# Public Schools of Saskatchewan Student Citizenship Awards

Public Schools of Saskatchewan recognize public school student groups or classes that support citizenship or character building within their schools or community by providing annual Student Citizenship Awards. Student groups or classes at elementary and high school will be recognized for their contributions. Up to three $1000 awards for grade 1 to grade 8 and up to three $1000 awards for grades 9 to 12 may be awarded annually to projects that meet the criteria.

## Program Outline

a. Public schools, with school division support, can apply for recognition of student activities related to citizenship and character development.
b. Awards will be provided for groups of students or classrooms (not individual students).
c. Applications will be received by April 15 annually and awards will be presented at the June general meeting of the Public Schools of Saskatchewan (Public Section).
d. Applications must demonstrate that the project, initiative, or activity is student-driven, has been implemented, and is actively making a positive impact. Applications should provide evidence of the project's actions, outcomes, and benefits to students, the school, or the broader community. While projects may continue beyond the award year, recognition is based on demonstrated implementation and impact rather than future intentions alone.
e. Questions? Contact Lynn Little at <publicsection@sasktel.net>

## Criteria

The following criteria will be applied when the student activities are considered for the awards:

a. Promoting the value of public education by contributing to inclusive, welcoming, and supportive learning environments that reflect diverse perspectives and strengthen school and community connections,
b. Promoting democratic values through active citizenship, collaboration, respect for others, and a commitment to the common good,
c. Making a positive and meaningful impact on the physical, educational, social, and/or community environment, and
d. Creating a lasting legacy through actions that continue to influence, improve, or strengthen the school, community, or learning environment.

**Deadline date for applications is April 15, 2027.**

## Applications Require:

- Completed online application.
- A (maximum) five-minute video from the group that describes in detail the project or initiative they are carrying out or planning; explains how the project or initiative relates to citizenship or character education; and identifies why they feel they merit recognition for the award;
- Support from a school administrator; and
- Support from the school division.

## Video Submission Guidelines:

- For your application to be valid, you must upload the video file using the online form.
- We cannot accept links to videos hosted on online creation platforms (eg Canva, Adobe Express) or streaming sites ( e.g. YouTube, Vimeo, Google Drive, Microsoft Teams).
- Why? This ensures our judges can reliably access and review your submission.
- How to get your file: Most online video tools have an "Export", "Download", or "Share as File" option. Please download the video to your computer or device before uploading it here.

## Technical Specifications:

- Accepted Formats: MP4 or MOV preferred. AVI or WMV are also acceptable
- Maximum Duration: 5 minutes
- Maximum File Size: 1GB

For questions or support regarding the Video Submission Guidelines or Technical Specifications, please contact Jeff Walters at <jeff@Karrvideo.ca>

## Examples:

Some examples of student citizenship activities that may be considered for awards:

- Supporting academic activities in the classroom or the school, for example: working with younger children;
- Helping people with special needs in the school or in the community;
- Participating in community causes or activities;
- Fundraising for good causes or participating in community fundraising events;
- Volunteering for school or community organizations, with a significant time commitment;
- Helping seniors in the community, for example: shoveling sidewalks or helping with yardwork;
- Fostering an understanding of democracy or democratic values through specific activities in the school or the community; or
- Involving themselves in socially or environmentally responsible projects or activities.
- Past winning entries are posted on the Public Schools of Saskatchewan Website, please consider viewing the entries. The website is Public Schools of Saskatchewan | Inclusive Education for All

# How Applications Will Be Evaluated

Public Schools of Saskatchewan is committed to a fair, consistent, and transparent adjudication process for the Student Citizenship Awards. The following rubric will be used by the Student Citizenship Awards Program Committee to evaluate all eligible submissions.

Applications in the Grades 1–8 and Grades 9–12 categories will be adjudicated separately. Expectations will be appropriate to the age and context of the students involved.

The committee will consider the complete submission, including the written application, student video, and required endorsements. Evidence may be provided through any component and does not need to be repeated in multiple places.

## What the Student Citizenship Awards Program Committee Will Consider:

The six criteria are student ownership and authentic voice; implementation and strength of evidence; promotion of the value of public education; democratic values and active citizenship; positive and meaningful impact; and lasting legacy.

Greater weight is given to student ownership and authentic voice and positive and meaningful impact, reflecting the importance of authentic student leadership and demonstrated benefits to the school or community.

The committee will assess the substance and impact of the project rather than the production quality, editing, equipment, or polish of the video. Projects should demonstrate action that has already occurred. Future plans may contribute to evidence of a lasting legacy, however evidence of current implementation and impact must be demonstrated.

Provide specific examples and evidence of what students did, why the work mattered, what resulted, and how the project reflects active citizenship and the values of public education. Every example in a descriptor is not required; the committee will select the level that best fits the overall body of evidence.

## Before Your Application Is Adjudicated:

Submissions must meet all four eligibility requirements before moving forward to scoring:

- The application is for a group of students or a classroom, not an individual student.
- The project is supported by a school administrator and the school division.
- The required application and video have been submitted in an accessible format.
- The project is student-driven, has been implemented, and includes evidence of actions, outcomes, or benefits.

## Scoring:

4 – Exceptional: Compelling, specific, sustained evidence
3 – Strong: Clear and consistent evidence
2 – Developing: Some relevant evidence; depth or reach is limited
1 – Limited: Minimal, unclear, or largely planned evidence
0 – Not demonstrated: No relevant evidence provided

A score of 4 represents outstanding evidence for the students' age and context. Each criterion score is multiplied by its weight, for a maximum total of 100. The detailed descriptors follow.

## Holistic Evaluation Rubric

Each criterion will be assessed using evidence from the complete submission and the descriptors below.

| Criterion and weight | 4 Exceptional | 3 Strong | 2 Developing | 1 Limited | 0 Not demonstrated |
|---|---|---|---|---|---|
| **Student ownership and authentic voice**<br>**Weight x5** | Students clearly initiated and drove the work. Their voices, choices, roles, and learning are compelling and authentic. | Students played a clear and substantial role in decisions and action. Their perspectives and learning are evident. | Students participated meaningfully, although adults appear to have shaped important decisions or the submission provides limited detail about student roles. | Student involvement is minimal, unclear, or mostly adult-directed. Student voice is limited. | No evidence of student ownership or voice. |
| **Implementation and strength of evidence**<br>**Weight x4** | The project is fully implemented. Specific, credible, and varied evidence clearly demonstrates actions, outcomes, and benefits. | The project is implemented and supported by clear evidence of actions and results. | Implementation is evident, but evidence of actions or results is general, incomplete, or uneven. | The work is mainly proposed, newly started, or supported by little verifiable evidence. | No evidence that the project has been implemented. |
| **Promotes the value of public education**<br>**Weight x4** | The project powerfully strengthens an inclusive, welcoming, and supportive public-school environment, reflects diverse perspectives, and builds meaningful school **or** community connections. | The project clearly contributes to an inclusive and supportive environment and strengthens relevant connections. | The project shows some contribution to inclusion, belonging, diverse perspectives, or connections, but evidence or reach is limited. | The connection to an inclusive public-school environment or community relationships is weak or unclear. | This criterion is not demonstrated. |
| **Democratic values and active citizenship**<br>**Weight x4** | Students consistently demonstrate active citizenship, collaboration, respect for others, shared responsibility, and commitment to the common good. | The project clearly demonstrates democratic values through student participation, collaboration, respect, and service to others. | Some democratic values or citizenship behaviours are evident, but they are not well developed or consistently demonstrated. | References to citizenship or democratic values are minimal, vague, or mostly descriptive rather than demonstrated through action. | This criterion is not demonstrated. |
| **Positive and meaningful impact**<br>**Weight x5** | The project has substantial, meaningful, and well-supported benefits for the physical, educational, social, **or** broader community environment. | The project has a clear positive impact, supported by specific examples or outcomes. | A positive contribution is evident, but its significance, reach, or supporting evidence is limited. | The claimed impact is small, unclear, mostly anticipated, or not supported by evidence. | No positive impact is demonstrated. |
| **Lasting legacy**<br>**Weight x3** | The project has created enduring practices, relationships, resources, learning, or changes that continue to influence and strengthen the school, community, **or** learning environment. | There is clear evidence that benefits, learning, or structures will continue beyond the immediate activity. | Some potential or early evidence of continuation exists, but the lasting influence is not yet clear or well supported. | Legacy is limited to an aspiration or short-term effect, with little evidence of continued influence. | No lasting influence or credible plan for continuation is evident. |