

**Parent and Community
Involvement in Burnaby:
A Summary Report**

**SUBMITTED TO THE BURNABY BOARD OF EDUCATION
BY THE DISTRICT TASK FORCE
ON PARENT AND COMMUNITY INVOLVEMENT**

January 2009

Introduction

There is ample evidence to suggest that parent involvement in a child's learning has an important positive effect on achievement, attitude and aspiration. Today, parents desire meaningful involvement – to share in school decisions, which include opportunities to shape goals, programs and policies.

The Burnaby School District has long recognized that when schools, parents and the community work together the learning experience is enhanced for all. In 1976, the District established two initiatives that provided the foundation of Burnaby's parent and community involvement model. These two initiatives were:

- The establishment of parent advisory councils at each school
- A partnership with the City to create Burnaby's nationally recognized Community School Program

Ten years later, Burnaby School District created one of the provinces' first District Parent Advisory Councils, thus further cementing the District's reputation as a leader in providing diverse opportunities to encourage parent and community involvement.

From time to time, it is necessary to review the methods and processes that schools and the district use to involve parents and the community to determine if they remain effective. It is for this reason that in the fall of 2007, the Board of Education established a Task Force to:

- Review existing methods and opportunities for parent involvement in schools and the District
- To determine if the existing methods are effective and to look at ways to improve current methods
- To determine if new methods need to be developed and to make recommendations as required.

Research and Development

The Task Force included representation from Burnaby's education community (trustees, district staff, BASA, BTA and CUPE) as well as representation from the parent community (PAC, SPC, and DPAC). The Task Force began with a review of current research with regards to what defines parent involvement and then focused discussions on:

- 1) Current ways parents are involved in Burnaby's public education system
- 2) Issues and barriers facing parent involvement today.

From this research and dialogue, the Task Force then identified three major ways that parents can be involved to support learning, school and district operations. These included:

- Home activities that directly support a child's school learning experience
- School activities that enhance the learning experience for all students (helping out in library or classroom activities, volunteer on a field trip, attend/serve on a Parent Advisory Committee or School Planning Council, etc.)
- District activities that may impact policy, programs or practices throughout the district (eg. represent their school on DPAC; serve on district committees, etc.)

Based on its research and discussions the Task Force developed a survey to gauge information on existing opportunities for parent involvement and to identify potential new ways for the District to support parent involvement. In an effort to obtain broader representation of Burnaby's diverse community, the survey was translated from English into eight additional languages and was available to download or respond to directly from the district website.

(See Appendix A: Parent Survey)

Key findings of the Parent and Community Involvement Survey indicate that parents who responded to the survey are very involved with their child's learning at home and at school.

- 96% provide activities at home to enhance and support learning
- 77% have participated in school centred activities
- 83% feel they are given the opportunity to be involved in school centred activities
- 17% are involved at a district level

However, some caution needs to be taken when interpreting these results. Despite significant interest generated in the media regarding this multilingual survey, the language demographics of the survey respondents is not representative of the overall Burnaby parent population. District-wide, 49% of families speak primarily English at home and 65% of survey respondents indicated that the primary language spoken at home is English.

The survey respondents were also more likely to be involved with PAC, SPC and DPAC – many holding executive roles – than the overall district parent population. 34% serve on their PAC executive, 21% serve on their schools SPC, and 16% serve on the DPAC executive.

The survey did indicate that parents are busy. 74% of parent respondents indicated that they can not get more involved with school activities because they work by day (62%) or in the evening (12%). Many also indicated that they have committed their time to other activities (25%).

While the survey provided important data about the current levels of involvement, it was not designed to measure the effectiveness of the current school or district parent involvement structures and opportunities. Instead, the survey focused on determining how effectively schools and the district are communicating to parents and the community about these involvement opportunities.

(See Appendix B: Survey Results)

RECOMMENDATIONS

After reviewing the survey results, the Task Force is recommending that schools and the district could enhance parent involvement by focusing on the following two areas:

- 1) Providing information to encourage parents to become more engaged in supporting learning at home
- 2) Enhancing communication channels and vehicles between parents and teachers and parents and school

Specific recommendations regarding these two areas are described in detail in the following pages.

RECOMMENDATION #1

PROVIDING INFORMATION TO ENCOURAGE PARENTS TO BECOME MORE ENGAGED IN SUPPORTING LEARNING AT HOME

- Developing resources and materials to assist parents in supporting learning at home;
- Developing strategies to ensure that parents can easily access these resources.

The Task Force respectfully requests that the following courses of action be considered to support learning at home.

That the district considers developing “Made in Burnaby” support resources for parents

28% of survey respondents indicated that they did not know what to do to provide support at home. 32% indicated that they haven't received information from the school on how to provide support at home – so the expectation that the school would provide this information is there.

There are many parent resource materials that currently exist both within and outside the district. In 1999 a parent handbook “Welcome to School in Burnaby” was developed specifically for ESL families new to the district. It was produced in 8 languages. In 2005, the handbook was updated (3 languages only) and an online version is available on the district website.

A number of schools throughout the district also have developed resource guides for parents which are available online and/or as printed publications.

(See Appendix C: Parent Handbooks in Burnaby)

To support parent involvement at home the district could look at:

- Developing an inventory of the best materials available
- Preparing materials that are missing
- Investigating the best ways to package these materials and make them accessible (parent tip sheets*, resource guide, online, hard copy)
- Coordinating and promoting outreach education (eg. parent education sessions).

(See Appendix D: Parent Education Tip Sheets)

RECOMMENDATION #2

ENHANCING COMMUNICATION CHANNELS AND VEHICLES BETWEEN PARENTS AND TEACHERS, AND PARENTS AND THE SCHOOL

- Continuing to place a priority on communicating with parents
- Scheduling more educational or social evening activities so that those who work by day can participate
- Reviewing the ways in which schools communicate with parents and the use of newsletters, school websites, email/list serves, school planners, and parent/teacher dialogue
- Developing further strategies for connecting with parents who do not speak English

The Task Force respectfully requests that the following courses of action be considered to enhance this communication:

That schools review their school newsletter with their parent community (content, distribution and frequency) to maximize its effectiveness

The school newsletter was ranked as the best overall way to keep parents informed (68%) and was ranked second on the list of current ways that parents are kept informed (67%). It is particularly valuable for parents who have students in elementary schools (76% currently get info from the school newsletter as compared to 47% of secondary parents)

That the district considers allocating appropriate resources to enhance and maintain school websites

45% of respondents indicated that school websites were regarded as a best way to receive information yet just 31% indicated that this is how they currently get information. Also of interest was that the school website is a more valuable vehicle for secondary parents (49%) vs. elementary parents (39%). However, the data regarding school websites and the gap between current ways that parents get information and the best ways to get information is great. The gap is 15% for elementary parents and 8% for secondary parents. This indicates that schools need to do a better job of putting key information onto their school website.

To support the schools with this endeavour, the district needs to provide school website support:

- To develop school website templates to enhance navigation and information relevancy
- To train school staff in how to manage their own websites
- To have district staff allocated to provide support to schools

What also needs to be reviewed in the redevelopment of school websites is what district information should go on these school sites. Should a section of the school site be allocated for district information? Or would it be better served through links to the district website?

The district website scored extremely low (14%) as a “current” way that parents receive information and just 16% indicated that it would be a “best” way to receive information. Websites are cost effective and efficient communication vehicles to get important information to parents (e.g. School cancellations due to inclement weather). The district website should be reviewed to determine how it could best be utilized to become a more important resource for parents or if in fact district information should be channeled through to school websites.

That schools and the district explore ways to enhance parent/teacher communication

64% percent of respondents indicated that the report card was how they were currently getting information, yet just 52% indicated that this was not necessarily the best way to receive information.

65% percent of survey respondents indicated parent teacher interviews as a valuable way to receive information. They also appear satisfied that this is happening (61%). However, 63% of parents also indicated that communication with the teacher outside of parent teacher interviews is important, with 52% indicating this is happening.

Also of interest was information on the use of school planners, particularly at the elementary school level. 56% of elementary parents indicated that planners are a valuable way to get information yet 47% are currently getting information from this source. This gap suggests that better use could be made of school planners. Schools should review their use and how they are being used. School planners also provide the district with a valuable opportunity to provide involvement information to parents.

(See Appendix E: Surrey School District School Planner)

A general review at the school level of reasonable teacher accessibility and current practices could be undertaken to ensure that parents are able to get information that they might require from their child’s teacher whether by phone, e-mail, homework blog or in person.

SUMMARY

It should be noted, that while the Task Force mandate was to examine parent and community involvement, the Task Force chose to concentrate on parent involvement and communication only. The Task Force recognized that schools and the district involve community residents, agencies and organization in a number of meaningful and effective ways. This report concludes the work of the Task Force.

The key findings of the Task Force indicate that:

- There are a number of opportunities for parents to be involved in supporting Burnaby's public school system
- Parents in Burnaby are busy balancing work, family and community commitments. Many do not have the time to be involved in ways that parents have been involved in the past. However, parents did indicate a strong commitment to actively support their children's learning experiences at home.

The survey data has also played a role in identifying key areas that affect parent involvement that require further examination. These include:

The organizational structures of Parent Advisory Councils and District Parent Advisory Councils and whether they are effective and meaningful vehicles for parent involvement.

Analysis of these structures should also include a review of the communication channels and the relationships between PAC's, DPAC and the District. Although there is significant complexity in trying to "measure the effectiveness" of the current PAC and DPAC models that operate in the district, the Task Force encourages the Board to consider developing a process in collaboration with PAC and DPAC representatives to examine their effectiveness.

Looking at how vast changes in Burnaby's ethnic population in the last decade have impacted parent involvement.

Despite some positive new initiatives like the Settlement Workers in Schools Program (SWIS) and the signing of the District Aboriginal Education Enhancement Agreement, it continues to be a challenge to find ways to communicate with, include and involve Burnaby's diverse and changing community.

The Task Force recognizes that in order for the Board of Education to address the recommendations outlined in this report, and the areas identified for further examination, would require the allocation of additional resources. It may require the Board to prioritize the recommendations and develop a phased approach to implementation.

Respectfully Submitted by the Task Force Members:

Co-Chairs	Diana Mumford, (Trustee) Brian Joe, (DPAC Past-Chair)
Trustee	Helen Chang
Associate Superintendent	Elliott Grieve
BASA Representatives	Brian Shuster Victoria Lee
BTA Representatives	Richard Storch Cora Kinoshita
CUPE Representative	John Morton
DPAC Representative	Deborah Garrity
School PAC Chair	
Representative	Judy Agnew
School Planning Council	
Representatives	Maureen Hogg Janice Penner
District Staff Resource to Committee	Jodie Wilson (Communications Manager) Carrie Sera (Communications Assistant)

GLOSSARY OF TERMS

BASA: Burnaby Association of School Administrators

BTA: Burnaby Teacher's Association

CUPE: Canadian Union of Public Employees

DPAC: District Parent Advisory Council

PAC: Parent Advisory Councils (school based)

SPC: School Planning Councils

APPENDIX

A. PARENT INVOLVEMENT SURVEY

B. SURVEY RESULTS

C. PARENT HANDBOOK FOR ESL FAMILIES

http://www.sd41.bc.ca/parents/pdf/parent_handbook.pdf

D. PARENT TIP SHEETS (People for Education)

<http://www.peopleforeducation.com/resources/tips.html>

E. SURREY DISTRICT SCHOOL PLANNER INFORMATION

1. District Task Force on Parent and Community Involvement

There is ample evidence to suggest that parent involvement in a child's learning has an important positive effect on achievement, attitude and aspiration. Today, parents desire meaningful involvement – to share in school decisions, which include opportunities to shape goals, programs and policies.

Burnaby School District has been a recognized leader in providing diverse opportunities to encourage parent involvement. From time to time, the methods and processes that schools and the district use to involve parents and receive input need to be reviewed to determine if they remain effective. The Board of Education has established a Task Force comprised of staff and parents to review current parent involvement opportunities and process.

The Task Force has identified three ways that parents can be involved to support learning, school and district operations. These include:

- Home activities that directly support a child's school learning experience.
- School activities that enhance the learning experience for all students (eg. help out in library or classroom activities, volunteer on a field trip, attend/serve on a Parent Advisory Committee or School Planning Council, etc.)
- District activities that may impact policy, programs or practices throughout the district (eg. represent their school on DPAC, serve on district committees, etc.)

The Burnaby Board of Education encourages all types of parent participation and recognizes that parents and the educational community working together enhances the learning experience for all.

The Task Force has created a survey to gather information from Burnaby parents. The survey, which takes about five minutes to complete, will provide information on existing opportunities that parents have for involvement and identify potential new ways for the district to support parent involvement. Your response will be anonymous.

The data from this survey will be analyzed to help shape the Task Force's report to the Board of Education.

Thank you for your participation.

Sincerely,

Task Force Co-Chairs
Diana Mumford (Vice-Chair, Board of Education)
Brian Joe (Past Chair, District Parent Advisory Council)

2. About You

1. How many of your children are currently attending school (K-12)?

2. Where do your children go to school? (Choose all that apply):

public school

independent school

home-schooled

3. What grade(s) are they in? (Choose all that apply):

K

5

10

1

6

11

2

7

12

3

8

4

9

4. Do you currently work outside of the home?

Full-time (equal to or more than 30 hrs/week)

Part-time (less than 30 hrs/week)

Not at all

5. Do you volunteer?

For the school

Other organizations

Both

Not at all

6. What language do you most often speak at home?

7. If you have not always lived in Canada, what country are you from?

8. If you have not always lived in Canada, what year did you immigrate?

9. Do you currently get the information you require from the school to allow you to provide activities that support your child's learning at home?

Yes

No

10. Do you feel that you are given the opportunity to be involved in your child's school?

Yes

No

3. Activities

In the past two years, what types of home, school or district activities have you done or been involved with to enhance the learning experience for your child/other children at school?

1. Home Activities

	I do this often	I do this sometimes	I do not do this
Create study space, encourage studying	jn	jn	jn
Help with homework	jn	jn	jn
Provide educational activities at home (eg. reading, games, etc.)	jn	jn	jn
Provide learning opportunities using a tutor or learning centre	jn	jn	jn
Visit educational, cultural, social, recreational venues or attractions (Science World, Aquarium, etc)	jn	jn	jn
Discuss what was learned at school	jn	jn	jn
Other (please specify)	<input type="text"/>		

2. School Activities

	I do this often	I do this sometimes	I do not do this
Help with classroom/fieldtrip/other school activities	jn	jn	jn
Attend parent information sessions	jn	jn	jn
Attend parent-teacher interviews/meetings	jn	jn	jn
Participate in fundraising activities	jn	jn	jn
Participate in school wide activities (special events)	jn	jn	jn
Serve on the School Planning Council (SPC)	jn	jn	jn
Attend Parent Advisory Council (PAC) meetings	jn	jn	jn
Serve on the Parent Advisory Council (PAC) executive	jn	jn	jn
Other (please specify)	<input type="text"/>		

3. District Activities

	I do this often	I do this sometimes	I do not do this at all
Serve on District Parent Advisory Council (DPAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend District Parent Advisory Council (DPAC) meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer for District Committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. Barriers

The following barriers might make it difficult for you to become as involved as you might like to. Indicate which of the following might affect your ability to participate. Check ALL that apply.

1. Home Activities that support my child's learning experience

- I do not know what to do to provide support.
- I do not have the time to provide support.
- I have limited knowledge of English which makes it difficult for me to provide support.
- I come from a county where parent involvement is not common practice.
- I have not received information from the school on how I can provide support.
- I do not know who to talk to about providing support.
- I do not know how to contact staff about providing support. (eg. phone, e-mail, in person, etc.)
- I have difficulty reaching staff to discuss how I can provide support.
- I do not feel comfortable contacting the school.

Other (please specify)

2. School Activities that support the learning experience for all students

- I can not help in the classroom or attend school events because I work during the day.
- I can not attend school events or PAC meetings because I work in the evening.
- I do not get notice of upcoming activities or events.
- I do not get information about opportunities to participate.
- I do not know who to talk to about participating in school activities.
- I have already committed my time to other activities.
- I do not feel that school activities are rewarding.
- I have limited knowledge of the English language.
- I do not have access to computers to get information. (eg. websites, emails, etc.)
- I do not have access to childcare which makes it difficult to participate.
- I do not feel welcome at my child's school.
- I do not feel that my input would have impact or importance.
- I come from a country where parent involvement is not common practice.

Other (please specify)

5. Receiving Information

1. How do you currently receive information about supporting your child's learning at home or getting involved in school activities? Check ALL that apply.

- | | |
|--|--|
| <input type="checkbox"/> From my child | <input type="checkbox"/> School notice boards |
| <input type="checkbox"/> From my child's school planner | <input type="checkbox"/> Automatic phone message from the school (auto-dialer) |
| <input type="checkbox"/> From my child's report card | <input type="checkbox"/> PAC newsletter |
| <input type="checkbox"/> From a parent/teacher interview | <input type="checkbox"/> PAC e-mail |
| <input type="checkbox"/> From my child's teacher (s) | <input type="checkbox"/> District Communication (notice or publication) |
| <input type="checkbox"/> From another parent/friend | <input type="checkbox"/> District Website |
| <input type="checkbox"/> School newsletter | <input type="checkbox"/> Community Newspapers |
| <input type="checkbox"/> School website | |

Other (please specify)

2. What are the best ways for you to receive information about supporting your child's learning at home or getting involved in school activities? Check ALL that apply.

- | | |
|---|---|
| <input type="checkbox"/> From my child | <input type="checkbox"/> School notice boards |
| <input type="checkbox"/> From my child's school planner | <input type="checkbox"/> Phone message from the school (auto-dialer) |
| <input type="checkbox"/> From my child's report card | <input type="checkbox"/> PAC newsletter |
| <input type="checkbox"/> From a parent/teacher interview | <input type="checkbox"/> PAC e-mail |
| <input type="checkbox"/> From my child's teacher(s) (other than ways noted above) | <input type="checkbox"/> District Communication (notice or publication) |
| <input type="checkbox"/> From another parent/friend | <input type="checkbox"/> District Website |
| <input type="checkbox"/> School newsletter | <input type="checkbox"/> Community Newspapers |
| <input type="checkbox"/> School website | |

Other (please specify)

6. Recommendations

1. What could the district or school do that would make it easier for you to support your child's learning at home?

2. What could the district or school do to make it easier for you to become more involved with school activities?

3. What could the district or school do to make it easier for you to become more involved with district activities?

4. Do you have any other specific ideas or suggestions on how to support or encourage parent involvement?

7. Thank You

Thank you for your participation in this survey.



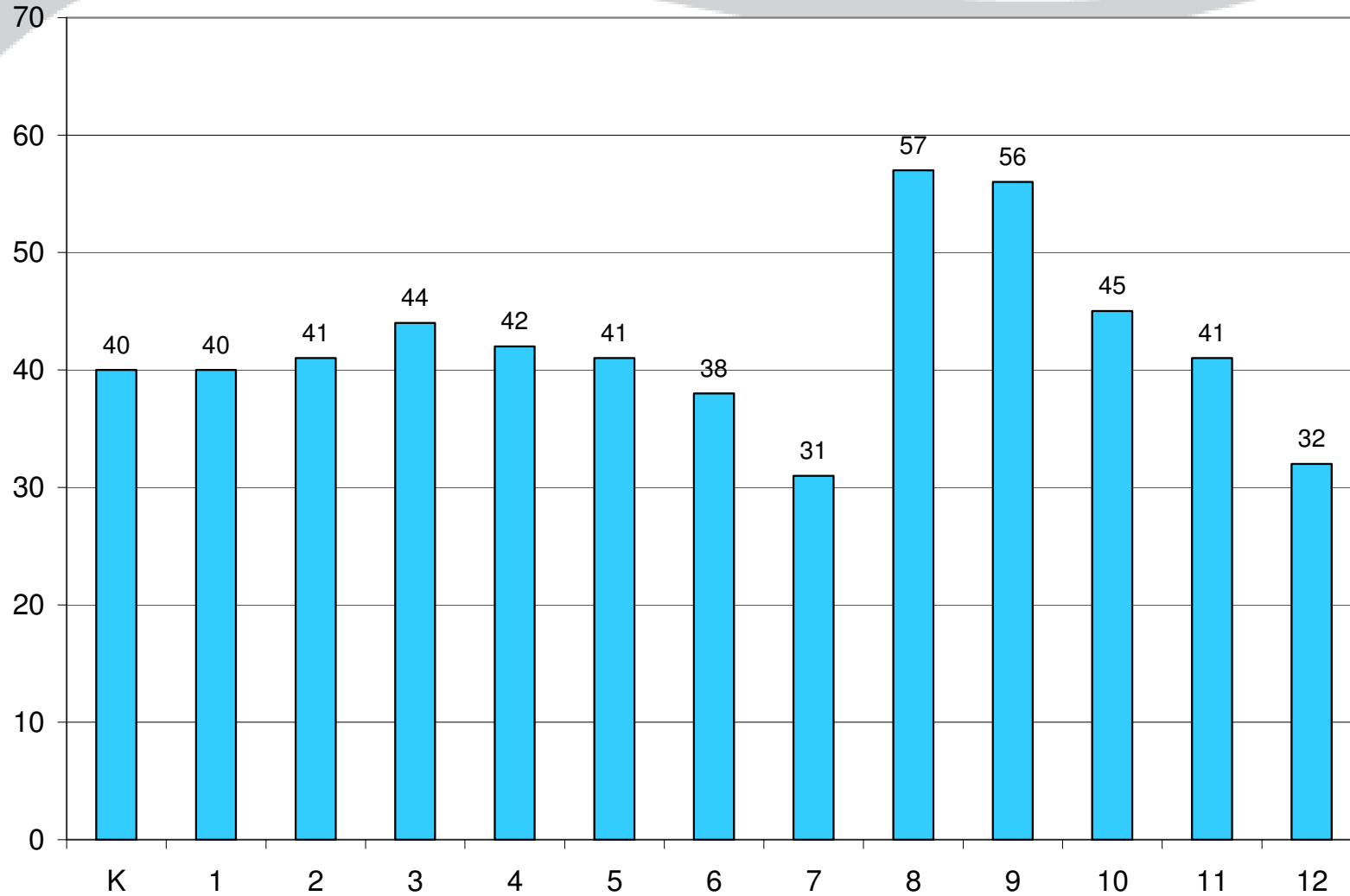
MAY 2008

Parent & Community Involvement: Survey Results

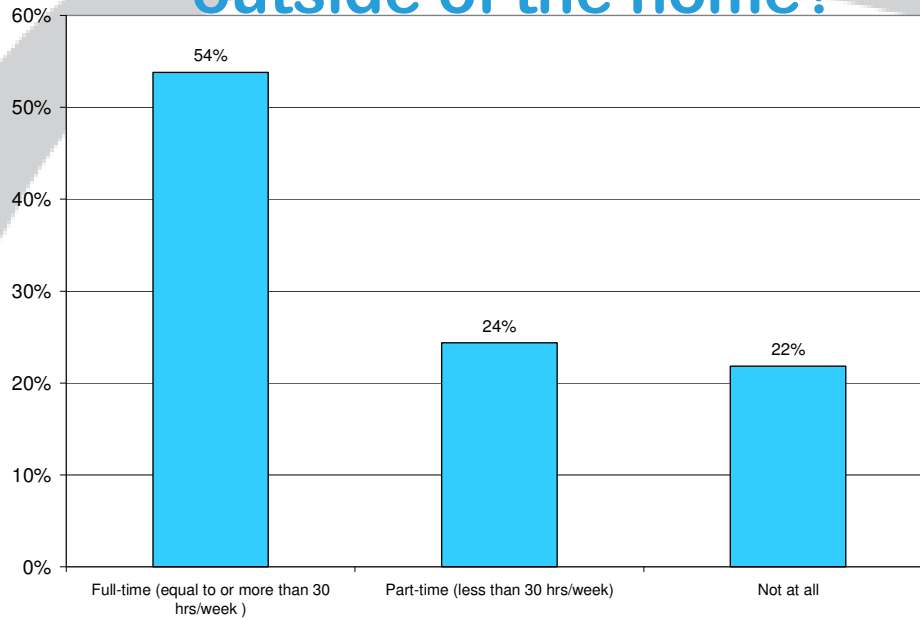


What grades are your children in?

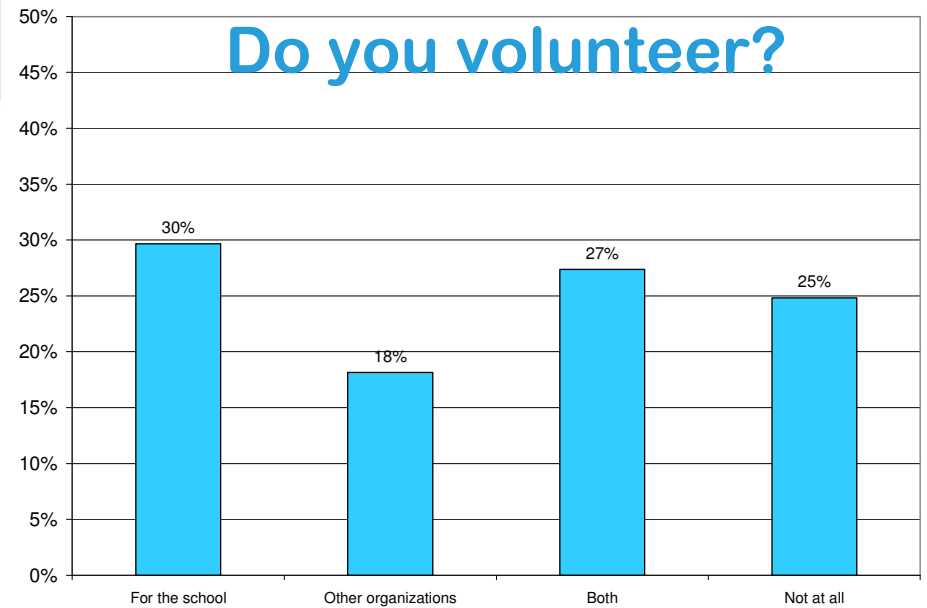
Total= 548 students



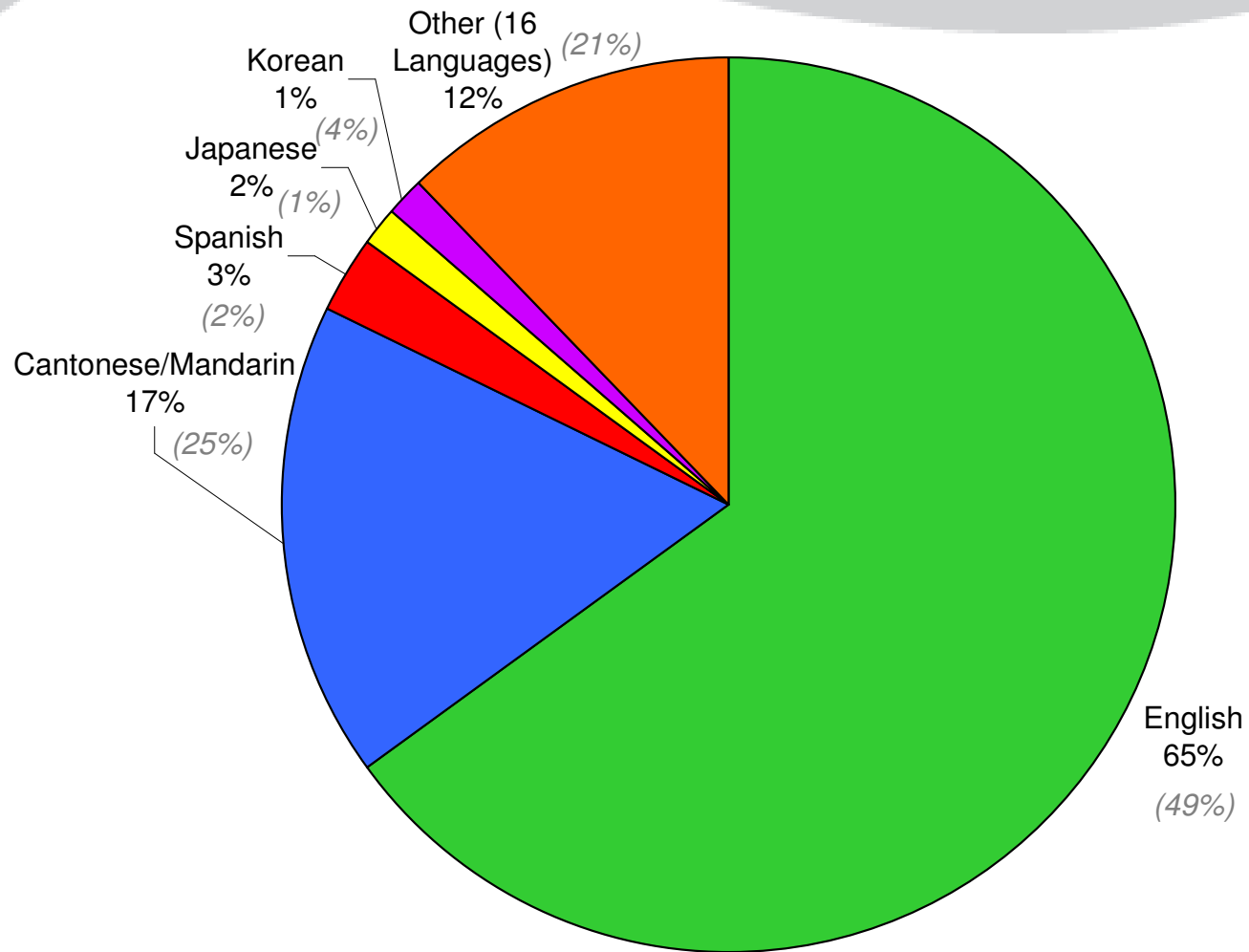
Do you currently work outside of the home?



Do you volunteer?

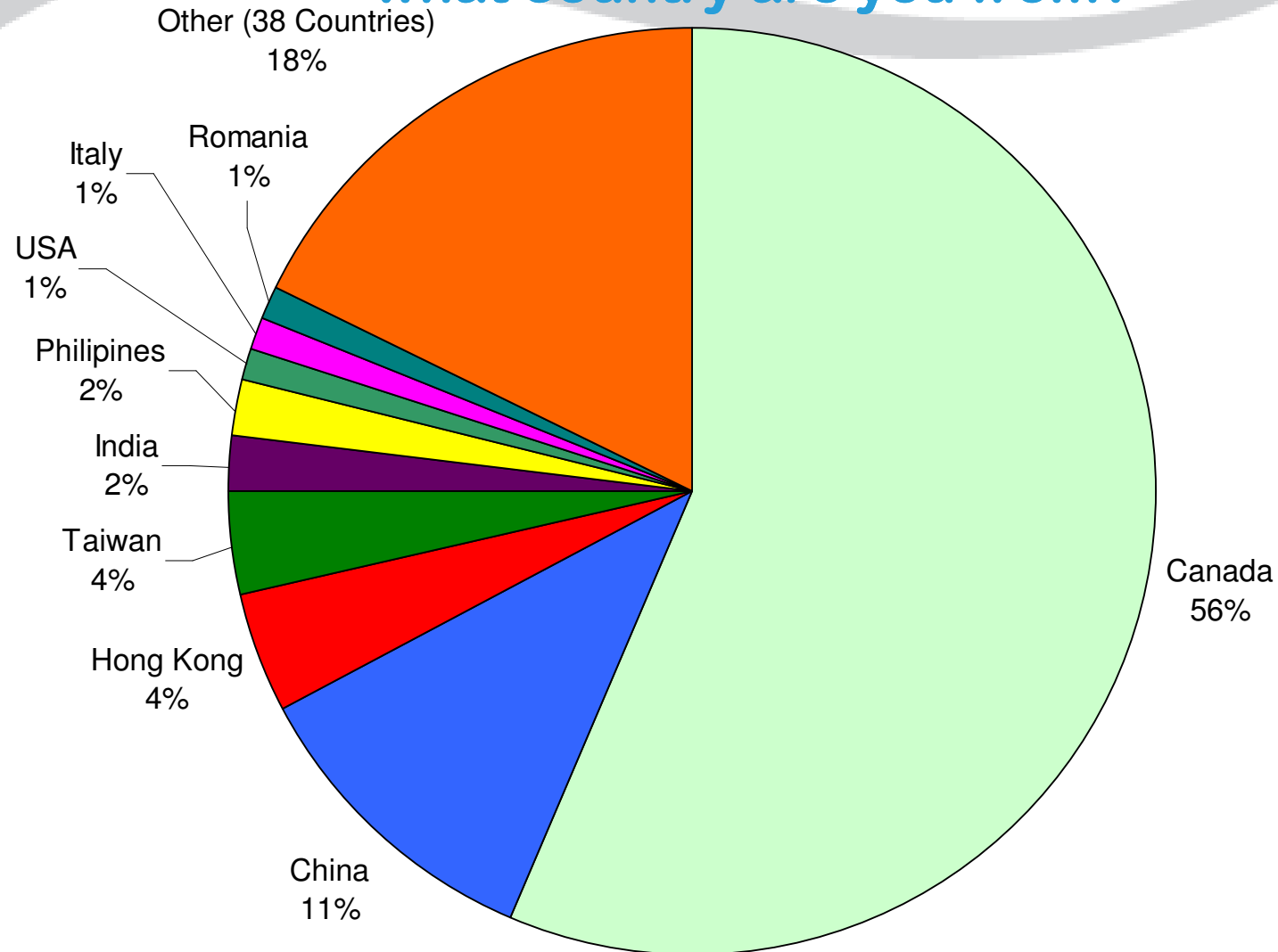


What language do you most often speak at home?



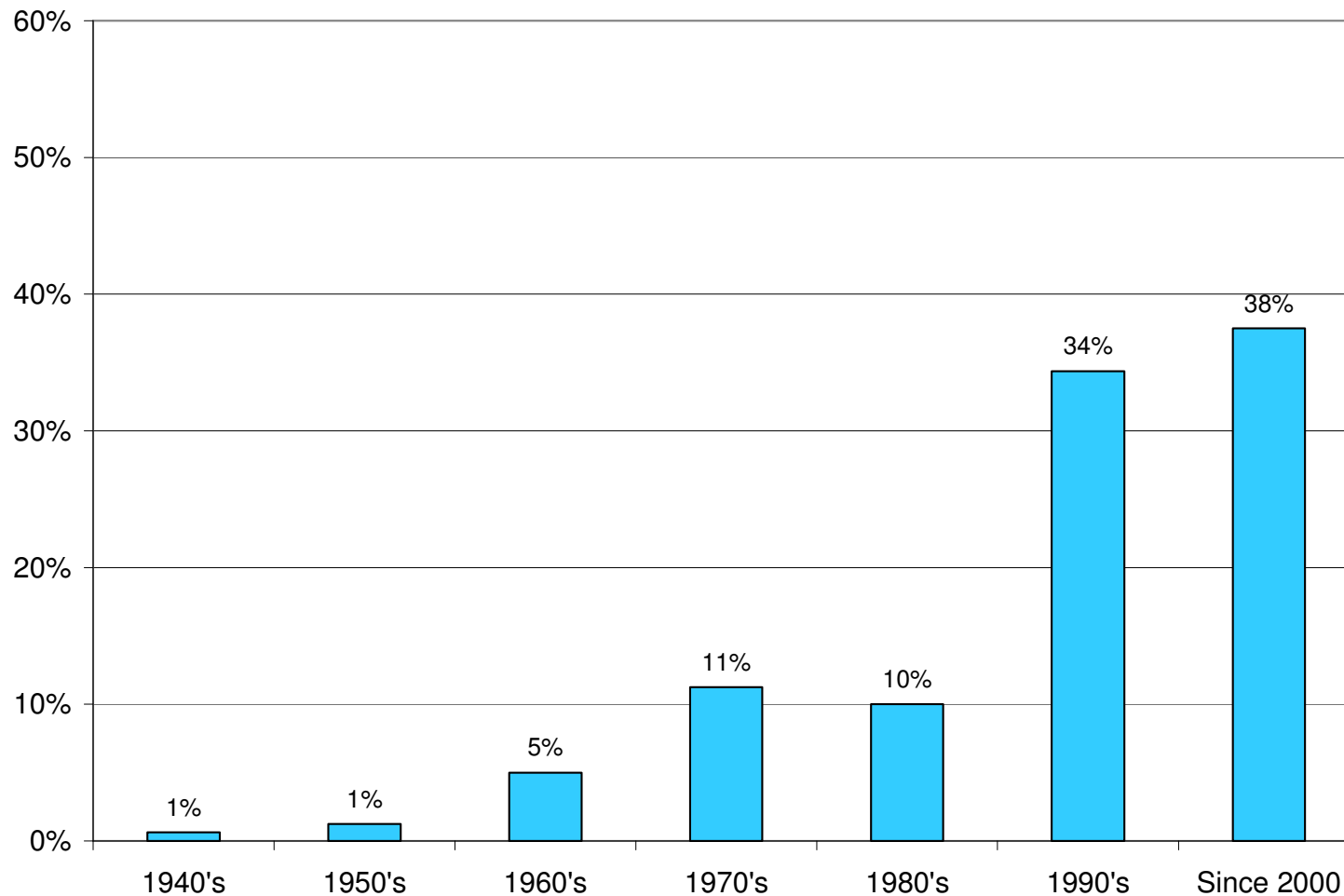
(2007/08 District Summary of Primary Languages Spoken at Home)

If you have not always lived in Canada, what country are you from?



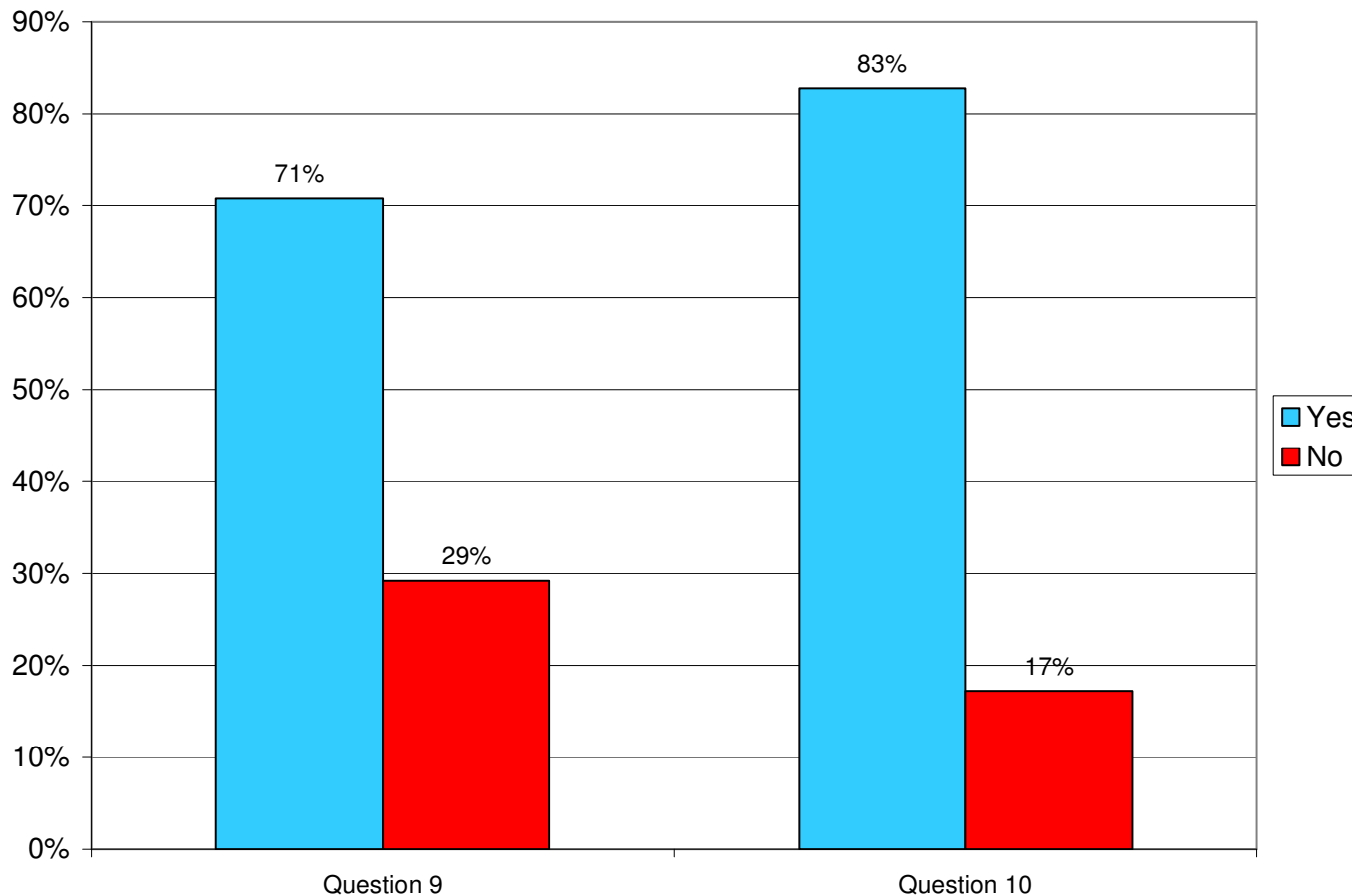
If you have not always lived in Canada, what year did you immigrate?

of respondents = 160 (44%)

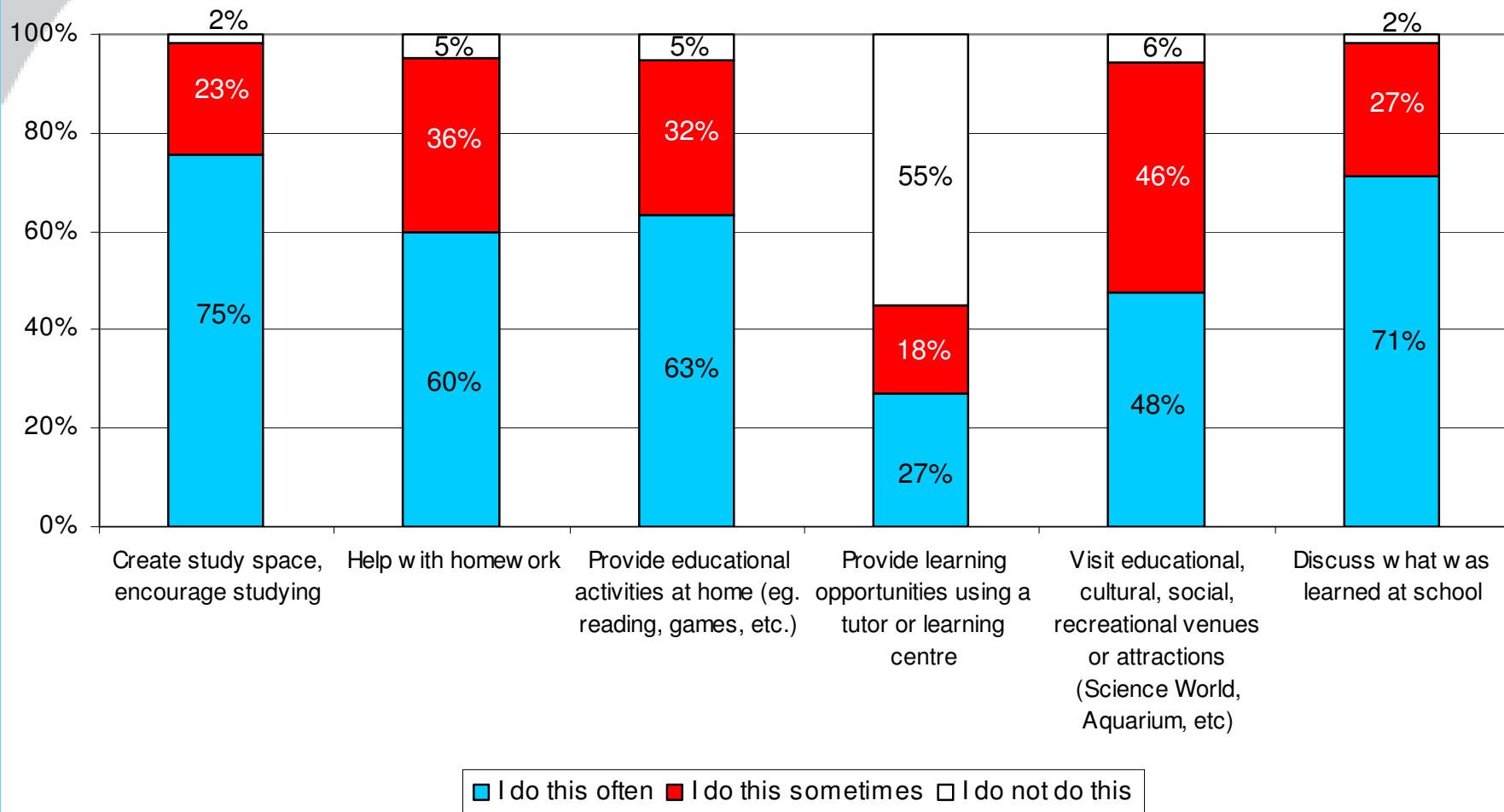


Do you currently get the information you require from the school?

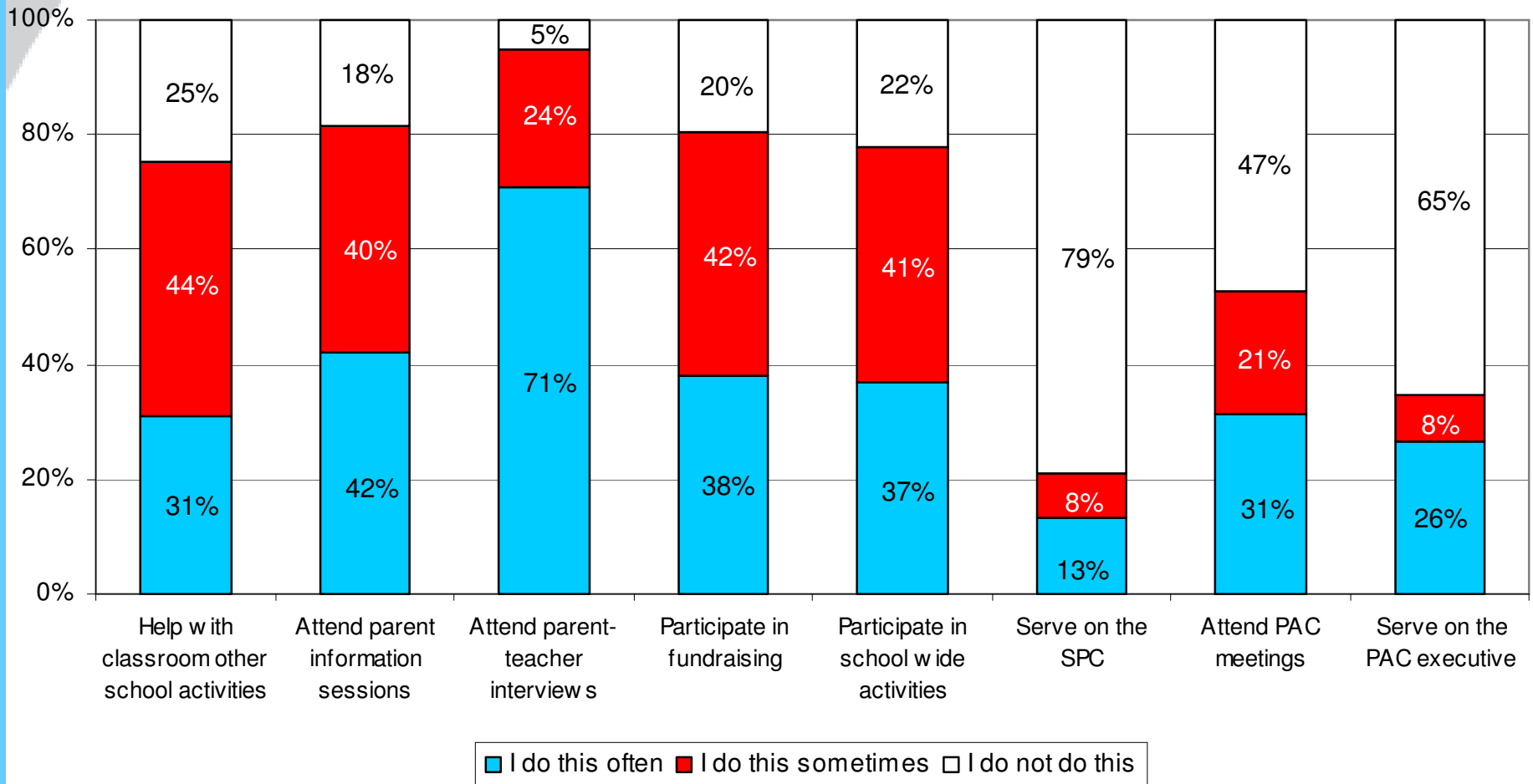
Do you feel that you are given the opportunity to be involved in your child's school?



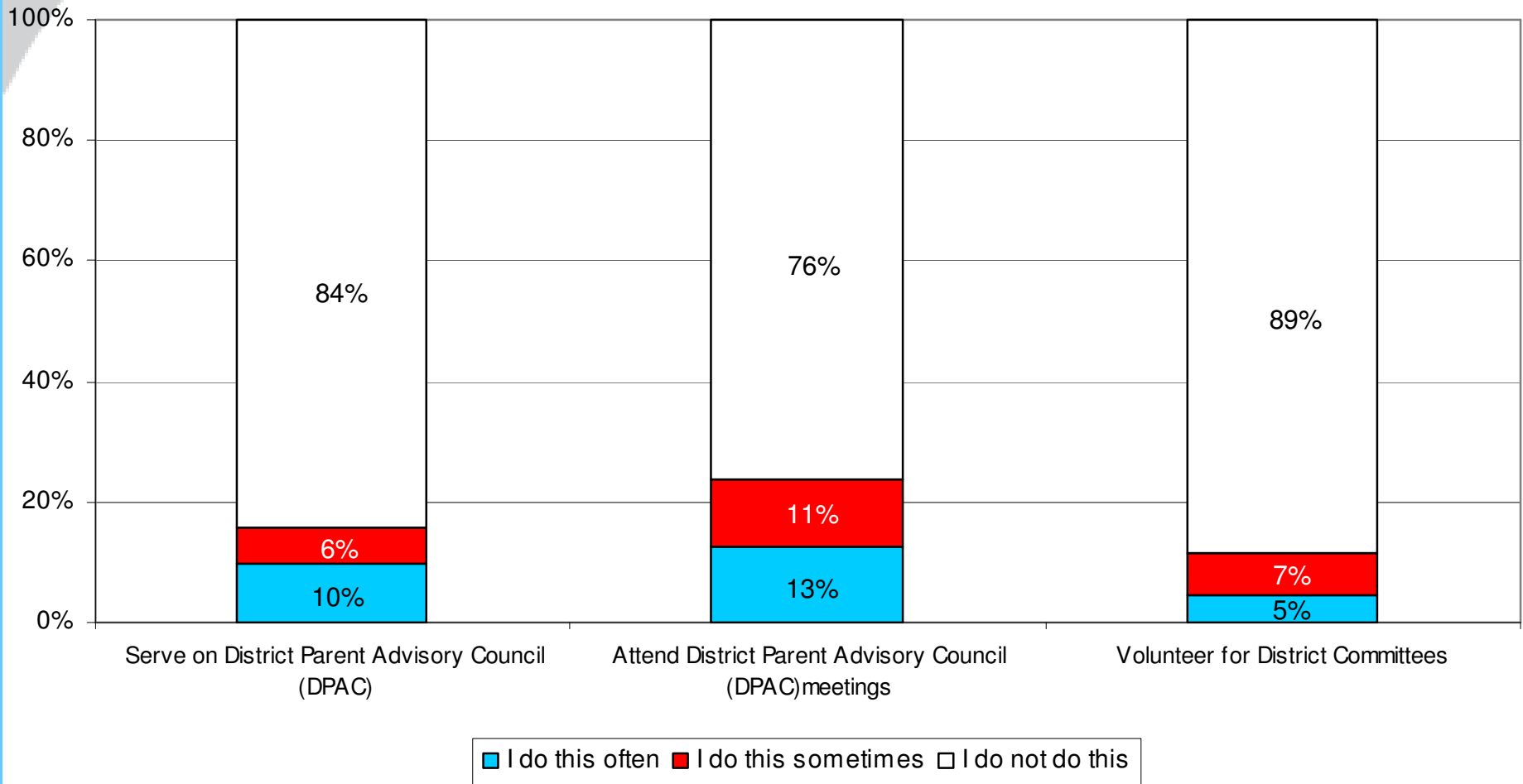
What home activities have you done or been involved with to enhance the learning experience for your child?



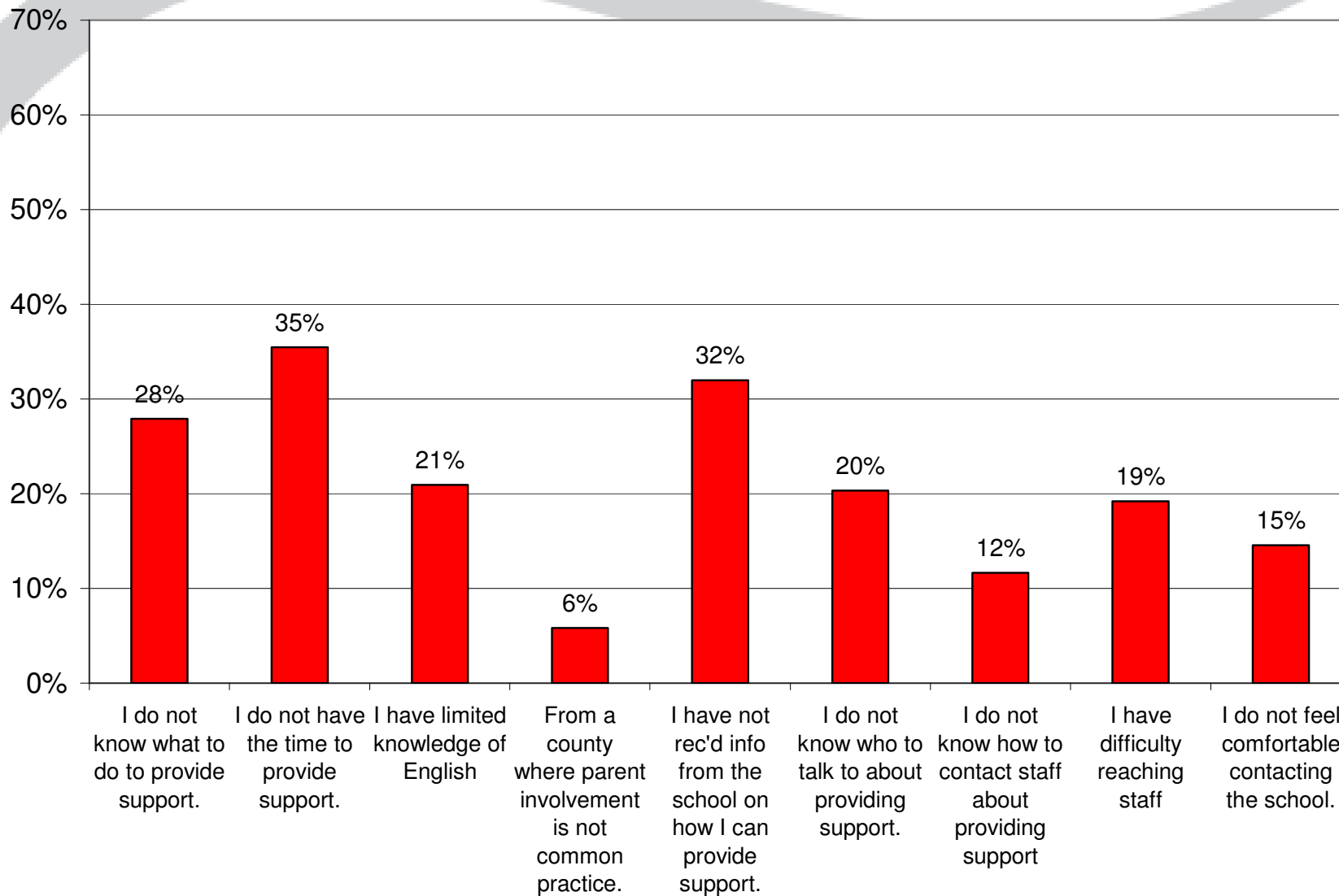
What school activities have you done or been involved with to enhance the learning experience for your child?



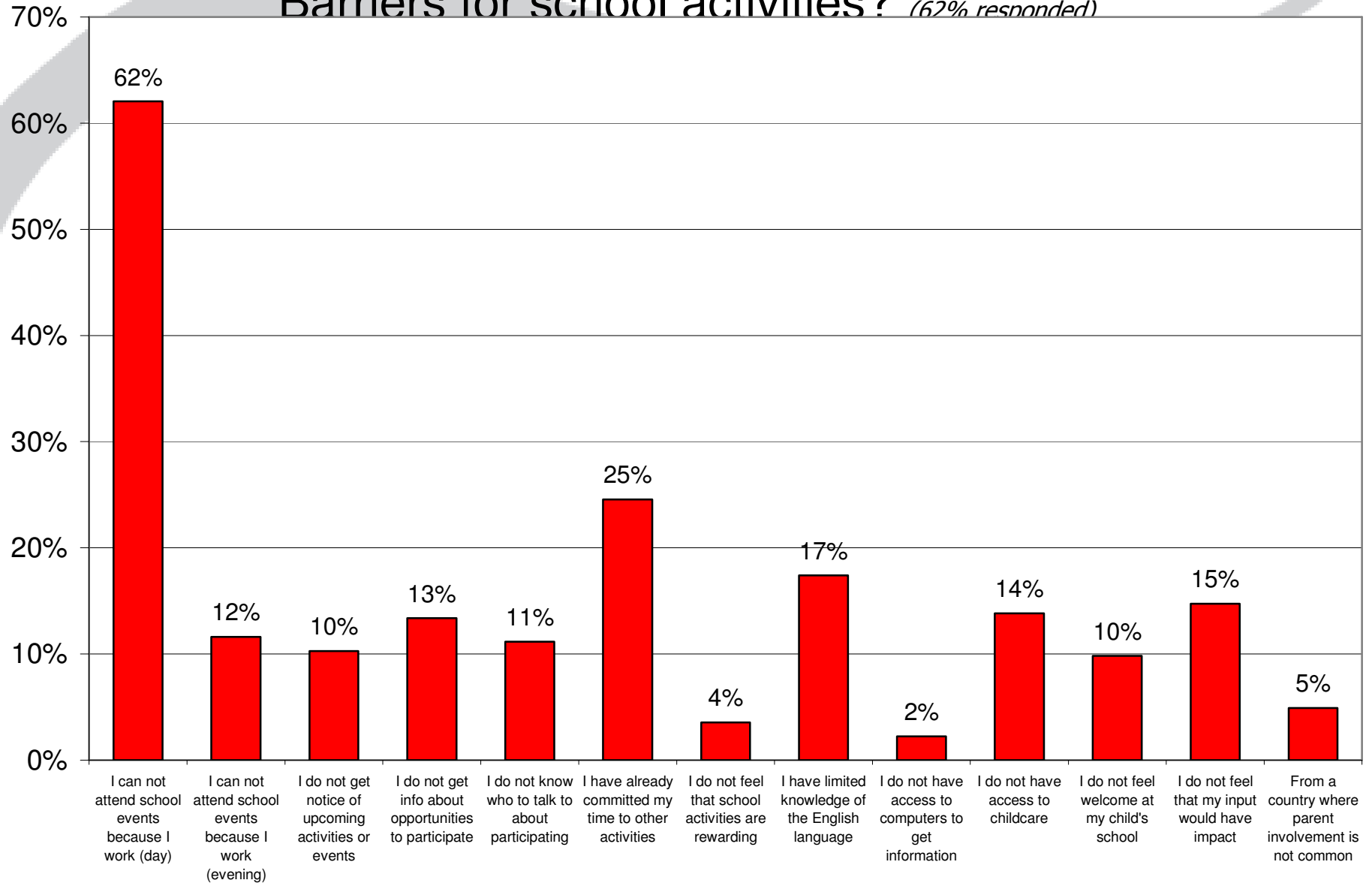
What district activities have you done or been involved with to enhance the learning experience for your child?



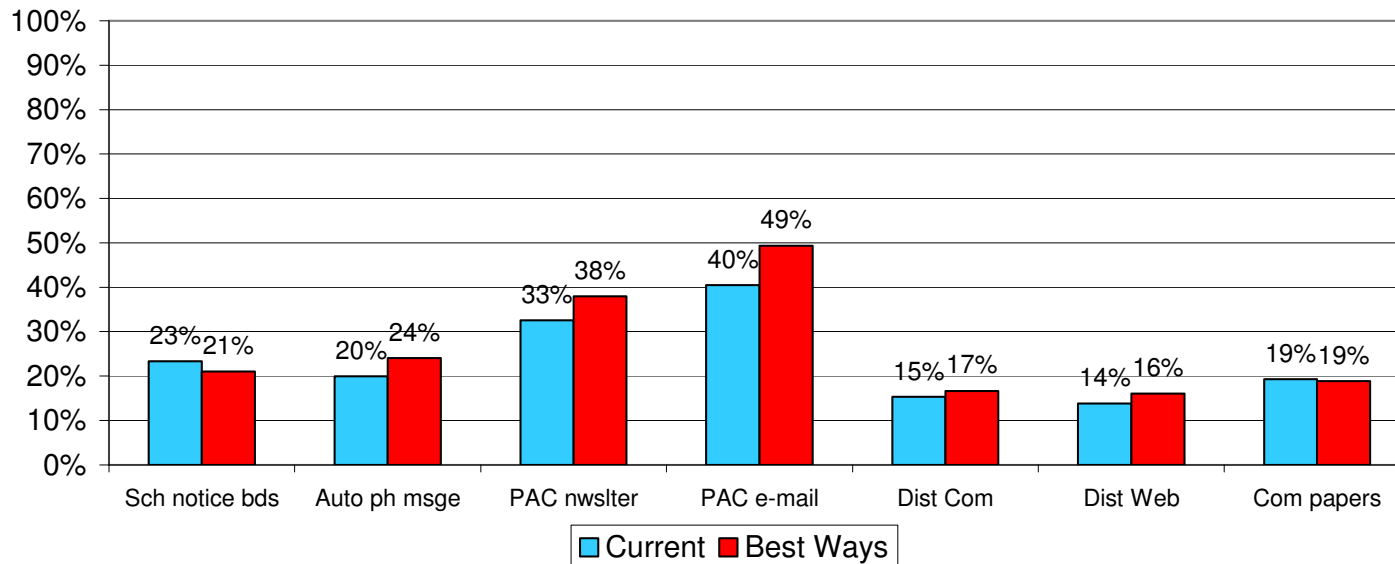
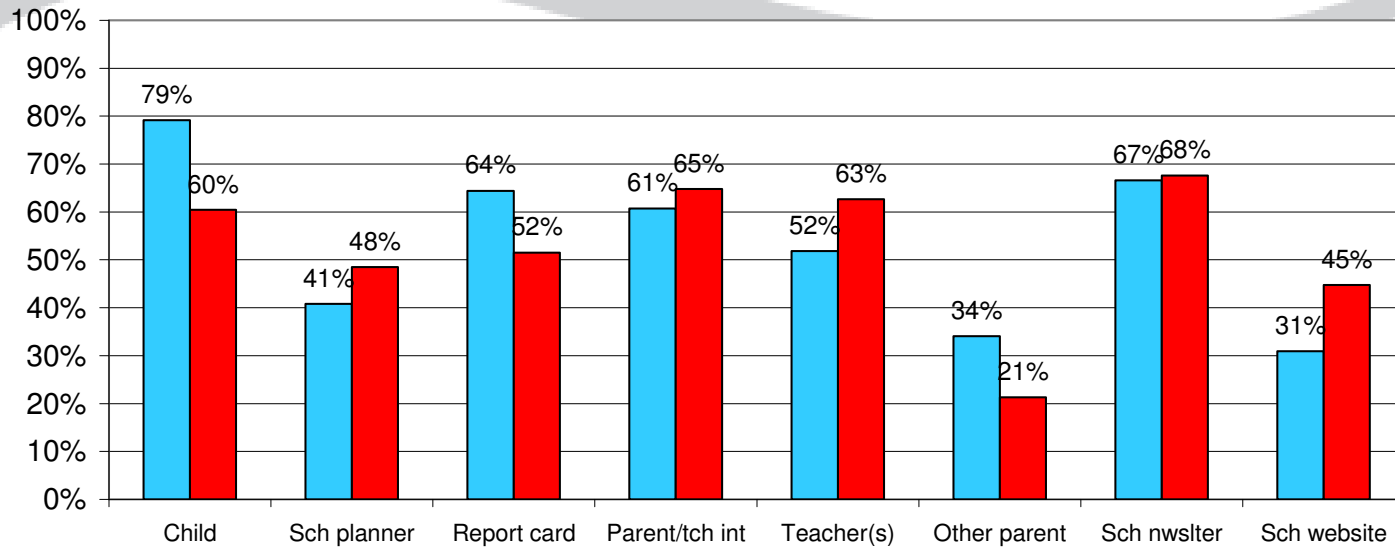
Barriers for home activities? *(48% responded)*




Barriers for school activities? *(62% responded)*



Current and best ways to receive information? 90% responded

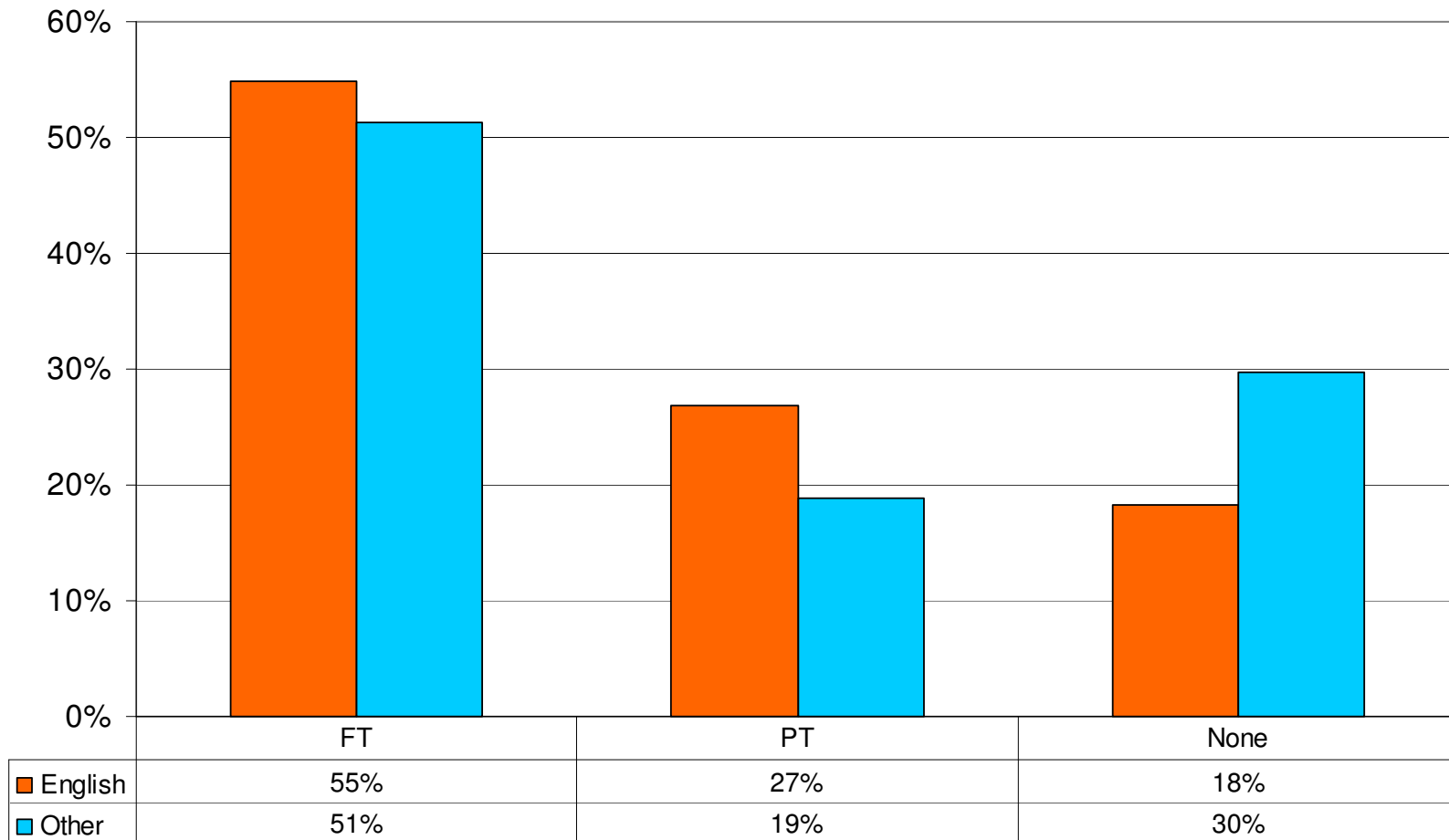




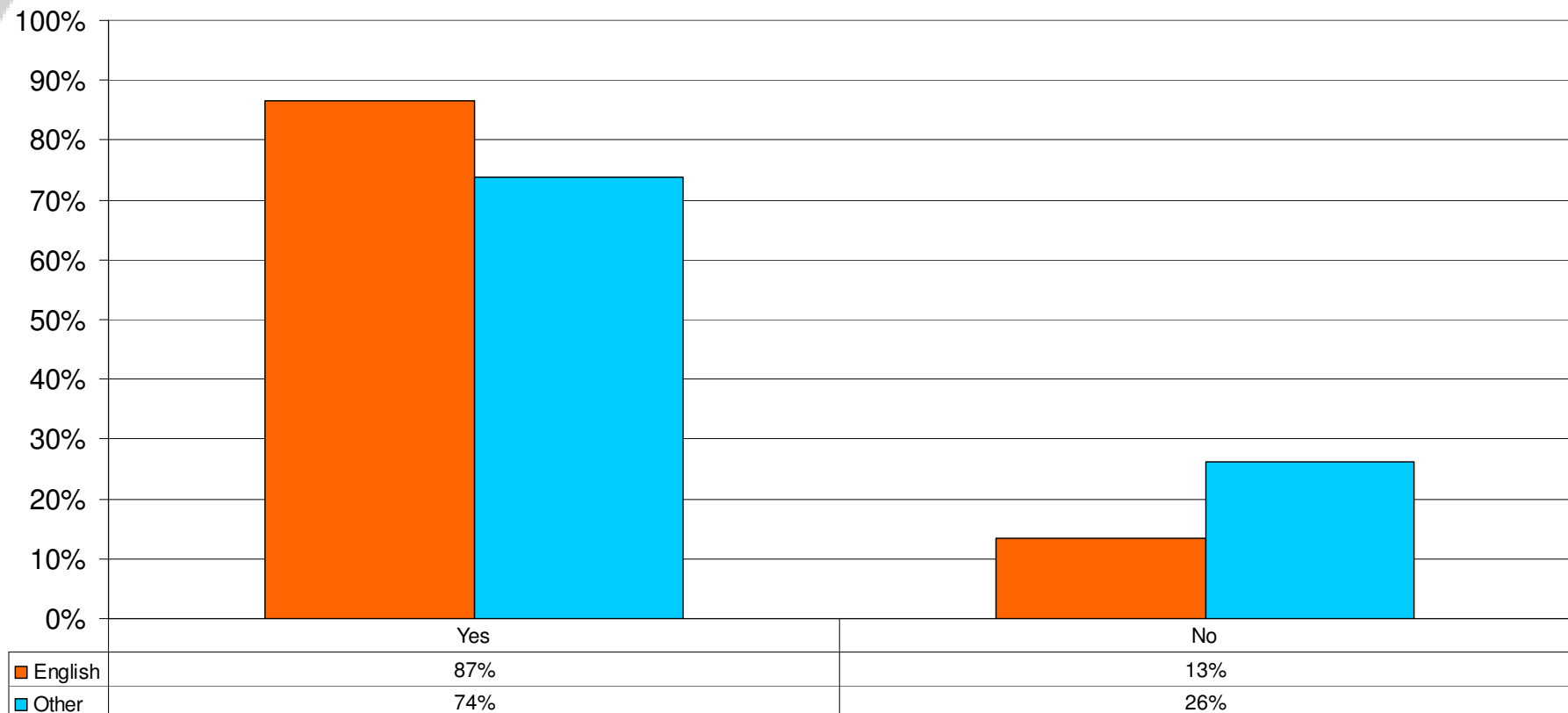
A Review of the Data

Examining English Speaking vs Non-English Speaking

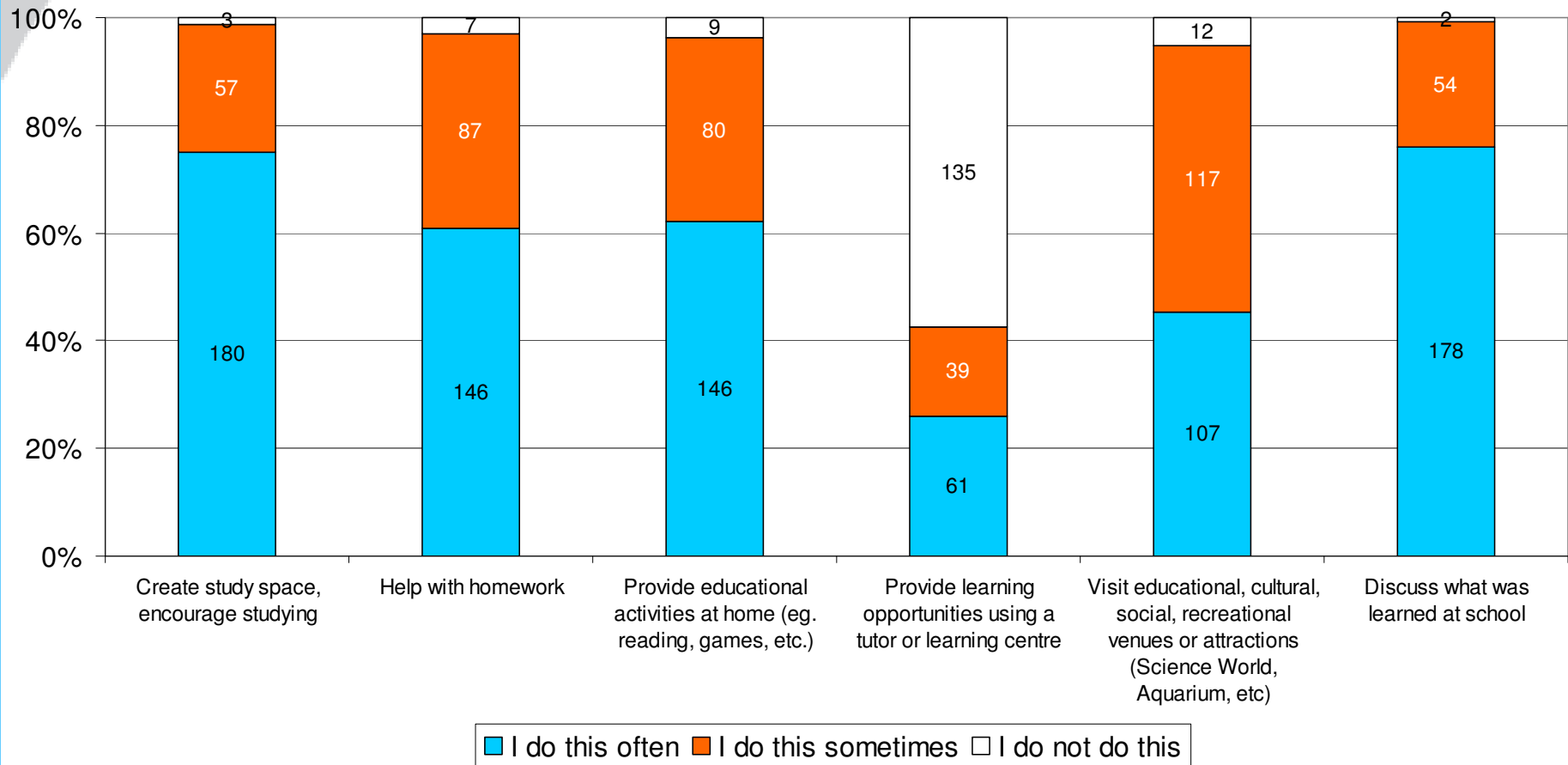
Do you currently work outside of the home?



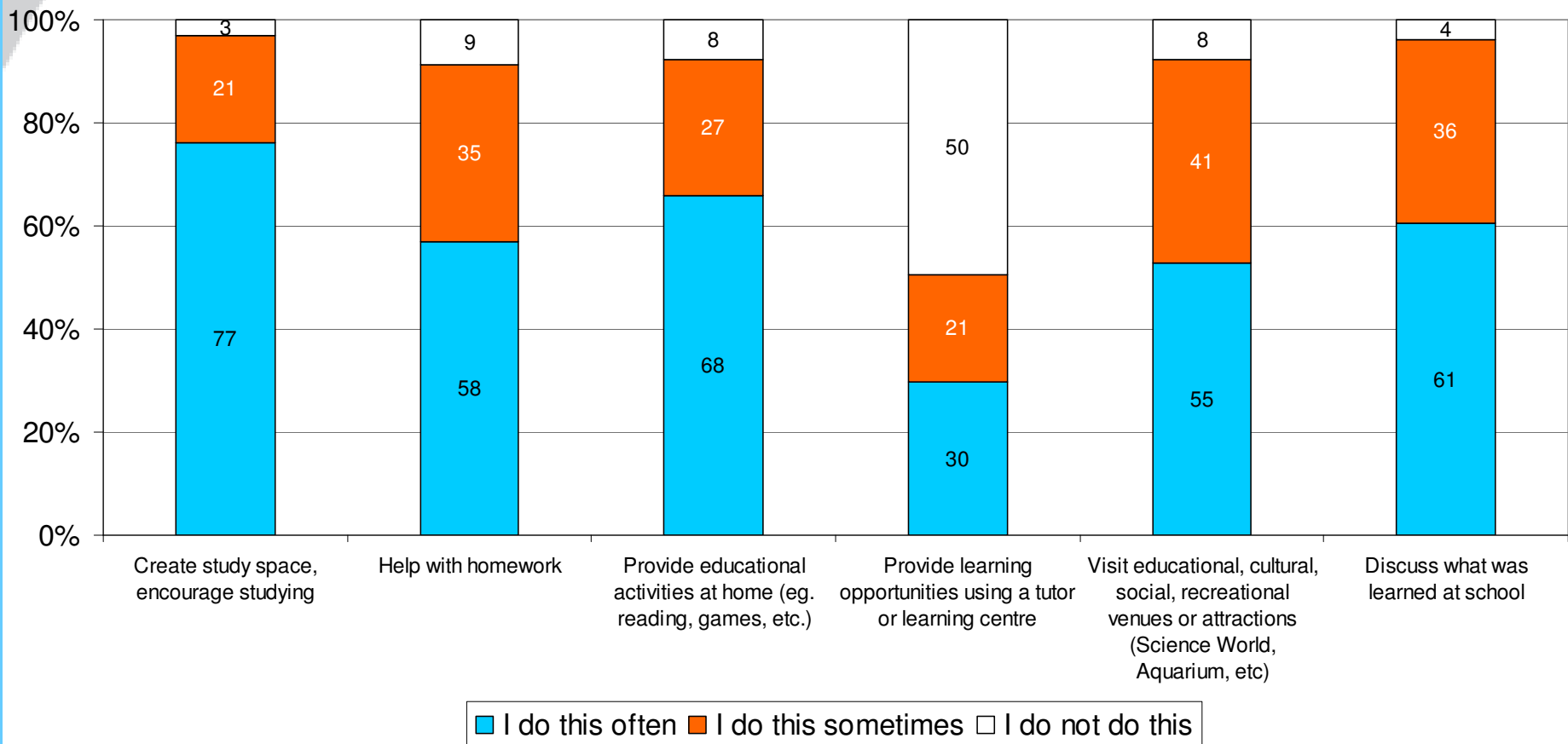
Do you feel that you are given the opportunity to be involved in your child's school?



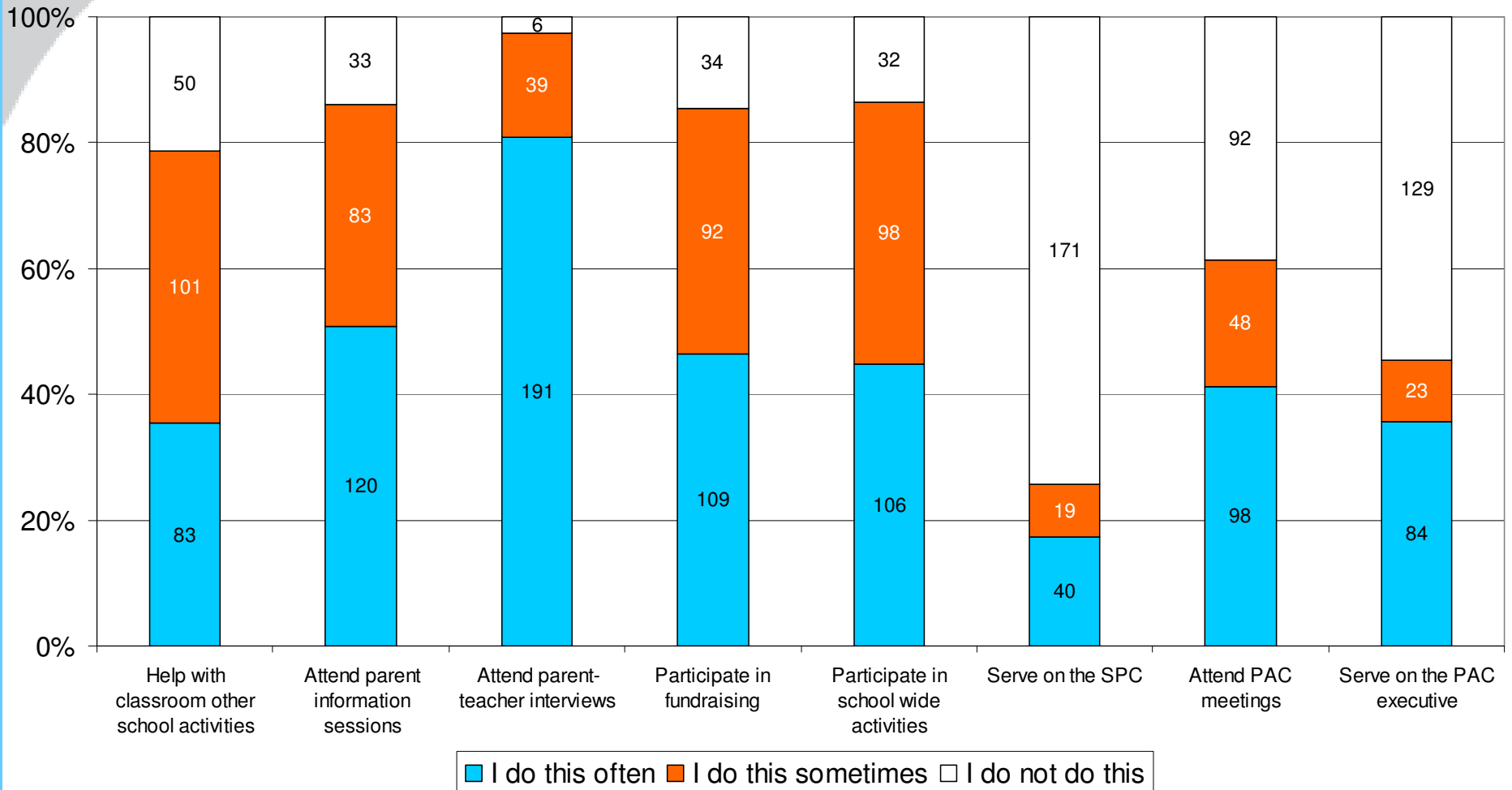
Home Activities - English Most Often Spoken At Home



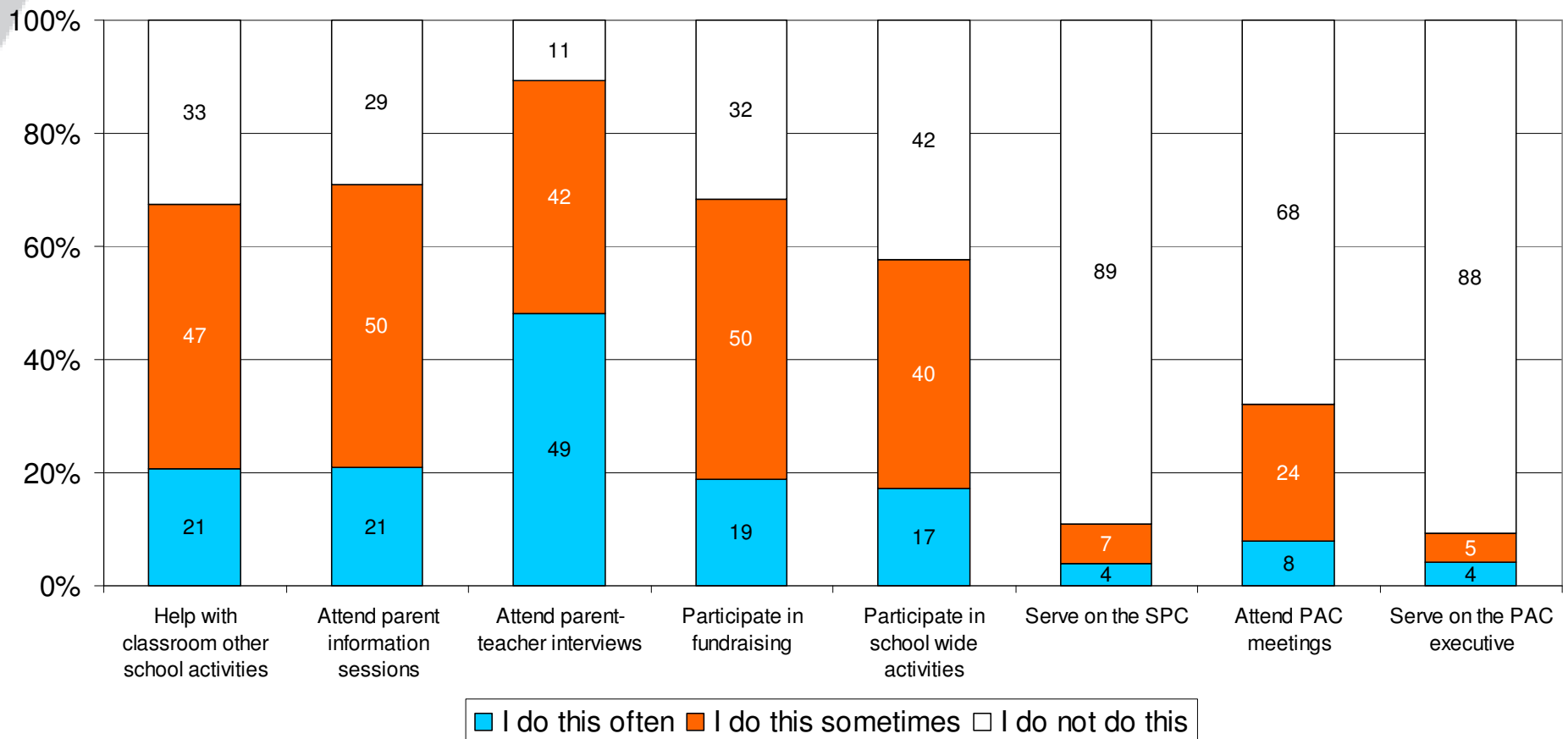
Home Activities - Language Other Than English Most Often Spoken At Home



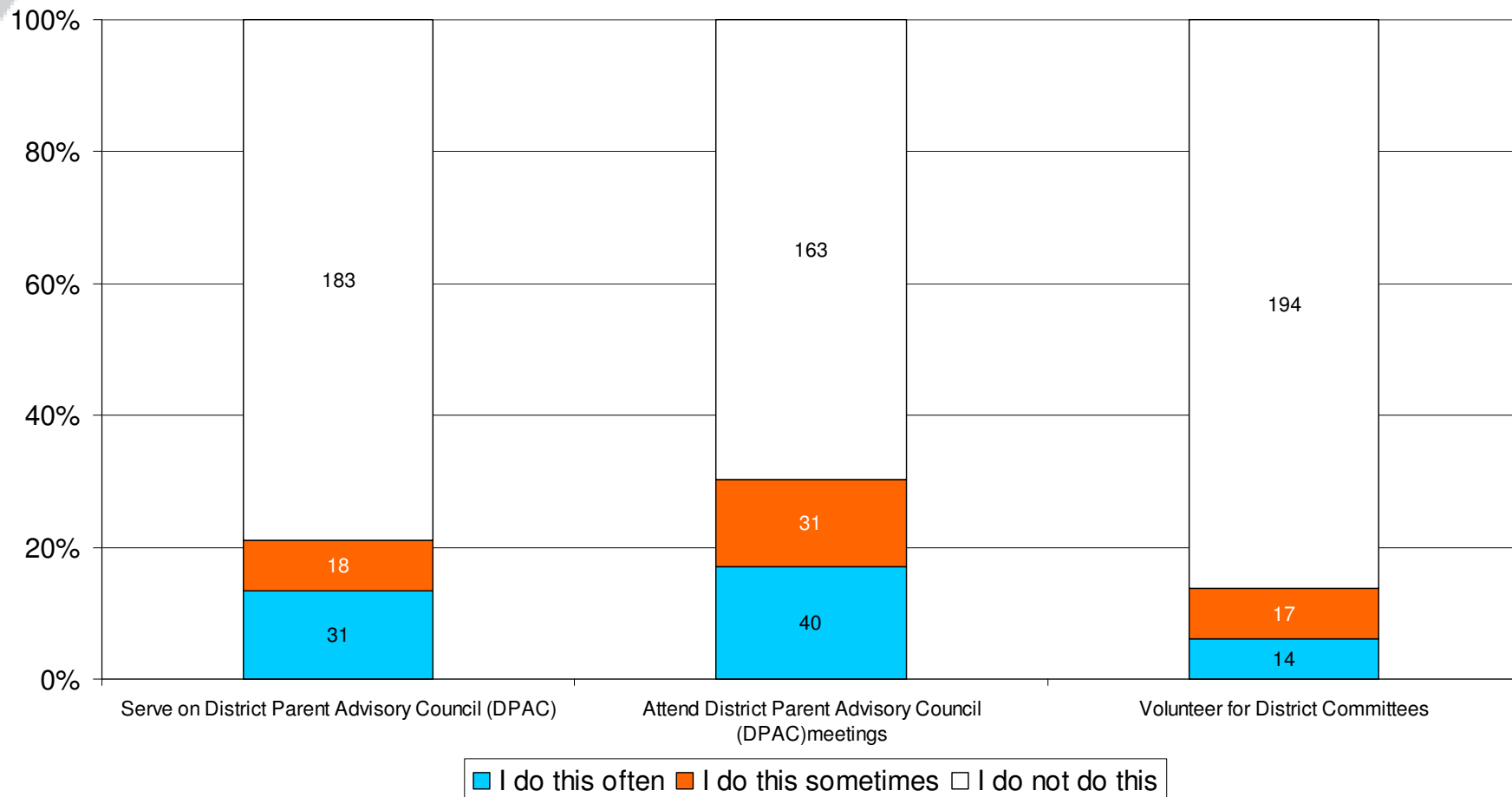
School Activities - English Most Often Spoken At Home



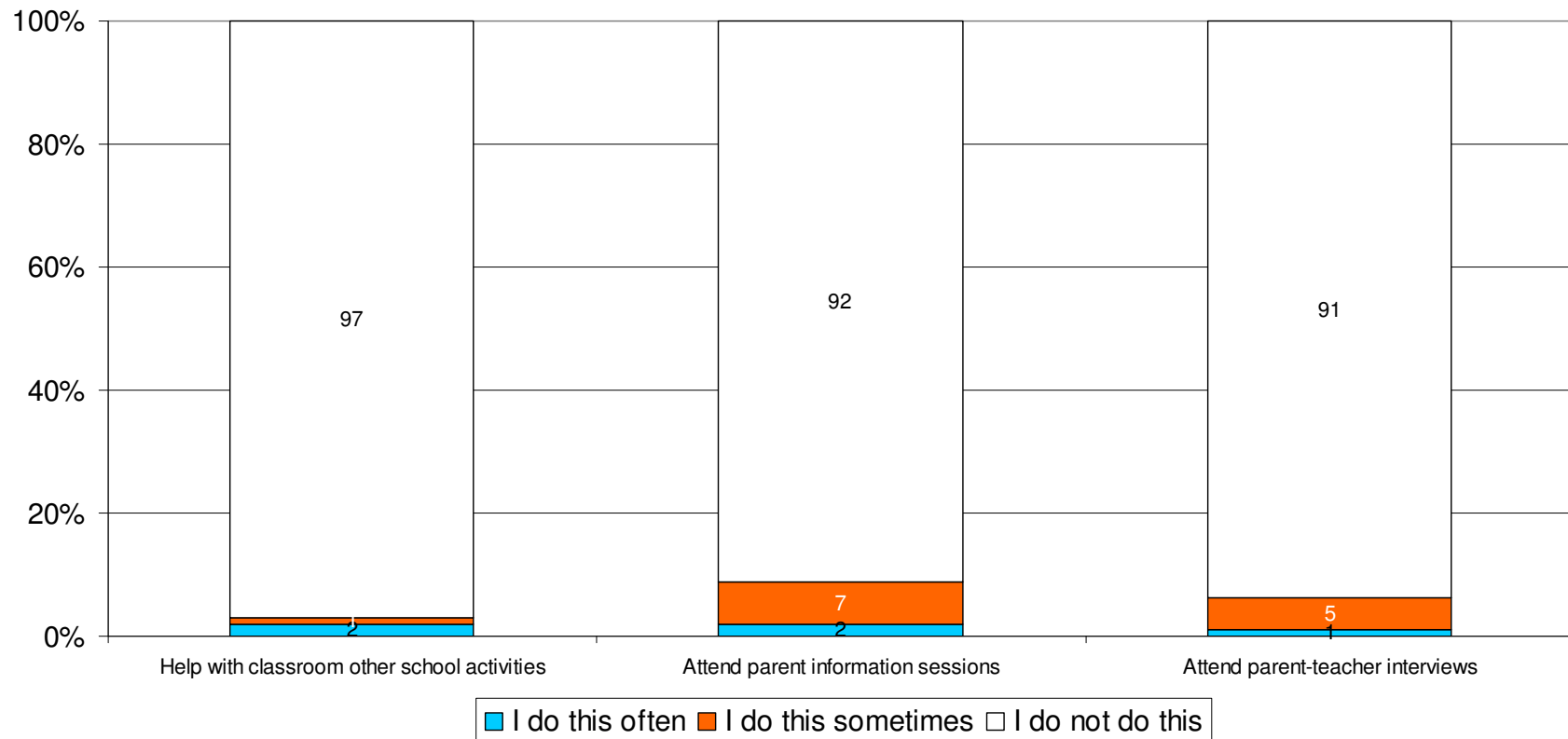
School Activities - Language Other Than English Most Often Spoken At Home



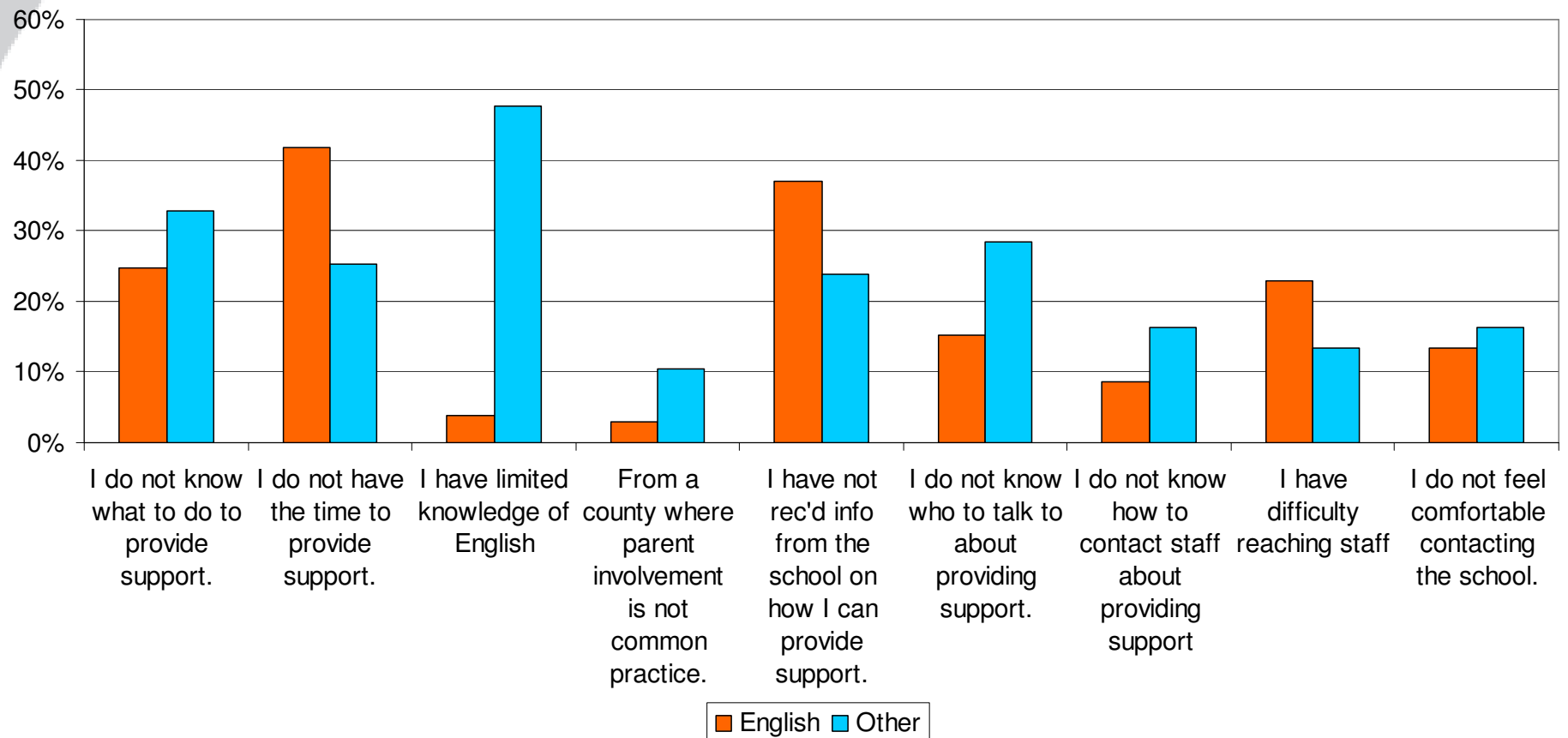
District Activities - English Most Often Spoken At Home



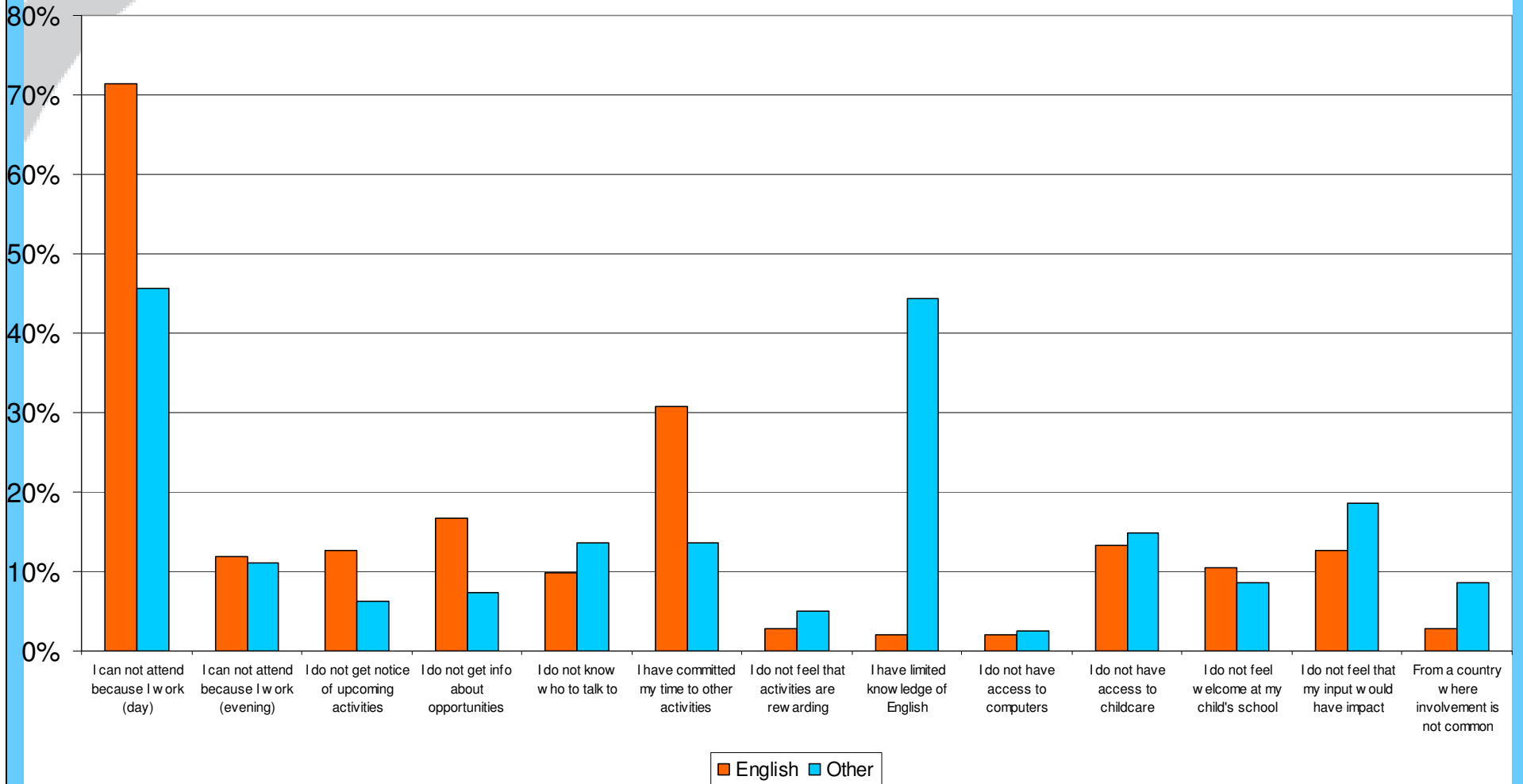
District Activities - Language Other Than English Most Often Spoken At Home



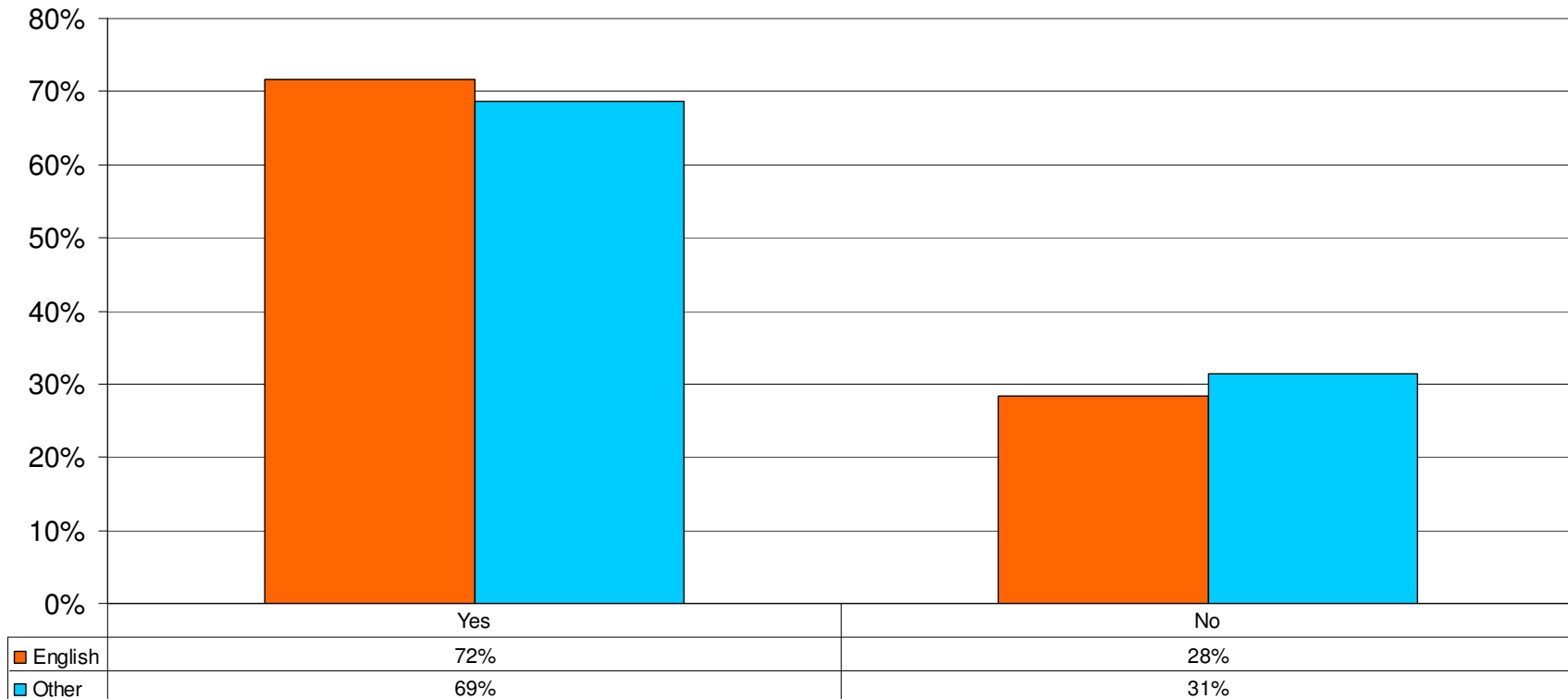
Barriers to Home Activities



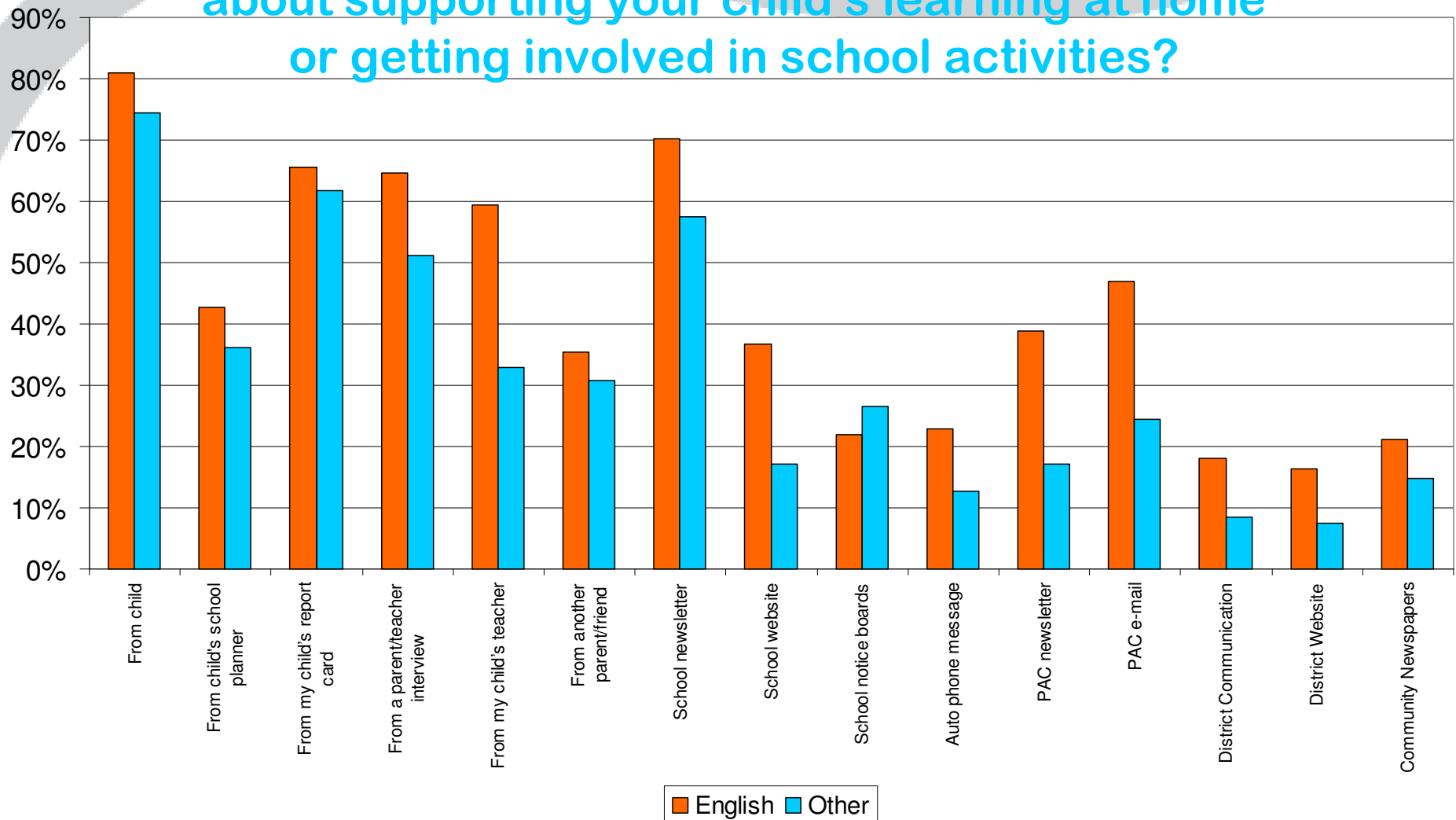
Barriers to School Activities



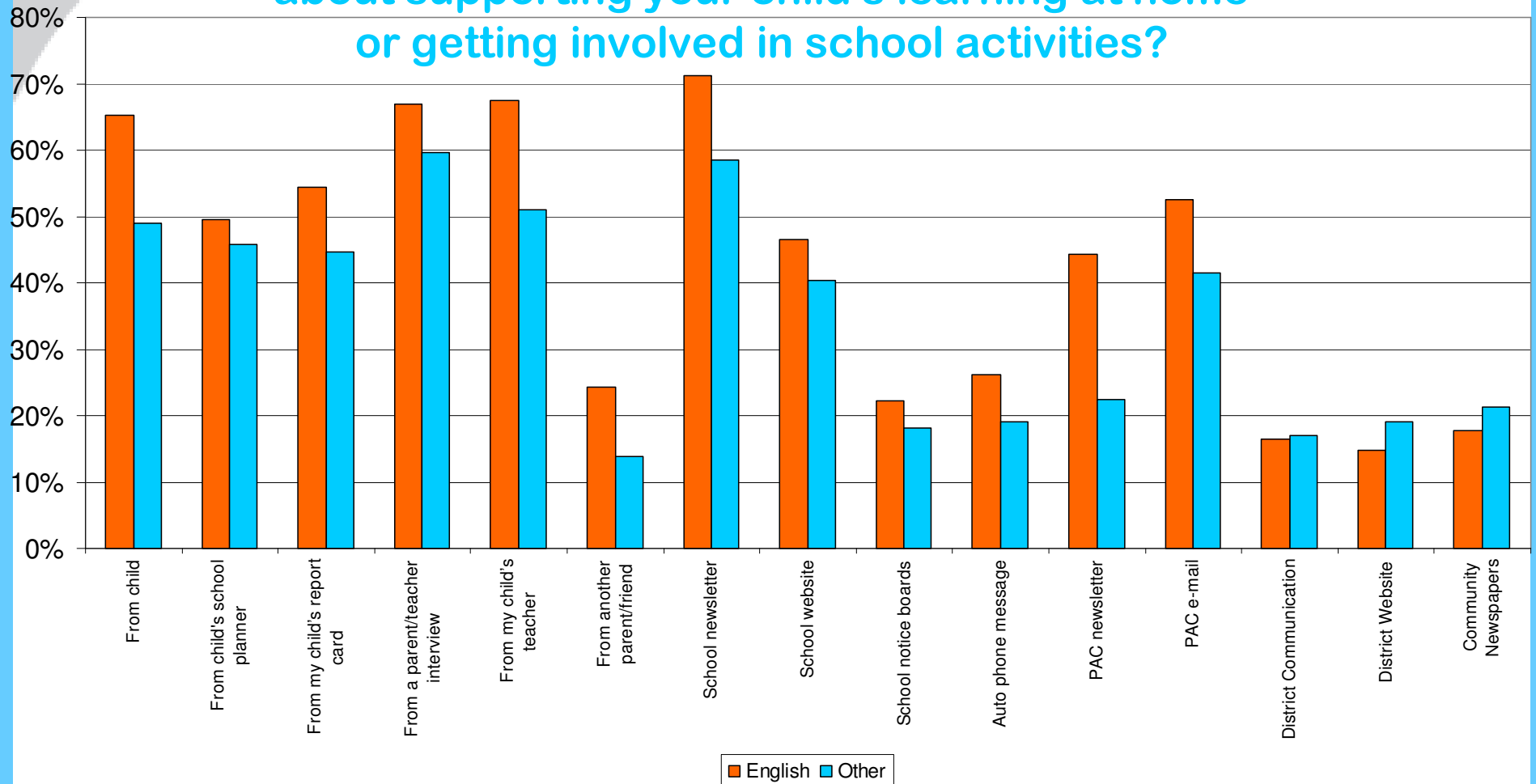
Do you currently get the information you require from the school?




How do you currently receive information about supporting your child's learning at home or getting involved in school activities?



What are the best ways for you to receive information about supporting your child's learning at home or getting involved in school activities?

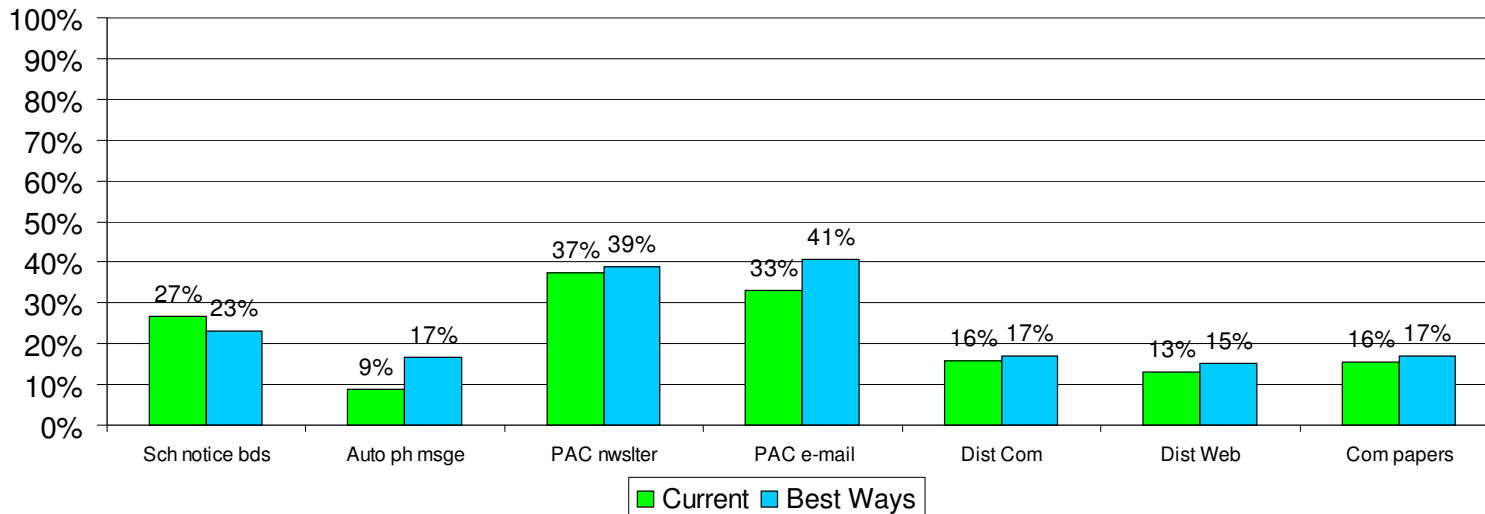
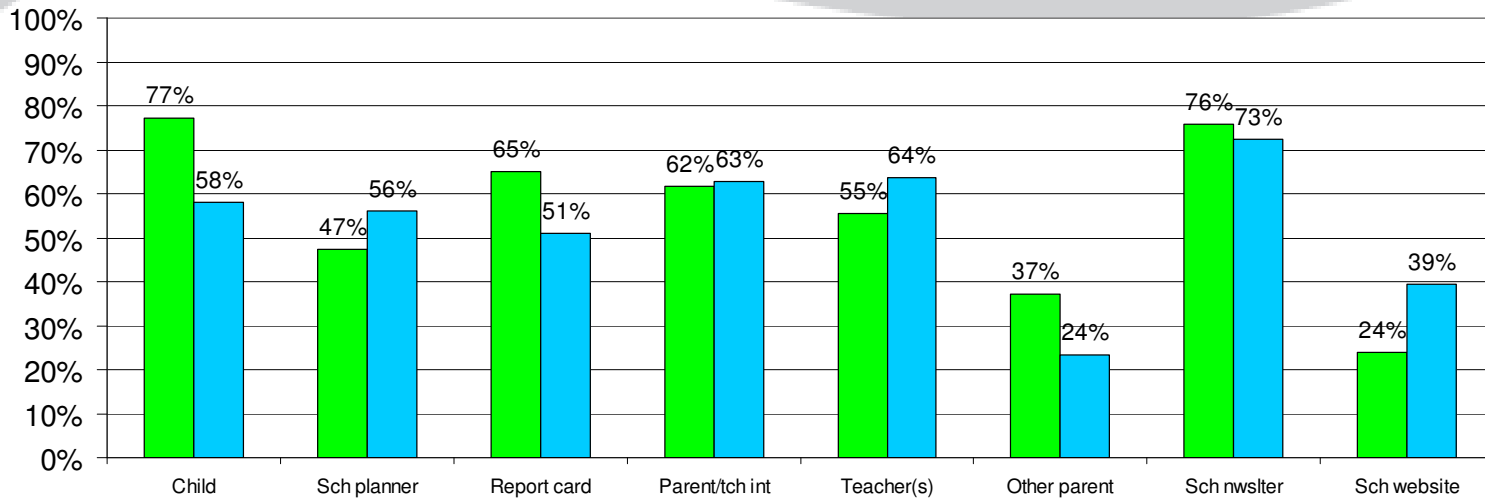




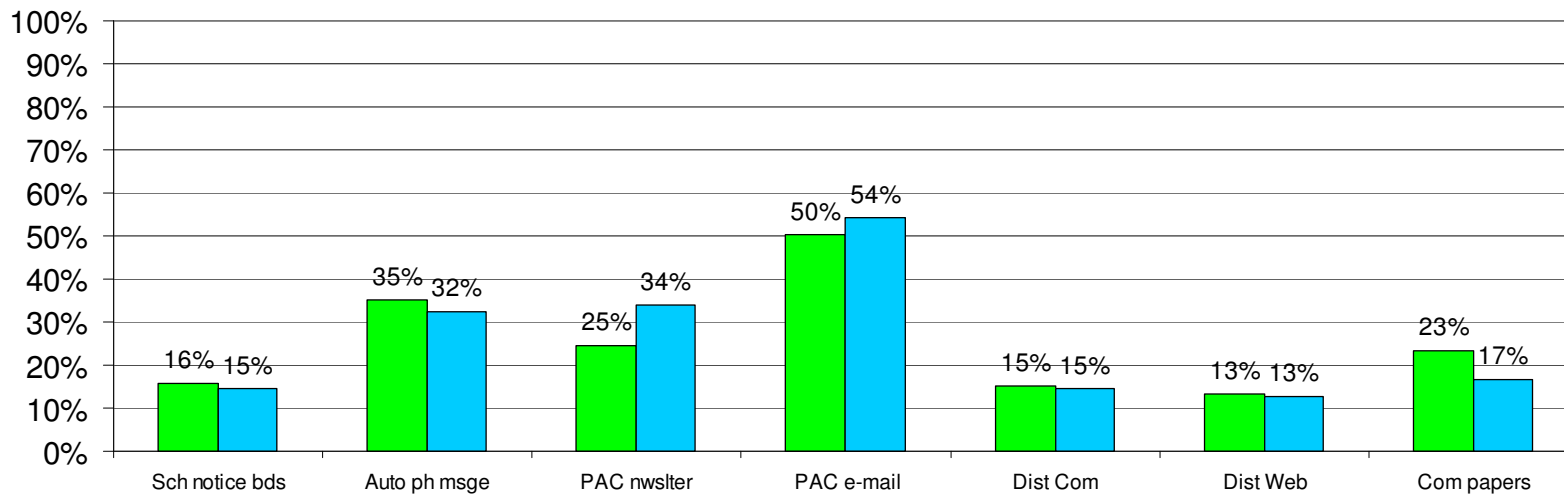
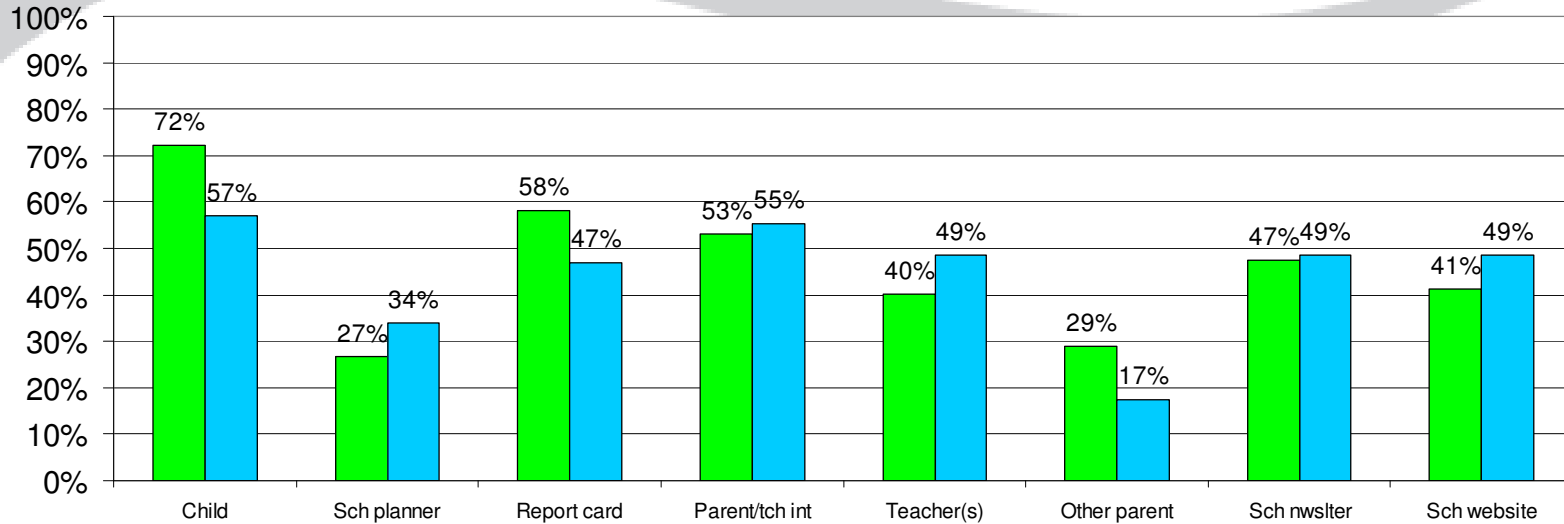
A Review of the Data

Examining Elementary vs Secondary

Elementary Parents: Current and best ways to receive information?



Secondary Parents: Current and best ways to receive information?



■ Current ■ Best Ways

What could the district or school do to make it easier for you to support your child's learning at home?

- More take-home resources & education for parents on how to help
- Provide more info on grade level expectations and ongoing progress (areas of concern & what needs to be done) either via email, notices, one-on-one meetings, or website.
- Accept/encourage parent involvement & welcome it (especially in secondary)
- More access to tutors/homework clubs
- More homework
- More specialty programs/education assistance for those that are struggling or gifted students.
- Focus more on students that don't have parents involved in their child's education due to language barriers (provide interpreters, etc.)

(164 responses)

What could the district or school do to make it easier for you to become more involved w/school activities?

- More advance notice/communication
- More activities outside of standard working times due to both parents working
- Allow/encourage parent involvement and show appreciation
- More childcare offered

(126 responses)

What could the district or school do to make it easier for you to become more involved w/district activities?

- More advance notice, communication and education and promotion of district activities
- More volunteering activities after “regular” working hours
- More childcare
- Allow for parent involvement and truly listen to them. Give positive encouragement.
- Translation services for those that want to participate but don’t know the language.

(102 responses)

Do you have any other specific ideas or suggestions on how to support or encourage parent involvement?

- Require advance notice of events and what exactly is expected of the parents (how much time, etc.). More instruction on how parents should help their child. More dissemination of student progress (tests, homework, assignment) results via email or website.
- Listen to the parents. Encourage their involvement. Show appreciation for their efforts. Make them feel welcome.
- Offer more assistance to those that don't speak the language. Translated newsletters, interpreters reaching out for parent involvement from those who don't speak the language well, more translators at PAC events so more Chinese members will become involved.
- More meet the parent events so parents can get to know each other, reach out, and build connections. They may wish to volunteer and get involved more if they know each other.
- Same parents always seem to be helping and are getting burnt out. At the beginning of the year, teachers should ask the parents to get involved and advise them of the benefits. Make it a requirement that all parents should volunteer so many hours in the school year.
- Find better times that will suit parents work schedules.

(119 responses)



Summary of Survey Results

SURVEY RESPONDENTS: DEMOGRAPHICS

45% are from another country

77% work outside the home

57% volunteer in schools

65% speak English at home

PARENTS ARE INVOLVED

96% provide activities at home to enhance and support learning

77% have participated in school centred activities

83% feel they are given the opportunity to be involved in school centred activities

17% are involved at a district level

.....BUT

BARRIERS TO PARENT INVOLVEMENT

At Home

35% Do not have time

32% Have not received info on how to support

28% Don't know what to do to support

21% Limited knowledge of English

20% Don't know who to talk to

19% Have difficulty reaching staff

RECEIVING INFORMATION: ELEMENTARY

Current

Preferred

77%	Child	73%	School newsletter
76%	School Newsletter	64%	Teacher
65%	Report Card	63%	Parent/Teacher interview
62%	Parent/Teacher interview	58%	Child
55%	Teacher	56%	School Planner
47%	School Planner	51%	Report card
37%	Other parent/ PAC newsletter	41%	PAC email
33%	PAC e-mail	39%	PAC newsletter/ School website

RECEIVING INFORMATION: SECONDARY

<u>Current</u>		<u>Preferred</u>	
72%	Child	57%	Child
58%	Report card	55%	Parent/teacher interview
53%	Parent/teacher interview	54%	PAC email
50%	PAC e-mail	49%	Teacher/ School newsletter/ School website
47%	School Newsletter		
41%	School Website	47%	Report card
40%	Teacher		

PARENT HANDBOOK - Appendix C

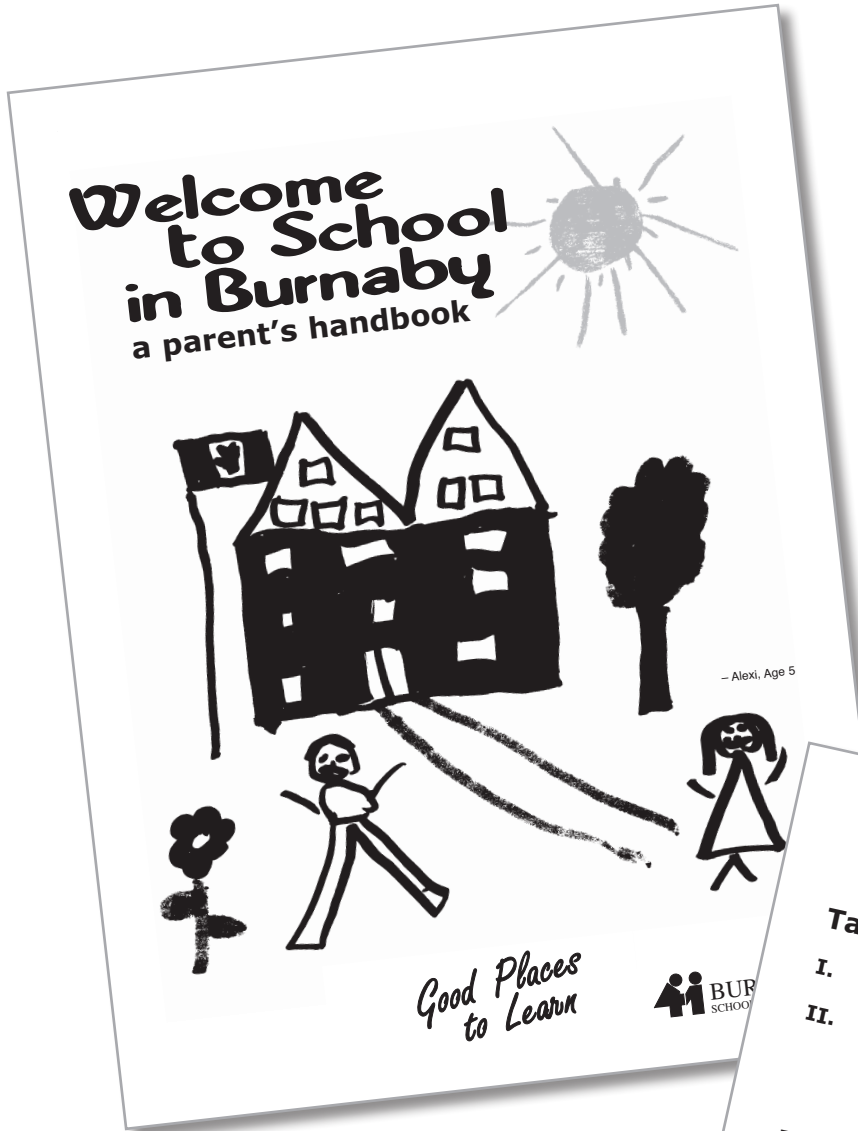



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PARENT TIP SHEETS - Appendix D



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Parent-Teacher Interviews

tips for parents

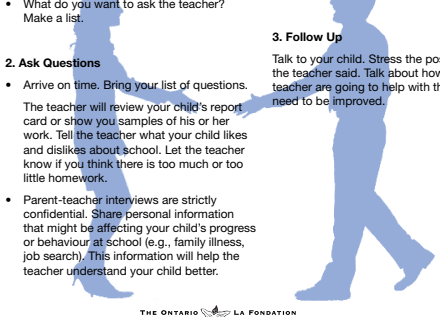
Parent teacher-interviews are held two or three times a year at the end of each term when report cards are sent home. They are opportunities for parents and teachers to talk together about how to help each child succeed in school. They are very short – usually 10 or 15 minutes. It's important to prepare before the interview to make the best use of that short time. If you need more time, schedule another appointment.

- 1. Prepare**
 - Read your child's report card.
 - Make notes about your questions and concerns.
 - Talk to your child about the report.
 - What do you want to ask the teacher? Make a list.
- 2. Ask Questions**
 - Arrive on time. Bring your list of questions.

The teacher will review your child's report card or show you samples of his or her work. Tell the teacher what your child likes and dislikes about school. Let the teacher know if you think there is too much or too little homework.

 - Parent-teacher interviews are strictly confidential. Share personal information that might be affecting your child's progress or behaviour at school (e.g., family illness, job search). This information will help the teacher understand your child better.
- 3. Follow Up**
 - Talk to your child. Stress the positive things the teacher said. Talk about how you and the teacher are going to help with the things that need to be improved.


- What does my child do well?
- What skills does she or he still need to develop?
- Is my child getting extra help? In what subjects?
- What is your homework policy?
- How much time should my child be spending on homework?
- How does my child get along with the other students?
- How can I help my child at home?
- What is the best way to contact you if I have more questions?
- Take notes so that you can share the comments with your child.



THE ONTARIO TRILLIUM FOUNDATION
LA FONDATION WILLIAM TRILLIUM DE L'ONTARIO

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High School Courses and Choices

tips for parents

Entering high school is an important time in your child's education. The courses that students choose in grade 9 will have an impact on what they can study in later grades and after high school. This Tip Sheet is only a first step to understanding those choices.

How can parents help?

Between October and January your grade 8 student will receive information about high school programs and courses. Some schools hold high school information nights or open houses. It is important to read the information and attend the information meetings so that you can help your child make choices that suit their interests, abilities and future goals. In some communities, grade 8 students will choose between secondary schools that offer different kinds of courses and programs.

Your child will bring home a form for you to sign. The form lists the choice of courses. It is important to go over the options with your child and make sure that they are taking courses that suit their interests and abilities. It is your responsibility to approve the choices your child makes. If you need help, talk to your school guidance counsellor. Schools and school boards also publish information about school choices and lists of courses. School settlement workers can provide support to newcomers to Canada.

It is very important to remember that the courses students choose in grade 9 will affect their options in the future. There are many different types of courses. Some lead to community college, some to university and some to apprenticeship or directly to work. Not all high schools offer each type of course.

Students who succeed in grade 9 courses are more likely to graduate from high school. Parents should help their children choose appropriate courses each year.

What can parents do to help their children make good choices?

- Talk to your child about what he or she would like to do after high school.
- Pick up or download the course lists from schools in your area or read the school profile on the school website. Not all schools offer the same courses and courses types.
- Go to high school information nights and Open Houses. Some schools provide interpreters.
- Make an appointment with the school guidance counsellor, vice-principal or principal for help making choices that best suit your child's interests and strengths.

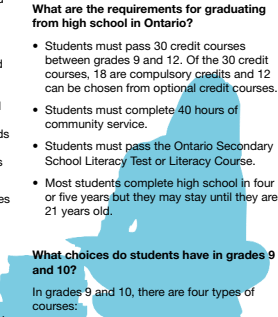
What are the requirements for graduating from high school in Ontario?

- Students must pass 30 credit courses between grades 9 and 12. Of the 30 credit courses, 18 are compulsory credits and 12 can be chosen from optional credit courses.
- Students must complete 40 hours of community service.
- Students must pass the Ontario Secondary School Literacy Test or Literacy Course.
- Most students complete high school in four or five years but they may stay until they are 21 years old.


What choices do students have in grades 9 and 10?

In grades 9 and 10, there are four types of courses:

- **Applied** - focus on practical applications and concrete examples;



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Starting School

tips for parents

Starting school is an exciting time for students and their parents, but some students have first-day jitters. The following information will help make starting school easier.

What will my child learn in Junior and Senior Kindergarten?

- Kindergarten is an introduction to the more formal learning that begins in Grade 1. It might seem as if kindergarten students are only playing, but they are actually learning about letters, numbers, reading, the arts, physical education and even science through many different activities.
- Teachers often set up educational toys and games in 'activity centres' around the classroom which children visit during class
- The Kindergarten program is set out by the provincial Ministry of Education and includes six main areas: Personal and Social Development, Language, Math, Science and Technology, Health and Physical Activity, and the Arts.
- Kindergarten students do not usually get homework, but they often bring books home to share with their parents. Reading with your child – in any language – is one of the best ways to help them succeed in school.

What's the difference between Kindergarten and Grade 1?

- Students go to school all day every day in Grade 1, and the teaching and learning is more formal. Children still play and spend time learning social skills, but they are also taught in a more structured way about reading, writing, math, science, social studies and the arts.

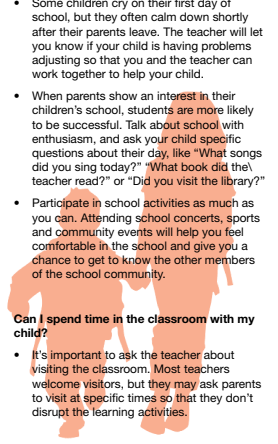
- By the end of Grade 1, children should be able to read simple words and books and understand basic math skills like addition and subtraction and measurement.
- For some students the transition to Grade 1 is just as big as the transition to Kindergarten. It may take them a few weeks to get used to the new structure and the new rules.

How can I help my child settle in?

- Some children cry on their first day of school, but they often calm down shortly after their parents leave. The teacher will let you know if your child is having problems adjusting so that you and the teacher can work together to help your child.
- When parents show an interest in their children's school, students are more likely to be successful. Talk about school with enthusiasm, and ask your child specific questions about their day, like "What songs did you sing today?" "What book did the teacher read?" or "Did you visit the library?"
- Participate in school activities as much as you can. Attending school concerts, sports and community events will help you feel comfortable in the school and give you a chance to get to know the other members of the school community.

Can I spend time in the classroom with my child?

- It's important to ask the teacher about visiting the classroom. Most teachers welcome visitors, but they may ask parents to visit at specific times so that they don't disrupt the learning activities.



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Homework

tips for parents

One way that parents and caregivers can help students succeed in school is to support them as they do homework.

What is homework?

Types of work that students may bring home:

- Finishing assignments that were started in class
- Working on a research project
- Studying for tests and exams
- Practicing new skills learned in the classroom
- Organizing binders or workbooks
- Reading assigned parts of a novel or text book

Where and when should homework be done?

- Not all students study in the same way. Some like to work in a quiet place, some like to work with music in the background and other students find it is helpful to study with friends. You know your child best. Help him or her choose the best place to do their homework.
- It may help to have a regular time for homework. Students may try to put off homework while parents push to get it done, often ending in arguments. By having a regular homework time, it becomes part of the routine.
- Try to get the homework done earlier in the evening, when students have more energy. Allow time for them to relax before bed.

How much time should students spend on homework?

- There is no established "right" amount of homework. Researchers and educators agree that there should only be limited homework in the early grades, with the amount gradually increasing as students move into high school.
- Students work at different speeds, so the amount of time spent on homework will vary.
- Students should be able to do their homework and have time to participate in other activities, including sports, music lessons, religious activities, language classes, volunteer work, and free play.
- If you are concerned that your child is getting too much or too little homework, you should speak to the classroom teacher.

How can parents help with homework?

- Encourage older children to use their school agenda to keep track of assignments and tests. Help set up a work schedule or even a big calendar for larger projects.
- Unless it is a project, homework should be a review of what students are learning in class, so students should be able to do their homework on their own.
- While your children are doing their homework, you might do your 'homework', like paying bills, reading a book or writing a letter. It gives them company and keeps you close at hand. But only offer help if asked.



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SURREY DISTRICT ELEMENTARY SCHOOL PLANNER - Appendix E



Our Mission:
To provide safe and caring environments in which all learners can achieve academic excellence, personal growth and academic citizenship.

Surrey Schools: Keeping Learners at the Centre

A message from the Chairman of the Surrey Board of Education:

Our board encourages parent participation in our schools and the district makes available a considerable amount of useful information and resources for students and parents alike. We have highlighted key reference information in the following pages and believe it will be helpful for you during the school year.

There is much to be proud of as a student, parent or employee of the Surrey School District. For example, in recent provincial exam results, our students—your children—recently scored at or above the provincial average in 16 out of 19 Grade 12 exams and in all Grade 10 and 11 exams. These results were the best ever for our district and part of an upward, 10-year trend. And, in a recent Ministry of Education report, for the fifth year in a row Surrey student graduation completion rates have exceeded the overall provincial rates.

In trades and technology, our students have earned many medals and awards at the provincial and national levels. And in athletics, teams and students from our schools compete and win at all levels; including the 2007 national wrestling team champs from Guildford Park Secondary. Also, our school communities—students and their families, as well as staff—demonstrate ongoing, generous charitable support; from the Surrey Food Bank to the Terry Fox Run, and from neighbourhood seniors' dinners to international disaster relief funds.

Our schools and staff are recipients of national and international recognition as well. For the 2005-2006 school year, the B.C. School Sports "Outstanding School Award" went to Tanager Secondary. In 2007, Queen Elizabeth Secondary and Woodland Park Elementary were two of only eleven schools in North America chosen to participate in an international "Healthy School Communities" pilot study conducted by a U.S.-based education research institution.

The International Reading Association (IRA) named one of our teachers (now a vice-principal) the grand prize winner of the 2006 Presidential Award for Reading and Technology. Over the last few years, district teachers have been recipients of the Prime Minister's Award for Teaching Excellence. The list goes on.

These are just a few of the examples of excellence and effort that occur in the Surrey School District every day. Please visit our district website at www.sc36.bc.ca regularly for the latest in news, events and other resources I'm sure you'll find helpful and interesting.

The Board of Trustees wishes you all the best for the school year.

Shawn Wilson
Chairman, Surrey Board of Education

The Surrey Board of Education assumes its responsibility to provide leadership and direction to the Surrey School District. In so doing, the board subscribes to the following statements of beliefs and guiding principles.

We believe:

- ✓ schools exist for learners
- ✓ education is a shared responsibility among home, school and community

We value:

- ✓ the pursuit of excellence in teaching and learning
- ✓ the accomplishments of our learners
- ✓ the role of parents in the education of their children
- ✓ collaboration and cooperation in setting, achieving and evaluating the goals of education
- ✓ the contributions made by all employees, parents and the community
- ✓ the involvement and support of our diverse communities

We seek to:

- ✓ instill in learners a respect for knowledge and an appreciation that learning is a lifelong process
- ✓ prepare all learners to assume responsible citizenship and career roles as adults in society

We commit to:

- ✓ making decisions in the best interest of all learners
- ✓ providing safe and healthy learning environments
- ✓ demonstrating accountability, both educational and financial
- ✓ listening and responding to the needs of our community
- ✓ pursuing appropriate and equitable financial resources

We promote:

- ✓ tolerance and respect for diversity
- ✓ dynamic leadership at all levels of the organization

Parental involvement makes the difference

Parental involvement is vital to a student's success in school.

Students whose parents are actively supportive throughout the school year often have better grades, fewer learning gaps and higher self-esteem. When parents are involved, students frequently excel.

For many busy parents, the question of how to become active participants in the education of their children must also take into account their own obligations to work during the day. Parental involvement can take many different forms.

Your interest in your child's daily work, projects and homework lets the child know that you are genuinely concerned with his/her progress. Since it is the parents who have the most influence over how children view learning, it is important to stress the value of education and set performance standards, as well as to take an active role in helping students achieve them.

When you take a few minutes to look over any papers or homework the child brings home, and offer positive comments, you are actively involving yourself. Similarly, when you and your child visit the public library to locate appropriate books and research materials for a project, you are actively involved. Reading together, even briefly, can be a pleasant time for you and your child. Discussing the characters and events of a story or novel can encourage a higher level of communication between parent and child.

Many students complete a daily "planner" or communication book at the end of each school day.

Your questions and comments in this book are valued by teachers, and contribute significantly to mutual understanding of your child.

When parents are involved, students frequently excel

Your attendance at various school functions, including report card conferences, is another way of involving yourself in your child's education. It sends a clear message that you care and want to be involved.

Tips for parental involvement:

- Talk to your child's teacher to monitor his or her progress and learn how to help your child at home. Let your child know that you care about what he or she is studying and that you believe he or she can do well in school. Show support by attending school events.
- Help your child become organized and develop good habits. Together, map out consistent study times. Create a special place where your child can study each day. Help your child learn to keep organized class notes and materials by getting involved in choosing school supplies.
- Check your child's homework. Make sure it is completed correctly and neatly. Provide a constructive environment and help your child study, but make sure that the work turned in is his or her own.
- Don't judge your child on the basis of one test or grade. If a grade disappoints you, use it as an opportunity to work with your child on setting standards for improvement. Set goals that are an attainable stretch, like a half-grade improvement next time.
- Read with your child every day. If you have a young child, this is easy. If you have an older child, ask him or her to read a newspaper article to you and then discuss it together. Welcome your child's opinions and ask questions to help him or her learn how to articulate responses.

Parent participation

Parents are vital partners in their children's education. Study after study show that parental involvement is a major factor in a child's academic success. Volunteering is an exciting option for those parents who want to be more directly involved in their children's education. Some of the other ways to become more involved with your child's education are:

School Planning Councils
Parent Advisory Councils
District Parent Advisory Councils

School Planning Councils

The school planning council is an advisory body. The major responsibility of a school planning council is to consult the school community in developing, monitoring and reviewing *school plans* for student achievement. School planning councils are advisory bodies made up of:

- three parents
- one teacher
- the school principal
- one student from Grade 10, 11 or 12 where applicable

School plans focus on setting out strategies to improve students' intellectual development, but they also deal with other areas of student achievement, such as human and social development, and career development.

Parent representatives on school planning councils are elected by secret ballot each year by their parent advisory council. You must be nominated by a voting member of your parent advisory council to be eligible for election to the school planning council. If you wish to be nominated, contact your parent advisory council and tell them you would like to submit your name for consideration.

Parent Advisory Councils (PACs)

The PAC is the legislated parent voice at the school level advising on any matter relevant to the school. The PAC represents the collective view of parents of children in the school. PACs also work with school principals to promote effective two-way communication between the school, the parent community and School Planning Councils.

All parents and guardians of children in a school are automatically members of that school's PAC and entitled to attend and vote at general meetings. Contact your school to find out more about the Parent Advisory Council.

District Parent Advisory Councils (DPACs)

The DPAC is the legislated parent voice at the school district level, representing the collective views of PACs in a school district. A DPAC advises the school board on any matter relating to education in the school district. DPACs advocate for parental involvement in the education system and give input into the development of education policy and curricula.

Effective parent-teacher conferences

Communication and cooperation between the home and the school are key ingredients to your child's success. Whether exchanging information or identifying and solving common concerns, parent-teacher conferences can be valuable learning experiences.

Parent-teacher conferences:

- build a cooperative working relationship with your child's teacher.
- enable you and your child's teacher to exchange pertinent information about your child.
- when necessary, establish a plan of action for resolving concerns.

Before the conference:

1. Prepare your agenda. Talk with your child and decide on questions or concerns you wish to discuss with the teacher.
2. Consider relevant information you wish to convey to the teacher about your child. This information will help the teacher understand your child better.
3. Decide on an order of priority in case time becomes an issue.
4. If applicable, arrange for a baby-sitter so that both parents are able to attend the conference.

During the conference:

1. Take some notes. Write down the teacher's answers to your pertinent questions.
2. Record the plan of action which has been agreed upon.
3. Discuss roles and responsibilities for the teacher, your child, and yourself.

After the conference:

1. Discuss the key points of the conference with your child.
2. Start immediately on the plan of action which was agreed upon at the conference. The sooner the action plan is implemented, the sooner you should see positive results.
3. If you find that you are unable to continue with any part of your plan for whatever reason, contact the teacher to discuss possible alternatives.

Helpful Hints

- Confirm your appointment.
- Be positive! Remember you are both working towards the same goal.
- Highlight the child's strengths. We all have weaknesses, but we build from our strengths.
- Recognize what is working.
- Be clear about your objective(s) for the conference at the beginning. For example "I appreciate the opportunity to meet with you to discuss my daughter's progress in Math."
- Provide specific examples when explaining a point. This prevents misunderstanding and substantiates your ideas.
- Listen carefully. Be prepared to acknowledge each other's points of view.
- Be objective. It is important to stay focused on the student.
- Stick to the agenda. Bringing up other problems can cloud the issue. It is far better to focus on one concern than to superficially touch on many.

SURREY DISTRICT ELEMENTARY SCHOOL PLANNER - Cont'd

What can I do at home to be involved in the educational process?

Meaningful learning requires personal commitment and partnerships. The most important contributor to come from outside the school is that of parents and guardians; their participation and interest are crucial to students' motivation and success.

Parents and guardians set a very important example. Work with your child. Support and praise your child. Talk often with your child's teacher. Your involvement will strengthen your child's achievement in school.

You can help by:

- praising your child's early and on-going attempts to write and spell and to encourage them to greater literacy as they grow older
- reading to and with your child
- taking time to discuss school experiences with your child
- providing a variety of reading, writing and artistic materials at home
- taking your child to the library, the museum, and cultural events
- modeling good reading and writing habits
- pointing out spelling patterns and unusual word features
- encouraging a homework routine and providing a quiet location
- modeling the value of attendance, punctuality, and perseverance
- celebrating success by praising your child for his/her accomplishments
- asking your child's teacher(s) for ways you can help
- stressing the importance and relevance of literacy and mathematics in everyday life and as paths to many careers. (For example, take your child shopping and compare prices, open a bank account, read and prepare a recipe, write a record of a trip which includes a journal and estimating times and distances)
- giving more responsibility as your child matures
- above all, give your child the most important form of support - your time

Did you know?

The Surrey School District devoted more of its 2006/2007 operating budget to instruction and less on district administration than the provincial average.	Instruction spending Surrey School District -----85.3 % British Columbia average-----82.7%
The Surrey School District spends more of its budget than the provincial average on classroom teachers.	Classroom teacher spending Surrey School District -----48.5% British Columbia average-----44.9%

Communicating with your school

Staff in our schools is eager to address your questions or concerns. Parents should be aware that education is a "shared" process with the home and the school, and that good communication is an excellent starting point for resolving an issue.

Parents and guardians are urged to contact the school when they are unsure of a message, activity or issue. It is usually best to begin with the classroom or subject teacher. If you are not satisfied then you may wish to contact the principal and request help in dealing with the matter.

If you are still not satisfied, the assistant superintendent in charge of the school involved may be contacted. The superintendent's office will be happy to direct your inquiry to the appropriate official. Should you still feel that your concern/need has not been adequately addressed, you may appeal to the Surrey Board of Education according to Policy 9002.

Information and help are available to assist you with this process. Please visit the district website at www.sd36.bc.ca or call your school or the district office.

A checklist for resolving issues in schools for parents

- ✓ Act as soon as possible; do not let the problem get out of hand or remain unresolved.
- ✓ Listen carefully to what your child is saying. Try to understand all viewpoints on the issue. Do your best to look at the issue logically, leaving your emotions out of the picture for the time being.
- ✓ Determine clearly in your mind what the issue is. Establish what the facts are and what information may be missing. What questions do you have?
- ✓ Decide if your child needs your support or if they can resolve the issue by themselves.
- ✓ If you act on your child's behalf, bring your concern(s) to the person directly involved (unless inappropriate). Request a meeting at a mutually convenient time.
- ✓ Clearly identify the purpose of your contact, including your understanding of the issue. Listen carefully to what the other person has to say. Try to see the issue from his/her perspective. Ask questions to clarify the issue and/or response.
- ✓ If your concerns are not addressed in the initial meeting, or any subsequent meetings, contact that individual's immediate supervisor (e.g. principal, assistant superintendent) and request his/her involvement (follow the guidelines in #6).
- ✓ If, after meeting with the supervisor, your concerns are still not addressed, the supervisor can describe the next steps you may wish to take. At times this may entail appealing a school employee's decision. The Surrey School District has a policy regarding the steps to take in this process. Ask for a copy of the policy and review it before proceeding.

Class cancellations: information for parents

Sometimes extreme weather conditions or other unusual circumstances can cause class cancellations at a school, or district-wide on short notice. In the event of class cancellations, the Surrey School District will post information on its web site at www.sd36.bc.ca and provide updates to the following radio stations:

CKNW (980 AM or www.cknw.com)
News 1130 (1130 AM or www.news1130.com)
CBC Radio (690 AM or www.cbc.ca/bc)
Red 93.1 FM
Radio India (1600 AM)

Class cancellation information may also be broadcast on some local TV station newscasts. Please do not call the radio stations as staff is very busy receiving updates and preparing newscasts. Calling schools and district offices is also impractical since staff members are generally not available to answer telephone calls far in advance of regular school opening time and phone lines typically become congested in any event.

Weather, power, road and safety conditions can change substantially within a few hours, therefore assessments and decisions must be made as close to school opening as possible for the information to be reliable. However, the district will do its best to communicate the status of schools by 7:00 a.m., when possible.

Even if all schools are open, many schools can face conditions and circumstances unique to a specific neighbourhood. Therefore, the district encourages and respects the importance of parental decision-making regarding accessing a school, based on parents' own location and individual circumstances, their route to school and overall attention to safety.

Promoting Student Safety Together (PSST)

PSST is a website hosted by the Surrey School District with support from the Surrey RCMP and Surrey Crime Prevention. The website provides:

- a respected, trusted and confidential resource for students to share or obtain information about issues that concern them,
- an interactive forum for district students to discuss and share experiences,
- an opportunity for young writers to practice and post stories publicly,
- a venue to promote student pride in their school and education and,
- a tool to communicate topical information to students.

The PSST website is at www.psst-bc.ca



Keeping our schools safe

The Surrey School District is committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship. Safe and caring school environments are free of acts of:

- bullying, harassment, threat and intimidation,
- violence in any form,
- verbal, physical or sexual abuse/exploitation,
- discrimination,
- theft and vandalism.

Safe and caring schools do not tolerate the presence of:

- intoxicating substances,
- weapons and explosives and
- intruders or trespassers.

It is expected that students will:

- neither take part in, nor condone (provoke, encourage or make a spectacle of) any form of violence
- seek to prevent violence and potentially violent situations
- not use, possess or display any weapon, replica weapon or toy weapon on any school property or at any event that is organized or sponsored by a school
- not use, possess or sell any intoxicating or controlled substances
- demonstrate, when using electronic resources, appropriate on-line conduct
- show respect for the property of others by refraining from theft, vandalism, graffiti and other inappropriate behaviours
- abstain from smoking on school and other District property
- be present at schools and school properties for school-authorized purposes only
- use respectful language and refrain from using obscenity or profanity while in a school building, on school or District property and at school-sponsored activities
- demonstrate commitment to learning by coming to school prepared to learn and by contributing to a positive, orderly, peaceful environment
- practice academic honesty and personal integrity by not participating in or encouraging plagiarism, cheating, theft of evaluation instruments, use of unauthorized aids, or false representation of identity.

SURREY DISTRICT SECONDARY SCHOOL PLANNER - Appendix E



Our Mission: To provide safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship.

A message from the Chairman of the Surrey Board of Education:

You have much to be proud of as a student—or as a parent or employee—of the Surrey School District. For example, in recent provincial exam results, our students recently scored at or above the provincial average in 16 out of 19 Grade 12 exams and in all Grade 10 and 11 exams. And, district student graduation completion rates continue to exceed the overall provincial rates.

Whether in academics, trades and technology or athletics, our students have garnered many medals and awards at the provincial and national levels. Also, our school communities—students and their families, as well as staff—demonstrate ongoing, generous charitable support; from the Surrey Food Bank to the Terry Fox Run, and from neighbourhood seniors' dinners to international disaster relief funds.

Our schools and staff also receive national and international recognition. For 2005-2006, the B.C. School Sports' "Outstanding School Award" went to Tamanawis Secondary. Queen Elizabeth Secondary and Woodland Park Elementary were two of just eleven schools in North America chosen to participate in an international "Healthy School Communities" pilot study conducted by a U.S.-based education research institution in 2006.

The International Reading Association (IRA) named one of our teachers (now a vice-principal) the grand prize winner of the 2006 Presidential Award for Reading and Technology. Over the last few years, district teachers have been recipients of the Prime Minister's Award for Teaching Excellence.

These are just a few of the examples of excellence and effort that occur in the Surrey School District every day.

The following district pages provide useful information and resources for students—and parents. Also, please visit our district website often at www.sd36.bc.ca for the latest in news, events and other information.

The Board of Trustees wishes you all the best for the school year.

Shawn Wilson
Chairman, Surrey Board of Education

Emergency Class Cancellations

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Visit the PSST website at www.psst-bc.ca

Partners36 scholarship program

The Surrey School District is pleased to offer a number of scholarship and bursary opportunities to its graduates through the Partners36 scholarship program. This program is made possible through the generous contributions of individuals, corporations and community service organizations that view scholarships as an investment in the future of our graduates. The Surrey School District is very grateful for their support.

Students attending a Surrey School District secondary school or learning centre are eligible. The application deadline for the Partners36 scholarship program is on or before April 15 of the current school year. Completed applications should be submitted to the scholarship contact in your school.

Application forms and details about the Partners36 scholarship program are available online at: www.sd36.bc.ca/scholarships

Provincial scholarships and awards

In addition to the district scholarships, Grade 12 students entering post-secondary institutions may be eligible for scholarships, bursaries and awards made available through the provincial government. This financial assistance typically comes from private donors, foundations, industries, associations, organizations and government agencies.

Information about provincial scholarships is available on the Ministry of Education website: www.bced.gov.bc.ca/awards

Other scholarship opportunities

There are many other opportunities to access financial assistance for post-secondary education. The Surrey School District website provides web links to some at: www.sd36.bc.ca/scholarships

Also, students should consult with school career counselors for additional opportunities and information.

SURREY DISTRICT SECONDARY SCHOOL PLANNER - Cont'd

Student Transcripts

What is a transcript?

A transcript is the official document that indicates:

- Successfully completion of Grade 11 and Grade 12 courses.
- Course achievement levels (with the exception of I, F & W).
- Program participation (e.g. Career Preparation).
- Whether a student has completed graduation requirements.
- Honours standing, if the student has a Grade Point Average (GPA) greater than 3.0 (a better than B average).

When are transcripts sent to students?

The Ministry of Education sends transcripts to all Grade 12 students at the end of July, regardless of graduation status. Schools also receive an official printed or electronic copy.

Transcript responsibilities of the Surrey School District

Even though the ministry provides a transcript service, schools are the official holders of student records. Copies of ministry produced transcripts must be maintained by the school district for 55 years after a student graduates (or normally would have graduated) as a part of the students' Permanent Record. Schools or the district may issue transcripts upon request, and they have the authority to correct errors and omissions.

Obtaining copies of a transcript or permanent record card

- Students who are still in Grade 12 may obtain copies of their transcript from their school.
- Former students who graduated in the last five years can obtain copies from the school they graduated from.
- Former students who graduated more than five years ago should contact the Surrey School District's Records Centre at 604-590-9450.

The service fee is \$5 for the first official copy and \$3 for each copy after that. Payment should be in the form of cash, certified cheque, money order or bank draft made payable to the Surrey School District. GST is included in the fee.

All requests must include the student's full legal name (maiden name if applicable), birth date, the last school registered at, authorization and current contact information. All copies are officially certified and sealed.

Student Resources

The Surrey School District website provides great resources for students on a variety of topics. Find your school website, get help with your homework, research your career options, look up scholarship opportunities and more. There are many links to some of the most requested student information, including:

- Summer school registration
- Homework assistance:
 - Online databases
 - Online tutoring
 - Virtual Reference Desk
 - and others...
- District programs:
 - Career education
 - Continuing education
 - Surrey Connect/online learning
- Post-Secondary Planning
 - Education planner
 - Financial aid
 - Post-secondary institutions in B.C.
 - Scholarship opportunities
- Graduation
 - B.C. Graduation Program
 - Graduation portfolio information
 - Provincial exam support/information
 - Career information

Visit www.sd36.bc.ca/student

Time management

You can study, do homework and still fit extra activities and social occasions.

Managing your school day:

- Record homework tasks in your agenda the day they are assigned and include the due date.
- Write down tests and long-term projects (e.g. essays) on the day they're due *and* on the day they're assigned. A reminder in between is also a good idea.
- Record upcoming events you plan to attend.
- Plan long-term assignments and projects by recording details if they need to be broken into smaller parts.

After class:

- List and number work in order of priority.
- Commit yourself to a schedule and stick to it.
- Schedule your time in half-hour blocks. Plan to spend more time on the subjects which require improvement.
- Set aside time for review two to three days before a test.
- Remember to schedule time to work on long-term projects.
- Take time for review returned assignments and tests.
- Transfer all unfinished tasks to a future date.
- Check-off all assignments that you have completed.
- Review your weekly schedule regularly and adjust if needed.

Managing your tasks:

- Prepare a schedule that tracks study time, as well as regular commitments and leisure time.
- Regularly check your time use: set priorities for your work.
- Adjust your schedule until it is right for a particular semester or school year. Unrealistic goals will only discourage you.
- Divide lengthy or difficult assignments into short, manageable units.

On managing home study and reviewing:

- Nightly review: The day you get the information, spend five to ten minutes on each subject and another five to ten minutes reviewing the previous day's material
- Weekly Review: Select one day of the week for each subject, 15-20 minute review of the week's work.

Keeping our schools safe

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- demonstrate commitment to learning by coming to school prepared to learn and by contributing to a positive, orderly, peaceful environment
- practice academic honesty and personal integrity by not participating in or encouraging plagiarism, cheating, theft of evaluation instruments, use of unauthorized aids, or false representation of identity.