

AGENDA ADDENDUM

REGULAR MEETING OF COUNCIL

Monday, March 24, 2014

7:00 p.m.

Council Chamber, Municipal Hall

355 West Queens Road,

North Vancouver, BC

Council Members:

Mayor Richard Walton

Councillor Roger Bassam

Councillor Robin Hicks

Councillor Mike Little

Councillor Doug MacKay-Dunn

Councillor Lisa Muri

Councillor Alan Nixon



NORTH VANCOUVER
DISTRICT

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AGENDA ADDENDUM

THE FOLLOWING LATE ITEMS ARE ADDED TO THE PUBLISHED AGENDA

5. DELEGATIONS

5.2. Fran Jones, North Shore Early Years Planning Table

Re: Addressing Early Years Vulnerabilities on the North Shore

Supplemental background information.

9. REPORTS FROM COUNCIL OR STAFF

9.6 Development Variance Permit 64.13 – 2285 Phillip Avenue

File No. 08.3060.20/064.13

Please note: Joint report submitted for items 9.6, 9.7, 9.8, and 9.9.

Recommendation:

THAT the joint report of the Community Planner's dated March 20, 2014 be received for information.

9.7 Development Variance Permit 65.13 – 1695 Marine Drive

File No. 08.3060.20/065.13

Please note: Joint report submitted for items 9.6, 9.7, 9.8, and 9.9.

Recommendation:

THAT the joint report of the Community Planner's dated March 20, 2014 be received for information.

9.8 Development Variance Permit 60.13 – 2672 Panorama Drive

File No. 08.3060.20/060.13

Please note: Joint report submitted for items 9.6, 9.7, 9.8, and 9.9.

Recommendation:

THAT the joint report of the Community Planner's dated March 20, 2014 be received for information.

9.9 Development Variance Permit 2.14 – 1125 Cloverley Street
File No. 08.3060.20/002.14

Please note: Joint report submitted for items 9.6, 9.7, 9.8, and 9.9.

Recommendation:

THAT the joint report of the Community Planner's dated March 20, 2014 be received for information.

Addressing Early Years Vulnerability

A Presentation to District of North Vancouver Mayor and Council (March 24, 2014, 2014)

by

Fran Jones, WECAN Community Development Coordinator

The purpose of the March 24 presentation is two-fold: To indicate the role of the Early Development Instrument in identifying areas of child vulnerability in the District of North Vancouver; and to suggest collaborative resources and strategies that would address the noticeable rise in child vulnerability across the North Shore and in North Vancouver specifically. This Information Report will include an explanation of the Early Development Instrument (EDI) that provides considerable guidance in planning programs and services to support families with young children; the role of Family Hub development in coordinating essential program and service delivery, and the benefits of increasing the alignment between the North Shore Child and Family Community Charter and the North Shore Children's Charter, developed through the work of the Early (WECAN) and Middle Years (Middle childhood matters) Planning Tables of the North Shore.

Understanding the EDI

What is the Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a population survey developed at the Offord Centre for Child Studies at McMaster University. Its purpose is to measure school readiness among children entering the school system at age 5. The EDI has been an important early childhood development measurement tool across Canada and internationally. In British Columbia, the EDI is managed through the Human Early Learning Partnership (HELP) at UBC. The collected EDI data indicate the ability of family-strengthening programs and services to support families with young children.

The survey measures five core areas (domains) of early child development that are known to be good predictors of adult health, education and social outcomes. These five core areas are:

- Physical Development (General health, large and small muscle control)
- Social Competence (Skills required for successful social interaction)
- Emotional Maturity (Understanding and managing emotions and feeling)
- Language and Cognitive Thinking (Processing thoughts, basic literacy skills)
- Communication Skills (Using verbal and non-verbal skills to convey wants and needs)

The EDI survey is completed by kindergarten teachers from across British Columbia for all children in their classes. They are filled out in February, after teachers have had the chance to get to know their students. This ensures that teachers are able to answer the questions knowledgeably. Although the EDI measures readiness that has been developing since birth, it is done at the Kindergarten year as it is the first place all five year olds are in a similar location.

The data is a measure of developmental supports from birth to age 5, and not a measure of Kindergarten programming.

How are EDI data used?

HELP creates maps, graphics and reports that summarize EDI results at provincial, regional, School district and neighbourhood levels. Using these resources, communities, schools and governments are better able to understand how children are currently faring across the province. This allows supports and services to be tailored for families and young children where and when they are needed. To date, more than 700 early child development initiatives and community projects have been supported by EDI results.

Who uses EDI data?

- **Early childhood coalitions, early child development workers, and school representatives** use EDI data to inform their work with children and young families by identifying strengths and needs within their communities. Using EDI data allows local groups to better advocate for changes to policies and funding.
- **Ministries of Children and Family Development, Education and Health** use EDI maps and data to plan early childhood investment, policy and program development. B.C. Ministries also use EDI data for program evaluation.
- **Provincial and Municipal political groups** use EDI data to inform policy decisions and social planning
- **Researchers** use EDI data to address important questions and formulate new research agendas to help uncover more knowledge about the genetic, biological, and social determinants of children's health, well-being and development. Their research, in turn, helps to inform policy and program development.

Child Vulnerability

What is Child Vulnerability?

- The EDI data reported for this presentation reflect the percentages of children vulnerable in one or more of the five domains. Data is also available on the HELP site for vulnerability levels in each of the five domains.
- The EDI measures the **population-based vulnerability** rates of five year olds by geographical area. “Child vulnerability” refers to the portion of the population which, without additional support and care, may experience future challenges in school and society.
- By creating environments in which children thrive – establishing family friendly policies, planning to address children’s needs, investing wisely, and collaborating for children’s benefit – we can ensure that the vast majority of children develop optimally and that we keep vulnerability levels low.
- HELP considers child vulnerability rates that are greater than 10% as avoidable.

What impacts child vulnerability?

- Challenges at birth (5%-10% of children)
- Poor diet
- Lack of parental bonding
- Lack of stimulation
- Lack of interaction with language and the general environment
- New language and culture
- Parental vulnerabilities (mental health, physical health, income)
- Lack of opportunities for play and investigation

What else?

- All vulnerable children do not live in poverty: approximately **80%** of vulnerable children on the North Shore are in the Middle Class.
- Children living in poverty are more liable to struggle with vulnerabilities
- Children of affluence also struggle with vulnerabilities
- Child vulnerability can be reduced where parents/caregivers are provided with information, resources and supports in a timely manner

What domains are seeing the biggest increase in vulnerability?

- Across British Columbia, the North Shore and North Vancouver, the domains of **Social Competence** and **Emotional Maturity** are showing significant increases in child vulnerability levels, with **Physical Development** close behind.
- The Language and Cognitive Thinking domain is showing a decrease in vulnerability across BC, which speaks well of the tremendous efforts that have been put into early learning initiatives

Strategies for Reducing Child Vulnerability in the District of North Vancouver

The Early and Middle Years Planning Tables, and their sub-committees, have worked to align their planning, initiatives, and activities to focus on the reduction of child vulnerability, particularly in the social/ emotional areas. Three strategies have been selected that research indicate will have the greatest cost-effective impact on the reduction of child vulnerability on the North shore

- Family Hub development
- Right to Play initiative
- North Shore Children's Charter endorsement

Family Hubs

What is a Family Hub?

A Family Hub is a location central to a neighbourhood or community that houses a range of family-strengthening programs and services under one roof, or in close proximity. Family Hubs generally include:

- Parent/Caregiver Education and Support programs
- Parent/Caregiver and Child programming
- Child Care/Pre-School/Child minding
- Health and Wellness programs through health authorities for infants, children and adults
- Links to library services

Family Hubs can be developed from the ground up to include these elements, such as West Vancouver Community Centre, John Braithwaite and Parkgate, or developed over time as resources become available. School sites, particularly those with StrongStart programs, are a place to start this process.

The advantage of a Family Hub for families with young children is ready access to a number of programs and services that enable “one-stop shopping”, and a comfort with a frequently visited site. It also assists in program coordination and development, as it is easier to identify gaps and overlaps, and to multi-use facilities and staff.

Portables, available space in schools, churches, recreation centres and other community premises can be supported to grow into Family Hubs, particularly when municipalities, school districts and family-strengthening agencies and organizations plan and implement them together. A wonderful example of Family Hub development can be seen in Revelstoke, which has the lowest vulnerability rate in British Columbia.

Right to Play Initiative

Why support a child’s right to play?

- Play teaches children to solve problems
- Play develops creativity and imagination
- Play is key to healthy physical development
- Play is the basis of social/emotional development
- Play helps children develop friendships
- Play reduces stress and anxiety
- Play encourages independence
- Play helps children do well in school, and in the workforce later in life

- Play is unstructured and child-directed
- Play in outdoor spaces is healthy and fun

How will the “Right to Play” initiative be supported

The Early and Middle years Planning Tables and their sub-committees have identified a number of initiatives and activities that will promote community engagement in promoting the need for children to be involved in meaningful play, indoors and out, on a daily basis. The initiatives and activities will also increase both program and service providers, child, and family access to training, equipment, leaders and locations that will promote and support play.

The activities and initiatives include:

- Promotional materials, including pop-up banners, rack cards, flyers, PSA videos
- Training opportunities for recreation leaders, child care providers, and school teachers teaching approaches, games and activities that support inclusion, respect, responsibility
- Workshops and activities for parents demonstrating approaches for child and family engagement in meaningful play
- “Play in the Park” events for families with trained leaders providing suggestions, and modelling meaningful play
- “Pop-Up” equipment bins for use in participating neighbourhoods

North Shore Children’s Charter

Why develop a Children’s Charter?

Considerable research has indicated that a focus on child rights benefits a community in a number of ways:

- Children growing up in communities that support child rights are more likely to be resilient, self-confident, and respectful of others
- Children growing up in communities that support child rights are more likely to do better in school
- Children that know their rights are more likely to respect the rights of others
- Community support for the well-being of children leads to healthier and safer communities in years to come.
- A community focus on child rights encourages policy-makers to develop plans and policies using a child-friendly lens

What is the North Shore Children’s Charter?

The North Shore Children’s Charter has been developed through the leadership of the Early and Middle Years Planning Tables of the North Shore (WECAN and Middle Childhood Matters). Parents, children, and agency and organization staff have worked together to create a charter that has been distilled from the 42 Articles of the United Nations Convention on the Rights of the Child to reflect the specific needs of the North Shore. The ten selected “Rights” listed in the

North Shore Children's Charter are written so as to be understandable and relevant to children, parents, and the general North Shore community.

How can Mayor and Council support the North Shore Children's Charter

To date, over 50 groups, including the City of North Vancouver, North Vancouver Community Centres, Vancouver Coastal Health, North Shore Neighbourhood House, many child care centres, and family-strengthening agencies are supporting the endorsement process by sharing the proposed North Shore Children's Charter with staff, children, parents, and community members, and collecting signatures demonstrating support.

The Early and Middle Years Planning Tables asks the Mayor and Council of the District of North Vancouver to adopt a resolution to endorse the North Shore Children's Charter.

COUNCIL AGENDA/INFORMATION		
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<input type="checkbox"/> Info Package	Date: _____	Item # _____
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Manager


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The Corporation of the District of North Vancouver

REPORT TO COUNCIL

File: 3060.20/060.13
 March 20, 2014

AUTHOR: Casey Peters, Community Planner
 Kathleen Larsen, Community Planner
 Erik Wilhelm, Community Planner

SUBJECT: NEIGHBOURHOOD RESPONSE TO DEVELOPMENT VARIANCE PERMITS BEING CONSIDERED MARCH 24, 2014

RECOMMENDATION: That Council receive this report for information.

REASON FOR REPORT:

In accordance with Council's request to receive an indication as to the number of residents receiving notification, being in support or in opposition, the following information is submitted for the development variance permits being considered on March 24, 2014.

DISCUSSION:

As of 10:00 a.m. on March 20, 2014:

- a) Development Variance Permit 60.13 – 2672 Panorama Dr
 - i) 6 notices were sent out to adjacent property owners/residents and the Panorama Rate Payers Association. No responses have been received.
- b) Development Variance Permit 65.13 – 1695 Marine Dr
 - i) 32 notices were sent out to adjacent property owners/residents and the Lower Capilano Community Residents Association, Norgate Park Community Association and the Pemberton Heights Community Association. One resident supported the variance and removal of the existing freestanding sign. The representative of the Norgate Park Community Association supported removal of the freestanding sign as part of the variance. No other community association responses were received.
- c) Development Variance Permit 64.13 – 2285 Phillip Avenue
 - i) 21 notices were sent out to adjacent property owners/residents and the Pemberton Heights Community Association. No responses have been received.
- d) Development Variance Permit 2.14 – 1125 Cloverley Street
 - i) 8 notices were sent out to adjacent property owners/residents and the Keith Lynn/Brooksbank Community Association. No responses have been received.

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Casey Peters
Community Planner



Kathleen Larsen
Community Planner



Erik Wilhelm
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