



North Vancouver  
**School District**  
the natural place to learn®

## District Literacy Plan

June 2010

## I INTRODUCTION

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, 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 two years 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 pillars of literacy. The District Literacy Plan is a powerful example of the School District's *Community Connections* Vision Statement:

*"We thrive on bringing people together through collaboration and responsive partnerships that strengthen communities and contribute to the needs of students and society"*

This 2010 North Vancouver School District Literacy Plan provides an update to the plan developed and submitted to the Ministry in July 2009. Literacy planning is an on-going annual process which includes processes of reflection, evaluation and the thoughtful planning of future literacy initiatives based on the changing needs of the community.

## II District and Community Context and Demographics

North Vancouver covers an area of over 172 km<sup>2</sup> 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. The economic foundation is correspondingly strong.

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, Farsi was the most common non-English language spoken at home in North Vancouver, followed by Chinese, Korean, and Tagalog.

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, they share one school district.

The North Vancouver School District enrolls 15,926<sup>1</sup> students and offers a comprehensive Kindergarten to Grade 12 education. The School District’s elementary and secondary schools offer a variety of provincially and locally developed educational programs and services including French Immersion, English Second Language (ESL) courses, programs for students with exceptional learning needs, summer school, an outdoor education program, distributed learning courses, and a variety of alternate programs. In addition to the K-12 program, the school district also offers English Second Language courses and academic English classes (Continuing Education) for the adult population. This program allows new immigrants to transition to Canadian post-secondary institutions and to the workplace.

The shared vision of the North Vancouver School District is *to provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow*. 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 institutions, 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.

### **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 objectives, many of the same goals identified in the District Literacy Plan.

#### **Early Literacy Success for 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 facilities, StrongStart centres, Mother Goose, a Farsi Immigrant PALS (Parents as Literacy Supporters) program, and Ready, Set, Learn initiatives.

---

<sup>1</sup> Based on 1701 data from October 2009

## 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 supporting 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 commonly available intervention programs, strategies, and initiatives, including the Academy of Reading.

## Reading Success for Aboriginal People

Both the District Achievement Contract and the Aboriginal Education 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 outlined in the District Literacy Plan are strategically aimed at improving the literacy skills of Aboriginal learners. The collaborative process of reviewing District Literacy Plan goals each year helps ensure that new literacy programs and initiatives are successful in meeting the needs of Aboriginal students.

## IV Alignment with the North Shore Community Literacy Plan

District Literacy planning is intended to build on the Community Literacy Planning Process. 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, meet regularly throughout the school year to review and update the Community Literacy Plan published in June 2008 and entitled: [Everyone Wins- A Plan for Literacy for All: A Literacy Plan for the North Shore](#).

The North Shore Literacy Now Task Force has made significant strides in 2009/2010 toward completing the strategies outlined in the Community Literacy Plan. [The North Shore Literacy Now Report 2009/2010](#) (Appendix B) outlines progress to date and changes anticipated in the second year of implementation of the North Shore Community Literacy Plan.

There exists a common vision of literacy, as described in the Community Literacy Plan and the North Vancouver and West Vancouver School District Literacy Plans, which spans literacy programs from early childhood to adulthood. By building on current community partnerships, and extending those that will support new literacy initiatives, we expect to enhance our ability to affect literacy more broadly in the community. Through our alliance with the North Shore Literacy Outreach Coordinator, and our

participation in the Community Literacy Task Force, the North Vancouver School District continues 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 has evolved over the past three years, with a number of different partner groups and committees. This year, consultation and updates to the District Literacy Plan were provided by the following groups:

1. *The North Vancouver School District Literacy Plan Committee*
2. *The North Shore Community Literacy Plan Task Force*

## VI Reflections on the 2009 Literacy Plan and Planning for 2010

The 2009 District Literacy Plan outlined four key goals to improve literacy locally. These goals, organized according to the original four pillars of the original [ReadNow](#) initiative, were identified in 2008 by the District Literacy Plan Committee and were carried forward into the 2009-10 school year:

### **Pillar #1: Early literacy success for young children**

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

A priority we established in the 2008 District Literacy Plan was to strengthen the school district's relationship and collaboration with Early Learning educators in the community. With the expansion of the popular StrongStart program to seven centres in September 2009, and the addition of Early Learning Foundations (ELF) preschools and childcare facilities, the natural inclusion and integration of early learning in our schools is becoming the norm. The School District has also taken a leadership role this year in creating opportunities for networking and professional development among early childhood educators in the community, including StrongStart facilitators, preschool and childcare providers, and Kindergarten teachers. Collaborative learning, consultation and networking in early childhood instructional practices have continued to be district priorities, with a particular focus this past spring on the implementation of Full Day Kindergarten beginning in September 2010. This focus will continue throughout the 2010-2011 school year.

### **Pillar #2: Reading success in schools**

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

The North Vancouver School District continues to focus on student achievement in literacy as a priority, as outlined in the District Achievement Contract and all individual School Plans. Assessment tools such as the TOPA (Test of Phonological Awareness), the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and the RAD (Reading

Assessment Device), help to identify our students most in need of additional supports in the area of literacy. Support to students with diverse learning needs is provided through a variety of literacy intervention programs, initiatives and programs that are reviewed and evaluated on a yearly basis by school and district staff.

### **Pillar #3: Reading success for Adults**

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

The participation of the Community Literacy Outreach Coordinator on our District Literacy Plan Committee, and the on-going collaboration and partnerships established by the North Shore Community Literacy Task Force, have helped increase awareness, at the school district level, of specific literacy needs among adults living on the North Shore, and of the services and programs available in the community. Updates on the community-based adult literacy initiatives are included in the [The North Shore Literacy Now Report 2009/2010](#). Increasing awareness in the community of available adult literacy programs remains a long-term goal.

### **Pillar #4: Reading success for Aboriginal People**

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

In reflecting on the priorities, objectives and actions that were outlined in the first two years of the District Literacy Plan, members of the District Literacy Plan Committee (and former members of the Aboriginal Literacy Sub-Committee) agreed that the focus on Aboriginal Literacy had been successful in terms of raising awareness of learning preferences and instructional practices relevant to Aboriginal students. The high-level visits and presentations by the Lieutenant-Governor Steven Point and the Chatelaine Gwen Point contributed to an understanding, among teachers, administrators, and the Aboriginal Education Advisory Committee, of the important connection between students' sense of belonging in schools and their overall achievement. Honouring and celebrating Aboriginal cultures and traditions continues to be a focus in the school district and will continue to inform best practices in literacy instruction.

In recent discussions the 2010 District Literacy Plan Committee agreed that literacy goals and strategies specific to Aboriginal students should remain a priority and should be carried forward into 2010-2011 District Literacy Plan. However, because of the integrated nature of our district's literacy practices and initiatives, we have decided to embed these goals and strategies within the first three pillars of literacy. This change is reflective of our on-going efforts as a school district and a community, to provide inclusive, differentiated literacy instruction at all levels for all individuals.

The 2010 District Literacy Plan will therefore include the following pillars and goals:

### **Pillar #1: Early literacy success for young children**

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

## **Pillar #2: Reading success in schools**

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

## **Pillar #3: Reading success for Adults**

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

## **VII 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 2008-2009 Early Development Instrument (EDI) assessment indicate that almost 23% of children living in North Vancouver are vulnerable on at least one scale of early development, with just over 8% of children vulnerable on the Language and Cognitive Development scale.

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. An extensive number of early learning programs and initiatives are taking place in our schools and across the community. The following lists of strategies and structures feature both school district-based and community-based early learning initiatives that will enhance school readiness in young children and improve their transition from early care settings to Kindergarten:

#### **On-Going Strategies/Structures:**

- Continue to support Kindergarten teachers in administering the annual electronic [EDI \(Early Development Instrument\)](#) and assist the community in identifying specific literacy needs of young children.
- Continue to support and coordinate Kindergarten Orientation Meetings and the *Ready Set Go to Kindergarten* poster and booklet for parents.
- Promote communication and understanding between the Early Learning providers and Kindergarten teachers through participation in [WECAN](#) and other ECE committees on the North Shore.
- Collaborate with [ELF \(Early Learning Foundations\)](#) providers to develop quality early learning and childcare programs in our School District.
- Provide support and guidance for [StrongStart](#) drop-in programs at schools throughout the North Vancouver School District.
- Provide support for the annual [Ready, Set, Learn](#) program in schools.

- In partnership with the Aboriginal community, coordinate the [Ready, Set, Learn](#) program for Aboriginal parents and their children.
- Increase awareness of librarian visits to preschools, daycares, StrongStart centres, and other early learning programs.
- Increase awareness of regular story times held at North Vancouver libraries for babies, toddlers and preschoolers; present the importance of reading to preschool parents.
- Continue to work with community agencies and District staff to support learning centres and programs for teenage mothers (e.g. [Learning Together Program](#) at Sutherland) with a focus on parental training in early literacy practices.
- Work in collaboration with the Multicultural Society to continue to support the successful [Farsi PALS \(Parents as Literacy Supporters\)](#) program.
- Continue to partner with So-Sah-Latch Health and Family Centre in their various early intervention programs.
- Support the [WHEELS](#) (community van) program to promote literacy and school readiness in communities across the North Shore.
- Promote the [Parent Child Mother Goose Program](#).
- Increase awareness of the early learning drop-in programs offered at the [The Family Centre](#), including [Grandparent Connection](#) and [Dads and Babies](#).
- Promote the [Supported Child Development Program \(SCDP\)](#).
- Increase awareness of IHOPE, a drop in program focused on learning through play, offered at two locations by Family Services of the North Shore.

#### 2009-10 Updates:

- Implemented (July 2009) the [SummerStart](#) program at **Capilano Little Ones**.
- Continued the expansion of the [StrongStart program](#) to three additional sites in our School District at Lynn Valley, Seymour Heights and Montroyal schools.
- Hosted the *Early Learning Dinner and Dialogue* session in March 2010, a professional development and networking opportunity for early learning educators including: ELF preschool and childcare providers, StrongStart facilitators, Kindergarten teachers, and school district teachers and administrators; topics this year included: honouring the role of play in early learning and supporting the implementation of Full Day Kindergarten.
- School District staff provided a *Linking Language and Literacy for Young English Language Learners* workshop to Early Childhood Educators; workshop was hosted by the North Shore Multicultural Society.

#### Looking Ahead to 2010-11:

- Year Two of [SummerStart](#) program at [Capilano Little Ones](#).
- Continued focus on collaboration with the early learning community through networks and professional development for the successful implementation of Full Day Kindergarten.
- Continued collaboration with WECAN and promotion of community early learning initiatives through the [Connect For Kids](#) website.

## 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. Without support and appropriate intervention, these students may leave high school without graduating.

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:

### On-Going Strategies/Structures:

- 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; provide support, and training to teachers for the administration of the TOPA and subsequent intervention strategies.
- Facilitate and support the successful use of early literacy development programs such as [Our Turn to Talk](#), [Firm Foundations](#) and [Inspirations 44](#) in Kindergarten and early primary classrooms.
- Facilitate and support successful classroom use of locally developed literacy programs ([Reading 44](#), [Writing 44](#), [Web in the Classroom](#), [Digital Expression](#)) at all grade levels.
- Provide support for the administration (and subsequent planning for reading instruction) of the formative assessment tool [Reading Assessment Device \(RAD\)](#) from grades 1-9.
- Facilitate the [Reading Rounds](#) buddy reading program that provides grade 2 and grade 9 students with cross-grade reading strategy instruction.
- Promote the [One To One Literacy](#) program offering one-on-one instruction in North Vancouver schools to students who struggle with reading and writing.
- Continue to support the North Vancouver District Library's *Cards for Kindergarten* campaign and provincial [Summer Reading Clubs](#).
- Increase awareness of programs offered through the North Shore Public Libraries, including the [Red Cedar and Stellar Book clubs](#), author readings and the Red Cedar mini-gala.
- Continue to screen grade 3 students using the [Canadian Cognitive Abilities Test \(CCAT\)](#) in order to plan for enrichment/support in the area of literacy.

- 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.
- 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. oral story telling, elementary cultural awareness literacy projects, First Nations Integrated Studies program and First Nations Support Blocks).
- Continue to provide school-based annual assessment and literacy support for all English Secondary Language (ESL) students.
- Provide Speech and Language Therapy services for assessment, intervention, and assistance with more formal language and literacy instruction.
- Continue to provide, where resources permit, computer assisted learning support (Neos/Danas/Kurzweil) for students with learning difficulties.
- Provide Secondary Learning Resource Centres using computer assisted learning techniques and other resources for students with complex developmental disabilities.
- Organize the Secondary Writing symposium with published authors leading a full day writer's workshop for aspiring writing students in grades 8-12.
- Complete the annual publication of Tributaries/Tributaires for the celebration of exceptional writers in grade 6-10 from across NVSD.
- Continue to provide district in-service and opportunities for collegial dialogue, including workshops on locally developed resources, presentations from guest experts in literacy instruction, and sessions dedicated to exploring literacy through integrated technology (e.g. Learning at Night (LAN) sessions).
- Coordinate the team of District Aboriginal Literacy Teachers in providing leadership and in-service on effective literacy teaching practices.
- Continue to incorporate best practices for Aboriginal literacy presented by Lieutenant Governor Steven Point and Chatelaine Gwen Point in 2008.
- Continue the development of **Literacy Bins** for students with diverse needs and interests ([Aboriginal, Safe and Caring](#), students with disabilities).
- Provide on-going support for the [Academy of Reading](#), an on-line interactive literacy development program.
- Provide short-term specialist teaching at two [District Literacy Centres](#).
- Continue to partner with the Eslha7an Aboriginal program for youth and adults to provide high school completion, GED, and native culture classes.
- Provide literacy instruction through [Distributed Learning](#) courses.

#### 2009-10 Updates:

- While expected Literacy Innovation Grant funding from the Ministry was not available this year, after school in-service sessions to support early literacy instruction and intervention were offered in the fall 2009; workshops featured blended strategies from locally designed literacy resources ([Our Turn to Talk](#) and [Firm Foundations](#)) to support oral language development and phonological awareness; workshops were attended by Kindergarten teachers, support staff, administrators, and teachers from Capilano Little Ones.

- Provided district in-service and support for the successful implementation of Full Day Kindergarten (spring 2010); workshops focused on locally designed Kindergarten resources and key Ministry resources including: the [Early Learning Framework](#), the [Primary Program](#) and the [Full Day Kindergarten Program Guide](#).
- Provided district in-service in [Universal Design for Learning, Understanding by Design](#) and [Differentiated Instruction](#) through *Designing for Deep Learning and Diversity*, a five part workshop series for elementary and secondary educators.
- Facilitated three *Focus on Literacy* sessions at five school sites; sessions focused on non-fiction reading strategies and embedded best practices for literacy skill building.
- Hosted a session for librarians and teachers in April 2010 with Adrienne Gear; focus on Non Fiction Reading Strategies.
- Facilitated presentations by David Bouchard on the topic of Aboriginal Literacy.
- Added to our inventory of District Aboriginal literacy resources to support Aboriginal students and promote language and cultural connections; Eaglecrest titles for primary guided reading and new Kindergarten resources featuring North West Coast Native Art.
- Facilitated an Aboriginal “writer in residence” library and literacy initiative titled “Hear Our Voices” with author Sylvia Olson for the Carson Graham’s and Balmoral’s First Nations Integrated Studies program.
- Facilitated and supported professional development in classroom instruction; focusing on: best practices, the use of performance standards, alignment of instruction with district writing resources, and school wide write initiatives at the elementary and secondary levels.
- Provided in-service for First Nations Support Workers; workshop focused on the creation of an interactive board game blending Aboriginal culture, art and language for use in small group instruction.
- Organized a session for First Nations Support Workers and First Nations Literacy Support Teachers in April 2010 with Vanessa Campbell and Alroy Baker – focus on the use of Squamish Language and Squamish History.

#### Looking Ahead to 2010-11:

- Continue to provide in-service and support in [Universal Design for Learning, Understanding by Design](#) and [Differentiated Instruction](#) through district and school-based in-service initiatives; focus on differentiated literacy instruction to maximize the learning capacity of all students.
- Continue to improve access and effectiveness of the [Academy of Reading](#) program at the elementary and secondary.
- Continue to explore ways of integrating technology with literacy instruction and provide instructional strategies for building information literacy skills.
- Provide on-going support to teachers during Year 1 of Full Day Kindergarten Implementation.

### **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, including individuals from low income residences, Aboriginal communities, those learning English as a second or additional language (one of the fastest growing populations on the North Shore), and people with mental health issues or physical disabilities. While many programs do exist, these individuals are often not aware of, or do not access, available adult literacy programs in the community.

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:

#### **On-Going Strategies/Structures:**

- Increase awareness in the community of the North Vancouver School District's Continuing Education program that offers English Second Language courses, academic English classes (grades 10-12), and blended-model Distributed Learning courses to our adult population.
- 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.
- Work in collaboration with community partners to highlight general interest programs to adults in the community.
- Increase awareness of ESL classes and transition-to-university programs offered through Capilano University.
- Increase awareness in the community of the Eslaha7an adult program, funded jointly by the school district and the Squamish nation, which provides adult basic education classes in preparation for the GED.
- Collaborate with the Settlement Workers in Schools program (SWIS) to offer support to immigrant families and encourage parents of ESL youth in our mainstream schools to access language acquisition programs both through Continuing Education and our community partners.
- 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](#), [StrongStart](#), [Mother Goose](#) programs).
- Increase community awareness of the extensive free and low cost ESL classes for youth, adults, and seniors offered at various locations across North Vancouver by the North Shore Multicultural Society.
- Support the ESL Programming offered at Neighbourhood House and at John Braithwaite Community Centre.

- Promote the adult Book Clubs available at each branch of the North Vancouver District Library.
- Support the annual [North Shore Writers Festival](#), cooperatively planned by North Shore libraries.
- Continue to expand literacy instruction opportunities for adult learners both in face-to-face classrooms, and on-line through increased program options in [Distributed Learning](#).
- Promote the [Lower Lonsdale Literacy Drop-in Program](#).
- Increase awareness of the [North Shore Welcoming Communities Initiative](#).
- Increase collaboration between the school district and outside community partners (ESL roundtable discussions) to define specific areas of ESL support in various programs for adults and create a directory of services for potential adult students.
- Increase awareness of the [Seniors and Technology](#) program.
- Encourage North Vancouver School District teachers and administration to participate in curriculum revisions for new Ministry funded Literacy Foundations courses for adults. This new curriculum focuses on adult basic literacy skills and will be used province-wide as of September 2010.

#### **Looking Ahead to 2010-11:**

The North Shore Community Literacy Committee has provided implementation funding for a number of new initiatives in the community; priority was given to expand on-going adult literacy programs on the North Shore, or to support new programs based on identified needs in the community. New actions mentioned in the [The North Shore Literacy Now Report 2009/2010](#) include:

- Continued work on the Park Royal Learning Mall in collaboration with the Municipality of West Vancouver, North Shore Community Services and School District 45.
- Coordination of a literacy celebration at the end of each year to recognize the contributions of the partners and the involvement of learners and tutors.
- Implementation of a literacy program at Lookout Northshore Shelter based on the findings of the needs assessment.
- Expansion of information sharing amongst ESL providers.
- Assessment of the needs for a literacy and food security oriented project for low-income families.
- Coordination of a region-wide workshop on Indigenizing Literacy to foster greater awareness of the work of NVIT on the Indigenization Strategy and promote dialogue among North Shore groups about alternative ways to approach literacy for First Nations in our communities.

## **IX Process for Approval of the District Literacy Plan**

The British Columbia School Act (81.1) states that a Board of Education must, on or before July 15<sup>th</sup> of a school year, establish and make available to the public, a District Literacy Plan for the school year, setting out the plan for improving literacy in the geographic area of the school district.

The North Vancouver District Literacy Plan will be submitted to the Board of Education for approval in June 2010. The new District Literacy Plan will be shared with the community through various committee meetings during the 2010-2011 year. 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	(Chair) District Principal, Program Services
Kathy Coyne	North Shore Literacy Outreach Coordinator
Gretchen Tolfo	District Early Literacy Facilitator
Lisa Ottenbreit	District Later Literacy Facilitator
Kendra Smith	District Aboriginal Early Literacy Support Teacher
George Monkman	District Facilitator, ESL/ELL Programs
Brad Baker	District Administrator, Program Services
Marcia Garries	District Administrator, Student Services
Ann Copp	Learning Assistance Support, Student Services
Sheilagh Martin	Teacher Librarian, Canyon Heights
Maureen Stanger	Vice-Principal, Continuing Education
Deb Wanner	Principal, Fromme Elementary
Brooke Caruth	Student, Argyle Secondary

### *Literacy Now North Shore Task Group:*

Pat Hodgson	Capilano University (Task Group Chair)
Kathy Coyne	Literacy Outreach Coordinator
Joanne Robertson	North Vancouver School District #44
Maureen Ciarniello	West Vancouver School District #45
Elizabeth Jones	North Shore Multicultural Society
Tricia Andrew	North Shore Neighbourhood House
Allison Taylor McBryde	North Vancouver District Library
Fran Jones	WECAN Committee Coordinator
Terry Byrnes	Executive Director, Harvest Project
Riva Nelson	Mgr, Education and Employment, Tsleil-Waututh Nation
Toni Stewart	Capilano University

# Appendix B: NORTH SHORE LITERACY NOW REPORT 2009/2010

## PRIORITIES ADDRESSED

Table 1 below shows that the majority of strategy areas have been addressed with the exception of family literacy

**Table 1: North Shore Literacy Coordination Report**

Strategy /Action	Level of Completion
<i>Strategy 1: Build active partnerships between community organizations, First Nations, educational institutions, libraries, hospitals, government agencies and the business community to increase the number and type of literacy opportunities in the community.</i>	
<ul style="list-style-type: none"> <li>• Support Literacy Now Committee</li> <li>• Support assessment of funding cuts and analyze impacts on literacy</li> <li>• Support coordination of ESL subcommittee of Welcoming Communities</li> <li>• Support partnership with Squamish Nation Health Centre for health literacy activities</li> <li>• Participate in Interagency meetings and share information on existing literacy programs</li> <li>• Continue to support funding cut information gathering</li> </ul>	Completed Completed Completed In progress  In-progress  No longer needed
<i>Strategy 2: Promote community awareness of literacy issues and the way in which they exclude people from full involvement in the community.</i>	
<ul style="list-style-type: none"> <li>• Develop pamphlet on literacy programs</li> <li>• Maintain Lit BC database</li> <li>• Develop relationships with the Aboriginal community through existing programs providing support and resources where available</li> <li>• Identify literacy assessment tools and explore how to best make these available to community organizations</li> <li>• Promote Lower Lonsdale program</li> </ul>	Not yet initiated On progress In progress  In progress  Completed
<i>Strategy 3: Develop a comprehensive continuum of literacy programs for all ages through partnerships between community agencies, governments, and educational institutions.</i>	
<ul style="list-style-type: none"> <li>• Coordinate development and implementation of Learning Mall at Park Royal</li> <li>• Develop Seniors Computer literacy program in Lower Lonsdale</li> <li>• Develop and implement Literacy Outreach in partnership with Lookout and Harvest</li> </ul>	In progress  Completed In progress
<i>Strategy 4: Develop a continuum of community-based ESL programs and supports for all ages and groups</i>	
<ul style="list-style-type: none"> <li>• Continue to provide ESL volunteer tutor programming through Lower Lonsdale Literacy Outreach</li> <li>• Link Capilano U to Welcoming Communities initiative</li> <li>• Work with ESL subcommittee of Welcoming Communities to identify additional ESL programming required</li> </ul>	Completed  Completed In progress
<i>Strategy 5: Develop and implement a continuum of family literacy programs and support</i>	
<ul style="list-style-type: none"> <li>• Participate in WeCan to identify needs and share info</li> <li>• Meet with First Nation groups to identify needs and existing strengths</li> <li>• Connect with schools and organizations to identify any support needed</li> <li>• Identify funding sources that are not currently being accessed and share info with WeCan</li> </ul>	Not yet initiated In progress In progress Not yet initiated

<i>Strategy 6: Work with community agencies to increase capacity for assessment and referral.</i>	
<ul style="list-style-type: none"> <li>Identify and provide literacy assessment resources</li> <li>Make contact with SWIS workers and share information</li> </ul>	In progress Not yet initiated
<i>Strategy 7: Develop specialized programs in collaboration with agencies serving people with mental health issues and developmental disabilities</i>	
<ul style="list-style-type: none"> <li>Maintain contact and share information</li> <li>Assess any gaps</li> </ul>	Not yet initiated Not yet initiated
<i>Strategy 8: Support First Nation educational organizations to achieve their educational/literacy goals</i>	
<ul style="list-style-type: none"> <li>Outreach to First Nations Health Organizations</li> <li>Promote Lower Lonsdale program</li> <li>Connect with adult programs and Capilano First Nation Advisor</li> <li>Coordinate 2 day Aboriginal Literacy Workshop</li> <li>Identify current gaps and address in collaboration with FN organizations</li> </ul>	Completed Completed Completed In progress In progress
<i>Strategy 9: Monitor outcome achievement and adept plan as required.</i>	
<ul style="list-style-type: none"> <li>Develop OMF and tools</li> <li>Complete report</li> </ul>	In progress In progress

## MAJOR OUTCOMES

We have achieved major outcomes in seven key areas:

### **Literacy opportunities for low-income individuals and families are expanded**

- Single parent families at Grant McNeil Housing complex involved in writing group
- Needs assessment for literacy program at Lookout Homeless Shelter undertaken
- Needs assessment of technology literacy needs at Grant McNeil Housing complex undertaken

### **Seniors are involved in literacy**

- Over 20 low-income seniors involved in a drop in technology literacy program
- Program for ESL and seniors supported

### **Partners have expanded**

- Lookout Northshore Shelter is now a literacy partner and is coming regularly to the Lower Lonsdale Network meetings when they had not previously
- Capilano University faculty from other departments are now volunteering in literacy and community development roles
- Partnership between North shore Neighbourhood House, John Braithwaite Centre and Capilano University for delivery of Lower Lonsdale Literacy Outreach Program supported and expanded

### **ESL opportunities expanded**

- 29 tutors trained to provide ESL support
- Over 50 learners accessing tutor based ESL support
- ESL subcommittee conducting survey of ESL participants to identify needs and program overlaps
- ESL programs planning in a collaborative way, meeting regularly to share information

### **First Nations community connected with other literacy organizations**

- Supporting Tsleil-Waututh Nation to develop a one-on-one literacy support program for people not served through other programs
- Tsleil-Waututh Nation and Squamish Nation together with Capilano University faculty participated in a two day Indigenizing Literacy Workshop
- A three year health literacy process is underway that connects literacy and chronic disease in four communities in the region

### **Relationships with Businesses Initiated**

- Dialogue ongoing with Lower Lonsdale businesses to explore potential for literacy friendly businesses

### **Integrated Program Planning Initiated**

- Through survey of funding cuts, organizations better understand the impact of funding cuts on programs and the community
- Through participation in the North shore Welcoming Communities initiative, Capilano University became a partner and hosted a Welcoming Communities forum
- Development Studies Department hosting ESL sub-committee meeting to better link ESL Literacy and other ESL program planning
- Exploring potential for literacy and food security programming in response to needs at social housing complexes

## **FACTORS CONTRIBUTE TO SUCCESS**

The willingness to work together as a task group is a key factor in the success of our work this year. The Task Group is working in subcommittees where needed, including: a West Vancouver Sub-committee and an ESL sub-committee. Where committees already exist, we are working with existing committees including the Lower Lonsdale Network, We Can and the Welcoming Communities committee.

The willingness of our partners to share existing community resources has also contributed to our success. We have met at West Vancouver, North Vancouver and District of North Vancouver municipal libraries and the School Board offices. John Braithwaite Centre offers their space free of charge. Lookout Northshore Shelter has space that we will be able to use for programming there. North Shore Multicultural Centre hosts ESL and Welcoming Community meetings and ESL programming.

The capacity to support literacy coordination has also been an important factor in our success. North Shore has a team of coordinators who bring specific areas of expertise and interest to the process including community development expertise, regional coordination connections, ESL program development skills and commitments to vulnerable populations. Capilano University as the steward also contributed office administration support to coordinate meetings, record keeping and information sharing.

## **EVALUATING THE EFFECTIVENESS**

Our primary way to evaluate the effectiveness of our community partnerships and development has been to regularly check in with our partners and work together to address challenges that emerge. Thus, the evaluation contributes to the ongoing process and relationship building, a key element of community development. We are also using needs assessment tools targeted to specific populations such as ESL learners and the homeless population residing at the Lookout Northshore Shelter.

## **CHANGES THAT AFFECTS LITERACY IN THE COMMUNITY**

The biggest change in the community has been the program cuts resulting from Provincial Government budget reductions. The most significant cut was the loss of Regional Literacy Coordination. This cut impacted our ability to connect throughout the region and link our work to provincial level initiatives. Other provincial budget cuts have resulted in reading programs for children being cut. Organizations that serve vulnerable with literacy needs have lost staff. The changes are so significant that the Literacy Now Task Group is not able to address these issues with the limited resources that we have. However, organizations are working together to support each other and find new ways to provide services to those in need.

## **COLLABORATION AND THE COMMUNITY DEVELOPMENT PROCESS**

This process has taught us several things about the role of collaboration and community development in community work to create literate communities. Specific learning includes:

- The importance of focusing on partnerships; as staff members in organizations change, the commitment to the partnership may diminish. It is important to keep the focus on the partnership and the mutual commitment to learners. Otherwise, the focus of the dialogue can shift to the space and why one organization gets space free while another does not.
- Most community development work is undertaken off the corner of people's desk by community workers who have a sincere commitment to their community. However, the non-profit sector is over-worked and is at risk of burn-out.
- Educational institutions on the North Shore value the opportunity to connect with community organizations. This process allows them to connect at a community level when the focus of their mandate may necessarily be more focused at an institutional level.
- When community organizations, institutions, and learners communicate, innovative ideas can emerge that allow the community to do what it does best: support each other with limited resources and link various aspects of their lives in integrated ways.

## **NEW OPPORTUNITIES, CHALLENGES, OR ISSUES**

The Task Group and the sub-committees are working effectively to address issues as they emerge yet some issues are ongoing and require creative and collaborative problem solving. These issues are:

- Access to a computer lab and particularly a mobile computer lab for us at the community level is very limited
- Access to space to run programs where the learners are located is limited
- There is significant demand for free ESL programs, some of which is from residents who can afford to pay for ESL courses. With an open door policy, sometimes seats are filled quickly and not available to multi-barrier learners. We are working together to develop a referral process to increase the chance that we are serving our targeted population most effectively
- As we develop partnerships, we learn of more and more literacy needs and opportunities. However, we do not have the resources to address these needs in a meaningful way.

In essence, we have the partnerships in place and we understand literacy needs much more deeply than when we started. Now, more than ever, we need access to resources to take best advantage of the momentum that has been created.

## **ADJUSTMENTS MADE TO PLAN**

Our plan is designed to be responsive to changing conditions, focusing more on broad based strategies. Thus, our strategies will not change but because opportunities and understanding have changed, the actions we will undertake in the coming year will change.

New initiatives planned include:

- Continued work on the Park Royal Learning Mall in collaboration with the Municipality of West Vancouver, North Shore Community Services and School District 45
- Coordination of a literacy celebration at the end of each year to recognize the contributions of the partners and the involvement of learners and tutors
- Implementation of a literacy program at Lookout Northshore Shelter based on the findings of the needs assessment
- Expansion of information sharing amongst ESL providers
- Assessment of the needs for a literacy and food security oriented project for low-income families
- Coordination of a region-wide workshop on Indigenizing Literacy to foster greater awareness of the work of NVIT on the Indigenization Strategy and promote dialogue among North Shore groups about alternative ways to approach literacy for First Nations in our communities.

## **REQUIRED TO MEET THE GOALS AND EFFECTIVELY**

To meet all of our goals effectively, there needs to be a significant increase in public investment in literacy programs. We also need to work with Legacies Now and Literacy BC to build public awareness of literacy needs and opportunities in their communities.

## **MEASURE OR ASSESS YOUR PROGRESS?**

The next year will focus more heavily on evaluation of our progress to date. We plan to do that by coordinating a partner survey and monitor each initiative funded this year to identify specific learner outcomes.

# Appendix C: Glossary of District Literacy Plan

## **Aboriginal Literacy Bins**

The Aboriginal Literacy Bins are a collection of print and non-print teaching materials with a focus on Aboriginal content. Both elementary and secondary bins were created to provide teachers with resources for planning lessons or units based on Aboriginal culture and themes.

## **Academy of Reading**

Academy of Reading is an individualized literacy development program designed to help students realize fast, permanent gains in core reading skills. It is designed to complement the existing reading curriculum.

## **Alphabet Soup**

Alphabet Soup is a family literacy program piloted by Vancouver Coastal Health. The participants learn about nutrition, listen to stories and poems that connect to nutrition, and enjoy a healthy snack.

## **ARC-BC project**

ARC-BC is an Accessible Resource Centre that contains a repository of online collections of downloadable resources to support students with perceptual disabilities.

## **Big Science for Little Hands**

Big Science for Little Hands is a hands-on preschool program created by Science World. It offers activities for 3-5 year-olds intended to serve as starting points and inspirations for scientific explorations.

## **Canadian Cognitive Abilities Test (CCAT)**

The CCAT (Canadian Cognitive Abilities Test) is a group test that measures a child's academic abilities. The CCAT is administered to all grade 3 students in the North Vancouver School District as one of the screening tools for identifying high ability or gifted students.

## **Capilano Little Ones**

Xweme'ch'stn Extimxwawtxw Capilano Little Ones School provides preschool and kindergarten programs to 3, 4 and 5 year old Squamish Nation children. The K-3, K-4 and K-5 programs support building solid language foundations, developing academic readiness for Kindergarten and early literacy skills in a nurtured and enriched cultural environment.

## **Connect For Kids**

Connect For Kids is a community based website providing information and support for North Shore families.

### **Dads and Babies**

Dads and Babies is a drop in program at John Braithwaite Community Centre, for preschool aged children and their dads. The program focuses on early learning and literacy activities.

### **Differentiated Instruction**

Differentiating instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. Differentiated instruction involves adapting content, process, products, affect, or learning environments to honour students' learning needs and maximize their learning capacity.

### **Digital Expression**

Promoting collaborative learning in creative ways, the Digital Expression Program encourages learners to actively use technology (desktop computers, laptops, cameras, etc.) to improve and demonstrate their learning.

### **Distributed Learning**

The Distributed Learning program offers North Vancouver students the opportunity to complete many of their high school graduation courses online.

### **District Literacy Centres**

The District Literacy Centres are district based literacy programs designed to provide intensive intervention for students in Grade 3 who have significant difficulties with reading and writing skills. Students are admitted for a one-time, three month (approximate) enrolment.

### **Early Development Instrument (EDI)**

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.

### **Early Learning Foundations (ELF)**

Early Learning Foundations are play-based preschool programs designed to give children positive and constructive learning experiences that nurture their individuality while preparing them for school learning experiences. Early Learning Foundations preschools are uniquely located within North Vancouver elementary school environments, allowing preschools access to a wide array of school based resources.

## **Early Learning Framework**

The Early Learning Framework describes the vision, pedagogical principles, and key areas of learning for children birth to five years (before school entry). The framework was developed in partnership with the Ministries of Children and Family Development, Healthy Living and Sport, and Education.

## **Family Centre**

The Family Centre is located in the John Braithwaite Community Centre and offers a variety of early learning drop-in programs and resources for North Vancouver parents, children and grandparents.

## **Farsi PALS program**

Farsi Parents as Literacy Supporters (Farsi PALS) is a culturally responsive family literacy program for newly arrived Farsi speaking parents and their preschool/Kindergarten children. It provides an accessible, welcoming, and joyful learning environment to develop language and literacy abilities and to support integration into the community.

## **Firm Foundations**

This document provides the learning continuum that early primary teachers need to facilitate their students' acquisitions of early literacy skills, in a play-based and socially interactive classroom. Key components of Firm Foundations are the instructional timeline, the materials, and the assessments for the teaching, practicing and mastery of early literacy skills such as rhyming, segmenting and blending, concept of print, and letter sound mastery.

## **Full Day Kindergarten Program Guide**

The Ministry of Education developed the Full Day Kindergarten Program Guide to support teachers, principals and others in creating high quality full day programs for Kindergarten. It sets expectations for full day Kindergarten programs in British Columbia, summarizes current research findings, and suggests effective practices that can be put to immediate use in schools and Kindergarten classrooms.

## **Get Outside and Play**

Get Outside and Play is a Saturday workshop series for families, early learning educators, Kindergarten teachers and StrongStart facilitators, focusing on guiding young children's outside play and experiences.

## **Grandparent Connection**

The Grandparent Connection program is offered at the John Braithwaite Community Centre and the North Shore Neighbourhood House. The program aims to promote social connections between grandparent caregivers; early literacy skills development is provided by an ECE facilitator.

### **Immigrant PALS (Parents as Literacy Supporters)**

Immigrant Parents as Literacy Supporters (Immigrant PALS) is a three-year pilot program helping immigrant families support their preschool and kindergarten-aged children's early literacy development, through interactions in English and their first language.

### **Inspirations 44**

Inspirations 44 is the North Vancouver School District's full-day kindergarten program. This afternoon extension to the regular and provincially-funded Kindergarten Program has been offered at selected sites. The program includes theme-based programs for extended learning in language and literacy skills, mathematics and science concepts, and activities in fine arts and physical education.

### **Learning at Night (LAN)**

LAN is an on-going forum for the discovery of new ideas and provides educators with the opportunity to learn new tools, talk about them, and plan instruction for using online social networks safely. The goal is that teachers will discover opportunities beyond simple messaging and investigate how to make social networks work for them by writing, collaborating, sharing and engaging with audiences beyond the classroom.

### **Learning Together Program**

A program offered at Sutherland Secondary School with a focus on parental training in early literacy practices; the on-site childcare program is run through North Shore Neighbourhood House.

### **Lower Lonsdale Literacy Drop-in Program**

The Lower Lonsdale Literacy Drop-in program operates out of John Braithwaite Community Centre and is run through Capilano University. The program focuses on meeting the needs of low-income and ESL learners in the community. Activities currently include multi-level ESL conversation classes and a writing group based at the Grant McNeil Housing Complex.

### **North Shore Story Walk**

The North Shore Story Walk was launched in April 2009. This on-going literacy awareness project will gather stories of North Shore residents and learners and share them on printed postcards distributed at locations throughout the region.

### **North Shore Welcoming Communities Initiative**

The North Shore Welcoming Communities Initiative is a program focused on facilitating the integration of new immigrants and refugees through different trainings and services. The program supports the development of welcoming and inclusive communities across the North Shore. A database is currently being developed, listing the North Shore resources available to newcomers, with a focus on ESL learning opportunities.

### **North Shore Writer's Festival**

The North Shore Writers Festival is cooperatively planned by the three North Shore libraries to introduce local and nationally renowned authors to the local community. The Festival typically runs for a week each spring and features a Writer in Residence and at least five individual author readings for adult audiences.

### **One to One Literacy**

One to One literacy is an instruction program for students identified by teachers as needing a boost in their literacy instruction. The instruction is delivered by volunteers who work within the schools, in collaboration with classroom and resource teachers.

### **Our Turn to Talk**

This oral language resource supports early primary educators in their efforts to increase the expressive language fluency of all young learners. The classroom component of the document provides strategies and activities to support oral language development. The intervention component is a developmental series of interactive small group sessions designed for students with specific language needs.

### **Parent-Child Mother Goose Programs**

The Parent-Child Mother Goose Program is a group experience for parents and their babies and young children. It focuses on the pleasure and power of using rhymes, songs, and stories together. Parents gain skills and confidence which can enable them to create positive family patterns during their children's crucial early years, and give their children healthy early experiences with language and communication.

### **Paws for Reading**

Paws for Reading is a reading intervention program designed to support students in grades 2-6 who are at least two years behind in their reading development. Children read to a trained therapy dog and the facilitator once a week for half an hour.

### **Primary Program**

The Primary Program is a guide to effective practices for primary educators developed by the BC Ministry of Education. The program provides a comprehensive, general overview for K-3 teachers and integrates current knowledge and research.

### **Reading 44**

Reading 44 is a classroom program written by the teachers of the North Vancouver School District. This resource outlines an explicit classroom reading program for all students K-10. The heart of the Reading 44 program lies in the "Daily Dozen," twelve reading strategies that good readers use. Instructional activities and graphic organizers are included in the document to encourage diverse learners to recognize, learn and practice these twelve strategies in order to become effective, critical readers.

### **Reading Assessment Device (RAD)**

The RAD is a formative assessment tool that focuses on informational reading for grades 1 through 9. The RAD is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis. The primary purpose of the RAD is to help students learn more about themselves as readers and to help teachers plan for systematic reading comprehension instruction.

### **Reading Rounds**

Reading Rounds is a cross-age reading initiative that pairs older students (who may struggle with reading) with younger, emergent readers from neighbouring schools. The older students gain the opportunity to examine and strengthen their reading comprehension strategies, build their competence as role models and develop confidence as a learner. The younger students benefit from small group instruction, explicit reading comprehension instruction and authentic, meaningful reading practice

### **Ready, Set, Learn**

Ready, Set, Learn is a provincial initiative that helps three-year olds get ready for school. It includes events in local elementary schools, free books for preschoolers and a booklet parents can use to help their child at home.

### **Red Cedar and Stellar Book Clubs**

Red Cedar and Stellar Book Clubs are book awards administered by the Young Readers' Choice Awards in British Columbia. These provincial programs encourage students in Grades 4 - 6 (Red Cedar) and teens (Stellar) to read from a nominated list of Canadian titles. At the culmination of six months of reading and on-line reviewing - students are invited to vote for their favourite. The NVDPL consistently runs bi-weekly book clubs for Red Cedar and sponsors author readings with Red Cedar and Stellar nominees for children and teens.

### **Safe and Caring Literacy Bins**

The Safe and Caring Literacy Bins are a collection of print materials with a focus on social responsibility. Created for elementary teachers and students, the bins include an array of picture books and novels that deal with friendship, feelings, anti-bullying, love, inclusion, relationships and more.

### **School Community Grants**

The School Community Connections program has provided grants to encourage and assist the development of community activities and services within schools. Administered on behalf of the Ministry of Education through a collaborative partnership between the Union of British Columbia Municipalities (UBCM) and the British Columbia School Trustees' Association (BCSTA), School Community Grants encourage and facilitate the co-location of services for students, their families and the larger community within school facilities.

### **Seniors and Technology**

The Seniors and Technology program is offered at John Braithwaite Community Centre and various other Lower Lonsdale locations. The program is run by Capilano University and North Shore Neighbourhood House, and is supported by the Literacy Now Task Group.

### **Strong Start**

StrongStart BC is a free, drop-in early learning program for preschool-aged children accompanied by a parent or caregiver. Qualified early childhood educators lead learning activities, including stories, music and art to help children get ready for success in kindergarten.

### **Summer Reading Clubs**

Each summer, the North Vancouver public library offers summer reading clubs. Children at each branch sign up to read a minimum of fifteen minutes per day and gain rewards along the way. Story times, craft programs, author readings and other events are included.

### **SummerStart**

The SummerStart program is a successful multi-agency collaboration modelled after the StrongStart program. It is offered during the month of July at Capilano Little Ones. The program is facilitated by an NVSD StrongStart Facilitator and an ECE teacher from the Squamish Nation. The program provides services to Aboriginal children aged 2-6 and their caregivers.

### **Supported Child Development Program (SCDP)**

The Supported Child Development Program (SCDP) assists families of children with special needs to access inclusive child care. The program, funded by the Ministry of Children and Families and hosted by the NSNH, is intended to serve children from birth to 12.

### **Test of Phonological Awareness (TOPA)**

The Test of Phonological Awareness (TOPA) assesses young children's phonological awareness. Because of its predictive relationship to reading acquisition, the TOPA is used as an early screening device in Kindergartens in the North Vancouver School District.

### **Understanding by Design**

Understanding by Design (UbD) is a curriculum planning model that uses backward design principles to move beyond "activity focussed" or "coverage focussed" styles of teaching towards an inquiry-based, teaching for meaning model.

## **Universal Design for Learning**

Universal Design for Learning is an educational framework that guides the development of flexible learning environments to accommodate individual learning styles. Universal Design for Learning provides multiple means of representation, multiple means of expression, and multiple means of engagement. It is an approach to learning in which curriculum designers consider the full range of student abilities and learning differences.

## **Web in the Classroom**

Web in the Classroom supports learners with the skills to locate, organize, understand, and evaluate information available on the web. It provides strategies to move beyond simply accessing Internet information to provide activities to evaluate and synthesize information to harness the power of the World Wide Web.

## **WECAN**

The WECAN Coalition supports the development, health and wellness of young children and their families on the North Shore. WECAN works to increase family access to community programs and services by addressing barriers such as language, culture, poverty, disability, and lack of awareness, and to collect and assess local research to guide and support community planning that enhances the lives of young children

## **WHEELS**

WHEELS is the WECAN outreach program, designed to transport resources, programs and community workers to hard-to-reach and vulnerable families with young children on the North Shore. WHEELS makes use of a large, colourful, well-equipped van to support this project, and to raise awareness of this community support initiative. The WHEELS coordinator organizes events and programs for parents and children across the North Shore, and attends resource fairs, community celebrations, food banks, drop-in centres and parks.

## **Writing 44**

Writing 44, developed and published by the North Vancouver School District, provides teachers with a practical resource for the teaching of writing. The "Eight Skills of Writing", which identify key elements in effective writing, and the accompanying instructional activities and graphic organizers, offer teachers creative ideas and suggestions for classroom writing instruction.