

# Mother Earth's Children's Charter School

## 4 Year Education Plan 2022 - 25



## Table of Contents

Content	Page
Cover	1
Table of Contents	2
Local Context & Demographics	3
Foundation Statements	3-4
Charter Goals	4-5
Student Growth Domain	6-7
Teaching and Leading Domain	7-8
Learning Supports Domain	8-9
Governance Domain	9-10
Trends and Issues	10-12
Budget Summary	13-14
Capital Plan	14
Assurance and Accountability Statement	15

## Local Context and Demographics

Mother Earth's Children's Charter School (MECCS) is a public charter school primarily serving the Paul First Nation, commonly known as Paul Band. The school also serves the communities of Spruce Grove, Stony Plain, Wabamun, Thorsby, Warburg and parts of rural Parkland County and at times has served and continues to serve students, when requested from Enoch First Nation and as far away as Edmonton. Our site on the banks of the North Saskatchewan River boasts 160 acres and a well-serviced school building, a state-of-the-art gymnasium and a well maintained Maintenance Shop.

Over the last year we created what has and will continue to be the feature of our school. We created the first stages of an outdoor classroom/culture camp *Oski Kisikaw Ena Mahkochih*, which is a combination of Cree and Stoney words roughly translating to "New Day for Mother Earth." Our hope is that this cultural addition will assist in defining who we are and what makes us unique.

Our charter allows us to provide education for up to 150 students in grades ECS to grade 9. We currently host 50 students, with a staff of 4 teachers and 4 other support staff (Family Liaison/Cook, Assistant Cook, custodian and bus driver). Our administrative structure features a part time Superintendent, a Secretary Treasurer and a part time Maintenance Director. With a full-time custodian and part-time Maintenance Director, the infrastructure needs of the school are well looked after.

We have a small and dedicated staff, many of whom have been with the school since near the beginning of our charter. We are committed to providing a safe and caring learning and working environment for our students and staff, where the individual's gifts and talents are nurtured and celebrated.

We are proud that we:

- Provide a safe and caring learning environment
- Place a priority on indigenizing our program offerings and introducing students to their cultural identity
- Value the Medicine Wheel as a philosophy of balance
- Value the Seven Sacred Teachings (Love, Respect, Courage, Wisdom, Honesty, Humility, and Truth) as a basis for action
- Facilitate Culture through spiritual and social connectedness, together with academic excellence
- Value respect for self, Culture and accomplishments
- Provide equity of access for all our students
- Focus on literacy and numeracy

Together with parents and community, we are improving life chances for our students

## Foundation Statements

### Vision

Rediscovering the gifts and potential given to them by the Creator, our children will achieve personal excellence and fulfillment.

### Mission

MECCS exists in order to holistically nurture, guide and challenge each child's spiritual, intellectual, physical and emotional self through traditional Indigenous teachings.

### Key Values

- We value the Medicine Wheel as a philosophy of balance
- We value the Seven Sacred Teachings (Respect, Love, Courage, Wisdom, Honesty, Humility, and Truth) as a basis for action
- We value Spiritual Connectedness as a means of realizing personal excellence
- We facilitate Culture through spiritual and social connectedness, together with academic excellence
- We value Respect for self, Culture and accomplishments

### Philosophy

MECCS believes that there are four needs that must be met for every child to succeed. Every child feels the need:

- For belonging (I mean something to you)
- For mastery (I am good at something)
- For independence (I have power to make decisions), and
- For generosity (I have a purpose in life)

It is important to note that our mission and vision are ones of traditional respect and spirituality. We define spiritual growth as the evolution and development of one's essential self and the potential one has to become in their life.

## Charter Goal 1 - Indigenizing Education

*Through indigenization, students will gain a conceptual understanding of curricular content by exploring learning through Indigenous knowledge systems and Indigenous practices.*

Indigenous knowledge is holistic and relational. Educational indigenization involves connecting with Elders, engaging in experiential learning and land-based learning opportunities. At MECCS, cultural programming and language instruction is offered in Cree and Stoney the 2 heritage languages of most of our students. Paul Band has a unique situation with both a Stoney and Cree component to their population. A Stoney Elder, who is in fact, related to many of our students teaches Stoney to all grades 2-3 times per week. One of the teachers teaches Cree to all students.

**Performance Measures:**

- Students have made continual progress in their Stoney vocabulary over the past four years, and are showing the same improvement as they learn Cree.
- Student participation in the experiential learning activities followed by their ability to teach others the same skills and learnings.
- Question: How well are students able to demonstrate proficiency in the knowledge and use of Indigenous language?
- Question: How well are students able to discuss and teach others the cultural skills they are introduced to?
- Question: To what extent do you believe MECCS supports your child's development of strength, resiliency and personal cultural and academic growth?
- Question: To what extent do you value your child's ability to learn in an Indigenous environment?

**Outcomes:**

- Students will gain an understanding of the concept of relationality, connectedness, talking circles as Indigenous pedagogy, appreciating Seven Sacred Teachings as part of daily life and interactions with others, etc.)
- Students will perceive how learning from Indigenous and western knowledge systems can complement each other

**Strategies:**

- Continue to develop the next stages of our outdoor classroom/culture camp Oski Kisikaw Ena Mahkochih, Initial plans include a second tipi site, an archery course, a groomed cross country ski trail and an outdoor skating rink.
- As in-person visits become feasible again, continue to move forward with cultural exchange partnerships where possible utilizing innovative ways of communicating,
- Incorporate Indigenous concepts into coursework where possible utilizing Indigenous pedagogy (i.e. learn through stories, talking circles) and Indigenous ways of knowing (learning is holistic and relational involving interdependent dimensions: emotional, cognitive, spiritual, and physical).
- Teach historical concepts through Indigenous perspectives (i.e. views on treaties and agreements; residential schools and legacy, reconciliation).
- Participate in ceremony and cultural traditions (daily smudging, connect with Elders, feasts, pipe ceremony, school powwow).
- Demonstrate how to connect to culture through land-based learning and experiential learning initiatives (fishing, outdoor education, engage in loose-parts play, connections to the land / environment, connectedness as reciprocal relationships).
- Opportunities for engaging in cultural activities will be provided to students (which may include: learning the art of tanning hides; making dry meat; shelter building; making traditional rattles and hand drums; participating in traditional games/stories; dancing/drumming: Indigenous artwork)

- Teachers will apply Truth and Reconciliation Calls to Action wherever appropriate in their teaching
- We have maintained partnerships with several schools over the past four years where students engage in cultural sharing through exchange programs. Students have made progress in their ability to form relationships with students from differing cultural backgrounds. The 'in-person' visits can now be utilized again as they were curtailed in the last two school years due to Covid restrictions
- Introduce cultural learning opportunities for other schools utilizing our Elders, staff and students as instructors. We will develop a plan for 1-2 or even 3-day experiences for other schools to participate in. A budget will be developed for costs of the experience (instructors, supplies, food, set up/clean up etc.

## **Charter Goal 2 - Spiritual Connectedness**

### **Performance Measures**

- Question - "How am I connected to my Traditional Culture?"
- How strongly do you feel that sending your child to MECCS (where spiritual connectedness is embedded with academics) makes them a better learner?
- To what extent do you believe your child's individual gifts are celebrated (valued) at MECCS?

### **Outcomes:**

- Students will demonstrate (in a variety of ways) how they connect with their culture, and will recognize that they possess gifts and strengths given to them by the Creator
- Students will demonstrate a practical application of the Seven Sacred teachings (among other culturally-appropriate teachings) in their work at school.

### **Strategies:**

- Demonstrate how to connect to culture through land-based learning and experiential learning initiatives (fishing, outdoor education, engage in loose-parts play, connections to the land / environment, connectedness as reciprocal relationships)
- Teachers will include Indigenous ways of knowing and Indigenized teaching strategies in their planning and provide ample culturally-appropriate touchpoints in their classrooms.
- Students will have the opportunity to participate in ceremony and cultural traditions (daily smudging, connect with Elders, feasts, pipe ceremony, school powwow)
- Involve special guests such as noted Indigenous author David Bouchard to discuss their spiritual connections to the land as well as their past.
- Utilize Elders to pass on their knowledge and skills.

## **Student Growth and Achievement Domain**

Student's progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and

confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

### **Performance Measures:**

- Previous measures have shown that the vast majority of teachers, parents and students are satisfied that students model the characteristics of active citizenship.
- All students' standardized test results will be at provincial average for the acceptable standard and standard of excellence.
- Overall agreement that students are safe at school and learning the importance of caring
- Overall percentage of stakeholders indicating that the school has improved or stayed the same the last three years
- Overall percentage of students and parents who feel students receive the help and support they require at school
- As education returns to what we consider normal circumstances we want students to once again begin to achieve above provincial averages for increasing numbers of students.

### **Outcomes:**

- Students demonstrate ability, confidence and willingness in literacy.
- Students demonstrate confidence, willingness and an awareness of numeracy.
- Create powerful learning environments based on the Teaching Quality Standard.
- Support the infusion of FNMI foundational knowledge into all classroom activities
- Every student is proficient in reading, writing, speaking and listening
- Every student is proficient in mathematical reasoning, and applying mathematical concepts

### **Strategies:**

- Teachers use the Fountas & Pinnell Benchmark to diagnose student literacy needs and to inform their instruction. (grades K - 9)
- Teachers make use of universal literacy strategies including Picture Word Inductive Model and balanced literacy, Barrie Bennett Instructional strategies.
- Teachers use Renaissance STAR 360 math and literacy to diagnose student literacy and math needs and inform instruction.
- Students will write, read and be read to daily.
- Teachers use Mathletics to diagnose student numeracy needs and inform their instruction. (grades K- 9)

## **Teaching and Leading Domain**

Teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standard (Teachers Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

## **Performance Measures**

- Previous measures have shown that 93% of teachers, parents and students are satisfied with the overall quality of basic education in this school. We want to maintain or even increase that level of satisfaction.
- All teachers and leaders within the school are conducting themselves according to the TQS/LQS and as professionals.

## **Outcomes**

- Teachers provide quality instruction based on the Teaching Quality Standard. (including differentiated learning instruction to promote inclusivity in the classroom to realize success for all students)
- School and division administrators provide quality leadership and support.
- All staff will have the capacity to meet the diverse learning, social emotional, behavioural and cultural needs of all students.
- Teaching practices, relationship building, and family engagement are carried out in ways that are equally respectful, rigorous and meaningful regardless of student's background.
- Teachers and leaders will collaborate with appropriate stakeholders to provide authentic learning opportunities that respect our cultural, local and societal contexts.
- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, societal and economic circumstances of all.
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimal learning environments for all.

## **Strategies**

- Staff will jointly develop a professional development plan to support teaching and learning priorities
- Superintendent maintains a prominent presence in the school environment connecting with staff, students, and school community on a regular basis
- Professional growth plans will be reviewed regularly and will align with the school's mission & vision
- Teachers will continue to engage in Indigenous ways of knowing
- Teachers and leaders demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our students' success and well-being.

## **Learning Supports Domain**

The mobilization of resources and shared school-wide responsibility to ensure optimum learning for all students. Public assurance occurs when the public has trust and confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, and all learners are welcomed, cared for, respected, and safe.



**Performance Measures:**

- Previous measures have shown that 91.1% of teachers, parents and students agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.
- Previous measures have shown that 100% of students and staff feel a sense of belonging in their school.
- Question - To what extent do you feel that MECCS offers your child a sense of belonging and allows them to connect with their culture?
- Question - To what extent do you believe that your child feels safe at MECCS?

**Outcomes:**

- All students see themselves as an important part of the school community.
- Staff understand and promote the importance of relationships, culture and well-being for all students.
- Students feel supported and cared-for.

**Strategies:**

- Maintaining and supporting the Family Liaison position to serve as a connection between home and school to ensure students and families have access to and a voice in what happens at MECCS.
- MECCS ensures that each of our students and their parents are connected to at least one staff member at the school.
- MECCS will analyze achievement data and develop individual plans for support.
- Teachers and support staff will continue to receive training in cultural teachings from our qualified staff, from community members, through online opportunities, and other professional development as is necessary – i.e. ERLC professional learning opportunities
- Our Stoney language teacher will continue to not only host her language classes but will also be available to staff who have questions about incorporating culture in their classrooms.
- MECCS will integrate culturally rich and meaningful educational experiences for students as a part of curricular instruction not simply as a “stand alone” separate cultural activity.
- Individual staff members will share their subject-area knowledge regularly. (PWIM coordinator, Cree Language coordinator, Math and Numeracy coordinator, Traditional Games coordinator, etc.)

**Governance Domain**

Leaders attend to local context: determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching, and leading, and optimum learning for all. Public assurance occurs when the public has trust and confidence that system

leaders demonstrate stewardship of system resources with an emphasis on student success, community engagement, transparency, and accountability.

MECCS is effectively and efficiently governed by an independent board, whose members are elected from among the local community. The MECCS board is advised by a superintendent, who ensures that the school operates within the parameters set forth by Alberta Education. MECCS must follow a provincially mandated curriculum and must hire certified teachers to deliver programming. The MECCS board works hand in hand with the Friends of MECCS Education Foundation (FOMEF). FOMEF is integral to the viability of the school and their funding support ensures that MECCS continues to function effectively and deliver cultural programming.

**Performance Measures:**

- Previous measures have shown that 88% of teachers and parents are satisfied with parental involvement in decisions about their child's education.
- Anecdotal evidence that our relationship with partnering schools, corporations and municipalities is constructive and productive.
- Anecdotal evidence that our relationship with the government of Alberta is constructive and productive.
- Anecdotal evidence suggests that stakeholders (including FOMEF) are satisfied with their involvement in the development of school priorities.

**Outcomes:**

- MECCS staff members have input into the development of school priorities.
- MECCS parents have the opportunity to provide direct input into the development of school priorities.
- Partnerships with neighboring school boards and communities result in mutually beneficial projects, decisions and agreements.

**Strategies:**

- Monthly board meetings are open to all parents, students, staff and community members.
- Monthly newsletters and communication from school.
- Maintain an active social media presence.
- School education plans are developed with input from stakeholders and are available at the school, and on the school's website.
- Initiate productive dialogue with Alberta government representatives focused on solutions to problems.
- Active participation in The Alberta Association of Public Charter Schools (TAAPCS) business by the Board and administration
- Our support from the Friends of MECCS Education Foundation is an essential and critical component of school operations as without that financial support we could not continue to operate.

- MECCS Board and Friends of MECCS Educational Foundation to attend each others' board meetings.

## **Trends and Issues**

### ***COVID-19 & its Impact on Teaching & Learning***

The last two years have been impactful on children's education in ways we could never have imagined. We have been challenged to respond to the many changes that have taken place within the education system in Alberta, all while dealing with the uncertainties of a pandemic. COVID-19 has pushed us between in-school, at-home, and blended learning options as we tried to support each of our students and their families. Cohorting in a face-to-face environment has forced serious alterations to modes of delivery in programs where previously student movement was key, literacy and numeracy in particular. Academically, learning gaps have become evident in core areas for all students and plans must be funded and put in place to address these gaps and delays in learning for students who have been put at risk.

During these unprecedented times, families in general have pulled away from congregated learning environments in light of the ongoing threat that COVID-19 poses to our communities. In just two years COVID-19 has undone more than a dozen years of relationship-building that MECCS has worked so hard to create. With many different household configurations including multi-family and multi-generational households, families are concerned about sending their children to school anywhere in case they bring COVID-19 back and infect elderly or immune-compromised family members. With our student base interconnected with schools in Parkland SD and on Paul First Nation through family connections we are often impacted by issues in those schools. Actions taken in neighboring jurisdictions at times have a spill-over effect on our bussing and student attendance.

Over the past few years prior to the last two year's disruptions, we had seen our AERR results trend towards positive outcomes and to stabilize. This era of stability and consistency has served to create an environment in which our children feel safe and cared for and in which they can achieve individual success.

One of our successes in the past has come from engaging parents and other community members through feasts and celebrations at the school. Unfortunately, the past two year we were unable to welcome families in the same manner and could not even host our whole school together for a feast.

Gathering restrictions keeping our parents from being in the school and sharing key activities with their children and the shifts at times to at home or online learning have severed our social connections with parents and challenged our resiliency. Mental health of staff, parents, students, and community has emerged as a priority. Our observations have shed a light on the strain that COVID-19 has placed on families, students and staff. The hope is that we will be able to return to a more normalized face-to-face learning environment this next year which will allow us to focus on re-establishing our social connections, addressing mental health issues, and narrowing those learning gaps that have resulted because of the disrupted learning we have experienced.

The negative impact of the pandemic on student learning as well as student and staff well-being cannot be understated. The pandemic disrupted learning worldwide and impacted our most vulnerable learners disproportionately. Although the Provincial Achievement Test scores have not reached optimal levels, they had shown steady improvement within a relatively short period of time prior to the last two years. Our small cohorts the previous few years made comparisons difficult and with no exams the last two years we have to rely on anecdotal evidence and observation to indicate we are back on the steady growth path we were on previously. We have begun to implement some local testing programs in literacy and numeracy this school year and are hoping to use these measures to inform our teaching and help our students grow.

Our teachers, parents and students told us in previous years that they were not satisfied with the opportunity for students to receive a broad program of studies including fine arts, technology and physical education. This is an area that continues to challenge us to do better and our most recent results prior to COVID showed that we had made significant gains it was then being regarded as a strength area. Our continued and developing partnerships with David Bouchard, HeARTbeat Theatre and Spirit North were proving to be a real strength to our program. Our contact with David Bouchard and HeARTbeat Theatre was of necessity curtailed but we were still able to do the Spirit North program due to the outdoor components of the bulk of the program. In fact, the Spirit North program has even been enhanced as many schools were not able to work with them on a regular ongoing basis. We were able to take on many of the days previously allocated to other schools thus providing our students with multiple experiences including cross country skiing, outdoor games, biathlon and Birkebeiner events. With the removal of COVID 19 restrictions we will be reestablishing these partnerships and/or creating new ones.

The multiple disruptions that our school endured in the 2021-2022 school year led to increased ongoing stress. Many students did not engage in online learning the previous year, and some withdrew completely from our radar this past year. Attendance was a major issue as parents became very protective of their children and often kept them home whenever there was an uptake in COVID cases on the reserve. Our students, staff and families experienced a profound sense of loss. The absence of sports activities, ceremonies and rituals has been dispiriting. Parents have been unable to participate in school life, and many connections with our communities were disrupted. In particular, our students and parents who completely depend on the MECCS transportation system experienced numerous cessations of service due to COVID related closures, extreme cold days, snow related days and an abnormal number of extreme icy road condition days.

We envision significant work needs to happen to reconnect some families with our school. Assessing and addressing learning losses are at the forefront of our plans.

Many of our families are under-resourced lacking the personal capital needed to demonstrate resilience during this past challenging year. A faltering economy exacerbated this inequity. Students from these families are disproportionately impacted by global forces.

Another obstacle to equity is the lack of quality high speed internet access which has been magnified given the multiple interruptions to in-school learning. Many of our students are unable to access online resources and instruction; thus, they have depended on paper packages on those occasions while learning from home and it proved to be an unsatisfactory method.

Given the hands-on nature of our program, accessing adequate funding to carry out culturally appropriate projects and provide Indigenized learning programs is a challenge. We have a small and dedicated staff, many with their own gifts and expertise in delivering and supporting Indigenized curriculum, but in order to offer a rich and varied program we often have to hire experts from within the community. We have been extremely fortunate to have been able to welcome a local Elder and community member to instruct our students in Stoney Language. The fact that MECCS can attract such a rich complement of subject area experts is remarkable and we are grateful. Continuing to be able to offer these opportunities to our students is incumbent upon a reliable and predictable budget, which has sadly been impacted by recent changes to the Provincial and Federal funding structure, as well as the reduction in full-time student enrolment.

The school is aging and in regular need of repair. It seems we no sooner repair one issue, and another crops up. The fact that we do not receive any IMR funding from the government and never seem to be eligible for special funding for capital projects means we can never have the opportunity for significant upgrades in areas that other schools typically receive (new roof, new windows, flooring, painting, HVAC issues, etc.)

Transportation is also a drain on school funds. We currently run one bus and will have a brand new one on the road in September but could run two if enrollment warranted. We keep a spare for times when a bus is in for inspection or repair. Fuel and maintenance costs take up a good portion of the budget. Current diesel prices have a significant impact on the budget as does the carbon tax. Reserve roads are in very poor condition. Mud and ruts cause frequent damage and subsequent repair costs.

## **Budget Summary for 2022-23**

*The budget for the Mother Earth's Children's Charter School* continues to be developed with the primary objective of actualizing the Vision and Mission of the school's Charter. The number one Board priority remains the development and delivery of culturally based programming which is intended to embed the Alberta Program of Studies into an Indigenous pedagogy highlighting essential cultural knowledge, teachings, understandings, perspectives, values and beliefs identified by our Elders. In terms of budget implications this dictates the allocation of funds for teaching and support staff, which will allow for the:

- a) delivery of special needs programming for children with identified needs.
- b) application of Indigenous Teachings, in both programming and educational environment.

In addition, the budget is developed to allow for enhanced intellectual, physical, recreational, cultural and spiritual programming and activities, both on site and off site, as stated in the Charter. In preparing the budget, the Board takes a fiscally conservative approach in order to ensure the continuing financial viability of the school. The budget reflects the Board's challenge of developing and achieving cultural curricular integration. Funds to support cultural infusion remain in place within the budget. In addition, funds have been allocated to hire staff to support cultural infusion into the mandated Provincial Program of Studies.

Funds are being managed and allocated accordingly to support specific outcomes identified in the Four-Year Education Plan. The most significant operational difficulty with the Board’s budget relates to its transportation program. Daily transportation to and from school, is extremely expensive and problematic. We have one new bus (thanks to Friends of MECCS Education Foundation) and one spare. The roads in the area we serve are in very bad condition, which creates various, ongoing mechanical problems. Constant upkeep and maintenance costs put a strain on an already tight budget. It is imperative that ongoing dialogue continue with the federal and provincial governments to address MECCS transportation anomaly. Optimally, MECCS would like to enhance transportation to widen the area to effectively draw students from Edmonton, Stony Plain and Spruce Grove; possibly Wabamun area.

<b>Budget Revenue 2022-2023</b>	
Provincial Funding	\$803,294
Federal Funding	\$573,209
Fees	\$0
Gifts & Donations	\$103,100
Other Revenue	\$3,750
<b>Total</b>	<b>\$1,483,353</b>

<b>Budget Expenses 2022-2023</b>	
Instruction	\$698,479
Plant Operations & Maintenance	\$618,641
Transportation	\$119,384
System Administration	\$99,718
Board Governance Other	\$88,384
<b>Total</b>	<b>\$1,624,606</b>

For detailed information click on this link: <https://meccs.org/site/documents/MECCS Budget Report to August 31 2023.pdf>

**IMR Expenditure & Capital Plan 2022-2025**

The school is aging; with that comes a variety of ongoing maintenance and renewal issues. The boilers are reaching the end of their lifespan. Fire sensors have been updated and replaced throughout the facility as well as the kitchen fire suppression system (it must be noted that the

significant costs were covered by Friends of MECCS Education Foundation as there was no assistance from Alberta Education).

The plumbing/water supply system needs updating and is another of the more urgent concerns. This list is extensive, but our Maintenance Coordinator continues to mitigate the issues as they arise, extending the life of equipment and the building where possible. MECCS does not qualify for IMR funding which also creates stress on the budget. The building owner FOMEF, our fundraising arm, assists where possible.

IMR funding is not available to privately owned buildings, so we do not qualify to receive funding. MECCS will need to do annual maintenance inspections to monitor and report on the school facility and prioritize necessary repairs to help offset costly infrastructure expenses.

### **Assurance & Accountability**

Assurance and accountability are ways to gain the trust and confidence the government and our stakeholders have in our plans and actions. This includes the ongoing analysis of our past annual education results and actively seeking input from our students, staff, parents and other community stakeholders.

Stakeholders will be engaged through surveys, questionnaires, and interviews to obtain data for the performance measures. We will make recommendations and improvements toward our goals/priorities based on the information we obtain through annual review of our progress,

### **Accountability Statement for the Four-Year Education Plan**

The Four-Year Education Plan commencing September 1, 2022 for Mother Earth's Children's Charter School was prepared under the direction of the Board in accordance with its responsibilities under the Education Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this Four-Year Education Plan for 2022/2025 on May 24<sup>th</sup>, 2022.



Dale Friedel  
Chair



Ed Wittchen  
Superintendent