

WELCOME TO SUN WEST SCHOOL DIVISION



A GUIDE FOR SCHOOL COMMUNITY COUNCILS




SUN WEST
SCHOOL DIVISION

Success for all

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Kenaston student Jaxon Powder who participated in work placements through the Career/Work Experience (CWEX) program and won a Saskatchewan Youth Apprenticeship Scholarship.



Members of the Sun West Board of Education (left to right) Sue Lytle, Cathy Morrow, Michelle Brummund, John Collins, Cara Nisbet, Michele Whitfield, Scott Sander, Ruth Griffith and Karen Itterman.

A Message from the Board of Education

We want to thank all SCC members for their incredible dedication to student learning and building community. This guide was created in the hope it will help you in your amazing work.

Sun West's Educational Plan has three priority areas that are crucial to student success within and beyond the classroom: achievement, engagement and well-being. SCCs create partnerships that improve student learning and build community in all three of these areas.

SCCs are also the voice of communities in local education. You provide parents and the community with opportunities to initiate, support and build programs

that enhance learning and student well-being.

As Board members, we attend SCC meetings as often as we can as we want to collaborate with you. As well, the Division invites SCC members to professional development opportunities. We hope to see you at some of these events so we can learn together as we all work for success for all.

Thank you for everything you do that you do!

The Sun West School Division Board of Education

SCHOOLS

Beechy Colony School
Beechy School
Big Rose Colony School
Biggar Central School 2000
Cherry Grove School, Loreburn Colony
Clear Spring Colony School
Cleland School, Rosetown Colony
D'Arcy School
Davidson School
Dinsmore Colony School
Dinsmore Composite School
Eaton School, Eatonia
Eatonia Colony School
Elizabeth Middle School, Kindersley
Elrose Composite School
Eston Composite School
Glidden Colony School
Goldenview Colony School
Harris-Tessier Central School
Kenaston School
Kindersley Composite School
Kyle Colony School
Kyle Composite School
Loreburn Central School
Lucky Lake School
Matador Colony School
McGee Colony School
Milden Colony School
North West Central School, Plenty
Outlook Elementary School
Outlook High School
Praeland School, Sovereign Colony
Rosetown Central High School
Rossville School, Coleville
Smiley Colony School
Springfield Colony School
Springwater Colony School
Sun West Distance Learning Centre, Kenaston
Valley Centre Colony School
Walter Aseltine School, Rosetown
Westberry Elementary School, Kindersley
Westcliffe Composite School, Marengo

FOUNDATIONS

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Vision Statement

Success for all.

Mission Statement

Learning together.

Guiding Principles

Accountability

We value individual and organizational accountability. We champion responsibility toward each other as individuals, as governing bodies, schools and communities.

Respect

We value a culture of mutual respect, trust and understanding. We champion the creation of safe and positive and caring environments.

Cooperation

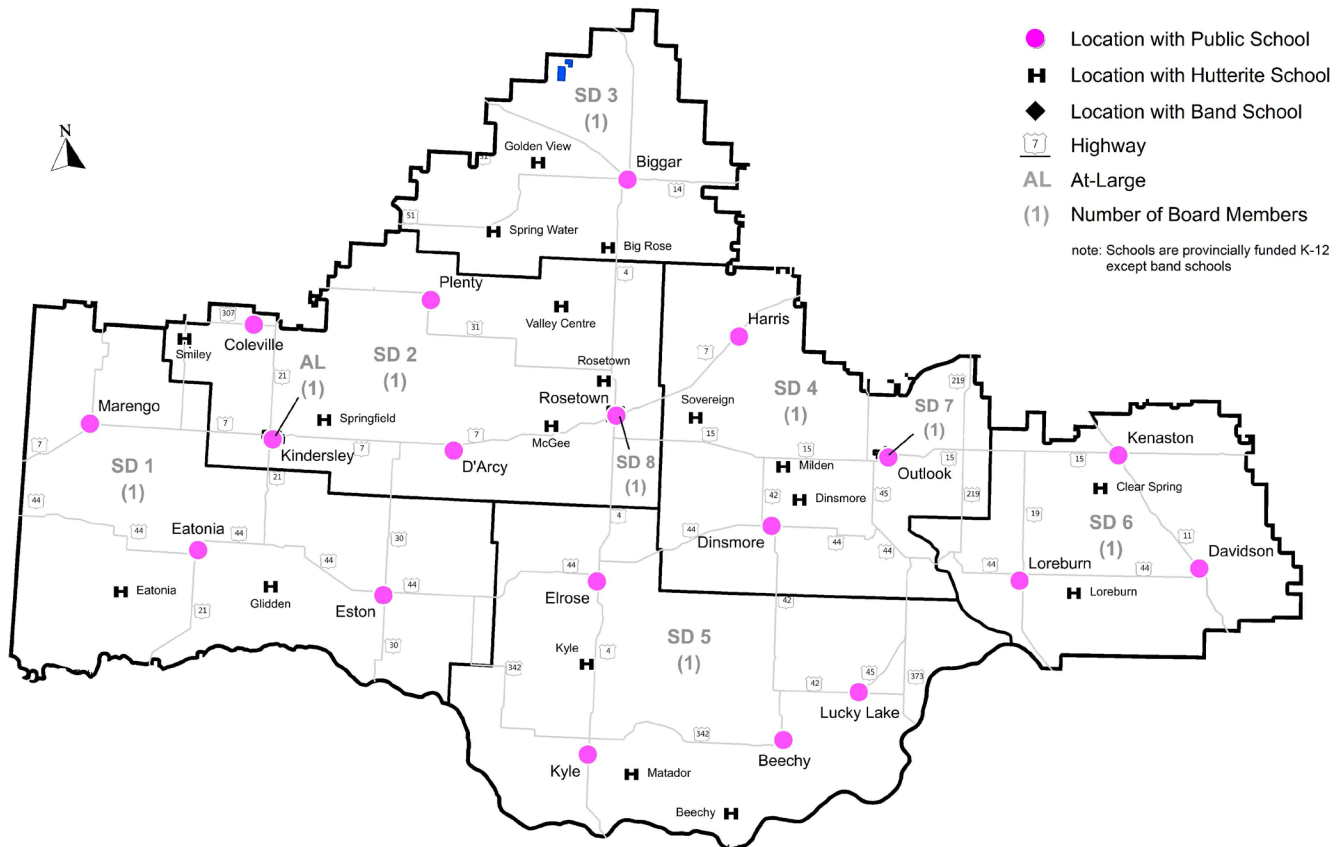
We value cooperative and collaborative relationships, which promote responsible citizenship and the appreciation of rural culture. We strive to be approachable, active listeners who openly share information, express our ideas and attempt to understand the ideas of others.

Life Long Learning

We value teaching the whole child in learning environments that develop the student's potential. We strive to provide meaningful, creative and innovative learning opportunities.

Leadership

We value responsible leadership, which is committed to creating and maintaining a positive, productive and unified division. We strive for excellence in teamwork and shared effective leadership in our division.



Location, Facilities and Transportation

The Sun West School Division is located in west-central Saskatchewan and provides Pre-Kindergarten to Grade 12 education to approximately 6000 students.

Sun West occupies 31,220 square kilometres and is an entirely rural division with no cities within its boundaries.

Sun West has 42 schools. Of these, 13 are Kindergarten to Grade 12 schools with four of these having Pre-Kindergarten programs, six are elementary schools, one is a middle school, three are high schools, 18 are Hutterite colony schools and one is a Distance Learning Centre.

Sun West continuously works to improve and maintain schools with repairs often viewed as an opportunity to upgrade infrastructure. Sun West schools all operate efficiently according to the Ministry of Education Buildings Facility Condition Index (FCI). Sun West schools currently enjoy some of the best FCI ratings among all school

divisions. All schools are cleaned and maintained year round.

Sun West maintains a fleet of approximately 140 school buses that transport over 2,000 students on approximately 100 bus routes covering over 17,000 kilometres each school day.

Governance

Sun West is led by an elected Board of Education consisting of nine individuals who are deeply committed to advancing the aspirations of young people.

The Board is responsible for an overall budget of approximately 73 million dollars and makes decisions based on a policy-based governance model.

Board members are elected to serve four-year terms and represent six rural sub-divisions and three urban sub-divisions (Kindersley, Outlook and Rosetown). The most recent election was held in 2020 and the next scheduled election is in 2024.

Division Staff and Funding

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Administrators, teachers, educational assistants, school secretaries, caretakers, bus drivers, librarians and child and youth counselors are all part of Sun West schools.

Counting permanent, part-time, substitutes and casual staff, Sun West employees nearly 1300 people. This includes teachers, secretaries, bus drivers, librarians, educational assistants, caretakers, information technologists, student support services personnel and division office staff.

The Board of Education selects a Director of Education who is responsible for the superintendents that supervise and provide professional guidance to other staff. They work



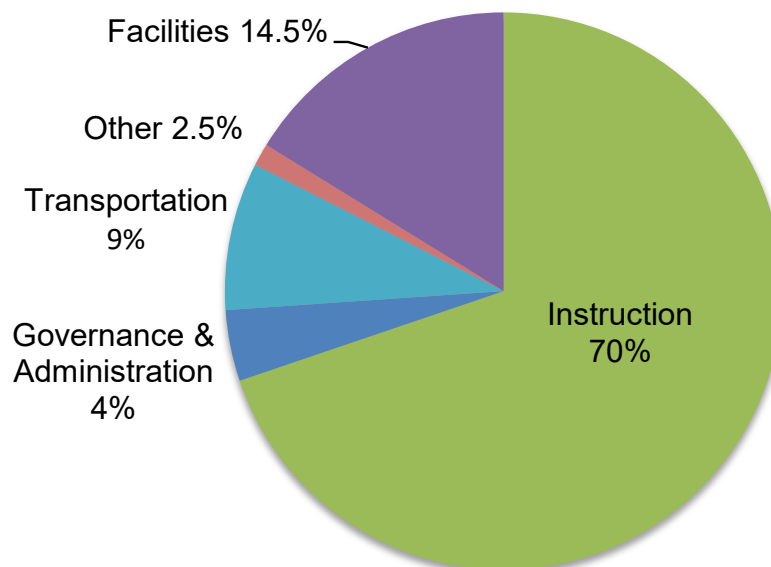
The Sun West School Division office in Rosetown. Division employees who work out of this office include senior administration, business, human resources, payroll and administrative assistants.

together to oversee curriculum, instruction and student support services and operations.

Sun West receives 96% of its total revenues from provincial government grants.

Sun West spends the majority of its funding on students and their learning needs. As indicated in the graph to the left, while 93.5% of the Sun West budget is spent on instruction, facilities and transportation only 4% is spent on governance and administration.

Below is a summary of Sun West expenses from the previous year.





Sun West is committed to an educational philosophy known as PeBL, which stands for Personalized electronically Blended Learning. Through PeBL, Sun West students are guided towards developing skills that support their ability to have voice and choice while learning in ways that complement their strengths, challenge them and enhances creativity, problem solving and self-awareness.

PeBL includes three complementary and integrated methods of both teaching and learning:

(P) Personalized Learning

In a personalized learning environment the student drives their own learning. However, skills need to be developed for students to be prepared to lead their learning. A variety of learning experiences and instructional approaches are used to address the distinct learning needs, interests, and aspirations of individual students and help prepare them to take on more responsibility for their learning – when they are ready!

(e) electronically

Refers to learning that in some way utilizes electronic devices or equipment; this is not to suggest that it should be the only or even the primary way of learning, but that it is a useful practice both in terms of efficient information gathering and critical skills development.

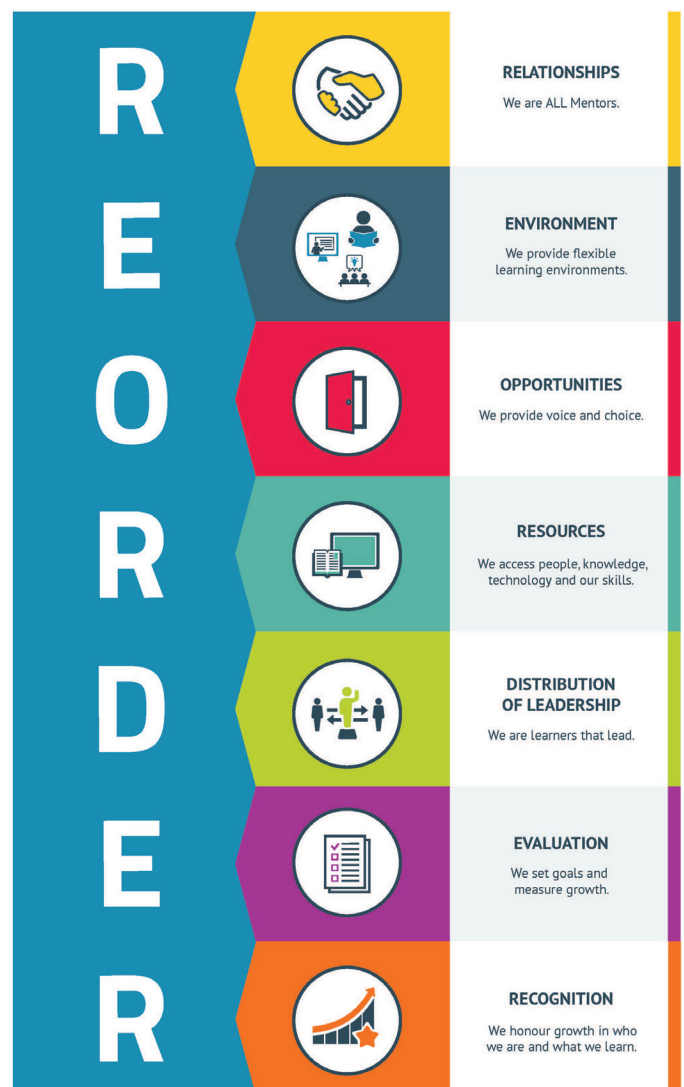
(BL) Blended Learning

This instructional strategy combines student voice and choice with traditional, face-to-face forms of instruction. Blended learning is teacher driven and provides students with more opportunity to be involved in all aspects of their learning.

There are three core sets of activities or foundations upon which PeBL is built. These are:

Culture

When it comes to culture, the REORDER framework is the tool used to better understand how to create a school or classroom culture that compels great learning. Each school has REORDER posters hung throughout their classrooms and hallways to help both teachers and students remember the seven elements; relationships, environment, opportunities, resources, distribution of leaderships, evaluation and recognition.



Character

Character has been identified as a core foundation area because of the connection to self-regulation and other skills such as grit, without which students are not in a position to be effective when having more voice and choice in their learning.

Skills and knowledge

Skills and knowledge building are the foundation of learning. Solid skills are essential to be able to acquire a solid knowledge base. It is essential to focus on both for students to achieve their greatest potential.



The PeBL philosophy recognizes that every student is unique as demonstrated by these students from Harris-Tessier Central School.

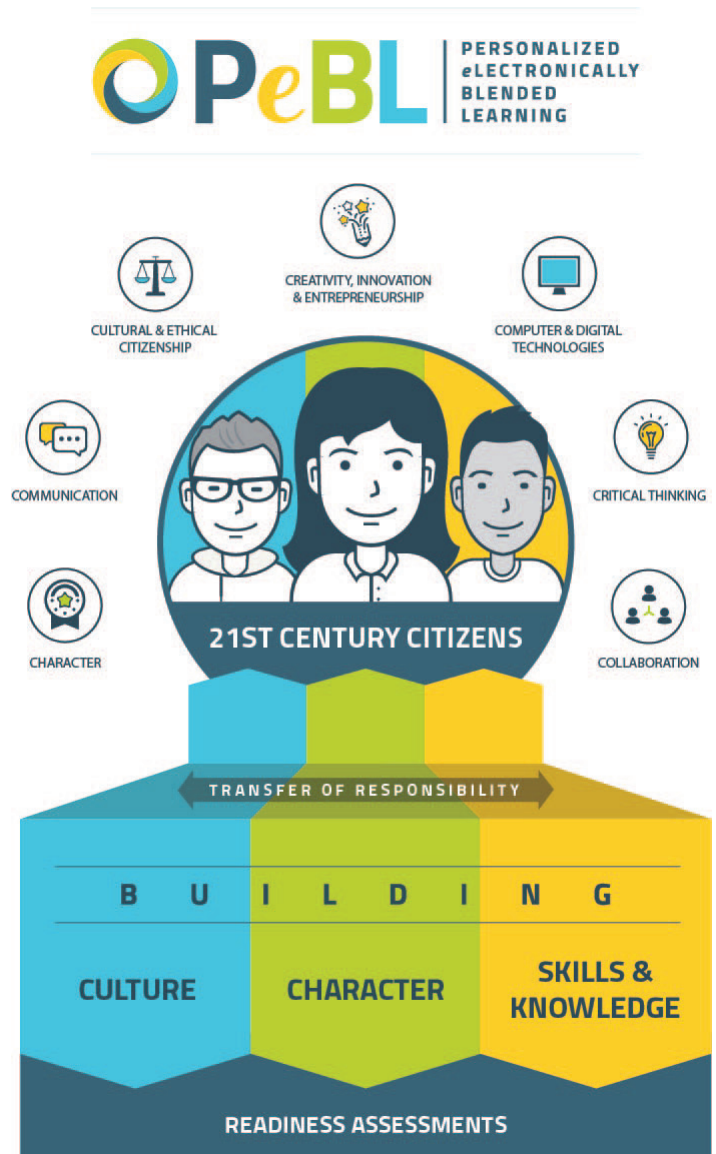
21st Century Skills

Twenty-first Century Skills are those that have been identified as being most essential for learning and life, now and in the future. The PeBL philosophy is designed to help students develop and utilize these skills to build knowledge.

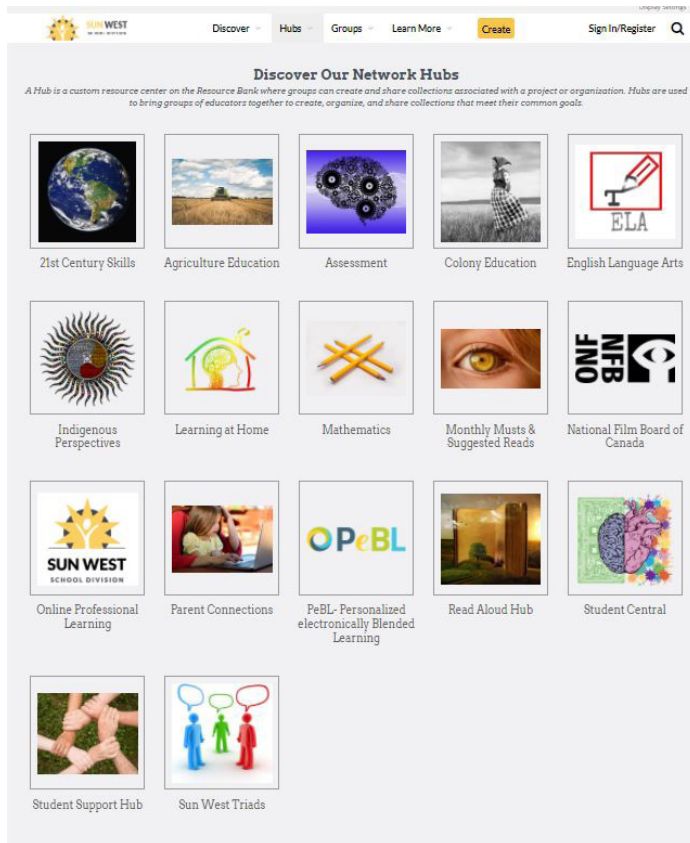
They are the skills that allow people to successfully navigate the fast-paced, interconnected and information-loaded world we live in. In Sun West, we consider the following to be 21st Century Skills:

- creativity, innovation and entrepreneurship
- critical thinking
- collaboration
- communication
- character
- cultural and ethical citizenship
- computer and digital technologies

Through the PeBL philosophy, students learn to grow in each of these skill areas to enhance their learning. On report cards, you will see this learning reflected as the Factors Affecting Student Achievement (FASA).



Sun West Resource Bank



The Sun West Resource Bank - a massive library of curated and current educational resources for learners of all ages.

The Sun West Resource Bank is a curated collection of educational resources to support learners of all ages.

There are currently over 16,000 high quality resources available, and more resources are being added daily.

This user-friendly site features over 200 collections of resources, organized into 17 hubs including mathematics, English Language Arts (ELA), professional development, learning at home (for parents and teachers), agriculture and assessment.

It also includes a Student Central Hub, which is dedicated to students and provides the opportunity for our students to explore, learn and develop 21st Century Competencies.

The Resource Bank is free and always accessible to support learners of all ages. It can be reached at the following address: <https://resourcebank.ca/>



A team of Westberry Elementary School students competing in the Science Olympics.



School Community Council members are active participants in the life of every school. Professional development opportunities like this meeting held in Rosetown are provided for SCCs by the Division. They are great opportunities to network with other SCCs and learn about current educational trends.

Over 250 parents, community members, secondary students, teachers and school-based administrators are members of School Community Councils (SCCs) in 23 Sun West schools.

SCCs play a crucial leadership role in advancing education in the Division and across Saskatchewan.

Through an advisory and practical manner, SCCs assist school administrators and the Board of Education in the following key areas:

- Developing shared responsibility for the learning success and well-being of all children and youth
- Encouraging and facilitating parent, community and youth engagement in school planning and improvement processes
- Delivering educational and extra-curricular programs and
- Providing the school and division with a critical link to facilitate understanding of the community

School Community Councils are an essential feature of educational planning and decision-making.

They are part of the school system and are a primary link between the home, community and school.

Roles and Responsibilities

SCC members are involved in:

- School learning improvement (SLIP) and student wellness planning
- Enhancing family and community engagement
- Review of school finance and other activities and
- School Community Council development.

School Learning Improvement Plan

The central purpose of School Community Councils is to encourage and support the involvement of parents and community as partners to improve student learning and well-being.

Each fall, SCC members are invited to join the school staff in the development of the School's Learning Improvement Plan. They contribute a

parent and community perspective into areas for improvement. Planning results in actions that the staff takes with students and parents. These actions involve the staff and SCC working together. When schools and SCCs work together good things happen for students.

Family and Community Engagement

School Community Councils encourage and facilitate parent and community engagement in all aspects of school life. When parents are involved in their child's learning, students do better in school and everyone benefits. Parents find it easier to help their children learn. Teachers and principals are better supported and enjoy positive relationships with parents.

Research shows that children with involved parents:

- Get better grades and score higher on tests
- Attend school regularly
- Have better social skills
- Get their homework done

- Are more positive about school and
- Are more likely to graduate and go on to higher education

(Henderson, Anne T. & Mapp, K. [2002]. A New Wave of Evidence: The Impact of School, Family and Community Connections on Students)

Sun West SCCs are Committed to:

- Recognizing the importance of parents/families in identifying and addressing children's needs
- Contributing to building positive relationships and creating a welcoming school climate
- Supporting parents to help families feel valued and connected
- Supporting parents/families as important and equal partners in their children's well-being
- Building strong connections between schools and community organizations and
- Working collaboratively with the school staff to promote multiple opportunities for parents to participate in school activities.



Members of the Kenaston School SCC after an event they organized with Dr. Jody Carrington. The event attracted several hundred people from across Sun West and beyond.

Parent and community engagement is a priority reflected in the Sun West School Division Educational Plan. Parent and community engagement are key considerations in Division planning.

Sun West's approach to authentic parent engagement has been greatly informed by Dr. Debbie Pushor, Professor of Curriculum Studies at the University of Saskatchewan and past work of the Sun West Engagement Circle. Dr. Pushor works primarily in the area of creating parent engagement by creating meaningful and authentic connections between parents, teachers and students. She centres the voice of parents in their children's learning at home and at school.



Beechy parent and student attending a Literacy Night at the school.

The Engagement Circle included senior leadership, school staff and parents. They met regularly to help develop a direction and strategies to support the Division in developing a more intentional approach to engagement that impacts student learning.

From this work, three Sun West teachers from Outlook Elementary School, Westberry Elementary School and Walter Aseltine School researched and prepared a major research called *Promising Practices for Family Engagement*. Their report won a prestigious McDowell Foundation Award.

Promising Practices

The following are only a few examples of the good work being done in the Division.

Several Sun West schools hold special evening events that invite parents/caregivers and their children into the school to help understand the hopes and dreams they have for their children. This provides school staff with the chance to work with parents as partners in their children's education.



Coleville parent and students (and friend) reading at home.



Harris-Tessier parents and students (and friend) taking part in a community StoryWalk.



Westcliffe student Danika participating in a StoryWalk in Loreburn.

Parents/caregivers are often invited in to some schools to come into the school to read to their children's classes or engage in other literacy activities.

A related activity that is growing in popularity and that engages both families and other community members are community StoryWalks. In these activities, family members and other participants are issued passports and/or stickers and they follow signs around a prescribed route where at different spots they read from books. Along the route or at the end of the journey participants usually receive a special treat or reward.

Biggar Central School 2000's SCC facilitated a letter writing project between the Grade 5 students and seniors. Both groups enjoyed it tremendously and the students learned at great deal.

Westberry Elementary School in Kindersley, produced a series of videos about parent engagement. Parents, teachers and students talked about the many ways that parents can support learning and the positive impact of parent engagement.

These videos can be found on the Westberry Facebook page. Westberry also engaged their families in the great Sidewalk Chalk Stories project.

**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's Sidewalk Chalk Stories is an excellent example of community and parent engagement.



Loreburn Central School students



Dinsmore Composite School student

Early Childhood

At Sun West, success for all starts early!

Sun West has in place numerous programs and processes that ensure that students who complete Kindergarten are ready to learn in the primary grades.

Kindergarten

In Sun West, Kindergarten is a half-time program where students attend school every second day.

The Kindergarten program follows the philosophy that children's work is play. Using a play and exploration curriculum, students engage in play-based activities to develop knowledge and skills in four domain areas:

- Intellectual development
- Social-emotional development
- Physical development and
- Spiritual development

All Saskatchewan Kindergarten students participate in the Early Years Evaluation, which is used to identify areas of strength and weakness for planning appropriate programming.

Sun West also provides Kindergarten screening with a Speech-Language Pathologist for articulation, language and hearing.

Prekindergarten (PreK)

PreK is for children who are three and four years of age. The program includes in-class learning as well as family engagement activities and teacher-home visits. PreK is especially beneficial to students who face challenges due to socio-economic, cultural or intellectual factors. Students who participate in PreK programming develop school readiness in areas such as intellectual development, social skills and self-esteem.

PreK is available in the following four Sun West schools:

- Biggar Central School 2000
- Outlook Elementary School
- Walter Aseltine School in Rosetown and
- Westberry Elementary School in Kindersley

To enroll in a PreK program a child must be referred to the school through a PreK Intake Form available at the school.

Referrals require the consent of parent/caregivers and can be made by Saskatchewan Health Authority staff, the Ministry of Social Services, Early Child Intervention Program staff and licensed early learning centres. Acceptance into the program is determined at the school level.

Indigenous Perspectives



Sun West and the File Hills Qu'Appelle Tribal Council have entered into an ongoing agreement to share resources and learn from each other. This part of Sun West's commitment to honour our Treaty responsibilities.

Establishing and maintaining genuine and respectful relationships with Indigenous peoples is part of the work of reconciliation and is a priority for Sun West. We aim to engage all students in their personalized growth in knowledge and experience of Indigenous Perspectives.

We do this by focusing on the following goals:

1. Infusing Indigenous Perspectives throughout PreK-12 curriculum.
2. Supporting staff growth and understanding of authentic Indigenous perspectives.
3. Building knowledge and understanding in all Sun West students and staff related to truth and reconciliation.
4. To increase understanding of Indigenous perspectives as well as the education Calls to Action in the Truth and Reconciliation Commission Final Report, Sun West infuses Indigenous perspectives in classroom teaching, professional development and extra-curricular activities.

Sun West has a Indigenous Perspectives Engagement Coach, who provides professional learning opportunities for teachers and visits classrooms to teach students about Indigenous culture and history.

Sun West recognizes the National Day for Truth and Reconciliation and actively promotes students and staff wearing orange shirts to honour and remember residential school survivors and victims.

Every year hundreds of students participate in a wide range of Indigenous Perspective activities. This has included presentations by Hoop Dancers, Knowledge Keepers, Elders as well as visits to such locations as the Ancient Echoes Interpretative Centre in Herschel, Batoche National Historic Site near Prince Albert, and Wanuskewin Heritage Park outside of Saskatoon.

Assessment

In Sun West, we encourage the opportunity for students to be able to make their own decisions about their learning and to be able to engage in actions to help them increase their skills, their potential and their academic achievement.

The Sun West PeBL (Personalized electronically Blended Learning) philosophy provides a framework for students to take a lead in their learning by understanding how they learn, what they need to learn, and how they can have voice and choice in showing their learning.

Sun West believes that students can take ownership of their learning. In Sun West, students are taught skills and strategies to support these opportunities including:

- Self-regulation strategies
- Learner profiles (who I am and how I learn)
- GRIT (ability to persevere)
- Seeking feedback
- Set goals and action plans

- Ability to “redo” assessments based on feedback
- Executive functioning skills (for example, organization, time management, task initiation)
- Flexible learning spaces
- Application of learning in real-life experiences

To support all students with their learning goals and achievements, it is essential that students, parents/caregivers and teachers are partners. This essential partnership allows everyone to be informed and involved with a child’s success at school. This partnership is most successful when there is continuous feedback and conversation between the students, teachers and parents/caregivers.

Communication Assessment with Parents/Caregivers

In Kindergarten to Grade 9, outcomes for each subject area are assessed using a four-point academic achievement scale:

Level 4 EXEMPLARY	<i>Evidence indicates in-depth understanding, demonstration or application of the outcome.</i>
Level 3 MEETING	<i>Evidence indicates understanding, demonstration or application of the outcome.</i>
Level 2 APPROACHING	<i>Evidence indicates progression towards understanding, demonstration or application of the outcome.</i>
Level 1 BEGINNING	<i>Evidence indicates initial understanding demonstration or application of the outcome.</i>

Assessment at Grades 10-12 Level

In Grades 10-12, the assessment philosophy is similar, however, assessment of the outcomes is a transition from four point rubric scores to percentage scores. The reason for this is ease of reporting academic achievement to the Ministry of Education for high school course credits and for high school graduation requirements.

During the school year, there are regular reporting periods where schools share formal report cards with students and families. The graph at the top of the next page outlines the reporting periods.

Grades K-9	Term start dates	Term end dates
T1	<i>Start of school year</i>	<i>Mid-November</i>
T2	<i>Mid-November</i>	<i>Mid-March</i>
T3	<i>Mid-March</i>	<i>End of June</i>
Grades 10-12	Quarter start dates	Quarter end dates
Q1	<i>Start of school year</i>	<i>Mid-November</i>
Q2	<i>Mid-November</i>	<i>End of January</i>
Q3	<i>Beginning of February</i>	<i>Mid-April</i>
Q4	<i>Mid-April</i>	<i>End of June</i>

In addition to the formal report cards, families are encouraged to have regular conversations in their homes about the learning that is happening at school. To support these conversations, students and families are encouraged to regularly engage with their teachers by phone calls, classroom visits, emails, MSS Parent Portal, Seesaw communications and any other means open to them. The continuous involvement parents/

caregivers, students and teachers have will help students achieve their goals. These conversations can also be enriched during conference nights that are held twice per year, once in the fall and once in the spring.

For any questions or comments regarding your child's assessment and achievement, reach out to your child's teachers.



Kindersley Composite School students.



The Eaton School band marches through Eatonia on its way to perform at a local senior centre.

Learning Commons

Learning Commons (also called libraries and resource centres) are often the learning hub in Sun West schools and are a critical component of student achievement. Sun West has a Learning Commons in all of its schools and each is staffed by a librarian.

Sun West Learning Commons include access to online collections and print-based materials. In addition to promoting reading and literacy, Learning Commons are places where students and teachers can come to find information, think, create and talk about learning and new ideas. Learning Commons support the development of many 21st Century Skills such as critical and creative thinking and learning as students learn to access and use information from a variety of print, non-print and virtual resources.

Librarians in Sun West Learning Commons work with teachers to facilitate gathering resources to support achievement of curricular outcomes, promote literacy, incorporate technology into learning and help students turn information into knowledge.

Band

Sun West offers Band programs at Outlook High School, Rosetown Central High School, Biggar Central School 2000, Eaton School, Westcliffe Composite School and Kindersley Composite School.

Band provides students, schools and the whole community with many benefits.

Band helps students hone their fine motor skills, develop discipline, rigor and persistence. It provides students with a place where they can practice teamwork and provides an outlet for skills that are not always part of other school activities.

Bands provide an extra dimension to schools by playing at spirit rallies and special events such as Remembrance Day programs. They can also be a focal point for community functions.

Employers often look to hire young people with band experience because their training makes them well-prepared for the job market.

Independent Education Program (IndEP)



Students and staff in the IndEP program in Outlook.

The Independent Education Program (IndEP) is designed for students who for any number of reasons will find more success in a highly personalized educational format than in a regular school format. It is also supportive of students who feel more comfortable in small group settings than in larger schools.

IndEP consists of regular courses that accommodate the needs of students through an individualized program. Students will be able to achieve a Grade 12 standing through a regular 24 credit or Adult 12 program.

The kinds of accommodations that are made in the IndEP program include flexible hours to accommodate personal schedules that account for work or family obligations. Students can adjust their personal timetables and for example take two classes over a shorter period of time instead of a regular classload over one semester.

How are IndEP Courses Offered?

Classes are offered through integration with regular classes and/or on-line courses through the Sun West Distance Learning Centre. IndEP students are supported by a teacher who assists students and reviews their assignments.

How to Apply

Applications are available from school administrators and IndEP teachers. Applications are reviewed by a committee and an interview will be held with the IndEP teacher to determine if a candidate will benefit from IndEP. Currently IndEP programs are offered at Rosetown Central High School, Kindersley Composite School, Biggar Central School 2000 and Outlook High School.

Sun West Distance Learning Centre



Students from Biggar, Rosetown, and Eston at Saskatchewan Polytechnic as part of the DLC's Power Engineering program. Students who complete this two-year program can graduate high school ready for the workforce with a Fourth Class Power Engineering certificate.

One of the most innovative elements of Sun West is the Sun West Distance Learning Centre (DLC) located in Kenaston.

It is the largest online school in Saskatchewan and puts the education Sun West students can receive on par with that of any large urban school, while also providing unique opportunities that are not often available anywhere else.

Giving Students More Academic Options

The DLC offers a full range of both required and elective high school courses. This tremendously increases the options available to every Sun West student.

Sun West students can take all the required, Math, Science, English Language and Social Science courses necessary to graduate Grade 12. They also have the opportunity to take electives that

are often only available in large urban schools and sometimes not offered anywhere else.

These include such courses as Astronomy, Animation, Graphic Design, Wellness, Forensic Science, Interior Design, Leadership, Lifeguarding, Visual Design and Paleontology. Whether one of these is a potential career or an interest, the DLC provides students with a chance to explore their futures.

Agriculture, the trades and business are a big focus at the DLC. It offers multiple courses in each of these that will help get students ready for careers in these areas. Courses include: Agricultural Equipment Technician, Food Production, Cow/Calf Production, Equine Studies, Field Crop Production, Parts Technician, Autobody, Construction and Carpentry, Drafting, Electrical and Electronics, Welding, Accounting, Entrepreneurship and Financial Literacy.

Getting Students Ready for the Workforce

For many courses, Sun West students do not spend all their time in front of computers but will also be doing hands-on and practical assignments that are a huge part of the learning in these courses.

The DLC works in cooperation with the Sun West Career Development team to find work placements for students in many of its courses but especially for trades and agriculture courses.

Two of the DLC's programs, Power Engineering and Agricultural Equipment Technician provide the necessary training and certification that students who successfully complete these programs are job-ready when they graduate high school.

Saskatchewan Polytechnic helped Sun West develop both of these programs and continues to partner with Sun West in their delivery.



Agriculture is a major focus of programming at the DLC with courses offered in crop production, livestock management and agricultural equipment technology.

Providing Online Students with Personal Support

Sun West's distance learning students are not on their own when they are taking DLC courses.

Students can communicate with their DLC teachers by email or set up an appointment to speak on the phone or in person.

Every semester, DLC teachers visit Sun West schools to meet in person with their students.

Every Sun West school with a high school has a designated DLC classroom with computer access and each has an Educational Assistant assigned to support DLC students.

Some schools have designated school time for students to work on their DLC courses.



The DLC can prepare students for careers in the trades. Courses provide hands-on experience and include mechanics, automotive, welding, drafting and electrical.

Career Development



With the help of Sun West's Career Development program, Jake Glubis from Loreburn Central School completed both the Agricultural Equipment Technician 20 and Mechanics A20 work placements.

The decision as to what to do beyond high school can be a difficult one. As a result, it is important to begin career planning early as it takes time to assess interests, research possibilities, develop skills and select electives that will pave a path to a future career.

To help students with this process, Sun West has a dynamic team of Career Development teachers with a team member assigned to each one of Sun West's schools with high school students

This team is effective because it works with parents, the community, the school and students to help students with the ever-changing conditions in the job market. They provide information to help with the life/career planning process by providing advice, guidance and encouragement throughout a student's time in high school.

The Career Development teachers look forward to working with students in all aspects of their career development. A few areas of focus include:

- Grade 9 Career Education (and other middle level Career Education courses)

- Grades 9-12 Graduation and Post-Graduation Plan
- Grade 11 Assessment Inventories
- Grade 11 and 12 Individual and Group Career Counselling
- Career and Work Exploration including off-site work based placements for specific Sun West Distance Learning Centre courses
- Saskatchewan Youth Apprenticeship Program and apprenticeship credits
- Take Our Kids To Work
- Career Development teachers also help students identify scholarships and lead the ROADS TO SUCCESS Career Fair, which is held every two years. Every Sun West student attends once during their time in high school.



A Power Play Young Entrepreneurs Business Fair at D'Arcy School. Students from D'Arcy and Harris-Tessier Central School all sold out of the products they created.

Power Play: Young Entrepreneurs

Power Play: Young Entrepreneurs is a national program that Sun West recently joined. In Power Play, students develop all aspects of their own businesses that sell products that they create themselves.

The students research ideas they have for a business. They need to consider the cost of the product and arrange for financing (usually buying materials) and determine how many they will need to produce and sell to make a profit. They develop business plans and marketing plans and create their own marketing materials.

Each student sells their products at a booth (usually in their school gym) to family and community members and other students. At the end of the 2021-22 school year several schools participated in Power Play and it proved to be an amazing success!

West Central Industry Education Council

The West Central Industry Education Council (WCIEC) is a partnership between Sun West and rural businesses and other employers. The purpose of the WCIEC is to provide opportunities of mutual benefit to students, schools and employers.

Typically these opportunities would take the form of activities and events such as workplace visitations, career fairs and workshops, postsecondary visitations, training and temporary employment.

The COVID-19 pandemic significantly reduced WCIEC's ability to host in-person events so it has been producing *Career Spotlights* videos. Each video focuses on the career of a former Sun West student and discusses the type of training and work involved in their occupation as well as their personal career journey.



Outlook High School students display their Head and Heart apparel that was part of a mental health presentation at their school organized by the Child and Youth Counsellor in cooperation with the school SCC.

Child and Youth Counsellors

Sun West has a Child and Youth Counsellor assigned to every school. They work in conjunction with parents, teachers and other agencies. They provide personalized support for students and observe to the strictest codes of confidentiality. In addition to individual support, these services may include group facilitation, advocacy between parents, staff and other agencies, small and large group presentations, responding to critical incidents and working with school-based teams to provide prevention and education and promote positive mental health for their schools.

These professionals have a vast array of experience and education and work in collaboration to offer the best practices to reach personal, social, emotional and educational success for students. They have developed a strategic plan in order to advance mental health, well-being and safety for all through empowerment, education and advocacy.

Addictions Educator

Sun West has an Addictions Educator who develops and delivers school-based prevention programs to Sun West students at all grade levels. The Addictions Educator works closely with other Sun West and external service providers to make addiction services and programs more effective and accessible to students.

The Addictions Educator delivers presentations on a variety of addictions including alcohol, tobacco, vaping, drug use and social media. They also help school staff members obtain resources for classroom discussions.

Student Support Consultants

Each Sun West school has access to a Student Support Consultant who will provide support programming for students who may require additional supports within the classroom. The Student Support Consultant works closely with the Student Support Teacher and school team. They

can provide training, make recommendations and facilitate meetings with the school and parent/caregivers and outside agencies (as required).

Educational Psychologists

Sun West has a team of psychologists who work with schools to identify and assess the learning needs of students. Students are referred to a psychologist by the student's school team with the consent of the parent/caregiver.

A psychologist may start their assessment with a meeting with the parent/guardian and observe the student in different locations within the school. The psychologist will then meet with the student and talk about his/her school experiences and review the student's day-to-day work and school records.

The psychologist may conduct formal testing in the areas of thinking and reasoning skills, memory skills, behaviour and social/emotional functioning to gain a better understanding of the student's current skills and abilities. Once the assessment has been completed, the psychologist will meet with the student's school team, including the parent/guardian and make program recommendations.

Speech-Language Pathologists

Sun West has a team of Speech-Language Pathologists (SLPs). They provide assessment and treatment for articulation and phonological disorders (speech and sound production), dysfluency (stuttering), voice disorders, oral-motor development, feeding difficulties, language development, social skills and literacy skills. All Pre-Kindergarten students in Sun West are screened by an SLP for speech sound production (articulation), language development and hearing. The SLP may start their assessment with a meeting with the parent/caregiver and observe the student in different locations within the school. The SLP will then meet with the student and talk about his/her school experiences and review the student's day-to-day work and school records. The SLP may conduct formal testing in the areas

of articulation, phonology, fluency, voice, literacy and language development and social skills. Once the assessment has been completed, the SLP will meet with the student's school team, including the parent/guardian and make program recommendations.

Occupational Therapists

Occupational Therapists in Sun West work with students who experience learning challenges surrounding the issues of mobility, sensory skills and coordination.

Occupational Therapists help students having difficulties performing daily physical activities. Issues in a school setting may include reading, writing, manipulation of scissors and writing tools, participation in physical activities, interacting with peers and independence in self-care activities. These areas are dependent on motor coordination, eye-hand coordination, visual-perception, attention and sensory processing abilities.

An occupational therapist works with the school team to improve the student's ability to participate in these tasks by helping the student develop these abilities, adapting to the task and environment or recommending assistive devices.



Students of Walter Aseltine School in Rosetown sharing in talking circle as part of the National Day for Truth and Reconciliation.



Rosetown students.

Modified Programming

Modified courses are regular courses that have been adjusted in terms of depth and complexity. These changes reflect the particular learning needs of individuals who have not been successful within the regular course but who have the ability to complete Grade 12.

Teachers will adapt instruction and assessment to help students taking modified courses to meet their learning goals.

Modified courses are recommended only after all other options have been considered and when the school and family feel it is the best course of action for academic success in high school. Collaboration with the principal, Career Development teacher, and Student Support teacher is essential.

Functional Integrated Programs

Functionally Integrated Programs are provided for students with significant multiple or intellectual disabilities, who require highly individualized programming in order to meet their needs. A student who is in a Functionally Integrated Program will have an Inclusion and Intervention Plan (IIP) with personal goals that are authentic to the student's life, foster student well-being, support the student to reach their full potential and are important to the student and family.



Eston students.

Safe & Caring Schools

Sun West provides school environments that are safe, caring and inclusive. Sun West has established procedures for student, staff and visitor conduct, for student welfare and the promotion of positive, healthy environments and for the management of crisis situations.

Each Sun West school has clearly defined and well-communicated sets of values and expectations. Schools use a variety of proactive programs to teach values and behaviors that help students make positive choices.

Alternative Education Courses

The Alternative Education curriculum is an option for students who are unable to meet the learning outcomes of a regular high school education program. The Alternative Education program does not meet the current academic requirements for most post-secondary institutions so communication and collaboration with the school team, the student and parent/caregiver is necessary before moving a student in an Alternative Program. Alternative Education follows a student-first, inclusive approach where teachers adapt instruction and assessment to help students meet their learning goals.



Members of the teams from 12 schools who participated in the first-ever Sun West Science Olympics Competition.

Clubs and Activities

Among the most popular clubs and activities in Sun West schools are drama and/or theatre clubs. Their productions are always well-attended and supported by the community.

Heritage and Science Fairs offer students a chance to learn independently and then explain what they have learned to community members and their fellow students.

Recently, Sun West launched Science Olympics in its schools. Through this internationally recognized program students compete in teams to create science projects and learn how to apply STEM (Science Technology Engineering and Math) to hands-on and fun projects, while also challenging themselves and building teamwork skills.

Other activities that some schools have started included Yearbook Clubs, Debate Teams, Chess Clubs, Dungeons and Dragons Clubs, Robot Rumble Teams and many more.

Special Days

Aside from widely recognized holidays such as Christmas and Easter, many Sun West schools recognize a variety of special days throughout the school year that celebrate various causes and events. In addition, there are a few days that are recognized by the Division and that schools are encouraged to commemorate.

National Day for Truth and Reconciliation (Orange Shirt Day) - September 30

This day is to remember and honour survivors and victims of Canada's residential schools.

Remembrance Day - November 11

This day honours and remembers the sacrifices of Canada's veterans.

Family Literacy Day - January 27

Raises awareness of the importance of reading as a family.

Pink Shirt Day - Third Wednesday in February*

Opposes bullying and celebrates diversity.

**Due to February break, this day is held a week early in Saskatchewan compared to elsewhere.*



Sun West schools have robust athletics programs. The football players from North West Central School (left) and volleyball players from Biggar Central School 2000 are just two examples of the vibrant sports scene all across Sun West.

School Sport

Sun West recognizes that extra-curricular activities play an important role in a student's social, emotional and physical well-being.

Extra-curricular activities are also a critical part of a school's culture and identity. Students in Sun West School Division have the opportunity to participate in school sport at the both the junior and senior level. Depending on individual school extra-curricular programming, student may participate in the following activities:

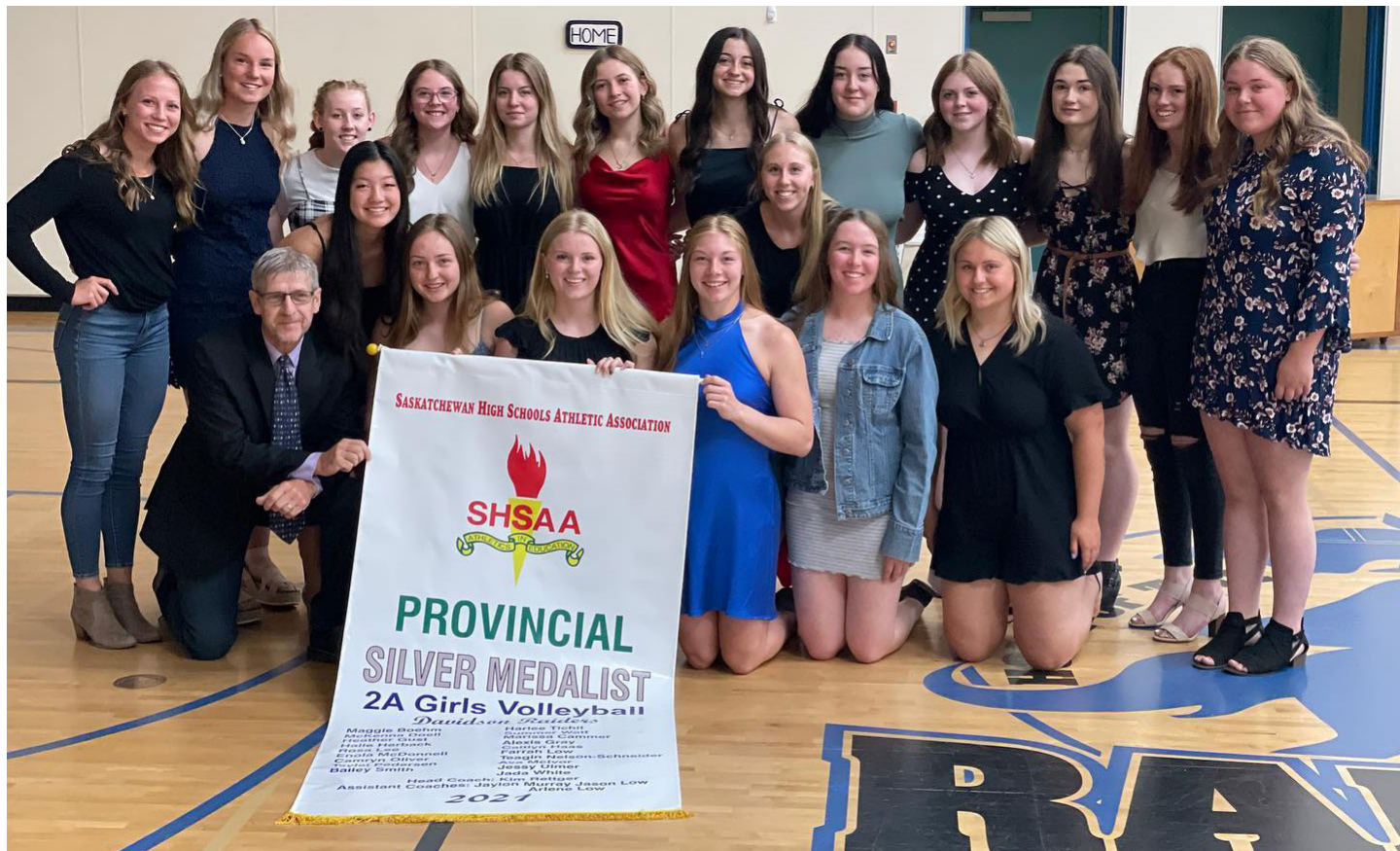
- Badminton
- Basketball
- Cross Country
- Curling
- Football
- Golf
- Soccer
- Track and Field
- Volleyball
- Wrestling

School sport in Sun West is overseen by the West Central High School Athletic Association (WCHSAA) at the district level and the Saskatchewan High School Athletic Association (SHSAA) at the provincial level.

These governing bodies establish rules in each sport, provide officials and coaches training, coordinate playoffs and championships and promote equity, fair play and sportsmanship.

Student athletes are supported by teacher coaches/officials and volunteer community coaches/officials who dedicate countless hours ensuring that participants have quality experiences during their time in the gym or out on the field.

The benefits of these experiences go far beyond the court or playing field or even beyond high school. Student athletes reap the benefit of the multitude of skills developed for the rest of their lives.



Top: Provincial Silver Medalists, Davidson Senior Girls Volleyball team. Left: Recipients of SHSAA Sportsmanship banners, Beechy/Lucky Lake Senior Boys Volleyball (middle) and Dinsmore Mixed Curling (bottom) teams. Right: Provincial Track Medalists (l-r top row first) Farrah Low, Camryn Oliver, Landon Siroski-Brown, Hayden Pajunen, Sarah Leverton and Addison Doell.

Student Leadership Programs



Members of the Sun West Youth Consultation Team with members of the Sun West Board of Education following their annual meeting.

School-based leadership programs

Almost all Sun West schools, including most elementary schools have student leadership programs with various names. The most common are Student Representative Council (SRC), Student Leadership Council (SLC) and Student Leadership Team (SLT).

These groups organize a large number and variety of school activities that raise school spirit, encourage participation in the community and good causes and foster general good clean fun! Many of Sun West schools participate in annual division, provincial and national student leadership conferences.

Division Student Leadership Program

All Sun West students between Grades 8-12 are given the opportunity to apply to become part of the Division Student Leadership Program. The students selected for this program become part of one of two sub-teams. These are:

Team Sun West

Team Sun West usually consists of 10-15 students from a number of schools. Their primary task is to organize the Sun West Student Leadership Conference usually held in April of

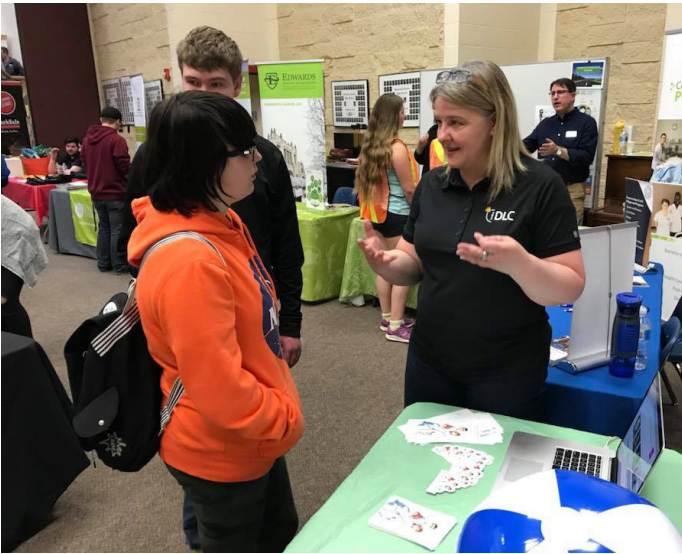
each school year. Their responsibilities include selecting a conference date, identifying and booking speakers and entertainment, developing a conference theme, planning and leading motivational and other activities, introducing speakers and special guests and promoting the conference to all schools in the Division.

Youth Consultation Team

The Youth Consultation Team also consists of 10-15 students from a number of schools. Their primary task is to identify issues students are concerned about and gather student viewpoints on these issues. They then use this information as the basis for drafting a report with recommendations for the Board of Education. They typically present the report and their recommendations to the Board at their meeting in May each year.

In addition, Student Leadership team members have been involved in other activities. Most notably, every two years they are part of planning for the ROADS TO SUCCESS Career Fair (see next page). Some members have also served on Division committees and represented the Division at events such as the National Congress on Rural Education.

ROADS TO SUCCESS



ROADS TO SUCCESS Career Fairs are held every two years with Grades 9-10 and Grades 11-12 alternating attendance.

ROADS TO SUCCESS Career Fairs are held every two years. In alternate years, Grades 9-10 and Grades 11-12 students attend so that every Sun West student attends a Career Fair once before graduation.

Career Fairs are held in Rosetown and usually involve about 800 students who are able to meet with very large numbers of potential employers and postsecondary institutions, who have booths and make presentations.

Due to COVID-19, the 2022 Career Fair was held virtually but it expected the next Career Fair, likely to take place in 2024, will be in-person.

The Career Fairs are organized by the Career Development teacher team in cooperation with the Sun West Student Leadership Program.

Gay-Straight Alliances



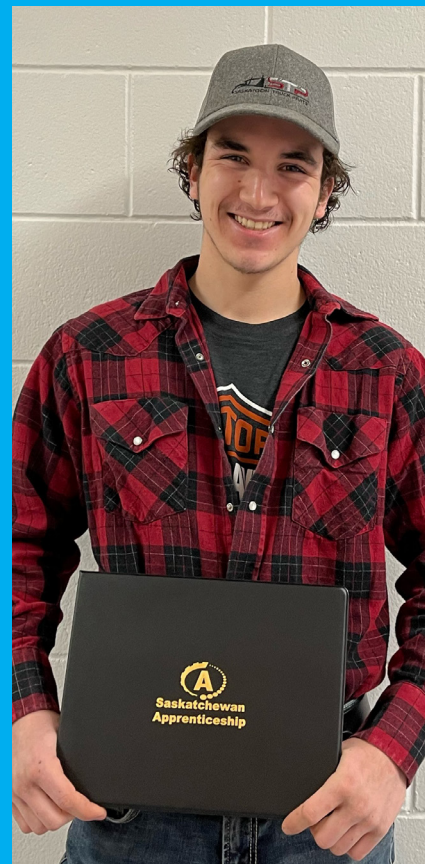
Kindersley Composite School students participating in their school's Pride Parade.

All Saskatchewan schools are required to have a Gay-Straight Alliance (GSA) advisor.

GSAs are school clubs open to all students and members work together to create safe and supportive environments for all students. GSAs oppose bullying, harassment and discrimination against gender and sexually diverse people.

GSAs also provide a place for all students to meet, make friends, and talk about issues specific to gender and sexual diversity.

There is no expectation that one reveal their sexual orientation or gender identity. GSAs are not exclusively for LGBTQ2+ individuals. Straight allies are always welcome and can make a big difference in changing people's attitudes.



Above: Jaxton Powder of Kenaston School. Recipient of the Saskatchewan Youth Apprenticeship Award.



Above (top-left) Aarika Haque of Elrose Composite School. National Winner of the Legion Foundation Essay Contest. (top right) Abby Friesen of Dinsmore Composite School. Winner of a Provincial Jerrett Enns Award for Excellence in Poetry Writing. (Bottom) Students of Rosetown Central High School and Norrth West Central School in Plenty. Participants in the first Sun West Debate Tournament in many years.

Featured on the front cover.

Top: Eaton School students who participated in the Canadian Farm Tour. Bottom (left to right): Elizabeth Middle School student Carter at his Power Play Young Entrepreneurs Booth, Taebyn Tulp of Outlook High School and Provincial Gold Medalists in Wrestling, Biggar Central School 2000 students Annika Hadden (l) and Claire Mantyka (r) competing at the 2022 Robot Rumble and Loreburn Central School student Derek Griffin (centre), who did his CWEX work placement with MLA Dana Skoropad (r). Both Derek and Minister Skoropad pose with Premier Scott Moe (l).

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