



District Literacy Plan

TABLE OF CONTENTS

I	Introduction.....	3
II	District and Community Context and Demographics.....	3
III	Alignment with the District Achievement Contract.....	4
IV	Alignment with the North Shore Community Literacy Plan.....	5
V	Process for Consultation with Literacy Stakeholders	6
VI	Reflections on the 2010 Literacy Plan & Planning for 2011	6
VII	Goals and Objectives to Improve Literacy Locally.....	7
	Pillar #1 Early Literacy Success for Young Children.....	7
	Pillar #2 Reading Success in Schools.....	10
	Pillar #3 Reading Success for Adults	13
VIII	Process for Approval of the District Literacy Plan	16
	Appendix A: Committee Membership.....	17
	Appendix B: North Shore Literacy Now Report 2010/2011.....	18
	Appendix C: Glossary of District Literacy Plan.....	23

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 three 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 2011 North Vancouver School District Literacy Plan provides an update to the plan developed and submitted to the Ministry in July 2010. 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 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. 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 two municipalities share a network of non-profit community organizations that form the backbone of civil society in our communities. This network includes a multicultural society, recreation centres, early childhood education programs, seniors programs, organizations serving people with disabilities, homeless shelters, community food programs, women’s organizations, health services and many more. North Vancouver School District works with this network to support a continuum of literacy opportunities for all ages.

The North Vancouver School District enrolls 16,812¹ 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 (Grades 10-12) , 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.

¹ Based on 1701 data from February 2011

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, a Farsi and Korean Immigrant PALS (Parents as Literacy Supporters) program, and Ready, Set, Learn initiatives.

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*](#), and [*Writing 44*](#)), 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 programs, strategies, initiatives, and software (e.g. Essential Skills).

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 students of Aboriginal ancestry. 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 these 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 [*Literacy Now North Shore Task Group*](#). The members of the Task Group (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 Literacy Now North Shore Task Group has made significant strides in 2010/2011 toward completing the strategies outlined in the Community Literacy Plan. [*The North Shore Literacy Now Report 2010/2011*](#) (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, that 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 more broadly affect literacy in the community. Through our alliance with the North Shore Literacy Outreach Coordinator, and our participation in the Literacy Now North Shore Task Group, 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 four 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 Literacy Now North Shore Task Group*
3. *Community-based committees such as Welcoming Communities Initiative, Lower Lonsdale Literacy Advisory Group, and ESL Sub-committee.*

VI Reflections on the 2010 Literacy Plan & Planning for 2011

The 2010 District Literacy Plan outlined three key goals to improve literacy locally.

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, ELF preschool and childcare providers, and Kindergarten teachers. Collaborative learning, consultation, and support for early childhood instructional practices has continued to be a school district focus, with a particular emphasis on the implementation of Full Day Kindergarten and the long-term vision of creating a 'seamless' continuum of early care and learning in our school district

and in the community. We continue to work in partnership with the WECAN community table, local libraries, non-profit agencies, and the Literacy Now Task Group to provide on-going support for early and family literacy initiatives.

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 most vulnerable students in the area of literacy. Support to students at risk 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.

Honouring and celebrating First Nations cultures and traditions continues to be a focus in the school district and will continue to inform best practices in literacy instruction. Revised goals and objectives related to students of Aboriginal ancestry will be developed this year and communicated through the school district's second Aboriginal Education Enhancement Agreement.

Pillar #3: Reading Success for Adults

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

We have now been working together for over three years through our District Literacy Plan Committee and the Literacy Now North Shore Task Group to increase awareness 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 2010/2011. This report shows that we have generally completed or have made significant progress on all that we set out to do three years ago. We are continuing to build on the programs and partnerships established but we will also start again to reflect on emerging needs and explore ways to respond as community.

VII Goals and Objectives to Improve Literacy Locally

Pillar #1: Early Literacy Success for 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 2009-2010 (Wave 4, Year 1) Early Development Instrument (EDI) assessment indicate that just over 20% of children living in North Vancouver are vulnerable on at least one scale of early development, with just under

7% of children vulnerable on the Language and Cognitive Development scale. These percentages indicate small decreases in vulnerability across the school district from the 2009 (Wave 3) EDI Assessment. Overall, the largest proportion of children vulnerable is on the Communications Skills scale (10%). This is a measure of children's ability to express their thinking and make themselves understood.

North Vancouver's EDI results represent a consistent trend of just over 20% vulnerability, considerably lower than the provincial rate which is closer to 30%. In consultation with the Human Early Learning Partnership (HELP) at UBC, and the Community Early Learning Coordinator, the North and West Vancouver School Districts made the decision not to participate in the EDI assessment this year. Only those schools districts in the province considered a 'priority' (based on criteria developed by HELP) were asked to participate in year two of Wave 4.

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 work in collaboration with the Kindergarten Working Group and our early learning partners to plan and host the annual Parent Kindergarten Information Meeting event
- 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 School District
- Provide support for the annual [Ready, Set, Learn](#) events in schools
- Increase awareness of librarian visits to preschools, daycares and StrongStart centres and participation in Ready Set Learn and [Immigrant PALS](#) programs
- Increase awareness of regular story times held at North Vancouver libraries for babies, toddlers and preschoolers; present to preschool parents the importance of reading
- 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 Immigrant PALS (Parents as Literacy Supporters) program
- Continue to partner with So-Sah-Latch Health and Family Centre in their various early intervention programs
- Maintain our involvement in the Human Early Learning Partnership (HELP) to support and annually review the Early Development Instrument (EDI)
- 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](#) offered by the North Shore Neighbourhood House and other North Vancouver agencies to parents and children age 0-3 years
- Increase awareness of the early learning drop-in programs offered at [The Family Centre](#), including [Grandparent Connection](#) and [Dads and Babies](#)
- Promote the [Supported Child Development Program \(SCDP\)](#); assisting families of children with extra support 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
- Increase awareness of IHOPE, a drop in program focused on learning through play, offered at two locations by Family Services of the North Shore

2010-2011 Updates:

- Second year of the [SummerStart](#) program at [Capilano Little Ones](#), a successful multi-agency collaboration modelled after the StrongStart program. The program was jointly facilitated by a NVSD StrongStart Facilitator and an ECE teacher from the Squamish Nation and serviced children aged 2-6 and their caregivers
- Continued the expansion of the StrongStart program with extended afternoon hours at our Westview site
- Hosted the [Early Learning Dinner and Dialogue](#) session in January 2011, a professional development and networking opportunity for early learning educators including: ELF preschool and childcare providers, StrongStart facilitators, Kindergarten teachers, school district teachers and administrators. A panel discussion was included in this year's event, focusing on the theme of an *"Integrated System for Early Care and Learning in North Vancouver"*
- Facilitated the Ministry of Education's Early Learning webcast on the topic of 'project-based learning', an approach that aligns with the new Full Day Kindergarten program and the development of language and pre-literacy skills in young students (StrongStart and Kindergarten teachers in attendance); other early learning webcasts (e.g. Self-Regulation with Stuart Shanker) will be shared later in the spring
- Introduced a new theme-based model for Ready, Set, Learn school events, inspired by the Full Day Kindergarten play-based model of instruction and the school district's collection of early learning Play Posters; this year's theme was

“Science Exploration”; other themes from the poster collection will be used in subsequent years

- Collaborated with the North Shore Multicultural Society to provide an Immigrant PALS pilot program for the Korean community

Looking Ahead to 2011-2012:

- Continue to provide opportunities for teachers, support staff, parents and early learning partners to participate in in-service focused on a variety of topics related to early childhood development and pre-literacy skills: oral language development, social-emotional learning, emergent curriculum, play-based/project-based/nature-based learning, self-regulation, language and literacy, etc.
- Continue to collaborate with our early learning partners to advance our vision for a seamless continuum of early care and learning in North Vancouver and enhance students’ readiness for kindergarten; next fall the Kindergarten Working Group will be developing a parent Full Day Kindergarten survey and redesigning the Ready Set Go Kindergarten poster
- Develop a new theme and promote effective, collaborative strategies for planning, implementing and hosting the annual Ready Set Learn events at schools; promote best practice and consistency in the delivery of Ready Set Learn through exemplars (e.g.: Sherwood Park’s Early Childhood Fair)
- Through collaboration with the North Shore Multicultural Society and supported by the North Vancouver Literacy Task Group, a Welcoming Neighbours Initiative at Park Royal Mall will provide parenting literacy for immigrant parents
- Seek resources to run a Family Literacy program through a partnership involving Queen Mary School, Capilano University, North Shore Neighbourhood House, St. John the Evangelist Anglican Church and North Vancouver City Library

Pillar #2: Reading Success in Schools

Goal 2: To increase the literacy skills of students K-12

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.

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 and Firm Foundations in Kindergarten and early primary classrooms
- Facilitate and support successful classroom use of locally developed literacy programs (Reading 44, Writing 44) 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
- Provide support to schools in the implementation and assessment of [School-Wide Writes](#)
- Facilitate the [Reading Rounds](#) buddy reading program that provides grade 2 and grade 9 students with cross-grade reading strategy instruction
- 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
- 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)
- Continue to provide school-based annual assessment and literacy support for all English Language Learners (ELLs)
- Provide Speech and Language Therapists for assessment and intervention services and assistance with more formal language and literacy instruction
- Continue to provide, where resources permit, computer assisted learning support for students with learning difficulties (e.g. [Clicker 5](#), [Kurzweil](#), keyboarding laptops)
- Provide Secondary Learning Resource Centres using computer assisted learning techniques and other resources for students with complex developmental disabilities
- Provide support for school-based reading and writing initiatives (e.g. author visits, literacy celebrations, writers-in-residence programs, etc.)
- 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

- Continue to provide enrichment in school (multi-grade) and across in the district for high ability and gifted language learners
- Pursue current assessment tools to plan for enrichment and support for high ability and gifted learners in the area of literacy
- 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 intervention program
- Provide short-term specialist teaching at two [District Literacy Centres](#)
- Continue to partner with the Esłha7an Aboriginal program for youth and adults to provide high school completion, GED, and First Nations culture classes
- Provide literacy instruction through a variety of Grades 10-12 [Distributed Learning](#) courses
- Provide more personalized literacy instruction for students in alternate programs

2010-2011 Updates:

- Introduced the Linking Language and Literacy in-service series to support kindergarten teachers in developing a curriculum for oral language and phonological awareness based in interactive play experiences
- Provided district in-service and support for the successful implementation of Full Day Kindergarten; workshops focused on locally designed Kindergarten resources and key Ministry resources: [Early Learning Framework](#), the [Primary Program](#) and the [Full Day Kindergarten Program Guide](#)
- Provided in-service and support at individual school sites (professional development days) in the areas of Reading 44 and Writing 44
- Provided district in-service in [Understanding by Design](#) and [Differentiated Instruction](#) through a variety of workshop series
- Facilitated and supported professional development of assessment practices and the use of performance standards through the development and implementation of the [Rubric Central](#) online program
- Facilitated and supported the implementation of [ESL Central](#), a new online assessment and planning tool for ESL teachers
- Implemented a new district model for Aboriginal Literacy Support, with staffing provided directly at the school level
- Provided in-service for First Nations Support Workers in literacy practices
- Worked with Education Assistants to provide a workshop series on instructional strategies in reading and basic sign language
- North Shore Multicultural Society and North Vancouver District Library held the hugely successful Middle Years Read and Succeed pilot this year and have plans to replicate in other areas this spring

- Supported school and district initiatives aimed at increasing the use of technology in literacy instruction (e.g. collegial conference projects, smart boards, class and student blogs, distributed and online learning, etc.)
- Promoted and supported student leadership in the implementation of new literacy initiatives (e.g. "Freedom to Write")

Looking Ahead to 2011-2012:

- Continue to collaborate with teachers, administrators, parents, and community partners, through networks and professional development, for the successful implementation of Full Day Kindergarten in Year 2 (2011-2012), with a focus on effective pre-literacy teaching methodologies and classroom strategies
- Continue to provide in-service and support in [Universal Design for Learning](#), Understanding by Design and Differentiated Instruction and [Assessment for Learning](#) through in-service initiatives
- Provide increased professional development opportunities in [Personalizing Learning for the 21st Century](#) and integrating technology with literacy instruction (social media sites, Distributed Learning courses) in order to enhance students' critical and media literacy skills
- Provide on-going support and training to Learning Assistance and Learning Support Teachers

Pillar #3: Reading Success for Adults

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

Rationale:

The Literacy Now North Shore Task Group has now been functioning for three years. In that time, it developed a community plan, built a committee structure, forged relationships and began allocating resources to implement that plan.

The Task Group provides an opportunity for all groups with an interest in a continuum of literacy programs to work together to increase efficiency and relevance to the needs of our communities. The North Vancouver School District is playing a leadership role in 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, through advertising and brochure distribution, that offers English as Second Language courses, academic English classes (grades 10-12), and blended-model Distributed Learning (grades 10-12) courses to our adult population
- Work in collaboration with the Literacy Now North Shore Task Group 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 EsLha7an adult program, funded jointly by the school district and the Squamish Nation, that provides adult basic education classes in preparation for the GED
- Collaborate with the [Settlement Workers in Schools \(SWIS\)](#) program 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 through 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 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 John Braithwaite Community Centre
- 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](#) (run through Capilano University) that operates out of John Braithwaite Community Centre. The program is focused on meeting the needs of low-income and ESL learners in the community. This program is based on a volunteer tutor program in which community members are trained to support learners in gaining literacy skills
- Increase awareness of the [North Shore Welcoming Communities Initiative](#), supporting collaboration among community organizations serving newcomers
- 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, offered at Twin Towers, Squamish Nation Elders Center 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 North Shore Task Group
- Continue to work in partnership with other Continuing Education educators across the province and the Ministry of Education, to create Performance Standards for the Adult Literacy Foundations Program that is offered through North Vancouver Continuing Education. These Performance Standards will enhance assessment and evaluation practices and allow educators to target

the literacy needs of our adults more accurately. These new Performance Standards will also align our adult literacy curriculum with other Ministry of Education k-12 assessment practices, creating a seamless continuum of literacy learning from K-adult

2010-2011 Updates:

The Literacy Now North Shore Task Group 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 2010/2011_ (Appendix B) include:

- Initiation of the Park Royal Learning Mall in collaboration with the Municipality of West Vancouver, North Shore Community Services, North Shore Multicultural Society and West Vancouver School District #45 with weekly programming and continued relationship building with mall businesses and workers
- 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
- Continued development of the literacy program at Lookout North Shore Shelter focusing on technology literacy
- Formation of a partnership with Queen Mary School to offer computer literacy workshops for parents who wait for their children attending the homework club
- Research on ESL needs in the community and expansion of information sharing amongst ESL providers
- Launch of the *Immigrant Guide* website by the Welcoming Communities Committee to provide comprehensive information for newcomers
- Delivery of technology literacy and health literacy programming at a community kitchen, community garden and Elders Centre on Squamish Nation lands
- Support for Squamish and Tsleil-Waututh Nations to develop digital stories as learning resources for health and wellness programs
- Support Tsleil-Waututh Nation to provide responsive literacy support to low level learners
- Support Tsleil-Waututh Nation members to undertake financial literacy peer training and Pathways to Possibilities Training for workplace literacy
- Facilitation of a Friendship Circle at Grant McNeil Housing Complex that provides a venue for various literacy and technology literacy activities

Looking Ahead to 2011-2012:

- Provide family literacy for parents and grandparents at Queen Mary School
- Assess changes that have occurred as a result of the collaborative activities of the Literacy Now North Shore Task Group
- Update North Shore Literacy Plan

- Expand relationships with First Nations communities through the development of a First Nations Literacy Committee
- Expand health literacy, family literacy and technology literacy programs in collaboration with First Nations organizations
- Expand programs offered at Park Royal Mall

VIII 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 15th 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 2011. The new District Literacy Plan will be shared with the community through various committee meetings during the 2011-2012 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) Director of Instruction, Learning Services
Kathy Coyne	North Shore Literacy Outreach Coordinator
Gretchen Tolfo	North Vancouver School District Early Literacy Facilitator
George Monkman	North Vancouver School District ESL Facilitator
Lisa Ottenbreit	Librarian, Windsor Secondary School
Tristan Crowther	Teacher, Windsor Secondary
Paul Shtenko	Teacher, Seycove Secondary
Brad Baker	District Vice-Principal, Learning Services
Marcia Garries	District Vice-Principal, Learning Services
Ann Copp	Learning Assistance Support, Learning Services
Brenda Gilby	Vice-Principal, Argyle Secondary
Maureen Stanger	Vice-Principal, Continuing Education, Distributed Learning
Chanin Leoni	Vice Principal, Cove Cliff Elementary
Carmen Reilly	Student, Argyle Secondary
Willie Chang	Student, Seycove Secondary

Literacy Now North Shore Task Group:

Pat Hodgson	Capilano University (Task Group Chair)
Beth Beeching	Literacy Outreach Coordinator
Kathy Coyne	Literacy Outreach Coordinator
Joanne Robertson	North Vancouver School District #44
Sandra Lynn Shortall	West Vancouver School District #45
Elizabeth Jones	North Shore Multicultural Society
Tricia Andrew	North Shore Neighbourhood House and John Braithwaite Community Centre
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
Jane Watkins	North Vancouver City Library
Yvonne McSkimming	Bowen Island Literacy Committee
Toni Stewart	Administrative Assistant, Capilano University

Appendix B: NORTH SHORE LITERACY NOW REPORT 2010/2011

PRIORITIES ADDRESSED

Table 1 below shows that the majority of strategy areas have been addressed. Planning for next steps has been initiated.

Legend:

Completed: Action well developed and continuing

In progress: In early stages and continuing

Strategy /Action	Completion Level	Additional detail
<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>		
Hire a community literacy coordinator to work with community organizations to address literacy needs in an integrated way	Completed	3 part-time coordinators serve Lower Lonsdale, North Van District and West Van and First Nations
Maintain and enhance community literacy table to implement and monitor the development of the plan	Completed	North Shore Lit Now table meets 3-4 times per year. This table is beginning to review this plan and set new priorities for the next stage
Develop community specific literacy subcommittees as appropriate	Completed	Lower Lonsdale, West Vancouver, and First Nations committees developed and participated in existing Welcoming Communities and ECE Tables
Identify and access literacy resources through all levels of government and non-government funding sources	Completed	Routinely share information amongst partners
Develop partnerships for efficient use of existing space	Completed	Resources shared among school districts, neighbourhood house, First Nations, and local businesses
Work with Capilano University, School District #44 and School District #45 to foster community-based implementation of literacy programming	Ongoing	Strong relationship exists with regular communication on community-based programs
Share information about literacy needs and ideas for community-based action on a regular basis	Completed	Plan distributed and other information shared on a regular basis
Engage private schools in working with the community on literacy issues	Not yet undertaken	Not maintained as a priority
Work with Regional Literacy Coordinator to connect North Shore literacy activities with literacy approaches adopted provincially and nationally	Completed	North Shore Coordinators active participants in provincial and national dialogue

<i>Strategy 2: Promote community awareness of literacy issues and the way in which they exclude people from full involvement in the community.</i>		
Develop community literacy awareness campaign in collaboration with the private sector	Ongoing	Working with Park Royal mall businesses to implement
Develop specific outreach strategies for First Nations and immigrant communities in collaboration with First Nations and immigrant serving organizations	Completed	Effective relationships established to support literacy programming
Bring together the various community groups involved in literacy issues, identify best practices, and expand to the broader community	Completed	Hold annual celebration of literacy activities
Connect volunteers with organizations that currently have volunteer tutoring programs	Completed	Working with partners to share volunteer resources when needed
Train community members to play an active volunteer role in supporting literacy	Completed	Volunteer tutor training provided annually
Develop and implement workshops to help community organizations and businesses imbed literacy work in their day-to-day programs	In progress	Respond to requests
Promote connections between literacy and the arts through involvement with community arts groups	In progress	Respond to requests, currently involved with the Squamish community garden
Identify and promote provincial literacy initiatives for children and families	In progress	Participating in provincial discussions around funding Working with business to access additional literacy resources
Promote parent information evenings that focus on reading and reading support	In progress	Initiated family literacy at Queen Mary Initiated Welcoming Neighbours at Park Royal initiative focusing on parenting literacy Discussions to implement Parenting workshops at Park Royal with SWIS workers
Develop and implement plain language workshops for the non-profit and business sectors.	Not yet initiated	

<i>Strategy 3: Develop a comprehensive continuum of literacy programs for all ages through partnerships between community agencies, governments, and educational institutions.</i>		
Identify and access literacy resources through all levels of government and non-government funding sources	Completed	Accessed CALP funding for Lower Lonsdale Outreach and OLES funding for health literacy for the Squamish Nation Developed partnerships with faith groups to support literacy and ESL activities

Foster communication and linkages between existing literacy programs	Completed	Committee structure provides foundation for regular communication and information sharing
Develop and implement a drop-in community literacy centre in Lower Lonsdale in collaboration with community agencies	Completed	Support by provincial CALP funding, a literacy program is provided at John Braithwaite and a weekly writing program provided at Grant McNeil Housing Complex
Develop and implement a volunteer literacy tutor program through community-institutional partnerships	Completed	The John Braithwaite Literacy Program is supported by volunteers
Explore opportunities for intergenerational tutoring approaches to literacy	In progress	Working with the Squamish Nation to foster intergenerational learning on health issues
Develop and implement a family literacy program in collaboration with community agencies and school districts	Completed	Offering a technology literacy program for parents at Queen Mary School
Develop a computer literacy program for low-income residents, particularly families and seniors in collaboration with community groups	Completed	Offer seniors programs at two seniors' complexes and at the Squamish Nation Elders Centre. Developed a computer lab for Esliha7an Society on the Squamish Nation lands.
Identify literacy opportunities in health, justice, social welfare and work with the appropriate agencies to develop integrated literacy opportunities.	Not yet initiated	This has not been prioritized to date but will be revisited in next planning cycle

<i>Strategy 4: Develop a continuum of community-based ESL programs and supports for all ages and groups.</i>		
Support referrals to and connections with existing ESL programs	Completed	ESL Subcommittee undertook a survey of ESL providers to identify opportunities to strengthen referral process and is currently working collaboratively to achieve this
Develop and implement a drop-in ESL resource for newcomers in collaboration with immigrant serving organizations	Completed	Welcoming Communities Initiative established a website and information resources Provide ESL support at Park Royal in collaboration with Baha'i Church
Develop and implement community-based ESL classes in collaboration with community organizations	In progress	The need for this is regularly assessed. Need minimally met through existing community programs. More funding needed to run more community ESL classes
Develop and implement workplace ESL for small businesses in collaboration with business organizations	In progress	Working with Park Royal to assess business needs

<i>Strategy 5: Develop and implement a continuum of family literacy programs and support.</i>		
Foster links between existing programs	In progress	
Research needs for family literacy programs in collaboration with First Nations and multicultural organizations	In progress	Working with existing partners to assess the needs
Work with schools and community programs to promote good food program for kids in need	Not identified as a priority to date	Needs new resources
Explore the potential for a volunteer-based tutor program for low income families.	Completed	Weekly program established at Grant McNeil Housing Complex supported with relationships with John Braithwaite Volunteer Tutor Program
Develop programs that target parents/caregivers and the children in collaboration with community organizations and school districts	In progress	Working with Queen Mary School to provide computer literacy for parents and explore opportunities for family literacy programs
Develop family literacy program targeting families with children 0–6	In progress	New resources needed
Outreach to low-income, First Nations, and immigrant communities to support their involvement in family literacy	In progress	Exploring opportunities for collaboration between First Nations groups, community groups and school districts

<i>Strategy 6: Work with community agencies to increase capacity for assessment and referral.</i>		
Coordinate literacy assessment professional development support for community agencies	Not yet undertaken	Will undertake when requested
Develop and distribute literacy resources information pamphlet	Completed	Program pamphlets developed and website supported
Work with the Settlement Workers in Schools Programs to support connections to a continuum of literacy supports	In progress	Discussions begun on using The Learning Mall as a place for SWIS workshops and classes

<i>Strategy 7: Develop specialized programs in collaboration with agencies serving people with mental health issues and developmental disabilities.</i>		
Maintain and enhance community literacy table to implement and monitor the development of the plan	In progress	Harvest Project became an active member of the Lit Now table
Identify and access literacy resources through all levels of government and non-government funding sources	Completed	Regularly provide information about literacy funding available.
Work with community organizations to expand programs for people with mental health issues and developmental disabilities	In progress	Working with Lower Lonsdale Committee to monitor changing needs.
Support referrals to and connections with existing literacy programs.	Completed	Collaboration amongst partners strengthens cross referrals

<i>Strategy 8: Support First Nations educational organizations to achieve their educational goals.</i>		
Foster collaboration between First Nations educational programs and non-First Nations programs	Completed	Tsleil-Waututh active on Lit Now Committee. Collaborating with the Squamish Nation on delivery of tech literacy and literacy support activities
Explore opportunities for First Nations family literacy based on cultural traditions	In progress	Working with the Squamish Nation to explore opportunities for family literacy support. Supporting First Nations to develop digital stories for family literacy
Work with First Nations educational organizations to promote opportunities for adult learners to participate in both on reserve and off reserve programs depending on their needs	In progress	Sharing information with organizations and learners

<i>Strategy 9: Monitor outcome achievement and adapt plan as required.</i>		
Develop monitoring plan in collaboration with committee	In progress	Will be the focus of the coming year
Develop appropriate monitoring tools	In progress	Will be the focus of the coming year
Report outcome achievement annually.	In progress	Report regularly through District Literacy Plans, Literacy Now reports and Lit Now Committee reports

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 intervention program designed to help struggling students realize fast, permanent gains in core reading skills. It is designed to complement the existing reading curriculum.

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.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is a natural, integral and essential part of effective learning and teaching and is a key element of personalised learning. The goal of Assessment for Learning is to provide feedback which teachers and students can use to adapt or adjust their teaching/learning needs.

Capilano Little Ones

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

Clicker 5

Clicker 5 is a writing support and multi media tool for children of all abilities.

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 (or differentiated learning) involves modifying content, process, products, affect, or learning environments to honour students' learning needs and maximize their learning capacity.

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 intense 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 Dinner and Dialogue

The Early Learning Dinner and Dialogue is an annual event that brings ELF Providers, StrongStart Facilitators, Kindergarten Teachers and Administrators together, in hopes of establishing a seamless continuum of Early Care and Learning within the North Vancouver School District.

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.

ESL Central

ESL Central is a new district on-line program that supports Ministry-mandated ESL reporting and assessment processes, including the development of an Annual Instructional Plan (AIP).

Essential Skills

Essential Skills is a software program comprised of activities for auditory, visual, and tactile learners to support skill development in reading, writing, and math.

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.

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. For more information go to: http://www.bced.gov.bc.ca/early_learning/fdk/

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.

Inspirations 44

Inspirations 44 is the North Vancouver School District's full-day kindergarten resource of play-based activities and instruction. Fully aligned with the goals of the Primary Program and the Early Learning Framework, Inspirations 44 provides a rich array of classroom experiences to deepen and extend the learning outcomes for a Full Day Kindergarten program.

Immigrant PALS (Parents as Literacy Supporters) Program

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

Kurzweil

Kurzweil is a comprehensive reading, writing, and learning software solution for struggling readers.

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

North Shore Welcoming Communities Initiative

The North Shore Welcoming Committee Initiative is a program focused on facilitating the integration of new immigrants and refugees through different training opportunities and services. The program supports the development of welcoming and inclusive communities.

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.

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.

Personalized Learning for the 21st Century

Personalized Learning for the 21st Century is the tailoring of pedagogy, curriculum and learning support to meet the needs of individual learners.

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. For more information go to: http://www.bced.gov.bc.ca/primary_program/

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. For more information go to: http://www.bced.gov.bc.ca/early_learning/rsl/

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 NVDPD consistently runs bi-weekly book clubs for Red Cedar and sponsors author readings with Red Cedar and Stellar nominees for children and teens.

Rubric Central

Rubric Central is an online program, developed by the North Vancouver School District, which provides teachers with an effective *Assessment for/as/of Learning* tool for use in planning and assessing their students' learning. Rubric Central enables elementary and secondary teachers to access and use BC Performance Standards Quick Scales, as well as other Ministry of Education and NVSD developed rubrics, in reading/writing and oral language development.

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.

School-Wide Writes

The School Wide Write is a strategy used by many North Vancouver schools to improve student performance in writing. Teachers engage all students in the school in a fall write, which is used to identify trends in both strength and areas needing support and improvement. This Assessment For Learning enables teachers to plan instruction to address

overall weaknesses in student writing throughout the year, and in the spring the second SWW is administered as a summative Assessment Of Learning tool, to measure progress.

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. For more information and a list of StrongStart programs, go to http://www.bced.gov.bc.ca/early_learning/strongstart_bc/

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 services First Nations 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.

SWIS (Settlement Workers In Schools)

Settlement Workers in Schools (SWIS) is a District-wide outreach program that assists newcomer students and their families settle into their school and community. For more information, go to <http://atwork.settlement.org/ATWORK/PSR/swis.asp>

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 principals 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 approach to learning in which curriculum designers consider the scope of student abilities and learning styles.

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.