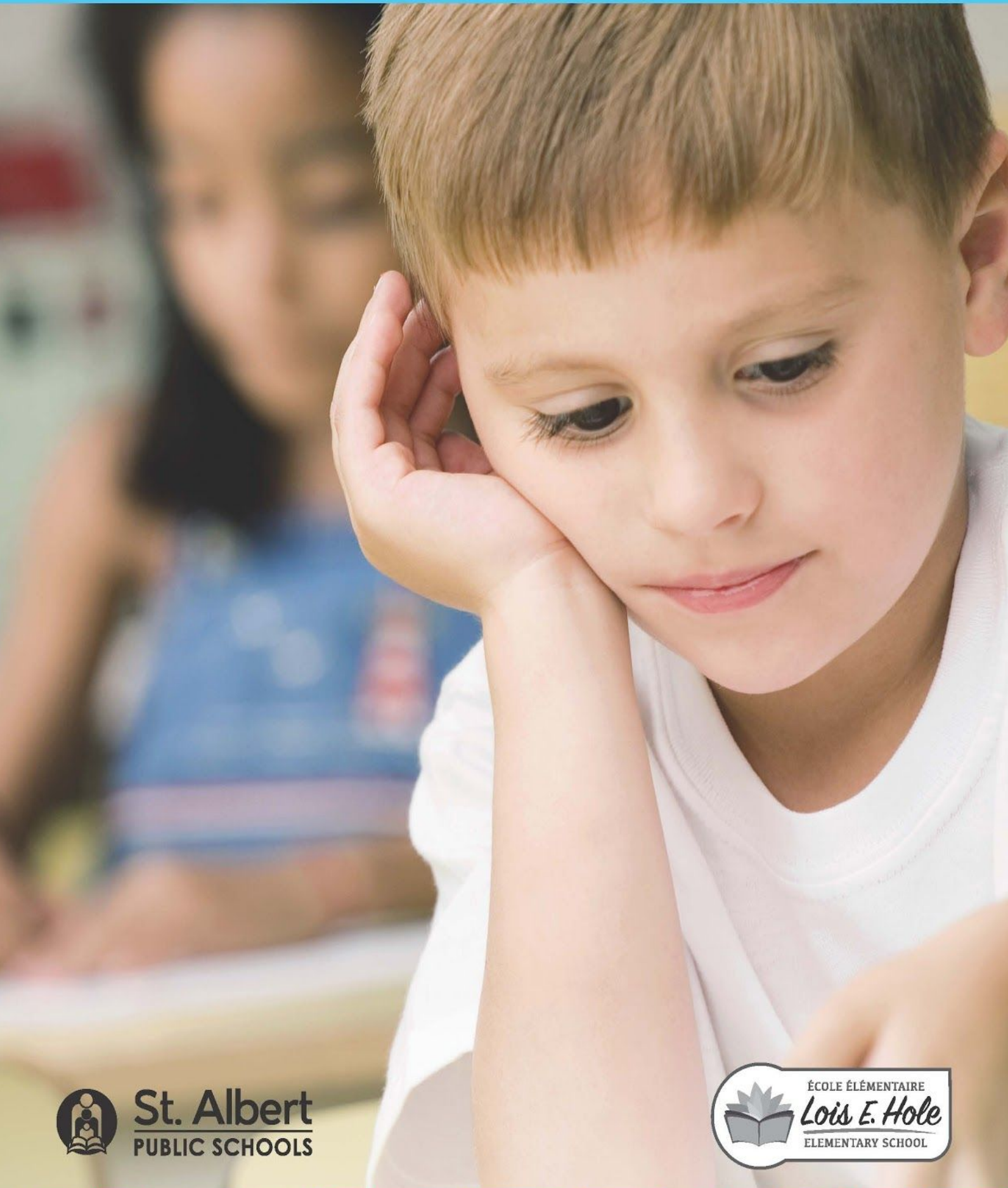


EDUCATION PLAN 2020

École Élémentaire Lois E. Hole Elementary School



St. Albert
PUBLIC SCHOOLS



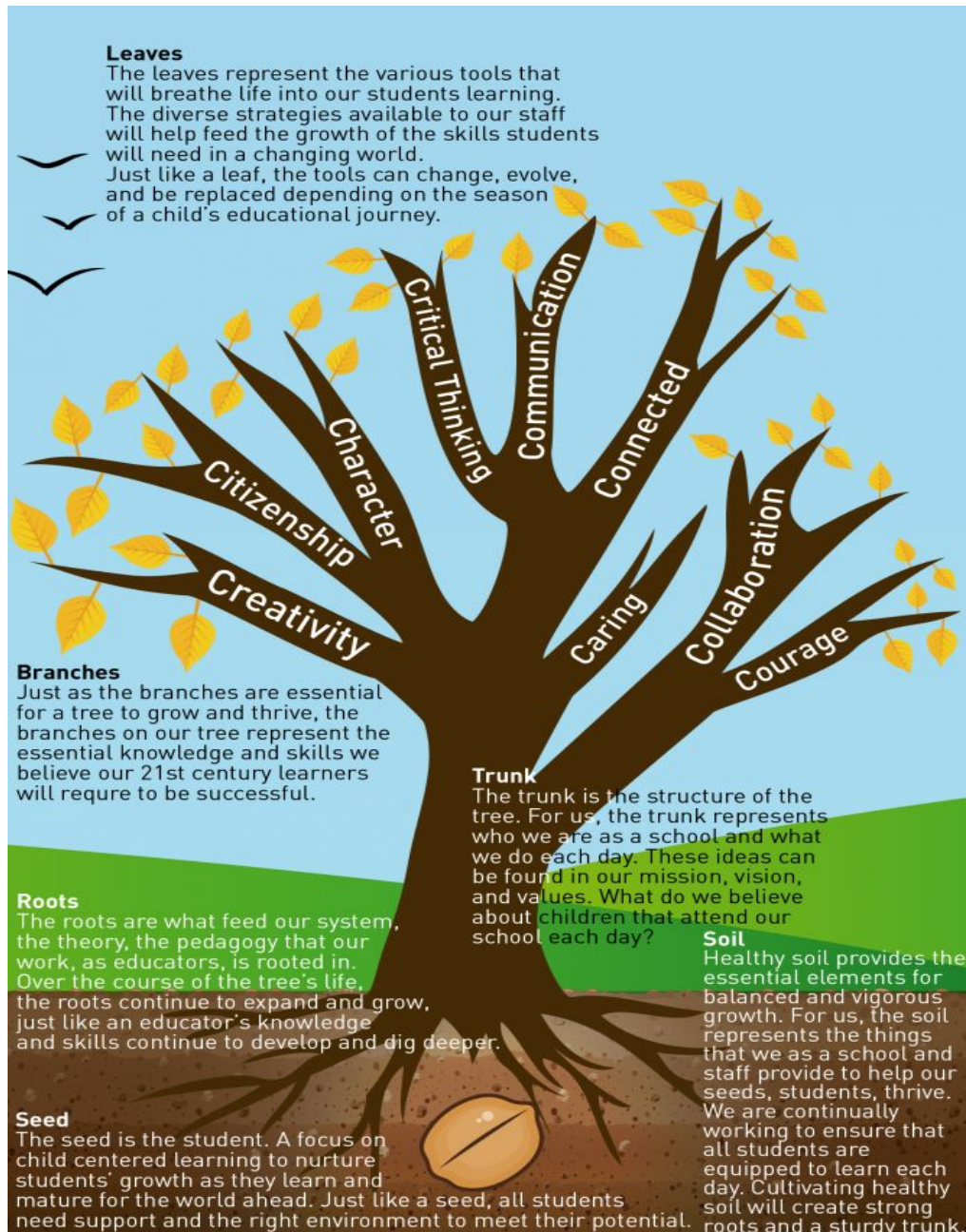
Table of Contents

Lois E. Hole Elementary School Rationale, Vision, Mission, Values	2
Lois E. Hole Elementary School Profile	4
Safety for Staff and Students	6
Connection and Relationships	9
Learning and School Engagement in the Time of COVID-19	11
Staff Wellness	12
Financial Performance 2019-2020	13
Financial Planning 2020-2021	14

Lois E. Hole Elementary School Rationale, Vision, Mission, Values

We believe every child provides a unique opportunity to explore a carefully designed and effectively delivered educational program. We believe in the potential of every child that walks through the doors of Lois E. Hole Elementary School.

Our objective is to continue to build, for each child (seed), a multi-dimensional, supportive and integrated learning experience that allows them to thrive.



“Let Nature be your teacher.”

— William Wordsworth

Rationale:

Forest and Nature Studies is an educational philosophy which, when combined with classroom activities, offers children opportunities to develop and reinforce their learning through hands-on experiences in an outdoor environment.

Mission:

Our mission is to provide innovative, inspired and meaningful classroom and outdoor experiences for children by creating engaging learning spaces and by fostering exploration of the natural world.

Vision:

We will nurture generations of ecologically connected and academically well-rounded individuals who will have the knowledge, values and skills needed to ensure that they are engaged citizens ready to make environmentally and socially conscious decisions.

Values:

- We will encourage exploration, social responsibility and environmental stewardship.
- We will inspire individuals to become ambassadors for nature and champions for well being.
- We believe the whole community benefits when children learn to value and recognize our natural world.
- We cherish the diversity in learning styles and strive to create diverse, positive learning environments that meet each child's individual abilities.
- We understand the uniqueness of each child and design the learning environment with opportunities for active and quiet explorations.
- We capitalize on the rich diverse social, cultural and linguistic gifts that each individual brings to the group.
- Our learning environment is a reflection of our image of the child as competent, capable and rich in potential.
- We are dedicated to the process of critical reflection, learning and growth as the basis of high-quality programs.
- We are committed to creating an atmosphere of mutual respect for each other, our community, our environment and the world around us.
- We support children's explorations, experiments and discoveries by building a collaborative learning process with our students.
- We nurture authentic relationship building as an integral part of our practices.
- We cultivate a sense of belonging among the children, adults and our school community with an emphasis on positive communication, resilience and problem solving.
- As experts on their children, we invite families to participate as partners in their children's learning.
- We embrace lifelong learning. Professional development opportunities are our passion and we strive to broaden our horizons continually.
- We seek to develop professional partnerships and are passionate about building bridges to create a community of best practices for learning.

Lois E. Hole Elementary School Profile

2019-2020 as of September 30, 2019			2020-2021 as of September 30, 2020		
Certificated Staff					
Teaching	29.6779	FTE	Teaching	28.6393	FTE
Administration	1.60	FTE	Administration	1.75	FTE
Counselling	0.60	FTE	Counselling	0.75	FTE
Total	31.88	FTE	Total	31.1393	FTE
Support Staff					
Clerical	2.5	FTE	Clerical	2.5	FTE
Teacher Aides	15.0	FTE	Teacher Aides	16.5	FTE
Library Technicians	1.0	FTE	Library Technicians	1.0	FTE
Technical Support	0.23	FTE	Technical Support	0.23	FTE
Total	18.73	FTE	Total	20.23	FTE
Students					
English	333		English	347	
French	309		French	306	
Special Needs	(23)		Special Needs	(23)	
English Language Learners	40		English Language Learners	38	
First Nations, Metis and Inuit	35		First Nations, Metis and Inuit	35	
Total	642		Total	653	

Classroom Configuration	2019-2020		Classroom Configuration	2020-2021	
	English	French Immersion		English	French Immersion
ECS Full Day	22	22	ECS Full Day	23	24
ECS Half Day	21	17 + 14 = 31	ECS Half Day	26	15
Grade 1	25 + 25 = 50	25 + 25 = 50	Grade 1	28 + 24 = 52	23 + 25 = 48
Grade 1/2	11 + 10 = 21		Grade 1/2		
Grade 2	25 + 25 = 50	26 + 25 = 51	Grade 2	29 + 28 = 57	22 + 21 = 43
Grade 3	18 + 19 = 37	25 + 25 = 49	Grade 3	30 + 30 = 60	25 + 25 = 50
Grade 4	27	26	Grade 4	25	26 + 25 = 51
Grade 4/5	15 + 10 = 25	15 + 8 = 23	Grade 4/5	11 + 15 = 26	
Grade 5	27	24	Grade 5	30	26
Grade 5/6	10 + 15 = 25		Grade 5/6		14 + 12 = 26
Grade 6	28	33	Grade 6	24 + 24 = 48	25
Total	333	309	Total	347	306

*** 60 online students in the first quarter**

Safety for Staff and Students

Considerations and Limitations to our planning:

- Number of students
- Number of exits/doors available
- Two floor school
- Number of boot racks for students
- Provision of non-core subjects in a safe way
- Flow of student traffic to be directional
- Number of staff accessing the school (supervisors)
- Limiting the supervision burden on staff while honouring cohorts
- Hockey Academy
- Managing drop off and pick up times

Ongoing safety strategies:

- Staggered start days
- Limit cohort contact
- Staggered entry/dismissal
- Assigned entry and exit doors to create traffic flow
- Staggered recess and lunch recess schedule
- Teachers supervise their class in their room during the lunch portion of the break
- Cleaning and sanitizing stations
- Creating two isolation rooms
- Limited access to the school during nonschool hours
- Closed to community joint use
- Virtual field trips
- Closing the playground before and after school
- Cohorts are kept by homeroom for all classes
- No mixing of cohorts except for Hockey Academy and that is limited by grade level
- Scheduling of Hockey Academy to limit cohorts
- All students wear masks in all common spaces and as they move to in the halls
- Following the masking guidelines set out by Alberta Health Services (AHS) in all classrooms
- Staff are wearing Personal Protective Equipment (PPE) as required
- Regular communication of health and safety protocols in our weekly newsletter, class newsletters and the Lois E. Hole Elementary School (LEH) website
- Actual conversations with families by our amazing admin assistants

Parent Supports:

- Parent online evening with Shawn Renyolds
- School Council has set up a family support system for those in need
- Mental health support information included in the weekly newsletter
- Mental health support information included in the letter sent to families with children in quarantine

Scheduled cohort recesses and designated play space:

AM Recess Area Designation

	Front of school				Dome Area				Scooters and 4Square area				Playground				Soccer field				Tarmac			
M	152	201	131	225	143	228	206	160	162	163	209	224	123	216	213	218	165	219	166	X	164	161	230	X
T	164	161	230	X	152	201	131	225	143	228	206	160	162	163	209	224	123	216	213	218	165	219	166	X
W	165	219	166	X	164	161	230	X	152	201	131	225	143	228	206	160	162	163	209	224	123	216	213	218
Th	123	216	213	218	165	219	166	X	164	161	230	X	152	201	131	225	143	228	206	160	162	163	209	224
F	162	163	209	224	123	216	213	218	165	219	166	X	164	161	230	X	152	201	131	225	143	228	206	160

PM Recess Area Designation

	Front of school				Dome Area				Tables, Scooters and 4Square area				Playground				Soccer field				Tarmac			
M	140	230	131	152	147	228	160	225	162	209	163	224	123	216	213	218	165	206	166	219	164	161	201	143
T	164	161	201	143	140	230	131	152	147	228	160	225	162	209	163	224	123	216	213	218	165	206	166	219
W	165	206	166	219	164	161	201	143	140	230	131	152	147	228	160	225	162	209	163	224	123	216	213	218
Th	123	216	213	218	165	206	166	219	164	161	201	143	140	230	131	152	147	228	160	225	162	209	163	224
F	162	209	163	224	123	216	213	218	165	206	166	219	164	161	201	143	140	230	131	152	147	228	160	225

Staggered Recess:

Brittany Daneliuk
Room 152

	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM 10:30-10:45	PM 1:00-1:30	AM 10:30-10:45	PM 1:00-1:30	AM 10:30-10:45	PM 1:00-1:30	AM 10:30-10:45	PM 1:00-1:30	AM 10:30-10:45	PM 1:00-1:30
Front of School										
Dome Area										
Tables/Scooter/4Square area										
Playground										
Soccer Field										
Tarmac										

Lunch Cohort
Team A
206 224
218143
225

Recess Exit through Door B

Recess Entrance Gymnasium Door 1

Staggered exits and boot storage:

Exits and Boots								
A		B		C		D		Front
147	Mat by cubbies	152 10:30 1:00	Boot room	131 11:00 12:30	Mat by Hooks	162 10:30 11:30	Mat by hooks	155
230 11:00 12:00	Bootroom	143 10:30 1:00	Boot room	123 10:30 11:30	Boot room	163 10:45 12:30	Mat by hooks	140
201 10:45 12:30	Boot room	209 11:00 12:00	Buzz	160 11:15 12:30	Mat by hooks	164 10:30 11:30	Mat by hooks	
206 11:00 12:00	Boot room	213 11:00 12:30	Upstairs	161 10:45 12:00	Mat by hooks	165 10:30 11:30	Mat by hooks	
		228 10:45 12:00	Boot room	216 10:45 12:00	Boot room	224 11:15 1:00	Floor along portable	
		149 11:35	Boot room	225 11:15 1:00	Boot room	219 10:45 1:00	Floor along portable	
				218 11:15 1:00	Boot room			

Staff and class cohort groups:

Class Number	AM Recess	PM Recess
152	10:30-10:45	1:00-1:30
164	10:30-10:45	11:30-12:00
165	10:30-10:45	11:30-12:00
123	10:30-10:45	11:30-12:00
162	10:30-10:45	11:30-12:00
143	10:30-10:45	1:00-1:30
230	11:00-11:15	12:00-12:30
161	10:45-11:00	12:00-12:30
219	10:45-11:00	1:00-1:30
216	10:45-11:00	12:00-12:30
209	11:00-11:15	12:00-12:30
228	10:45-11:00	12:00-12:30
131	11:00-11:15	12:30-1:00
160	11:15-11:30	12:30-1:00
201	10:45-11:00	12:30-1:00
166	11:00-11:15	12:30-1:00
213	11:00-11:15	12:30-1:00
163	10:45-11:00	12:30-1:00
206	11:15-11:30	12:00-12:30
218	11:15-11:30	1:00-1:30
224	11:15-11:30	1:00-1:30
225	11:15-11:30	1:00-1:30

Connection and Relationships

Student Strategies:

- To begin the school year:
 - We are all Superheroes - “What’s Your Superpower?” by Aviaq Johnston is our school book for the year - focusing on our gifts and strengths
 - Week of Welcome
 - Kept traditions
 - Birthday and nature ballot awards
 - Weekly BUZZ newscast
- October:
 - Orange Shirt Day
 - Gratitude Assembly - Thanksgiving - virtual event
 - Physical Education - bike riding skills for div 2 - time outside/physical movement for division 1
 - Terry Fox Events - focus on helping others
 - Turkey Trot Fun Run
 - Reverse Trick or Treating
 - Halloween
- November:
 - Remembrance Day Activities - virtual event
 - Movember fundraiser - to give back to others, volunteering is good for perspective and connection. Students could purchase a mask to decorate
 - Mustard Seed Glove Drive
- December:
 - PJ Day
 - Santa Hat Day
 - Movie Day
- Coming in 2021:
 - Pink Shirt Day
 - Valentines Day
 - School-wide novel
 - School-wide garden planting
 - Guerilla Gardening
- New Year Student Self-Assessment / Checklist:
 - What is one thing you did well this week?
 - What is one thing you could have done better this week?
 - What is one thing you would like to achieve at the end of next week?
 - What is one behaviour you are proud of this week?
 - What was your favourite moment this week from school or home?
- Ongoing
 - Nature and Forest Studies Program - outdoor activities
 - Timetabling to provide time for students to have wellness through the week
 - Wellness shared Google Drive to share/collaborate on lessons
 - Class morning meeting outside and have time to reflect
 - Physical education outside
 - Early Dismissal Spirit Days

Mental health book library:

<p>Inclusion Rulers of the Playground The Invisible Boy Hey, Little Ant Enemy Pie</p>	<p>Growth Mindset Giraffes Can't Dance The Girl Who Never Makes Mistakes Argyle Fox</p>	<p>Anger Today I'm a monster How do dinosaurs say I'm mad The angry dragon The Unbudgeable Curmudgeon Finn Throws a Fit Sam's Pet Temper The Snurtch</p>
<p>Sadness/Worry I'm Sad I'm Worried Wemberly Worried Don't Think about Purple Elephants Is a Worry Worrying You?</p>	<p>Calming A Handful of Quiet Breathe My Magic Breath My Many Colored Days</p>	

Parent Strategies:

- Virtual meet the staff evenings
- Teachers created digital Superhero presentations to share with families
- Google Meets parent / teacher conferences
- Virtual School Council meetings
- Virtual LEH Parent Society meetings



Learning and School Engagement in the Time of COVID-19

Strategies:

- Focus on key learner outcomes
- Follow scope and sequence as created by the Division
- Building Google Classrooms in each homeroom
- Creating shared learning drives
- Professional Development (PD) to refresh RTI and inclusive supports
- Purchase of additional Guided Reading materials
- Purchase of additional classroom levelled literature
- Purchase of French Immersion resources
- Increase investment in online programs (RazKids, Je Lis Je Lis)
- Travelling library
- Teachers are working with families to provide the learning supports needed to those students that are away from school. This support is set up on a case-by-case basis
- Students are working together either in their cohort or digitally

Staff Wellness

Staff Strategies:

- Began the year focusing on connection
 - Pancake breakfast
 - LEH Eco-challenge #1 - Exploring Lois Hole Park
 - Week of Welcome Activities
 - Value-based PD to focus us on our 'why'
 - Introduced school purchased mental wellness book kits
 - Created a wellness drive with resources, books and lesson plans, videos
- October PD day
 - Mental health PD for staff with Shawn Reynolds - stress: what is it, how do we manage it in ourselves and our students
 - Food truck lunch - can't eat together but we can share common experiences
 - Give Kindness Away - staff gave nature ballots to others to fill a tree in the staffroom
- Coming in 2021
 - Early dismissal with mental health stations - yoga/smores/craft
 - January "Walk 500 Miles Challenge" (walking goal with prize)
 - February Gratitude Focus/ Random Acts of Kindness
 - March watch party - Brenee Brown
 - April LEH Eco-challenge #2 - Exploring the Founders Trail
 - May "Grow Where You Are Planted" - spreading seeds of hope
 - June "The 15 Days of June" celebration, staff Gnomie awards
- Ongoing
 - Jody Carrington - book & online program (access purchased for all staff)
 - Staff Google Classroom - fun challenges set out for the staff
 - Sunshine committee - supporting staff member home isolationing
 - Increase Counsellor FTE
 - Admin provided planning time for grade / cohort meetings
 - PD funds used for grade-level meetings / planning time
 - Focusing on what we can control
- Supporting the emotional needs of our staff:
 - Phone check-ins
 - Being visible in the school
 - Total access to school admin team
 - Being proactive around anticipated needs
 - Open communication
 - Finding time to laugh
 - Making sure that NOT EVERYTHING is about COVID-19
 - Arranging virtual social events
 - Focusing on what we can control

Financial Performance 2019-2020

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$ 200, 000

With the rapid growth of the school and the limited capacity of the physical plant, we were unable to open new classes to help reduce some class sizes. These funds will be used to assist in providing extra classroom support, resources and cover costs associated with our response to COVID-19.

Financial Planning 2020-2021

RESOURCE AND DISTRIBUTION LOIS E HOLE SCHOOL

	2020-2021	2020-2021	2019-2020
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 3,915,198	\$ 3,915,198	\$ 3,969,994
2. Other Revenues			
2.1 Fees	\$ 352,270	\$ 342,670	\$ 342,670
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 5,500	\$ 5,500	\$ 5,500
2.5 Other Revenues	\$ 48,610	\$ 48,980	\$ 48,980
3. Surplus / Deficit Allocation (S/D)	\$ 200,000	\$ 200,000	\$ 289,864
TOTAL REVENUES	\$ 4,521,578	\$ 4,512,348	\$ 4,657,008
EXPENDITURES	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 3,381,947	\$ 3,429,671	\$ 3,405,534
2. Support Staff	\$ 495,159	\$ 470,617	\$ 599,731
3. Services	\$ 275,140	\$ 275,140	\$ 250,090
4. Supplies	\$ 185,660	\$ 170,660	\$ 212,580
5. Furniture, Equipment & Capital	\$ 20,000	\$ 35,000	\$ 50,000
6. Technology	\$ 29,000	\$ 29,000	\$ 45,000
7. Future Emergent Initiatives	\$ 134,672	\$ 102,260	\$ 94,073
TOTAL EXPENDITURES	\$ 4,521,578	\$ 4,512,348	\$ 4,657,008
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	609.00	619.00	594.00
FTE Enrolment less online students	553.50		
STAFFING PERCENTAGES	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	31.29	31.95	31.88
Support Staff FTE	9.88	9.70	12.11
Certificated Staff Percentage	82.2%	83.3%	79.9%
Support Staff Percentage	12.0%	11.4%	14.1%
TOTAL STAFFING PERCENTAGE (with S/D)	94.2%	94.8%	94.0%
TOTAL STAFFING PERCENTAGE (without S/D)	99.0%	99.6%	100.9%
Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			