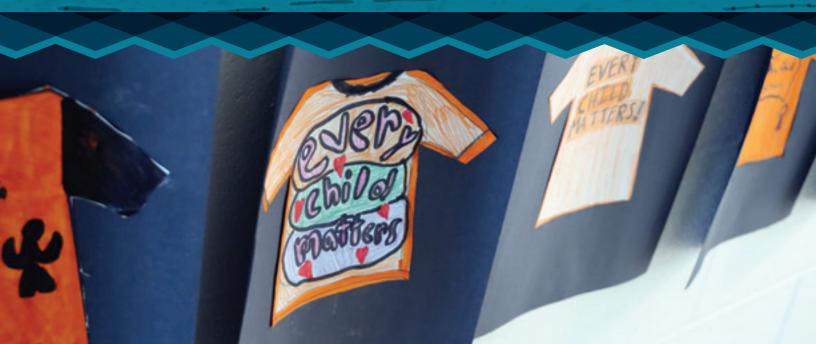


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mâmawi acimostâkîwi masinahikan

COMMUNITY REPORT 2019-2020







nîkânâpahtamowin **VISION**

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nîhiyaw kiskinohamâkîwin nakacîwin excellence in indigenous education

kâ-nihpîmastîkwâw ayamihcikîwina

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kâ-nîkânapit otacimowin

MESSAGE FROM THE CHAIR

tan'si,

I am proud to present this report for the 2019-2020 school year.

This 2019-2020 report is the first official report to the community for Kee Tas Kee Now Tribal Council Education Authority (KTCEA).

We kicked off the 2019-2020 school year with a historic signing of a Regional Education Agreement with the Government of Canada. This agreement means that we have control over the education of our children. We are beginning to see the benefits to our students through programs and services offered across all of our schools.

Our communities, like all communities in the world in the 2019-2020 School Year, were affected by COVID-19. Despite this adversity, KTCEA was able to show incredible perseverance, resilience, and strength.

As the KTCEA Board Chair, I want to thank you for your ongoing support as we continue to learn and grow to provide the best education we can for our children today and tomorrow.

Paåndrnåd.º ki-nanâskomitinâwâw,

Chief Ivan Sawan KTCEA Board Chair

>ccηγ. δοφο δο

otacimowin onîkânîw kiskinohamâkîw okimâskwîw

MESSAGE FROM THE SUPERINTENDENT

tan'si,

Firstly, I'd like to thank all KTCEA staff for their hard work and dedication to education this year. I have never seen a school year quite like this.

I would also like to thank our Board of Directors, School-Parent Advisory Councils, Elders, and community partners. KTCEA would not have thrived this year without your valuable direction, service, advice and support.

I am proud of the achievements of our staff and students in 2019-2020, and am thrilled to provide this document as a summary of our achievements.

Despite school buildings being closed in March 2020, learning continued remotely. Despite the challenges, we strived to provide quality education to our students in the safest way possible. Most importantly, our staff, students, and communities came together and persevered.

The work that has occurred this year has been the collective effort of all of KTCEA. The important work of providing quality education to KTC students continues, thanks to the strong commitment, dedication, and support of all.

Δd/ Lb ikosi mâka

Dr. Daphne Mai'Stoina Superintendent





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kitaskînaw onîkânapowak

BOARD OF DIRECTORS

































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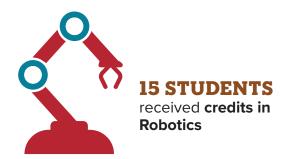
mâmawaci kâ-takâhkipayik

2019-2020 HIGHLIGHTS





graduated this year











7 LAND BASED Learning Camps were held for grades 4-12 students



was established to provide support to the Land-Based Learning Camp

$|| b^{\alpha} \Delta || \Delta^{\alpha} ||$



17 KTCEA EMPLOYEES

enrolled in the **Masters Degree** in Educational Studies



at all schools



Health Canada certificate to **SERVE TRADITIONAL MEALS**to students



284
COMMUNITY
MEMBERS

attended community information sessions



NEW SCHOOLS AT PEERLESS TROUT FIRST NATION were

completed and ready for students to commence in the 2020-2021 School Year



91 STUDENTS participated in the school-based **Equine Assisted Learning** program



A SINGLE DATABASE

was created for the **Student Information System (SIS)** to bring all six schools together

A full time **SPEECH AND LANGUAGE THERAPIST** was

hired on a **full time basis** to support all KTCEA schools







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awînikik kiyânaw/pîci otâhk kâ-kî îspayik

OUR HISTORY/ WHO WE ARE

b"∆>° ら 「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, 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.

In 2012, KTC and Northland School Division (NSD) signed a *Partnership Agreement* to improve educational opportunities and outcomes for KTC students. In 2014, a KTC Education Committee was established. The Committee developed a plan and engaged with the community to establish an organization that would serve the education needs of all Kee Tas Kee Now Tribal Council First Nations. This led to the signing of a *Letter of Intent* with the Government of Alberta in 2015, followed by the signing of the *Government of Alberta/Kee Tas Kee Now Tribal Council Framework Agreement* in 2016 to support the establishment of KTCEA.

In 2017, KTCEA was established as a legal entity and subsequently took over the administration of three band operated schools (Clarence Jaycox, Cadotte Lake and Atikameg). In 2018-2019, KTCEA took over the administration of the three remaining First Nations schools (Little Buffalo, Peerless Lake and Kateri). Since then, KTCEA has provided kindergarten to grade 12 education for approximately 1,050 students located in six First Nations schools falling within a geographic territory of approximately 8,200 square kilometers in northwest Alberta.



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

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).

ΡΟησο β ΚΙΝΕ ΡΟΡΟ ΑΥΡΟΘΕΙΑ ΑΝΟΙΑ

kitaskînaw kâ-âhkami kwayâci wiyastâtwâw itôtamôwina

Strategic Planning

In 2019, the KTCEA Board of Directors approved a multi-year Strategic Plan which defines the direction, goals, and priorities for the organization. The vision, mission, and values of KTCEA were developed as part of the Strategic Plan.

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





າວໍ່ວ່<"CJ∆•² nîkânâpahtamowin Vision

9b·+ b ∇· Δɔ˙CΓ* kîkwây kâ-wî itôtamihk **Mission**

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 who and have pride in who they are.

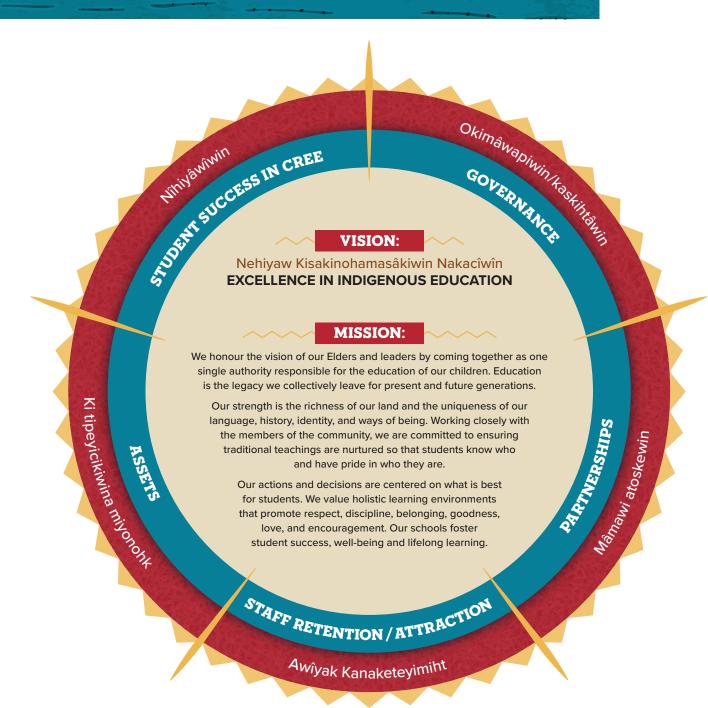
Our actions and decisions are centered on what is best for students. We value holistic learning environments that promote respect, discipline, belonging, goodness, love, and encouragement. Our schools foster student success, wellbeing, and lifelong learning.

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.

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

KTCEA STRATEGIC PLAN





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ki-kiskinohamâtôwikamikonawa

OUR SCHOOLS

There are six schools located within the five KTC First Nations (Clarence Jaycox School, Cadotte Lake School, Little Buffalo School, Peerless Lake School, Kateri School, and Atikameg School), serving a student population of approximately 1,050.

Atikameg School

Location: Atikameg, Whitefish Lake First Nation #459

General Delivery

Total student population: 284 Atikameg, AB TOG OCO **Principal:** Jackie Sander **Email:** jackie.sander@ktcea.ca **Phone:** (780) 767-3797

Cadotte Lake School

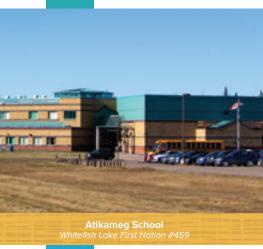
Location: Cadotte Lake, Woodland Cree First Nation

General Delivery

Total student population: 180 Cadotte Lake, AB TOH 0N0

Principal: Gayle Strikes With A Gun **Email:** gayle.strikeswithagun@ktcea.ca

Phone: (780) 629-3955







DDDD.

Clarence Jaycox School

Location: Loon River First Nation

Bag #4

Red Earth Creek, AB TOG 1X0 Total student population: 170 **Principal:** Mabel Noskiye **Email:** mabel.noskiye@ktcea.ca

Phone: (780) 649-2942

Elizabeth Quintal School

Location: Peerless Lake, Peerless Trout First Nation

P.O. Box 30

Total student population: 121 Peerless Lake, AB TOG 2W0 **Principal:** Connie Molcak **Email:** connie.molcak@ktcea.ca

Phone: (780) 869-3830

Kateri School

Location: Trout Lake, Peerless Trout First Nation

P.O. Box 40

Total student population: 109 Trout Lake, AB TOG 2N0 **Principal:** Yvette Jean-Jacques **Email:** yvette.jeanjacques@ktcea.ca **Phone:** (780) 869-3990 ext. 2301

Little Buffalo School

Location: Lubicon Lake Band #453

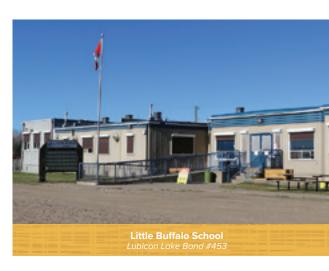
General Delivery

Total student population: 175 Cadotte Lake, AB TOH 0N0 **Principal:** Arleyne Eldridge **Email:** arleyne.eldridge@ktcea.ca

Phone: (780) 629-3950







BOARD PRIORITY #1





ΔΔQQ<

okiskinohamâwâkanak o-miyo sâponamowin

STUDENT SUCCESS

ΔU ὑ ∇· ΔCd"U≻*
itî kâ-wî itakohtîyahk
OUR GOAL

ס" Δ יֹס" *nîhiyâwîwin* (being Cree). Students are prepared for their future and have pride in their identity through the highest quality curriculum and instruction.

בישלבות בישל בישל באים לושה

nîhiyawîwin kiskinohamâkîwin

Cree Language Instruction

KTCEA students have access to Cree Language instruction. This ensures the preservation of Cree ways of knowing and being and increases Cree language proficiency for KTCEA students.

What we accomplished:

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kitaskînaw kihtîyayak pîkiskwîwak

KTCEA ELDERS SPEAK

The KTCEA Elders Speak App was released in January 2020. The app is a teaching tool for the Cree language and features Elders from each KTC member Nation speaking Cree.

Elders from each community recorded their voices so that the fluent pronunciation could be heard for each word or phrase. There are over 900 words and phrases in the app, and it is used in KTCEA's curriculum to teach *nîhiyâwîwin*.

KTCEA Elders Speak went viral, reaching over 60,000 page interactions and news media attention. We are so thankful for KTC Elders providing their voices and knowledge.

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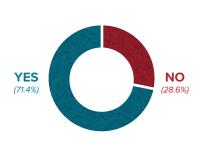
nîhiyawîwin kâ-kîsi kwîcihkîmohk

CREE LANGUAGE SURVEY RESULTS 447 responses





DO YOU UNDERSTAND CREE?



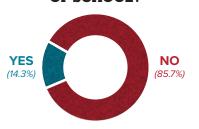
DO YOU UNDERSTAND CREE, BUT DON'T SPEAK IT?



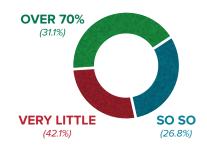
DO YOUR PARENTS SPEAK CREE?



DO YOUR FRIENDS SPEAK CREE OUTSIDE OF SCHOOL?



HOW MUCH IS CREE USED AT YOUR HOME?



Please go to **www.ktcea.ca** or search "KTCEA Elders Speak" to download the app.

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nîhiyawîwin kâ-kwîcihkîmohk tânisîsi îsi apacihtâhk

CREE LANGUAGE SURVEY

A Cree language survey was conducted to understand levels of written and spoken proficiency both at school and in the home. The results from the survey are informing language programming.





Sakâwi-pimâcihowin Land-Based Learning

KTCEA provides land-based learning programs and outdoor educational experiences that incorporate and transfer *nîhiyâwîwin* language, beliefs, attitudes, and skills.

Results:

The knowledge of Elders and knowledge keepers in our Elders Advisory Group was key to the development of the program. Two Elders from each of the KTC member Nations were appointed to provide guidance to the program, with support and expertise from the Cree Language Specialist and the Land-Based Learning and Curriculum Specialist.

In 2019-2020, land-based learning opportunities were offered to all students from grades 4-12. Seven Land-Based Learning Camps were held before in-person classes were suspended due to COVID-19.

Elders and knowledge keepers were brought to the schools to teach traditional skills such as drum making, hand games, moose hide preparation, arts and crafts, storytelling, and fish preparation. Some of the teachings at the camp included dog care and dog sledding, ice fishing, snowshoeing, community leadership and governance, traditional meal preparation, trapping and skinning, and hunting skills.

Land-Based Learning also took place at the schools and in the communities. Elders and knowledge keepers were brought to the schools to teach traditional skills such as drum making, hand games, moose hide preparation, arts and crafts, storytelling, and fish preparation. These teachings are all linked to specific curricular outcomes in Provincial Programs of Studies.





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GRADUATION RATES

KTCEA is committed to improving graduation rates and to ensuring students are prepared to make well-informed decisions and are excited about their futures.

Results:

12 Students graduated from high school in 2019-2020. This was an increase from 2018-2019 where we had 10 students graduate. It is important to note that these students persevered despite all the barriers they experienced with COVID-19.

How we are improving:

A Career Counsellor Specialist provided support to grades 7-12 students to prepare them for high school completion as well as for employment opportunities, post-secondary, trade programs, and other lifelong learning opportunities.

myBlueprint is a software program that was launched this year. It is a platform that allows students to actively learn about their interests, skills, and strengths and build a path toward graduation and beyond.

Knowledge and Employability programs were also offered to provide students with hands-on experience to enter into employment or continue their education.

To assist students to uncover their interests and understand post-secondary possibilities, campus tours to University of Alberta and Southern Alberta Institute for Technology campuses were provided. A total of 61 students participated in these campus tours.

A Career Counsellor Specialist provided support to grades 7-12 students to prepare them for high school completion as well as for employment opportunities, post-secondary, trade programs, and other lifelong learning opportunities.







20%

Grade 1 students reading at a higher level

Jriran Jriran ayamihcikîwin mîna akihtâsowin LITERACY AND NUMERACY

Strong literacy and numeracy skills are a foundation for all students to succeed at school and in their lives.

Results:

In 2019, KTCEA saw a 20% increase in grade 1 students reading at a higher level compared to 2018. There was a 7% increase of grade 1 students reading at grade level. There was an 8% decrease in students reading 3-4 levels below level. There was a 5% decrease in students reading 1-2 levels below level.

How we are improving this:

KTCEA has a Literacy Specialist and a Numeracy & Science Specialist dedicated to assisting all teachers apply innovative strategies in the classroom to increase literacy and numeracy at all grade levels.

Reading initiatives through Canadian Children's Book Centre and the Frontier College Summer Literacy Camps provided opportunities for students to improve their reading skills and develop a love for reading. A total of 180 children from KTC communities participated in the 2019 summer literacy camps.

KTCEA schools adopted and provided training to teachers on Stemscope - a digital platform for teaching Science across grades K-9.

A Professional Learning Community (PLC) was established with teachers from across all KTCEA schools to develop innovative reading strategies. Professional development opportunities, such as Handwriting Without Tears, were provided for teachers.

KTCEA schools adopted and provided training to teachers on *Stemscope* - a digital platform for teaching Science across grades K-9. *Mathletics* was brought into the classroom as a learning tool to help make learning math fun.





ôskî okiskinohamowâkanak kiskinohamâkosôwin

EARLY LEARNING

Early Learning provides learning experiences that meet the diverse needs of children and promote a positive attitude toward lifelong learning. Starting school early increases students' chances of succeeding.



How we are improving:

KTCEA supports early learning by offering K4 and K5 school-based educational programming.

In 2019-2020, KTCEA began discussions with member First Nations and started planning for the expansion of full day K-4 programming at all schools. Led by an Early Learning Specialist, planning for the program included developing a K4 curriculum strongly grounded in *nîhiyâwîwin* language and ways of knowing, identifying dedicated space in each of the schools as well as purchasing resources, furniture, and materials needed for the program to be ready for implementation in 2020-2021.



>> ספיסרקיף > באיםְלעים

okiskinohamawâkanak o-miyoskôyowin

STUDENT NUTRITION

Students who have access to healthy foods are better prepared to learn and have fewer absences which allows them to reach their potential. This is why our students are provided healthy snacks and a nutritious lunch every school day.

What we accomplished:

KTCEA is the first school authority in Alberta to receive a certificate from Health Canada to serve traditional meals to students. Traditionally harvested foods are served at least once every month. The menu for KTCEA schools also aims to increase the use of fresh foods and reduce the use of processed foods.





KTCEA has also taken over transporting foods to all its schools. A refrigerated truck was purchased and is reducing the high costs typically associated with food delivery in northern and remote communities. This is also providing our schools with a more reliable source of fresh foods.

TC∇·Δ·° ΔΥ"Γ**9Δ·α** mîtawîwin isîhcikîwina

SPORTS PROGRAMS

School sport strengthens the education of students and is an extension of the classroom. The availability of sports programs improves school attendance for some students.

What we accomplished:



We learned that sports can be an important doorway for parents to be engaged in school.

In 2019-2020, KTCEA offered sporting activities within the school and participated in sporting competitions and tournaments with other schools regionally, nationally, and internationally. These activities were led by the Sports Coordinator who works closely with Sports representatives at each of the schools to develop sports and recreational programs. Access to sports is helping students make healthier lifestyle choices.

This year, KTCEA students qualified for the Arctic Winter Games, Alberta Indigenous Games, Team Alberta Midget National Hockey Tournament, North American Indigenous Games, and the Las Vegas Invitational Classic Championship 3-on-3 Basketball National Tournament. KTCEA students also attended an Olympic Qualifier 3-on-3 basketball tournament for the 2020 Olympic Games.

We learned that sports can be an important doorway for parents to be engaged in school. We know this because of the growing numbers of parents attending events and actively participating on the KTCEA Sports Facebook page.





kâ-waskawîstamihk kâh kiskinohamâtôwina **ROBOTICS**

Programs such as robotics provide students with opportunities to learn and explore science, technology, engineering, and math concepts. They also help develop creativity, problem solving, and team building skills. These skills are essential for student success, no matter what path students choose to pursue.

KTCEA wants to ensure that these unique opportunities are provided to our students to help them find their strengths and passions.

What we accomplished:

Robotics equipment and supplies were purchased this year to support our ability to offer high quality robotics programming. Led by a Career and Technology Studies Specialist, 15 students completed and received credit for a Robotics course (ELT-1130) offered at a Robotics Camp this year. Student evaluations revealed a strong interest in robotics because they provide a way to learn essential concepts through approaches that are hands-on and team-based.

שישפים ל ישפיף שישפים

okiskinohamwâkanak sîtoskâkîwina

STUDENT SUPPORTS

KTCEA is committed to providing high-quality supports for inclusive education programming to support all children and students. Children have a wide range of learning needs and we recognize the necessity of providing programs and services for students with unique, diverse, and complex learning needs.



Led by a Career and Technology Studies Specialist, 15 students completed and received credit for a Robotics course (ELT-1130) offered at a Robotics Camp this year.





What we provided:

KTCEA employed a full-time Speech and Language Pathologist in 2019-2020. This is significant, as Speech and Language Pathologist services are difficult to access, particularly in remote communities. KTCEA also hired 6 community members to be Speech and Language Assistants.

Occupational Therapists and Physical Therapists visited each of the schools monthly. School-based Mental Health Therapists provided support in the classroom and implemented programs like Zones of Regulation. Each school was equipped with a play therapy room where trained mental health professionals worked with students individually. Individual counselling sessions included play therapy, sandplay, expressive arts therapy, or a wide range of talk-based therapy. Topics covered in these small student groups included anxiety/depression, grief/loss, divorce/separation, healthy relationships, and social skills.



KTCEA provided desks, communication tools, exercise equipment, fine and gross motor development equipment, sensory equipment, and specialized consults for parents.

When in-person classes were stopped in March 2020, short videos for students were produced and posted on the KTCEA Facebook site to foster connection and mental wellbeing.

Students engaged in activities such as grooming, feeding, and leading a horse while being supported by a trained counselor and expert horseman.

T°C∩° b vibL9′ PC Vv"b">V·′ mistatim kâ-nîsôhkamâkît kita înîhkahiwît EQUINE ASSISTED LEARNING

Animals can offer an extraordinary amount of emotional support and can be used therapeutically to help students. Equine Assisted Learning (EAL) is a mental health intervention facilitated by a trained counselor. EAL helps students build confidence and coping skills and address trauma, stress, and emotional control.





What we provided:

KTCEA is proud to offer EAL for students. In 2019-2020, all students who attended land-based learning camps participate in EAL. Students engaged in activities such as grooming, feeding, and leading a horse while being supported by a trained counselor and expert horseman. Many students responded well to this type of mental health support. As a result of the success of the program, we have expanded the EAL program to be an option for school based interventions. 91 students participated in EAL at their school sites last year.

▶ P^P♪"' へしづ・b a ` ▶ P^P ト" 亡 d ん 4 △・ okiskinohamawâkanak o-kiskîyihtâkosowinowâw Student Data

Student Information Systems (SIS) store and track all student information, including grades, attendance records, and more. SIS is used by principals, teachers, students, and parents to communicate all relevant information pertaining to a student's schooling. KTCEA uses *PowerSchool* for its SIS.

How we are improving:

In 2019-2020, KTCEA brought together student information from all six schools into one consolidated database within *PowerSchool*. This database will help us better understand the academic needs of our students so that we can better respond to those needs.

PowerSchool will also help us consistently manage and monitor instruction, grading, attendance, assessment, special education and student registration across all schools. The database also helps us communicate with Alberta Education on things like diploma exam registration and post secondary application systems.

Intensive training was provided to administrators and teachers to effectively use *PowerSchool*, which has greatly increased our organizational capacity in the collection, management and reporting of student information.



In 2019-2020, KTCEA brought together student information from all six schools into one consolidated database within PowerSchool.

BOARD PRIORITY #2





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GOVERNANCE

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OUR GOAL

okimawapiwin/kaskihtawin. An effectively managed and governed education authority.

Community and Parent Engagement

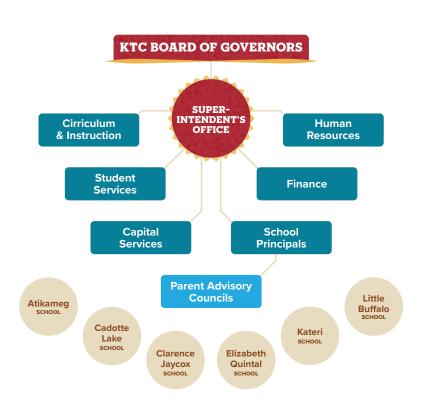
Providing parents and community a voice is a priority for KTCEA. An open line of communication with the community allows us to understand and be more responsive to the needs of students and the communities in which they live.

How we are improving this:

In 2019, KTCEA held community engagement sessions at each of the schools from November 18 - December 9. Specialists and service providers set up booths to share information with community members and answer questions. 284 individuals participated in these sessions.

Throughout the year, the Community, Parent, and Elder Engagement Coordinator, who is fluent in Cree, engaged informally with community members and Elders in-person to answer questions, explain KTCEA's programs and services, and to hear feedback on how we can improve the way we provide education to their children.

Parent Advisory Circles (PAC) were established in each school this year to engage in broader conversations about school success for all students.





Each PAC provides advice, information and support to the school Principal to ensure they are well informed in providing effective and efficient governance, leadership, and management.

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kâ-sikotahkamikahk kâ-kwayâci wawestamihk Emergency Preparedness and COVID-19

KTCEA is committed to ensuring the safety of students, staff, communities, and property while providing continuous, high-quality educational services.

How we are improving:

This year, a Health and Safety Coordinator position was hired in order to ensure a safe and healthy environment is created and maintained for all students and staff.

A Business Continuity Plan was developed to help mitigate, prepare for, and recover from a broad range of situations and hazards that might cause a disruption to operations. The development of this plan meant we were better prepared to respond to the pandemic when it was declared in March.

KTC communities are unique from other communities in the province when it comes to the risks for serious illness due to COVID-19. For this reason, our Board made the decision to close schools sooner than provincial school authorities.

The development of this plan meant we were better prepared to respond to the pandemic when it was declared in March.



A COVID-19 Leadership Response Team was established in March 2019. The team oversaw the development of the Education Continuity Plan to ensure that learning could continue remotely for the remainder of the school year.

A significant amount of human and financial resources were spent planning for the 2020-2021 School Restart. We worked closely with Environmental Health Officers from Indigenous Services Canada, First Nations Health Directors, KTC Health, and Directors of Emergency Management from each of our member Nations on the development of guidelines which had multiple layers of health and safety measures.

We procured all the necessary supplies and hired additional staff needed to meet the additional safety measures that were required to be in place as outlined in the KTCEA 2020-2021 School Restart Plan. Click here for the KTCEA Restart Plan.

KTCEA is responsible for ensuring effective and efficient stewardship and planning of its financial and capital assets for the provision of K-12 education services.

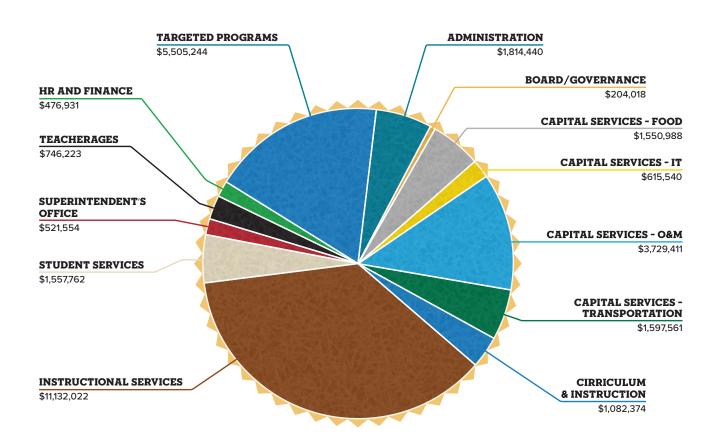
KTCEA is responsible for ensuring effective and efficient stewardship and planning of its financial and capital assets for the provision of K-12 education services.

What we accomplished this year:

As a new Education Authority, KTCEA worked with a firm this year to develop a plan to improve operational financial efficiencies and enhance internal financial capacity. The plan is laid out in three phases and will help build a solid foundation for the Financial Services Department, including development of policies and procedures, training and capacity building, management of the school finance management software, streamlining the budget management process and improving purchasing processes.

Comprehensive feasibility and facility studies were conducted for all KTCEA teacherages and at Atikameg School, Clarence Jaycox School, Cadotte Lake School and Little Buffalo School. Detailed assessment reports have been submitted to Indigenous Services Canada and will inform long-term and multi-year capital plans for KTCEA to ensure the schools and teacherages are safe and effective for the next 10-20 years.

KTCEA EXPENSES BY DEPARTMENT, 2019-2020 YEAR



KTCEA Consolidated Budget

The KTCEA Consolidated Budget represents the overall expenses in 2019-2020 by categories. The expenditures for 2019-2020 totaled \$30,534,064.81

KTCEA 2019-2020 Audit

KTCEA's 2019-2020 Audit can be found on our website at ktcea.ca

BOARD PRIORITY #3





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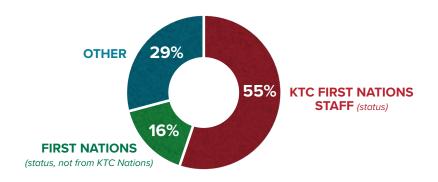
STAFF RETENTION

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OUR GOAL

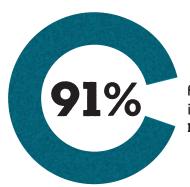
okimawapiwin/kaskihtawin awîyak kanakateyimiht. An organization staffed by well-trained KTC First Nations members - while attracting and retaining the best.

Results:

In 2019-2020, 71% of all KTCEA staff were First Nations (Status), with 55% of staff being from KTC Nations.



In 2019-2020, KTCEA celebrated a 91% retention rate at the end of June for teaching staff. The retention of staff improved significantly compared to previous years: 72% in 2018-2019 and 38% in 2017-2018.



PI% Δ C" \supset \dot{b} Γ C \dot{L} · Ω \dot{c} " \dot{b} ·° itahto kâ-micimwâtinâyâhkwâw **RETENTION RATE FOR TEACHING STAFF**



How we are improving this:

A series of professional development opportunities were provided to staff this year to strengthen capacity and improve staff retention. Professional development days were formally scheduled within the School Calendar and occurred 3 times in the year. In February, professional development focused on Inclusive Education, with the theme of Inclusive Education week being "We are All Related".

A key objective of KTCEA is ensuring staff are knowledgeable of nîhiyâwîwin. Induction for new staff took place at the mihkowapikwaniy Camp - Lubicon Lake Band. New staff learned about KTCEA's culture, mission, vision, and values.

A number of Professional Learning Communities (PLCs) were established to share inclusive and promising best practices, and to support growth for teaching staff. PLCs are grouped by grade levels and program areas such as Cree language, Land Based Learning and Literacy.

KTCEA recognizes that over the long-term, one of the most effective strategies for retaining qualified staff in our remote communities revolves around "building capacity from within". KTCEA developed a partnership with the University of Alberta Masters Degree in Educational Studies (MES) program. 17 KTCEA employees enrolled in MES in 2019-2020. KTCEA also explored partnerships with a number of academic institutions for the Indigenous Teacher Education Program, with the intent to have a cohort in place in 2020-2021.

KTCEA recognizes that over the long-term, one of the most effective strategies for retaining qualified staff in our remote communities revolves around "building capacity from within".

BOARD PRIORITY #4





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ASSETS

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OUR GOAL

่ง ∇· ๖๖๓๖๔๋เ๋๖๒๎เ๐ ⊳ฅ๓ฅ๒๓๘ งกาง ๖๐๖๑๔ํ 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.

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kâ-paskwatinâk-namîkos nistamîmâkanak oskî kiskinohamâtôwikamikwa New Peerless Trout First Nation Schools

The construction of Kateri School and Elizabeth Quintal School at Peerless Trout First Nation was completed in 2019-2020. KTCEA worked closely with PTFN to ensure the schools were ready for the 2020-2021 School Year. This included getting all the furniture, fixtures and equipment needed to operate new schools.

With state-of-the-art technology in all rooms and a modern, open layout, students have space to learn and grow. The new schools are set to be a source of pride for the communities and were designed based on the vision of community members.

At 2,662 square meters, the Elizabeth Quintal school at Peerless Lake was designed for kindergarten to grade 8 students. Kateri School measures 5,472 square meters and was designed for kindergarten to grade 12 students. Northern Lakes College will have a wing within the Trout Lake school which will provide students with additional lifelong learning opportunities.





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kiskinohamâtôwikamik mîna okiskinohamâkîw-kamikwa School and Teacherage Improvements

A number of improvements were made to school buildings and teacherages this year:

- A new classroom was added to Little Buffalo School.
- ▶ 2 teacherage units were purchased for Atikameg to be installed for 2020-2021.
- ▶ 13 teacherage units were updated with new flooring, roofs, decks, paint, appliances, furnishings, window coverings and decks.
- Heating, Ventilation, and Air Conditioning Building Maintenance System (HVAC BMS) systems were installed at Cadotte Lake School and Atikameg School.
- ▶ 21 new SMARTboards installed at Atikameg School, Little Buffalo School, Cadotte Lake School, and Clarence Jaycox School.
- ▶ 300 Chromebooks and 200 laptops purchased and sent out to all schools to support the IT Strategy Plan.
- ▶ Flooring replaced in library, workout room, and music room at Atikameg School.
- ▶ **Security cameras** at Clarence Jaycox School were replaced.
- ▶ Hallway lights and ceiling tiles replaced at Cadotte Lake School.
- Internet services extended to teacherages at Clarence Jaycox School, Atikameg School, Cadotte Lake School, and Little Buffalo School.



13 teacherage units were updated

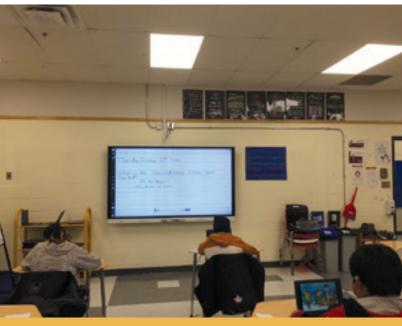


300 Chromebooks and 200 laptops purchased



Security cameras replaced





KTCEA is committed to high-quality learning, teaching, and working environments using technology to support quality learning and teaching.

How we are accomplishing this:

2019-2020 was a year of learning how to fully integrate technology with education, as all learning and teaching became remote. Each student was loaned a laptop or Chromebook to be able to connect to their classes while they learned from home. A student-to-device ratio of 1:1 was achieved over the summer for the 2020-2021 School Year.

Each student was loaned a laptop or Chromebook to be able to connect to their classes while they learned from home.

Internet connectivity (bandwidth) continues to be a significant challenge in KTC communities, which creates barriers for students and staff connecting their devices at home. To address this challenge, KTCEA started a program to offer financial support to families to support short term internet connectivity solutions. KTCEA is working with KTC and Indigenous Services Canada on a long term approach to providing equitable broadband to KTC communities.



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awâsis pimohtahâwasowin **Student Transportation**

KTCEA recognizes its responsibility to provide safe, caring, and efficient transportation services for all KTCEA students, staff, and guests.

How we are accomplishing this:

In 2019-2020, 962 students took the bus at 438 bus stops.

KTCEA purchased two used buses and four new buses in 2019-2020.

Routes and ridership for the new school year has been an ongoing conversation since schools shut down due to COVID-19. Safe operations procedures of the school buses have been developed, including orientation for bus drivers on COVID-19 protocols, training on cleaning and disinfecting buses, and equipping buses with cleaning and disinfecting kits.

Transfinder software was purchased this year. The program will help us develop better routing, scheduling and fleet maintenance solutions. Training was provided to bus drivers and other users to prepare for its launch in 2020-2021.

Safe operations procedures of the school buses have been developed, including orientation for bus drivers on COVID-19 protocols, training on cleaning and disinfecting buses, and equipping buses with cleaning and disinfecting kits.

BOARD PRIORITY #5





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PARTNERSHIPS

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OUR GOAL

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KTCEA member First Nations have worked collaboratively for over two decades to provide better education services and opportunities for students. A number of important partnerships and agreements were established over the past eight years that enabled KTC First Nations to begin moving forward with the vision of a single education authority that would provide high-quality education to KTC students.

How we are improving effective supports to students through partnerships:

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kîwîtino-askiy kiskinohamâtôwíkamikwa Northland School Division

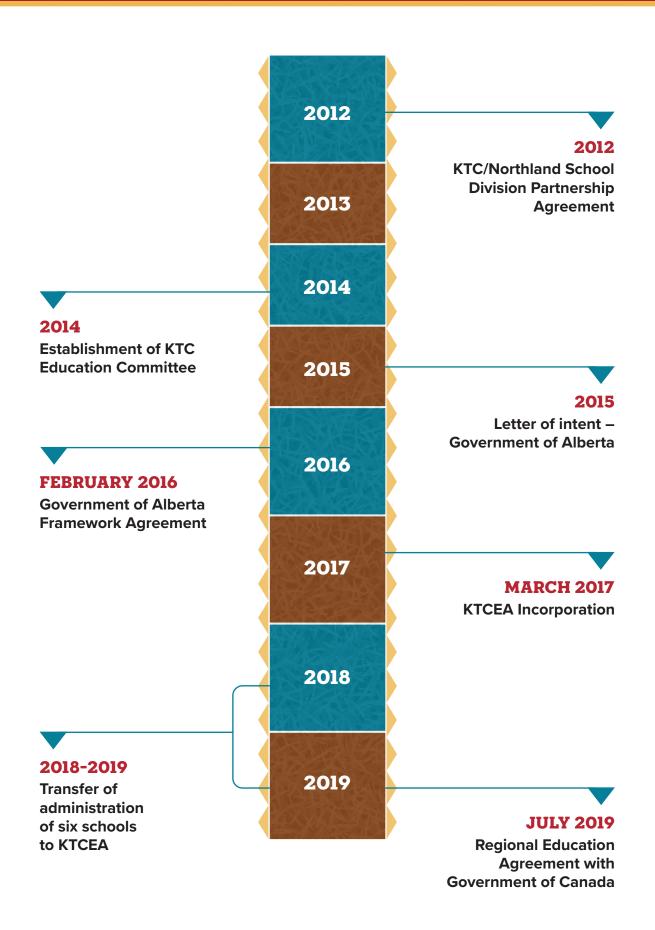
In 2012, KTC and Northland School Division (NSD) signed a Partnership Agreement to improve educational opportunities and outcomes for KTC students. Through the Partnership Agreement, KTC and NSD collaborated on a number of initiatives including improving wraparound services for students and improving completion rates.

In 2019-2020 KTCEA and NSD partnered on a Cree language initiative that resulted in the development of Cree language blocks, a classroom resource used to improve language skills for younger students.

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Maskwacîs Education Schools Commission

KTCEA and Maskwacîs Education Schools Commission (MESC) are two of the few regional education authorities who 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 in a number of practical and innovative ways to build their respective education systems.

In 2019-2020, KTCEA and MESC collaborated on a Transportation Study and a Operations and Maintenance Study. Recommendations from this study including proposed funding models were presented to the Government of Canada and are being reviewed.

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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. The agreement also includes in-kind supports from the Ministry of Education to assist with, among other things, KTCEA reporting on student progress.

b rypn' ⊳pL° kâ-misikitit okimâw Government of Canada

In July 2018, 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 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 financial, governance, operational, and overall organizational capacity for new Education Authorities.

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nîkânâpahtamowin **VISION**

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nîhiyaw kiskinohamâkîwin nakacîwin excellence in indigenous education

