



School Plan

for

Burnaby North Secondary School

Mission Statement:

At Burnaby North Secondary School:

We commit our minds to discovery, hearts to compassion and lives to integrity.

Goals:

Literacy Goals:

1. To improve students' reading for comprehension.
2. To improve students' writing for response and analysis.

Social Responsibility:

1. To foster social responsibility in the school and the community.

Date: May, 2006

1. School Community Context

A. How would you describe the demographics of your school and community?

The staff and students reflect the wide ethnic and racial mix of greater Vancouver's multicultural society. However, the dominant cultural group in the school is of Chinese heritage, of whom forty-nine percent were born in Canada, eighty-four percent are Canadian citizens or permanent residents. Only eight percent of these students are registered in the English as a Second Language program. The student body is composed of forty-five percent females and fifty-five percent males. Twelve percent of the student population is designated in special needs categories including seven percent learning or behaviour disabilities and five percent gifted. Two percent of our students are Aboriginal.

B. What are two or three areas of strength based on student performance?

Burnaby North has a well-deserved reputation as a high achieving academic school with the most successful Advanced Placement program in Canada. Forty percent of the students participate in the honours program which continues to motivate students to enroll in the Advanced Placement Program. Courses in fifteen subject areas are offered. Exam results continue to be the best in the country. Last year, eight students were honoured as National Scholars and forty as Advanced Placement Scholars. In May of 2006 our students wrote 647 Advanced Placement exams, which is an increase of more than 200 from the previous and a record number for the school.

C. What is unique about your school?

Burnaby North has implemented a Hockey Academy that has the goal to develop a program that offers interested students an opportunity to develop their academic and athletic potential to the fullest. We believe that the development in individual hockey playing skills will build students' self confidence and self-esteem, and will translate into better academic achievement.

With the support of the National Crime Prevention Foundation, the Clarica Foundation and the Vancouver Foundation the school has implemented a Transitions Program for grade 8 students which provides support for them during their first year at secondary school, and includes mentorship by grade 11 and grade 12 students.

Another program that was established last year to support student learning is called Success, which provides after school access to tutoring by teachers, peer tutors and community volunteers many of whom are Burnaby North alumni.

The implementation of teacher collaborative time has resulted in the sharing of knowledge and the formation of teacher teams that focus on student achievement.

D. What are you proud of in your school?

The motto of Burnaby North, "Excellence, Discovery, and Service", accurately reflects the school culture. Students and staff are committed to academic excellence. The curricular and extra-curricular programs are designed to help students learn about themselves and the world they inhabit. Student leadership is an important focus of the school. The students organise a large variety of clubs. Students at North have a strong social conscience and contribute positively to the school and greater community. Thousands of volunteer hours are spent by students and staff in supporting community needs. They take the concept of service to heart. They raise substantial amounts of money for the Burnaby Christmas Bureau, (more than \$10,000 again this year) Unicef, the Terry Fox and Milk Runs, famine relief, and any other Global Project where they feel they can help.

Academically students continue to excel as a group, and individually with national and international recognition in the Sciences, Mathematics, Fine Arts, Languages and Writing Competitions.

The school has a Visual and Performing Arts department which is one of the largest in the province. The students earn awards for the school year book and many other art competitions, as well this year an Emily Carr Institute Award for Excellence in Teaching was awarded to a staff member. As an extra-curricular activity our school marching band has grown to almost 100 students and participated in numerous public events including the 2006 Calgary Stampede Parade.

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The athletic program values participation and commitment. The teams do well particularly in table tennis where the school always finishes in the top two in the province. In addition there has been strong growth in the numbers of participants and teams. This year we have seen success in the volleyball, netball, water polo, track and aquatics programs.

The practical arts programs offer opportunities for students with interests in business, technology education and home economics. The credentialized workplace training, secondary school apprenticeship and work experience program is very progressive. Strong partnerships have developed with businesses in the community. One such partnership has resulted in a Burnaby North Youth Credit Union opening in the school in conjunction with VanCity.

2. School Community Involvement

A. How are members of your school community (staff, parents, students, general community) involved in reviewing and updating your school plan? Please describe the process.

Burnaby North has an active Parent's Advisory Council, School Planning Council and Music Parents' Council which are supportive of school activities and goals. The groups are active in helping raise funds by accessing gaming revenue and through many other creative projects. They organize and supervise the dry after grad, attend concerts and parent evenings. They participate in the District Parent Advisory Council.

The members of the School Planning Council have been an integral part of planning and developing the school goals. They examined and analyzed information and data. They met with members of the Literacy and Social Responsibility Committees who reported on the progress and development of the goals. They also attended a Professional Day with staff to discuss aspects of both the Literacy and Social Responsibility goals.

B. How is information regarding your school plan communicated to your community on an ongoing basis?

We relay information to the community through our school web site and our online school newsletter, the Viking News; and by printing individual student literacy results on report cards. Viking Reading and Writing posters are displayed beside the social responsibility posters in all classrooms,

3. District and School Connection

How is your school plan related to the district plan?

Burnaby North school goals are taken from the District Plan, and the data that we collect is consistent with District data collection.

4. Summary of Progress

A. What were your school goals in your previous school plan?

Literacy Goals:

1. To improve students' literacy by improving their reading for comprehension skills.
2. To improve students' writing for meaning.

Social Responsibility:

1. To foster social responsibility in the school and the community.

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B. What progress are you able to report regarding those goals?

Literacy:

- We have changed our cycle of data collection to standardize our yearly reports to monitor progress within one school year, starting in the 2006/07 school year.
- We now have baseline data so that we can continue to study our results every year.
- Most departments in the school are using our reading and writing strategies in their classrooms where applicable
- Students make a sincere effort during our school-wide reading and writing assessments because we put our student literacy results on the report card (as a comment only) and students are aware of the school wide focus on literacy at Burnaby North
- We now have representation from all departments on our Literacy Committee.
- Literacy awareness by staff and students has increased because of our RIN and WIN and our school wide focus
- Articles are submitted from different departments to ensure ownership and inclusion for both students and teachers
- Analysis of previous data shows the number of boys and girls not meeting expectations for the RIN and WIN are decreasing.
- We are involving the SPC in our meetings and creation of the Literacy Goals

Social Responsibility:

- We developed a new mission statement
- We have developed an active and enthusiastic student group as part of the Social Responsibility Committee
- We continued to develop school wide representation on the committee with the goal being to have at least one member from each department
- Parent members of the School Planning Council have been involved in our meetings and have helped in the development of our goals
- Baseline data has been created for our Community Survey
- We have participated in the creation of a District Social Responsibility survey, which will allow us to look at our results in the context of broader scale
- We have found that the use of the Focus Group concept has been helpful in guiding the direction of the committee; therefore we will continue to develop this strategy.

Goals 2006-2007

Literacy:

Goal 1: To improve students' reading for comprehension

Goal 2: To improve students' writing for response and analysis

Rationale:

A. Why was this goal and its related objectives chosen?

Given our experiences as teachers and parents and the results of the Write It Now and Read It Now assessments, we know that Burnaby North Secondary School students need to improve their literacy skills, so that students will be better prepared for post-secondary education and the workplace.

B. How did you determine this focus? What specific groups of students cause you concern?

Although our goal is to improve reading and writing skills for response and analysis for all students, in order to enable students to keep pace with increasingly sophisticated literacy demands from grade to grade and throughout life outside of school, we have concerns for students not yet meeting expectations for literacy based on provincial performance standards. Particularly, we are focused on lessening the achievement gap between males and females.

C. Your data should have indicated challenges and/or gaps in this area. How did you use this information when developing and/or updating this goal and its specific objectives?

The results of the school wide Read It Now and Write It Now are used for comparison and study. Data is being collected and tied to cohort groups based on their graduation year so that we can follow each group of students, monitor their progress and set realistic targets for improvement. (To aid us with consistency in our assessment, all papers are evaluated with a rubric based on the Provincial Performance Standards.) We will address the assessment differences between boys and girls by looking at text choices to promote interest for response. The data indicates greater student achievement on the reading assessment compared to the writing assessment. The data indicates that our goals are still relevant; however we are changing our data collection tools by assessing students twice within the school year to allow us to better inform our practice and to still have time to make instructional changes within the same school year.

Date: May 2006

Chart:

Objectives	Performance Indicators	Results	Performance Targets
To improve student's reading for comprehension	1 R.I.N. results (grade 8 – 11) 2005 - 2006	1 88% of students received a 4 or better out of 8. See table 5. Males: 83% (4 or better) Females: 88% (4 or better)	1 Our target is 88% for the 06/07 school plan. Males: 85% Females: maintain or exceed target
	2 Language Arts (8 – 12) passing rates	2 Targets for students passing Language Arts were set above the 80% range. Our 04 /05 results indicate a 97% pass rate. <i>See table 1.</i>	2. Our target for Language Arts next year is a pass rate of 98%.
To improve writing for meaning skills <i>Goal from 2005/06</i>	1 W.I.N. results (grade 8 – 12) 2004 - 2005	1 89% of students received a 4 or better out of eight. See table 5. Males: 87% (4 or better) Females: 92% (4 or better)	1. Our target is 90% for the 06/07 school plan. This target is for the 06/07 school plan as the date of the 05/06 W.I.N occurs after the completion of the 05/06 school plan.
	2 Language Arts (8 – 12) passing rates	2 <i>See #2 above.</i>	2 <i>See #2 above.</i>
To improve student's writing for response and analysis <i>New Goal for 2006/07</i>	1 New W.R.I.N (new combined Reading and Writing assessment – name to be finalized)	N/A	Creation of new baseline data.

** This present data will complete our initial mode of data collections. We have been able to establish differences between cohorts and between males and females. We realize that tracking cohort progress over time is more relevant than overall school percentages as the make up of the school fluctuates from year to year based on leaving grade twelves and entering grade eights. Assessment information made twice in one academic year will inform instructional practice, better facilitate instructional change and the creation of further support for students within their current year of study.

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Strategies, Structures & Resources

The Literacy Committee will continue to support teachers by facilitating collaborative marking sessions, assessment standardization development and actively encouraged the use of The Viking Reading and Writing Strategies through the design, distribution and discussion of the new literacy strategy posters. We are continuing with the District Literacy initiative. As stated already we are changing the frequency and structure of our data collection to include a beginning of the year base line measurement as well as a spring assessment. Our focus will be on the implementation of strategies to support teachers in reflective literacy practice.

1. Strategies

What strategies will be used to achieve the stated objectives? Has consideration been given to strategies that reflect a blend of current research, best practice and innovative thinking? If so, please detail. How is the broader school community involved in implementing these strategies?

Goal 1

Reading for Comprehension

- 1) Continue development of a school-wide literacy plan by the Literacy Committee
- 2) Support the teaching of reading strategies across the curriculum by providing in service and information on reading strategies including but not limited to...

Before You Read:	While You Read:	After You Read:
<ul style="list-style-type: none"> ➤ Access Background Connections Know – Wonder- Learn Brainstorming Clustering Webbing ➤ Make Predictions use titles, headings, and text features to predict content 	<ul style="list-style-type: none"> ➤ Self-monitor and Correct Highlight/underline Make vocabulary list ➤ Make Inferences Ask questions on/between/outside the lines Sticky note responses Determine what is important <ul style="list-style-type: none"> • Finding the Main Idea and Supporting Details Two column notes 	<ul style="list-style-type: none"> ➤ Summarize One sentence summaries ➤ Generate Main Ideas 4 quadrant organizer Venn diagram ➤ Draw Conclusions and Make Connections One sentence summaries Synthesize information and create new thinking Concept Map

- 3) Continue Word of the Day
- 4) Teachers will read aloud to classes (e.g. student bulletin, texts, newspaper articles, stories, etc.)
- 5) Departments will generate specific strategies related to their field of study.
- 6) Use data from our two literacy assessments, to inform our practice
- 7) Create awareness of literacy improvement in our day-to-day practice through actively promoting literacy issues through the student and staff bulletins

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8) Introduce the amalgamated reading and writing assessment.

- Provide in-service for staff on Reading Performance Standards -all staff to examine examples of reading responses and learn how to use the performance standards (i.e. rubric and exemplars)
- Continually reassess tools (e.g. new literacy assessment)

9) Assign students who are experiencing difficulties in reading to the Literacy Development or Academic Strategies program and or an English cohort class (to be assessed through teacher referral, test results, reading performance standards or failure in humanities courses due to literacy skills)

Goal 2

Writing for Response and Analysis

1. Continue development of a school-wide literacy plan by the Literacy Committee
2. Support the teaching of writing across the curriculum
3. Provide in-service and information on writing performance standards (i.e. rubric & exemplars)
4. Departments will generate specific strategies related to their field of study.
5. Use data from our two literacy assessments, to inform our practice
6. Introduce the amalgamated reading and writing assessment.
 - Provide in-service for staff on writing performance standards-- all staff to examine examples of writing and learn how to use the performance standards (i.e. rubric and exemplars)
 - Continually reassess tools (e.g. new literacy assessment)
7. Provide in-service and practice using daily writing-to-learn strategies.
8. Provide in-service about teaching the writing process
 - pre-writing – idea generation and organization
 - writing drafts – content, style, mechanics
 - post-writing – editing, proof-reading, presentation
9. Assign students who are experiencing difficulties with writing to the Literacy Development and Academic Strategies programs and or an English cohort class (to be assessed through teacher referral, writing performance standards, or failure in humanities courses due to literacy skills)
10. Create awareness of literacy improvement in our day-to-day practice through actively promoting literacy issues through the student and staff bulletins and on our web site
11. Continue using writing assignments such as summaries, R.A.F.T. (role, audience, format and topic), letters, laboratory reports, and diaries across-the-curriculum to demonstrate learning

Before You Write:	While You Write:	After You Write:
<p>➤ Generate ideas and plan</p> <p>Brainstorm RAFT (Role, Audience, Format, Topic) Outline</p>	<p>➤ Think about content, style mechanics</p> <p>Stick to outline Tone/voice Supporting details Clear descriptions Provide examples Vary sentence lengths Use synonyms Use dictionary for unknown words</p>	<p>➤ Edit</p> <p>Read for coherency, logic, and unity Add and revise</p> <p>➤ Proofread</p> <p>Check for capitalization, punctuation, and spelling Have a friend reread and give feedback</p> <p>➤ Presentation</p> <p>Page layout</p>

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2. Structures and Resources

A. *What structures have been/will be put in place to help your school achieve improved student learning?*

- The new amalgamated reading and writing literacy assessment will take place at in early October and February.
- Literacy Development 8 and 9 and Academic Strategies 10, 11 and 12 courses have been fully implemented.
- The Success Program will continue to offer service to students requiring extra assistance or support.
- Departments will generate reading and writing strategies that best reflect the needs of their department and difficulty levels of their texts.
- Full departmental representation on the school Literacy Committee
- English Cohort groups (classes specifically designed for grade 8 and 9 students experiencing difficulty with the English curriculum.)

B. *Has consideration been given to the alignment of resources, time and organizational structures?*

- Increased staff allotment for students with identified literacy challenges
- Collaboration time will continue to be an essential component to increase student achievement - Some teachers may choose this time to address the literacy needs of their students and to mark school wide assessments collaboratively.
- We use “Goal Days” to provide an opportunity for our school-wide literacy assessment.
- Other literacy school wide projects are scheduled into the over all school calendar throughout the year.
- Release time for the Literacy Committee to enable them to complete large-scale school wide implementation and support of programs.
- Half block of release time has been assigned to the chair of the Literacy Committee to enhance organization and implementation of our Literacy goals for the 2006/07 school year.

C. *What resources have been targeted to address the areas of highest need for improvement? Please detail.*

- Our continual focus will be staff training and awareness building around the knowledge and skills necessary to reflect recent research and best practice in the field of literacy.
- Professional development time will also focus on calibration of the provincial performance standards rubric for assessment purposes.
- There will be a continued focus on school-wide responsibility for literacy.
- Continual participating in the District Literacy Initiative that began with the in-service with Faye Brownlie.

Social Responsibility

Goal: To foster social responsibility in the school and the community.

Rationale:

A. Why was this goal and its related objectives chosen?

Some student behaviour has been a concern. We have focused on various behaviours throughout the years. In 2002 -2003, we created a student survey to find which aspects we needed to work on most. We continue to develop strategies and programs to improve in this area.

B. How did you determine this focus? What specific groups of students cause you concern?

The initial school developed survey 2002-2003 consisted of 24 questions from which the committee chose a number of areas which needed improvement. In 2004 –2005 we distributed the Safe School Survey {Institute for Safe Schools of B.C. in conjunction with the Burnaby School Board} and examined the ministry survey results. We have determined through focus groups that academic integrity will be an area of interest for 2006-2007. Overall, we aim to raise the bar on social responsibility for the general school population.

C. Your data should have indicated challenges and/or gaps in this area. How did you use this information when developing and/or updating this goal and its specific objectives?

We added two diversity questions in 2003 – 2004. We noticed that compassion and to a lesser degree safety was a concern for our students and parents following an examination of the data from the Ministry Survey. Our January 2005 Professional Development Day was devoted to examining our school's core values. As a committee we have decided to continue with our emphasis on respect but to add compassion as a new focus for 2005 – 2006. The Ministry Survey indicated that less than 50% of the students surveyed felt that their teachers cared about them. In 2004 – 2005 we added 7 additional questions to our school survey. We added one on safety, three on fairness, and three on compassion. In 2005 – 2006, we added an additional 2 questions on academic integrity. This survey was then conducted in the same manner as the the previous year. In an effort to continue to get survey results that allow us to follow trends, and new foci, we will be giving the school survey to focus groups in May 2005. One boy and one girl will be randomly selected from each classroom during a given block. Each of the grade groups will complete the survey and then participate in a group discussion.

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Chart:

Objectives	Performance Indicators	Results	Performance Targets
<p>To increase positive interactions among students, staff, parents, and the community</p>	<p>1. Ministry Survey (students grade 10 and 12, staff, parents)</p> <p>2. Burnaby North Social Responsibility Survey (students all grades)</p>	<p>1. Ministry Satisfaction Survey 2004 - percent of grade 10 and 12 students choosing the response “many times” and “all the time” for the following issues: a) respecting differences at school Gr. 10= 86%, Gr. 12= 87% b) fair treatment of students by staff Gr. 10= 51%, Gr. 12= 51% c) teachers caring about students Gr. 10= 41%, Gr. 12= 56% d) students safety at school Gr. 10=66%, Gr. 12=72%</p> <p>2. Social Responsibility Survey 2004 -percent of students fully meeting or exceeding expectations for the following issues: a) students using appropriate language 33% (#1) b) students helping people in need 77% (#7) c) students fully participating in class 66% (#15) d) students helping students in class 55% (#17) e) students being treated fairly at school 73% (#28, 30) f) students feel staff/school care 74% (#31, 32, 33)</p>	<p>1. Targets for 2005:</p> <p>a) Gr. 10= 88%, Gr. 12= 89% b) Gr. 10= 53%, Gr. 12= 53% c) Gr. 10= 43%, Gr. 12= 58% d) Gr. 10= 68%, Gr. 12= 74%</p> <div data-bbox="1545 537 1864 680" style="border: 1px solid black; padding: 5px;"> <p>Goal: more than 50% of our students answering “many times” or “all the time”</p> </div> <p>2. Targets for 2006:</p> <p>a) 35% b) 80% c) 68% d) 57% e) 75% f) 76%</p> <div data-bbox="1656 816 1927 972" style="border: 1px solid black; padding: 5px;"> <p>NB– for 2006-2007 glossary of terms ie. Academic integrity to be added #34, 35</p> </div>

	<p>3. Work Ethic Rubric G-S-N (students self-evaluation, staff)</p> <p>4. Community Survey</p> <p>5. Focus Groups</p> <p>6. Recognition of Extra Curricular Participation (athletics, band, clubs, arts, etc.)</p>	<p>3. Report Card Work Ethic Mark -percent of students fully meeting or exceeding expectations in 2004:</p> <p>a) Gr.8 = 94%</p> <p>b) Gr.9 = 93%</p> <p>c) Gr.10 = 94%</p> <p>d) Gr.11 = 94%</p> <p>e) Gr.12 = 94%</p> <p>4. From May 2005</p> <p>a) enjoy students at plaza 73%</p> <p>b) I see students at the plaza when I think class is in session- 19%</p> <p>c) I have witnessed students/member of the community help another at the plaza- 23%</p> <p>d) students are respectful of patrons/ businesses at the plaza- 58%</p> <p>e) students are respectful of property and environment at the plaza- 62%</p> <p>5. From 2005-2006</p> <p>a) January- Academic Integrity</p> <p>b) May- Social Responsibility Survey</p> <p>6. T.B.A 2006/2007</p>	<p>3. Targets for 2005:</p> <p>a) Gr.8 = 95%</p> <p>b) Gr.9 = 95%</p> <p>c) Gr.10 = 95%</p> <p>d) Gr.11 =95%</p> <p>e) Gr.12 = 95%</p> <p>4. Targets for 2006:</p> <p>a) 75%</p> <p>b) 17%</p> <p>c) 25%</p> <p>d) 60%</p> <p>e) 64%</p> <p>5. Focus groups to continue in 2006- 2007</p>
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Strategies, Structures & Resources

1. Strategies

A. *What strategies will be used to achieve the stated objectives?*

- Continue development of a school-wide social responsibility plan by the Social Responsibility Committee
- Ensure the committee has a variety of members (staff, students, parents, community)
- Continue using a common/consistent language, emphasizing and defining our universal values (respect, compassion/care, responsibility, honesty, fairness) and sharing information with staff, students, parents and community

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- The mission statement has been revisited and is awaiting staff ratification
- Revisit the new G-S-N Work Ethic Rubric in light of our focus on universal values
- Expand conflict resolution programs in the school

- Administrators and teachers will continue to speak to students about respectful behaviour (3Rs) and generate class discussions (respect/caring lesson, posters, agenda planner with universal values defined and explained)
- Teachers model expected behaviours
- Continue to encourage teacher presence in the halls and other common areas

- Continue Professional Development regarding staff and student interactions and provide further models for staff interventions when dealing with inappropriate student behaviour including aggression and bullying
- Staff meeting agendas will continue to include on-going discussion and implementation of strategies for developing a respectful community

- Provide a place to post activity information and increase advertisements for student clubs and activities
- Continue to provide information regarding student activities, clubs, and sports on the website

B. Has consideration been given to strategies that reflect a blend of current research, best practice and innovative thinking? If so, please detail.

In 2004, staff participated in a workshop directed by Geoff Colvin a specialist on behavioural issues in education. Our January 2005 Professional Day was spent discussing universal values based on the research of Rushworth Kidder. Some staff have completed Level 1 Restitution and all staff participated in a restitution workshop in 2005. We are considering broadening our scope next year as a professional development focus. We intend to create a research pilot project to track a group of chronic non-attenders, create a profile of the group, and then develop strategies to enhance their attendance.

C. How is the broader school community involved in implementing these strategies?

Burnaby North involves students, staff, parents, and members of the community by enabling them to voice opinions and concerns on issues of social responsibility through the Social Responsibility Committee, P.A.C., staff meetings, surveys, and focus groups. We intend to create a Burnaby North alumni association which will endeavour to connect current students with former graduates for the purpose of mentorship. We strive to achieve our goals through our leadership programs, professional development, staff committees, and community involvement.

2. Structures and Resources

A. What structures have been/will be put in place to help your school achieve improved student learning?

At the beginning of the school year all students and staff participate in a Social Responsibility Lesson that emphasizes the five universal values related to self, others, and environment. This lesson is reinforced in the student agenda planner as the Code of Conduct. Grade 8 Orientation Days take place at the beginning of each year. This includes the Grade 8 Retreat aimed at forming positive relationships among new students and staff. In addition, a Mentorship Program has been

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created to connect a grade 8 student with a senior peer for support and a feeling of comfort in the school. The Peacemakers Program implemented over the last three years has senior students taking a leading role in the school by promoting respectful and responsible conflict resolution. These leadership roles continue weekly through tutorial time when senior students lead small groups of junior students through reflective activities. Leadership plays an important role in achieving our goal as it aims to involve as many students as possible and develop a sense of student ownership.

The G-S-N Work Ethic Rubric measures students' responsibility, leadership, cooperation, motivation, and independence in the classroom. Presently, students and teachers use the rubric to evaluate student behaviour and individual achievement. Students also participate in the Social Responsibility Survey, which has been designed to track students' perceptions of the school and their personal behaviours. The Ministry Satisfaction Survey for students in grade 10 and 12, staff, and parents assess perceptions of important social issues within the school such as: safety, care, human and social development and the school environment. This year Burnaby North continues to use its community survey that considers the community's perspective on our students off school grounds. This survey also facilitates communication between the community and the school. The Social Responsibility Committee identifies issues of concern which are discussed at staff meetings and on professional days. These issues are then brought up for discussion at the P.A.C., and further to the students during focus groups, and then reported back to the classroom teacher.

B. Has consideration been given to the alignment of resources, time and organizational structures?

Yes:

Resources are provided for professional days, release time for Social Responsibility Committee Members, other staff training, support for training of student mentors and peacemakers, and social responsibility student committee members, etc.

Time is provided for the development of the Respect Lesson, grade 8 orientations, collaborative time, leadership programs for students, ministry and other surveys, focus groups, staff meetings, professional days and half a block given to the chair for organizational tasks.

Organizational structures include regular open communication among staff, students, parents and the community and programming of a variety of leadership courses.

The alignment of resources, time and organizational structures will continue to support Burnaby North's social responsibility goal.

C. What resources have been targeted to address the areas of highest need for improvement? Please detail.

Burnaby North will continue to place high value on the opportunity to have speakers, detached duty, the grade 8 retreat, the mentorship program and other resources. All which will aid in the professional and personal development for our staff and students. Our focus will continue to be on improving positive interaction among students, staff, parents and the community. The information gathered through surveys, focus groups, and discussions will continue to be brought to the attention of all participants for the purpose of directing the goals of social responsibility.

Submitted By School Planning Council:

Name

Signature

School Principal Dave Mickie

Teacher Representative Horst Brunsch

Parent Representative Rim Slim

Parent Representative Harry Lau

Parent Representative Betty Chioccarello

Student Representative Timothy Lee
(Secondary schools only)

School Board and School District Approval:

Name

Signature

Board Chair _____

Superintendent of Schools _____
