

Mother Earth's Children's Charter School 2021-2022 Annual Education Results Report



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Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Mother Earth's Children's Charter School for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2021/2022 was approved by the Board on November 21st, 2022.



Dale Friedel
Chair



Ed Wittchen
Superintendent

Important clarification regarding this report

Alberta Education has specific requirements regarding the preparation and distribution of this report. A number of specific circumstances means that we will not be able to comply with several of those requirements so the report will have a more unique format. The measures we are required to report on use the Accountability Reports provided by Alberta Education to provide the data that informs the 5 Domains and 15 Assurance Measures that we have to report on. Students in grade 4-9, teachers and parents fill in surveys which create the results. When there are less than 6 the data is suppressed and not used. In our case that meant that our survey results end up being based on 9 Grade 4-6 parents, 18 grade 4-6 students, 8 grade 7-9 students and no staff. Parents filled in the surveys and we mailed them in on time. In reality that means that most of our survey results are based on responses from grade 4-6 students and parents. That makes us very unique in that regard.

Parents, teachers and students are asked a series of questions on the topics to be measured. In some cases, they are asked over a range of options whether they agree or disagree with the question being measured. In others the responses range from very satisfied to very dissatisfied about a measure. Typically, the results from each group are averaged to arrive at an overall percentage of support for that measure. As a result of the limited parent results in the report and less than 6 teachers (less than 6 in a cohort do not count in the results), we will only be able to provide anecdotal responses on many of the measures and without complete survey results we are unable to do a thorough and relevant analysis of those results.

Trends and Issues

Dealing with the myriad of COVID 19 issues the last few years created a whole new set of trends and issues. Nearly every aspect of school operation was impacted. Social distancing, wearing of masks, extra hand washing and hand sanitizing, extra cleaning of the facility and the bus were all new priorities lasting until the end of the 2021-22 term.

We know that the population we serve lives in challenging conditions, often with multiple generations in one home. Families have been afraid to send their children to school anywhere in case they brought COVID-19 back and infected 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. For example, when COVID issues arose in one or the other, Paul First Nation didn't run their busses so students at those schools did not attend and our parents then often chose to not send their students to our school either, even though we were still operating both the bus and the school. Similarly, last year saw an unusually high number of instructional days lost to inclement weather (cold, heavy snowfalls and icy roads due to unusual seasonal rainfall.) When either Paul Band or Parkland didn't run their busses, even if we wanted to, parents kept their students from our school home on those days. We try to use a similar calendar to both jurisdictions but there are some unique conditions for us that result in either us operating on days they are closed or vice versa. When that happens parents with children in one or more of the jurisdictions often keep all their children home.

Over the past few years prior to the last 2 year's disruptions, we had seen our 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 which is reflected on the annual surveys. It creates an environment in which they can achieve individual success.

One of our successes in the past has come from engaging parents and other community members through Cultural Feasts and celebrations at the school. Unfortunately, the past 2 years due to Covid restrictions, we were unable to welcome families in the same manner and that meant a lack of engagement which hurt the relationships we had so carefully built.

Because of the COVID-19 pandemic, there were no PAT tests written in the 2019-2020 or the 2020-2021 school years. 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 2 years. Our small cohorts the last few years made comparisons difficult and we have had to rely on anecdotal evidence and the proverbial eye test to indicate if we were back on the steady growth path we were on previously. There is no doubt that our students experienced a considerable learning lag the last 2 years with the amount of learning disruptions they faced.

Our continued and developing partnerships with David Bouchard, HeARTbeat Theatre, Spirit North and our three school partners (Wildwood School in Grande Yellowhead SD, Academy at King Edward in Edmonton Public and Suzuki Charter School) were proving to be a real strength to our program. Again, for 2 years our contact with David Bouchard, HeARTbeat Theatre and our partner schools were not able to carry on as we could not have outside guests in the school. The same applied to our exchange visits with our partner schools. We were still able to do the Spirit North program due to the strictly outdoor components of the bulk of the program.

The bright light for us was the creation and development of our 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." This facility provided a renewed focus on our main goal of indigenizing education for our students and our partners. It has proven to be a huge success story for us in the short time it has been operational. During the year students took part in a variety of learning experiences (dry meat making with Stoney Elders Edna Paul and Annie Thomas, Outdoor Skills with Hart Wichern, shelter making, fire building and Cree and Stoney oral language instruction.) We also had our first group gathering when we held the official opening in December (-24) demonstrating it truly is an all-weather facility.

It is impossible to predict how long we will continue to be impacted by events mostly out of our control such as ongoing Covid issues.

Charter Goal: Indigenizing Education

Outcome: 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.

Outcome: Students will perceive how learning from indigenous and western knowledge systems can complement each other.

Comment on Results

- Our Stoney Elder who teaches oral Stoney to the students reports that she is very satisfied with their engagement and progress on learning the words she introduces. Students keep a journal to have a record. Teachers regularly use their words in other lessons as reinforcement.
- Teachers reported:
 - a) In K/1 we began each day with a morning circle. At the beginning of the year our conversations focus on "talking circles", smudge ceremonies, and relate that to teachings like respect, kindness and honesty. Read-alouds in LA cover the 7 Sacred Teachings – usually as a way to work on oral language and some beginning writing activities. We used talking circles daily during morning meeting and we learned in a circle formation for lessons in multiple subjects. We used the

outdoor classroom and tipi to conduct lessons in social studies and math (eg in Math we gathered natural objects like rocks, sticks and leaves to count and make sets rather than plastic counters)

- b) In the grade 2/3/4 classroom students used Stoney language within the classroom. Daily instruction started with smudge and prayers followed by a daily talking circle. The students used Stoney every morning to introduce themselves and say the date. They also used Stoney to ask for things like going to the bathroom or when asking to get a drink of water.
 - c) In grade 5/6 students were able to engage in basic conversation (greetings, introducing oneself, expressions) in both Stoney and Cree. Students learned basic vocabulary in both Stoney and Cree: kinship terminology, food words, counting up to 20, and animals of Alberta. Students have also learned how to create simple sentences. Students have expanded upon their Stoney vocabulary to include: days of the week, months of the year, and to tell the time
 - d) Whenever possible/appropriate junior high students made connections back to treaties, residential schools and legacy and reconciliation. Often this coincided with work done in Social Studies and Language Arts learning materials are chosen with Indigenous perspectives in mind.
 - e) Students learned how scientific concepts can be studied through the lens of Indigenous knowledge as well as through western knowledge systems (i.e. trees and forest unit – learning about natural resources management to promote sustainability, conservation and respect for wildlife and the environment)
 - f) Students participated in experiential land-based learning initiatives which helped them connect to their cultural roots.
 - g) Students studied stories of Indigenous peoples and early immigrants in Canada and followed up their learning with cultural practices (such as learning how to make dried meat and Metis “bullets soup”)
 - h) Students had opportunities to connect with Indigenous Elders and Residential school survivors to discuss views on the legacy of the Indian Residential School system.
 - i) When studying the numbered treaties in Canada during our social studies unit, students learned about how Indigenous peoples’ perspectives differed from those of the Canadian government
 - j) Students learned about the benefits of building positive relationships with students of other cultural backgrounds through a cultural exchange partnership between several schools even though we couldn’t do the in person visits. Students learned that this endeavor was beneficial to promote reconciliation.
- Students and staff took part in Orange Shirt Day including buying t shirts for all students and staff and holding class discussions around the significance of the day
 - Students and staff participated in daily classroom smudges and a weekly whole school smudge to start the week.
 - Connections were made with Elders through our Stoney language program and experiences in our culture camp such as dry meat making and story telling.
 - Students connected to their culture through their experiences with land based learning (shelter building, fire building etc.) outdoor experiences (fishing, snowshoeing, cross country skiing.)
 - Students were introduced to and played traditional indigenous games.
 - We were unable to move forward on our cultural exchange visits with partner schools due to the restrictions in place. These will once again be a feature of our program in the current year.

Charter Goal: Spiritual Connectedness

Outcome: 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.

Outcome: Students will demonstrate a practical application of the Seven Sacred Teachings (among other culturally appropriate teachings) in their work at school.

Performance Measures

- Percentage of children who participate in cultural ceremonies and events. We have always had a 100% result in this area. The last 2 years, circumstances required us to cut back on our usual ceremonies such as Feasts and gatherings and the cultural component of having families participate was lacking. The students who were here on the occasions we could do something such as our official opening did take part successfully. We intentionally tried to institute a renewed focus on cultural components of our program during the year but with the various issues were only partially successful so they will be carried on this year.
- Percentage of parents who attend and are involved in cultural/spiritual programming and events. This has always been a strength but again for the last 2 years we could not have parents, family and community members in the school, so this measure is mostly a zero % this time. The exceptions were the times we were able to incorporate the use of our outdoor classroom/ culture camp for activities such as our Grand Opening where a few parents did attend.
- Percentage of teachers and support staff who attend and participate in cultural learning experiences. This measure remained at 100% but is tempered by the fact that we were only able to have a few events in comparison to previous years.

Comment on Results

- Over the years, it has become apparent that parents are most concerned that we honor the Spiritual and Cultural component of each child, without infringing upon the families own unique traditional belief system. We serve a population that is from both Stoney and Cree backgrounds. We provide opportunities for cultural engagement, without prejudice and without obligation. The key for us is to try to make it that they all have some involvement which was close to impossible last year with the COVID restrictions in place.
- A schedule of cultural events is normally shared in many ways: on our website, on Facebook, in a series of 6-8 professionally prepared newsletters, social media outlets and within our school calendar. In many instances, COVID 19 restrictions meant that we were unable to host most events this past year.
- Students were encouraged to demonstrate culture at every opportunity. Students were able to learn by experience as our outdoor classroom/culture camp became operational. This was our area of greatest success.
- Our Stoney Elder continued to not only host her language classes but was also available to staff who had questions about including Culture in their classrooms.
- Students were able to take both Cree and Stoney classes and incorporate the vocabulary into other areas of their work. The students have shown they can use Stoney language outside of the classroom (eg. Reciting a prayer or asking for food in the cafeteria)
- Daily in class and weekly school wide smudge ceremonies served as a vehicle to keep cultural traditions at the forefront of student experiences.
- Teachers reported:
 - a) Classroom decorations, books for children's use and teacher read aloud all reflect the culture of the students (large medicine wheel in the class, mission and vision statement posted in the classroom, posters of the 7 Sacred Teachings, Stoney language flashcards)
 - b) Stories for read aloud often include concepts and ideas from the 7 Sacred teachings. We use these to develop oral language comprehension (eg "Do Unto Otters" is a read aloud story that we discuss and do activities with that teaches the concept of respect.)
 - c) Many of the Seven Sacred teachings were used for writing topics, art projects last year, and discussion points for health and social class.

- d) Students frequently participated in talking circles and had classroom discussions on Truth and Reconciliation. Took part in a week-long project in September, to reflect on residential schools and reconciliation.
- e) Many pieces of literature written by Indigenous, Metis, and Inuit authors were used in class. This included books that had a focus on residential schools.
- f) Many times, when any behavioral issues arose students were encouraged to reflect on the Seven Sacred Teachings to see if they were making choices that demonstrated them.
- g) Many opportunities school-wide for land-based learning. In our 2/3/4 class, students completed science units such as plant growth, animal life cycles, temperature, and rocks and minerals outdoors. Students were allowed to learn based on what the land had to offer. Students also had many opportunities to complete art projects outside of class.
- h) As a whole, the lower elementary students took part in soapstone projects not only doing the art but learned about the historical background and researching the Inuit people's art.
- i) Students learned how principles of respect and interconnectedness are inherently expressed though both Stoney and Cree languages (as seen in kinship terms, place names)
- j) Students participated in morning classroom talking circles as a way to share news happenings and promote a welcoming classroom community (students learned the protocols of talking circles). Talking circles are used regularly across all subject areas and occur quite frequently in the outdoor classroom around the firepit area
- k) Students learned how the Seven Sacred Teachings are manifested in the way students live their lives interacting with others, and the world around them
- l) Students have learned how to show respect for their school community in a demonstrable way such as assisting the school custodian with various "clean-up" tasks within the school. This helped them foster a spirit of 'volunteerism'. Students also helped maintain the outdoor classroom area by actively raking leaves in the Fall season and shovelling snow from the facility during the winter months
- m) Students took part in various outdoor learning projects which incorporated cross-curricular learning (i.e. building debris shelters: students designed, planned, and constructed their shelters utilizing materials readily available in the outdoor forest environment. Students tested their finished products to ensure they met certain standards. Students employed higher-order thinking skills when working on the project (applying their learning, evaluating the structure based on criteria, creating a new version of the finished product)
- n) Students engaged in inquiry-based, experiential hands-on learning practices, and utilized the power to solve problems. Students also utilized peer-support practices. This type of learning is similar to traditional Indigenous learning strategies where historically young boys and girls would shoulder responsibility and learning practices at an early age.

Domain: Student Growth and Achievement

Required Alberta Education Achievement Measures (AEAMS)

- Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). After 2 years of not writing the exams and with less than 6 students in grade 9 writing them (0 students wrote grade 9 tests) we are left with no result to report on at that level. In grade 6 the results were:
- Results by Number Enrolled- 9 enrolled- 36.1 Acceptable Standard- 5.6 Standard of Excellence
- Results by Number Writing
 - LA 6- 5 wrote so results suppressed for less than 6
 - Math 6- 7 wrote- 28.6 Acceptable Standard- 0 Standard of Excellence
 - Science 6- 7 wrote- 42.9 Acceptable Standard- 14.3 Standard of Excellence
 - Social 6- 6 wrote- 50.0 Acceptable Standard- 16.7 Standard of Excellence

Results for self-identified First Nations, Métis and Inuit students by cohort

All students in grade 6 were FNMI so these results are the same as the overall results

- Required Alberta Education Assurance Measures - Overall Summary**

Assurance Domain	Measure	Mother Earth's Children's Chtr			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	92.8	71.4	n/a	n/a	n/a	n/a
	Citizenship	86.5	82.1	89.3	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	6.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	76.9	94.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	82.5	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.9	90.5	n/a	n/a	n/a	n/a
Governance	Parental Involvement	61.9	n/a	87.2	Very Low	Declined	Concern

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Mother Earth's Children's Chtr			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Lifelong Learning	81.0	n/a	80.8	High	Maintained	Good
Program of Studies	91.3	n/a	90.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	96.7	90.5	93.6	Very High	Maintained	Excellent
Safe and Caring	94.3	88.6	93.9	Very High	Maintained	Excellent
Satisfaction with Program Access	79.1	83.3	88.8	High	Declined	Acceptable
School Improvement	94.7	66.7	92.2	Very High	Maintained	Excellent
Work Preparation	92.9	n/a	96.9	Very High	Maintained	Excellent

- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Mother Earth's Children's Charter										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	53	76.6	57	89.1	44	89.4	7	82.1	40	86.5	Very High	Maintained	Excellent
Parent	21	68.3	17	85.9	16	87.5	n/a	n/a	14	91.2	Very High	Maintained	Excellent
Student	32	84.8	40	92.3	28	91.4	7	82.1	26	81.8	Very High	Declined	Good

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	2021		2022	
	N	%	N	%
Overall	7	71.4	40	92.8
Parent	n/a	n/a	14	97.6
Student	7	71.4	26	87.9

Outcomes

- Students demonstrate ability, confidence and willingness in literacy.
- Students demonstrate confidence, willingness and an awareness of numeracy.
- Support the infusion of FNMI foundational knowledge into all classroom activities

Comment on Results

- We continued with a focused literacy program aimed at teaching all students to read at grade level.
- We focused on incorporating traditional teachings into learning approaches when possible.
- We focused on providing a safe, caring and respectful school community environment.
- We focused on integrating culturally rich and meaningful educational experiences for students.
- Teachers reported:
 - a) Teachers made use of universal literacy strategies including Picture Word Inductive Model and balanced literacy, Barrie Bennett Instructional strategies.
 - b) Teachers used Renaissance STAR 360 math and literacy to diagnose student literacy and math needs and inform instruction. The use of Star 360 math and literacy testing was done three times in the year and helped see students' strengths and weaknesses as they progressed in the school year. The results are on the Star 360 site.
 - c) Since the new Curriculum was being piloted last year, we transitioned to Science of Reading and structured literacy. The assessments from AB ED (LENs and CCC3) fit in with those and the in-servicing we received followed structured literacy
 - d) Phonics, phonemic awareness, printing and sentence formation, and read alouds are the biggest part of instruction in K/1. Graphic organizers (fishbone, mind map) are used to summarize concepts in social studies and science
 - e) We had a part time teacher who did literacy pull out with students in the 2021-2022 school year. One of the tools she used to structure her pull-out was Fountas & Pinnell and she did testing with a significant number of students.
 - f) As the government instructed, CC3 and Lens testing was completed for the grade two and three students. This data collected also showed a clear result of the learning loss due to the Covid school year previously. Those results were input on the Learn Alberta site and stored at the classroom level.
 - g) Use of graphic organizers such as fishbone diagrams to help structure class notes.
 - h) The grade 2/3/4 class used the Daily 5 format in the class, this insured that students were being given opportunity to read and write daily but also had a chance to listen to reading. Students were able to work in groups that fit their needs accordingly. Groups were made based on Star 360 assessment.
 - i) Students also used Raz Kidz (an online leveled reading program) in both K/1 and 2/3/4 for daily reading.
 - j) For grade 5/6 I conducted benchmark reading assessments on all of my students at three points in the school year. This helped ascertain how my students' reading levels progressed over the year. This diagnostic assessment helped determine if a unit on building phonological awareness and decoding strategies would be necessary for my students to strengthen their reading foundation
 - k) I utilized the PWIM model for teaching in my classroom. Students worked on several pictures over the year to develop skills in sorting and classifying word features; creating sentences and developing paragraph and story writing. PWIM benefitted my students in learning how to develop stories based on picture-prompts.
 - l) Students utilized the fishbone graphic organizer to develop ideas in writing, think/pair/share and place-mat strategies to build upon cooperative learning and ensuring active participation among all students. Students also learned how to use Venn diagrams as a way to compare and contrast ideas and attributes within a story
 - m) I tested my students on their literacy and numeracy levels of growth by having my students take part in both STAR 360 math and reading assessments at three points in the school year
 - n) I read to my students quite often when we worked on an extensive unit studying the stories written by Metis author David Bouchard. Students often read together in pairs, small groups, as well as whole class assignments (as in Reader's Theatre performances or as part of a novel study)
 - o) Junior high used Prodigy and MIPI to diagnose numeracy needs.

- p) If we hadn't had the STAR 360 diagnostic tool, I wouldn't have realized so quickly the level of intervention needed to address student learning deficits
 - q) I used Fountas & Pinnell to diagnose reading levels and then chose my instructional materials accordingly.
- The sample size is too small on PAT results to be a true representation of our student's potential. There were no tests written in 2019-20 or 2020-21 and our numbers were low in grades 6 & 9 so they results were suppressed. As a result, there wasn't any new data here so we find ourselves with 3 years of less than useable data to track progress.
 - The disruptions to regular learning opportunities meant that even though we set high expectations for all students in regard to attendance, behavior, and achievement we had relatively little success in reaching them.
 - As much as possible we tried to identify and utilize supporting materials and culturally sensitive processes and activities that build a sense of identity and belonging with students.

Domain: Teaching and Leading

Required Alberta Education Achievement Measures (AEAMS)

- Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Mother Earth's Children's Chtr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	54	91.6	57	96.4	44	93.0	7	76.9	40	96.0	Very High	Maintained	Excellent
Parent	21	89.7	17	94.1	16	91.6	n/a	n/a	14	94.0	Very High	Maintained	Excellent
Student	33	93.6	40	98.8	28	94.4	7	76.9	26	97.9	Very High	Maintained	Excellent

- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Mother Earth's Children's Chtr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	18	61.1	17	88.2	15	73.3	n/a	n/a	14	81.0	High	Maintained	Good
Parent	18	61.1	17	88.2	15	73.3	n/a	n/a	14	81.0	Very High	Maintained	Excellent
Teacher	5	*	4	*	5	*	3	*	4	*	*	*	*

Comments on Results

- We are seeing parents, students and teachers who like being here and engaging in learning.
- Teachers reported:
 - a) Apps like Class Dojo and to a lesser extent Google Classroom has allowed me to be in contact with parents
 - b) I was able to share traditional games/PE knowledge at staff meetings and PD presentations (May PD with New Humble)
 - c) One clear thing is that every student has a connection with at least one teacher in the school. Very rarely was there a student who is unwilling to talk to one of the staff members about school or their personal life. This did not necessarily mean students' homeroom teachers only.
 - d) In my class, I used Class Dojo to connect daily with parents. I had 4 parents connected and would send frequent messages to them as well as post daily updates from the class. For the other parents, I would make phone calls to those I had the means to. Our home liaison did a great job keeping us connected to parents regularly.
 - e) Teachers did split up roles at the beginning of the school year and we were led in two PD Sessions in a staff meeting by the coordinators. I sent out math updates twice in the school year of things I felt would be beneficial to other teachers.

- f) I made myself readily available to my students and their parents as well including providing them with my cell number in case they needed to contact me.

Domain: Learning Supports

Required Alberta Education Achievement Measures (AEAMS)

- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	2021		2022	
	N	%	N	%
Overall	7	82.5	40	91.7
Parent	n/a	n/a	14	95.5
Student	7	82.5	26	87.9

- Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Mother Earth's Children's Cntr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	52	78.5	57	94.5	44	92.8	7	90.5	40	96.7	Very High	Maintained	Excellent
Parent	21	68.3	17	90.2	16	87.5	n/a	n/a	14	95.2	Very High	Maintained	Excellent
Student	31	88.7	40	98.7	28	98.1	7	90.5	26	98.1	Very High	Maintained	Excellent

- Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Mother Earth's Children's Cntr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	51	75.2	56	90.6	42	87.0	6	83.3	40	79.1	High	Declined	Acceptable
Parent	20	67.5	16	90.6	14	81.0	n/a	n/a	14	71.4	High	Maintained	Good
Student	31	82.8	40	90.6	28	93.1	6	83.3	26	86.7	High	Maintained	Good
Teacher	5	*	5	*	5	*	3	*	4	*	*	*	*

Comments on Results

- Our teachers are always available to assist students both with school issues and any other issues students bring forward. Teachers are with students prior to classes beginning, during the lunch hour and at break times so there is lots of personal interaction time.
- We admittedly do not have access to supports that are readily available in larger centers in terms of student assistance. Often these services are only available in urban settings and personnel are reluctant to come out to the school or are prohibitively expensive to access.
- Survey results clearly indicate a high level of satisfaction from both parents and students.

Domain: Governance

Required Alberta Education Achievement Measures (AEAMS)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Mother Earth's Children's Cntr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	21	76.7	17	85.7	16	88.8	n/a	n/a	13	61.9	Very Low	Declined	Concern
Parent	21	76.7	17	85.7	16	88.8	n/a	n/a	13	61.9	Low	Declined	Issue

Performance Measures

- Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Mother Earth's Children's Chtr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	52	83.3	57	96.2	44	88.2	6	66.7	38	94.7	Very High	Maintained	Excellent
Parent	21	81.0	17	94.1	16	87.5	n/a	n/a	13	92.3	Very High	Maintained	Excellent
Student	31	85.7	40	98.2	28	88.9	6	66.7	25	97.1	Very High	Maintained	Excellent

- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Mother Earth's Children's Chtr										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	18	83.3	16	100.0	16	93.8	n/a	n/a	14	92.9	Very High	Maintained	Excellent
Parent	18	83.3	16	100.0	16	93.8	n/a	n/a	14	92.9	Very High	Maintained	Excellent

Comments on Results

- Indigenous families, who are already historically distrustful of the education system, have pulled further away in light of the ongoing threat that COVID-19 poses to our communities. COVID-19 has undone more than a dozen years of relationship-building that MECCS has worked so hard to create.
- The only regular engagement of parents occurs through our Family Liaison staff member as she lives on the reserve, is seen as the face of the school for parents. She is the one they trust to ask questions of, take issues to and communicate with.
- Despite repeated efforts over the last several years, MECCS has been unable to create or maintain an active School Council. Our parents do not value the formalized meeting format expected by Alberta Education. For many of them, school is not a place of warm memories and they do not have positive experiences with school involvement. That is not to say that they are not supportive and do not want to see the best for their children; it is just that they do not have a history of participating in things like School Council. MECCS is committed to exploring alternative approaches to engage parents.
- COVID 19 protocol restrictions have meant that things we have done on a regular basis were not allowed last year and there were no alternatives. Things like regular, school-wide field trips, in-house events, and other engaging activities (e.g.: whole-school trip to the Edmonton Corn Maze)
- Regular communication from teachers/school to parents. (“good-news” phone calls, text messages and Facebook posts)
- Regular professionally designed newsletters to all students and parents/guardians.
- Covid restrictions meant there were no regular parent volunteers tasked with meaningful assignments to make them feel part of the instructional team.
- We haven’t been able to provide engaging activities to bring parents and families into the school due to COVID restrictions. Thus, there has been no follow up with parent volunteers after they have spent time in the school in order to seek their feedback and act on their suggestions and to ensure that they feel valued.

Summary of Financial Results

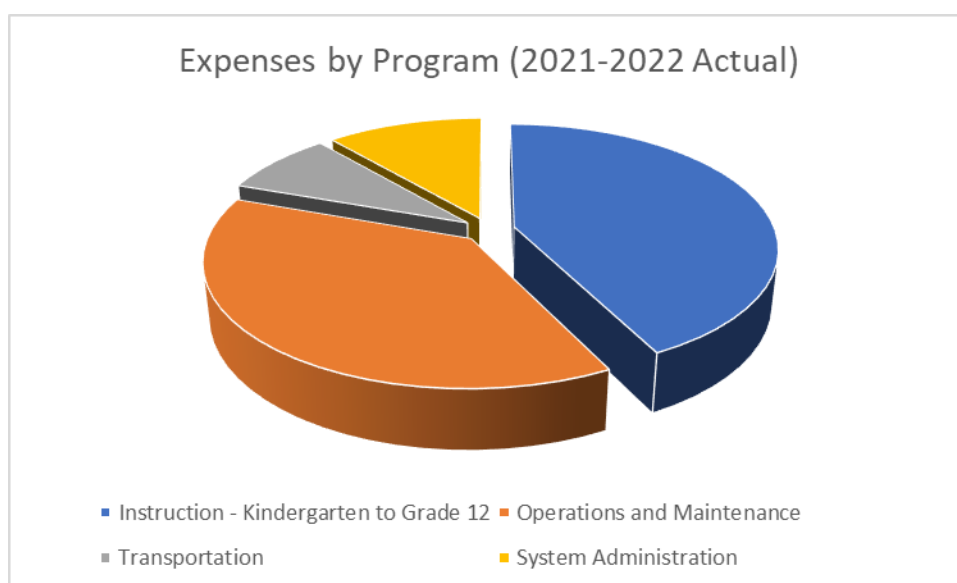
MECCS Audited Financial Statement for 2021-2022 can be viewed on the website.

Additional information on charter school funding can be found at

www.education.alberta.ca/admin/funding/audited.aspx

The Board of Mother Earth's Children's Charter School Society finished the 2021 - 2022 school year with a deficit of (\$74,983). This left the school with an Accumulated Operating Surplus of \$374,677 Capital Reserve of \$35,000 and Total Net Financial Assets of \$374,677

Expenses by Program				
	Budget 2021-2022	Actual 2021-2022	Variance from Budget (\$)	Variance from Budget (%)
Instruction - Kindergarten to Grade 12	652,677	671,702	19,025	3%
Operations and Maintenance	631,835	597,777	(34,058)	-5%
Transportation	124,848	130,308	5,460	4%
System Administration	189,114	179,101	(10,013)	-5%
Total	1,598,474	1,578,888	(19,586)	-1%



Mother Earth's Children's Charter School's modest variance amounts between Budget and actual expenses are due, in no small part, to the unknowns surrounding the Weighted Moving Average (WMA) formula and years of careful planning due to the constraints of a consistently stringent budget.

Operations and Maintenance and Transportation account for a significant portion of the expenses. The school is a large, aging facility with a variety of repair and updating needs. Heating and electricity continue to rise, accounting for a large portion of the O&M budget. We currently operate only one bus route and, thanks to a donation from the Friends of MECCS Education Foundation, we were able to purchase a new 72 passenger bus in 2021-2022. We have one additional bus as spare for times when repairs and semi-annual inspections necessitate it. Our student population comes primarily from Paul Band First Nation. We bus the students 35 kilometers to the school where they receive breakfast and hot lunch daily at no charge.

Our main source of revenue is Alberta Education and Indigenous and Northern Affairs Canada. We are also able to attribute our success in maintaining our budget to the assistance of our fundraising arm, Friends of MECCS Education Foundation (FOMEF), who purchased the school outright in December 2019. Additionally, The Company of the Cross (the former owner of the school) has always been a generous supporter. We also receive annual donations from the Enbridge Corporation and TransAlta Utilities. Without these and other kind supporters it would be difficult to maintain the current financial and educational status.

For more information please contact Anita LeMoignan at (780) 702-7231 or alemoignan@meccs.org

Budget Comments

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. 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 in order to widen the area to effectively draw students from.

Stakeholder Engagement

Communication remains to be a key factor given the schools development. COVID 19 guidelines have definitely impacted our communication strategies.

- The Four-Year Education Plan and the Annual Education Results Reports are available on the website, print copies can be obtained from the office and parents were advised that these are available.
- MECCS successful and innovative practices will be disseminated within the Alberta education community by MECCS involvement with TAAPCS (The Alberta Association of Public Charter Schools) and within the wider educational community through a partnership with National Indigenous organization Indspire.
- With the issues around COVID 19 guidelines for schools we have been unable to continue to sustain and further develop our school partnerships with Wildwood School in Grande Yellowhead SD (year 5), Academy at King Edward in Edmonton Public SD (year 4), Suzuki Charter School (year 3.) Changes in staff have resulted in us no longer having partnerships with Wildwood or Academy at King Edward. We have, however initiated a partnership with CAPE Charter School (Centre for Academic and Personal Excellence.)
- MECCS is committed to an "Open Door Policy". However, with COVID 19 guideline restrictions families and community members were unable to volunteer their time, knowledge, and skills to enhance the program last year and so far this year.
- Monthly school newsletters and calendars will be sent home with students with extra copies available at the school and on the website.
- Regular telephone contact with parents will continue. Contact with parents and community members are logged and tracked.
- Personal contact with families who have no telephone will continue to be addressed during the times that parents drop off and pick up their children and through phone and electronic contact by our Home Liaison and/or staff members.
- MECCS would normally host four seasonal celebrations to ensure families and community members have an opportunity to connect but we were unable to hold those large scale gathering last year with the restrictions in place.

- Staff meetings are held regularly, and internal staff memos are distributed regularly.
- Staff and Student-Parent handbooks have been developed and are updated annually.
- MECCS will share their successes and innovative practices with the broader education community in a variety of ways including participating at virtual TAAPCS meetings.

Whistleblower Protection

Mother Earths Children's Charter School employees should feel comfortable in all aspects of their job including when it comes to filing a complaint. The school encourages employees to comply with their respective code of ethics in making good faith reports of any unlawful or improper conduct without the fear of retaliation. To support this perspective, MECCS has created a Policy (16) that guides an individual who wishes to file a complaint. The procedure may be found by following this link:

[http://www.meccs.org/site/documents//Policy16PublicInterestDisclosure\(WhistleBlower\).pdf](http://www.meccs.org/site/documents//Policy16PublicInterestDisclosure(WhistleBlower).pdf)

Future Challenges

One of the biggest immediate challenges is going to be having MECCS remain resilient in reacting to the changing issues around COVID 19 protocols.

It remains essential that the school rebuild the enrolment to sustain a viable student count. It is apparent that academic success above that of any other options for these students is not enough to attract and retain students from our potential clientele. If it were, parents would be beating down our doors to get their students in. There are several factors involved including transportation, distance from the reserve and neighboring communities which impacts travel time, band history, student transiency and local initiatives by the reserve school to recruit and retain the students. The opening of a new \$30 million school on the reserve actually had a minimal impact on our operations. Increasingly, it seems the population of the reserve is getting more and more transient. Students start with us, the family moves to a neighboring community or Edmonton for a variety of reasons so they transfer. Sometimes they come back or other students transfer to us but the trend is less students every year.

We know that there are several families in our target community who did not re-register their children with MECCS for this school year and they are not showing in the provincial reporting system as having registered elsewhere.

Our need is to provide a First Nation Metis and Inuit education system grounded in the wisdom of Indigenous knowledge. One that respects the vision of parents and Elders and reinforces the teaching of language and culture which will measure its success through the development of caring and respectful people who are valued contributors to their communities and live-in harmony with their environment. We need to acknowledge that the current system is simply not working for many of our Aboriginal families and children and in order for a paradigm shift to successfully occur we need the help of Aboriginal leaders, Elders, families and governments. The needs of Alberta's student majority are different than the needs of our students.

We have been able to offer Stoney Oral Language to students for the last 5 years. Last year we expanded that to offering Cree as well and are looking for ways to include more outdoor skills programming as it relates to the traditional skills associated with Indigenous culture and can be offered in a COVID-friendly manner outdoors. The creation and operation of our culture camp- outdoor classroom setting is the focus for how we will expand our cultural focus this year and into the future. The site contains a fire pit pad, an outdoor classroom/lean to pad and a tipi pad as well as an all-weather portable washroom. The intention is to have all staff and students use the site regularly for cultural related teaching (everything from Cree and Stoney classes to learning traditional things like dry meat making, hide preparations, bannock making, outdoor skills, etc.)

The issue of transportation remains as a big challenge. We find that increasingly parents are reluctant to make the effort to get kids to school if they miss the bus, which is a regular occurrence for some families. Weather conditions cause deteriorating conditions to the reserve roads to the extent vehicles cannot use the roads for an extended time. Last year, we lost over 10 days to weather including heavy snow and unusual seasonal rainfall resulting in icy roads. The cost of transferring dollars from instruction to cover transportation has slowly depleted our financial ability to provide the program needed to attract and retain students.