



SUN WEST
SCHOOL DIVISION

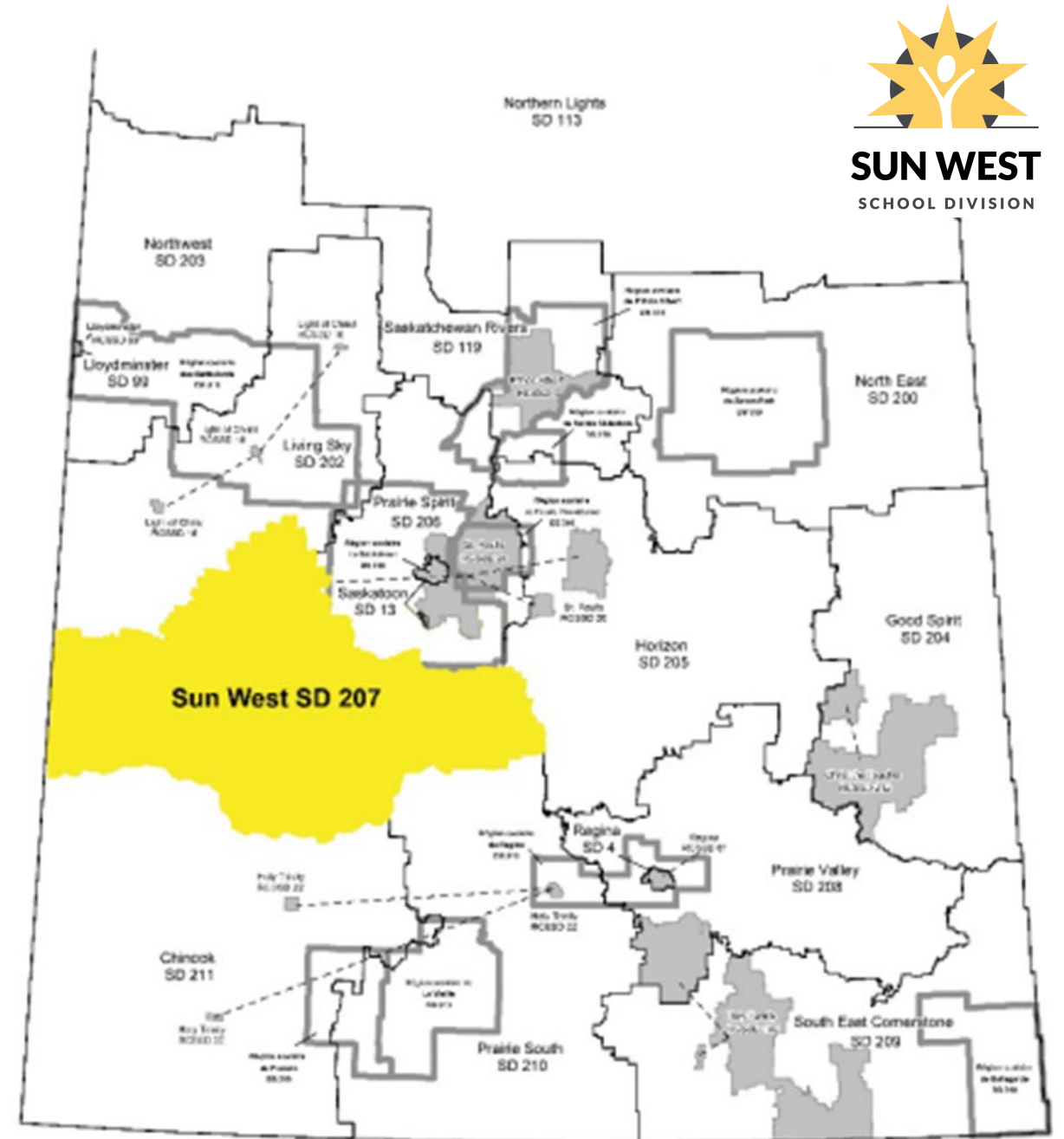
*A Commitment to
Creating
Connections*

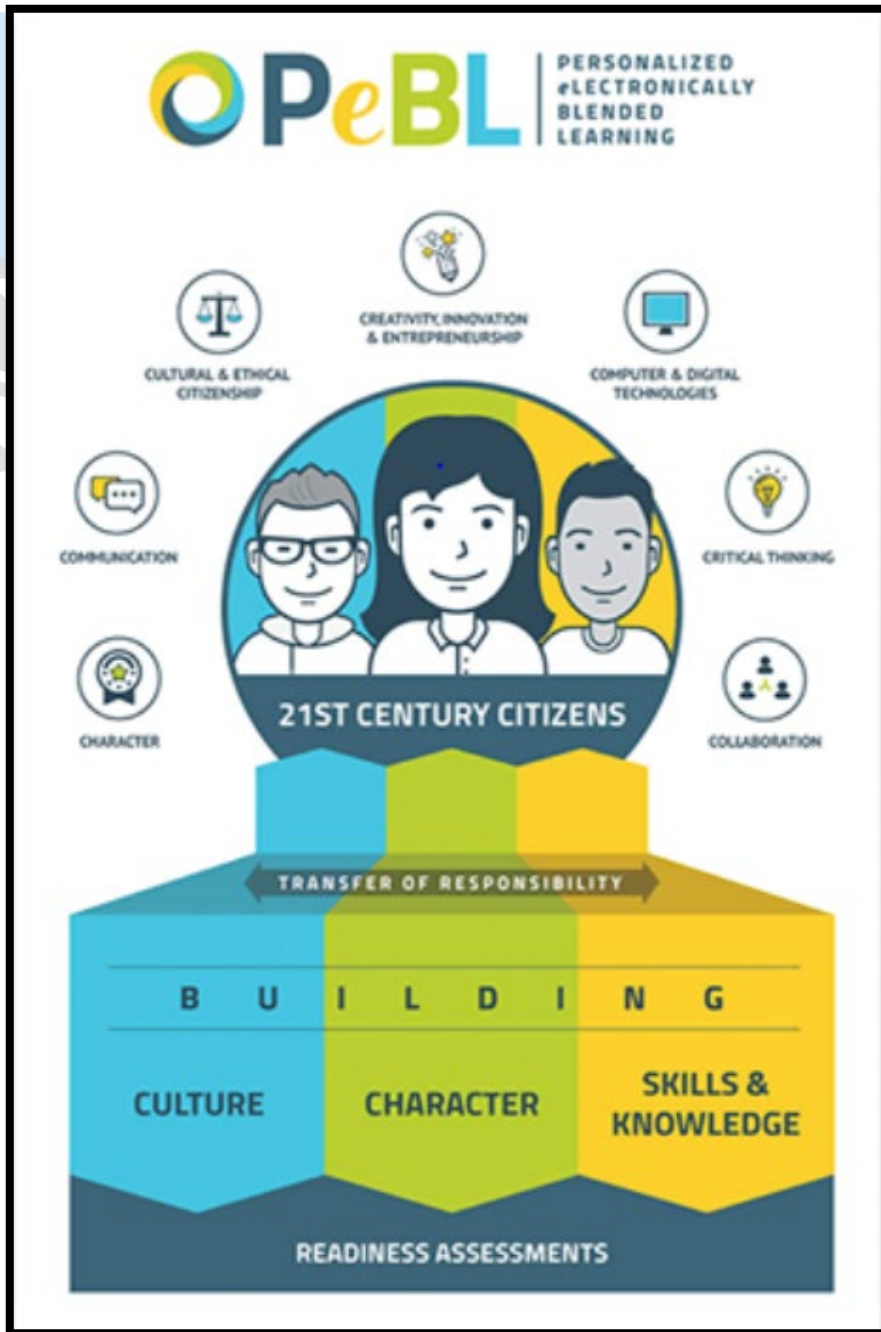
*Vicki Moore
Director of Education*



Sun West School Division

- 31,220 square kilometres
- 41 Schools: 23 Public and 18 Hutterian
- 397 Teachers
- 400 Support Staff
- 4,600 Students
- 103 Bus Routes





- Recognize the distinct learning styles, interests, aspirations and cultural backgrounds of the **individual student**.
- Give students voice and choice in making decisions about their learning.

Sun West School Division

2023 – 2026 Education Plan



Achievement

This priority area focuses on improving students' knowledge and skills for future learning, life and participation in society.

Students will be inspired to reach their potential by their learning experiences and opportunities.



Engagement

This priority focuses on improving engagement and motivation by personalizing learning environments and instruction.

Students will be empowered through attaining 21st century competencies and deepened relationships among parents, school and community.



Well-being

This priority area focuses on providing an inclusive and safe learning environment that fosters well-being through mental health and emotional wellness capacity building.

Students will feel valued, supported and a sense of belonging.

Sun West School Division is committed to providing learning environments and opportunities where students are learning what they need for the future, feel safe and supported, and have a sense of value and belonging.

This will be achieved by three key priority areas:

Achievement, Engagement, and Well-being



SUN WEST
SCHOOL DIVISION

Success for all

Vision:
Success For All

Mission:
Learning Together

Guiding Values: Accountability ~ Respect ~ Collaboration ~ Lifelong Learning ~ Leadership

Priority Area Actions

Achievement

- Implement evidence-based assessment practices that guide and strengthen responsive instruction and personalized learning opportunities.
- Continue to focus on student mastery of foundational literacy and math outcomes.
- Actualize the goals of Inspiring Success: PreK -12 First Nations and Metis Education Policy Framework.

Engagement

- Enhance connections and engagement with parents/caregivers and communities.
- Support personalized pathways to graduation.
- Support the growth of School Community Councils (SCC).
- Enhance engagement and understanding of diverse perspectives.

Well-being

- Maintain sustained focus and attention on mental health and well-being for all Sun West students and staff.
- Enhance mental health literacy among staff, students, and parents/caregivers.
- Introduce, provide education, and implement trauma sensitive practices.

We Provide Innovative and 21st Century Learning Environments Through Personalized electronically Blended Learning (PeBL) Education Philosophy

Engagement

- Enhance connections and engagement with parents/caregivers and communities.
- Support personalized pathways to graduation.
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The Journey



Beginnings



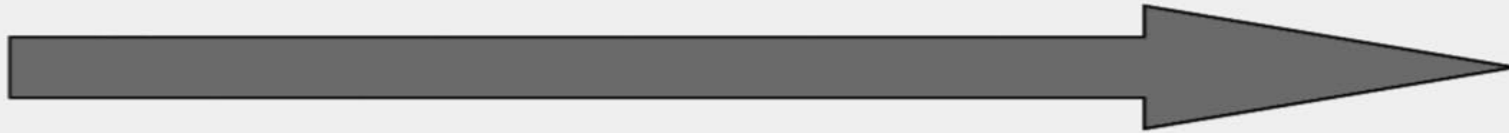
- Oversee the mentorship program for new teachers
- Oversee the candidate selection process in non-colony schools
- Oversee the support system for SCC's
- Lead a renewed process on developing parent engagement for the division
- Oversee the celebration of learning within the Sun West School Division and focusing these efforts on the production of positive PR for the division
- Responsible for keeping the Teacher Professional Practice Handbook updated
- Liaison for Dinsmore, Beechy, Kyle, Elrose, D'Arcy, Walter Aseltine and BCS2000 schools



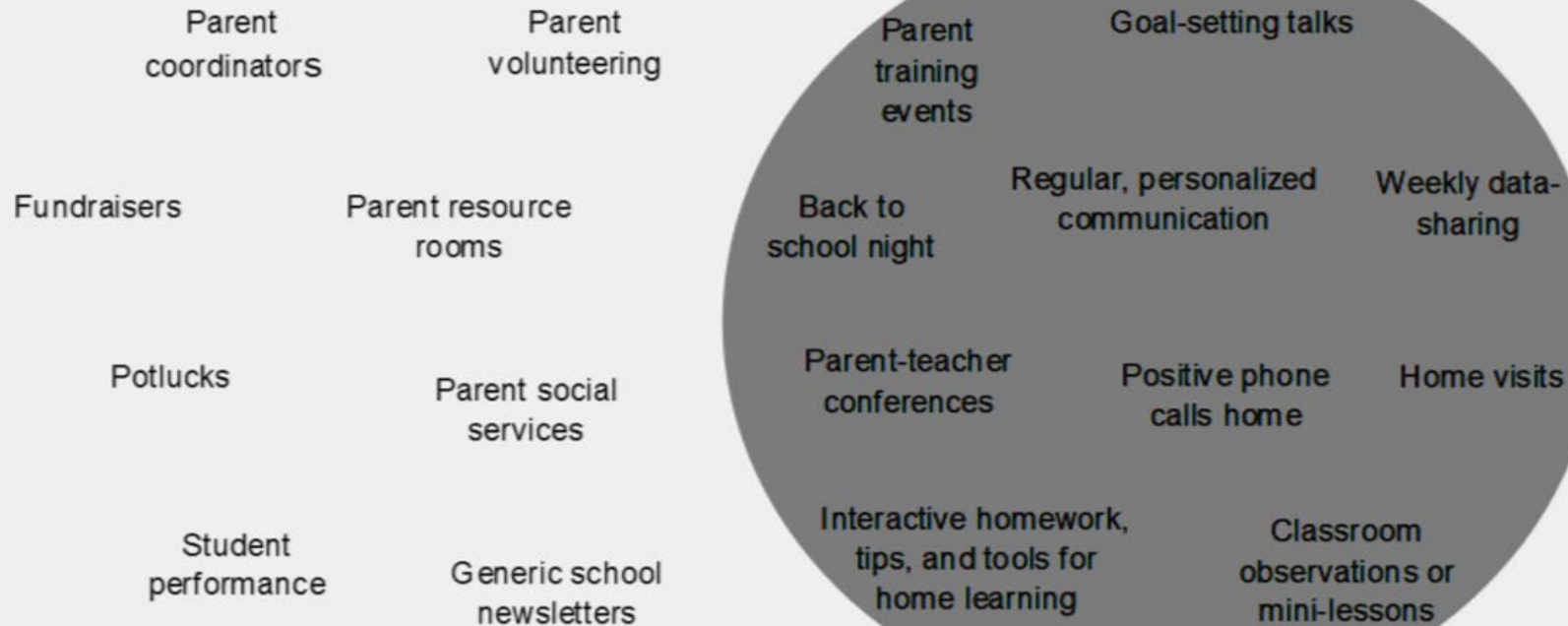
You Don't Know
What You Don't
Know

APPLYING RESEARCH TO PRACTICE: EFFECTIVE PRACTICES IN FAMILY ENGAGEMENT

Lower impact on student achievement



Higher impact on student achievement



Source: Webinar Series: *Achieving Excellence and Innovation in Family, School, and Community Engagement*, Webinar #5, Feb.2011. Harvard Family Research Project



Building a Foundation of
Knowledge

First Leg

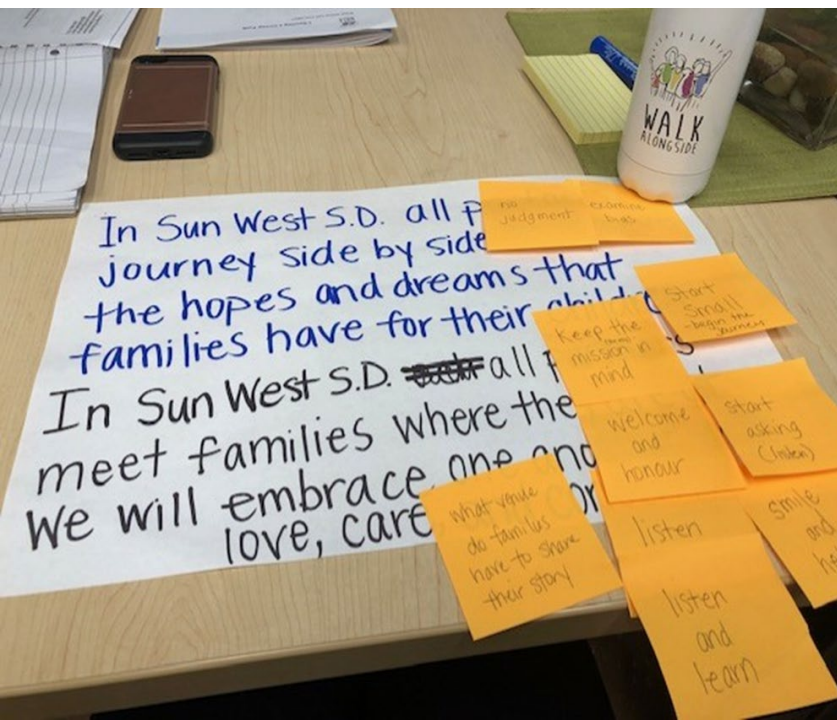
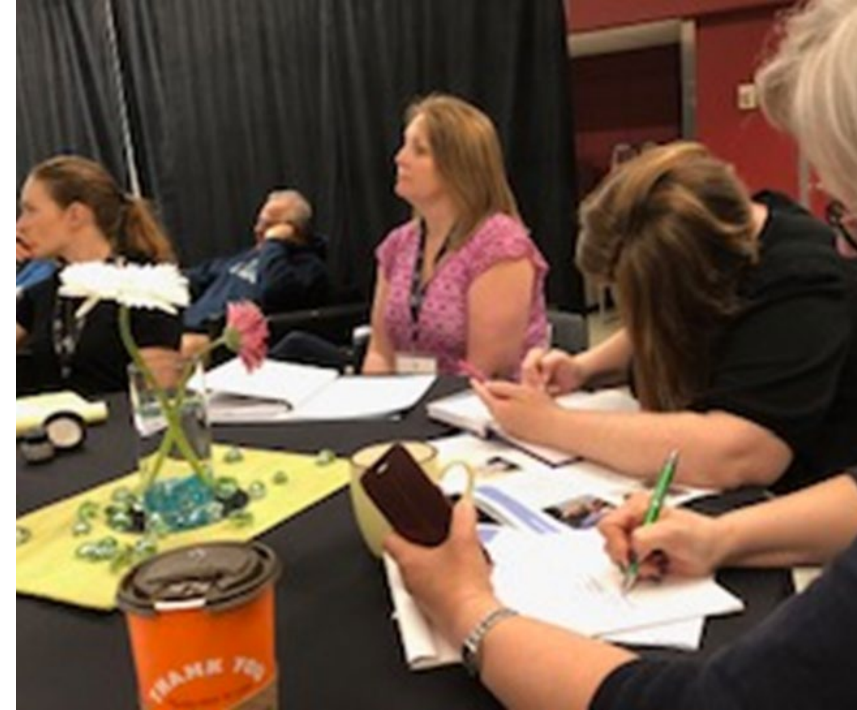
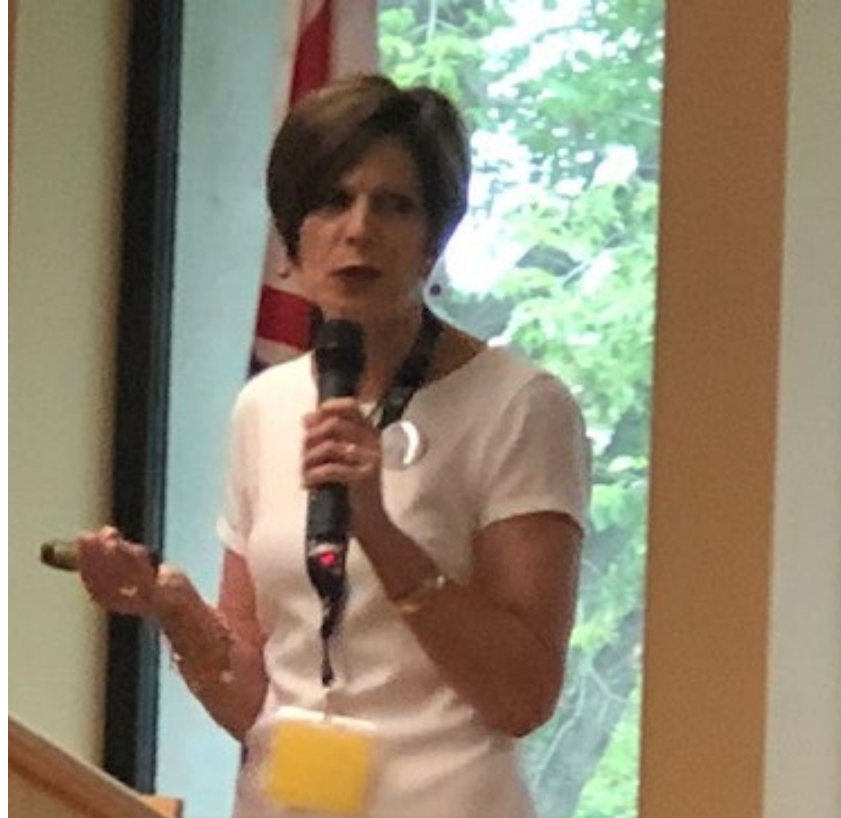
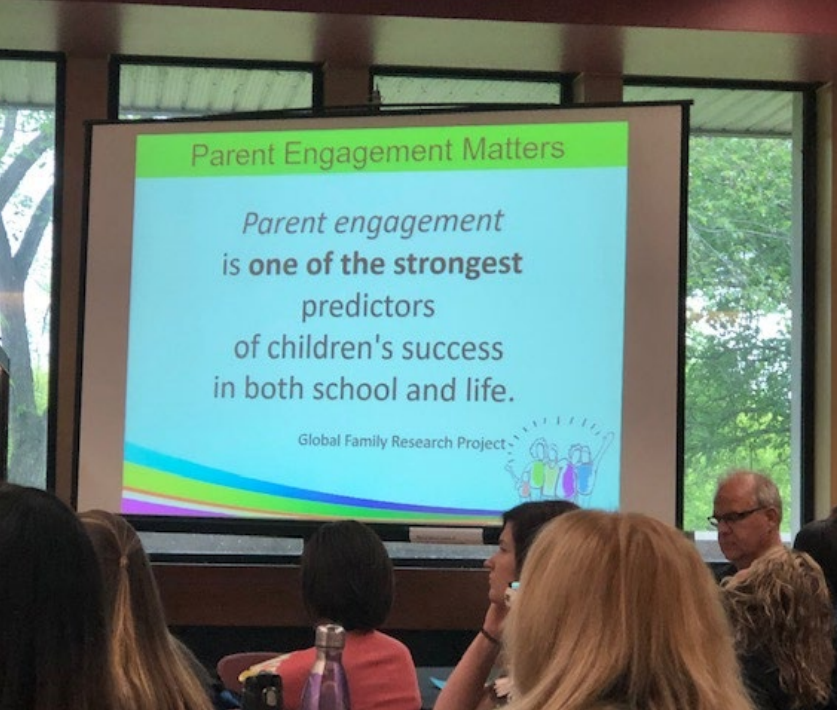


Engagement Circle

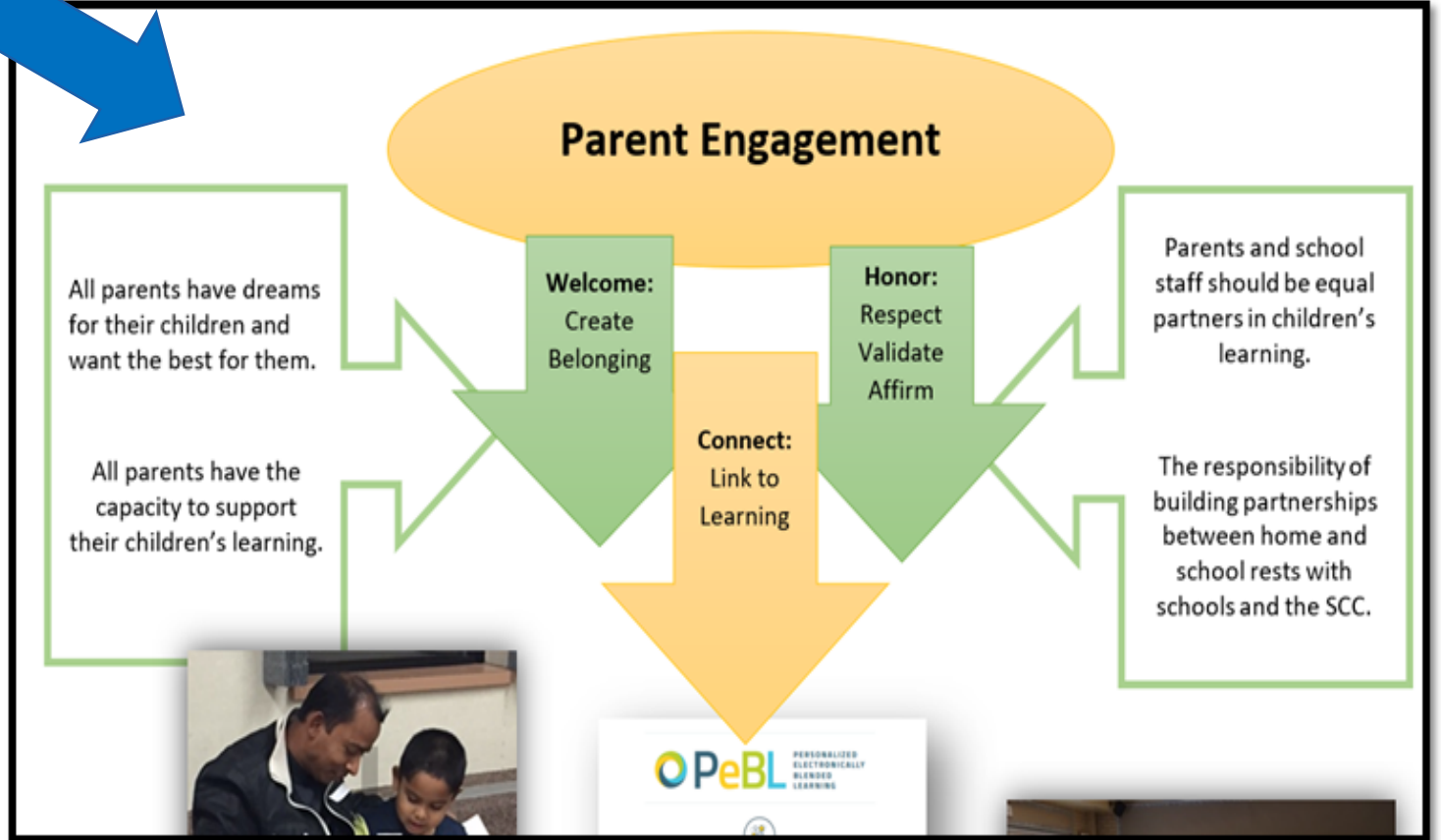
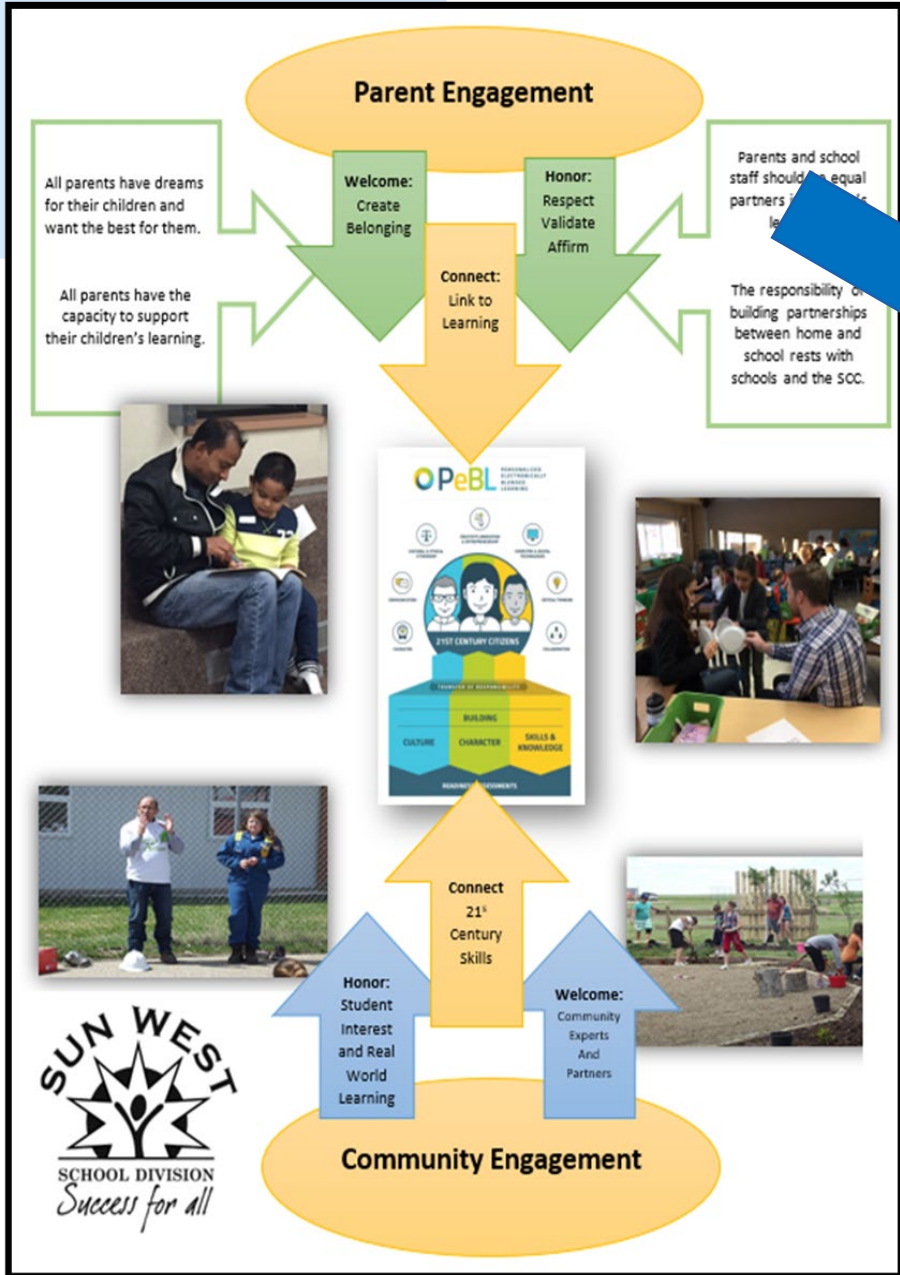
- 5 SCC Members
- School Principal
- 2 Classroom Teachers
- Career & Work Exploration Teacher
- Learning Consultant
- Superintendent

To stimulate the building of authentic and respectful connections among the school, the family and the community to ensure success for all.





The Vision...



Bringing Others Along





- Schools aren't always knowledgeable in how to encourage parent engagement.
- Parents don't always know how to ask.
- Some parents can't ask.

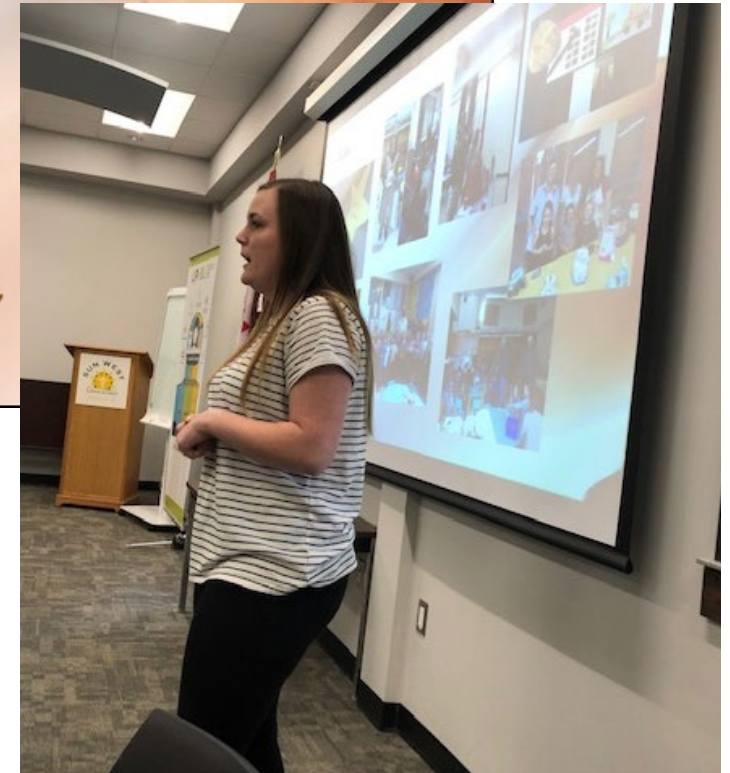
Building Capacity



Engaging Our Families as Full Partners in Student Learning

iLearn 2018

Karen Itterman, Amber Thompson, Carly Gilchrist, Jessica Wall, and Vicki Moore



Parent
Engagement
Resources for
School Use



2a. Creating an Environment of Respect and Rapport

SUN WEST SCHOOL DIVISION
Success for all

Teacher Professional Practice Handbook

CLASSROOM TEACHER PROFESSIONAL PRACTICE SELF-REFLECTION

Key: U - Unsatisfactory B - Basic P - Proficient D - Distinguished

Domain 2: **THE CLASSROOM ENVIRONMENT**

2a. **Creating an Environment of Respect and Rapport**

- I demonstrate mutual respect and trust, and encourage students to be tolerant and respectful of others.
- I recognize and respect students' lives outside school and encourage students to demonstrate their academic, intellectual, etc.
- I create opportunities for student-to-student mentoring.
- I demonstrate fairness.
- I establish firm, consistent, and fair classroom rules and procedures.

	U	B	P	D
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I recognize and respect students' lives outside school and encourage students to demonstrate their academic, intellectual, etc.				
I create opportunities for student-to-student mentoring.				
I demonstrate fairness.				
I establish firm, consistent, and fair classroom rules and procedures.				



- Engages in respectful two-way communication with parents/caregivers.
 - Develops relationships with parents/caregivers and offers opportunities to be meaningfully engaged in their child's learning process.
- | | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |



School Community Councils



The purpose of the School Community Council is to:

- develop shared responsibility for the learning success and well-being of all children and,
- encourage and facilitate parent and community engagement in school planning and improvement processes.

School Community Councils:

- Support student achievement and well-being
- Plan and support activities to increase engagement of families and the community
- Seek input from school community on educational topics and issues
- Provide input to the Board of Education and school principal on educational topics and issues
- Enhance accountability between the school and the school community
- Increase public confidence.

The Role of School Community Councils in Engaging Parents and Community



Dr. Debbie Pushor



Board of Education, SCC Chairs, School-Based Administrators, Senior Leadership



Involvement or Engagement

Come explore and discover what those terms mean and how SCCs can make a difference in engaging ALL families so children can thrive! Members of the Sun West Engagement Circle will speak to the importance of schools, families and communities working together to support student learning and wellness.

Presenters: Pam Sawatzky, Adrienne Urban and Vicki Moore are members of the Sun West Engagement Circle. Pam teaches kindergarten at Westberry Elementary School in Kindersley, Adrienne is the Chairperson for Harris-Tessier Central School, and Vicki is Superintendent of Education and Sun West School Division SCC Representative. Pam has a special interest in family engagement, while Adrienne and Vicki have been exploring ways that communities can become more engaged with their schools. They are all very pleased to share the work of the Engagement Circle group.

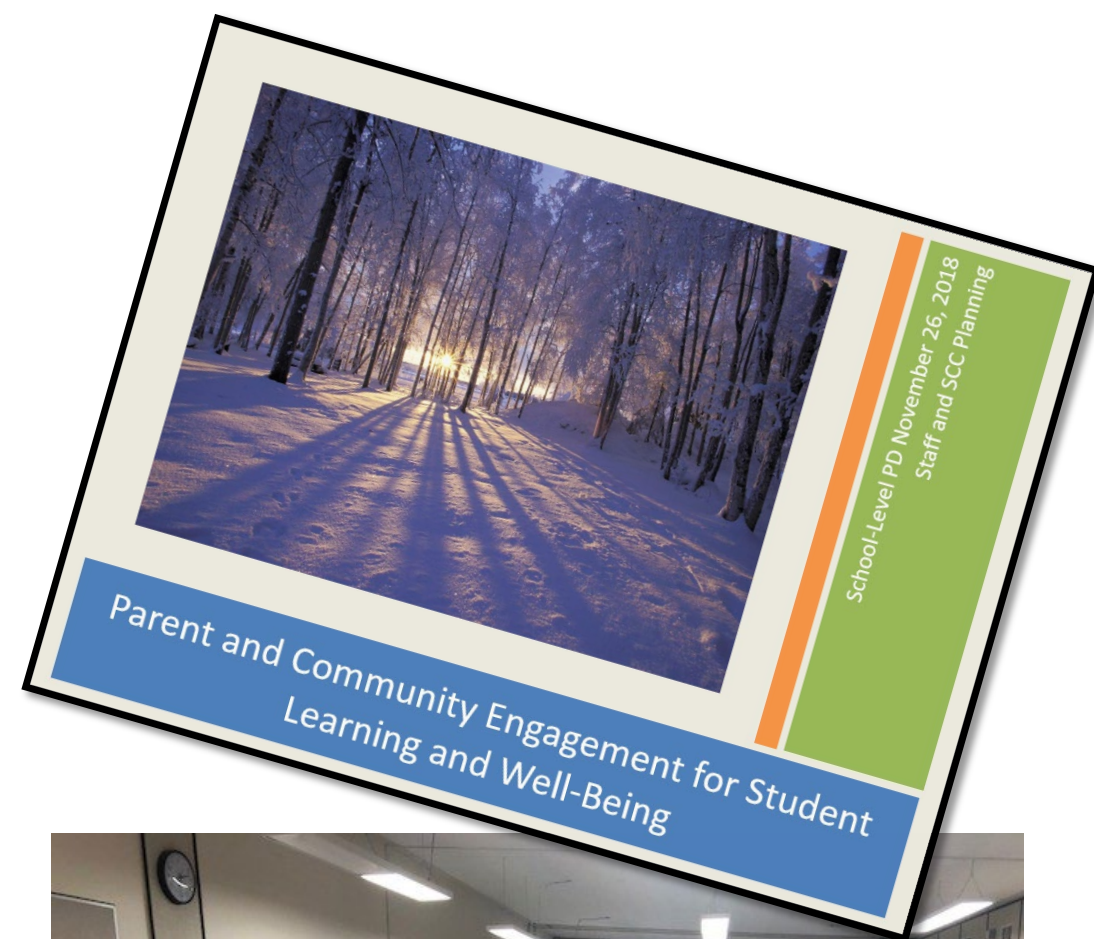


School-Level Workshops: Staff and SCC

What do we believe about the value of parent and community engagement?

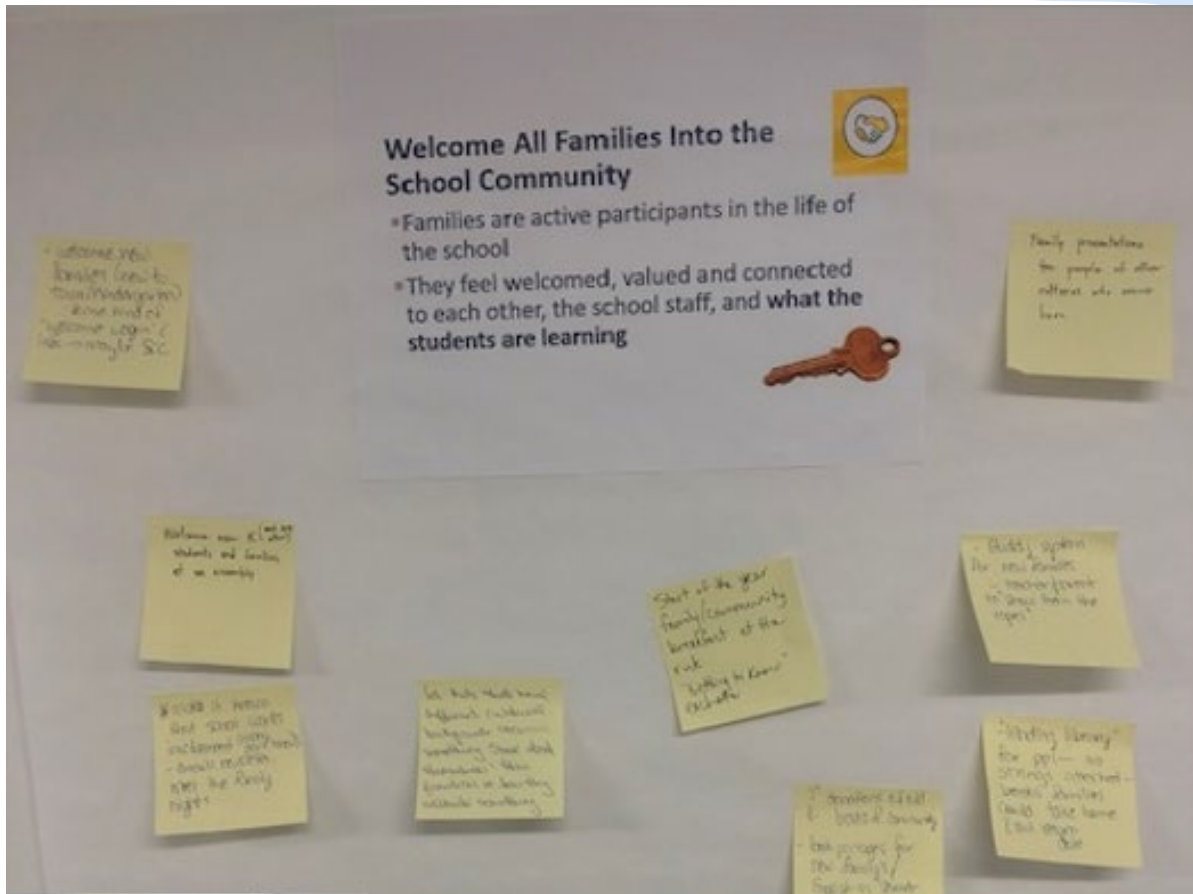
What will be different when our parents and communities are more engaged?

What can we do to help engage more parents and our community?



Vision Statement

- Our vision is a school learning community where partnerships are made with community, families, students and staff to create a space where everyone feels valued and supported to best meet the needs of students.



6 Pillars of Engagement

1. Welcome all families into the school community
2. Communicate effectively
3. Support student success
4. Speak up for every child
5. Share power
6. Collaborate with the community



What it Could Look Like in Our School Family and Community Engagement Ideas

1. Welcoming All Families Into the School Community



Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Some Sun West School Communities said:

- Welcome new families (new to kindergarten or town) with some kind of welcome wagon with information - maybe SCC
- Welcome new K students (and any other) and families at an assembly
- Make it known that school wants involvement (many don't know) through email, newsletter, meet the family nights
- Let kids that have different cultural backgrounds showcase something. Share about themselves, their families and how they celebrate something.
- Start of the year family/community breakfast at the rink. "Getting to know each other."
- Family presentations for people of other culture who move here
- Buddy system for new families - teacher or parent to show them the ropes
- Lending library for people. No strings attached. Books families could take home without worrying about a return date
- Switch Welcome Back BBQ to meet the families. Teachers have outcomes on the walls to start the conversation. Make family trees
- Ask parents the questions such as how can we make you feel welcome
- Community coffee
- Community reading
- Friday morning coffee and read once a month
- Go out to the community to read and do crafts with the elderly, possibly in their homes or organize group visits and activities at the New Horizons
- Homework Help - people come in to help the students not just the teachers
- Community Acts of Kindness - next step their ideas for RAK
- Handwritten notes for Random Acts of Kindness
- Community interviews to see how the school worked back in the day
- Pen-pals with community members or another school community

- Have community members judge school activities: Halloween costumes, ginger bread houses etc.
- Display family pictures of the whole family
- Phone home at the beginning of the school year and send a letter - ask for a families hopes and dreams for their child
- Parents go the classrooms if they need to speak to their children instead of the front office calling the students to the office
- Know the purpose for having "Meet the Family"
- Send positive notes home
- Day planners
- PowerSchool and See-Saw - post questions that engage families to response. Make it a private post directly to families.

This would work, too:

- Ensure that all aspects of the school community reflect, respect, and value the diversity of all your families. Provide many opportunities for them to volunteer by offering them ways to utilize their unique talents.
- Take time to honor parents who contribute to the school, classrooms and their child's education by listening to them and thanking them in various ways on a regular basis. Have students draw pictures or write cards, highlight their names and service at special events, or simply have a different school faculty or staff member personally thank them each month.
- Make it a goal to continuously look for ways to support and communicate with families as well as how to engage them in the student achievement process. Listen to your parents and learn about their interests, likes, and dislikes. This information will give you the input you need to develop creative ways to get them to participate in the planning and implementation of school goals and programs. Not only will they feel welcome, but they will also know that they are a valuable asset to the school.

2. Communicating Effectively



Families and school staff engage in regular, two-way meaningful communication about student learning.

Some Sun West School Communities said:

- "Wing night" "Coffee break" Informal/Formal chats in non-traditional spaces



Strategies developed by schools and SCCs.



Sun West School Division

2020-21 School Community Council
Online Workshop

Wednesday, May 26 ~ 7:00 – 8:30 p.m.



Special Guests

Dr. Debbie Pushor and Dr. Ted Amendt

School Community Councils: Shared Responsibility for Teaching and Learning

Ted Amendt and Debbie Pushor will review the mandate of SCCs in Saskatchewan, and explore the possibilities for enacting this mandate in practice in new or different ways. As an SCC, how might you seek representation of all members within your school community? How might you facilitate processes in which all parents and community members are given voice? How might you contribute to the development and enactment of the school's strategic learning plan? Through your engagement, you have the opportunity to positively impact student success. How will you realize this opportunity?

Following the keynote presentation, SCC members will have the opportunity to join in small groups to share ideas and collaborate through discussion and conversation.

Meeting links will be forwarded to SCC chairs and school principals prior to the workshop.

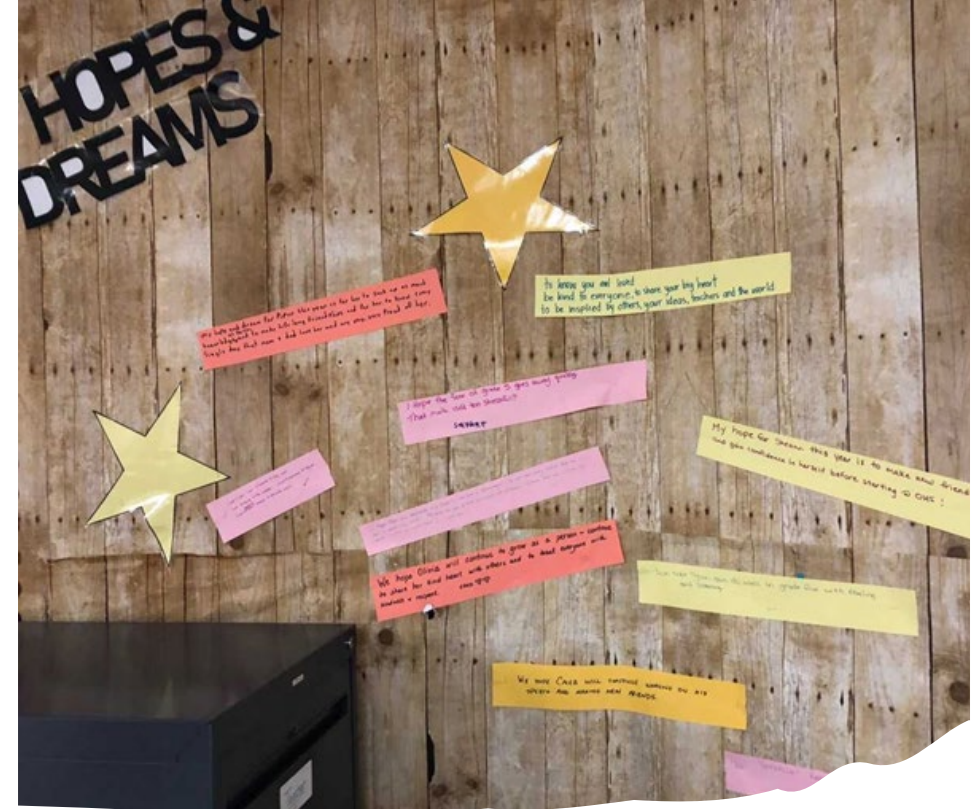
LIVE 1:03:12

The Role of SCCs

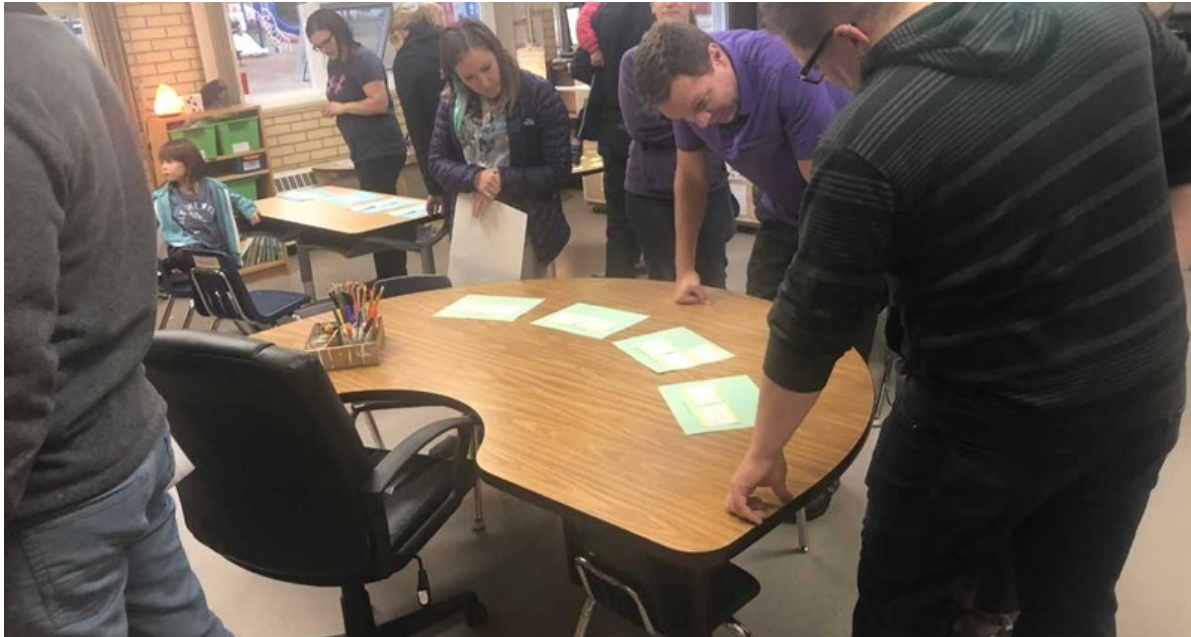
- Invite, invite, invite
- Build a sense of welcoming, hospitality, trust, relationships
- Engage ALL parents
- Differentiate your offerings
- Use a range of group strategies to give everyone voice
- "Ask them"
- Listen and hear

School Community Councils: Shared Responsibility for Teaching and Learning

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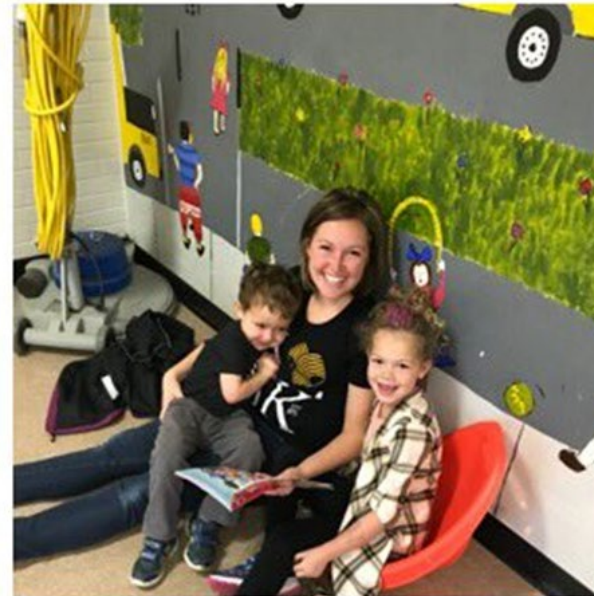


What We Saw...



How do you want to be communicated with? How do you want to know about your child's learning?


We have apps like SeeSaw and Remind, email, text messaging, phone calls home. What works best for you? Is there too much communication? Not enough? Do you prefer a call to a message or the other way around? Just curious about your thoughts on this.





Building A Learner Profile

- ✓ Child's name
- ✓ Picture of yourself
- ✓ Learning Style (Quiz)
- ✓ Personality Type
 - ✓ True Colours (Quiz)
 - ✓ Spirit Animal (Quiz *optional)
- ✓ Expanding on your profile (Reflect)
 - ✓ Strengths and Challenges
 - ✓ Interests and Hobbies
 - ✓ Skills
 - ✓ Self-Regulation Strategies
 - ✓ Considerations on learning environment





**WESTBERRY'S
SIDEWALK
CHALK
STORIES**

1. Watch Westberry staff read "The Sidewalk Rescue"
 2. Use chalk to create you own sidewalk story
 3. Send a picture or video of your family's sidewalk chalk story to scc-westberry@sunwestsd.ca
 4. Come view the Kindersley library's StoryWalk "The Day the Crayons Quit" in Westberry's windows
 5. Use chalk to make your mark on Westberry's sidewalk

Westberry Elementary School SCC



**Westcliffe
Composite School
SCC**



**4 Seasons
of Reconciliation**



EATON SCC PRESENTS A FREE PRESENTATION FOR PARENTS & GUARDIANS ABOUT . . .

CYBER SAFETY

MONDAY, NOVEMBER 27TH
7:00-8:30 PM
EATON SCHOOL



PRESENTER:
SANDI TONER - MENTAL HEALTH & WELL-BEING COORDINATOR FOR SUNWEST SCHOOL DIVISION IN EATON SCHOOL BAND ROOM



Eaton SCC News

ONCE A MONTH, WE PROVIDE A HEALTHY SNACK TO ALL OF THE STAFF & STUDENTS. A SCHOOL FAVOURITE IS SMOOTHIE DAY!

GREAT JOB TEACHERS FOR HOSTING TRI CONFERENCES IN OCTOBER!

BIG, BIG THANKS TO THE FOLLOWING HEALTHY SNACK SPONSORS!

WE ARE COMMITTED TO ENGAGING FAMILIES & COMMUNITY MEMBERS IN OUR SCHOOL.

WE ARE PROUD TO ANNOUNCE A NEW SCC EVENT, "COFFEE TALK" COMING UP IN THE NEW YEAR!

UPCOMING EVENTS

- NOVEMBER 9TH: REMEMBRANCE DAY SERVICE
- DECEMBER 20TH: EATON CHRISTMAS CONCERT

- September: Nutrien
- October: Craig & Shannon Bews
- November: Decisive
- December: J & T Hennes Farms
- January: Secure Energy
- February: Somerville Farms
- March: Studio 117
- April: W & K Stevens Farms
- May: Eatonia Agencies
- June: PCCU
- Other: Leader Pharmacy, Moosiman Farms, Eatonia Lions, Mantario Lions, D & A Guidinger Farms

CONGRATULATIONS TO THE DUDLEY FAMILY! THEY WON A MCDONALDS GIFTCARD AND A BAG FULL OF HALLOWEEN GOODIES!!

IT'S A SCC HALLOWEEN

SCAVENGER HUNT

LOOK FOR LETTERS HIDDEN IN WEBS AROUND TOWN TO UNSCRAMBLE THE MESSAGE!

(HUNT BEGINS OCT. 25TH!)

Building on Momentum



Engaging Parents as Educational Partners

"Fifty years of research attests to the fact that when parents are engaged in their children's teaching and learning, children are more successful, both academically and socially."

-Dr. Karen Mapp, 2013



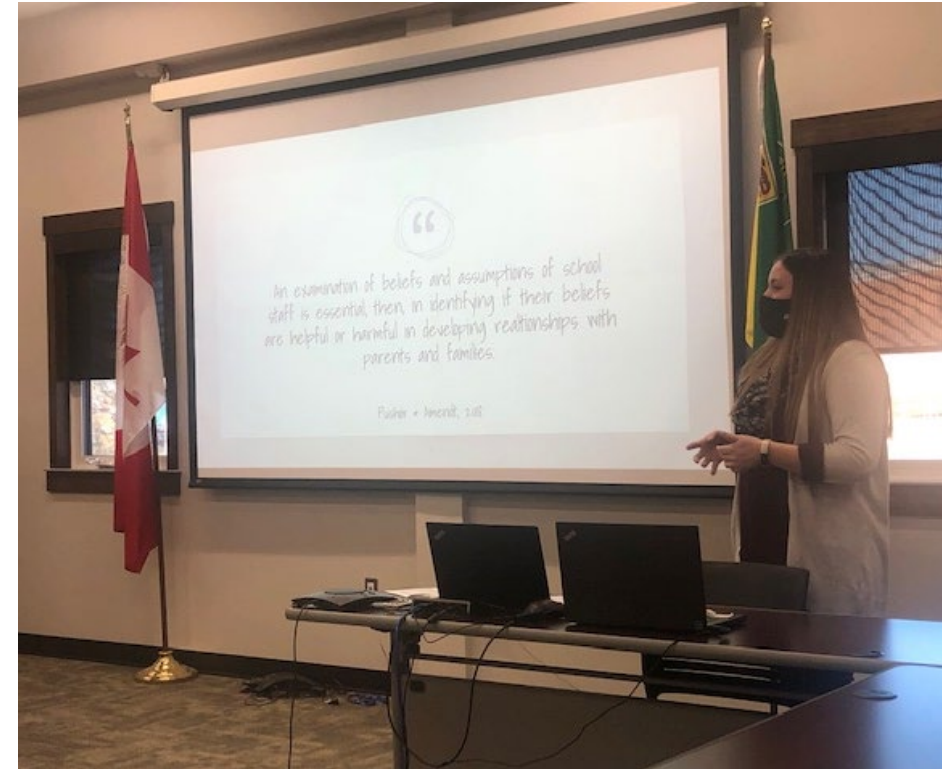
Jessica Wall
Engagement Coach

- Explore the foundations of parent engagement
- Celebrate the work your SCC and community are already doing and discover new strategies to engage parents
- Discuss school goals and create a plan to engage parents in the process

Interested in connecting?

✉ jessica.wall@sunwestsd.ca

☎ 306-292-7226



Parent Engagement Coach

Role of Engagement Coach

- Share foundational teachings around parent engagement
- Offer strategies
- Celebrate work already happening and reimagine practices to engage families
- Find connections already built into Sun West framework
- Work with SCCs on foundational teaching and creating space for high impact opportunities



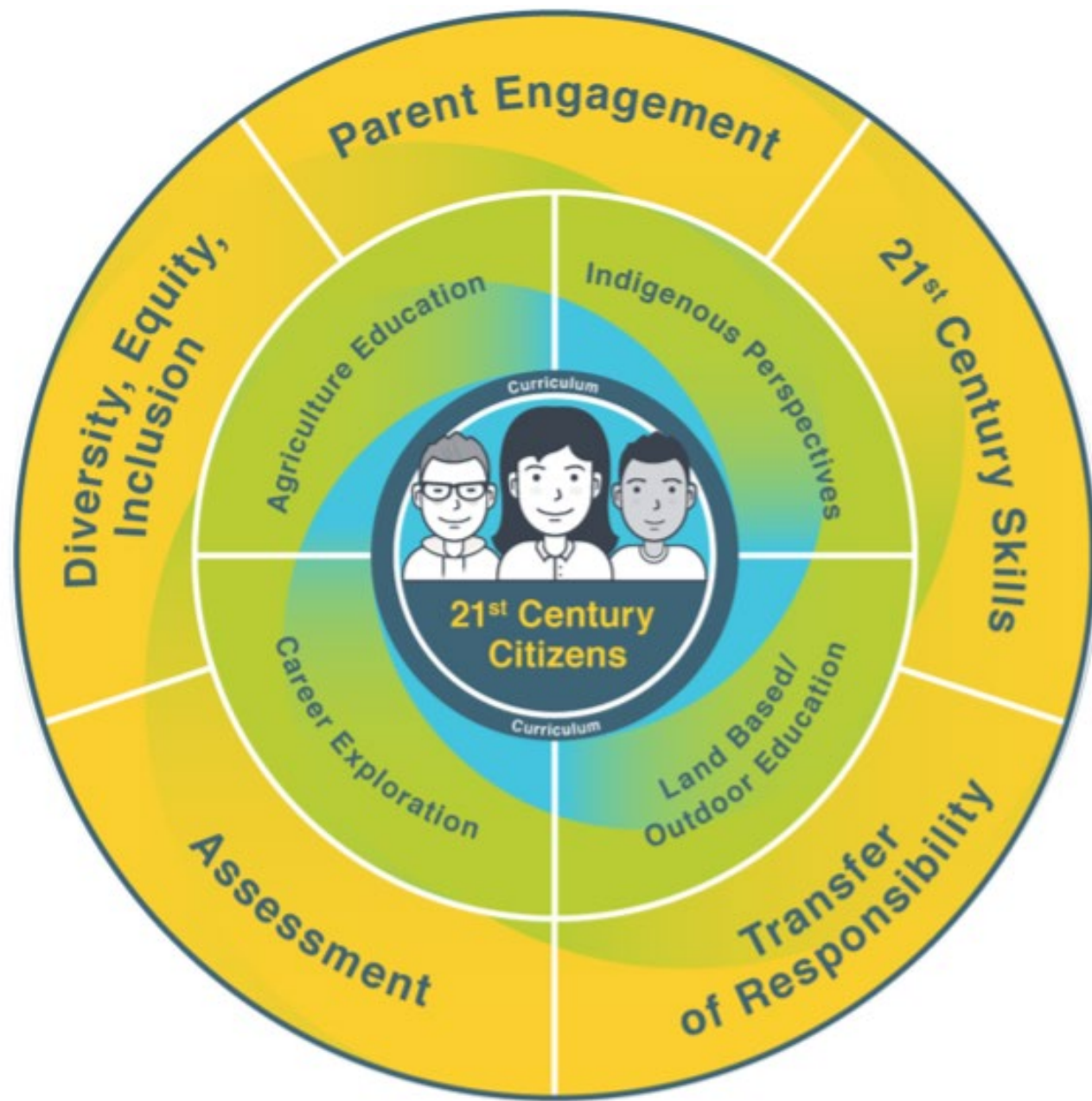
Without restricting the generality of the preceding statement, the Learning Consultant shall perform the following functions:

Duties and Responsibilities

1. Possess in depth understanding and knowledge of Saskatchewan curriculum, including instructional strategies and assessment best practices.
2. Support PeBL implementation and growth in the Division.
3. Provide leadership and support for all provincial and school division curriculum initiatives in their implementation and actualization.
4. Provide leadership and support for early years instruction and learning.
5. Provide support in effective parent engagement best practices.
6. Work as a team member planning professional development for the school division.
7. Be a team member in the development and delivery of program support for beginning teachers.
8. Provide curricular and instructional support to staff through in-class modeling, co-teaching, and peer coaching.
9. Support the integration of Indigenous perspectives into curriculum and engagement.
10. Work with school-based administrators and teachers to provide support and leadership in the area of assessment and data literacy.
11. Identify student skills and abilities through data interpretation from provincial and division administered assessments.
12. Work as a team member to provide integrated support in collaboration with other consultants.

Lay of the Land





REORDER Rubric (School)



Sun West School Division
 Box 700, Rosetown, Sask., S0L 2V0
 Phone: (306) 882-2677 Fax: (306) 882-3366
 Toll Free: 1(866) 375-2677, www.sunwestsd.ca

Reference	AP 110 Learning Improvement
Revised	October 8, 2021
Level	Division
Submit to	Completed at the School Level
When	As Required



Relationships

We are all mentors.

Consider This While Planning....

Relationships may need to change for the PeBL goal to be achieved. This includes changes to the relationship between teachers and learners, the relationships between learners and the community, and the relationships between the school and the local community.

Division Priorities

1. Mentorship of Staff
2. Mentorship of Students
3. Mentorship of Staff-Student
4. Global/Community Student Mentorship

Where appropriate, please consider the following:

Level 4 Parents/Guardians are partners, Level 3 Parents/Guardians are involved, Level 2 Parents/Guardians are informed or invited to participate

Focus Areas	Level 4	Level 3	Level 2	Level 1
Learners (staff and students) build and utilize learner profiles.	<ul style="list-style-type: none"> Teachers empower students to self-direct their learning with their classmates. Teachers empower students to self assess their learning based on their learner profile. Teachers have effectively built learner profiles with their students. Teachers use feedback from students to help determine learning activities. Students competently understand how to use learner profile to support their learning. Parents/caregivers partner with school in the creation of learner profiles for all. 	<ul style="list-style-type: none"> Teachers have built learner profiles with their students. Teachers consistently use learner profiles to inform, support & organize learning activities. Students know how to use learner profiles to support their learning. Parents/caregivers contribute to the development of learner profiles. 	<ul style="list-style-type: none"> Teachers have built or are building learner profiles with students. Learner profile information is not consistently used to inform learning activities. Group work is happening but use of student learner 	<ul style="list-style-type: none"> Learner profiles are incomplete or are in progress. <p>Are there supports you need to help complete learner profiles?</p>
Have a staff/student mentorship plan where students have an adult advocate in the school assigned to them.	<ul style="list-style-type: none"> Students regularly check in with their adult advocates to share their needs, progress, and successes. Students choose the advocacy group that meets their needs and goals. Mentorship relationships are guided by both teachers and students. School schedule reflects mentorship time. 	<ul style="list-style-type: none"> There is a mentorship plan in place where all students have an adult advocate in the school. Adult advocates regularly check in with the students to assess their needs and progress. 		
Opportunities for student-to-	<ul style="list-style-type: none"> There are meaningful opportunities for student – to – 	<ul style="list-style-type: none"> There are many opportunities for student – to – 		
Opportunities for global/community members to mentor students in and out of the school exist.	<ul style="list-style-type: none"> There are engaging and meaningful opportunities for global and community mentorship. Mentorships may be school, student or community initiated. 	<ul style="list-style-type: none"> The school has ongoing communication with the community regarding mentorship opportunities. Several opportunities for mentorship between students and community members exist. Mentorship is school or teacher initiated. 		

Parents/caregivers partner with school in the creation of learner profiles for all.





Parent Engagement Update



PARENT-TEACHER HOME VISITS INITIATIVE – Final Report

SASKATCHEWAN School Boards ASSOCIATION

Parent Teacher Home Visits Initiative Final Report

James McIninch, PhD
August 2022



Sun West School Division
School Community Council Chairperson Online Meeting
February 8, 2022

Agenda

- 7:00 - 7:15 Greetings and Agenda
 - Welcome from the Sun West School Division Board of Education: John Collins
 - Welcome from Sun West School Division Director of Education: Randy Emmerson
- 7:15 - 7:35 Engagement
 - Parent Engagement and School Community Councils – Jessica Wall
- 7:45 Well-Being
 - Saskatchewan Alliance for Youth and Community Well-being – Vicki Moore
- 8:05 – 8:30 Achievement
 - School Learning Improvement Planning – Vicki Moore

Agenda

- Land Acknowledgement and Introductions – Vicki Moore, Director of Education
- Greetings from Board Chair – John Collins, Chair of the Sun West Board of Education
- Greetings from the Director – Vicki Moore
- Video Presentation: "You're putting back a little boom boom in my heart."
- Personalized Goals in Sun West School Division – Kelli Boklaschuk, Superintendent of Education
- Grade Alike Planning (GAP) – Sandra Lutz, Shauna George, Jena-Lea Bang, Sun West GAP teachers
- Parent Teacher Home Visit Project – Pam Sawatzky and Jessica Wall, Sun West teachers
- Mental Health and Wellness in Sun West – Meaghan Friedrich, Supervisor of Student Support Services and Arlene Low, Sun West Principal
- PowerPlay – Correne McJannet Sun West Learning Consultant
- SCC Celebrations – Videos from Angela Sparks, Sun West Vice-Principal and Kaitlyn Gibbons, Vice-Principal of Westberry Elementary School

Breakout session choices

(choose two sessions that evening)

Newcomer Families and SCCs

Our communities have become wonderfully diverse over the past years. This session will share understandings from a newcomer perspective, and help School Community Councils consider ways to support schools and newcomer families in your community.

Teams for SCCs

Technology Coaches Doug Klassen and Terry Epp will be available to get SCC members set up on their SCC teams. Make sure your school team is created before this session!

Parent Engagement and SCCs

How can your SCC support school activities and be truly engaged in student learning? Join Jessica Wall to discuss ways you can increase your impact in your school.

*Parent Teacher
Home Visit
Initiative*



Relational Home Visits

Parent Teacher Home Visits Initiative Final Report

James McNinch, PhD
August 2022

Relational Home Visits

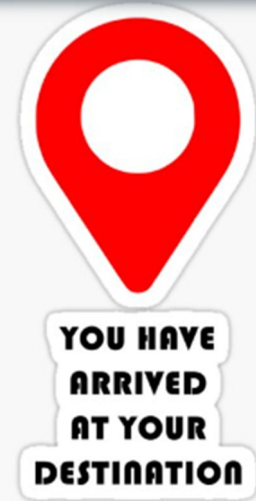


Number of Schools	Number of Participating Staff	Number of Participating Families	Number of Visits (1 st /2 nd)
2	19	46	67 (46/21)

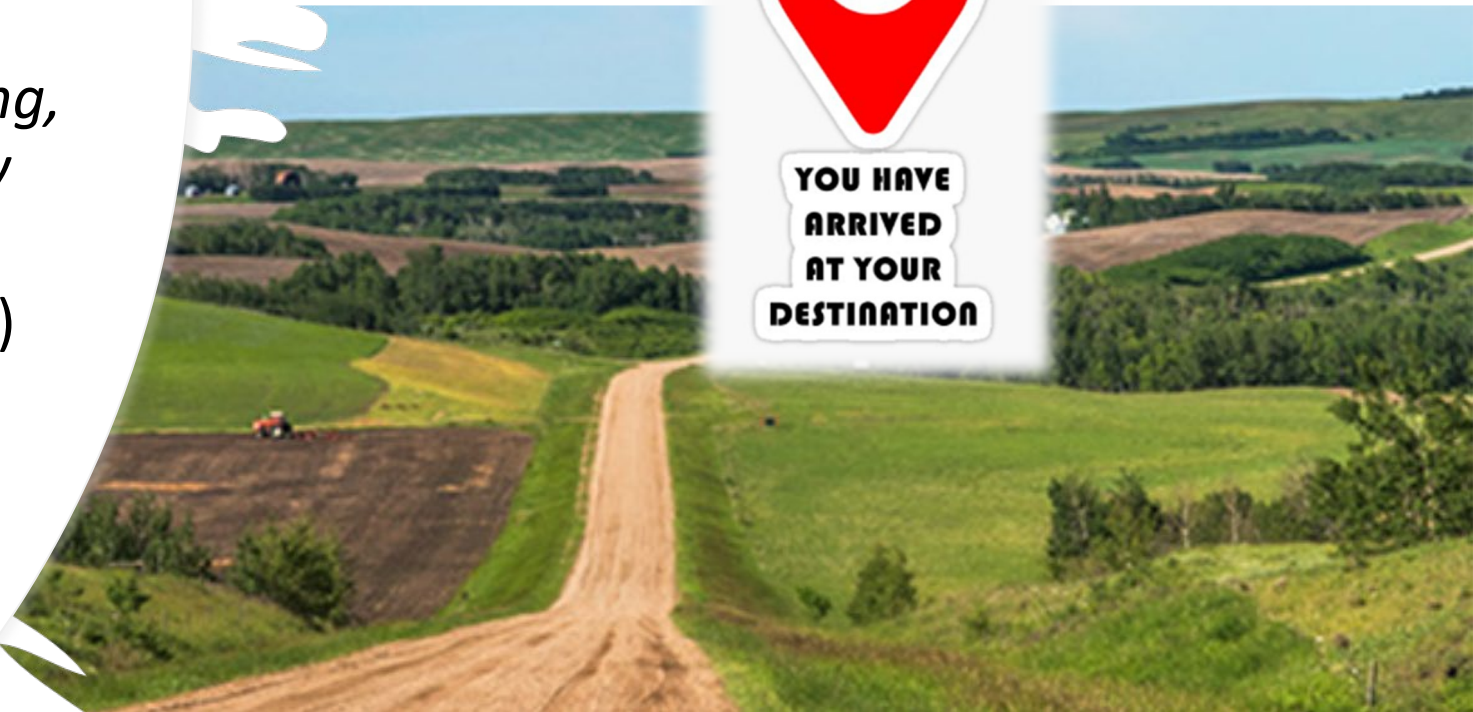
Final Destination

The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

- Henderson, Anne T. & Mapp, K. (2002)



**YOU HAVE
ARRIVED
AT YOUR
DESTINATION**





*Thank you for allowing me to
share our division's ongoing
journey to authentic and
meaningful parent
engagement!*