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*'Striving and Succeeding
Together'*

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THE EAGLE EYE

February 14, 2024

HAPPY VALENTINE'S DAY!

CONGRATULATIONS TO OUR SR HIGH GIRL'S CURLING TEAM! Kennedy Campbell, Abby Bergerud, Daintry Pugh and Kira Morrison for their bronze medal finish at zones in Red Deer this past weekend. We are so very proud of you and thanks so much for representing our school so very well!!

AFTER SCHOOL CURLING WINDUP will happen on Tuesday, Feb 27th with a Pizza supper. Please send \$5 and choice of pizza with your child to Deanna in the office on Wednesday, Feb 21st.

ALBERTA EDUCATION ASSURANCE SURVEY Parents/Guardians of students in Grades 4-12 may have already received or will receive a survey package mailed by Alberta Education. Edgerton Public School encourages all parents/guardians to complete this survey as the data is used for informed decision making for the purpose of improving programs and student academic results in subsequent years. We are proud of our school and what we are able to offer but welcome input that can make it better. Attached are 2 documents (Alberta Education Assurance Survey – Parent Guide & EPS Assurance Plan 2023-2024) that share some of the many great things our school is doing for our students that may assist parents in completing the survey. Data is skewed when only a few parents/guardians fill out the survey, so please fill your survey out when you receive it. Thanks so much!

SUBWAY/McDONALDS LUNCH DRIVERS NEEDED! Thank you so much to the parents who have driven to pick up our Subway and McDonalds lunches. We need drivers for **Subway** – Mar 12, Apr 16, May 14 and June 11. **McDonald's** – Mar 21, Apr 25, May 23 and June 20. Please contact Deanna in the office by phone or email deanna.waddell@btps.ca if you are able to pick up lunches for us.

YOUTH TAXES 101 Please see attachment for information on a free virtual online training.

NURSING CAREERS – POST-SECONDARY PATHWAYS Open to high school students (grade 9-12) in rural Alberta interested in Nursing. See attached poster for more information.

KINDNESS FOR OURSELVES AND OTHERS – A message from Shannon (see attached).

Attachments:

AB Education Assurance Survey Info
EPS 2023-2024 Assurance Plan
Youth Taxes 101
Rural Nursing Careers
News from BRITE

Alberta Education Assurance Survey

Information for parents and guardians

About the survey

Every year, Alberta Education surveys students, their parents and all teachers on behalf of schools and school authorities to assess what is working well and where there is room for improvement. The survey asks students in grades 4, 7 and 10, and their parents, about their thoughts, feelings and experiences in school. The survey will be administered between January and March 2024. In some schools, all students in grades 4 and above and their parents will be surveyed.

Participants will be asked questions on a variety of topics, such as welcoming, caring, respectful and safe learning environments; student learning engagement; and parental involvement. The survey does not ask for names and cannot be used to identify individual participants.



Why is the survey needed?

Alberta's Assurance Framework requires school authorities across the province to report their performance according to a number of different measures that provide key information about how the education system is doing. A provincial survey allows all school authorities to be measured on the same things at the same time.

Participation in the survey is voluntary:

- All participants may opt out of taking the survey at any time with no repercussions and/or skip any questions they do not wish to answer.
- All responses are anonymous. The survey does not collect personally identifiable information and Random Access Codes will be used to group responses by survey type, school and authority.
- Only grouped data where there are more than six responses are reported.
- All data collected will be managed in accordance with the *Freedom of Information and Protection of Privacy Act*.
- If you have any questions regarding the survey or your child's participation, please contact your child's school directly.



How will I take the survey?

- Parents or guardians are issued a single-use Random Access Code mailed through Canada Post to complete the survey online.
- The code must be used to access the survey and helps Alberta Education group your response as being from a parent/guardian. It is **not** used to identify individuals.
- Monitor your Canada Post mailbox starting late-January 2024 for the survey invitation package from Alberta Education.
- Parents or guardians with more than one student in an eligible grade will receive a separate survey invitation package for each child.
- Paper copies of the survey can also be requested through your school principal once the survey opens.



How will students take the survey?

- Students complete the survey at school.
- Before the survey begins, your child's teacher or school staff will explain to the students that the survey is not a test – there are no right or wrong answers. They will also explain that there are no repercussions for opting out of participating and that they may skip questions they do not wish to answer.
- Responses are submitted anonymously. Random Access Codes will be used to group responses by survey type, grade, school and school authority only.

Details about the assurance measures and how to obtain results are available online at www.alberta.ca/alberta-education-assurance-survey

If you have questions or concerns about the survey, please contact your school principal.

Edgerton Public School

Alberta Education Assurance Survey - Parent Guide

Your child is actively engaged in learning essential literacy and numeracy skills that are crucial for their academic growth.

Sample Survey Questions:

- Students at your school are learning what they need to know.
- The literacy skills students are learning at your school are useful.
- The numeracy skills students are learning at your school are useful.

At Edgerton Public School, we:

- Prioritize literacy & numeracy through instruction, classroom guided reading groups, targeted intervention, and whole-school reading groups
- Participate in professional learning that targets literacy and numeracy instructional strategies

Your involvement and input are highly valued in shaping your child's educational experiences and the school's decision-making process.

Sample Survey Questions:

- How satisfied or dissatisfied are you that your input into decisions about your child's school is considered.
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school.

At Edgerton Public School, we:

- Encourage parental involvement through opportunities such as school council, Parent Foundation, parent volunteering, and parent participation in whole-school activities and assemblies
- Communicate through a variety of platforms such as newsletters, social media, and SeeSaw

A wide range of learning supports and services are available and accessible to ensure your child's academic and personal success.

Sample Survey Questions:

- At school, there are appropriate supports and services available to your child to help with their learning.
- Your child can easily access programs and services at school to get help with school work.

At Edgerton Public School, we:

- Access SEC and BRITE programming to support students' mental health, wellness, and encourage positive relationships
- Operationalize an inclusive learning support team that includes a teacher, occupational therapist, speech language pathologist, and behavioural specialist for individual programming and support

Student Growth and Achievement

Sample Survey Questions:

- Students at your child's school respect each other.
- Your child is encouraged at school to be involved in activities that help the community.
- Your child is encouraged at school to try their best.

At Edgerton Public School, we:

- Celebrate student success with monthly Merit Awards
- Engage students beyond the classroom with opportunities such as athletics, arts, field trips, technology, Lakeland partnership, Leadership Club, and travel club

Your child is receiving a quality education that is both challenging and engaging, with clear learning objectives.

Sample Survey Questions:

- Your child finds school work interesting.
- Your child is learning what they need to know.
- How satisfied or dissatisfied are you with the quality of education your child is receiving at school.

At Edgerton Public School, we:

- Structure professional learning to focus on implementing curriculum and designing optimized unit and lesson plans
- Collaborate to ensure every teacher is meeting students at their ability

Education Quality

Your child studies in a safe, respectful, and welcoming environment, where caring relationships are a priority.

Sample Survey Questions:

- Students at your child's school care about each other.
- Your child's school is a welcoming place to be.
- Teachers care about your child.
- Your child is treated fairly by adults at school.

At Edgerton Public School, we:

- Provide staff with training opportunities that emphasize safety and relationships such as first aid, mental health first aid, and non-violent intervention
- Hold many whole-school gatherings to build safe and caring relationships

Safe Caring and Welcoming

Learning Supports

Parental Involvement

Citizenship



ASSURANCE
PLAN
2023-2024

EDGERTON
PUBLIC
SCHOOL



Message from the Principal

At Edgerton Public School, we believe that success is not an individual pursuit but a collective effort. We foster an environment where students, teachers, parents, and the community collaborate, support, and inspire one another to reach new heights.

Our dedicated staff members are passionate about nurturing students' talents, encouraging critical thinking, and fostering a love for learning. We prioritize the development of essential skills, empowering students to become confident, adaptable, and lifelong learners.

Beyond the classroom, we offer a variety of extracurricular activities that allow students to explore their interests, develop leadership qualities, and cultivate a sense of community. Whether it's through sports or community service, our students discover their passions while learning the value of teamwork, respect, and perseverance.

We also recognize the crucial role parents play in their child's educational journey. We actively involve parents in the learning process through open communication and opportunities to engage with the school community. Together, we can provide the support and guidance necessary for students to thrive. Our shared commitment to ***striving and succeeding together*** creates an environment where students can grow academically, socially, and emotionally.

ABOUT EDGERTON PUBLIC SCHOOL

Mission:

The Edgerton Public School community is committed to developing the skills and knowledge required for our students to be active and successful global citizens.

Vision:

To be dynamic leaders in empowering students to be caring, responsible, and contributing global citizens with a passion for learning.

Values:

Mantra: Striving and Succeeding Together

- Teamwork
- Students first
- Kindness towards others
- Sense of community
- Helping others in need
- Respect
- Safe and Caring Environment
- Leadership
- Positive Relationships
- Accountability
- Citizenship
- Effort
- Success
- Charity

School Profile:

Edgerton Public School is a K-12 school offering full programming to approximately 135 students. We strive to provide small class sizes in a technologically rich environment while maintaining a strong focus on literacy and numeracy. In partnership with a supportive school council, as well as strong community involvement, we are building capable, talented, and dynamic future leaders.

Edgerton Public School is located 37 km from Wainwright in a vibrant rural community of approximately 400 people.

The community is a strong supporter of the school and has several facilities available for school use, including curling and skating rinks, golf course and the agricultural hall.

The school, alongside the people in the community, stands firmly behind the belief that the ultimate success of each student enrolled in Edgerton School is a joint effort of the entire community.

Town Description

The friendly oasis of the Village of Edgerton is nestled in rolling hills in the east-central part of Alberta, just inside the Saskatchewan border. Surrounded by rich agricultural land and oil and gas production, Edgerton is a great place to raise a family, a community with good old fashioned hospitality and all the conveniences of small town living. Located only 37 km from Wainwright and 88 km from Lloydminster, Edgerton is in close proximity to the shopping and amenities found in larger centers.

PRIORITY ONE: Supporting Learning Success for All Students



Outcome:
Students are prepared for life after K-12.

Measures

Provincial

- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

Local

- OurSchool Survey:
 - o Student Engagement
 - o Subject Scores
 - o Intellectual Engagement
 - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence

Strategies

Support and expand programming and robust learning experiences - in the classroom, online, and in the community.

Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.

School Actions

- Lakeland College partnership (Dual Credit, CTS)
- Off campus (Green Certificate, Work Experience)
- Community partnership (met with community representative to brainstorm opportunities)
- Buffalo Trail Learning Hub (individualized learning plans)
- Aligning common timetable to offer more courses
- Breakfast program
- Career and Life Management class
- Financial literacy option class
- Foods class



- Build strong relationships with our students, so that they know we are still there for them after they graduate
- CALM class
- I Am program
- BRITE program

- Access to academic advisor
- Pre-preparing - parent/student info night
- Booth - learning to count money, people skills, keeping track of items
- Try A Trade (Grade 10)

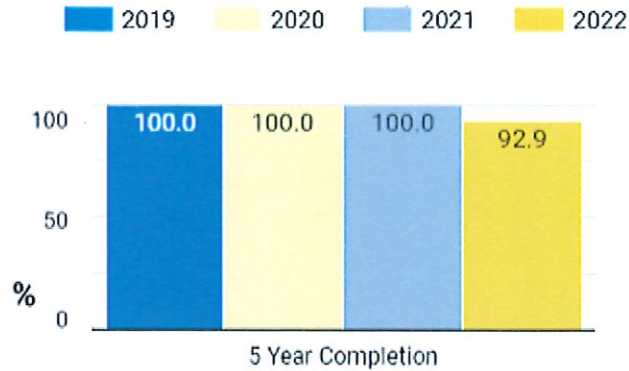


- Celebration of Indigenous Day
- Lakeland courses
- Focus on high school schedules - what they need (conversations with students)
- Leadership opportunities through sports and other extracurricular activities (including Student Leadership)
- In a world that becomes evermore reliant on technology, our school has worked towards providing unique opportunities for our students to engage with new and emerging technologies
- The use of Spheros and Lego Wedo 2.0 has allowed our students to develop coding, computer, and critical thinking skills that are increasingly more important in society



Results and Key Insights

High School Completion



- EPS continues to have high levels of high school completion outperforming the provincial average of 88.6%.

Outcome:
Students demonstrate strong numeracy and literacy skills.

Strategies

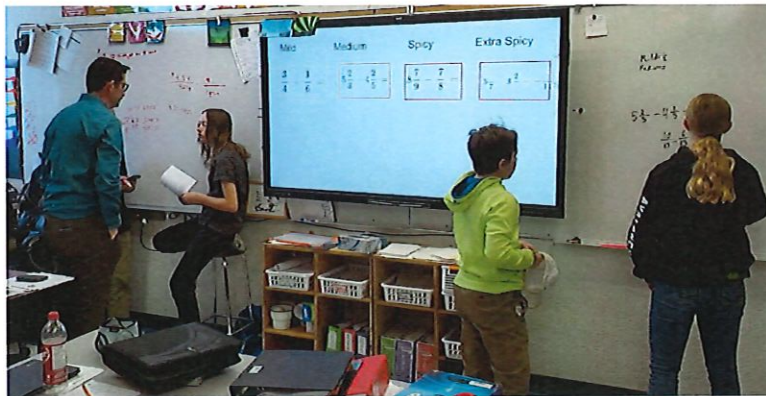
Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

School Actions

- Intervention supports
- Innovation coach
- OLC
- IL
- Heggerty
- Fountas & Pinnell benchmark assessment system
- Mathology
- Accelerated Reader program
- STAR Reader diagnostic
- Eagle Emporium incentive
- Financial literacy option class
- Reading intervention pull-out for grade 1/2 students
- Weekly reading groups for grades 3-9

- At the junior and senior levels, our mathematics courses have been integrating more practical approaches to integrating math into real life practice. Following the practices presented in “Building Thinking Classrooms” (Peter Liljedahl), we’ve been putting more of an emphasis on giving meaningful, rich math tasks to students and having them work in groups to solve them. By having students attack challenging, meaningful tasks, numeracy skills are being developed in a better, more practical way that allows students to utilize and continue to develop their cooperation, communication, and critical thinking skills.

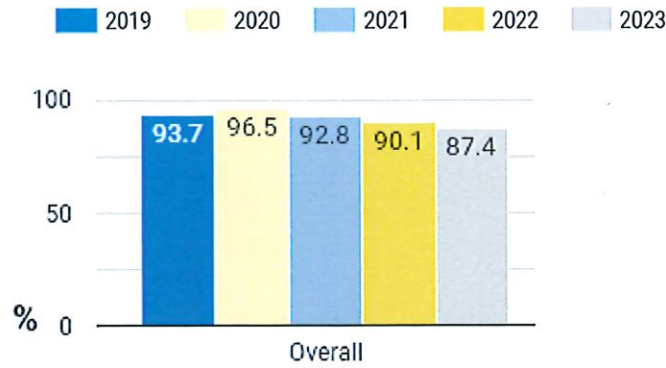


- Math and English IXL
- Mathletics
- Literacy and numeracy intervention - allow students extra time to practice the repetitive steps needed to master these skills



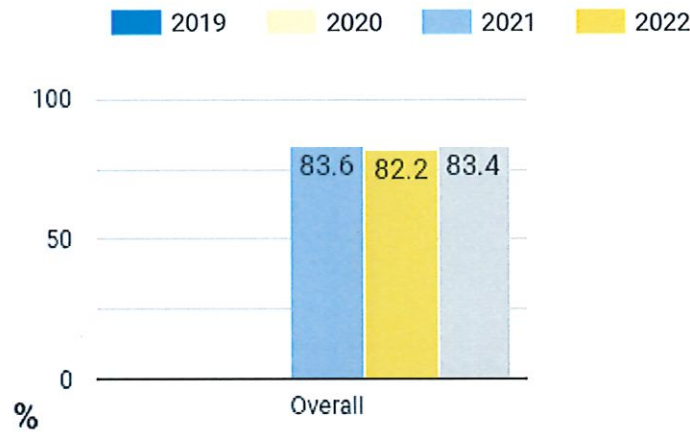
Results and Key Insights

Education Quality



- EPS stakeholders are generally satisfied with the quality of education provided

Student Learning Engagement



- EPS continues to have a high percentage of students, teachers and parents who agree that students are engaged in their learning at school.

Outcome:
 Students have opportunities for rich learning experiences from highly effective staff.

Strategies

Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.

Support strong digital citizenship through a technological rich infrastructure.

School Actions

- Welcoming staff (development of rapport with students)
- Work as a team (collaborative staff) to create positive learning environments
- Small group learning
- Guest speakers
- CALM baby - practical, hands-on, real life project



- High interest tech practice with IXL
- Multi-mode projects that allow for technology integration, art integration, creative writing integration, physical
- Educational field trips - physics, Legislature, Bee Farm, Village Office, Telus World of Science, etc.

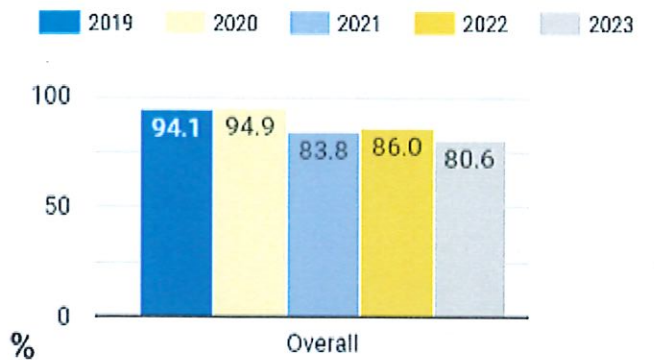


- Guest speakers
- Buddy activities
- House teams



- Divisional BTPS Learning Days:
 - Lana Lane (Literacy)
 - Gerry Varty (Numeracy)
 - Anne Davies (Assessment)
- Intervention
- Foods programming
- Science Showcase



<p>Results and Key Insights</p>	<p style="text-align: center;">Citizenship</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>94.1</td> </tr> <tr> <td>2020</td> <td>94.9</td> </tr> <tr> <td>2021</td> <td>83.8</td> </tr> <tr> <td>2022</td> <td>86.0</td> </tr> <tr> <td>2023</td> <td>80.6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Stakeholders are generally satisfied that students model the characteristics of citizenship. Both parent and student results increased from the previous year, however, teacher results fell below the provincial average at 78% pulling down the overall results. 	Year	Score (%)	2019	94.1	2020	94.9	2021	83.8	2022	86.0	2023	80.6	
Year	Score (%)													
2019	94.1													
2020	94.9													
2021	83.8													
2022	86.0													
2023	80.6													

Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

<p>PRIORITY TWO: Fostering Safe and Caring Learning Environments</p>	
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<p>Outcome: Students learn in inclusive spaces that are welcoming and caring.</p>		<p>Measures</p> <p>Provincial</p> <ul style="list-style-type: none"> Welcoming, Caring, Respectful, and Safe Environments Access to Support and Services
<p>Strategies</p>	<p>Ensure all students are valued, safe, and have their diverse needs met.</p>	

School Action

- BRITE program
- I Am program
- Buddy arrangements
 - House teams
- Pep rallies
- Grads vs. Staff Ball game



- Alternate work spaces and safe spaces for students in need
- Mental Health and admin inviting students in to talk or work
- All of the effort the teachers put in to making their individual classrooms bright & exciting (the colours, posters, Keurig)
- Classrooms and hallways are physically welcoming



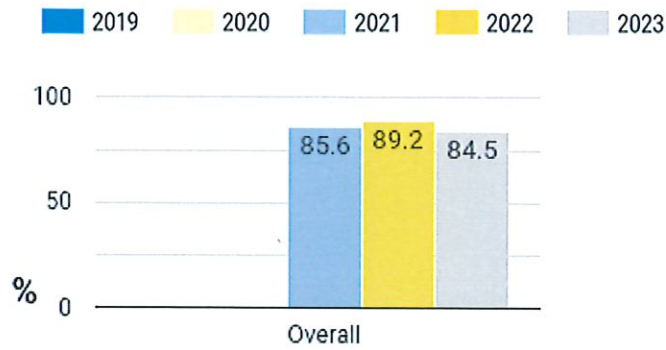
- Caring staff where everyone is willing to help (just being there to listen, give advice, etc.)
 - Collaborative staff
 - Personable staff
- Everyone is included in activities
- Greeting students at the door
- Making sure all students' needs are met
- Sensory breaks
- Needs met for tests (reader, etc.)
- Development of rapport with students
- Small school dynamics

Local

- OurSchool Survey:
 - Social-Emotional (Anxiety, Depression, Self-esteem)
 - Classroom Context (Teacher-Student Relations, Learning Climate)
- Anecdotal Evidence

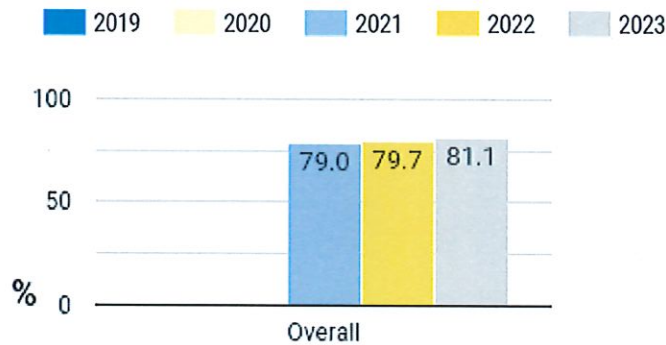
Results and Key Insights

Welcoming Learning Environments



- Overall EPS has a high level of stakeholders stating our learning environments are welcoming, caring, respectful and safe.

Access to Supports and Services



- EPS falls below the provincial average with stakeholders rating access to supports and services low and parents listing this at a low of 68.6%.

Outcome:
Students and staff health and wellness are supported.

Strategies

Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.

Provide student health and wellness support through a continuum of supports model.

School Actions

- Caring staff
 - Collaborative staff culture
- Mental Health liaison
 - BRITE program
- Social Emotional Coach
- I Am program
- Leadership spirit days



- House League Teams - gives our students an opportunity to work as a team
- Engaging whole school activities
- Glow Up! Conference for Leadership group
 - Focused on leadership and mental health
- Robb Nash online mental health course (pilot program) with junior high health
- Mental health presentations provide students with opportunities to better understand and assess their mental health



- "Quiet" room
- Staff meeting snacks
- Breakfast program (daily)

<p>Results and Key Insights</p>	<p style="text-align: center;">Emotional Health</p> <p>● Emotional Health includes measures of the student view of social acceptance and support, academic achievement, confidence in their skill level. This year, EPS falls below the BTPS average in the Gr 4-6 category but above in the Gr 7-9 and 10-12 categories.</p>	
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Assurance Domains: Learning Supports, Local and Societal Context, Governance.

<p>PRIORITY THREE: Building Strong Collaborations</p>	
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<p>Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.</p>	<p>Measures</p> <p>Provincial</p> <ul style="list-style-type: none"> Parental Involvement <p>Local</p> <ul style="list-style-type: none"> School Council Yearly Reports
<p>Strategies</p>	<p>Support and foster learning partnerships that enhance and strengthen learning opportunities.</p> <hr/> <p>Continue to enhance collaboration across the division, with communities and with parents/guardians.</p>

School Action

- Community partnership (met with community representative to brainstorm opportunities)
- Inviting community to school events: awards, Christmas concert, graduation, seniors' luncheon



- Try-a-Trade for grade 10s
- Grade 9 Lakeland tour
- TOKW Day grade 9
- Leadership Workshops for Student Leadership
- Village field trips to village office, museum, post office



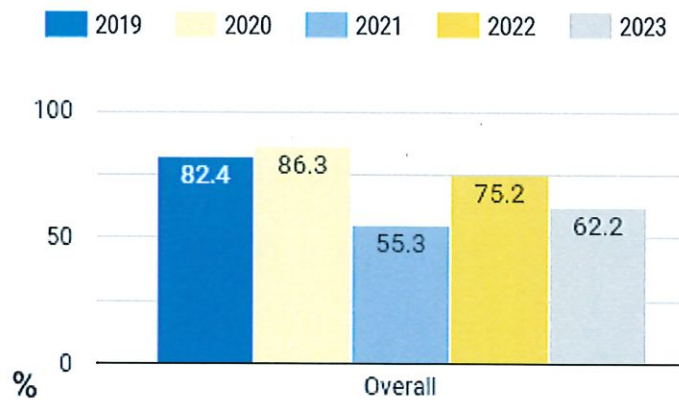
- Village clean-up
- Terry Fox Run
- Sr. High Sports combined teams with Dr. Folkins
- Joining schools to share costs and experiences with guest speakers
 - Try a Trade
 - Grief presentation in Chauvin
 - Elementary track
- Inviting parents to share their knowledge
 - Dr. Greenwood - eye health
- Classroom Agriculture program

- Letting village know of events to come and participate in
 - Terry Fox
 - Track and Field
 - Graduation
 - Seniors' Luncheon
- School Council and Foundation support
- Celebration of Learning
- Awards Night



- Assisting/volunteering to help with both school and community events
 - Community & school yard clean-up
- Open house during parent teacher interviews
- FCS presentation
- Eagles Nest
- Science Showcase

Parental Involvement



- EPS falls below the provincial average with stakeholders rating parental involvement at 62.2%.

Youth Taxes 101

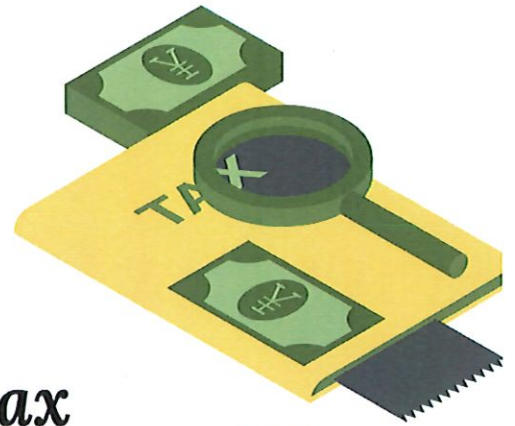
An introduction to **income tax basics** for youth and young adults aged 15 to 24

WHEN:

March 19 @ 6-7 PM

WHERE:

Virtual Online Event



**FREE
WORKSHOP!**

For more information or to register,

☎ 780-842-2555

✉ Community@wainfcs.ca



Canada Revenue
Agency

LET'S GO RURAL!



How Do I Get There?

NURSING CAREERS - POST-SECONDARY PATHWAYS

Open to
high school
students
(grade 9-12)
in rural Alberta
interested in
Nursing.

WEDNESDAY, FEBRUARY 28
6:00 - 8:00 PM

Join us for the second in a three-part webinar series to learn more about a career in rural nursing after high school. In this session, discover post-secondary pathways to nursing. Hear firsthand experiences that will inspire you to take the next step towards your dream career.



Scan to register.



RhPAP.ca | info@rhpap.ca

This free interactive Zoom session is available only to rural Alberta high school students
*Financial contribution for RhPAP has been provided through Alberta Health

Kindness for Ourselves and Others



Hi Everyone,

"Kindness is choosing to do something that helps others or yourself, motivated by genuine warm feelings. Evidence shows that helping others can also benefit our own mental health and wellbeing by offering even the smallest kindness such as, a smile, holding the door or lending a hand. As well, it can reduce stress as well as improve mood, self-esteem and happiness".

(www.mentalhealth.org.uk)

This year the BRITE program is promoting 100 Acts of Kindness within the classrooms for 100 Days in School. We are providing each classroom with a "kindness jar". The students can then add their acts of kindness from their classroom to their House jar located on the Kindness table by the office.

All of the students are being challenged to work together to fill the jars as much as possible by participating in random acts of kindness towards anyone within the school and community (peers, teachers, staff, family) in hopes to create a kindness chain reaction that can last for the rest of the year!

Check in at the table near the office to see how the



students are doing! And remember, you deserve some kindness too!

Many important life skills and lessons can be learned through activity and play. Find fun ways to explore all of the aspects of your mental health.

If you have any questions, please feel free to connect with me through email/phone.

Contact:

1 (587) 281-5634 /shannon.fife@btps.ca

* * *
Grow kindness *

* **not hate!**

Write some kind things you' ve done for yourself or others in the bubbles below:

* * *
Example: I was nice to my classmates *
* * *
* * *
* * *
* * *
* * *

Name: _____
Class: _____

