

Logan Lake Literacy Plan



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2010 Legacies Now - Literacy Now Communities Program

Prepared by Cara Holmstrup on behalf of the Logan Lake Literacy Task Group
Submitted November 2010

Vision of Literacy in Logan Lake:

**‘A community that values literacy by encouraging and supporting
lifelong learning for all ages.’**



Table of Contents

Summary	1
The Planning Process	
Task Group Members	2
Guiding Principles	3
Areas of Need.....	3
Community Profile	
Location.....	4
History.....	5
Demographic Scan.....	6
Education.....	9
Economic Situation	9
Social and Economic Issues	10
Community Literacy Inventory	
Links	11
Issues and Challenges.....	12
Gaps.....	13
Community Goals.....	14
Areas of Focus	14
Action Plan	
Priority #1.....	15
Priority #2.....	16
Priority #3.....	17
Priority #4.....	18
Financial Statement	19
Appendix 1 Abbreviations	21
Appendix 2 Literacy Assets Chart	22

Summary

In the **spring of 2008**, following the completion of the Kamloops Thompson School District/Community Literacy Plan, Maureen Hove gathered a group of community members to initiate the discussion of literacy in Logan Lake. The Group, realizing the need for a community literacy plan, agreed that further discussion was required and further meetings would be necessary. The Logan Lake Literacy Task Group was formed.

On **March 31st, 2009** the task group met again. This diverse group of individuals discussed many of the issues and challenges related to literacy in Logan Lake. After this meeting Cara Holmstrup assumed the responsibilities of writing and submitting the Expression of Interest and the completed Literacy Plan, and facilitating future meetings. The Expression of Interest was submitted to 2010 Legacies Now on **June 11th, 2009**. It was approved, and planning funds were forwarded later that year.

The task group's third meeting was held on **June 19th, 2009**. At this time Elaine Pennoyer, Program Director of the Logan Lake WHY (Wellness, Health, Youth), accepted the role of the Steward. This was welcome news for the task group as the WHY met all of the required criteria of the Steward outlined in The Guide.

At the next meeting on **August 26th, 2009** the task group met with Lori Walker, representative of the Literacy Now Initiative, to review progress and review goals. The main focus of this meeting was activities and discussion regarding the community literacy vision.

Over the next few months, work on the Literacy Plan slowed, as many task group members were also involved in the campaign to prevent drastic changes to the communities only 2 schools proposed by School District 73. As often happens in small communities, the same people are often involved in numerous organizations. After the **October 20th, 2009** School Board meeting, the task group members that had been consumed with the proposed changes were able to focus their efforts on the Literacy Plan again.ⁱ

When the group met again on **November 4th, 2009** there were 16 people in attendance. Of special note is the fact that all 4 of the local RCMP members were in attendance. This time the focus was on the Literacy Asset Chart that had been compiled over the previous months. From this meeting the group was able to identify perceived gaps and possible links in service.

The Action Plan began to take shape beginning with the **April 20th, 2010** meeting. At this time task group members determined the Areas of Focus and began to formulate its Priorities.

On **June 2nd, 2010** the hard work of the task group members was compiled into a list of 4 Priorities. It was determined that these priorities would best address the previously determined concerns, goals, and focus of the group.

Over the next months the information gathered from public and group discussions was compiled into the Logan Lake Literacy Plan and submitted to 2010 Legacies Now in **November 2010**.

The Planning Process

Task Group Members

Brewer, Kent	SD 73
Bruno, Doris	Interior Health
Drake, Rob	RCMP
Embury, Joanne	SD 73
Gowans, Jodene	SD 73
Holmstrup, Cara	Facilitator
Kerslake, Jolene	WHY
Lumgair, Joan	Logan Lake Arts Council
Montgomery, Nicole	Community Member
Neiderhaus, Randy	Logan Lake Food Bank
Pennoyer, Elaine	WHY
Piweck, Sharon	TNRD Library
Radomsky, Dona	Logan Lake Business Association

Community Partners

Drake, Rob	RCMP
Grey, Dave	RCMP
Niven, Seiko	TNRD Library
Ogden, Barrie	Community Member
Rice, Lorna	Community Member

Supporters

Belle, Jessie	Logan Lake Senior's Society
Crack, Phillip	RCMP
Giles, Vesta	TNRD Library
Maloney, Gwenda	Highland Valley Baptist Church
Molyneux, Bernice	District of Logan Lake
Newman, Claire	District Councilor
Orr, Mark	SD 73
Todd, Lynne	WHY
Walcott, Ken	RCMP

The Guiding Principles

Throughout the process every effort was made to establish and maintain the principles of collaboration, universal access, respect, and open communication as outlined in the Literacy Now Communities Program. New partnerships and relationships were formed as people were brought together to share ideas and build upon each other's successes. All meetings were open to the public and the task group members continually asked, "Whom have we not yet invited?". A thorough email list was generated and constantly reviewed to ensure minutes and other important information was properly distributed. New members were continually invited and welcomed. The task group became a very diverse, and constantly evolving, group where all opinions were valued and diversity was welcomed. Members were regularly encouraged by each other - often leaving the table feeling empowered to act and with a renewed sense of commitment.

After creating a vision statement and a literacy assets chart, the task group determined its Areas of Focus. Goals were developed from identified needs, gaps and opportunities from the Inventory Assets, previous community research, and input of task group members. Through group consensus, an action plan with success statements was developed to guide the project into the Implementation phase. At the centre of the action plan was the expressed need to have a Coordinator support the project and in doing so build capacity, awareness and broad-based community support.

Areas of Need

(As determined through group discussion and activities, interviews, and questionnaires.)

- Support parents with workshops (nutrition, safety, positive modeling behaviour, prevention esp. during pregnancy)
- Universal access to programs and knowledge that programs exist
- Universal access to transportation and affordable daycare
- Increasing community perception of the value of literacy and life long learning
- Parents value and support existing children's programs
- Parents involvement in homework completion
- Every community member feels that they belong, have a voice, and that their participation is welcomed and encouraged
- People take ownership of the community and are empowered to take positive action ⇒ citizenship
- Creating/finding a method of information delivery to access all citizens
- Creating and maintaining a larger pool of volunteers (less pressure on existing volunteers = less 'burn out')
- More opportunities provided for people to learn technology (3 C's – esp. senior's)
- Easier access to a more stable medical system
- Citizens understand the link between increased literacy levels and increased opportunities throughout life
- Closing the intergenerational gap

The Community Profile

Geographic Location

Located in South Central British Columbia, Logan Lake is approximately 60 km south of Kamloops and 47 km North of Merritt, in the Thompson-Nicola Regional District. Linked to the Coqihalla Highway, by Highway 97D and Highway 97 C, Logan Lake is only a 3-hour drive from the Lower Mainland. The total land area of the District of Logan Lake is 325.4 square kilometers and it sits at an elevation of 1067 metres (2500 feet). Locally referred to as ‘the Heart of the Highland Valley’ the community is surrounded by abundant lakes, mountains, and forests. Logan Lake proper is the small lake, on the north end of town. At one end of the lake sits Maggs Park, which boasts a children's playground, a large grassy field, and a charming gazebo. At the other end of the lake is the public campground. Both a scenic walking trail, and a paved walking path connects the campground and park. Just past the campground is the 9-hole golf course that is well used by local residents and visitors alike

The Thompson-Nicola Regional District



Source: <http://www.tnrd.bc.ca/maps/maps.php?TNRD>



Figure 1 Electric Shovel and Haul Truck at the Recreation Centre.

Area History

As far back as 1871 mining prospectors have been exploring the area around what is now Logan Lake. In the early 1900's exploration began on the site that was brought into production as the Bethlehem Copper Mine in 1962. Further orebodies were discovered the same year on what later became the Lornex and Highmont Copper Mines. In 1983 the Valley Copper Mine began production. Today the local mine, Teck Highland Valley Copper, is an amalgamation of the Lornex, Valley Copper, Highmont, and Bethlehem Copper Mines.

Logan Lake
is a town
born of
necessity

Logan Lake is a town born of necessity. Transportation to and from the mine site was difficult, in the early years, and so the Lornex Copper Mine decided to build a community to house its employees. Despite being advised against it, the company began building homes in 1970, and that year the Village of Logan Lake was incorporated. Over the next decade the town grew rapidly, reaching a peak population of 2,637 in 1981. In June 1983 the Village was incorporated into a District Municipality.

Today Teck HVC is Canada's largest copper mine, and one of the largest copper mining and concentration operations in the world. Haul trucks are used to carry the material dug out by large electric shovels and explosives to the on-site crushing and milling facilities. The copper and molybdenum concentrates are trucked to Ashcroft and then sent by rail to Vancouver, where they are then shipped overseas for refining.

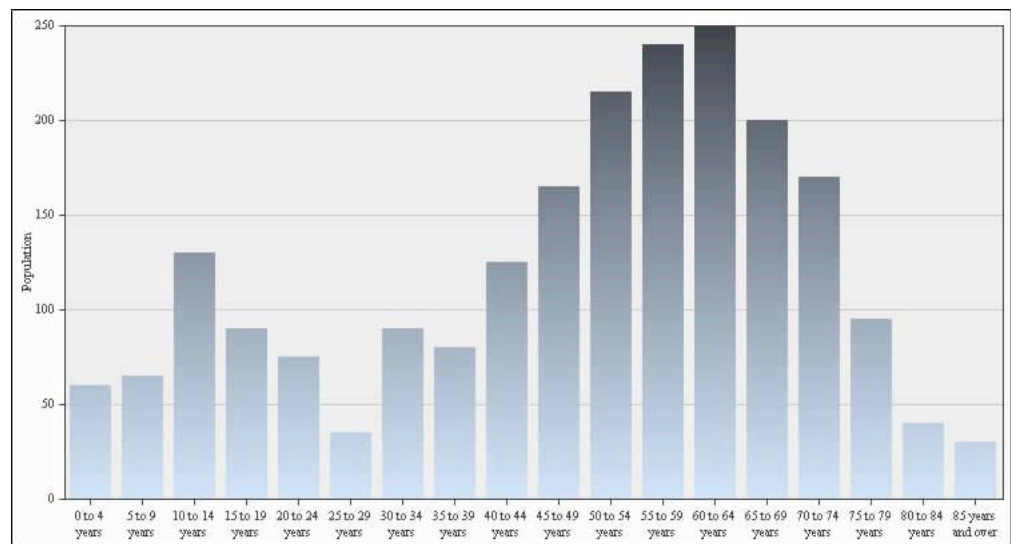
The recession of the 1980's saw a large outflow of people from the community, resulting in many vacant homes, and great concern for the future of the community. An aggressive marketing campaign by the District of Logan Lake was very successful in drawing many new residents, especially seniors, from the Lower Mainland.

Over the years, Logan Lake has grown to become a diversified community with many of the conveniences offered by larger cities. No longer a company town, the community is actively pursuing new industries and commercial ventures. The climate, relaxed lifestyle and low cost of living are attractive to both seniors and young working families.

Demographic Scan

Age distribution

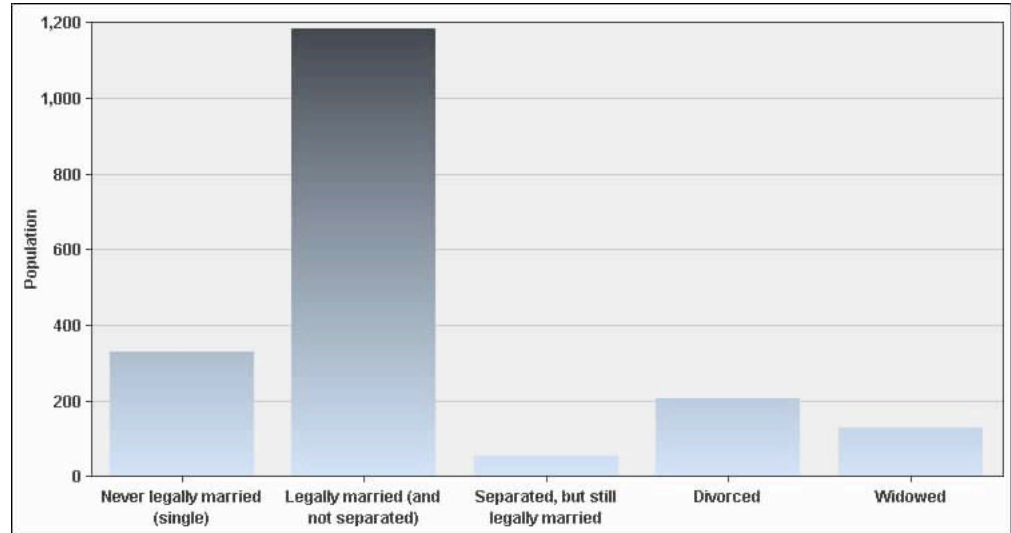
According to 2006 Census data the median age in Logan Lake is 53.8, significantly higher than the Provincial median age of 40.8. Logan Lake has a slightly lower than average percentage of children aged 0-5 (3%) and youth aged 5-19 (13%). The BC averages for these groups are 5% and 18% respectively. However, at 42% the percentage of people aged 50-69 is significantly higher than the BC average of 24%. Similarly, 25% of Logan Lake residents are 65 years or older, compared to the Provincial percentage of 16%. Sixty-four percent of Logan Lake residents are considered 3rd generation or greater.



Source: Statistics Canada. 2007. *Logan Lake, British Columbia* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>

Marital Status

2006 Census data indicates 17% of Logan Lake residents aged 15 and older are single (almost half the BC average of 32%). Of the same group, 62% are legally married (50% for BC), 9% report being in common-law relationships (8% for BC), and 14% are either separated or divorced (12% for BC).



Source; Statistics Canada. 2007. *Logan Lake, British Columbia* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>

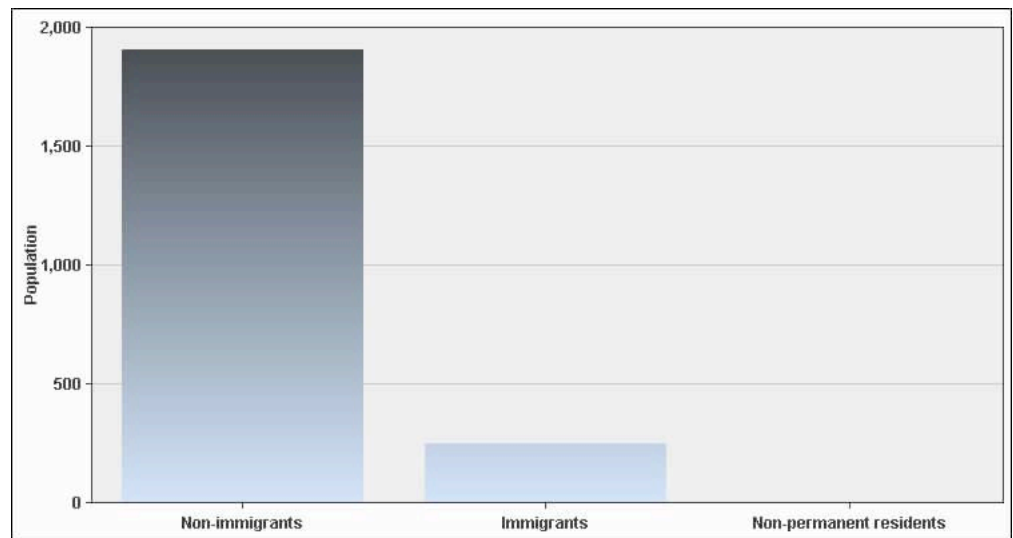
Aboriginal Population

The Aboriginal population of Logan Lake is 7%, just 2% higher than the provincial average. It is believed that the local Aboriginal Population is currently being served by the Indian Bands located in the neighbouring communities of Ashcroft, Merritt, and Kamloops.

Immigration and Ethnicity

At only 2%, the visible minority population of Logan Lake is significantly lower than the 25% reported for the rest of BC. The largest visible minority group reported for Logan Lake is South Asian.

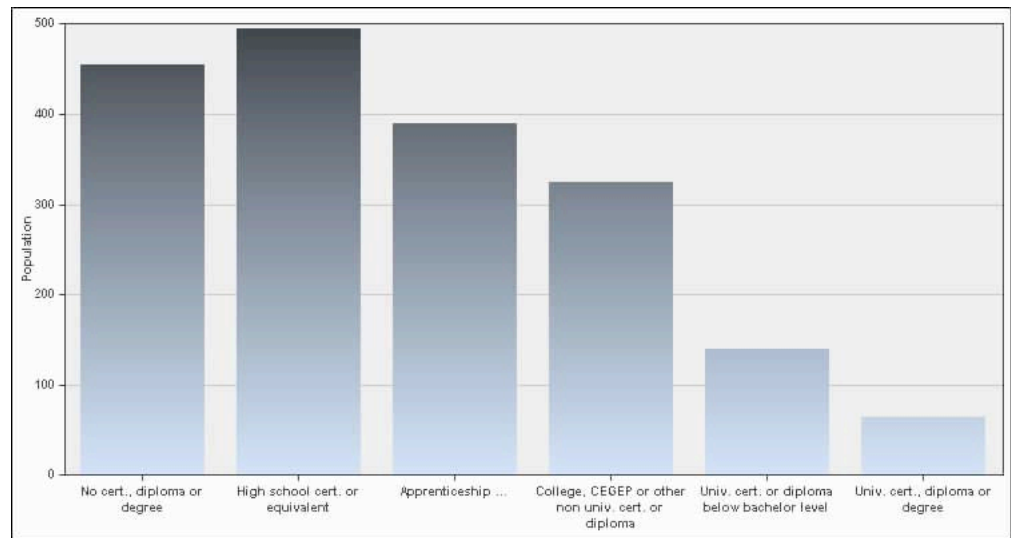
The District of Logan Lake is not as culturally diverse as other areas of British Columbia. Only 2% of residents are not Canadian Citizens as compared to the provincial average of 8%. The language spoken most often at home for 98% of the population is English (82% is the provincial average), while the remaining 2% speak other non-official languages. Immigration levels are significantly lower in Logan Lake than in the rest of the province (11% and 28% respectively). There are no non-permanent residents reported for Logan Lake.



Source: Statistics Canada. 2007. *Logan Lake, British Columbia* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>

Education

At 25%, the rate of 15-20 years olds in Logan Lake without a certificate, diploma or degree is significantly lower than the provincial rate of 37.3%. Just over 16% of the population aged 25-64 are also without these qualifications (the provincial rate for this age group is 12.4%). For the population 65 years and older without a certificate, diploma or degree Logan Lake's rate is 40.8%, which is higher than the BC rate of 33.6%. However, the population having attained an apprenticeship or trades diploma is significantly higher in Logan Lake than the provincial average. For 25-64 year olds the rate is 22.1%, and for those aged 65 years and over the rate is 24.3%. The provincial averages are 12.0% and 13.0% respectively.



Source: Statistics Canada. 2007. *Logan Lake, British Columbia* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>

Economic Situation

Employment

Mining continues to be the major industry in Logan Lake. Ranching, though on a much smaller scale, also plays a significant role in the local economy. The fastest growing sector in the area is Tourism. The community has recently seen a substantial increase in tourism-based businesses in the area.

Income

The average family income in 2006 was \$66,113 while the average individual income was \$24,551. Currently the average value of a single-family home is \$195,361. 9.3% of the population falls into the 'low-income before tax' category compared to 17.3% for British Columbia.

The average family income in 2006 was \$66,113.

Social and Economic Issues

Since the beginning Logan Lake's economy has been tied to the mining industry. In recent years tourism has been gaining ground as an important industry, but the livelihood of many residents still depends upon the local mining operations. Any downturn in the mining industry negatively affects the residents of Logan Lake.

Members of the community can feel isolated because of the lack of programs available, the distance to Kamloops and Merritt and the lack of transportation options. The major employer in the area, Teck Highland Valley Copper, offers higher than average wages for entry-level positions so many people in Logan Lake do not understand how they can benefit from increased literacy. Common thought is that if you already work at HVC then you already have a "good job" and improving your literacy skills is not necessary. This attitude is often passed on to children and affects their learning from a very early age. Over the years many professionals have left Logan Lake because of the lack of services offered for themselves and their families.



Figure 2 Logan Lake Secondary School.

Community Literacy Inventory

Task group participants generated a list of the Literacy Assets Logan Lake has, and some of the challenges that the community faces in its efforts to support learning and literacy. Some of the assets include the many programs offered by the WHY and the TNRD library, and programs offered by the 2 local schools. For a full summary of the Logan Lake Literacy Assets, see Appendix 2.

Ongoing group discussions identified existing links in current literacy services, and suggested possible future links. As well, a number of related issues and challenges were also identified. Below are examples of both current and future links.

As with the Literacy Assets Chart, the list of issues and challenges enabled the group to evaluate what is currently being provided and what is not, but is necessary. This information describes the main issues identified and is meant to be a work in progress. It is a guideline of work to be done.

Links

Examples of current links:

LLES ⇔ LLSS, TNRD Library, WHY, RCMP, IHA, LLAC

LLSS ⇔ LLES, WHY, RCMP, IHA, LLAC

Seniors Society ⇔ IHA, TNRD Library

LLAC ⇔ LLSS, TNRD Library, Seniors Society

Possible future links:

LLES ⇔ Seniors Society, Food Bank, LLBA

LLSS ⇔ TNRD Library, Seniors Society, Food Bank, LLBA,

TNRD Library ⇔ Seniors Society, WHY

While many links already exist between various organizations, task group members expressed that there is a real opportunity to enhance those links, and thereby the programming, through continued collaboration and distribution of information. It was expressed, that this should be one of the main focuses of the Literacy Outreach Coordinator.

Issues and Challenges

(As determined through group discussion and activities, interviews, and questionnaires.)

- Community values do not include Literacy
- Community members can feel isolated because of lack of programming, and lack of transportation offered to areas where programming is available (i.e. Merritt and Kamloops)
- Lack of support for parents
- Insufficient childcare offered in the community
- Many young children are entering school at a disadvantage because of very low language and/or skills
- Many students at both the Elementary and Secondary schools have reading/writing difficulties and many share the attitude that reading is not important (reading practice is almost non-existent among students).
- Children are suffering because many adults do not understand the importance of increasing literacy and in a large number of households there is no expectation that homework be completed.
- Some children do not have adequate nutrition and as students are then at a disadvantage for learning opportunities.
- Many adults have low literacy skills, which can negatively affect their ability to obtain employment
- Many people have difficulties navigating the technological aspects of daily life because they do not understand how to access the information they require (including automated telephone systems, and internet banking sites).
- Insufficient and/or unstable funding
- Delivering programming to individuals from low socio-economic backgrounds, as their primary concern is often focusing on the primary needs of life. (This has also been identified as problematic in homes where there are abuse or addiction issues.)
- The stigma of low literacy

Gaps Identified in Literacy Inventory:

- 1) Preschool aged children (esp. 0-2):
 - Lack of programs for children (socialization, school readiness)
 - Lack of programs for parents (nutrition, parenting strategies, safety)
- 2) School aged children:
 - Lack of support for kids who are struggling and their parents
 - Lack of homework support (in school and at home)
 - Lack of proper nutrition and nutrition education
 - Low level of importance placed on literacy
- 3) Adults:
 - Reducing the stigma of low literacy
 - Providing opportunities to increase literacy skills and reduce barriers
 - Low level of importance placed on literacy
 - Lack of volunteers
- 4) Seniors:
 - 3 C's training (cameras, computers and cell phones)
 - Assistance dealing with bureaucracy
 - Intergenerational gap
 - Lack of access to medical care
 - Lack of stability in medical system

Community Goals:

(As determined through previous group discussion, meetings, activities, and questionnaires.)

- Support for parents by providing opportunities to learn (nutrition, safety, positive modeling behaviour, prevention esp. during pregnancy)
- Universal access to programs and knowledge that programs exist
- Universal access to transportation and affordable daycare
- Increase community perception of the value of literacy and life long learning
- Parents value and support existing children's programs
- Parents support homework completion and at home reading
- Every community member feels that they belong, have a voice, and that their participation is welcomed and encouraged
- People take ownership of the community and are empowered to take positive action → citizenship
- Creating/supporting a method of information delivery to access all citizens
- Creating and maintaining a larger pool of volunteers (less pressure on existing volunteers = less 'burn out')
- More opportunities provided for people to learn technology (3 C's – esp. senior's)
- Easier access to a more stable medical system
- Citizens understand the link between increased literacy levels and increased opportunities throughout life
- Closing the intergenerational gap

Areas of Focus

Task group discussion of the community goals and gaps lead to determining the following Areas of Focus;

- Children aged 0-2 years
- School aged children
- Adults
- Seniors

Careful consideration of this information led the task group to determine its Priorities and create an Action Plan.

Action Plan

Priorities

Priority #1

Build awareness of the importance and value of increased literacy skills.

<p>Recommendations:</p> <ul style="list-style-type: none">• Provide ongoing literacy support for the community• Encourage the implementation of an efficient community-wide method of information delivery• Raise community awareness about resources and how to access them• Promote the importance and value of increased literacy skills to community leaders• Encourage embedding literacy into new and existing programs• Encourage adults and seniors to connect with youth to bridge the inter-generational gap	<p>Resources:</p> <p>Literacy Task Group, Literacy Outreach Coordinator, District of Logan Lake, Logan Lake WHY, Logan Lake Senior's Centre, TNRD Library, Interior Health Authority, 2010 Legacies Now, SD 73</p>
<p>Possible courses of action could include, but are not limited to:</p> <ul style="list-style-type: none">○ Create Literacy Outreach Coordinator Position○ Create a Literacy Assets Guide and make it available to all community service providers○ Offer presentations to community leaders on the value of increased literacy skills○ Provide opportunities for adults and seniors to link with youth as mentors and volunteers○ Explore fundraising options for community literacy support○ Support a collaborative rather than a competitive approach to funding and strengthen networking of all agencies	
<p>Success Statement:</p> <p>Our community values literacy and lifelong learning, as reflected in the actions of community members.</p>	

Priority #2

Children and Youth value education as reflected in their actions from birth to adulthood.

<p>Recommendations:</p> <ul style="list-style-type: none">• Develop a program for prenatal support• Educate parents on the importance of early childhood development• Develop a program to support parents and strengthen parenting skills• Encourage the creation of sustainable after school programming• Encourage collaboration between all age groups in the community as literacy mentors and volunteers• Reinstate One to One Children’s Literacy Program• Increase participation in existing programming and usage of existing support services• Increase opportunities for pre-K literacy experiences• Promote the embedding of literacy activities in local daycare and child minding services.	<p>Resources:</p> <p>Literacy Task Group, Literacy Outreach Coordinator, District of Logan Lake, Logan Lake WHY, SD 73, Logan Lake Senior’s Centre, PAC’s, Interior Health Authority, TNRD Library, RCMP, 2010 Legacies Now</p>
<p>Possible courses of action could include, but are not limited to:</p> <ul style="list-style-type: none">○ Collaborate with groups working with preschool children to integrate literacy activities in current programs and services for preschool children○ Increase access to learning opportunities for <i>all</i> preschool children○ Build more community support for school-based literacy programs (i.e.: PALS, One to One, and Homework Clubs) so that these programs can expand○ Research funding opportunities to support after school programs○ Host parent education sessions/workshops	
<p>Success Statement:</p> <p>Children and Youth make positive choices concerning lifestyle and education and understand the importance of their choices.</p>	

Priority #3

Adults and seniors have the essential literacy skills to function in life.

<p>Recommendations:</p> <ul style="list-style-type: none">• Support adults to continue their education and promote lifelong learning• Develop a strategy with business and employment stakeholders to integrate literacy training into the workplace• Provide opportunity to improve skills relating to modern technology (i.e.: the 3 C's - cameras, computers, and cell phones)	<p>Resources:</p> <p>Literacy Task Group, Literacy Outreach Coordinator, District of Logan Lake, Logan Lake WHY, SD 73, Logan Lake Senior's Centre, PAC's, Interior Health Authority, TNRD Library, RCMP, 2010 Legacies Now</p>
<p>Possible courses of action could include, but are not limited to:</p> <ul style="list-style-type: none">○ Build links with agencies and groups to identify adults and seniors with literacy needs○ Provide support for adult learners○ Train and coordinate tutors to be available to work with adults and seniors to teach reading and computer literacy○ Work with employers to encourage their employees to engage in lifelong learning - upgrade their education, take courses to continue to gain tickets and become more skilled and literate employees	
<p>Success Statement:</p> <p>Programs are available for, and being utilized by, adults and seniors who wish to improve their literacy skills.</p>	

Priority #4

Increase the Health Literacy of the community and its citizens.

<p>Recommendations:</p> <ul style="list-style-type: none">• Build links with agencies and groups to encourage proper nutrition, and nutrition education for all ages• Support ongoing community efforts to secure stable and accessible local medical care• Support Community Garden Initiative• Support local Food Bank• Promote the use of plain language	<p>Resources:</p> <p>Literacy Task Group, Literacy Outreach Coordinator, District of Logan Lake, Logan Lake WHY, SD 73, Logan Lake Senior's Centre, PAC's, Logan Lake Food Bank, Interior Health Authority, TNRD Library, RCMP, 2010 Legacies Now</p>
<p>Possible courses of action could include, but are not limited to:</p> <ul style="list-style-type: none">○ Work with local health care providers to provide health care information in plain language○ Host nutrition workshops for all ages○ Promote the embedding of literacy activities in the Community Garden Initiative and the Food Bank Service○ Through media and presentations, build awareness of the link between literacy and health	
<p>Success Statement:</p> <p>All community members have access to a stable medical system and an understanding of how to address their own personal health concerns.</p>	

Financial Statement

Revenue

Nov 19/09		\$5,000.00
Total		\$5,000.00

Expenses

Nov 18/09	Coordinator fee	\$2,000.00
May 11/10	Admin fee	\$500.00
Jun 29/10	lunch/promo	\$119.25
Dec 1/10	office supplies	\$89.59
	office supplies	\$39.42
	printing	
	lunch/promo	\$20.19
	Coordinator fee	\$2,000.00
Total		\$4,768.45
Remaining for printing		\$231.55

Endnotes:

¹School District 73 released a Facilities Configuration Report in June 2009 outlining severe budgetary shortfalls faced by the District in the 2010 through 2014 school years. In an effort to handle the looming funding crisis, the District created a plan involving the closure or reconfiguration of numerous schools in School District 73. The plan recommended the following changes to the schools in Logan Lake:

1. Closure of Logan Lake Elementary
2. Creation of a K-10 program at Logan Lake Secondary
3. Busing of Grade 11 and 12 students to Kamloops

After months of research, numerous public meetings, and a great deal of public input, the Board of Trustees voted not to approve the changes proposed in Logan Lake. They did, however, vote to reconfigure the local schools, thereby creating a K-4 and a 5-12 configuration. While both of the schools remain open and local students still have the opportunity to graduate in their community, this plan brings with it many challenges.

Appendix A - Abbreviations

HVC	Highland Valley Copper
IHA	Interior Health Authority
LLAC	Logan Lake Arts Council
LLBA	Logan Lake Business Association
LLES	Logan Lake Elementary School
LLSS	Logan Lake Secondary School
SD 73	School District 73
TNRD	Thompson Nicola Regional District
WHY	Wellness, Health, and Youth
