (lighthouse to pack of the pack) (3)  
Special software—make technology more generally available (3)  
Do a "Plain Language" workshop for agencies (3)  
Get PALS parents to provide literacy support (3)  
Assuming need, train tutors (2)

One-hour session on how to use DVD (2)  
 Series of small workshops or lessons that would be fun (2)  
 Make tutors available in trades programs (2)  
 Adult program for mental fitness (2)  
 Volunteers for a homework club—outside of school (at the Core Inn (2)  
 Family support for transportation to off-island facilities (e.g. Sylvan) (1)  
 Promote adults in regular school (1)  
 Mental nurturing program for adults (1)  
 Child enhancement program for low income families (1)  
 Need to connect service providers and recipients (1)  
 Books for boys (reluctant readers) (1)  
 Enhanced reading programs in elementary schools (1)  
 Family-centred literacy program (1)  
 Appropriate training of assessors & teachers (1)  
 Driftwood article directed to people who may know of people with literacy problems (1)  
 Reinstate federal government literacy research funding (1)  
 Basic skills e.g. telling time (1)  
 Take into account that people learn in different ways (1)  
 Parent programs to help children (0)  
 On-going assessments (0)  
 Expansion of 4-H programs (0)  
 Radio station to let people know information (community cable channel much deteriorated since Shaw)  
 Location, coordination  
 Support young, single mothers with reading materials  
 Enhanced music programs in schools, from skipping rhymes on up  
 Informal education which would cross age levels  
 Computer skills as public good  
 Continue connections between high school and public library  
 Compulsory Phys. Ed all through the school  
 Grade 10 survival skills (life skills, relevant)  
 Sylvan type of program on SSI  
 SWOVA programs for parents/adults  
 Courses on applied, practical math skills  
 More facilities for impaired people [sic] to access literacy  
 Healthy living survival course at food bank

**COMMUNITY LITERACY PLAN  
PLANNING PHASE REPORT**

**APPENDIX B**

**INVENTORY ANALYSIS**



## Inventory Analysis

It is a difficult chore to do an analysis when you know there is pertinent information lacking. While we have no data from SD 64, we have been told that they have a GED program, at least two Literacy Coordinators, peer tutors, a listing of private tutors, and they offer ESL sessions to supplement the curriculum for foreign students. School policy is to integrate literacy into all class work, although this is not a program with a name, and there is no remedial program, per se. We have also been told that the private tutors do not want their names disseminated widely, as at least some of them are retired teachers and do not want to take on a large number of students.

We have no particulars on any of this. However, what little we know does provide some background and is taken into consideration in this analysis. There may be a gap here, but we cannot determine it without further information.

There is one glaring gap that shows up in the analysis. It would seem that a great deal of effort is expended on getting the youngsters prepared for schooling, and a moderate amount of help is offered once they are in school (although this is a surmise based on hearsay, as we lack the data), and we know that there is help available for resumes and job searches immediately after graduation. There is also the GED program for those who did not complete their schooling in the normal time frame.

However, once they get a job and are in the workforce, there is virtually nothing in the way of help with literacy. The library offers an amazing amount on on-line programs, but the unspoken prerequisite is computer competency. We list a number of "Computer Access" sites, but only one gives any instruction. Community Education offers computer classes at a price many working parents might find difficult to budget.

Community Services has cited 19 people in the non-employed sector who are candidates for one-on-one, tutor to pupil, help with literacy, adding that they also need help with basic finances. There is definitely a gap here, and this is a difficult one, as the prevailing attitude among them is to distrust and avoid any kind of organized society. Anecdotally, we were told that some of the Community Service workers who came to our launch were told quite bluntly that they were no longer to be trusted as they were hob-nobbing with the people who run society.

There also appears to be another gap in the adult, working population. For those with low literacy skills, the only thing we can find offered is the Library's free basic computer instruction. If they have difficulty reading written material, this is of no use to them.

We also see a third gap in the adult population among those with adequate levels of literacy, although not a severe gap. If these people are to maintain and/or

hone their literacy skills, they must resort to computer technology or other services offered by the library, which means they must be self-starters -- no small feat for working parents.

Our senior population appears to be well served. There are programs for socializing, transportation, home support, hot meals delivered, a supervised bathing program, and library materials brought to the door. Seniors have access to computer instruction and all the programs available with computer knowledge.

SUMMARY: While there may be gaps in the middle-school and high school age groups, we have no data to support this. The data does indicate a definite gap in services available to the adult population, working or unemployed, at all levels of literacy competency.

Herb Burnett,  
Member of Core Committee (Board)  
Retired Government Agent

Elma Rubright  
President, SS Literacy  
Retired Administrative Assistant

July 2007

**COMMUNITY LITERACY PLAN  
PLANNING PHASE REPORT**

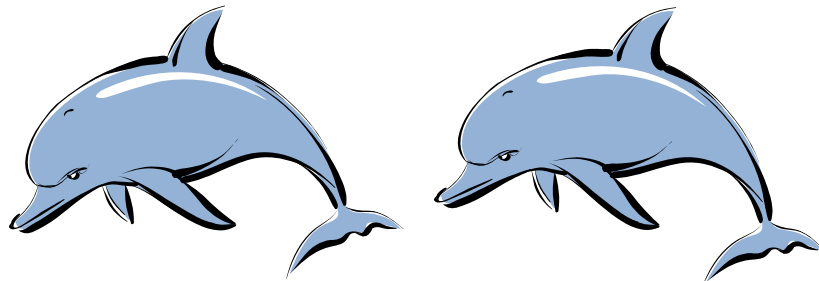
# **ENCLOSURES**

COMMUNITY PROFILE

INVENTORY OF LITERACY

PROGRAMS AND RESOURCES

COMMUNITY LITERACY ACTION PLAN



# Community Profile

# Inventory of Literacy Programs and Resources

This document, compiled by Salt Spring Literacy, is an effort to gather all the information on Literacy programs and resources in one place, and is intended for use by the entire community when searching for some help in literacy related matters. We recognize that this is a fluid, ever-changing list, reflecting what is available on the island at the moment. Salt Spring Literacy will up-date, post additions, and make deletions, corrections, and changes as we receive them. Watch for the revision date to determine how current the listing is.

**Last revised: Saturday, November 10, 2007**

The information given is as it was provided to us. We do not in any way endorse or recommend any of them. The user must evaluate each item and determine if it is pertinent to his/her particular circumstances. However, this will give you a starting point in your search.

If you wish to contact us with comments, clarifications or questions please use our e-mail address:

[literacy@saltspringlibrary.com](mailto:literacy@saltspringlibrary.com)

We monitor all e-mail and will respond as quickly and fully as possible. Just remember, we are all volunteers with lives of our own, so a modicum of patience is appreciated.

#### Colour Code:

For your convenience, the items are coded with a number and colour denoting the age level for which it is intended and the code is repeated on each page.

Here's the code:

**1 PRESCHOOL**    **2 ELEMENTARY**    **3 MIDDLE SCHOOL**  
**4 YOUNG ADULTS**    **5 ADULTS**    **6 SENIORS**

The information is listed under the following broad categories in order of the listings:

**EARLY LEARNING**

**SCHOOLS**

**SCHOOL DISTRICT #64**

**INDEPENDENT SCHOOLS**

**COMPUTER USAGE/WORD PROCESSING**

**SERVICES FOR SPECIAL NEEDS**

**LIBRARY ONLINE SERVICES**

**MISCELLANEOUS**

**(not otherwise listed)**

**APPENDIX A**

**SOURCES FOR WRITTEN MATERIALS**

## EARLY LEARNING

### **1 2 A Childs Waldorf Kindergarten**

Licensed daycare, ECE certified nurturing programs under the Waldorf umbrella, music, story telling, 9 spaces max., ages 3 to 6, 180 Head St., Mon. to Wed., full day \$500/mo, ½ day \$300/mo

Contact: Kim Hunter 538- 0246

### **1 Books for Babies**

The Library provides free gift bag when a child gets their first library card (board book, cloth bag, music CD, parental literature), for infants and pre-school children, there is no cost.

Contact: Sheila Spence 537-4666

### **2 3 Fables Cottage Bookstore**

Classes on felt making, sketching, mask making, wood working, scrap booking, drama and more, 5 yrs. and up, 112 Hereford Ave., 10 to 5, open Sun. in summer and the month of December.

Contact: Erin Porter 537-0028

### **1 Jungle Gym Daycare**

Licensed, for profit basic daycare with story time and musical ABC's, infants to age 5, 7 spaces, 2470 North End Rd., Mon. to Thurs. 8 to 5, July Tues. to Thurs. 8 to 5, \$30/ day, \$25/3/4 day, \$18/1/2 day, July \$33/ day, \$26/3/4 day, \$20/1/2 day.

Contact: Hilary Clemente 537-9516

### **1 2 3 Kraft Kidz**

Art classes, art gallery run by kids, 258 Eagle Ridge Dr.,

Contact: Kara 538-1901, Rachel 537-2455

### **1 2 Lisa's House**

Daycare, 3 children 6 yrs. and up, 228 Le Page Rd., Tues to Fri. 8:30 to 5:30

Contact: Lisa Taylor 537- 8908

### **1 2 Little Red School House**

Licensed day care, 15 spaces, 1365 Beaver Point Rd., Tues. to Thurs.

Contact: Stephanie Price 653-4530

### **1 2 Michelle Mackenzie Kindie and After School Care**

Certified Orton Cunningham tutor, nurturing educational fun environment, 4 kiddies, 4 after school care, 270 Saltspring Way, Tues. to Fri. 11:30 to 5:30

Contact: Michelle Mackenzie 538-6262

### **1 2 Morgan's Day Care**

In home daycare, pvt. yard, quiet neighbourhood, 6 months and up, 2 spaces, 184 Thomas Rd., Mon. to Fri. 8 to 5.

Contact: Morgan Quesnel 537-4035

### **1 2 6 Mother Goose Singing and Story Time**

Community Services Society sponsored, music and story time for young children and adults, Core Inn, third floor, call Ragnhild for info.

Contact: Ragnhild Flakstad 537-9176

### **1 SSI Daycare Society**

Non-profit, charitable society encourages social, physical, cognitive, & creative

skills. Creates bonds with seniors through music and fun, ECE, 3 yrs to 5yrs, full and part time space, 22 spaces, 381 Lower Ganges Rd., Mon to Fri 8 to 5  
Contact: Sherry Moy 537-2114

### **1 SSI Co op Preschool**

licensed pre school, parental participation encouraged, 3 yrs - 4 yrs, 15 -16 spaces, 110 Aldous Rd., Sept. 01 to June 30, 3yrs = 2days, 4yrs = 3days, reasonable costs due to parental participation  
Contact: Sylvia Louwman 537-5940

### **1 2 Story Time**

At SS Library, stories and reading readiness crafts, pre-school children, Fri during school year, no cost  
Contact: Sheila Spence & Claire Cullen 537-4666

### **2 3 Summer Reading Program**

At SS Library, stories, programs, activities (prizes awarded) for young readers, 5 to 11 yrs, July through mid August. Contact Library for details, no cost  
Contact: Sheila Spence 537-4666

### **2 3 Summer Reading Program**

At SS Library, stories, programs, activities (prizes awarded) for young readers, 5 to 11 yrs, July through mid August, Contact Library for details, no cost  
Contact: Sheila Spence 537-4666

### **1 2 Tara Brown's Family Daycare**

Licensed, structured, fun, home environment, for new born to school age, 7 spaces, 196 Maliview Dr., Mon-Wed-Thurs 8-3 Tues 8-5  
Contact: Tara 538-0340

### **1 Tati & Sky's Place**

Child care focusing on nurturing home environment, new born to kiddies, 3 spaces, Mon to Fri 5:45 a.m. to 10 p.m.  
Contact: Darcy Charlesworth 537-0811

### **1 2 Tree Frog Daycare**

Non profit society, licensed, ECE, several staff, newborn to 6 yrs, 20 spaces / 4 for newborn to 30 months, 215 Southridge Rd., Mon to Fri 2:30 to 6:00 p.m., half days 7:30 to 1:00, Kindergarten after school 12:00 to 6:00 (pick-up at Fulford Elementary), Cost is 32 to \$42/day

Contact: Lisa Bleskie 653-4998 [treefrog@ssisland.com](mailto:treefrog@ssisland.com)

### **1 2 Toy Library**

Toy lending system, 4 toys per 2 week period per family, for toddlers & preschoolers, at SS Elementary on Wed 10:00 to 11:30 & on Fri at Fulford Elementary 10 to 2 unless it is a scheduled school day, the cost is \$20 /year/family

Contact: Danielle Vanderulis 537-2954; Sharon Coopman 653-9904

### **1 2 Wendy's Mobile Child Care**

Nurturing care for children under 5 yrs., infants to 4 yrs, 3 spaces, 660 Vesuvius Bay Rd., flexible hours depending upon children's & parent's needs, variable costs from \$10/hr., see Wendy for details

Contact: Wendy Beatty 537-4663

## SCHOOLS

### School District # 64 (Gulf Islands):

#### Fulford Elementary

Phone 653 9223 [lruhehlen@sd64.bc.ca](mailto:lruhehlen@sd64.bc.ca)

#### Salt Spring Elementary School

Phone 537 9928 [rjonker@sd64.bc.ca](mailto:rjonker@sd64.bc.ca)

#### Phoenix K to 8

Phone 537 1156 [mmullen@sd64.bc.ca](mailto:mmullen@sd64.bc.ca)

#### Salt Spring Middle School

Phone 537 1159 [kvine@sd64.bc.ca](mailto:kvine@sd64.bc.ca)

#### Gulf Islands Secondary School

Phone 537-9944 [mbell@sd64.bc.ca](mailto:mbell@sd64.bc.ca)

#### Phoenix High School

Phone 537 1009 [lunderwood@sd64.bc.ca](mailto:lunderwood@sd64.bc.ca)

## CURRICULUM COORDINATORS

**Secondary school** - Eleanor Cocker [ecocker@sd64.bc.ca](mailto:ecocker@sd64.bc.ca),  
537-9944

**Middle School** - Keiko Taylor [ktaylor@sd64.bc.ca](mailto:ktaylor@sd64.bc.ca) 537-1159

**Elementary School** - Kathryn Akehurst [kakehurst@sd64.bc.ca](mailto:kakehurst@sd64.bc.ca)  
537-5548

**Early Years coordinator (0-5yr)** - Kathryn Akehurst [kakehurst@sd64.bc.ca](mailto:kakehurst@sd64.bc.ca) 537-  
5548

**Aboriginal Education coordinator** - Stella Weinert [sweinert@sd64.bc.ca](mailto:sweinert@sd64.bc.ca) 537-  
9928

All may be reached by Canada Post at 112 Rainbow Road, SSI, V8K 2K3.

## LITERACY/READING PROGRAMS AND STRATEGIES

| Program/Strategy Name        | Grades/Students  | Description  |
|------------------------------|------------------|--|
| Adult mentors and volunteers | K-5<br>2         | We are lucky to have several parents who are professional writers. They have modelled the writing process and led classes through the art and craft of writing. Other parents assist in the classroom with reading or writing tasks.   |
| Balanced literacy model      | K – Gr. 5<br>2   | All elements of literacy are taught and practiced: oral language, reading and writing.   |
| Buddy reading                | K – Gr. 5<br>2   | Older students are paired with younger students and read to one another. Older students guide younger students; younger students help older students solidify their understanding through teaching.  |
| Devoted Literacy time        | K – Gr. 5<br>2   | Each morning from 8:15 to 10:00, the whole school sets aside designated literacy time. This facilitates reading groups and ensures that a significant portion of each day is spent reading, writing and speaking.  |
| Early Success                | K – Gr. 2<br>2   | Students receive extra assistance with phonemic awareness in a small group setting. Students graduate from this group when they develop these important pre-reading skills   |
| Eat and Read                 | Gr. 1-5<br>2     | Teacher reads aloud to students daily while students eat lunch.  |
| Guided Reading               | K - Gr. 7<br>2 3 | Daily reading instruction in small groups using “just right” texts with students of similar reading abilities. Groupings change based upon development and need. Generally, a mini lesson is followed by students reading the same text as the other members of their small group. |
| Home Reading                 | K – Gr. 5        | Students take reading material home to   |

|                            |                   |   |
|----------------------------|-------------------|---|
|                            | 2                 | practice reading with parents/siblings, grandparents each night. This is the main form of “homework” in these grades.   |
| Journal Writing            | K – 7<br>23       | Students write (or draw in K-1) from personal experience. Teachers reply to writing with a comment or question that often acts as a prompt for further writing on the subject.  |
| Literature Circles         | Gr. 3 – 10<br>234 | Students choose novels to read, form small groups based on common books, and gather to have discussions about their reading. Students usually write about their reading in response logs and often do comprehension activities after reading. |
| Men with Books             | Gr. 3 – 6<br>23   | Male students discuss common books and articles that they have read. The discussion often leads to related topics, demonstrating to the students the social value associated with reading.  |
| PAWS to Read               | K-5<br>2          | This is a program we had last year and hope to continue this year. Selected students read to a specially trained therapy dog and her owner. It was very motivational to the students involved.  |
| Personal Narrative Writing | Gr. 3 – 5<br>2    | Students write on individual experiences in narrative form.   |
| Phonics Games and Songs    | K-3<br>2          | Adult led activities focusing on phonemic awareness and phonics principles.   |
| Quiet Reading              | Gr. 1-5<br>2      | Daily quiet reading time of self-selected books. Sometimes called DEAR, USSR (uninterrupted sustained silent reading).  |
| School wide writes         | K-5<br>2          | Students in the entire school engage in a similar writing assignment. Sometimes the purpose of these writes is for assessment. Sometimes they are for celebration. Each year Fulford school published a writing anthology.                    |

|  |                |   |
|--|----------------|---|
| Shared Reading   | K- Gr. 4<br>2  | Students read as a group – choral reading, Reader’s Theatre, poetry.  |
| SQUIRT<br>(Sustained, quiet, uninterrupted reading time) | K – Gr. 5<br>2 | Students practice independent reading generally selecting material of their choice.   |
| Writing workshop   | 1-5<br>2       | Students are involved in the process of writing with guidance from teachers and peers. They select a piece of writing and take it through drafting, editing and publishing. |
| Word Wall Spelling                                       | K-3<br>2       | Students construct personal spelling dictionaries as they discover new words.   |

## INDEPENDENT SCHOOLS

### Independent School

Salt Spring Centre School is an independent school emphasizing family-centered small classes. Follows BC Ministry Curriculum

Contact: Erin Porter 537-9130 [www.saltspringcentreschool.ca](http://www.saltspringcentreschool.ca)

No organized support group. For further information contact Ingrid Bauer 653-9122

## COMPUTER USAGE / WORD PROCESSING

### 4 5 6 Computer Access

Core Inn Youth Project under the auspices of Community Services. Youth/teen centre but adults have access to the computers for a fee: \$1.00/15 min., Mon. to Fri, 1:00 p.m. to 7:00 p.m.

Contact: Kirsty Chalmers and/or Trish Nobile, 537-9932 or [coreinn@telus.net](mailto:coreinn@telus.net)

### 4 5 6 Computer Access

Dagwood’s Diner, 336 Lower Ganges Rd., e-mail, internet, word processing, photocopying (\$0.10/pg), 1 terminal, \$2.00/20 min., \$5.00/60 min., daily 6:30 a.m. to 3:00 p.m.

Contact: 537-9323

### 4 5 6 Computer Access

Ganges Stationery Inc., 166 Fulford Ganges RD, word processing, many programs available, photocopying and printing, \$1.50/15 min. (minimum), \$6.00/60 minutes, during normal business hours Mon. to Fri. 9:00 am to 5:30 pm

Contact: 537-0665

### **2 3 4 5 6 Internet Access / Word Processing**

Salt Spring Books at 104 McPhillips Ave., full internet service, word processing, photocopying (\$0.12/pg decreases with increased quantity) available to everyone. Cost is \$0.10 /min. & \$0.20/printed page  
Contact: 537-2812

### **2 3 4 5 6 Internet Access / Word Processing**

At SS Library, 7 terminals for ½ hr periods for internet use plus 1 for word processing, wireless access for laptop users during normal library hrs, free usage, cost \$0.20/page for printing.  
Contact librarian on duty 537-4666

### **4 5 6 Internet Café**

162 Fulford Ganges Rd., Mon. to Sat. 10:00 a.m. to 5:30 p.m., 4 terminals, \$1.75/15 minutes, wireless \$2.00/2 hrs  
Contact: 537-4522

### **4 5 6 Internet Computer Instruction**

At SS Library, basic computer use, for adults, sign up sheet on Library bulletin board, no cost.  
Contact: Librarian on duty 537-4666

### **4 5 6 Imagen**

120 B Hereford Ave., 2 terminals \$5.00/30 min.  
Contact: 538-0403

### **2 3 4 5 6 Computer Courses**

Salt Spring Society for Community Education offers the following courses:  
MS Word, Level 1: 6 wk course, \$140  
MS Excel, Level 1: 6 wk course, \$140  
MS Outlook, Level 1: 2 wk course \$45  
Finding Your Way Around the Computer: 6 wk course, \$140  
PhotoShop: 5 wk course, \$125  
Surfing the Net Basics: 2 wk course, \$60  
Courses open to all age groups, bursary assistance available, various venues and locations.  
Contact: Kathy Dryden, Program Coordinator, [kd184@telus.net](mailto:kd184@telus.net)

## **SERVICES FOR SPECIAL NEEDS**

### **4 5 6 Daisy Reader**

At SS Library, The reader plays recorded books, can be operated by feel, for adults/visually impaired, on loan, as per need, no cost.  
7) Cost: None  
Contact Librarian on duty 537-4666

### **4 5 6 Large Print Books**

Fiction and non-fiction available from SS Library, 12 item limit, on loan for 3 weeks, requires a library card. No charge.

Contact: Librarian on duty. 537-4666

### **2 3 4 5 6 Print Magnifier**

In library use only. No charge

Contact: Librarian on duty.537-4666

### **4 5 6 Audio Books**

At SS Library, provides items, 3 week max, limit to 12 items for visually impaired, available to any with a valid library card, during regular library hours, no cost.

Contact: Librarian on duty 537-4666

### **1 2 3 4 5 6 Speech Language Pathology Services**

Colleen Belliveau, MA, CCC-SLP (C); Registered Speech Language Pathologist, does assessment, intervention, consultation, and workshops for language-based reading difficulties. Pre-school: reading readiness related to oral language.

Adults: reading and writing difficulties associated with brain injuries (e.g., stroke, accident). Can refer to other professionals if problems are not language-based, typically services are provided at the client's home, flexible hours, \$100.00/hour

Contact: Colleen Belliveau 537-0875 [cbell01@telus.net](mailto:cbell01@telus.net)

### **4 5 6 Shut-In Services**

Pick-up and delivery of library materials; will select & bring items for approval to adults who are homebound. Volunteer will arrange for library card. No cost.

Contact: Judith Young 537-2610

### **ESL**

**BRAILLE** No services available on island.

**ASL** No services on island. For information on individuals who may help,

Contact: Herb Burnett 537-2270 [hjb1950@telus.net](mailto:hjb1950@telus.net)

## **LIBRARY ONLINE SERVICES**

**Contact librarian on duty if assistance is required 537-4666**

**4 5 6 [Academic Search Elite \[EBSCO\]](#)** Full-text articles from over 1,000 journals, covering a range of topics, including business, social sciences, general science, and multiculturalism.

**4 5 6 [MasterFile Premiere \[EBSCO\]](#)** General reference full-text articles from hundreds of books, encyclopedias, and magazines. Includes popular magazines such as Maclean's, New Yorker.

**4 5 6 [A to Z Service \[EBSCO\]](#)** EBSCO's comprehensive online list of titles. Users can quickly find and link to journals, searching by keyword or browsing an

alphabetical list by title or subject.

**3 4 5 6** [World Book Encyclopedia Online](#) Full-text articles from the print encyclopedia plus additional articles, a dictionary, web links, videos, animation, and sound.

**5 6** [Auto Repair Reference Centre \[EBSCO\]](#) Online auto repair for vehicles dated 1951 to today.

**5 6** [NoveList \[EBSCO\]](#) Looking for a good book? Want to find book reviews? Desperate to find other authors that are similar to your favourite? Check out NoveList, a database of books and authors, recommended reading lists, book discussion ideas, and reviews.

**3 4 5 6** [Encyclopedia of British Columbia Online](#) (*In-Library use only*) Thousands of entries, photos, illustrations, and multimedia covering BC-related information.

**5 6** [Canadian Newsstand \[ProQuest\]](#) Full-text access to hundreds of Canadian newspapers, including The Globe and Mail, and The Vancouver Sun, and many local papers. Updated daily.

**5 6** [BC Codes](#)  
(*In-Library use only*) BC Building and Plumbing Codes.

**5 6** [Business Source Premiere \[EBSCO\]](#) Full-text business and management articles from thousands of magazines and journals. Includes country economic reports, company profiles, and images.

**5 6** [Consumer Health Complete \[EBSCO\]](#) Medical and health expertise from authoritative databases, encyclopedias, journals, and books.

**2 3** [Primary Search \[EBSCO\]](#) Full-text from dozens of children's magazines appropriate for elementary school-aged kids.

**2 3 4** [Searchasaurus \[EBSCO\]](#) Searchasaurus makes it easy for students to search the EBSCO database by keyword or by topic to find the most useful search results.

**5 6** [Electronic Law Library](#) General legal information provided by the Legal Services Society of BC.

**5 6** [QP LegalEze](#) (*In-Library use only*)

## **OTHER LIBRARY RESOURCES ON LINE**

**3 4 5 6** [General Reference](#)

**5 6** [Research and Reference Databases](#)

**4 5 6** [Canadian Newsstand](#)

**3 4 5 6** [Download Audio books](#)

**5 6** [Interlibrary Loans Help](#)

**4 5 6** [Ask a Librarian](#)

## **MISCELLANEOUS (not otherwise listed)**

**5 6** **Boating / Chart Reading**

Salt Spring Island Power and Sail Squadron provides training in Boating, Seamanship, Piloting, VHF, Navigation, and Weather. Basic courses open to all, advanced courses require Squadron membership. Next Basic Boating Course January 2008.

Note: *This info taken from their website [www.saltspringsquadron.ca](http://www.saltspringsquadron.ca). No further particulars available.*

### **3 4 5 6 Employment Assistance Services**

Provided by Beacon Employment Services which offers resources & services for Salt Spring residents to obtain employment; resources include internet access for employment purposes, computers for resumes and cover letters, resume writing assistance, local job board, reference library, newspapers, one on one employment counseling, workshops on career exploration, faxing and photocopying, available to all Spring residents looking for employment, at 343 Lower Ganges Rd., Court House, Ganges, Mon to Fri 10 to 3, free to all Suzanne Archer / Penn George 537-5979

### **2 3 4 5 6 GI Centre for Ecological Learning (GICEL)**

Leaders plan a day based on a theme related to the season. Experts support our studies and locations are chosen that best support the program and provide some shelter in cold or wet weather.

Contact: [gicel@gulfislands.com](mailto:gicel@gulfislands.com) / 537-0619/ <http://www.gicel.ca>

### **3 4 5 6 Environmental learning**

I-SEA (Salt Spring Institute for Sustainability Education & Action) offers a library and resource centre, graduate programs, seminars, courses, eco-entrepreneur workshops and Green Mini-MBA's, related to the environment.

Contact: Margery Moore 537-4400, [sustain@saltspring.com](mailto:sustain@saltspring.com)

### **4 5 Resume Assistance**

Core Inn Youth Project under the auspices of Community Services provides help with resumes free of charge. Mon-Fri, 1 – 7 pm.

Contact: Kirsty Chalmers and/or Trish Nobile 537-9932 or [coreinn@telus.net](mailto:coreinn@telus.net)

### **1 2 3 4 5 6 SSI Society for Community Education**

Non profit, charitable society, offers programs and mini-programs in Fall and Spring, [www.ssicommunityed.com](http://www.ssicommunityed.com), Dates/time TBA, Varies by course

Contact: [info@ssicommunityed.com](mailto:info@ssicommunityed.com)

## **OTHER LANGUAGES**

### **3 4 5 6 Conversational Spanish**

Informal Spanish classes beginning September 6th, 07, Thursdays at Croftonbrook. Open to all ages, \$1.00 per session. Drop-in okay.

Contact: Aurora 653-9330 or Barbara Dams 653-4945

## **APPENDIX A SOURCES FOR WRITTEN MATERIALS**

**et cetera (Salt Spring Book & Stationery)**

162 Robinson Rd. *by appointment*

Contact: 537-5115, [etcetera@saltspring.com](mailto:etcetera@saltspring.com)

### **Fables Cottage**

112 Hereford, children's books only

Contact: 537-0028, [www.fablescottage.com](http://www.fablescottage.com)

### **Sabine's Fine Used Books Ltd.**

15 Lower Ganges Rd., Fine used and rare books, Grace Point Mall

Contact: 538-0025, [www.sabinesbooks.com](http://www.sabinesbooks.com), [sabinesbooks@saltspring.com](mailto:sabinesbooks@saltspring.com)

### **Salt Spring Books**

104 McPhillips behind TJ Beans coffee shop, also magazines & newspapers

Contact: 537-2812

### **Volume Two Book Store**

Mouat's Mall, on the waterfront, has a large selection of nautical charts as well as tide and current tables.

Contact: 537-9223

### **Watermark Books**

113 McPhillips Ave., beside Roasting Co.

### **4 5 6 7 Inter Library Loan**

SS Library provides means of obtaining books not included in the library catalogue, for adults with unblemished library cards, 24/7, no cost, \$0.50/day fine for overdue returns

Contact: [www.saltspringlibrary.com](http://www.saltspringlibrary.com) or call 573-4666 for more info

### **1 2 3 4 5 6 7 Used Book Sale**

SS Library offers used books, magazines, audio cassettes, excess library items and/or culled materials for all ages during regular library hours, costs are variable, patron sets value

Contact: Librarian on duty 537-4666

### **1 2 3 4 5 6 7 Used Book and Magazine Exchange**

The Recycling Depot on Rainbow Road at the Farmer's Institute entrance has an annex for leaving and/or taking items at no charge. Extremely random selection. Closed Sunday and Monday.

There are many other sources for magazines and paperbacks throughout the island. Check the current Lions Club Directory for details

### **4 5 6 Info on local issues**

For specific reports or other publications pertaining to local issues – i.e., the OCP, plans for a new library, etc. – check the library. When available, the library stocks a copy.

Contact: Librarian on duty, 537-4666.

# **Salt Spring Community Literacy Action Plan (including goals and success statements)**

**SEPTEMBER 2007**

Having completed a Community Profile, an Inventory of Literacy Programs and Resources currently available on Salt Spring Island and extensive interviews with community members, Salt Spring Literacy, with the support of the literacy planning task group, has developed a proposed plan of action to address the needs indicated by those efforts.

This is the first literacy plan for Salt Spring and, undoubtedly, will not be the last. Needs will change; new programs will be developed; new opportunities will arise; and, hopefully, we will all learn from the process. The plan is a fluid entity, subject to change and modification in response to the situation of the moment.

The plan includes three major goals with specific objectives under each. They are:

1. To provide centralized community services
2. To provide literacy services for adults
3. To support current early learning and family literacy work

Goal Number One is in direct response to the desires expressed during the initial community meeting in April. All of the information gathered for the Inventory has been posted on a website available to the entire community – [www.SaltspringLiteracy.com](http://www.SaltspringLiteracy.com). That's one objective accomplished. Other objectives are itemized in the Action Plan.

Goal Number Two was also cited at the April meeting, and the need for help was confirmed in the Inventory. Once out of school and working, there is virtually nothing in the way of literacy activities or training that does not require computer skills. Tutor training for thirteen volunteers to equip them for one-on-one, tutor-to-student, no charge sessions with adults in need of help has been scheduled for October.

Goal Number Three Community Services, the library, our schools and alternative schools, as well as many day-care and early childhood services incorporate varying degrees of literacy training, and they are doing a good job of it. However, because both early learning and family literacy is so important, support and enhancement for those efforts remain as a continuing long term goal.

# **GOAL NUMBER ONE**

## **CENTRALIZE COMMUNITY SERVICES**

### **Objective No. 1:**

**Provide a central place for gathering all literacy information, accessible to the entire community.**

**HOW:** Post the Salt Spring Island Inventory of all Literacy Resources and Programs on a website, and provide printed copies of the list for those not familiar with computers.

**WHO:** Salt Spring Literacy  
Salt Spring Island Library  
Community groups

### **RESOURCES:**

Assistance from the library in establishing a website.

Information from the community regarding literacy resources, including Salt Spring Literacy's email list of 70 supporters, both individuals and organizations.

Lots and lots of volunteer hours, not only to obtain information of the moment, but also to keep the website current throughout the future with all changes as they occur.

Publicity for the website and the information so that the entire community knows what is available.

Printing and distribution of hard copies of the Inventory.

**DATE:** The Inventory was posted on the website in July 2007, and a volunteer will keep it current in the future. Publicity for the website and printing/distribution of hard copies is expected to occur by early September 2007.

**Success can be measured by use of the website and the demand for printed copies.**

# **GOAL NUMBER ONE**

## **CENTRALIZE COMMUNITY SERVICES**

### **Objective No. 2**

**Firmly establish a strong literacy presence in the community as an available resource for assistance with literacy at all levels of competency.**

**HOW:** Provide and maintain a specific physical location (an office) which may be reached via mail, phone, email, or walk-in. Publicize literacy efforts, capabilities, information, and help provided on a frequent and on-going schedule through all means possible.

**WHO:** Salt Spring Literacy

#### **RESOURCES:**

Rental space sufficient for Coordinator activities and, if possible, for tutor-student sessions. Location is critical as it must be accessible but discreet to encourage walk-ins. Minimal kitchen facilities desirable, but not mandatory. Coffee and a cookie encourage comfort and communication.

Equipment needed – at least one computer, a printer, phone, locked filing cabinet, desk, at least two chairs, internet service, answering machine, shelving for supplies and lesson materials, good lighting.

Coordinator. Need a job description, advertise position, interview applicants.

Volunteers to maintain a routine office schedule when Coordinator is not available – for instance, open Tues, Thurs, and Sat, from 10:00 till 1:00.

Publicity. There is no point in having an office if nobody knows you are there. Listings in phone book, perhaps paid ads in local paper, listing on our website, a sign on the door, maybe a sandwich board outside.

Victoria Literacy Project assistance with set up, problems and procedures.

Funding anticipated from Salt Spring Foundation and Literacy Now.

**DATE:** January 2008 or as soon as funds to cover are in hand.

**Success can be measured by number and quality of contacts, literacy problems solved, and local awareness in response to publicity.**

# GOAL NUMBER ONE

## CENTRALIZE COMMUNITY SERVICES

### Objective No. 3

**Establish a central place for solving emergency literacy problems in the community with two-way communication available to all.**

**HOW:** Use email and phone to receive inquiries and to respond. Compile and maintain a list of individuals with special talents who could help in emergencies – i.e., when the hospital has a non-English speaking patient, to provide someone who can speak the language of the patient, or when a patient is released from the hospital, to provide someone to visit the home and help with deciphering medical instructions, or help with government forms, building codes, or regulations, a person to help foreign students with ESL, etc., just about anything that the Inventory doesn't cover.

**WHO:** Salt Spring Literacy with cooperation from Emergency Services of all kinds, including disasters, fire, earthquake, epidemics, whatever, as well as community volunteers and providers of information.

### **RESOURCES:**

Lots of volunteer hours to acquire a database of individuals with specific talents and to keep it current (a difficult chore as when people are unable to participate for a variety of reasons, they often don't think to advise of same).

Some means of monitoring our communications so that urgent inquiries received after normal working hours could be handle promptly, no doubt, more volunteer hours.

Publicity -- always publicity. If they don't know the service is there, they won't use it.

Funding: Little or nothing in the way of equipment is required, publicity would be at minimal expense, but anyone willing to serve on a 24 hour basis deserves some compensation, and the volunteer hours acquiring a database and keeping it current are so huge, recompense should be offered. (You can't start with the phone book when you are looking for somebody who speaks Polish. You have to know your community and have a lot of connections and a lot of help.)

**DATE:** Undetermined. Largely dependent on acquiring volunteers and a database of information.

**Success would be even one person helped through a crisis.**

## **GOAL NUMBER TWO SERVICES FOR ADULTS**

### **Objective No. 1:**

**Ensure that literacy help is available to adults in the community who need assistance with their literacy skills.**

**WHO:** Salt Spring Literacy, Community Services, and Beacon Employment to identify and encourage this population to take advantage of the opportunity to improve their skills.

**HOW:** Provide volunteer tutors to work one-on-one with willing students to improve literacy skills at no charge to the student.

#### **RESOURCES:**

Trained tutors willing to volunteer for the task.

A network of discreet places for learning sessions. Possible rental or free space.

Means of evaluating the skill level of students when they enroll and at intervals thereafter.

On-going monitoring and trouble-shooting of the learning process.

Supply of written materials deemed to be of interest to the students and written at a learning level.

Coordinator for the project – paid or volunteer – this is a big job.

**DATE:** Beginning date November 1, 2007, and on-going. This is a long term project. Participation is expected to be minimal until some success can be demonstrated and potential students become aware of it.

**Success will be obtained with the first enrollment and some demonstrable progress for the individual.  
If four or five students enroll in the first year, it will be a huge success.**

## **GOAL NUMBER TWO SERVICES FOR ADULTS**

### **Objective No. 2:**

**Provide training for volunteers to equip them to handle individuals with low literacy levels in one-on-one learning sessions to improve their literacy skills.**

**HOW:** Training sessions of approximately 5 hours each day for three consecutive Saturdays led by qualified instructors.

**WHO:** Instructors from Victoria Literacy Project  
Community Volunteers

#### **RESOURCES:**

The qualified instructors.

\$1500 in funds for the instructors, plus expenses of roughly \$500

Appropriate venue for training.

Hospitality including luncheon, supplies, help with directions, and volunteers to provide a warm welcome.

**DATE:** Arrangements have been made for training thirteen volunteers on October 13, 20, and 27.

**Success will be achieved when the instructors determine the volunteers are ready for students.**

## **GOAL NUMBER TWO SERVICES FOR ADULTS**

### **Objective 3:**

**Provide a means for working people with adequate literacy levels to maintain and hone their literacy skills in an informal environment enjoyable to them, and to demonstrate the unity of the community in support of them.**

**WHO:** Salt Spring Literacy and volunteer leaders from the community

**HOW:** Provide no cost neighbour-to-neighbour sessions of no more than two hours each on a variety of topics pertaining to daily life led by a community member known to participants (not a professor, not a course). Suggested topics are “How to run your DVD/VCR player”, “Making your voice heard in community affairs”, “Dealing with the bank”, “When to compost and when to berm”, “Doing your own dog grooming”, “Repair and maintenance of decks”, etc.

### **RESOURCES:**

Venue for sessions – rental or free space.

Publicity

SS Literacy volunteer to monitor sessions and assure venue is left in appropriate condition – clean, tidy, doors locked.

Volunteer to take reservations and determine if the demand exceeds the space.

A volunteer to solicit the leaders, arrange the space(s), and respond to reservations or queries.

**DATE:** Undetermined, but after January 2008. This objective is largely dependent on obtaining volunteers from the community.

**Success can easily be determined by participation.**

**GOAL NUMBER THREE**  
**[revised]**  
**SUPPORT FOR FAMILY LEARNING AND LITERACY**  
**Objective No. 1**

**To support and assist both early childhood learning\* (0 to 6 years)  
and later childhood learning (6 years plus)**

\* *Note:* Early childhood learning provides the building blocks of literacy through verse, song, story, movement, circle programs, unstructured play, creative and imaginative play, oral language development, limited 'screen time' (television, computers, video games) while later childhood learning focuses on specific literacy skills concerning language sounds, structure and meaning.

**WHO:** Various agencies providing early learning and family literacy assistance and Salt Spring Literacy.

**HOW:** This depends a great deal on the expressed needs and desires of the agencies involved. Possibilities include:

1. Funding LEAP training when it becomes available for one or two persons with the understanding that they will bring the knowledge home to share with others.
2. Purchase of books from the International Cross Cultural Exchange suitable for 4 to 6 years of age, geared for reading aloud, family oriented, possibly accompanied by teaching tips, to be provided at no charge to those who might use them, classes, families, and/or library programs.
3. Organizing a roster of volunteers who would be willing to help youngsters in danger of falling behind.

**RESOURCES:**

Funding for training and/or book purchase.

Volunteers to establish and maintain a roster of volunteer "coaches" to help youth who have difficulty keeping up with class work. Meeting/work space would also be required.

**DATE:** Undetermined. Depends on funds and volunteers available.  
(One volunteer "coach" is available now and would like to work at Fernwood.)

**Success would be a child no longer at risk,  
a family reading together and discussing a book,  
the joy on a child's face when he or she  
enters another world through reading**