



NORTH VANCOUVER
SCHOOL DISTRICT

District Literacy Plan

June 2008

I INTRODUCTION

In January 2007, the B.C. government launched a provincial literacy action plan entitled *Read Now BC*. The primary objective of *Read Now BC* is to improve accessibility to literacy programs and services for preschoolers, K-12 students, adults and Aboriginal people. *Read Now BC* is a collaborative project that focuses on building strong partnerships between school districts, post-secondary institutions, early learning and other community organizations, public libraries, Aboriginal organizations, and non-governmental groups such as *Literacy Now* and *Literacy BC*. The Read Now government initiative defines literacy as:

The ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential.

International Adult Literacy and Life Skills Survey 2005

In the spring of 2007, the Minister of Education announced that school districts would be responsible for preparing an annual district literacy plan that would focus on four strategic components, also known as the *four pillars* of literacy:

1. School readiness in young children
2. Reading success in schools
3. Reading success for adults
4. Reading success for Aboriginal people

The North Vancouver Board of Education recognizes the significant role that we play in the education of people of all ages within our community. The District Literacy Plan is a statement of our commitment to work collaboratively with key community stakeholders to improve literacy for all residents of the North Shore. Through the process of developing this District Literacy Plan, and through our participation in the development of the North Shore Community Literacy Plan, our school district has gained a better understanding of the various perspectives on literacy throughout the community. Dialogue, positive working relationships and consensus building with our community partners over the past year have enabled the school district to identify specific needs and priorities that are reflected in the literacy goals we have established for each of the four pillars of literacy.

II District and Community Context and Demographics

North Vancouver covers an area of over 172 km² and encompasses the municipalities of the City and District of North Vancouver. This area also includes the traditional lands of the Tsleil-Waututh and Squamish Nations.

There are approximately 127,727 people living in North Vancouver. Approximately 1700 North Vancouver residents are identified as Aboriginal, according to the 2006 Statistics Canada Census. The population of North Vancouver has not grown

significantly, increasing by just over 1% from 2001 to 2006. The general population of North Vancouver is well educated with 64 percent of the adult population having some form of post secondary qualifications. The economic foundation is correspondingly strong. The unemployment rate is low, ranging from 4.6% in the city of North Van to 4.9% in the District of North Vancouver.

Over the past ten years, North Vancouver's immigrant population has been growing faster than its non-immigrant population; however, among cities located in Metro Vancouver, North Vancouver still has the lowest proportion of immigrants who speak languages other than English at home. According to the 2006 Census, Persian (Farsi) was the most common non-English language spoken at home in North Vancouver, followed by Korean. Other home languages include Cantonese, Spanish, Mandarin, Tagalog (Filipino) and French.

The differences between the City and the District of North Vancouver are notable. The District of North Vancouver, by far the larger of the two municipalities, sprawls in an east-west direction and is primarily made up of single-family residential housing. The City of North Vancouver, referred to by regional planners as the "downtown" area, is home to the majority of the North Shore's high-rise buildings, rental properties and commercial operations. While the City and District of North Vancouver are separate entities, each with their own mayor, council, libraries, and operations departments, they share one school district.

The North Vancouver School District enrolls 16,715 students and offers a comprehensive Kindergarten to Grade 12 education. The School District's 28 elementary, 7 secondary, and 2 alternate schools offer a variety of provincially and locally developed educational programs and services including French Immersion, an extended Kindergarten program, English Language Learning (ELL) courses, programs for students with exceptional learning needs, summer school, an outdoor education program, a variety of alternate programs, distributed learning opportunities, and a Continuing Education program.

The mission of the North Vancouver School District is "to promote academic, social, and personal development for all learners, to honour diversity, encourage equity, and practise democratic governance." Programs offered by the North Vancouver School District are designed to provide all students with the courses necessary to enter university, college, or other post-secondary education as well as the skills and training necessary to pursue career and vocational opportunities. In addressing the wide diversity of student needs, the district also provides specialized support services for students with exceptional learning needs.

The North Vancouver Board of Education recognizes the significant role it plays in collaborating with community partners to improve education for people of all ages. The School District has a very positive working relationship with community organizations and has taken an active role this year in planning and collaborating with community partners to develop the new North Shore Community Literacy Plan and our first annual District Literacy Plan. Both documents are evidence of the School District's commitment to support all members of the community in working together to promote literacy locally.

III Alignment with the District Achievement Contract

The North Vancouver School District Achievement Contract identifies literacy as a main focus at both the elementary and secondary levels. It specifically targets, in its goals and objective, three of the four pillars identified in the District Literacy Plan.

Pillar #1: School Readiness in Young Children

The District Achievement Contract recognizes the importance of early literacy screening and intervention for Kindergarten students in order to build strong foundation skills for literacy development in the later grades. Early learning programs, developed in partnership with government agencies and community organizations, and identified in this District Literacy Plan, help ensure that more students enter Kindergarten with the skills that will help them be successful in school. These early learning programs include Early Learning Foundations (ELF) preschools and childcare centres, Strong Start, Mother Goose, a new Farsi Immigrant PALS (Parents as Literacy Supporters) program, and Ready, Set, Learn.

Pillar #2: Reading Success in Schools

The District Achievement Contract identifies goals and objectives specific to the development of literacy skills for all students K-12. Particular emphasis in the Achievement Contract is focused on intervention strategies and structures for students not yet meeting expectations in oral language, reading and writing. Strategies and structures inherent in both the District Achievement Contract and the District Literacy Plan include locally developed literacy programs (*Firm Foundations, Our Turn to Talk, Inspirations 44, Reading 44, Writing 44, Web in the Classroom, and Digital Expression*), literacy assessments including the Early Development Instrument (EDI), the Test of Phonological Assessment (TOPA) and the Reading Assessment Device (RAD), as well as an array of commercial intervention strategies, programs and initiatives.

Pillar #4: Reading Success for Aboriginal People

Both the District Achievement Contract and the Aboriginal Enhancement Agreement identify literacy as a key factor in meeting the goals of improving academic achievement and increasing completion/graduation rates for Aboriginal students. Many of the district's literacy initiatives and programs are strategically aimed at improving the literacy skills of First Nations learners. Through the collaborative process of developing the District Literacy Plan this year, we have been successful in engaging the Aboriginal Advisory Council, district and school staff, the Aboriginal communities, and First Nations students in discussions regarding the specific needs of Aboriginal learners. A number of literacy initiatives listed in this plan address these needs and will help meet the goals of both the Achievement Contract and the Aboriginal Enhancement Agreement.

IV Alignment with the North Shore Community Literacy Plan

Since June 2007, the North Vancouver School District has participated as a stakeholder member of the North Shore Community Literacy Task Force. The members of the Task Force (see Appendix A), representing literacy programs and services throughout the community, have met regularly throughout the school year with the goal of creating a community literacy plan for the North Shore. A facilitator, hired with funding from *Literacy Now BC*, has facilitated a series of dialogue sessions, meetings and interviews with the school districts and with members of the broader community in order to identify literacy needs and establish a clear direction for improving literacy locally. *Everyone Wins- A Plan for Literacy for All: A Literacy Plan for the North Shore* was completed in June 2008. The Plan has established the following three-year goals for literacy on the North Shore:

1. *Community organizations work together in a collaborative way on literacy issues*
2. *A continuum of literacy supports is available to all residents*
3. *The literacy needs of marginalized groups are understood and acted upon*
4. *Residents support each other in addressing literacy issues*
5. *Individuals, children, youth and families are actively engaged in literacy in increasing numbers*

These community literacy goals align with and complement the goals of the North Vancouver School District Literacy Plan. Both plans emphasize the following guiding principles:

- The importance of collaboration between educational institutions and community partners to improve literacy locally
- Commitment to literacy initiatives that are inclusive of the early years through adulthood
- Inclusion and appreciation for different perspectives and points of view
- Recognition and appreciation of First Nations cultures and the importance of linking cultural traditions to literacy initiatives
- The importance of family-oriented and intergenerational approaches to literacy programs and initiatives
- The need to identify issues and barriers to literacy in order to implement successful literacy initiatives and programs

The alignment of the North Vancouver School District Literacy Plan with the North Shore Community Literacy Plan will help us develop a common vision of literacy for the North Shore that spans literacy programs from early childhood to adulthood. By building on existing community partnerships, and extending those that will support new literacy initiatives, we expect to enhance our ability to more broadly affect literacy in the community. Through our participation in the Community Literacy Plan, the North Vancouver School District will continue to develop and strengthen networks and partnerships with community agencies that contribute to literacy development.

V Process for Consultation with Literacy Stakeholders

The North Vancouver School District Literacy Plan was developed through a consultative process that evolved over the past year with a number of different partner groups and committees. See Appendix A for the names of individuals who participate in many of these committees:

1. *The North Shore Community Literacy Plan Task Force*
2. *The North Vancouver School District Literacy Plan Committee*
3. *Student and Program Services Literacy Teams*
4. *The North Vancouver Aboriginal Advisory Council*
5. *The North Vancouver District Aboriginal Literacy Sub-Committee*
6. *School Librarians' Consultative Committee*
7. *North Vancouver Student Leadership Committee*
8. *Welcome to Early Childhood Access (WECAN)*
9. *Early Childhood Education/Kindergarten Committee*

Last fall a District Literacy Transitional Plan was developed in consultation with the North Vancouver School District Literacy Plan Committee. It was approved by the Board of Education and submitted to the Ministry on October 15, 2007. Throughout the year the Transitional Plan has served as a starting point for consultation with various groups as we learned more about the process of developing the District Literacy Plan.

Since this is the first year for the development of a District Literacy Plan, the District Literacy Plan Committee decided early on that it was important for us to prioritize our efforts. We made a conscious decision to focus our energy and consultative process on the Aboriginal literacy component of the plan for this year. In March 2008, the District Literacy Plan Committee was invited to a dinner meeting of the Aboriginal Advisory Council. In attendance at that meeting were school and district administrators, teachers, as well as educational consultants, parents and elders from both the Squamish and Tsleil-Waututh Nations. Participants at the meeting were presented with an overview of the *Read Now BC* initiative and an explanation of the new North Vancouver District Literacy Plan. There was a very positive response to the presentation and enthusiasm for creating a sub-committee to look specifically at Aboriginal literacy issues. The District Aboriginal Literacy Sub-Committee, comprised of school district staff and representatives from both First Nations communities, met twice in the spring. During our discussions we began to identify learning needs and styles specific to Aboriginal students, and to explore ideas and teaching practices that would be successful with those students. Several exciting plans and initiatives emerged from consultation with the First Nations communities, including a district-wide presentation on Aboriginal literacy scheduled for next October by the Chatelaine Gwen Point.

Through conversations with the First Nations communities, with the Community Literacy Task Force, and with various other community partners, we have begun this year to identify specific literacy needs in the community and in the school district. This knowledge will allow us to design innovative new literacy initiatives for the future.

VI Goals and Objectives to Improve Literacy Locally

Pillar #1: School Readiness in Young Children

Goal 1: *To increase the number of children who enter school ready for Kindergarten*

Rationale:

Measuring children's development at school entry is important because it reflects children's early experiences and it can predict their performance in literacy tasks in later years. Results from the 2004-2005 Early Development Instrument (EDI) assessment¹ indicate that among pre-school aged children living in North Vancouver, about 8% were considered vulnerable in the area of language and cognitive development, and almost 12% were considered vulnerable in the area of communication and general knowledge.

Strategies/Structures:

The School District acknowledges the importance of early learning opportunities that prepare young children to be successful in school. We have been proactive in developing partnerships with the early learning community on the North Shore, and we will continue to collaborate with preschool and childcare providers, libraries, community organizations, and Ministry initiatives to develop and expand effective early literacy programs in our community. The following strategies and structures will enhance school readiness in young children and improve their transition from early care settings to Kindergarten:

- Support the Healthy Early Learning Partnership (HELP) and Kindergarten teachers in administering the annual **EDI (Early Development Instrument)** and assist the community in identifying specific literacy needs of young children
- Collaborate with **ELF (Early Learning Foundations)** providers to develop quality early learning and childcare programs in our School District
- Provide support and guidance in the expansion of **Strong Start** drop-in programs
- Coordinate the annual **Ready, Set, Learn** program in all elementary schools
- Participate in **WECAN** and other ECE committees on the North Shore
- Promote communication and understanding between the Early Learning providers and Kindergarten teachers through participation in the **ECE/K Committee**
- Support the **WHEELS** (community van) program to promote literacy and school readiness in communities across the North Shore
- Provide support for **Mother Goose** programs for parents and children ages 0-3
- Work in collaboration with the Multicultural Society to coordinate an **Immigrant PALS (Parents as Literacy Supporters)** program in North Vancouver schools
- Continue to support and coordinate **Kindergarten Readiness Meetings** and the Kindergarten **Ready, Set, Go** poster and booklet for parents

¹ The EDI is a research tool that assesses the state of children's development in kindergarten. Kindergarten teachers complete the EDI checklist for each child in their class after they have known their students for several months. The EDI measures a child's development in five domains: physical health and well being, social competence, emotional maturity, language and cognitive development, and communication and general knowledge.

Pillar #2: Reading Success in Schools

Goal 2: To increase the number of students K-12 who read successfully

Rationale:

While most North Vancouver students demonstrate strong literacy skills overall, provincial test scores, report card results, and classroom assessments indicate that some students at each grade level struggle with oral language development, reading and writing. For example, the Test of Phonological Awareness (TOPA) administered annually to students in North Vancouver, indicates that approximately 15% of Kindergarten students across the district require intervention for reading readiness. FSA scores for North Vancouver generally indicate that about 15-18% of students in grades 4 and 7 are not meeting expectations for reading and writing. Similarly, the results of grade 10 English Provincial exams provide evidence that some secondary students still struggle with literacy. Many of the students who experience difficulty with literacy skills are at risk academically, socially and emotionally. Without support and appropriate intervention, these students may not graduate from high school.

Strategies/Structures:

The North Vancouver School District recognizes the importance of ensuring that sound assessment and instructional practices and appropriate intervention strategies are in place at every grade level for students with literacy challenges. We have committed a significant portion of our efforts toward implementing specific strategies, programs, district initiatives, and alternative programs that address literacy goals. The following strategies and structures provide literacy support for students from K-12:

- Continue to administer the **Test of Phonological Awareness (TOPA)** assessment annually to all Kindergarten students across the district; provide intervention to those students considered at risk for reading readiness and retest in late spring
- Facilitate and support the successful classroom use of early literacy development programs such as ***Our Turn to Talk***, ***Firm Foundations*** and ***Inspirations 44***
- Use Literacy Innovation Grant funding to create **Early Literacy Intervention** teams at each school and provide specific training in 2008-2009 to administrators, classroom teachers, and all support staff in literacy programs and intervention strategies for grade one students
- Facilitate and support the successful classroom use of locally developed literacy programs (***Reading 44***, ***Writing 44***) at all grade levels
- Provide support and training for the administration of the **Reading Assessment Device (RAD)** from grades 1-9
- Provide **learning assistance** that focuses on early identification, intervention and classroom support for students with learning difficulties/disabilities using a variety of reading approaches/methods and intervention strategies
- Continue to provide, where resources permit, **Computer-Assisted Learning** support for students with written output difficulties (AlphaSmart – DANAs and NEOs)
- Implement the **Academy of Reading**, an on-line interactive intervention program during the 2008-2009 school year

- Provide **Secondary Learning Resource Centres** using computer assisted learning techniques and other resources for students with complex developmental disabilities
- Provide **Speech and Language Therapists** for assessment and intervention services and assistance with more formal language and literacy instruction
- Provide short-term specialist teaching at two **District Literacy Centres** for students in grade 3 with the most complex literacy difficulties
- Facilitate and expand the **Reading Rounds** buddy reading program that provides grade 2 and grade 9 students with cross-grade reading strategy instruction
- Collaborate with School and District Librarians and Student and Program Services to continue the development of **Literacy Bins** for students with diverse needs and interests (Aboriginal, Safe and Caring, students with disabilities)
- Continue to provide district assessment and literacy support for all **English Language Learning (ELL)** students
- Support **School-Based Library Programs** including contests, special events, author visits, Writers-in-Residence, Red Cedar Awards, etc.
- Continue to collaborate with District & City Librarians on a variety of programs including Library cards for Kindergarten, Book Buddies, and reading clubs
- Provide **alternate programs** for students with special learning styles or requirements (e.g. Windsor House, Keith Lynn Secondary, Youth Learning Centre, Third Step, Youth Employment Program, and Distributed Learning courses)

Pillar #3: Reading Success for Adults

Goal 3: *To increase awareness in the community of adult literacy programs*

Rationale:

The North Shore Community Literacy Plan identifies several groups in our community who struggle with literacy. These individuals are often not able to understand printed information well enough to access services and participate fully in community life. The groups identified in the Community Literacy Plan include: low income residents, members of First Nations communities, immigrants (one of the fastest growing populations on the North Shore), and people with mental health issues or physical disabilities. Often these individuals are not aware of available adult literacy programs in the community.

Strategies/Structures:

The North Vancouver School District is committed to working with its community partners to increase awareness of the quality programs and services available for adult learners on the North Shore through the following actions:

- Increase awareness in the community of the North Vancouver School District's **Continuing Education** program that offers Literacy Foundations and High School Completion courses

- Work in collaboration with the North Shore Community Literacy Task Force and other community partners, including business and industry, to expand access to **community-based** and **workplace literacy programs**
- Collaborate with community organizations to increase awareness of Early Learning programs that also provide literacy support for parents and caregivers (e.g. **Farsi PALS program, Strong Start, Mother Goose** programs)

Pillar #4: Reading Success for Aboriginal People

Goal 4: *To increase understanding, among educators and in Aboriginal communities, of effective literacy teaching practices for First Nations students*

Rationale:

For the past few years, TOPA scores, FSA results, and report card data indicate that many Aboriginal students in North Vancouver face literacy challenges. This has been and continues to be a significant concern in our school district. The District Aboriginal Enhancement Agreement and the District Achievement Contract both emphasize the need for educators to work in collaboration with the First Nations communities to increase Aboriginal students' academic achievement, and in particular, their literacy development.

Strategies/Structures:

In discussions with the District Aboriginal Advisory Council and the District Aboriginal Literacy Sub-Committee this year, a key topic that has emerged is the need for increased awareness, among educators and members of the Aboriginal communities, of effective teaching practices for First Nations students. The North Vancouver School District is committed to working collaboratively with our Aboriginal communities on the following strategies and structures:

- Organize, in partnership with the Tsleil-Waututh and Squamish First Nations, and BC Government House staff, an **Aboriginal Literacy Evening** in October 2008 with a special presentation by Her Honour, the Chatelaine Gwen Point
- Coordinate the team of District Aboriginal Literacy Teachers in providing leadership and in-service on effective literacy teaching practices
- Provide training and in-service on specific literacy teaching practices that can be implemented in the classroom or in small group instruction by First Nations Support Workers (e.g. **Early Literacy Intervention training** in 2008-2009)
- In partnership with the Aboriginal community, coordinate the **Ready, Set, Learn** program for First Nations parents and their children
- Continue the partnership of leadership and support with the **Squamish Nation Kindergarten** to implement professional development and resource support for the staff, to assess students in phonological awareness and numeracy, to facilitate intervention programs as needed, and to provide weekly library time and book exchange at a North Vancouver elementary school
- Provide support to teachers and First Nations support workers in creating classroom and school-based programs that link cultural traditions to literacy initiatives (e.g. elementary cultural awareness literacy projects, First Nations Integrated Studies program and First Nations Support Blocks)

VII Implementation and Evaluation of Actions

Since the submission of our District Literacy Transitional Plan in October 2007, the North Vancouver School District Literacy Plan Committee has been successful in:

- Developing guiding principles, a common vision and a consultative process for the development of the North Vancouver School District Literacy Plan
- Expanding our District Literacy Committee to include greater representation from Aboriginal educators, staff from Student Services, community stakeholders and members of the Student Leadership Council
- Continuing to strengthen and enhance the partnerships and initiatives we have developed with the Early Childhood Education community
- Implementing a new Farsi Immigrant PALS program at Capilano Elementary
- Increasing the number of schools participating in the Ready, Set, Learn program
- Planning a series of Early Literacy Intervention in-service sessions in 2008-2009 using Literacy Innovation Grant funding; sessions will provide school teams with training in literacy programs and intervention strategies for grade one students
- Supporting the work of schools and the District Aboriginal Advisory Council in successfully implementing the literacy goals of the Aboriginal Education Enhancement Agreement and the District Achievement Contract
- Participating actively in the development of a North Shore Community Literacy Plan and, in the process, establishing and strengthening networks and partnerships with community agencies that contribute to literacy development on the North Shore
- Developing a plan and structure for soliciting student input with regards to Aboriginal literacy issues during the 2008-2009

During the 2008-2009 school year the North Vancouver School District Literacy Plan Committee will continue to consult with various groups and other committees in order to implement and evaluate the strategies and structures listed in the four pillars of literacy. We plan to continue our focus on Aboriginal literacy during the next school year, using the October visit by Gwen Point as a high profile event that will raise awareness for Aboriginal literacy issues and increase understanding and collaboration between the First Nations communities and the School District.

VIII Process for Approval of the District Literacy Plan

The North Vancouver District Literacy Plan will be submitted to the Board of Education for approval June 2008. During the 2008-2009 school year, the District Literacy Plan will be shared with the community through various committee meetings. The community will also have the opportunity to review the District Literacy Plan on the District website and provide comments and feedback on its direction during the year.

Appendix A: Committee Membership

North Vancouver School District Literacy Committee:

Joanne Robertson	District Principal, Student and Program Services
Barb Mathieson	District Early Literacy Facilitator
Lisa Ottenbreit	District Later Literacy Facilitator
Julie Parker	Vice Principal, Student Services
Ann Copp	Learning Assistance Support, Student Services
Mark James	Principal, Continuing Education
Marcia Garries	District Facilitator for Gifted Programs
Sheilagh Martin	Teacher Librarian, Canyon Heights
Bea Silver	District Administrator, Aboriginal Education
Brad Baker	First Nations Department Head, Carson Graham Secondary
Carleen Thomas	District Literacy Support Teacher, Aboriginal Education
Gretchen Tolfo	District Early Literacy Teacher, Aboriginal Education
George Monkman	District Facilitator, ESL Programs.

North Vancouver School District Aboriginal Literacy Sub-committee:

Joanne Robertson	District Principal, Student and Program Services
Mark Lefroy	District Principal, School and Program Services
Bea Silver	District Administrator, Aboriginal Education
Carleen Thomas	Educational Consultant, Tsleil-Waututh Nation
Deanna George	Elder, Tsleil-Waututh Nation
Gretchen Tolfo	District Early Literacy Teacher, Aboriginal Education
Lisa Ottenbreit	District Later Literacy Facilitator
Brad Baker	Teacher, Carson Graham
Connie Manuel	Teacher on Call, North Vancouver School District
Ann Copp	Learning Assistance Support, Student Services
John McGowan	Principal, Seycove Secondary
Liz Bell	Principal, Windsor Secondary
Yolande Martinello	Principal, Westview Elementary
Leslie McGuire	Acting Principal, Norgate Elementary
Marcia Garries	Student and Program Services
Maurice Nahanee	First Nations Support Worker
Rosie Dapp	First Nations Support Worker
Anjie Dawson	Educational Consultant, Squamish Nation
Carla George	Parent, Squamish Nation
George Jacobs	Elder, Squamish Nation

North Vancouver School Library Consultative Committee

Sheilagh Martin	Elementary Librarian
Wendy Evans	Elementary Librarian
Nancy Gelin	Elementary Librarian
Maureen Stewart	Secondary Librarian
Barb Mathieson	District Early Literacy Facilitator
Lisa Ottenbreit	District Later Literacy Facilitator
Gretchen Tolfo	District Early Literacy Teacher, Aboriginal Education
Allison Taylor BcBryde	North Vancouver District Public Librarian
Joanne Robertson	District Principal, Student and Program Services
Larry Johnson	Assistant Superintendent

North Shore Community Literacy (Literacy Now) Task Force:

Kathy Coyne	Capilano College
Pat Hodgson	Capilano College
Elizabeth Jones	North Shore Multicultural Society
Jane Watkins	City of North Vancouver
Joanne Robertson	North Vancouver School District #44
Maureen Ciarniello	West Vancouver School District #45
Rosalind Williams	Squamish Nation
Tricia Andrew	North Shore Neighbourhood House/JBCC

Welcome to the Early Childhood Access Network (WECAN):

North Vancouver School District (Barb Mathieson)
West Vancouver School District (Maureen Ciarniello)
City of North Vancouver (Lisa McCarthy)
District of North Vancouver (Cristina Rucci)
Municipality of West Vancouver (Anne Mooi)
Vancouver Coastal Health (Donna Halloran; Jean Thompson, JoAnne Burleigh, Joan Brown, Glenda Burrows)
Ministry of Children and Family Development (Sarah James)
North Shore Multicultural Society (Elizabeth Jones)
North Shore Neighbourhood House (Lisa Hubbard)
CAP-C (Maria Morisseau, Patty Asbun)
Capilano College (Tia Smith, Kathleen Kumman)
North Shore Supported Childcare Development Program (Kirsten Forestell)
North Shore Disabilities Resource Centre (Kathleen Jessup)
Infant Development Program (Donna Colody)
BC Aboriginal Child Care Society (Lynn McBride)
Child Care Resource and Referral (June Maynard)
Squamish Nation (Diane Larssen Nehru, Angie Dawson)
Tsleil Waututh (Lissy Guss)

West Vancouver Memorial Library (Julia Hedley)
North Vancouver Public Libraries (Allison Taylor-McBride)
North Vancouver Recreation Commission (Linette Smith, Stacy Yeats)
Family Services of the North Shore (Sue Bauman)
Hollyburn Family Services (Chris Burt)
North Shore Community Resources (Li Boesen, Nancy Hollstedt, Lori Roberts, Mark Seinen, Fran Jones)
Parkgate Community Services (Arleta Beckett)
West Vancouver Family Place (Kathy Erdman)
Bowen Island Family Place (Tracy McLauchlan)
Ste. Catherine's Preschool (Marion Porter)
Bee Haven Kids (Laurie Skinner)