



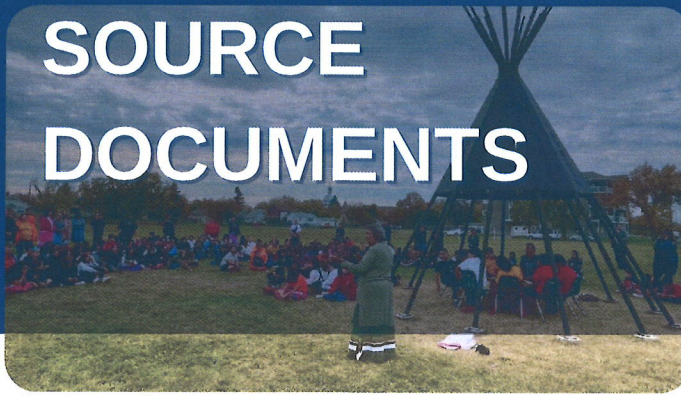
*Saskatchewan Rivers  
Public School Division*  
*Excellence for Every Learner*

# **COMMUNITY ENGAGEMENT ANNUAL REPORT**

Prepared By  
**Garette Tebay , Superintendent of Schools**  
*June 17th, 2024*



# SOURCE DOCUMENTS



## **1. The Education Act (1995)**

a. Section 140 – School Community Councils

## **2. Education Regulations**

a. Part 4 (Sections 5-16) – School Community Councils

## **3. Saskatchewan Rivers Public School Division Strategic Plan 2024–2030**

a. Core Values: Community Engagement and Responsible Governance

*i. Citizenship and Relationships: Student demonstrate active citizenship and are supported by engaged families and effective partnerships*

1. Engagement – families, SCCs and communities
2. Volunteerism
3. Partnerships and connections to global opportunities
4. Financial literacy
5. Community education
6. Student voice

*ii. Governance and Leadership: Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community*

1. Communication, accountability, and transparency
2. Fiscal responsibility
3. Stewardship of resources, technology, and infrastructure

## **4. Saskatchewan Rivers Public School Division Board Policy Handbook**

a. Policy 1 – Foundation Statements

*i. Community Participation/engagement*

b. Policy 2 – Role of the Board

*i. Accountability to Community*

c. Policy 8

*i. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.*

d. Policy 9 – Board Committees

*i. Saskatchewan Rivers Students for Change (SRSC) Committee*

e. Policy 10 – Board Representatives

*i. School Community Council Cluster Representatives*

f. Policy 18 – Partnerships

## **5. Saskatchewan Rivers Public School Division Administrative Procedures Manual**

API10 School community Councils

API12 Community Engagement

API75 Outside Organizations Access to Schools

API77 External Service Providers in Schools

AP 473 Volunteers

AP 625 Community Use & Rental of School Facilities

## **6. Saskatchewan Rivers Public School Division Commitment to Student Achievement**

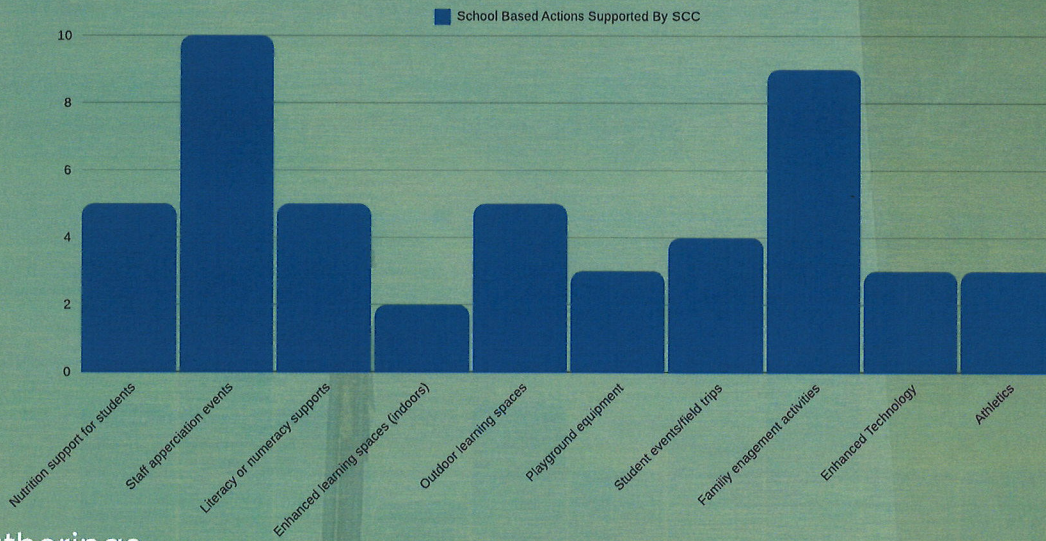


# CITIZENSHIP & RELATIONSHIPS

## SCHOOL COMMUNITY COUNCILS

During the 2023-2024 school year, SRPSD had a total of 31 active School Community Councils (SCC), included in the total: one combined SCC. Financing for SRPSD SCC is provided through governance funding providing SRPSD SCC's with a total of \$55,9800 to support SCC directed school-based initiatives and SCC annual gathering costs.

School Community Councils provide yearly executive summaries of the collaborative work completed with schools each year. Executive summaries include: short descriptions of school and community activities that each SCC supported, identification of SCC actions that align with division or school goals, and provide an overview of future plans. This year 2 SCC's have completed the process of redeveloping their constitutions, with a handful more beginning the process. Another celebration this year is the revitalization of the Riverside SCC and the growth from one parent member to seven parent members this year.



### SCC Gatherings

SCC's were invited to gather at multiple points this school year. The first gathering was held in October 2023 to provide an "orientation for SCC's. 2 additional Regional Gatherings were held one focusing on the Inclusive Education Model, the Second focusing on High School Transitions. Scc's were invited to attend a Community Engagement Gathering including School Principals, SCC Members and the SRSC on February 6th 2024.



# STUDENT VOICE

Our Board has committed to directly involve students in the governance of the school division; to provide for a mechanism where students could share their perspectives and opinions on education with their locally elected trustees; to maximize student voice and the opportunities available for young people to engage in division-wide leadership and capacity building. The Saskatchewan Rivers Students for Change (SRSC) regularly met to discuss challenges and opportunities in education, to take part in leadership and learning opportunities, to plan actions and events and to advocate for student learning and wellbeing. The SRSC provided advice and student perspective directly to the school board through its elected student representatives, with a focus on bettering student experiences in schools and improving results for the division. Saskatchewan Rivers Students for Change was provided \$5000.00 through Board approved governance funds.



## SRSC Highlights

- Participated in professional development sessions on discrimination and adult allyship, students developed plans to strengthen their leadership work in their schools through this lense
- The SRSC joined School Leaders and SCC members in our February 6th gathering. Their voices were appreciated and respected at the tables
- The SRSC did a deep dive into Career Guidance work in SRPSD and developed a triangle of support to help schools guide their work in this area
- Group meetings were led primarily by students, and began with team building exercises that built trust and supportive relationships among the group creating a space students were comfortable sharing their voice.

## Challenges

- Finding SRSC members who have the capacity to commit to SRSC work beyond the full group meetings continues to be a challenge in the work of the group.

## Future Considerations

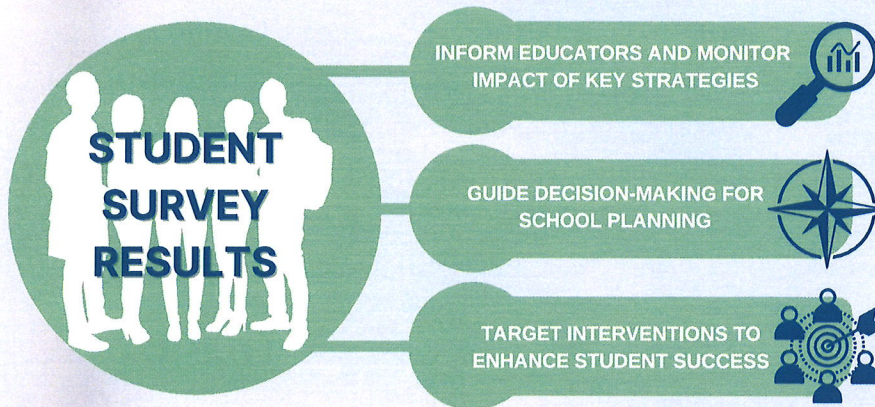
- Continue to foster the partnership developed this year with the Ontario Student Trustees Association
- Look for ways to increase board participation in full group meetings

# OurSCHOOL Survey

## STUDENT PERCEPTUAL DATA

The OurSCHOOL Student Survey Allows students to share their feedback anonymously on their experiences at school, school environment, and school improvement programs.

Participation in the survey is voluntary and survey measures include such topics as behaviours and attitudes linked to student success, emotional and social well-being and physical health. Based on how students respond to the questions in the survey; SRPSD can make changes to improve their experiences at school and engage their participation in school activities.



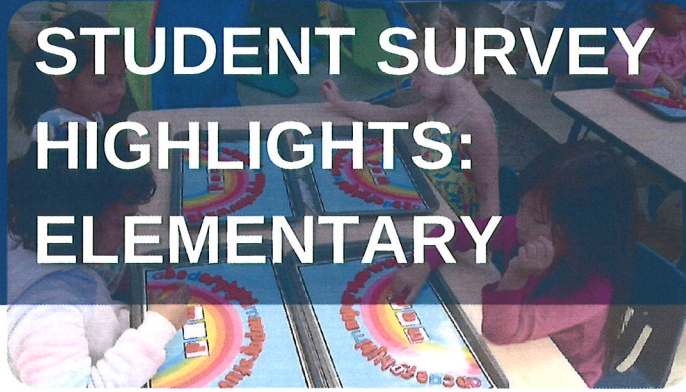
## Considerations for 2023/24 Survey

The timeline for survey administration was shifted this year by the Ministry. It is usually completed by SRPSD Schools the fall and was not completed until the spring in 2024. It is anticipated to return to a fall administration in the 2024/2025 School Year.

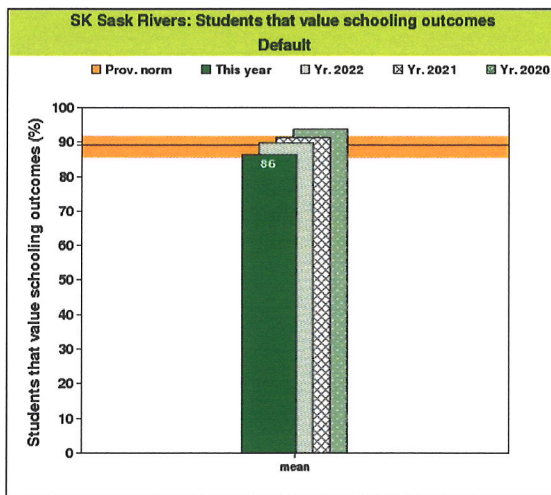
The parent survey was not offered this year. A local survey is in development for use in the 2024/2025 School Year.



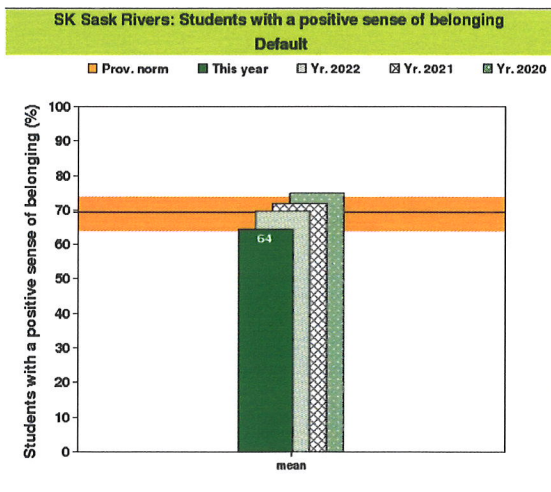
# STUDENT SURVEY HIGHLIGHTS: ELEMENTARY



ELEMENTARY (GRADE 4-6): A TOTAL OF 1287 GRADE 4-6 STUDENTS PARTICIPATED

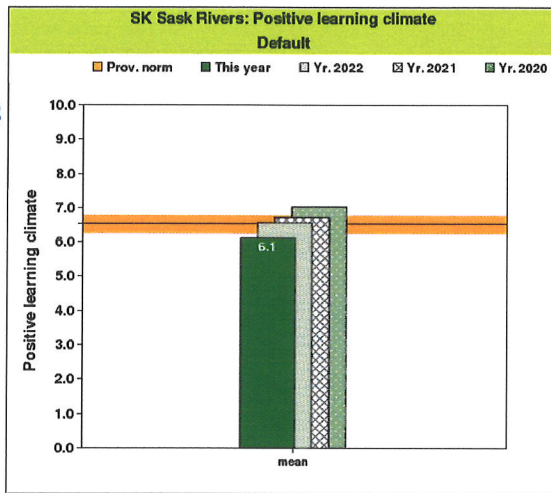
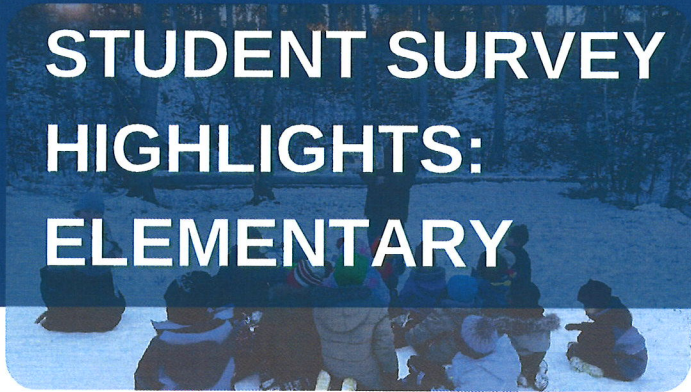


In the gathering of this data elementary students are asked to rate generic statements about their beliefs on the value of school. Things such as “doing well in school is important for when I grow up”.

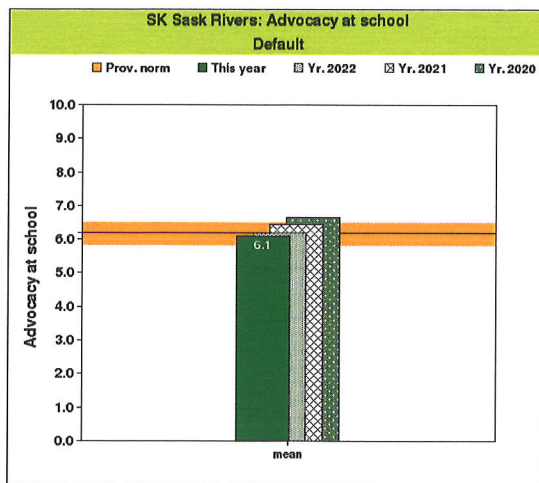


Measures of social engagement at school are indicators of mental health and well being. Feeling connected to school, and people in it elicits positive affiliation, and engagement. Students with a positive sense of belonging at school tend to have an overall positive experience at school.

# STUDENT SURVEY HIGHLIGHTS: ELEMENTARY



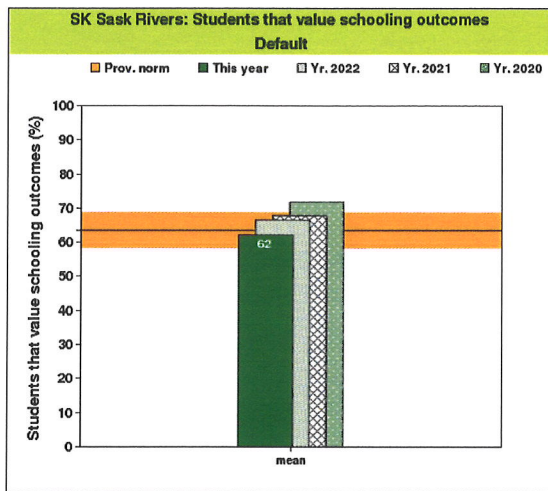
A positive learning environment is one that is inclusive of students regardless of differences. In this indicator students are asked a series of questions about the environment in which they learn and the responses of staff in those environments to maintain a calm sense of order and peaceful interactions.



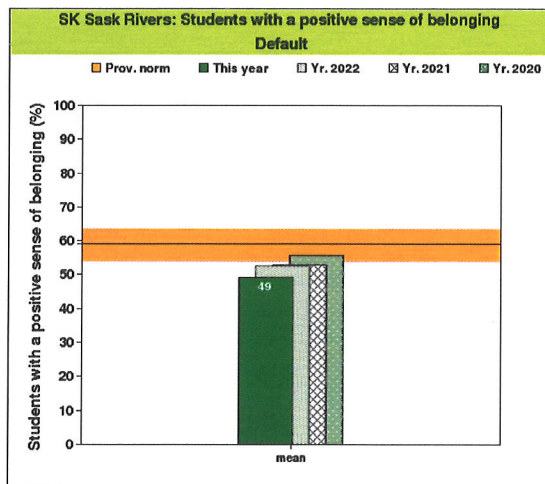
Elementary students are asked about how their teachers engage with them at school through responding to statements such as "My teachers ask me about how well I am doing at school" to measure the student perception of their teachers as advocates for their learning

# STUDENT SURVEY HIGHLIGHTS: SECONDARY

SECONDARY (GRADE 7-12): A TOTAL OF 1442 GRADE 7-12 STUDENTS PARTICIPATED



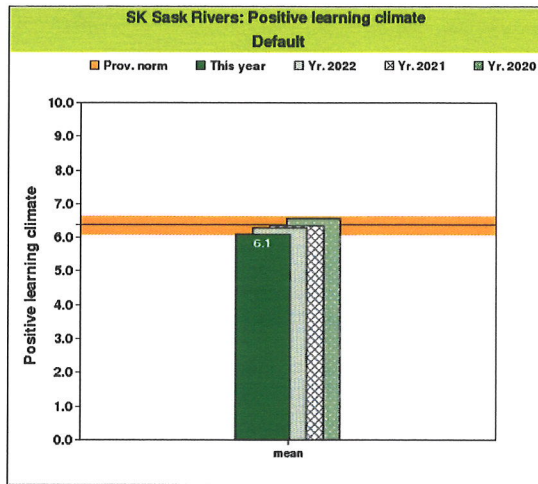
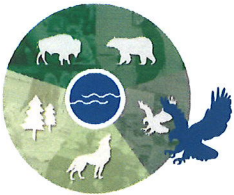
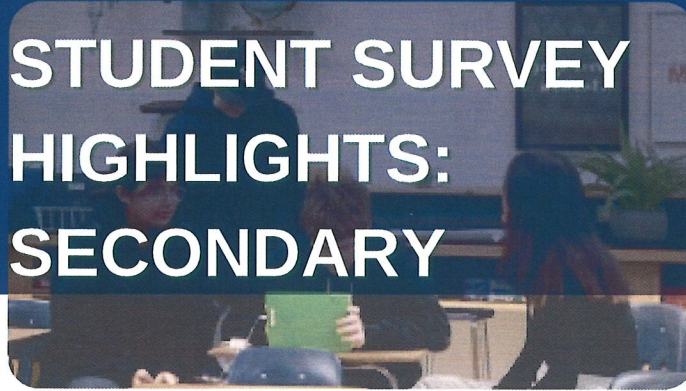
The Secondary Survey asks to what degree students agree with given statements. Statements include things such as, "I'm learning the skills I will need for success later in life"



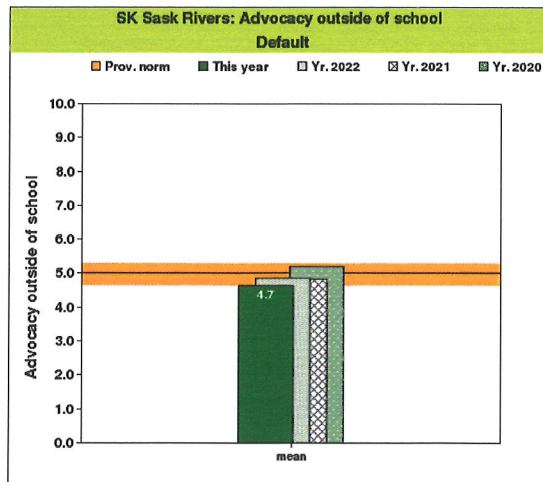
Measures of social engagement at school are indicators of mental health and well being. Feeling connected to school, and people in it elicits positive affiliation, and engagement. Students with a positive sense of belonging at school tend to have an overall positive experience at school.



# STUDENT SURVEY HIGHLIGHTS: SECONDARY



A positive learning environment is one that is inclusive of students regardless of differences. In this indicator students are asked a series of questions about the environment in which they learn and the responses of staff in those environments to maintain a calm sense of order and peaceful interactions.



The advocacy outside of school measure gives us insight into the students perspective of the engagement (or advocacy) level of their parents or family members in their school lives. Secondary students are asked about how often a parent or family member does things such as asking them about how they are doing in school, or encouraging them to do well, showing interest in their projects etc.

# PARTNERSHIP AND COMMUNITY SUPPORTS

Saskatchewan Rivers Public School Division (SRPSD) is deeply integrated with community entities through both formal and informal partnerships. Connections extend across sectors from large provincial bodies like the Ministries of Health, Social Services, and Justice to local community-based organizations (CBOs).

SRPSD boasts numerous formal partnerships and memorandums of understanding with local stakeholders, including:

**KidsFirst and the Prince Albert Early Years Family Resource Centre.**

SRPSD serves as the accountable partner.

**Prince Albert Early Childhood Council and the Community Network Coalition.**

SRPSD is an active member.

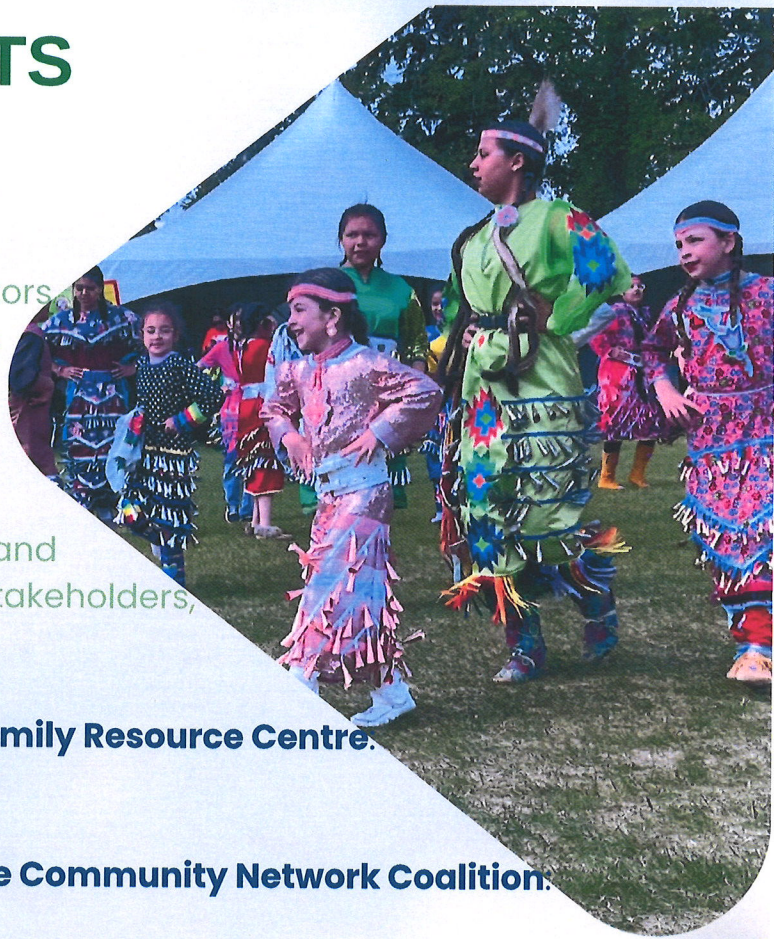
**Facility Use Agreements:** Established with many childcare and before-and-after school program providers.

**Invitational Shared Services Initiative Agreements:** In place with the Saskatoon Tribal Council and Wahpeton Dakota Nation.

**Training Partnership with Red Cross Saskatchewan:** To provide first aid and CPR training, and AED training

**Childcare Agreements:** Numerous existing agreements support the community's childcare needs.

SRPSD values cooperative relationships that bring allies together to enhance student achievement.



# PARTNERSHIPS IN SRPSD

- STUDENT PARTICIPATION AND SRPSD STAFF LEADERSHIP SUPPORTING THE HEART OF THE YOUTH COMMUNITY POW WOW
- FEEDING OUR FUTURES – COMMUNITY NUTRITION INITIATIVE
- SCHOOL BASED CHILD CARE FACILITIES:
  - *Ecole Arthur Pechey*
  - *Birch Hills (located beside school)*
  - *Carlton Comprehensive*
  - *Christopher Lake*
  - *King George*
  - *Kinistino*
  - *Riverside*
  - *St. Louis*
  - *Wesmor*
- SCHOOL BASED BEFORE AND AFTER SCHOOL PROGRAMS:
  - *Ecole Arthur Pechey*
  - *Birch Hills*
  - *East Central*
  - *John Diefenbaker*
  - *King George*
  - *Prince Margaret*
  - *Red Wing*
  - *Shellbrook Elementary*
  - *Spruce Home*
  - *St Louis*
  - *Ecole Vickers*
  - *WJ Berezowsky*
  - *Meath Park*
- YOUTH IN CORRECTIONS
  - Work directly with the Prince Albert Youth Remand Centre, Community Corrections, PA Roman Catholic School Division Support the appropriate and supported transition of youth involved in the corrections system
- SUMMER PROGRAMS
  - *Summer Literacy Program (Riverside)*
  - *Summer Music Program (WJ Berezowsky)*



# PARTNERSHIPS IN SRPSD

- PRINCE ALBERT GRAND COUNCIL
  - *Student / School participation in PAGC hosted Cultural Events*
  - *Actively enhancing partnerships between SRPSD and PAGC to coordinate academic and cultural responsiveness supports for youth*
- STUDENT PROGRAM PARTNERSHIP HIGHLIGHTS
  - *Global Sports Academy*
  - *Canadian Military Co-Op*
  - *Emergency Management and Fire Services program*
  - *Gabriel Dumont / University of Regina - Dual credit programming*
- KIDSFIRST
  - *Accountable partner*
  - *Providing HR, financial, facility and leadership support to enhance targeted supports for families with children aged 0-3*
  - *Supporting Pre-Kindergarten TRANSITIONS through Pre-K liaison early years educator*
- PRINCE ALBERT EARLY YEARS FAMILY RESOURCE CENTRE
  - *Accountable partner*
  - *Staffing partner*
  - *Providing HR, financial, facility and leadership support to provide parenting supports for vulnerable families*
- RED CROSS
  - *provide youth and staff with training in CPR and First Aid, and AED training.*
- SASK SPORT
  - *Dreambroker program supporting vulnerable students access to sport and cultural activities (situated at WJ Berezowsky and Princess Margaret schools)*





## Communications

This is the second year of implementing a robust communications plan. SRPSD has continued to refine and enhance our comprehensive communications plan to align both internal and external communications with the division's strategic plan. Below are the methods and modes of communication used to convey the division's story:

### Learning and Innovation

Internal Communications:

- Leadership Learning Communities share research-based best practices and ensure consistency in messaging for professional development of school-based staff.
- Ebsy is used to communicate learning progress through grade books and learning stories.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

### Mental Health and Wellbeing

Internal Communications:

- Employee and department newsletters include best practices and information from the intensive supports team.
- Schools disseminate information through newsletters and directed emails.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

### Inclusion and Cultural Responsiveness

Internal Communications:

- Employee newsletters include best practices and information from the intensive supports team and the Indigenous perspectives team.
- Consultation with our Elders Council provides guidance in our operations.

External Communications:

- Best practices are highlighted in external communications by sharing school stories on the splash page and social media platforms.

### Citizenship and Relationships

Internal Communications:

- School Community Councils (SCC) are the main point of contact with school communities to provide information and gather feedback.
- The Student Representative School Council (SRSC) serves as the primary group for student voice within the division.
- The OurSCHOOL Survey is administered annually to collect feedback from students, staff, and parents.

External Communications:

- Participation in community events such as Kidzfest enables direct communication with community members.
- Employee appreciation days and other stakeholder achievements are acknowledged on our social media platforms.

### Governance and Leadership

Internal Communications:

- Full group, employee group, and targeted small group emails are primarily used for communication.
- Meetings with Principals and Vice Principals are conducted to develop consistency of practice.

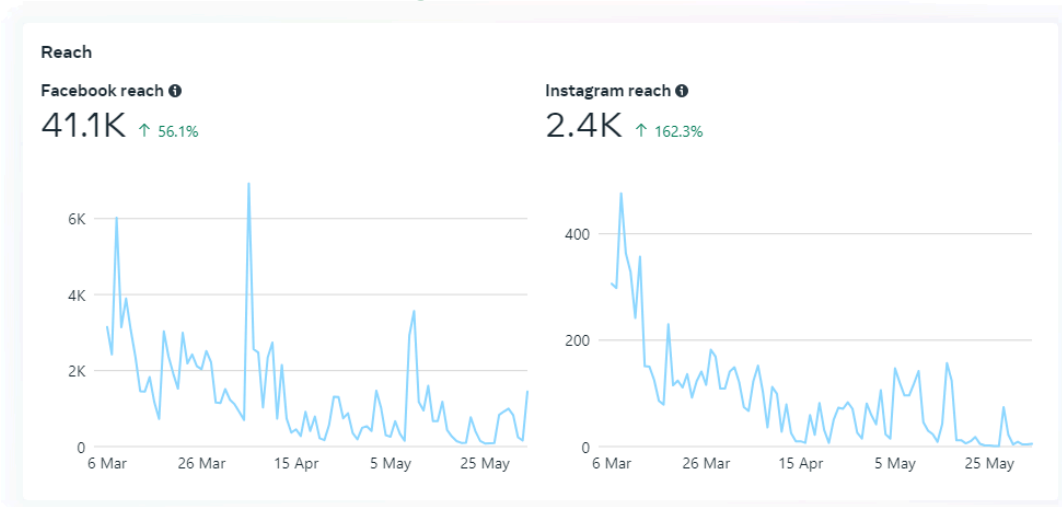
External Communications:

- Board Highlights are shared with external stakeholders and on social media platforms following every board meeting.
- Media releases are developed when appropriate to inform local media of significant events.

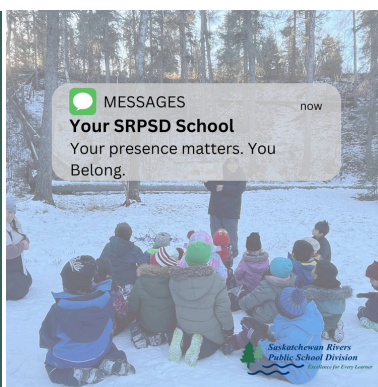


# COMMUNICATIONS HIGHLIGHTS

SRPSD Social Media reach has grown from the thousands to the tens of thousands this year. The division page added over 400 new Facebook users and over 100 new Instagram followers.

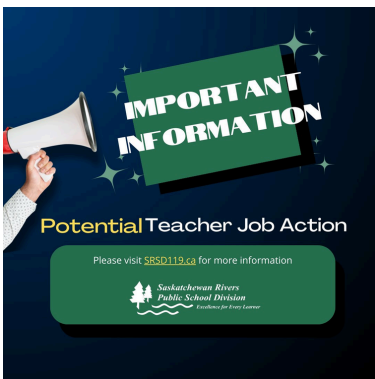


The division ran social media campaigns to introduce the updated commitment to student achievement, Staff Appreciation, Attendance, and Registration. SRPSD's registration campaign reached approximately 50 thousand people.

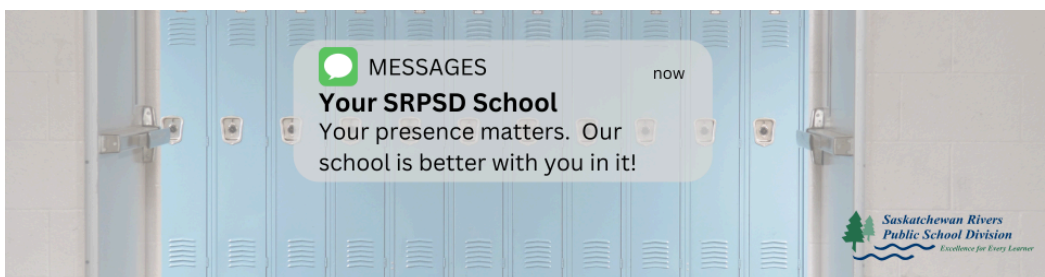


# COMMUNICATIONS HIGHLIGHTS CONTINUED

Alongside internal communications via email, social media pages became a source for communicating clearly about STF job action. Posts informing the community about STF job action had an average reach of approximately 3500 accounts.

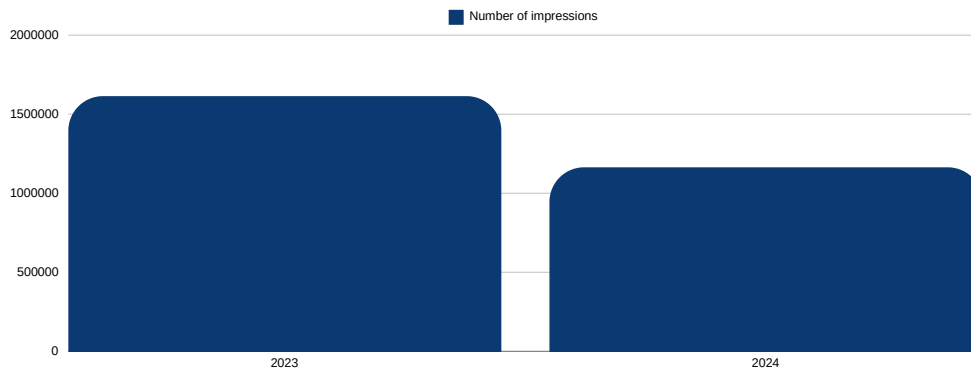


Access to a new tool "Canva" helped build brand recognition that spread across our social media post and into our campaigns with the Pattison group on PA Now and Local Radio stations. Radios ads included student voice from Redwing and King George Public Schools this year.



Example of a PANow ad that ran concurrently with our own social media campaign

# COMMUNICATIONS HIGHLIGHTS CONTINUED



Ads run through PANow have proven to have wide visibility. SRPSD Ads have had almost 3 million impressions in 2023/2024 which means they have been on the page for a user to see that many times. From these impressions PA Now readers have gone on to click for more information on our website over 1500 times.

## Prince Albert Daily Herald

Prince Albert's only locally-owned daily newspaper

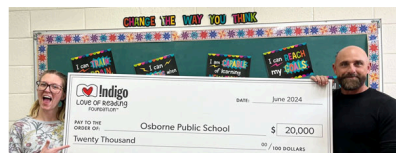


Home > News > Local school gets literary boost from Love of Reading Grant

News Top Stories

### Local school gets literary boost from Love of Reading Grant

By Michael Olekyn, Local Journalism Initiative Reporter - June 4, 2024



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Relationships with local media reporters and organizations help to ensure that positive reporting outweighs coverage with criticism. While there have been challenges from politically-driven stories, google alerts notifications indicate a strong positive representation of SRPSD in the PA Herald (print and online), paNOW, and the Shellbrook Chronicle. Although there have been occasions of inaccurate or critical news coverage, there has been continued reliability in coverage in the Daily Herald for education and for SRPSD specifically.



## ADMINISTRATIVE IMPLICATIONS

- Continue efforts to develop parent understanding and engagement within our system, ensuring their voices are heard and valued.
- Strengthen student representation and voice at the board level.
- Support the school-based administration of the OurSCHOOL survey, utilizing feedback from the new format to drive improvements.
- Continue developing partnerships and community supports to enhance family engagement across all schools.
- Innovate and find unique, eye-catching ways to share the SRPSD story with the broader community.
- Increase the sharing of school-based stories through division channels to highlight successes and initiatives in all of our facilities.



## Governance Implications

- Continue to promote policies that facilitate parent understanding and engagement within our system, ensuring their voices are acknowledged and valued in decision-making processes.
- Continued endorsement of SRSC initiatives to strengthen student representation and voice at the board level, ensuring their perspectives are integrated into governance in ways that are meaningful to the students.
- Advocate for the development and maintenance of partnerships and community supports that enhance family engagement across for all of our schools, and students at all grade levels.
- Encourage the creation of innovative and impactful strategies to communicate the SRPSD story to the wider community, enhancing transparency and engagement.
- Support the increased sharing of school-based stories through division channels, highlighting achievements and initiatives to foster a sense of community and shared purpose.