

Warburg School
Annual Education Plan
December 2021



Warburg School Believes

Change
begins
with me.

I am
a
leader.

I am
empowered
to learn.

I respect
myself and
others.

Everyone
has
genius.

School Profile



Warburg School is the only Kindergarten to Grade 12 school in the Black Gold School Division. It is located within the Village of Warburg which is about 55 km west of the City of Leduc.

The school serves roughly 250 students in ECS to grade 12. Approximately 60% of students are bussed to school and 40% live within the Village and self-transport to school. This year due to the continuing pandemic we have 7 students opting to receive their education via the division's Distance Learning program.

Students are served by certificated teachers, paraprofessionals, and support staff: 16 Teachers 5 Educational Assistants, 3 custodial staff, 2 secretarial staff, 0.5 information specialist/librarian

Programming and Activities

A full slate of academic programming is offered to our students. This includes Knowledge & Employability (K&E) programs for some students in grades 8 – 12. Students in grades 10 – 12 have the -1, -2 and -3 streams where applicable in Math, English, Social Studies, and Science classes. Social Studies, English and Math classes at the 20 and 30 levels are cycled. This year we have students taking Science 20/30 through the Black Gold Virtual School. Biology and Chemistry are offered on a cycled schedule while Physics is offered on an as-needed basis at the school or via the video conferencing delivery system or through the BGSD Outreach program.

Warburg School offers a broad range of complementary programming.

- Career and Technology Foundations(CTF) based option courses for grades 4-6: Scrapbooking, Genius Hour, Musical Performance, Active Living and Pottery to name a few.
- Grade 7-9 students are offered two CTF courses each quarter. Examples include: Leadership, Mask Making, Board Game Creation, Role-Play Gaming, Art, Drama, Pottery, Active Living, Digital Media, Food Studies, and Outdoor Education
- Students in Grades 10-12 are offered one option per semester. This includes Welding, Art, Food Studies, Construction, Drama, Outdoor Education, Sports Performance and Injury Prevention, Digital Media, Work Ex. and RAP



While observing COVID-19 protocols, Extracurricular athletics have resumed.

Several non-academic and non-athletic opportunities are available to our students including participation in a GSA (Gay Straight Alliance), and supporting community-based initiatives such as collecting for the foodbank, and clothing drives.

COVID-19 restrictions currently preclude holding school-wide assemblies and other large student activities like dances and performances.

Warburg School teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child has the capacity to excel in their chosen area and to share and model this knowledge for others. Foundational skills are explicitly taught in Division I and II. Students are encouraged to fine-tune and share their expertise and potential in grades 7-9. Grade 10-12 students reap the benefits of this self-confidence and self-knowledge to the planning of their high school course selection with a view to participating as citizens of the world outside of the school. The final piece of this journey is supported through the use of Myblueprint which is an integral component of the compulsory CALM program completed in grade 10.

Celebrations



The 2020-21 school year was one of continued growth for all stakeholders of the school. The challenges of COVID-19 necessitated the refinement of teachers' technology portfolios along with finding new ways to both engage remotely and to create a seamless learning environment in a fluctuating in person/online environment.

The continued mandate to cohort students wherever possible reduced the scope for choice amongst Junior High students during CTF time, however, they were still able to select between two courses per quarter. Favourites among the students were Leadership, Fitness, and Digital Media. Junior High students were given one block, three times per week to work on homework and receive intervention support. In addition, teachers were asked to teach study and organizational skills. Most students made good use of this time.

We were fortunate recipients of the Music Counts Band Aid program. Our school received \$9600.00 to purchase individual keyboards for the students as well as a much needed teacher electric piano. This is well used and loved by both the teacher and students. This is a wonderful complement to our music program that allows us to follow COVID regulations closely.

Each year, about \$10 000 in awards and scholarships are presented to students of Warburg School. This includes the annual \$5 000 Terry Proskerniak Scholarship. We recently received confirmation that the school was the recipient of a \$50 000 scholarship to be given out \$1 500 per year to the top academic student in grade 12. This is known as the Mike Gidosh Scholarship.

Parents were pleased with all aspects of the Safe and Caring Schools measure. Overall results remained high (80% approval) with 81.4% noted as the three year average. NOTE: the results of the section above are based on 15 responses from a maximum of 129 (a single response one way or the other creates a 14% swing).

Our 3 year high school completion rate (91.4%) exceeds the provincial average. This very high completion rate is attributable to our counsellor individualizing student programming to support students post-graduation goals and to the targeted support of school staff who help them complete these programs. This support



includes individual help in one-on-one settings while offering students who narrowly missed achieving credits the opportunity to participate in credit recovery through the completion of supplemental assignments.

PAT and Diploma results are unavailable as Alberta Education determined that COVID19 disruption precluded the writing of these exams as a summative assessment.

Challenges

Teaching in 2020-2021 continued to be an enormous challenge as in-person instruction was interrupted several times by COVID-related closures. As with last year, students generally struggled with the remote learning process. Many found it difficult to keep in a routine and complete assignments.



Staff went above and beyond to research, create and deliver online learning to students in the remote learning portion of the school year which parents expressed appreciation for. Nonetheless some of our teachers worked 14-16 hour days, every day, developing content for their classes. The conscientiousness and determination of our school staff took a toll on their mental and physical health. While staff were able to support each other in a general sense, the lack of immediate opportunities for collaboration inherent to a school where there is a single class at each grade level and in each subject made these circumstances especially challenging. Staff wellness is a priority for this current school year.

Ongoing COVID-19-related educational choices continued to affect our teaching complement. Staffing was reduced by 1.5 FTE with

Mr. Dykstra, AP continuing Distance Learning program. This meant that we needed to reconfigure our math teaching assignments. In addition, students hoping to take Physics 20 and 30 are now forced to take the program through the Outreach school. Mrs. White our Learning Support Teacher (LST) and grade 5 teacher, was reassigned to Distance Learning LST. Due to the loss of teaching staff some classes are required to combine for parts of the day. For PE and options, our grade $\frac{7}{8}$ cohort is 30 and our grade $\frac{5}{6}$ cohort is 28.

Message from Warburg School Council

Teaching in 2020-2021 continued to be an enormous challenge as in-person instruction was interrupted several times by COVID-related closures. Warburg School Council is a structured group of parents, the school principal, teachers, students and community members whose purpose is to advise the principal and the school board regarding matters relating to the school. It is a means for parents and community members to work together with the school to support and enhance student learning.

We work closely with the Warburg Parent School Society, which is a fundraising branch of the Warburg School Council and its primary directive is to raise funds to purchase items that benefit all students of the school. In the past, the Society has purchased a large laminator, the score clock in our high school gymnasium, STEAM (Science Technology Engineering Arts Math) items for individual classrooms and 60 pairs of snowshoes to name only a few. Their fundraising was instrumental in recently purchasing a large number of items to begin our coding and robotics program at

the school. A major achievement last year was the purchase and installation of a set of flashing crosswalk lights, improving the safety of our children, and made possible by some very generous donors. Most of our current fundraising efforts will go towards the purchase of some much-needed outdoor playground equipment.

We organised several successful fundraisers already this year by collaborating and working together with the School, Community, Students & Parents. We are so appreciative of how much support we receive from our small rural community and thank everyone so much who has contributed.

Our monthly school council meetings are currently held online due to the COVID-19 pandemic and we welcome all parents and guardians to join us, posting dates on the school outdoor notice board, the school Facebook page and on the school website calendar. We sent invitations directly to the parents/guardians of new students and kindergarten students in September, informing them of our monthly meetings, and that we would love them to join us.

In addition to this, we have made efforts to improve our communications around the Community. We now publish a monthly Fundraising newsletter in our local newspaper - the "Warburg Bugle", in our local FCSS Newsletter, on our School council Facebook page and directly to all parents/guardians of children at Warburg School by email via the school office. We sincerely hope readers are finding these newsletters informative, and we welcome all questions and suggestions that anyone may have.

Also very exciting for this year as COVID-19 restrictions loosen up, we are booked for our 2022 Casino slot. This is an amazing fundraiser for our School. We look forward to running a successful event and having this opportunity once again.

Please stay tuned for all of the exciting things coming up and don't hesitate to get involved if you feel like being a part of the fun.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 3226 Warburg School



Assurance Domain	Measure	Warburg School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.6	74.8	71.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	91.4	95.8	88.5	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	81.1	88.5	82.4	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	80.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	58.4	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	3.2	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.7	77.2	81.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.4	81.1	75.9	79.5	81.8	81.4	n/a	n/a	n/a

School Goal 1: The school will promote awareness, understanding, and inclusion of First Nations, Metis, and Inuit students.
Alignment with Division Goals / Strat Plan / Tech plan, etc.: This ties in with the Division’s and the province’s initiatives to promote inclusion.

Alignment with Provincial Goals/Accountability Pillar: *Safe and Caring School Measure*
Alignment with Division Goals: *Relationships*

Timeline	Strategies	Supporting Data
2018-19	<ul style="list-style-type: none"> ● Do an assessment of staff understanding of First Nations, Metis, and Inuit foundational knowledge. At the November staff meeting, deliver a survey to staff to identify needs and strengths. ● Teachers will identify and access various resources to increase their foundational knowledge to meet their identified areas of growth. ● Data will come out from the FNMI survey. This data will help staff identify their own areas of knowledge and learning opportunities. This data will also help drive PD. The school will acknowledge Treaty 6 at major events. ● Teachers will have the opportunity to attend targeted PD(ERLC, ATA Blanket Exercise, use the BGRD Lead Teacher’s suggestions for useful links and resources) 	<ul style="list-style-type: none"> ● Do an assessment of staff understanding of First Nations, Metis, and Inuit foundational knowledge. At a staff meeting, deliver a survey to staff to identify needs and strengths. ● Teachers will identify and access various resources to increase their foundational knowledge to meet their identified areas of growth. ● Data will come out from the FNMI survey. This data will help staff identify their own areas of knowledge and learning opportunities. This data will also help drive PD. The school will acknowledge Treaty 6 at major events. ● Teachers will have the opportunity to attend targeted PD (ERLC, ATA Blanket Exercise use the BGRD Lead Teacher’s suggestions for useful links and resources)
2019-20	<ul style="list-style-type: none"> ● Use prepped FNMI growth activities at each staff meeting. ● Staff reflection of their own levels of understanding. ● Support purchase of more FNMI based student literature and teacher resources. ● Create meaningful activities to appropriately expose elementary students to FNMI culture at Indigenous Day events. 	<ul style="list-style-type: none"> ● Mr. Dykstra led the staff in division provided PD at each staff meeting. This was meaningful for all staff and expand our knowledge. ● Staff had an opportunity via this PD to discuss their own prior knowledge and share their own development of understanding.

2021-2022	<ul style="list-style-type: none"> • Do an assessment of new staff understanding of First Nations, Metis, and Inuit foundational knowledge. At the November staff meeting, implement a survey to staff to identify their comfort level and how admin can support them in this area. . • Aggressively pursue funding for an FNMI student requiring support via Jordan’s Principle. • Seek out connections to find local elders to begin a partnership with the local or near local indigenous community. • Encourage staff to sign up for 4 Seasons to Reconciliation. An online course offered via First Nations University of Canada and Reconciliation Education for free. 	<p><u>Success indicators will be based on:</u></p> <ul style="list-style-type: none"> • Staff survey results • Level of success with the Jordan’s Principle application • Number of staff successfully completing the 4 Seasons of Reconciliation course.
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<p>School Goal 2: Student and Staff Wellness</p> <p><i>Increase Mental Health and Wellness understanding and support in our school community</i></p> <p><i>Create frequent Staff mental Wellness opportunities</i></p>		
Timeline	Strategies	Supporting Data
2020-2021	Through numerous teaching opportunities and activities, staff and students will be able to increase knowledge and understanding of important issues Staff wellness opportunities on PD days.	Observational Check-ins Attendance rates Tracking office referrals
	Increase Mental Health and Wellness understanding and support in our school community using our Mental Health Plan as a guide.	Mental Health Plan attached.
	Covid-19 requires frequent check ins with staff students	

	WIST - School wellness teacher works with division team and guidance to ensure strategies are in place	
	Scheduled monthly meetings with Village of FCSS contact person	



Warburg School Mental Health Plan 2021-2022



Like last year, we have many roadblocks trying to derail our school’s mental wellness. It is at this time that we need to work together even more to deliver mental wellness education, encourage and develop school-family connections, and work with our school partners to ensure no one is left behind.

School Mental Health Team

- Counsellor/WIST- Angie Hodges
- Principal Admin- Wendy Maltais
- Vice-Principal Admin- Daniel Hodges
- LST- Barbara White
- Instructional Coach- Jody Waechter
- Mental Health Nurse- Erin Williams
- Others: (e.g., psychologists, parents, students, FCSS)

School Context: 250 students, Kindergarten to Grade 12, low socioeconomic community

Guiding principles: Everyone matters!

What are we currently doing to build resilience and positive mental health for our students?

Universal: Leader in Me School Program maintained ideas in lower grades, mental health initiative, support teacher wellness, classroom presentations

Targeted: Girls' Empowerment group, FCSS-School team meetings, social-relational groups

Individual/Specialized: school counsellor individualized attention, working with parents, Health Team meetings on individual students

Where are the gaps in services for students?

Universal: Minimal community support and participation,

Targeted: Minimal school counselling time allows for minimal support

Individual/Specialized: Low access to care outside of the community, minimal school Counselling time especially during a pandemic for a K to 12 school.

What do we plan to do for the 2021-22 school year to build resilience and positive mental health for our students? (as above)

Universal: Teacher-Student relations (no empty vessels), encouraging teachers taking “mental health go-to” training, guest speakers promoting positivity and wellness, bring in the substance use counsellor, healthy action initiatives that are school wide, trauma-informed school

Targeted: small group work (as covid allows), monthly community/health team meetings

Individual/Specialized: 1 on 1 counsellor time, meetings of whole or part of the mental health team,

Areas of Need for Consideration in :

What is needed to best support our school community?

- Bring more services in the mental health capacity to our school.
- support families of students in need to access services quickly.
- counselling support time

*** Social distancing and safety practices will be changing a lot of the plans- many need to be reconsidered based on what is allowed and timing.

Who can help support these areas of need?

- FCSS
- Counsellor
- District Office
- Mental Health Capacity Building (MHCB) resources

How will this be accomplished?

- Collaboration with our school's partners.
- School staff will need to be creative to ensure students feel a part of the school community while practicing health precautions.

Professional Development for school staff?

- bringing AHS in to do workshops
- doing full staff workshops, for whole school and staff wellness

Where does our Mental Health Plan fit in the scope of Comprehensive School Health?

Comprehensive School Health	Mental Health Plan
Active Living: <ul style="list-style-type: none"> ● Daily opportunities- P.E. taught daily ● Team opportunities- Every sport team from gr. 4-12, ● Non team-based opportunities- lunch open gym for 7-12 ● School-wide initiatives (Double-Dream Hands) 	Students <ul style="list-style-type: none"> ● Individual ● Family support ● Groups ● Grade-level ● Classroom ● School-wide

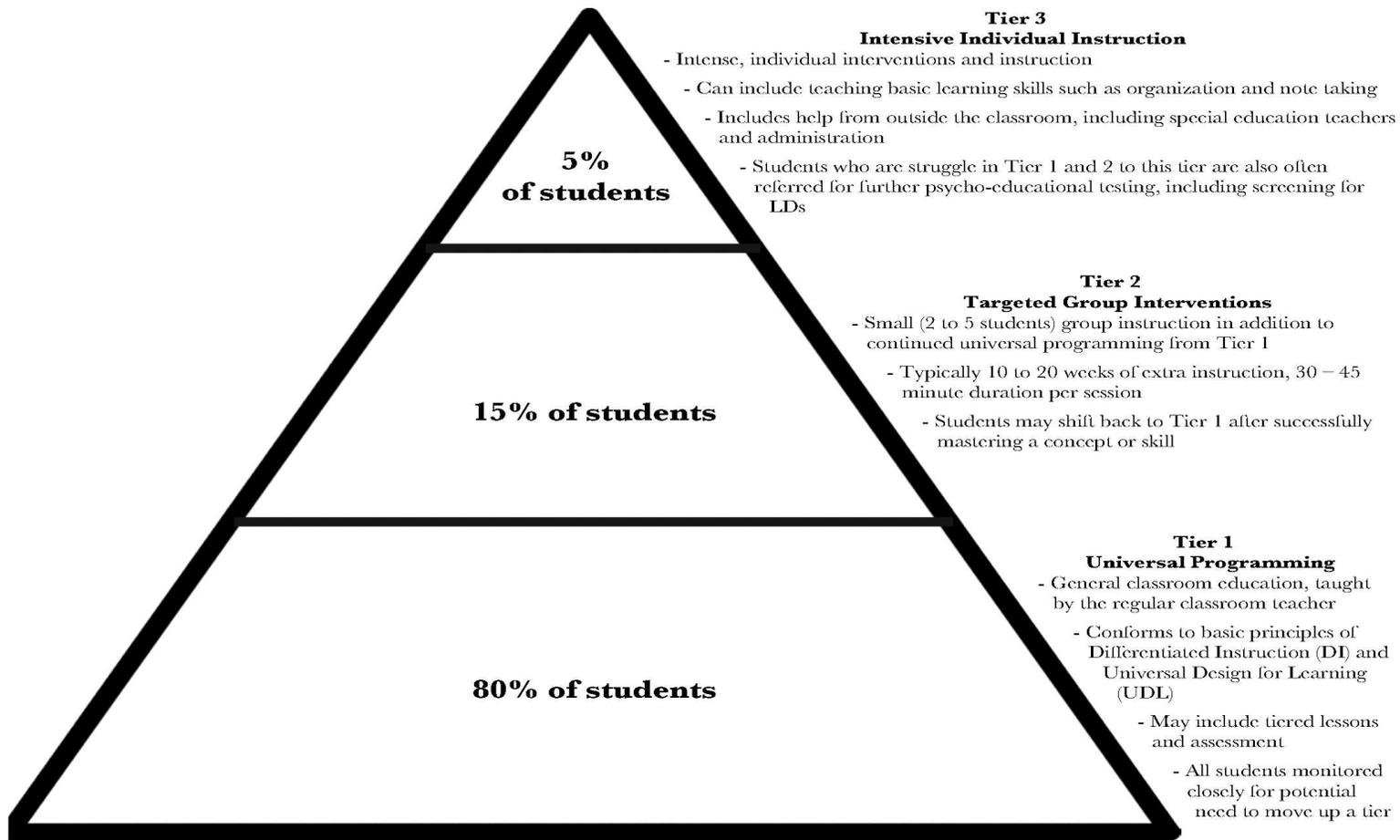
<p>Healthy Eating</p> <ul style="list-style-type: none"> • Healthy snacks available to all students in the school a couple days a week. • Having classrooms discuss lunches/healthy eating 	<p>Parents</p> <ul style="list-style-type: none"> • Navigating services • Parent Information Nights with FCSS <ul style="list-style-type: none"> ○ Parenting teens ○ Anxiety and Depression ○ Substance use ○ Other?
<p>Positive School Climate</p> <ul style="list-style-type: none"> • Peer relationships • Staff/student relationships • Staff mental Health • School-Wide initiatives • GSA 	<p>School Staff</p> <ul style="list-style-type: none"> • Professional Development • Mental Health Days/Activities -these should be completed as best as possible following all guidelines. • Staff wellness days, teacher lunches

2021-2022 Goals/Mental Health Plan:

To create and sustain a solid foundational, proactive Mental Health Plan to ensure we are not just moving from crisis to crisis, where everyone has a role, is aware of their role, and is a part of the team.

Goals	Delivery/activities	Roles and Responsibilities	Timeline
More Classroom Wellness	-Counsellor does wellness classes during prep-time.	-Counsellor directed focus -Focus on the needs of the group at a particular time if necessary.	-This is running the whole year.
Increase Mental Health and Wellness understanding and support in our school community	-Through numerous teaching opportunities and activities, staff and students will be able to increase knowledge and understanding of important issues.	-Guest speakers on Mental Health topics -Increased check-ins with staff and students by teachers and counsellor.	-A whole year's goal.

<p>Create frequent Staff mental Wellness opportunities</p>	<p>-socially distanced, AHS guidelines followed, events/activities that engage mental wellness and support</p>	<p>- admin/counsellor create and host activities - staff participates and ensures engagement with personal mental wellness in mind.</p>	<p>-Whole school year</p>
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Universal: Counsellor and Guest Speakers in classrooms.

Targeted: Specific topics relevant to specific grades at that time. (eg. Grade 9's and consent)

Intensive: Counsellor meeting with Specific students, meetings of the core group to ensure we are not missing students or staff of need.

Mental Health Education

- Parent
- Student
- Teacher

Mental Illness Education

- Parent
- Student
- Teacher

Staff Wellness

Role of Various Support Positions for Schools

Learning Support Teachers	Role: Coordination of services (e.g. referrals, resources etc) and <u>intervention for students</u> (e.g. academic support, behaviour support plans)
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<p>Counsellors</p>	<p>Role: Facilitate the development of a <i>School-Wide Mental Health Plan</i>; coordinate universal mental health and career development supports for ALL students. NOTE: Individual/personal counselling may be part of the Counsellor's role depending on FTE allocated for Counselling at the school level and level of counsellor training.</p>
<p>Family School Liaison Workers (Not at our school currently)</p>	<p>Role: Universal mental wellness promotion and targeted solution-focused interventions (groups, individuals); resources for school staff and families; liaise with other community-based services; help track/support students in care (Success in School Plans).</p>
<p>Mental Health Capacity Building Coordinator (Not at our school currently)</p>	<p>Role: Provide leadership, direction and structure to support the overall vision, mission and objectives of the MHCB Initiative.</p>
<p>Other Mental Health Services: Mental Health Nurse Mental Health Therapist</p>	<p>Role (Nurse): Consultation with staff and parents regarding management of psychotropic medication and coordination of mental health services. Role (Therapist): Clinic-based therapy for children/youth.</p>
<p>Instructional Consultants/Coaches</p>	<p>Role: Provide variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences etc. Assist school-based leads in accessing other services as appropriate including psychoeducational assessments.</p>
<p>Other Consulting Services: Psychology Speech-Language Therapy Occupational Therapy</p>	<p>Role: Provide variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences etc.</p>

Physical Therapy Deaf and Hard of Hearing Blind and Low Vision Educational Audiology Alternative and Augmentative Communication Assistive Technology	
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