

EDUCATION PLAN 2020

École Élémentaire Muriel Martin Elementary School



St. Albert
PUBLIC SCHOOLS



ÉCOLE ÉLÉMENTAIRE
Muriel Martin
ELEMENTARY SCHOOL



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Muriel Martin Elementary School Vision, Mission, Beliefs

Mission: Make an impression to last a lifetime.

Vision: To provide a stimulating learning environment where the Muriel Martin School community will become:

- Engaged readers, writers and mathematicians with the tools to learn about, and enjoy, the world around them;
- Confident members of our digital world, able to access and manage online information in a responsible way;
- Positive and active caretakers of our bodies, striving to maintain a healthy lifestyle in creative ways;
- Empathetic problem solvers, able to relate, respond and restore relationships;
- Community leaders with a heart for service; and,
- Global citizens, who can appreciate the contributions that other cultural and language groups make to our country.

Core Values: “Hear Us RAWR” / Entends-nous rugir

R: Responsibility / la Responsabilité

A: Achieving Excellence / l'Amélioration et la réussite

W: Winning Attitude / Wow! l'Attitude positive

R: Respect / le Respect

Responsibility

- I treat my mind and body with care.
- I treat others the way I wish to be treated.
- I practice safety and obey the school rules.
- I work cooperatively.
- I solve problems openly and honestly.

Achieving Excellence

- I strive to do my personal best.
- I am accountable to the high standards I set for myself and others.
- I contribute to an engaging and nurturing learning environment.
- I am a lifelong learner.
- I use technology to discover, create and apply my knowledge and skills.

Winning Attitude

- I find joy in learning.
- I am willing to try new things.
- I celebrate creativity and innovation.
- I am resilient and persevere in challenging situations.
- I am proud to be part of my school community.

Respect

- I celebrate similarities and differences.
- I care for the environment.
- I value friendships and foster caring relationships.
- I practice good manners and thoughtful actions.
- I strive to be an active citizen of our global community.

Muriel Martin Elementary School Profile

2019-2020 as of September 30, 2019			2020-2021 as of September 30, 2020		
Certificated Staff					
Teaching	33.7086	FTE	Teaching	32.02	FTE
Administration	2.10	FTE	Administration	2.23	FTE
Counselling	0.9057	FTE	Counselling	0.74	FTE
Total	36.7143	FTE	Total	34.99	FTE
Support Staff					
Clerical	2.0	FTE	Clerical	2.0	FTE
Teacher Aides	13.3	FTE	Teacher Aides	9.4	FTE
Library Technicians	0.8	FTE	Library Technicians	0.8	FTE
Technical Support	0.2	FTE	Technical Support	0.2	FTE
Total	16.3	FTE	Total	12.4	FTE
Students					
English	293		English	282	
French Immersion	373		French Immersion	381	
Special Needs	(33)		Special Needs	(38)	
English Language Learners	84		English Language Learners	57	
Self-Identified First Nations, Metis and Inuit	30		Self-Identified First Nations, Metis and Inuit	34	
Total	666		Total	663	

Classroom Configurations	2019-2020		Classroom Configurations	2020-2021	
	English	French Immersion		English	French Immersion
Kindergarten	26+26	26+26+24+20	13(FD)+18	14 (FD)+24+20	
Grade 1	19+20	21+18+20	24+25	28+29	
Grade 2	22+23	20+19+19	17+17	26+26	
Grade 3	24+22	23+24	20+21	28+29	
Grade 4	20+18	26+26	23+23	22+22	
Grade 5	21+23	25+26+13 (combined)	30+9 (combined)	26+27	
Grade 6	20+21	24+9 (combined)	27+15 (combined)	30+30	
Total	14	18	13	15	

* Quarter 1 had 89 students in online learning.

Safety for Staff and Students

Strategies

Following the St. Albert Public Schools Re-Entry Plan, we have subscribed to safety in layers, knowing that at times any given safety protocol may be compromised, but with layers of safety in place, we significantly reduce the risk of staff or students transmitting illness at school.

Without a doubt, the most important of these safety protocols is to ensure that everyone who comes to the building is healthy. This has been very hard on our families, and on our staff. It took the first couple weeks to get over the hump of some families being very upset that their children couldn't attend school, "Just because of a runny nose." Staff, too, find it frustrating, especially once they have a negative test, to not be able to come back until their symptoms have fully resolved. That said, everyone understands that this is our best line of defence. Regular reminders are sent out to families with the Health Screening Checklist and self-isolation guidelines. Tracking illness information through our daily attendance process has added sometimes hours of work each day for our office administrative assistants, but has been useful to ensuring that students aren't returning to school too soon after being symptomatic or exposed to a COVID-19 positive person.

Handwashing and sanitizing has become second nature. As a school with a large number of modular classrooms, our bathroom to student ratio poses a challenge. To help, we've added the currently not in use Kinder Kitchen as a handwashing area, and the also not currently in use phys-ed change rooms as two more bathroom spaces. Students have all been designated to particular bathrooms to keep cohort mixing as limited as possible. Signage is posted everywhere reminding students and staff alike about proper hand-washing and sanitizing.

Cohorting our students has also been a very important safety protocol. It all starts with our daily school entry plan. We are lucky at Muriel Martin Elementary School (Muriel Martin) to have 16 entrances to the school, which has allowed us to limit each doorway to 2-4 classroom cohorts, often confined to only one grade level. Students no longer line up outside and wait for the entry bell to ring; they enter the school as soon as they arrive anytime between 8:30 a.m. and 8:45 a.m., and go straight to their classrooms where their teachers are there to greet them and supervise. At the end of the day, students who walk or are picked up are dismissed at the first bell, and bus students three minutes later or when their buses arrive. Lastly, students who attend our in-school SIGIS after school care move to their designated rooms once the hallways are clear. The staggering is not quite as effective as the 15 minutes in the morning, but does help keep the hallways and doorways from becoming congested. Our lunch hour is now staggered over a three period rotation, limiting the number of students eating and outside for recess to a third of the school at any time. We are also lucky at Muriel Martin to have a huge school yard that has been divided into 8 different large play zones, so each classroom cohort never mixes with another classroom cohort during recess. Each play zone has its own designated supervisor to ensure that cohorts don't mix and students are safe. Phys-ed classes, which have typically combined two classroom cohorts, have been arranged so there is one teacher per

classroom cohort, and the classes don't mix. The vast majority of our phys-ed classes have been outside, aside from a few cold and rainy days. On days where phys-ed classes are held in the gym, the mid-court curtain is dropped keeping the two classes separated.

Mask wearing has caused very little issue for us. Staff and students have all been very responsible in this regard. Even in our Kindergarten - grade 3 classes, where masks are not mandatory, the vast majority of our students wear them. Very early on, we had a few families concerned about their children suffering behind their masks all day, but once they were reassured that students are given plenty of time throughout the day for mask breaks, that reduced a lot of worry for these families. It is not uncommon for students to forget their masks, so we have a full supply of disposable masks at school that we hand out to any student who arrives without one.

Physical distancing has by far been the most challenging, and really in a school is a nonsensical expectation. Even in our smallest cohort, a grade two class of 14 students, with their desks spread wall to wall they still cannot maintain 2m separation. And that's before any of them stand up to move about. And despite our very best efforts, five year olds at recess find it very challenging to stay out of each other's bubbles. It simply must be accepted as part of the risk for at-school learning. We have been successful at reducing the amount of movement throughout the school during the day and controlling the flow of foot traffic. Our students will all be better prepared for driving one day now that they have become adept at navigating one-way traffic circles, our solution to our central hub library which has traditionally been the scene of many a traffic jam.

Connection and Relationships

Strategies

Sometimes, fortuitously, something really good comes out of something really bad. Such has been the case this year with practices implemented simply for safety purposes, but that have ended up having a great impact on school connection and relationships. The first was the addition of the three staggered entry days to the school calendar at the beginning of the year. We've heard over and over again from our teachers how nice it was to have those three days to meet their students in smaller groups, and how that helped getting to know them and helped the students feel more comfortable too. The second is our morning entry process, with students going straight into the school and to their classrooms as they arrive. That additional 15 minutes per day, without instructional expectations, has proved to be an excellent opportunity for teachers to be checking in and connecting with their students, and creating a less abrupt and more supported transition into the school day for those students who sometimes struggle to get settled.

Early communication with families was key. We started the year by having each homeroom teacher call every family on their class list the week before school started. This was a big ask at a very busy time, but families really appreciated having that more personal introduction to the teachers who would be looking after their children in a nervous year. The same was done at the Quarter turnaround for those families coming to Muriel Martin after opting for online learning in Quarter one. The administration team provided regular updates to all families in the weeks leading up to the start of school, and answering the hundreds of questions that came in. By the time the doors opened, everyone knew exactly what to expect and how we were going to keep everyone safe. This was especially important in a year where parents, not even those of our Kindergarten students, were allowed to come into the school.

Parent-teacher interviews were held virtually via Google Meets in early October. There was lots of concern that these would not be well attended, that the conversations would be awkward, or that the technology would inevitably fail, but again, serendipitously, they were a great success. Many teachers and families have actually expressed a preference for the virtual format over the in-person format and would like to continue at least having the option to do so next year.

Once we had the first several weeks of school under our belts, we started focusing on ways that we could continue to build community and sense of belonging within our school in the absence of our traditional assemblies, Welcome Back BBQ, and Halloween dance. Thanksgiving, Halloween, and Remembrance Day were all celebrated virtually with the work of a few techno-savvy teachers who created videos featuring our students that could be broadcasted into classrooms and also shared with our students opting for online learning and not presently attending Muriel Martin.

We continue to celebrate acts of student leadership with our RAWR draws, French speaking with our Je Parle Francais draws, and classroom tidiness with our Scrub-A-Dub-Dub award. The first Wednesday of each month has become Dino Pride Day, where students and staff

donn their Muriel Martin clothing or anything green and blue. Again, we encourage our online students to also show their school colours on those days too. Our beloved dinosaur mascot, Marty, makes a monthly appearance on Dino Pride Days.

Our Muriel Martin School Council and Fundraising Society have continued to meet virtually, and with attendance quite similar to previous in-person meetings. Our parent community has been incredibly supportive through this time.

Learning and School Engagement in the Time of COVID-19

Strategies

We have not for one day during this pandemic lost sight of who we are and what we need to provide our students - the experience of rigorous learning in the midst of all the chaos that surrounds them. We have maintained high expectations for our staff to overcome the current challenges and pedagogical limitations, and still provide deep, robust, meaningful learning for their students.

In anticipation of a widened learning gap this year, we have refocused as a school on the Collaborative Response Model and set out two core values as guiding principles:

- **All students can grow.** It is our responsibility to provide one year's worth of growth for one year's worth of learning, regardless of where the student is starting from. We are working ourselves out of "above level" and "below level" language, and simply focusing on where they are and what the next step is.
- **100% for 100%.** We cannot achieve high levels of success in isolation.

We have formed formal collaborative teams, grade-level groups combining both English and French Immersion and including our educational assistants, specialist teachers, and leadership team. We have committed at least one hour from every staff meeting for these teams to meet, and asked in return that they commit to at least one other meeting per month on their own time to ensure that their dialogue about students stays current.

During our October professional development day, we worked in these collaborative teams to set meeting norms and to recreate the Collaborative Team Meeting Response (CTMR) document, which had lost its essence over the years and become a transition document completed individually rather than collaboratively. We set out the criteria for students who should be focused on during the collaborative team meetings: those who are at risk and require additional support in literacy, numeracy, or social-emotional learning growth. The Collaborative Response Model is a function of collaborative teams using the Response to Intervention Model to lay out actionable support interventions, and the teams are now underway and implementing and documenting these for identified students.

Despite a very budget challenging year, we have maintained literacy and numeracy teacher resource support for our students. For literacy, we have an English and a French Immersion teacher who have multiple periods in their timetables each week to provide levelled literacy support to small targeted groups of division one students. Mindful of safety, we have built the groups within cohorts, and provided plexi-shields and segregated work spaces for each of these teachers to meet with their students. This year's quarter system has provided a nice time frame for rotating through groups of students every eight to ten weeks. For math, we have one teacher with several periods in his timetable designated to provide short, intensive support to individual or small groups of students at targeted grade levels.

Facing the inevitability of high teacher absenteeism this year due to the demands of self-isolation and the challenges of finding competent French-speaking substitute teachers, we hired a full-time bilingual fluent resident substitute teacher. This has proven invaluable in

providing continuity of learning for our students during teacher absences. On the few days when we don't have any absent teachers, our resident substitute has been available to provide release time for teachers, allowing them to pull students for literacy benchmarking or other one-on-one support.

We have also implemented several measures to provide opportunities for our students to engage with books and literature, mindful of safety. Teachers have come up with a safe way to still send levelled reading books home, using a system of sending books home in plastic bags on Monday, having them returned on Friday, allowing them to sit in quarantine for the requisite 48 hours over the weekend, and then recirculated the following Monday. We have also paid for site licences for RAZ Kids, Epic Books, and Je lis, Je lis to provide digital resources available at school and at home.

Library has also changed this year. Rather than classes of students going to the library, our librarian goes to each class with a bin of books specifically curated for that particular program and grade level. As sign out-takes significantly less time, she has more time to read to the students and provide rich literary experiences. Again, books that are signed out are returned the next week and placed in a quarantine bin until they are safe to be distributed again.

For our students who must be away from school due to illness or isolation requirements, all teachers are keeping their Google Classrooms updated with activities and learning opportunities. We have made good use of the Support Packs from Edmonton Public Schools as a way to provide instruction.

Staff Wellness

Strategies

We have made a choice to not wallow in the misery of COVID-19, but instead to embrace the great responsibility that we hold as educators to stay loyal and true to our core purpose - teaching and learning. We are grateful that, unlike so many people in our community, we have for the most part been able to carry on with our work. In exchange for that, we owe it to the public to rise to the challenge of teaching during this pandemic, to work harder not less hard, and to demonstrate our professional resilience. There were different ways for us to have navigated these uncharted waters. We felt the best way was to not slow down a beat, to be teaching on the first day back after the spring shutdown, to do more than we were required and giving families the choice to say, "This is too much," rather than the opportunity to say, "This isn't enough."

All this to say that there are different ways to approach staff wellness. We have approached it by keeping our expectations as high as ever, and being steadfast and invaluable to our community. Endless and ongoing emails and phone calls from our parents expressing their gratitude for the staff at Muriel Martin going above and beyond have gone a long way in keeping our staff feeling well.

We do miss the sense of togetherness that is lost in virtual staff meetings and professional development days, the inability to break bread together over potluck lunches, and gather outside of school for staff socials. As a small concession, we have arranged our supervision schedules this year so all our educational assistants have the morning recess off together, and all teachers a 46-minute uninterrupted lunch hour. This has required us to incur the expense of hiring even more lunch supervisors, but having those breaks together has been important and appreciated by the staff.

We have done our best to provide as much time and autonomy as possible for our staff to do what they need to get done. The gift of time is always an important aspect of staff wellness, but even more so when teachers are being asked to not only teach in different ways than they are used to, but also to ensure that their Google Classrooms are up to date at all times with lessons and resources available to students who are away from school sick or self-isolating.

Finally, our leadership team have done our best to be there for our staff, arriving early and staying late to be available, providing regular updates through "virtual stand up" meetings and emails, and covering classes and providing breaks on the days where there are none.

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: \$ 170,521

Last year was a very peculiar year in terms of predicting our surplus due to the funding reduction from government and subsequent temporary lay-off of EAs and other support staff, and the interruption of programming due to the COVID-19 pandemic. That portion of the surplus that we were able to keep (\$75,000) has been rolled into the current year's operating budget to maintain staffing levels as best we can.

Financial Planning 2020-2021

RESOURCE AND DISTRIBUTION MURIEL MARTIN SCHOOL

	2020-2021	2020-2021	2019-2020
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 4,036,933	\$ 4,036,933	\$ 4,205,376
2. Other Revenues			
2.1 Fees	\$ 129,650	\$ 269,505	\$ 311,105
2.2 Cafeteria			
2.3 Donations	\$ -	\$ 25,000	\$ 25,000
2.4 Fundraising	\$ 1,700	\$ 8,700	\$ 8,700
2.5 Other Revenues	\$ 31,007	\$ 57,500	\$ 72,500
3. Surplus / Deficit Allocation (S/D)	\$ 75,000	\$ 75,000	\$ 170,960
TOTAL REVENUES	\$ 4,274,290	\$ 4,472,638	\$ 4,793,641
EXPENDITURES	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 3,785,109	\$ 3,753,399	\$ 3,886,786
2. Support Staff	\$ 305,840	\$ 291,159	\$ 463,173
3. Services	\$ 42,000	\$ 159,410	\$ 183,694
4. Supplies	\$ 119,960	\$ 178,913	\$ 189,599
5. Furniture, Equipment & Capital	\$ 5,000	\$ 5,000	\$ 5,000
6. Technology	\$ 16,000	\$ 21,000	\$ 21,000
7. Future Emergent Initiatives	\$ 381	\$ 63,757	\$ 44,389
TOTAL EXPENDITURES	\$ 4,274,290	\$ 4,472,638	\$ 4,793,641
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	618.50	638.00	616.00
FTE Enrolment less online students	539.00		
STAFFING PERCENTAGES	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	35.02	34.71	36.71
Support Staff FTE	6.64	5.82	9.83
Certificated Staff Percentage	92.1%	91.3%	88.8%
Support Staff Percentage	7.4%	7.1%	10.6%
TOTAL STAFFING PERCENTAGE (with S/D)	99.5%	98.4%	99.4%
TOTAL STAFFING PERCENTAGE (without S/D)	101.3%	100.2%	103.4%
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.			