

### 

mâmawi acimostâkîwi masinahikan COMMUNITY REPORT 2021-2022



### ৳ σ"VL^UĖ·° ⟨Δ≻Γ"\9Δ·α

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### kâ-nîkânapit otacimowin MESSAGE FROM THE CHAIR



tan'si,

masinahikan kâ masinahahkwâw kânîkânapit opimipayihcikîw mâmawapiwinihk ikwa onîkânîw kiskinohamâkîw okimâskwîw.

opimipayihcikîw kâ nîkânapîstamân mâmawapiwin KTCEA ohci nimîwiyihtîn tâcimostamân "mâmawi acimostâkîw masinahikan" kiyawâw ohci mâmawayâwin

nipîkiskwîstamowâwak kahkiyaw onîkânîwak kâ nîkânapîstahkwâw kiskinohamâtowikamikwa ôta KTCEA

ninanâskomâwak kahkiyaw okiskinohamâkîwak ikwa onîsohkamâkîwak âhkamiyihtakwâw âta âhkosiwin misiwî kâkîpî pimakotîyik kiyâpic îsi kaskihtâtwâw âhkami kiskinohamowâtwâw awâsisa.kahkiyaw ka yâhkotiyit okiskinohamâwâkosowâhk

ôma kâyâhkotîtwâw awâsisak nistawinâkwan kâ mâmawatoskâtamihk ikwa kâ sîtoskâtohk nîhiyaw iyinîhkîwin kiskinohamâtowinihk

ninanâskomâwak okiskinohamâkîwak ikwa asci onîkîhikowâwa âhkami piyitisahowâtwâw kakiskinohamâkosiyit ocawâsimisiwâwa tahto kîsikwâw

kiyawâw ohci ôma kâkî mâcipayihtâhk KTCEA nitawiyihtamâhk nîhiyaw kiskinohamâkîwin nakacîwin kiyawâw okiskinohamâwâkanak kâwî nîkânapiyîk kawî nîkânapiyistamiyîk ôhi isîhcikîwina ôtî nîkân

kisîtatoskâtinân kawî miyopayîk kakîsîhtâyik ki kiskinohamâkosowâhk.

P aà dr nà d.º ki-nanâskomitinâwâw,

Chief Ivan Sawan

KTCEA Board Chair

tan'si,

As the KTCEA Board Chair, I am happy to introduce the 2021-2022 report to community for Kee Tas Kee Now Tribal Council Education Authority (KTCEA).

On behalf of the KTCEA Board of Directors, I would like to thank our teachers and staff for making sure that education continued for our students during the pandemic.

The progress in this report shows what can be achieved when we all work together to support First Nations-led education. To the students and their families, thank you for continuing to come to school both online and in-person.

The success of our children and KTCEA students is the reason we created our own school authority with the vision of excellence in Indigenous education. As students, you will be our future leaders and we wish you all the best in your education journey.

PaåndFnåd.° ki-nanâskomitinâwâw,

Chief Ivan Sawan

KTCEA Board Chair



# ĊΓΙΔ·<sup>2</sup> ▷σἱσ°Pρ□αἰσο ▷ρἰσο·<sup>9</sup>

### otacimowin onîkânîw kiskinohamâkîw okimâskwîw MESSAGE FROM THE SUPERINTENDENT



Tan'si,

mâmawi acimostâkîwin masinahikan" wîhcikîmakan îwakohk sôhkâtoskâtamihk kiskinohamâkosowin ôma naway askiy onîkânîwak ikwa kahkiyaw atoskîwak ôta KTCEA

onîkânîwak mistahi kî ayimihowak kiskinohamâtowikamikwa ohci wâwîs âhkosiwin kâmîkwâ ipimakotîk ayimîkotwâw kahkiyaw okiskinohamawâkanak ôma nîso askiy ikwa kîspayik. namoya awâsisak poko mâka asci kiskinohamâkosiwin kiwâhkomâkaniwâwak ikwa mâmawâyâwina/tipahaskâna

niya onîkânîw kiskinohamâkîw okimâskwîw mitoni nimîwiyihtîn âhkami iyâhkohtiyahk âta ôma âhkosiwin kâpimakotîk mistahi nimîwiyihtîn kahkiyaw imâmawinitoyahk isîtoskâtoyahk kahkiyaw kiskinohamowâkanak ohci

kitôhpinînaw iyohtînamahk kotak KTCEA kiskinohamâtowikamik ôki ohci oskâyak ka kîsîhtâtwâw okiskinohamâkosowinawâw asci kakiskinohamâhtwâw tôhci pimâtisitwâw askiyîhk

nîstanaw nîsosâp kîsîhtâwak nîsosâp ayamihtâtwâw

ninanâskomâwak onîkîkomâwak ikwa otatoskîwak kiskinohamâtowikamikohk ayawohci sîpîyihtamowin kâ sôhkâtoskâtahkwâw kiskinohamâkosiwin

ninanâskomâwak okiskinohamawâkanak âhkamiyihtahkwâw kiskinohamâkosiwin

ôti nîkân kâwî wîtohtîmitoyahk kâ îsi itîyimikawisîyahk.

P aàndr∩àd·° ki-nanâskomitinâwâw,

Dr. Daphne Mai'Stoina Superintendent

### Tan'si,

The 2021-2022 KTCEA Community Report highlights the results of the hard work of our schools, the KTCEA Board of Directors and KTCEA staff over the past year.

Our school authority has faced the challenge of providing education during a pandemic that has affected our schools and student learning over the past two years. Not only has it affected education; it has also had a significant impact on families and our communities.

As the Superintendent, I am pleased with our progress, even during a pandemic. I am most happy with how we pulled together and supported each other for the best interest of our students.

In the past year, we successfully launched the KTCEA Outreach School program, continued to emphasize land-based learning and had 22 students complete high school.

Thank you to parents and our staff for your patience and commitment to education in our schools. I would also like to thank our students for their hard work to stay in school and succeed. We all look forward to continuing our journey together and seeing where the future takes you.

P aàndTNàd.º ki-nanâskomitinâwâw,

Dr. Daphne Mai'Stoina Superintendent







# 

kitaskînaw onîkânapowak
BOARD OF DIRECTORS - June 2022



CHIEF IVAN SAWAN, Board Chairperson, Loon River First Nation



CODY LETENDRE, Councillor, Loon River First Nation



SHAYNE LETENDRE, Councillor, Loon River First Nation



CHIEF BILLY JOE LABOUCAN, Lubicon Lake Band



JASON LABOUCAN, Councillor, Lubicon Lake Band



TIMOTHY SAWAN, Councillor, Lubicon Lake Band



CHIEF GLADYS OKEMOW, Peerless Trout First Nation



JUDY SINCLAIR, Councillor, Peerless Trout First Nation



CORRINE ALOOK,
Councillor,
Peerless Trout First Nation





CHIEF ISAAC LABOUCAN-AVIROM, Woodland Cree First Nation



DEREK AUGER, Councillor, Woodland Cree First Nation



FRANK WHITEHEAD, Councillor, Woodland Cree First Nation



CHIEF ALBERT THUNDER, Whitefish Lake First Nation #459



DARREN AUGER, Councillor, Whitefish Lake First Nation #459



CLIFFORD LABOUCAN, Councillor, Whitefish Lake First Nation #459



### 079|| 604 ||P779||

mâmawaci kâ-takâhkipayik 2021-2022 HIGHLIGHTS



students toured
SAIT CAMPUS

Students FILMED A
DOCUMENTARY
with SAIT instructors





### 22 HIGH SCHOOL GRADUATES

celebrated at in-person ceremonies

A CREE LANGUAGE
ASSESSMENT PROCESS
WAS DEVELOPED; 77 staff

**volunteered to be assessed** for their Cree language fluency





### NEW KTCEA OUTREACH SCHOOL OPENED;

24 registered students and one graduate in the first year



**62% OF STAFF** are from KTC Nations



### SCHOOL ACTION PLANS

to address **learning disruption** 



### EARLY YEARS EVALUATION

introduced for K4/K5



### **KTCEA RADIO STATION**

was launched online in

January 2022; Cree language
and education programming



### HIGH SCHOOL CTS/SAIT CAMP

(41 students earned over **145 CTS credits** at this camp)



85% RETENTION

**RATE** for **teaching staff** 





### **Ϥ∇·σρν ρἰα∘** / νη ρὰ\* ἰ ۹ ∇•<**≻**ν

awînikik kiyânaw/pîci otâhk kâ-kî îspayik OUR HISTORY/WHO WE ARE

### b"∆ナ° b 「バラく"C「× kahkiyaw kâ-misôyâpahtamihk OVERVIEW

Decades before the establishment of KTCEA, Elders and leaders from Loon River First Nation, Lubicon Lake Band, Peerless Trout First Nation, Whitefish Lake First Nation #459, and Woodland Cree First Nation had a vision for education: a single education authority that would provide high-quality education for Kee Tas Kee Now Tribal Council (KTC) First Nations students.

Education was, and continues to be, seen as key to ensure nîhiyâwîwin ways thrive, and to leave a strong legacy in place for present and future generations.

On the next pages (12-13), *Journey to a First Nations-Led Education System* shows the path taken to create KTCEA as the education authority for six schools in five KTC Nations.

KTCEA provides Kindergarten to Grade 12 education for approximately 1,100 students in six KTC First Nations schools and an Outreach School. Our schools are located within a geographic territory of approximately 8,200 square kilometers in northwest Alberta.

Education was, and continues to be, seen as key to ensure nîhiyâwîwin ways thrive, and to leave a strong legacy in place for present and future generations.

### b ∇γ LLΔ· <ΓαΓ\* ρ<sup>n</sup>ρ<sub>o</sub><sup>II</sup>dL9Δ·<sup>2</sup> kâ-îsi mâmawi paminamihk kiskinohamâkîwin GOVERNANCE

KTCEA is governed by a Board of Directors composed of representative members from each of the five Kee Tas Kee Now Tribal Council First Nations communities.

The Board is guided by policies which provide general direction to the Board, Superintendent, and staff to guide actions and decisions. The KTCEA Policy Manual can be found on the KTCEA website at ktcea.ca.

KTCEA also receives guidance and oversight from Kee Tas Kee Now Tribal Council (KTC) and input from KTC Nation communities through surveys, Elder and parent advisory circles (PACs) and committees like the land-based learning committee.

The Board is composed of three individuals from each of the five member First Nations for a total of 15 members.

### PC<sup>1</sup>9α° i d''bΓ b·i-r Δ·-ν-c'c'·° Δοςίδοα

kitaskînaw kâ-âhkami kwayâci wiyastâtwâw itôtamôwina

### STRATEGIC PLANNING

This plan sets the direction, goals and priorities for the organization. The vision, mission and values of KTCEA were developed as part of the Strategic Plan.



### 2012

KTC/Northland School
Division Partnership Agreement



2012

### 

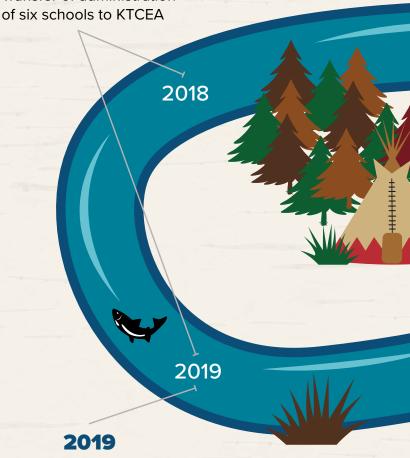
# JOURNEY TO A FIRST NATIONS-LED EDUCATION SYSTEM

For decades, KTCEA Elders and leaders from Loon River First Nation, Lubicon Lake Band, Peerless Trout First Nation, Whitefish Lake First Nation #459, and Woodland Cree First Nation have had a vision for education: a single education authority to provide education for students from each KTC Nation.

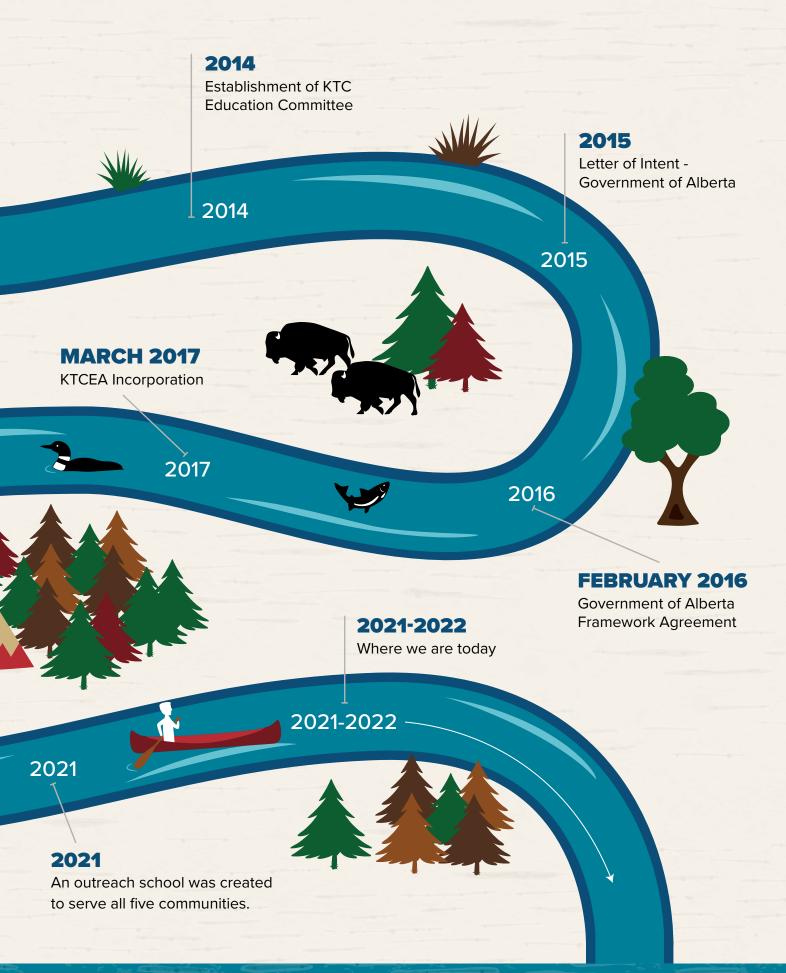
Education was, and continues to be, seen as key to ensure nîhiyâwîwin ways thrive, and to leave a strong legacy in place for present and future generations.

### 2018 - 2019

Transfer of administration



10 Year Regional Education Agreement with Government of Canada extending to 2029





We honour the vision of our Elders and leaders... Education is the legacy we collectively leave for present and future generations.

### obċ<"CJΔ·⊃ nîkânâpahtamowin VISION

# 96·+ 6 ∇· ΔΌCΓ× kîkwây kâ-wî itôtamihk MISSION

Ni-kistîyîmânânak onîkânâpahtamôwinowâw ni-kihtîyayiminânak mîna ni-nîkânîminânak kâ-mâmawinitotwâw tâyiskôc pîyak okimâwîwin kâ-paminamâwâtwâw okiskinohamâkosîwinowâw kit-awâsimisinawak. Kiskinohamâkosôwin iyako kâ-wî ôhtisistamawâyahkwâw kâ-wî âsônamawâyâhkwâw aniki ôtî-nîkân aniskotâtô-wâhômâkanak.

Ki-maskawisîwininaw î-ôhcipayik ita îyikohk kâ-wiyôtisîmakahk kitaskînaw, mîna ka-kistîyîhtâkwahk ki-pîkiskwîwininaw, pîci-otâhk ki-pimâcihowininaw, ki-nîhiyâwîninaw mîna kî-îsi ayisîyinîwininaw. Ôma kâ-wîtoskîmâyâhkwâw kahkiyaw ita kâ-mâmawi-wîkiyâhk, nika âhkamîhtînân kita mâmawi-atoskîyahk kita kiskinohamâhtwâw micimohci pîci nîhiyaw kiskinohamâkîwina kita kiskîyîhtahkwâw mîna kita mamihcihikotwâw awînikik wiyawâw.

Tahto kîkway kâ-îsi waskawîtotamâhk mîna kâ-îsi kîsîhtamâhk wiyawâw ohci kita îsi miyopayihtamawâyâhkwâw okiskinohamawâkanak.

Ni-kistakîyîhtînân kâ-misôyâk miyo kiskinohamâkîwin kâkwayaskâyâk manâtisôwin, miywâtisowin, sâkihowîwin.

Ki-kiskinohamâtôwikamikonawa âhkami miyo-sîtoskawîwak kahkiyaw okiskinohamawâkana kita miyo sâponahkwâw okiskinohamâkosîwinowâw, tahki kita miyo-nahâyâtwâw, mîna kita âhkami kiskinohamâsotwâw/kiskinohamâkositwâw opimâtisôwinowâhk.

We honour the vision of our Elders and leaders by coming together as one single authority responsible for the education of our children. Education is the legacy we collectively leave for present and future generations.

Our strength is the richness of our land and the uniqueness of our language, history, identity, and ways of being. Working closely with the members of the community, we are committed to ensuring traditional teachings are nurtured so that students know and have pride in who they are.

Our actions and decisions are centered on what is best for students. We value holistic learning environments that promote respect, discipline, belonging, goodness, love, and encouragement. Our schools foster student success, well-being, and lifelong learning.

### 

onîkânîwak ohci kitaskînâhk kiskinohamâkîwin kâ-wî wiyastâtwâw kâ-wî itôtahkwâw

KTCEA STRATEGIC PLAN





### KTCEA Outreach School: 7–12 Serves students from all KTC Nations.

Locations: Online and in-person at the Atikameg Youth Centre Building and Loon River LRC Building (new for 2022-2023). Locations in other communities in development. Principal: Joseph Kavanagh

Email: joseph.kavanagh@ktcea.ca

Phone: 780-316-9119

### PP<sup>n</sup>P<sub>Δ</sub><sup>II</sup>ΔİDΔ·bΓd<sub>Δ</sub>Φ· ki-kiskinohamâtôwikamikonawa OUR SCHOOLS

There are six schools and an outreach school program serving a student population of approximately 1,100.



### Atikameg School: K-12

Total student population: 284

Location: Atikameg, Whitefish Lake First Nation #459

General Delivery: Atikameg, AB TOG 0C0

Principal: Jackie Sander Email: jackie.sander@ktcea.ca

**Phone:** 780-767-3797



#### Cadotte Lake School: K-12

**Total student population: 180** 

Location: Cadotte Lake, Woodland Cree First Nation

General Delivery: Cadotte Lake, AB TOH 0N0

Phone: 780-639-3767



### Clarence Jaycox School: K-12

**Total student population:** 170 **Location:** Loon River First Nation Bag #4 Red Earth Creek, AB TOG 1X0

Principal: Mabel Noskiye Email: mabel.noskiye@ktcea.ca

Phone: 780-649-2942



#### Elizabeth Quintal School: K-8

Total student population: 121

Location: Peerless Lake, Peerless Trout First Nation

P.O. Box 30, Peerless Lake, AB TOG 2W0

Principal: Rose Noskiye Email: rose.noskiye@ktcea.ca

Phone: 780-869-3830



#### Kateri School: K-12

**Total student population: 109** 

Location: Trout Lake, Peerless Trout First Nation

P.O. Box 40, Trout Lake, AB TOG 2NO

Principal: Laura Okemaw Email: laura.okemaw@ktcea.ca

**Phone:** 780-869-3990



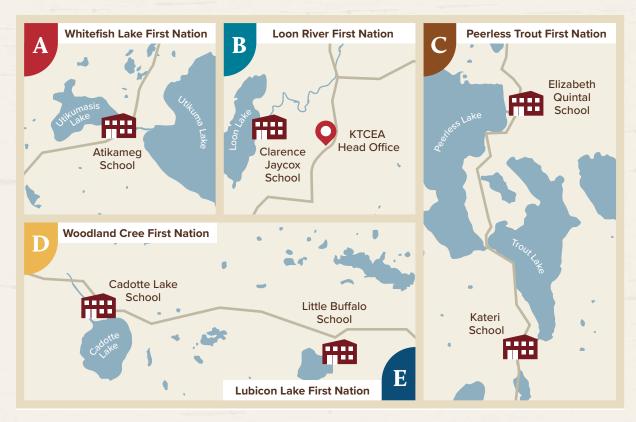
#### Little Buffalo School: K-12

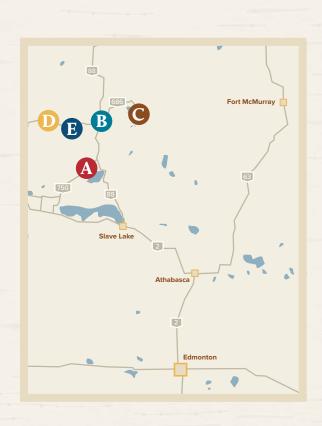
**Total student population:** 175 **Location:** Lubicon Lake Band #453

General Delivery: Cadotte Lake, AB T0H 0N0

Vice Principal: Eric Wilson Email: eric.wilson@ktcea.ca

Phone: 780-629-3950









### ΔU P Δ· ∇C9...Λ≻x

itî kâ-wî itakohtîyahk OUR GOAL

¬"Δ່>∇·Δ·² nîhiyâwîwin (being Cree).

Students are prepared for their future and have pride in their identity through the highest quality curriculum and instruction.

### **BOARD PRIORITY 1:**

### 

okiskinohamâwâkanak o-miyo sâponamowin STUDENT SUCCESS

PC^9a° Vo b o"V L/a"AbUb.°
P^Po"dL9V·d/a"Aba
kitaskînaw înitowi-tîpîyimowin
kâ-nihpî masinahikâtîkwâw
kiskinohamâkîwasinahikana

### KTCEA COMMON, CONSISTENT CURRICULUM

KTCEA developed and introduced the KTCEA Common, Consistent Curriculum (CCC) in 2020 for all KTCEA schools. In 2021-2022, we worked with Elders, teachers and members of the Land-based Learning Advisory Committee from each KTC Nation to further train teachers, to validate the curriculum, and to align it with new K-3 provincial programs for Math, English Language Arts, Physical Education, and Wellness.

#### What is the KTCEA CCC?

- It is the plan for what students learn in our schools and the resources and activities used by teachers in the classroom and on the land.
- It ensures that teaching and learning is from a local Cree perspective – Cree language, Cree ways of knowing and being, and land-based learning.
- It has four pillars: Leadership, land-based learning, storytelling and healing.

#### How is the KTCEA CCC used?

The CCC identifies essential learning outcomes and activities for each season of the school year: Fall, Winter and Spring. Our teachers use these learning outcomes across all core subjects (English Language Arts, Math, Science and Social Studies) and in other courses.

### Why is it important?

The KTCEA CCC enhances curriculum and instruction so that students see themselves, their lived experiences and their communities in the classroom each day.

### What we have accomplished:

In fall 2021 a series of Hunting Unit Challenges were created for students to earn credits while they were on the land at hunting camps with their families.

From October to December 2021, our principals, teachers, Cree instructors and education assistants were trained in using the KTCEA CCC. This training continued during the school year at Professional Learning Communities (PLCs) on the first Monday of every month.

Elders, teachers, curriculum specialists, land-based learning leads, and Cree Specialists worked together at a Curriculum Retreat to complete a curriculum map to align the KTCEA CCC with the new provincial K-3 English Language Arts, Math, Physical Education, and Wellness curriculum. Land-based Learning, the Cree language, and Cree ways of knowing and being was the focus of the Elders as they worked through the curriculum with their working groups.

### Career and Technology Foundations (CTF) and Career and Technology Studies (CTS)

Our schools continued with CTS (High School) and CTF (Junior High School) programs over the past year. CTS/CTF leads were in place in each school to coordinate resources, programming, professional development and to assess CTS/CTF needs.

Several schools combined CTS/CTF with land-based learning activities such as ice-fishing, harvesting moose, goose and duck preparation, and school gardens. Atikameg School had students caring for and raising chickens and the Outreach School started a foods unit.







KTCEA Radio was launched online in January 2022 at KTCEA-Radio.ca. This is an education-focused community radio station for KTCEA school communities. KTCEA Radio is only available in KTC Nation Communities, or to listen online with programming from 8:30 am to 3:00 pm on weekdays. Radio sound booths were installed and radio leads were identified at each school. By spring, radio programming had begun and schools were beginning to record and develop content for KTCEA Radio.

A highlight for the year was the CTS Senior High Camp with SAIT at the Mihkowapikwaniy Camp at Lubicon Lake Band. From May 30 to June 4, 2022, four SAIT instructors came to the CTS Senior High School Camp to teach students, alongside KTCEA CTS lead teachers, Fine Arts Specialist and Elders.

During the week, 41 students participated and earned a combined 145+ high school credits in hands-on courses such as butchering and culinary programs, digital media arts, photography, fine arts, drones and aviation, forestry, welding and small engines. Several students filmed a KTCEA student documentary about the camp which is shared on our YouTube channel.

A highlight for the year was the CTS Senior High Camp with SAIT at the Mihkowapikwaniy Camp.

#### Fine Arts

Fine Arts programs like painting or beading were supported in our schools and as part of land-based learning programs. In 2021-2022, several schools introduced new programs like Music, Art, and Drama. Guest presenters, performers and programs such as puppeteering and Trickster Theatre, spent time working with students and preparing performances to share online or with families in the school gyms.

New musical instruments and sewing machines were purchased and distributed to KTCEA Schools. Each school has leads in place for Fine Arts to coordinate programming, resources and training needs. A goal is to engage Elders in Fine Arts programming as much as possible this year.

## יים בי בערות מיים ee language continues to be a core part of KTCEA's programs for students from Kindergarten to Grade 12. We are working to increase the use of Cree in classrooms, within our schools and throughout KTCEA as a whole.

### How we are doing this:

- We developed a set of Cree resources and signs for use in our school classrooms so that students see and hear the Cree language every day. The Cree signs include days of the week, numbers, months, and the daily schedule.
- Professional Development was provided to Cree Language Instructors from all schools throughout the year to assist with classroom strategies and prioritizing Cree language into the CCC.
- To promote the use of Cree language throughout KTCEA, a Cree Language Competency Assessment Tool was introduced to assess KTCEA staff for their fluency and understanding of written and spoken Cree. The assessment is voluntary and includes a bonus incentive ranging from beginner to fluent levels.
  - 77 assessments were completed by local Elders and KTCEA staff and Cree Specialists from March to June 2022 with one staff person receiving the full bonus.
  - Knowing the level of staff fluency will help us to design professional development for Cree language and have Cree speakers develop language resources for our classrooms.
  - From the assessments done, we are finding that staff will need the most support in reading and writing in Cree Standard Roman Orthography (SRO) and Syllabics.

The majority of KTCEA's high school students earn credits in Cree language and Aboriginal studies courses.

- Cree Immersion Days were held at all schools led by Elders and specialists.
- KTCEA's land-based learning activities and challenges encourage the use of the KTCEA Elder's Speak App to look up Cree terms.







### **ΥΡΟΝΙΘΙΡΟΝΟ / ΦυΡΡΑΝ ΜΕΡΟΝΙΘΙΡΟΝΟ** / **ΦυΡΑΝ**

sakâwi-pimâcihowin / askiyîhk kiskinohamâkîwin

#### LAND-BASED LEARNING

Land-based learning is the foundation of education in KTCEA schools and helps to engage students in relevant, meaningful learning within a Cree context in their own communities. Land-based learning is one of four pillars in the KTCEA CCC and is used in all grades and across all subjects.

Land-based learning is the foundation of education in KTCEA schools and helps to engage students in relevant, meaningful learning within a Cree context in their own communities.

### What we accomplished:

While our classrooms or schools were closed at times due to COVID cases, we held land-based learning challenges (animal identification, cooking, fall hunting, stewardship, etc.) for students and community members to complete at home.

In fall 2021, we implemented Fall Hunting Unit Challenges to allow students to earn course credits while out on the land or hunting. These Hunting Unit Challenges are provided by teachers to interested students from Kindergarten to Grade 9.

We held **LAND-BASED CHALLENGES** for students to **complete at home**.



Land-based learning was a major part of the CTS/SAIT High School Camp and other camps held at individual schools, where students learned to make dry meat, harvest wild game, outdoor cooking, build a tipi, forestry concepts, and worked with horses. Camp experiences increased student engagement in learning and their confidence, by working in groups with students, instructors, and Elders from other communities and schools.

A professional development camp was also held for the land-based learning leads and Cree instructors to walk through the lessons that students experience including a Cree Immersion activity led by Elders and specialists. Regular PLCs were held with the land-based learning leads from each school to share resources and collaborate.

Land-based learning was also incorporated into the KTCEA Radio with legends being shared in Cree and students reading their own legends on the radio for "How the Beaver got a flat tail".

### Over 500 land-based learning kits were delivered to schools.

In fall 2021, land-based learning kits developed by the Land-based Learning Specialist were distributed to schools. This included 500 small kits that students can sign out and use at home as well as two large kits for use at the school.







# **Δ≻Γ"**Γ**9Δ·<sup>2</sup> Το Ρ"ĊλΔ·<sup>2</sup>** ayamihcikîwin mîna akihtâsowin LITERACY AND NUMERACY

KTCEA has education specialists in place to help our schools build a solid foundation in literacy and numeracy: reading, writing, speaking, listening, math and problem-solving.

Literacy and numeracy leads at each school meet monthly for training and to share successful practices.

### How we are supporting literacy and numeracy:

KTCEA's First annual Family Literacy Week: Literacy weeks were held in each school from February to April with school-based events, book fairs, take home books, literacy celebrations and prizes, storytelling, land-based learning, contests and more.

We began testing to benchmark student's levels of reading, writing, and math in spring 2021. Literacy and numeracy benchmarking kits were provided in every classroom and benchmarking was completed for K-9 from October to June 2022.

- Tests were completed by classroom teachers or education assistants.
- The results gave teachers information about each student's current level and where they need additional support.
- We will continue these assessments each year going forward.

Schools held **LITERACY WEEKS** with take home books, book fairs, storytelling, contests and more.





We continued with the **SUMMER READING PROGRAMS** and **Frontier Literacy Camps in July and August 2022.** 

In 2021-2022 we introduced Levelled Literacy Intervention and Numeracy Intervention and hired extra staff to support teachers with training to help students catch up on any learning loss due to COVID-19.

We also started a database for literacy and numeracy levels in our schools to track, analyze results by schools and for KTCEA as a whole.

Ongoing training was provided to teachers for literacy strategies, numeracy programs (Mathletics and Mathseeds), and the use of formative assessment in teaching. School leads for literacy and numeracy helped to maintain resources, plan and communicate with teachers, and support literacy and numeracy events at the schools.

Ongoing training was provided to teachers for literacy strategies, numeracy programs (Mathletics and Mathseeds), and the use of formative assessment in teaching.

We continued with the summer reading programs and Frontier Literacy Camps in July and August 2022. Over 70 students aged 5-12 years old participated. Local staff were hired to run the camps and provide meals. Summer reading packages from Mathletics were also sent home with students to access and use over the summer.





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### **EARLY LEARNING**

We continue to offer K4 programs in five of our schools and Kindergarten K5 at all six of our schools. The number of children enrolled in K4 and K5 has increased from 76 in 2021-2022 to 104 children registered for 2022-2023. Each school received early learning backpacks for children in their programs.

KTCEA provided early learning backpacks for children in each program

### What we accomplished:

Following the introduction of an early learning developmental milestone curriculum in 2020, we introduced the Early Years Evaluation (EYE) in our schools in 2021-2022. The EYE provides teachers and parents information on their child's development and school readiness skills. The results help teachers to identify and use specific strategies or interventions to help children succeed.

Our Early Learning Specialist encouraged collaboration with occupational/physical and speech therapists on lesson plans, classroom visits and support for students. Support was also provided to teachers through online and school visits to provide curricular and classroom support.

A K4-K5 Home Reading Program was used as a support, especially during school closures and at-home learning. Teachers sent books home with students in their take home packages.

**EARLY YEARS EVALUATION** introduced for **K4/K5**.







**Beginning in 2022,** children may register for K-4 if they are **4 YEARS OLD before December 31.** 

Early Learning PLCs were held monthly for early learning teachers across all schools.

A new Early Learning parent handbook was published and distributed in 2021-2022 to give an overview of what to expect when a child starts K-4 or Kindergarten and how parents can help their children be successful. It outlines a typical day as children learn through play to develop social, emotional, physical and intellectual skills and abilities.

A new Early Learning parent handbook was published and distributed in 2021-2022 to give an overview of what to expect when a child starts K-4 or Kindergarten.

Community posters were published to promote K-4 and K-5 programs and Kindergarten registration in spring 2022. The cutoff age of enrolment for K4 students was updated. Beginning in 2022, children may register for K-4 if they are 4 years old before December 31.





KTCEA introduced wellness workers for our schools in 2022.

# DP<sup>n</sup>P<sub>Δ</sub><sup>11</sup>dJd·ba\b h \D<sup>n</sup>bqΔ·α okiskinohamwâkanak sîtoskâkîwina STUDENT SUPPORTS

Support for mental health and wellness was identified as an urgent need in our schools for students, staff, and families, as a result of the pandemic and the impact it has had on all of us.

### How we responded:

We implemented a Wellness Line with confidential support from September to December for school staff, students and their families. We also offered mental health support and confidential counselling with a registered educational psychologist for students and families at no cost, from January to June every Monday or by request.

We began to offer mental health support and confidential counselling with a registered educational psychologist every Monday.

Wellness workers were introduced in each school in spring 2022 to support staff and student wellness. Most wellness workers are local community members who are being trained to build capacity in our schools and communities. We plan to have wellness workers full time in our schools in 2022-2023.

Summer Camps were offered once again for children from Grade 2-6 in each school to support wellness, physical activity, literacy, numeracy, art, and land-based learning.

**SUMMER CAMPS WERE OFFERED** once again for children from **Grade 2-6 in each school.** 





### **INDIVIDUALIZED STUDENT SUPPORTS**

KTCEA continued to provide supports and services to ensure all students are successful and that our schools are inclusive. With individualized supports and services, we are able to help teachers respond to each child's unique, diverse and complex learning needs.

### How we responded:

We worked with Inclusive Education coordinator and teachers to provide IPPs for 187 students in our schools. Supports and services offered to students included speech and language therapy, occupational therapy, physical therapy, psychologists, autism consultants, mental health/wellness workers and equine-assisted learning.

In 2021-2022 our key areas of focus were early intervention, emphasizing land-based learning, and increasing community engagement and family participation in the school through activities during the Inclusive Education Weeks held at each school.

Our Inclusive Education Specialist also worked with leads at each school to facilitate staff and team development, update program procedures and collaborate with other KTC agencies (KTC Health, KTC-CFS).





### 

KTCEA schools ensure that students have access to healthy and traditional foods to support their healthy development and learning.

This year, we continued to offer daily lunch program and healthy snacks and traditional meals to 1,100 students in six schools daily. When schools were closed due to COVID-19 cases, food packages were delivered to student's homes by school bus drivers, along with learning packages.

KTCEA Food Services partnered with Maskwacîs Education Schools Commission (MESC) to locate a new supplier to provide healthy meats for our school lunches for the coming school year.

This year, we continued to offer daily lunch program and healthy snacks and traditional meals to 1,100 students in six schools daily.

A common menu was introduced at all schools which removed the majority of processed foods for the health of our students. Training and new uniforms were provided for cooks in each of our schools.

We are proud that KTCEA's traditional meals program, with wild game from local hunters, was featured by CBC News and on the Farm to Cafeteria website. This program offered one traditional meal each month and will be increasing to two meals each month in 2022-2023. A CBC news team visited the Mihkowapikwaniy Camp in June to highlight the connection between land-based learning and traditional meals in an online article and radio story that was re-broadcast on National Indigenous People's Day, June 21, 2022.

A COMMON MENU WAS INTRODUCED at all schools which removed the majority of processed foods for the health of our students.



## TCV·Δ·<sup>2</sup> ΔΥ<sup>11</sup>Γ9Δ·α mîtawîwin isîhcikîwina SPORTS PROGRAMS

KTCEA Sports helps to improve student engagement and is one of the ways we provide holistic supports and opportunities for our students. Due to another year of the pandemic, and for the health and safety of students and staff, we were not able to run inter-school sports programs in 2021-2022. Our Sports Coordinator worked with physical education teachers to plan for school-based activities.

We enhanced our athletic sports program by offering training programs and camps for junior and senior high school students to build local capacity for referees, coaches, and athletics. Several coaching and refereeing clinics were held in spring 2022, including archery safety training and volleyball coaching clinics.

We also purchased and delivered new sports equipment to each school and encouraged school spirit and community engagement with NHL 'watch nights' at schools during the playoffs.







### **Ρρυροιισταίδον Ρρυρριιζαγδισάίο**

Okiskinohamawâkanak o-kiskîyihtâkosowinowâw

### **STUDENT DATA**

KTCEA Graduates by Year

2018-2019	10	
2019-2020	12	
2020-2021		26
2021-2022		22

#### **Results:**

Overall, 22 students completed high school in 2021-2022, including one student from the Outreach program. Congratulations to all KTCEA graduates!

Training on the use of PowerSchool and the student information system (PASI) was provided to principals and school administrators. Training was also provided to teachers and specialists on using PowerSchool and PASI to complete Individualized Program Plans (IPPs) and Report Cards.

### How we are supporting high school completion:

We provided high school career counseling and coaching for high school students in 2021-2022. This work included transition meetings to review student profiles, discuss credits and provide access to high school handbooks, myBlueprint for high school planning and myPass for grade 10-12 student records. We also installed large information boards in each school showing the course and credit requirements for high school graduation.

Our High School Career Counselling Specialist monitored grade 12 students who were on track to graduate in 2022, to ensure they knew which credits and courses they needed to complete, and that all credits were entered into the student information system. We also offered incentives to students which included grad photos, grad rings, computers, backpacks, hoodies, and monetary incentives.

To encourage leadership in our schools, the first annual **Nîkânîwin Kîhcîyihtâkosiwin/Honouring Leadership Award** was introduced, sponsored by our partners MNP and Emery Jamieson LLP. Five students, one from each community, were awarded \$600 for demonstrating outstanding leadership qualities within the school and community.

High School PLCs were held for teachers to share strategies, resources and professional learning for high school. Student incentive funds were also provided to each school to support local activities to with students and families.

We engaged students in two virtual Junior and Senior High Kick Off events held in each semester, which focused on themes of Physical Activity and Belonging. These events were well-attended and included guest speakers, contests and prizes, and an introduction to **myBlueprint**, an online high school career planning tool. We also completed a survey of high school students to ask what keeps them participating and coming to school. This information will inform our planning and attendance strategies in the coming year.

KTCEA also offered a high school CTS/SAIT land-based learning camp in May/June 2022 to help students earn additional credits and prepare for diploma exams. At the camp, 41 high school students earned a combined total of over 145 CTS credits under the guidance of CTS, SAIT and land-based learning teachers at the High School Camp.

#### **Post-secondary Collaboration:**

Fifty-two high school students toured the SAIT campus in Calgary from May 16 - 19, 2022 to experience post-secondary student life. An exit survey was conducted to gauge student interest in visiting other post-secondary institutions in the future, such as Grande Prairie Regional College - Fairview Campus (trades school), Northern Lakes College, and other larger institutions in the urban centres.

 Principals reported the SAIT tour created a real "buzz" for the students who visited and became more engaged in school and inspired to explore options for after high school.





We thank our school staff, families and the KTCEA Board for supporting and recognizing our high school graduates.





### **Addressing Learning Disruption**

In 2021-2022 KTCEA worked with schools on a learning disruption plan to address the effects of COVID-19. Attendance this year was low at times and teachers found it was difficult to engage students.

In March 2022, we met with the principals to look at factors impacting learning loss and identified the following priorities for action: student attendance, student engagement, literacy and numeracy interventions.

To understand the effects of COVID-19, we implemented an authority-wide assessment for students from K-9 (the WRAT-5). This test measured student scores in word reading, spelling, math computation, and sentence comprehension. The results were used to inform a school-wide plan for school to help students catch up on learning missed due to COVID-19.

#### **School Action Plans**

Each of the schools developed a learning recovery plan to help them prioritize how they address learning loss for the remainder for 2021-2022 and moving forward into the next school year.

#### For example:

- At Atikameg School, the emphasis was on levelled literacy interventions, free library time and daily reading.
- Cadotte Lake School created a consistent schedule for students, focused on essential learning outcomes, teacher wellness and mental health.
- Teachers at Clarence Jaycox School focused on core subjects, spelling and creating stories.
- Elizabeth Quintal School incorporated practical numeracy projects, spelling bees, fine arts Fridays and offered after school tutoring.
- Outreach School emphasized literacy, numeracy, computer skills and provided after school tutoring.
- Little Buffalo School staff focused on key concepts for literacy and numeracy (letter recognition, blended sounds, addition and subtraction).
- Kateri School's plan reduced students' workload, increased storytelling, provided a balance between written and oral tests, and offered after school programs.

KTCEA also offered summer tutoring and summer school classes for students from each school to help address learning loss during July and August 2022.

#### **Outreach School Program**

In September 2021, KTCEA launched an Outreach School program which offers courses in an alternative setting for students aged 12 to 21. Providing an outreach program was in response to requests from community and the KTCEA Board of Directors to provide options for students not currently attending school.

- Outreach provides an alternative option for students to return to school to upgrade their marks, complete high school courses or for those who prefer to attend school outside of a regular school setting.
- This year, the program offered distance learning for students in grades 7-12, or in-person learning at the Youth Centre Building location in Atikameg.

#### What we achieved:

- By the end of the first year, the KTCEA Outreach School had 24 students registered for classes. The majority of students were from Atikameg, but the Outreach also offered online courses to students registered in their Nation's main school. This was to help fill in any credits the students may be missing or to offer courses students needed like Biology 30 or Chemistry 20.
- With the Outreach located in Atikameg Youth Centre Building, the students had access to a kitchen, which allowed the school to offer a Foods program to cover some learning outcomes in Career and Technology Foundations (CTF) courses in Jr. High School and CTS courses in High School. Next year the goal will be to complete full CTS courses and award credits for a Foods program.
- An open house was held in May 2022 to give students and parents a chance to tour the site and learn more about the Outreach program.
- One student graduated from the Outreach School and two others completed Biology and Chemistry courses to allow them to graduate from their local school.
- A second Outreach School location in Loon River is opening in 2022-2023. Future outreach sites are being identified in collaboration with each Nation.

Providing an outreach program was in response to requests from community and the KTCEA Board of Directors.





### ΔU b ∇· ΔCd"U≻\* itî kâ-wî itakohtîyahk

OUR GOAL

okimawapiwin/kaskihtawin.

An effectively managed and governed education authority

#### **BOARD PRIORITY 2:**

### 6.767p.1040

kâ-îsi mâmawi paminamihk kiskinohamâkîwin GOVERNANCE

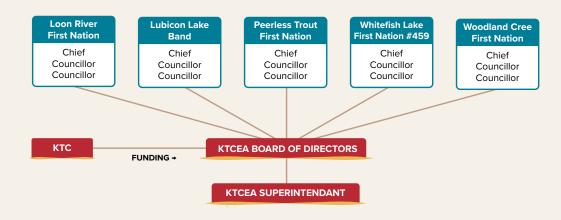
#### **BOARD OF DIRECTORS**

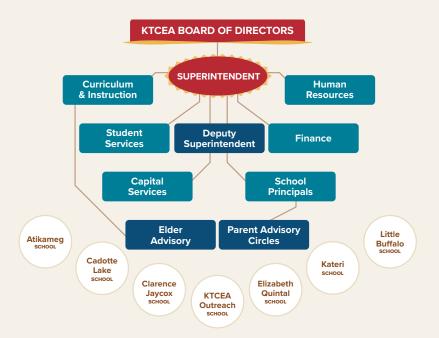
The KTCEA Board of Directors met regularly during the 2021-2022 school year to monitor KTCEA's progress on the Strategic Plan.

Due to elections in some Nations, no Board of Directors meetings were held in March and April. These were replaced with individual meetings with the school principal, KTCEA staff, and the Chief and Council from each community to share updates and discuss local issues impacting education.

A Board Handbook was developed to help with board training and onboarding new members to the KTCEA Board of Directors.

At the annual strategic planning meeting August 15 - 17, 2022, the Board was supportive of ensuring our schools would be open for in-person learning, given the learning disruptions in the previous two years.





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mâmawi-ayâwin mîna onîhikwak kâ-mâwikamâtotwâw

#### **COMMUNITY AND PARENT ENGAGEMENT**

In 2021-2022, our school safety measures and COVID-19 cases limited the ability for schools to hold in-person Onîkihikomâwak Niskâwâsimôwin School-Parent Advisory Circle (PAC) meetings. These were held virtually or in-person when possible.

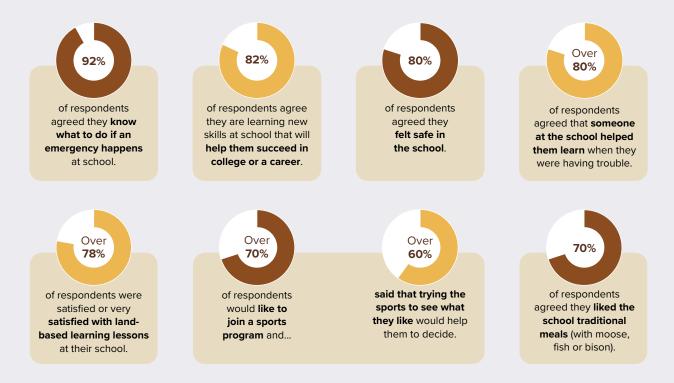
#### What we accomplished:

Our Community Report was published in November 2021 and we held virtual engagement sessions in each community to present the report. Parents and community members were surveyed about the community report and overall were satisfied with the presentations and the information shared in the report.

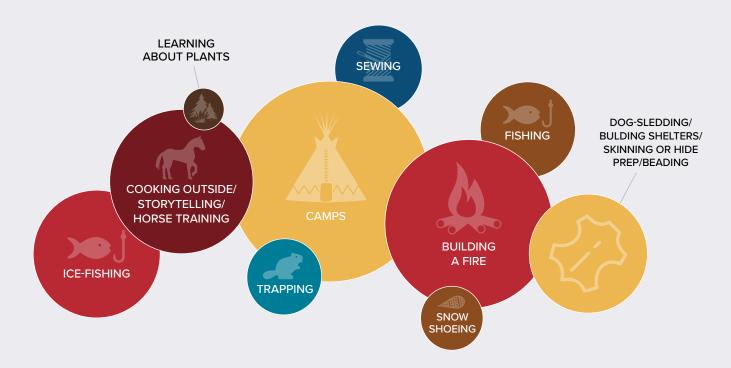
Parent and student satisfaction surveys were completed by our schools in May 2022 to gather information about satisfaction with the programs offered in our schools. Not all schools were able to participate and the response rates were low for both parents and students. Despite this, the responses give some indication of where we are doing well and some areas where we can improve.



#### Highlights from the Student Survey



#### Students' favourite land-based learning activities in order of most to least responses:



Programs students said they would like to see in schools in order highest to lowest responses:



This tells us that students are enjoying the programs and options offered at school, which are the most popular and where we can offer more in the future.

Land-based Learning Community Challenges were open to parents, Elders and community members throughout the year. One challenge, for stewardship in the community or cleaning up an Elder's yard, received a huge response and participation.

Videos updates in Cree about KTCEA news were shared throughout the school year online through Facebook and the **KTCEA.ca** website. The KTCEA website was redesigned and updated to incorporate land-based learning videos, Cree language headings, a new Parent Resources page, and a document hub for board meeting minutes and reports.

Printed copies of three newsletters (Fall, Winter and Spring) were distributed to each school, band office and health centre to provide updates to parents and celebrate the accomplishments of students and the activities in each school.

Schools invited Elders, parents and community members to take part school activities or events like ice-fishing lessons with Elders, feasts, Cree immersion days with Elders, Christmas concerts (in-person and virtual), and volunteer and Elder appreciation lunches and teas.

We were pleased that schools were able to hold in-person graduation ceremonies for the first time in two years. The schools had a good turnout of parents and community members to recognize high school graduates and students completing Kindergarten, Grade 6 and Grade 9.





# b dCbΓbx b d·∇···CΓ···\ kâ-sikotahkamikahk kâ-kwayâci wawestamihk EMERGENCY PREPAREDNESS AND COVID-19

KTCEA staff worked to ensure the ongoing safety of students, staff, and communities through our safety measures over the past year. The COVID-19 Leadership Response Team met regularly to manage and lead education continuity and support remote learning when required.

#### What we accomplished:

The Board approved an updated school safety measures restart plan for schools and KTCEA facilities for 2021-2022, which was adjusted and updated throughout the year as needs changed. The availability of vaccines and rapid testing enabled us to respond in new ways to ensure the safety of our schools for staff, students and families.

#### Safety Measures and Protocols for COVID-19

- School cleaning and safety protocols continued in schools and on buses with additional local staff hired for cleaning and sanitizing.
- School Safety Measures continued to be implemented and updated by the Board as the provincial measures and COVID-19 situation evolved.
- Regular updates or notices about community restrictions and school closures were shared with staff, students, and families.
- Only essential staff or contractors were permitted in schools and visitors were limited to reduce potential exposure.
- COVID vaccine incentives and draws were introduced over the summer and fall 2021 to reduce the risk to staff and students in our schools.
- Weekly COVID-19 testing was implemented for all KTCEA staff from January to June 2022.
- PPE was provided to staff and students across KTCEA.

The availability of vaccines and rapid testing enabled us to respond in new ways to ensure the safety of our schools for staff, students and families.

#### 

KTCEA is committed to the responsible management, stewardship and planning of all financial and capital assets for the delivery of K-12 education in KTCEA schools. KTCEA provides regular financial updates to the Board of Directors at regular board meetings. The Board of Directors approved the final 2020-2021 Financial Report submitted in December 2021.

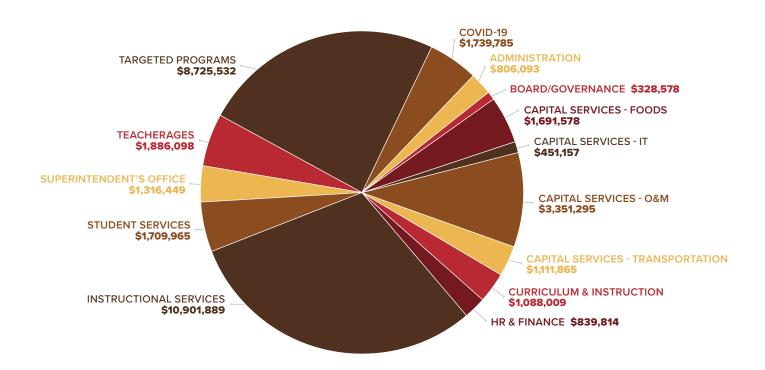
#### **KTCEA Consolidated Budget**

The KTCEA Consolidated Budget (chart below) represents the overall expenses in 2021-2022 by categories. Expenditures for this year total: \$34,207,322

#### KTCEA 2021-2022 Audit

The KTCEA Audit is completed from August to October each year. KTCEA's 2021-2022 Audit can be found on our website at **ktcea.ca**.







### ΔU b V· ΔCd"U>× itî kâ-wî itakohtîyahk OUR GOAL

okimawapiwin/kaskihtawin awîyak kanakateyimiht.

An organization staffed by well-trained KTC First Nations members—while attracting and retaining the best.

#### **BOARD PRIORITY 3:**

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kâ-micimwâtinihtwâw otatoskîwak STAFF RETENTION

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#### **RECRUITMENT**

#### "Training and hiring our own and retaining the best"

Our priority at KTCEA continues to be to highlight KTCEA as an employer of choice and to implement activities to attract and retain excellent staff. The goal of training our own, hiring our own, and retaining the best helps to guide our Human Resources team.

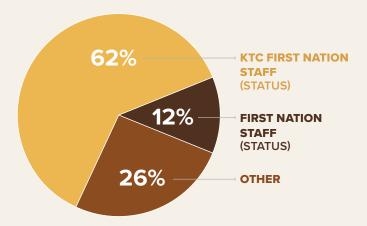
#### What we accomplished:

In 2021-2022, KTCEA once again exceeded the target to attract over 30 people to apply to KTCEA recruitment activities.

Our recruitment activities included online job postings, advertisements and meeting with students through virtual career fairs at universities and several online networks and career fairs.

We joined several online career fairs since January, including hosting in-person on the spot interviews at the University of Alberta and in Calgary. Our most successful event to date, which generated the most applicants, was hosted in August 2022 and was KTCEA-specific with a live Q & A session and one-on-one meetings for individuals with our Human Resources team.

KTCEA's website Careers section was updated in spring 2022 to allow applicants to submit resumes online and search for jobs by school, by community, or job type.



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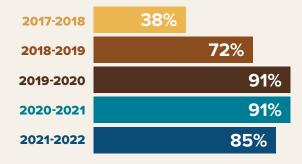
#### STAFF RETENTION

To encourage staff retention, the Human Resources team coordinated a series of opportunities for staff induction, recognition, and team building throughout the year. KTCEA also hosted virtual wellness sessions in May and June to help support staff engagement and wellness.

In 2021-2022 KTCEA's teacher retention rate was 85% which is a slight drop from the previous two years. This is due to the impact of the pandemic and a teacher shortage currently being experienced throughout Alberta and across Canada. This shortage is even more pronounced in Northern and rural communities.

Developing our staff and hiring locally helps to support staff retention through return service agreements and building local capacity.

#### Retention rate for teaching staff







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#### STAFF DEVELOPMENT

In 2021-2022 KTCEA offered formal and informal professional leaning opportunities for all staff and continued with a mentorship program to build capacity for principals and central office staff. We also invited teachers and educational assistants to be part of professional learning communities (PLCs) for their divisions and grades.

In August of each year, we hold an orientation to onboard new staff. In 2021, the session was virtual due to the pandemic; however, this event is always well received as it introduces new teachers to KTCEA culture, communities, and people. We were pleased to host an in-person orientation in August 2022.

In August of each year, we hold an orientation to onboard new staff.

15 professional learning community (PLC) days were offered throughout the year.

In 2021-2022, with the support of KTCEA, a cohort of 17 KTCEA teachers completed the Masters of Education program at the University of Alberta. Their convocation is set for fall 2022.





#### **6 EDUCATION ASSISTANTS**

are currently working on their **Bachelor of Education degrees.** 

#### Other staff development:

- 6 education assistants are currently working on their Bachelor of Education degrees through the University of Alberta's Aboriginal Teacher Education Program.
- 7 staff are registered in the Indigenous Access Transition Certificate with First Nations University of Canada, which can bridge to an education degree.
- 7 individuals are registered in the Maintenance Management Program Certificate at Northern Lakes College.

Programs like these ensure that we are building capacity in KTC Nations for teachers, educators and for other fields for the future. Hiring local staff strengthens our schools and education programs.







### ΔU b V· ΔCd"U>\* itî kâ-wî itakohtîyahk our goal

ka-wî sîtoskawâyahkwâw okiskinohamawâkanak mîna otatoskîwak.

Students and staff are supported in their education journeys with welcoming, safe, clean, well-maintained education facilities, equipment, and technologies.

**BOARD PRIORITY 4:** 

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itî kâ-wî itakohtîyahk ASSETS

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#### **SCHOOL AND TEACHERAGE IMPROVEMENTS**

In 2021-2022, we continued to meet with KTC Nations to review improvements need for teacherages.

#### **New triplex for:**

- Whitefish Lake/Atikameg School 2 new triplexes
- Loon River/Clarence Jaycox School 1 triplex
- Lubicon Lake/Little Buffalo School 1 triplex
- Peerless Trout/Kateri Triplex





#### **Teacherages ordered:**

Cadotte Lake School – 1 duplex

#### **3 BDRM Single Family Home**

• Peerless Trout/Elizabeth Quintal School



#### **Repairs and Upgrades**

**NEW PORTABLE CLASSROOMS ORDERS** Little Buffalo x2 and Cadotte Lake School x2

#### Major repairs at schools

#### **Atikameg School**

· Humidifier repair

#### **Clarence Jaycox School**

- Boiler Replacement
- Humidifier Replacement

#### Kateri School

- · AC repairs
- · Air system handling repairs
- Solar system balancing

#### Elizabeth Quintal School

- · Water repairs
- · Air handling system repairs
- · Solar system balancing

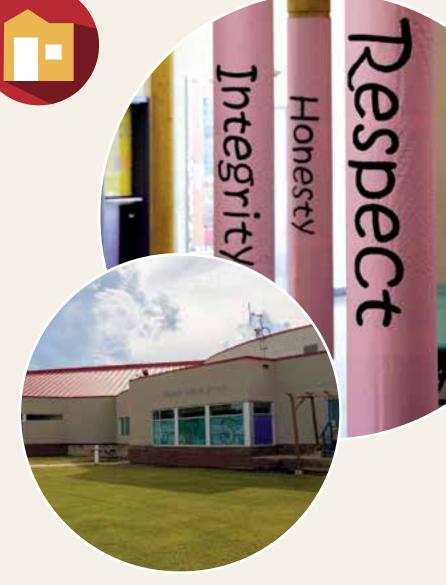
#### **Gymnasium Upgrade**

· Cadotte Lake School Floor and Clock



#### **DIGITAL SIGNAGE PROJECT**

The installation of outdoor and indoor digital signs was completed for all schools. The system is running well and training on the platform used to program the signs was provided to principals and school staff administrators.





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#### mamahtâwí apacihcikan mâmawi kiskinohamâtowin

#### **INFORMATION TECHNOLOGY**

Building on the IT improvements and investments we made in the previous year, we were able to support students and families with online learning and at-home learning when required.

To support both at home and classroom technology, we:



- Offered internet access to KTCEA parents and guardians.
- Offered Google Classroom training and resources for school staff and parents and guardians on the KTCEA website.
- We completed installation of remaining smartboards in schools.

#### To improve communication and network security, we:

- Installed a new phone system across the organization.
- Created a new 4-year IT plan for KTCEA and our schools.
- · Provided cybersecurity training for staff.

**ENHANCEMENTS** to enhance network security.



#### 

KTCEA provides safe. caring and efficient transportation services for all KTCEA students, staff, and guests.

In 2021-2022 we added 3 new buses, have plans to order 2 more. We continued to perform regular maintenance to keep buses running.

For the safety of students and staff, we hired bus monitors on bus routes and extra cleaning protocols and kits to prevent the spread of COVID-19 on all buses.







### ΔU b V· ΔCd"U>\* itî kâ-wî itakohtîyahk OUR GOAL

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All working together. Partnerships are established to ensure effective supports are provided to students.

#### **BOARD PRIORITY 5:**

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#### kâ-wîcîwâkanimikoyahkwâw PARTNERSHIPS

#### How our partnerships help our schools and students:

Our partnerships help KTCEA by providing opportunities to learn new approaches and share expertise or resources to continuously improve the quality of programs, instruction and services we provide for our students.

# L<sup>n</sup>b・<sup>n</sup> P<sup>n</sup>P<sub>o</sub><sup>II</sup> d L<sup>i</sup> q Δ・<sup>2</sup> Maskwacîs Education Schools COMMISSION

KTCEA and Maskwacîs Education Schools Commission (MESC) are the first two regional education authorities in Alberta that have ten-year agreements with the Government of Canada. Together, KTCEA and MESC account for approximately one third of the total on-reserve student population in Alberta. KTCEA and MESC work closely together on a number of practical and innovative ways to build their respective education systems.

Information sharing and collaboration between KTCEA and MESC continued this year. In particular, the draft provincial K-12 curriculum, community engagement and communications, food services, and the topic of safely providing high quality education during the pandemic were discussed.

#### 

#### **GOVERNMENT OF CANADA**

In July 2019, KTC Chiefs signed a 10-year Regional Education Agreement (REA) with the Government of Canada. This federal funding agreement enables KTCEA to dedicate new resources and staff, improve school supports to further student achievement, and offer new programs for students. The REA provides predictable, sustainable, stable, and flexible annual funding that will meet the needs of all KTCEA students.

The Government of Canada also provides support through the Structural Readiness Program. Funding provided through this program supports and acknowledges the resources required to build and strengthen organizational capacity for new Education Authorities. Funding was also provided by the Government of Canada to ensure students could continue learning safely during the pandemic.

We attend regular education director meetings with Indigenous Services Canada to bring forward community needs and concerns. We would like to thank the Chiefs of KTC for their ongoing support in our work with the Government of Canada.





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#### **GOVERNMENT OF ALBERTA**

KTC First Nations entered into a partnership with the Government of Alberta in February 2016 with the signing of the Government of Alberta/Kee Tas Kee Now Tribal Council Framework Agreement to support the establishment of KTCEA. The agreement includes provincial enhancement funding for 10 years to further assist in the establishment and implementation of KTCEA. In 2020-2021, KTCEA signed an agreement the Ministry of Education to assist with student progress reporting. We also worked with Alberta Education on a Project Charter to support the development of the KTCEA Common, Consistent Curriculum. This work continued through 2021-2022.



# dCb\ P V·1d·bσΓd>"b·° kotakak ki-wîcîwâkanimikoyahkwâw OTHER PARTNERSHIPS

#### **College of Alberta School Superintendents (CASS)**

Our Superintendent and Deputy Superintendent are members of the College of Alberta School Superintendents (CASS) and attended regular CASS meetings to share information and receive updates on K-12 initiatives that impact our schools, students and teachers.

#### **Northwest Regional Learning Consortium (NRLC)**

We continued our partnership with the NRLC to develop and access professional learning for teachers on google classroom, technology and to support land-based learning and the KTCEA Common, Consistent Curriculum.

#### **Northern Lakes College**

During 2021-2022, KTCEA partnered with Northern Lakes College to explore dual credit programs for KTCEA High School students.

Dual credit programs allow students to earn credits towards postsecondary certificates or diplomas, as well as high school diplomas from the same course.

#### Southern Alberta Institute for Technology (SAIT)

KTCEA met with SAIT to explore dual credit programs for KTCEA students and our partnership also included a trip for high school students to visit SAIT campus, explore the programs and Chinook Lodge, the Indigenous student resource centre.

SAIT instructors taught courses at KTCEA's high school CTS camp and kindly donated the equipment for these courses to KTCEA for use with students in the future. A partnership agreement with SAIT and plans for next year is underway.



#### Cree translations by:

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- Resource Elder Robert W. Cardinal (resource Elder)
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