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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 kaskihtâtâwâw âhkami kiskinohamowâtâwâw awâsisakahkiyaw ka
yâhkotiyit okiskinohamâwâkosowâhk

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

ninanâskomâwak okiskinohamâkîwak ikwa asci onîkîhikowâwa
âhkami piyitishowâtâwâw kakiskinohamâkosiyit ocawâsimisiwâwa
tahto kîsikwâw

kiyawâw ohci ôma kâkî mâcipayih tâhk KTCEA nitawiyihtamâhk
nîhiyaw kiskinohamâkîwin nakacîwin kiyawâw okiskinohamâwâkanak
kâwî nîkânapiyîk kawî nîkânapiyistamiyîk ôhi isîhcikîwina ôtî nîkân
kîsîtatoskâtinân kawî miyopayîk kakîsîhtâyîk ki kiskinohamâkosowâhk.

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ki-nanâskomitinâwâw,

Chief Ivan Sawan
KTCEA Board Chair



**CHIEF
GLADYS OKEMOW,**
Peerless Trout First Nation



JUDY SINCLAIR,
Councillor,
Peerless Trout First Nation



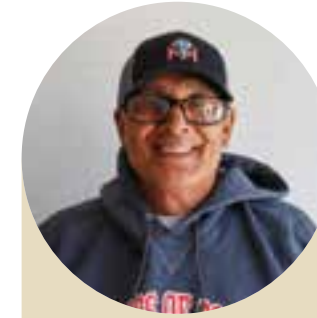
CORRINE ALOOK,
Councillor,
Peerless Trout First Nation



**CHIEF ISAAC
LABOUCAN-AVIROM,**
Woodland Cree First Nation



DEREK AUGER,
Councillor,
Woodland Cree First Nation



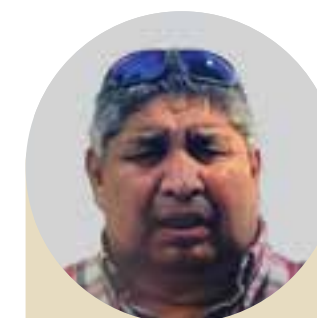
FRANK WHITEHEAD,
Councillor,
Woodland Cree First Nation



CHIEF ALBERT THUNDER,
*Whitefish Lake
First Nation #459*



DARREN AUGER,
Councillor, *Whitefish Lake
First Nation #459*



CLIFFORD LABOUCAN,
Councillor, *Whitefish Lake
First Nation #459*





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mâdawaci kâ-takâhkipayik

2021-2022 HIGHLIGHTS



55 high school students toured **SAIT CAMPUS**

Students **FILMED A DOCUMENTARY** with SAIT instructors



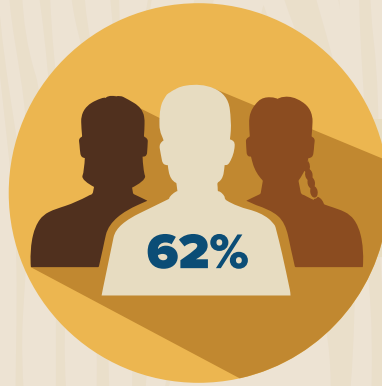
22 HIGH SCHOOL GRADUATES celebrated at in-person ceremonies



NEW KTCEA OUTREACH SCHOOL OPENED; 24 registered students and one graduate in the first year

A CREE LANGUAGE ASSESSMENT PROCESS WAS DEVELOPED; 77 staff volunteered to be assessed for their Cree language fluency





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

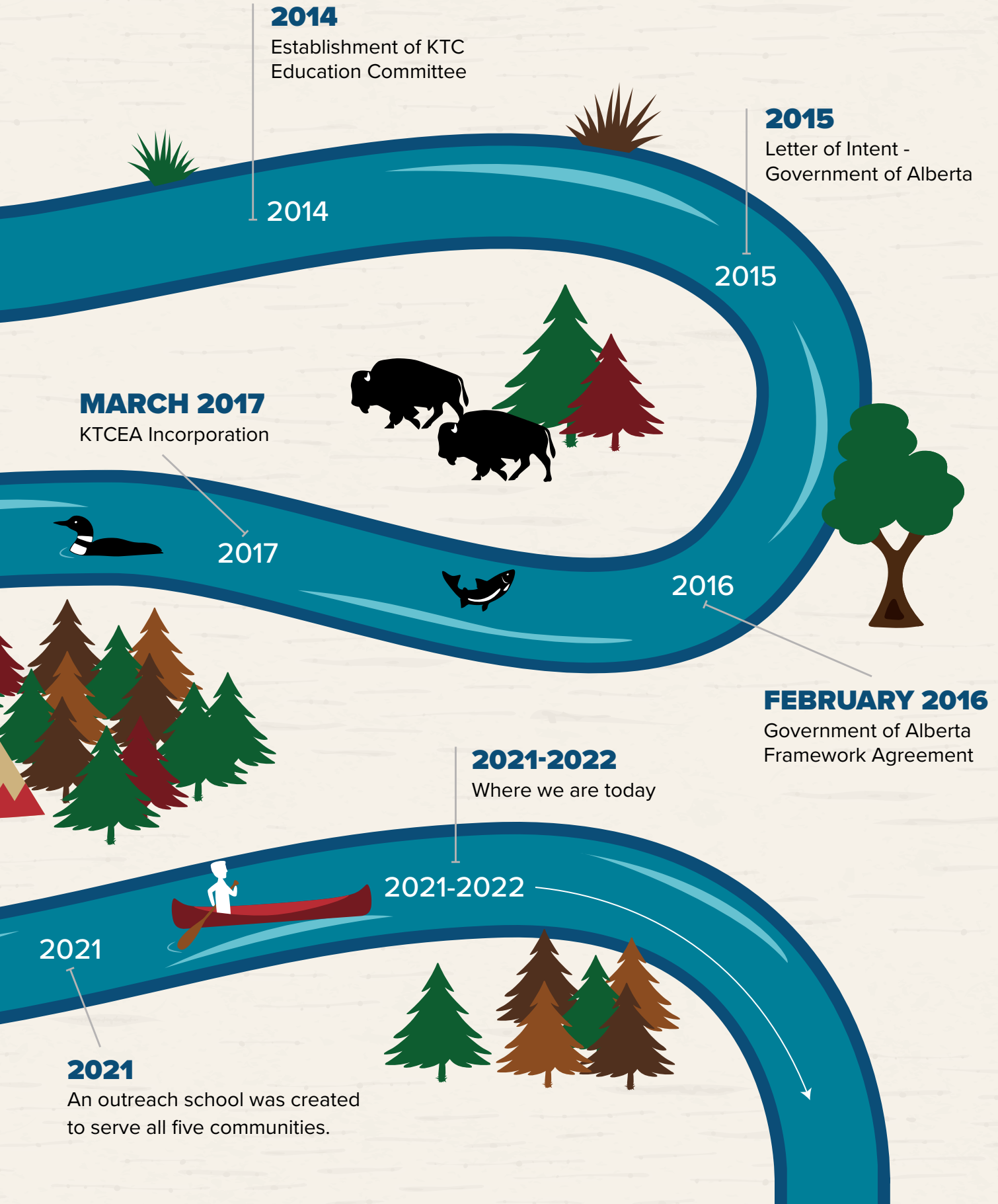


HIGH SCHOOL CTS/SAIT CAMP

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



85% RETENTION RATE for teaching staff





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nîkânâpahtamowin
VISION

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nîhiyaw
kiskinohamâkiwin
nakaciwin
**EXCELLENCE
IN INDIGENOUS
EDUCATION**

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

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nîkânâpahtamowin
VISION

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kîkwây kâ-wî itôtamihk
MISSION

Ni-kistîyimânânak onîkânâpahtamôwinowâw ni-kihtîyayiminânak mîna ni-nîkânîminânak kâ-mâmawinitotwâw tâyiskôc pîyak okimâwîwin kâ-paminamâwâtâw okiskinohamâkosîwinowâw kit-awâsimisinawak. Kiskinohamâkosîwin iyako kâ-wî ôhtisistamawâyahkwâw kâ-wî âsônawâyâyahkwâw aniki ôti-nîkân aniskotâtô-wâhômâkanak.

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

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

Ni-kistakîyîhtînân kâ-misôyâk miyo kiskinohamâkiwin kâ-kwayaskâyâk manâtisôwin, miywâtisowin, sâkihowîwin.

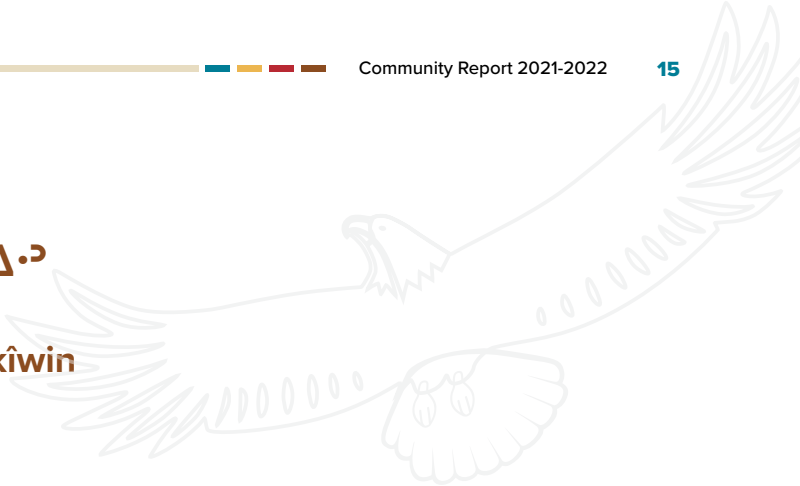
Ki-kiskinohamâtôwikamikonawa âhkami miyo-sîtoskawîwak kahkiyaw okiskinohamawâkana kita miyo sâponahkwâw okiskinohamâkosîwinowâw, tahki kita miyo-nahâyâtâw, mîna kita âhkami kiskinohamâsotwâw/kiskinohamâkositwâw opimâtisôwinowâhk.

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.



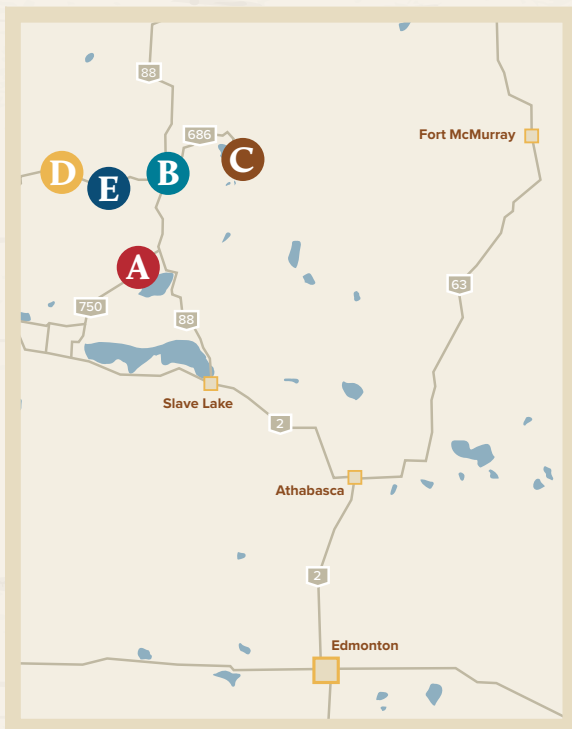
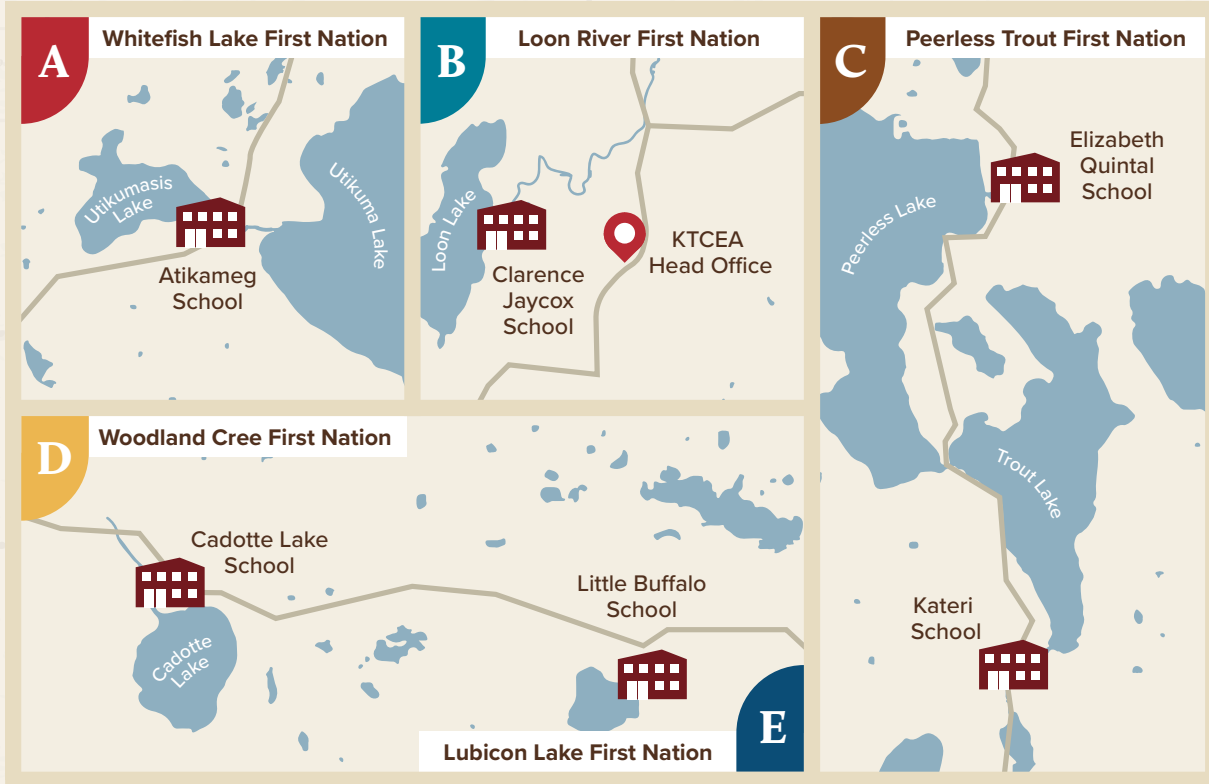


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onîkânîwak ohci kitaskînâhk kiskinohamâkîwin
kâ-wî wiyastâtwâw kâ-wî itôtahkwâw

KTCEA STRATEGIC PLAN







BOARD PRIORITY 1:

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okiskinohamâwâkanak o-miyo
sâponamowin

STUDENT SUCCESS

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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.

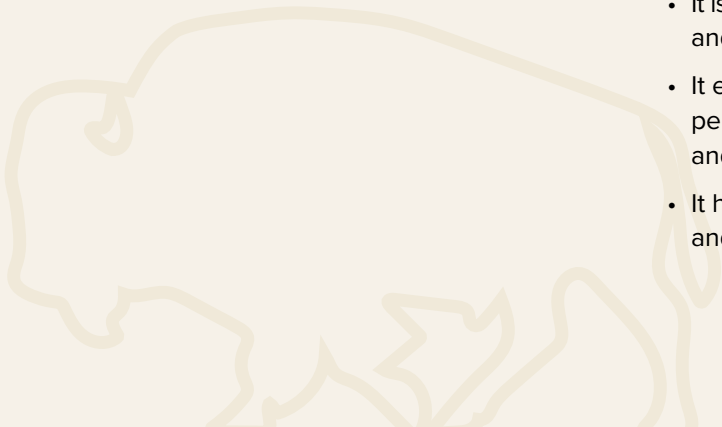
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itî kâ-wî itakohtîyahk

OUR GOAL

σ"Δ↳∇·Δ·◁ nîhiyâwîwin
(being Cree).

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



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.

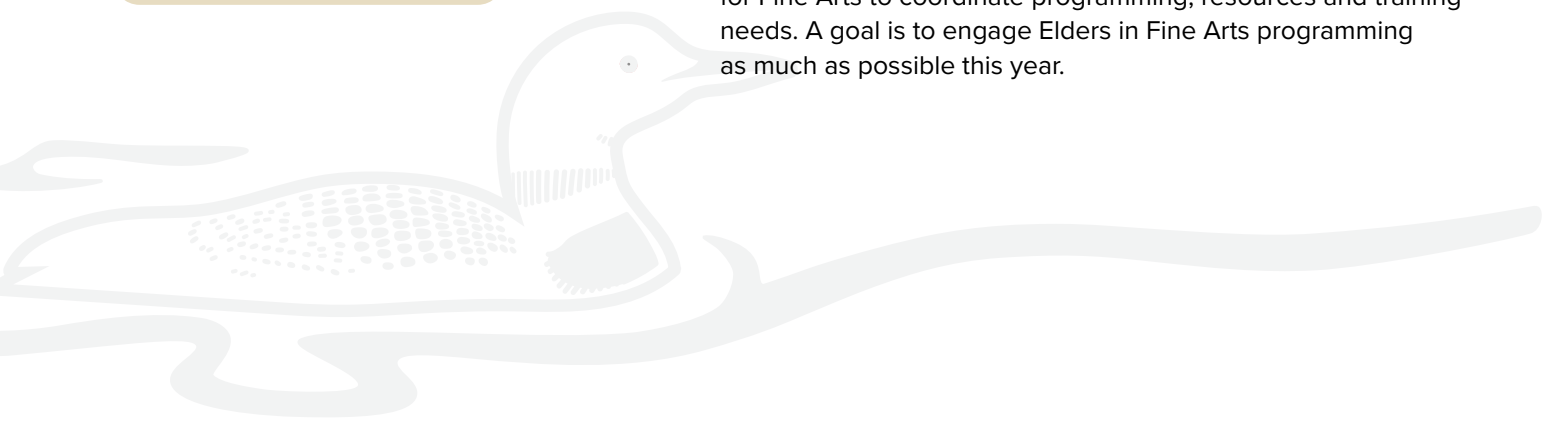


Students **FILMED THEIR OWN DOCUMENTARY** about the camp

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.





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.



Land-based learning was also **INCORPORATED INTO THE KTCEA RADIO** with legends being shared in Cree.





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 ayamihcikiwin 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.



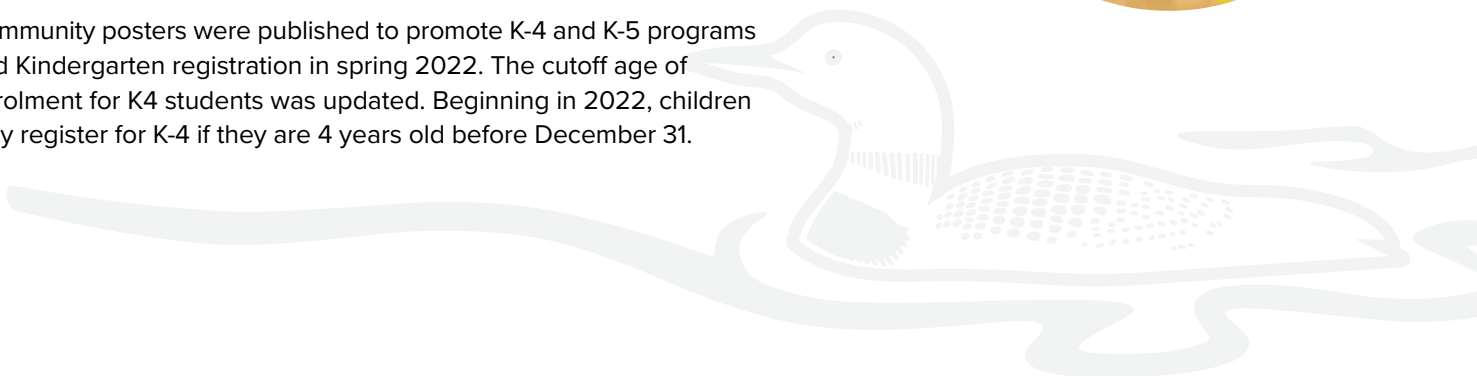
Beginning in 2022, children may register for K-4 if they are **4 YEARS OLD** before **December 31**.

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.





We worked with Inclusive Education coordinators and teachers to **provide IPPs for 187 STUDENTS AND SUPPORT SERVICES for 128 STUDENTS** in our schools.



INDIVIDUALIZED STUDENT SUPPORTS

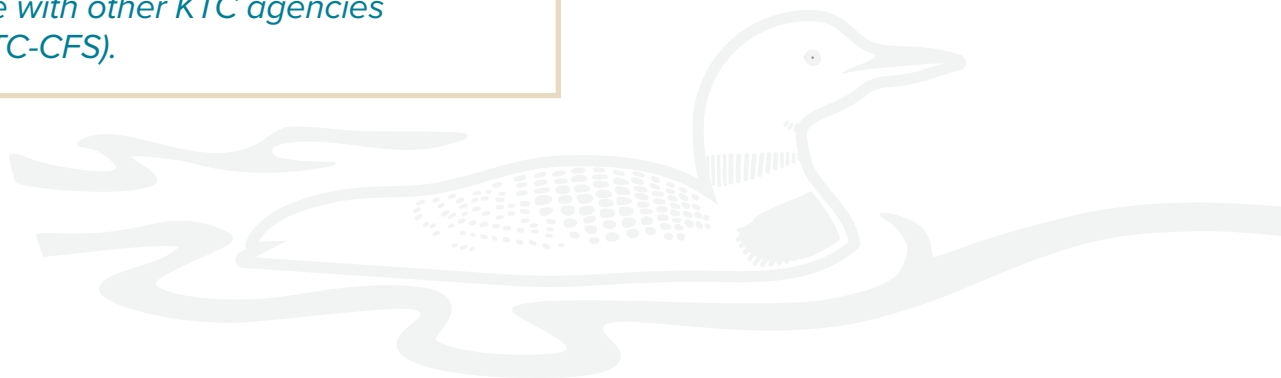
KTCEA continued to provide supports and services to ensure all students are successful and that our schools are inclusive. With individualized supports and services, we are able to help teachers respond to each child's unique, diverse and complex learning needs.

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).



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SPORTS PROGRAMS

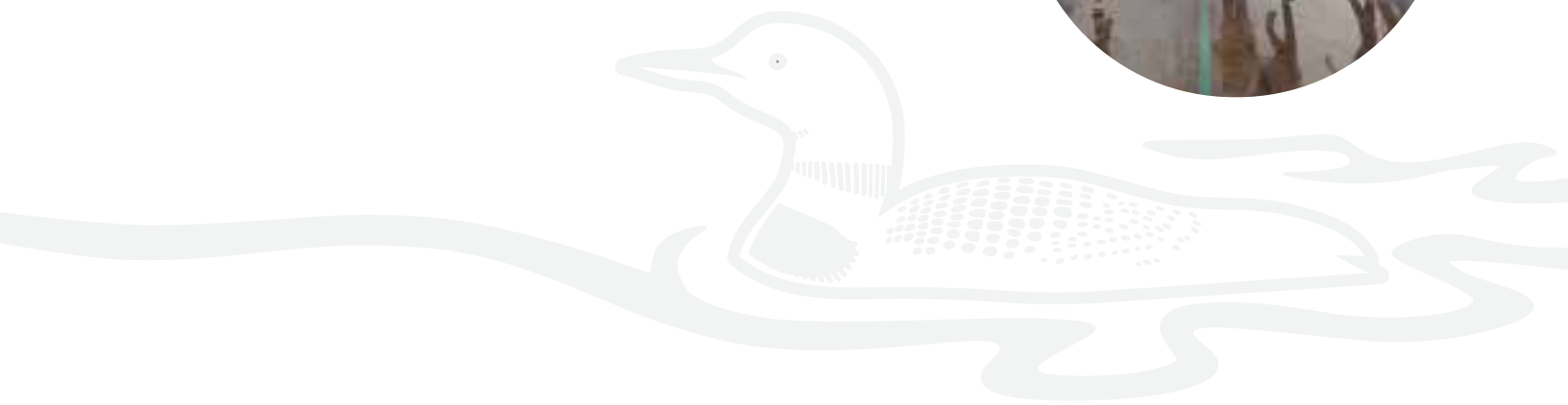
KTCEA Sports helps to improve student engagement and is one of the ways we provide holistic supports and opportunities for our students. Due to another year of the pandemic, and for the health and safety of students and staff, we were not able to run inter-school sports programs in 2021-2022. Our Sports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



SEVERAL COACHING AND REFEREEING CLINICS were held in **spring 2022**.



To encourage leadership in our schools, the first annual **Nikânîwîn Kihciyhtâkosiwin/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.



41 HIGH SCHOOL STUDENTS earned a **combined total of over 145 CTS CREDITS** at the **High School Camp**.



KTCEA also offered **SUMMER TUTORING AND SUMMER SCHOOL CLASSES** for students from each school to help address learning loss during July and August 2022.

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

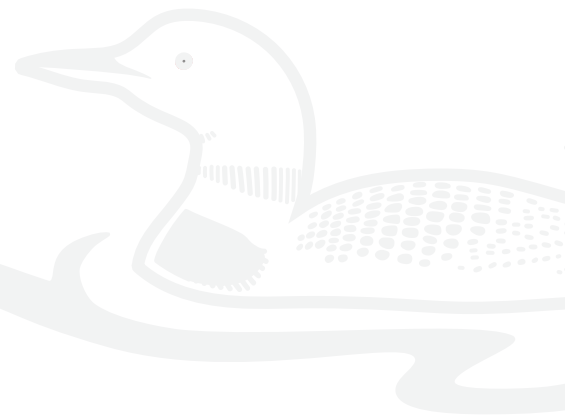
In September 2021, KTCEA launched an Outreach School program which offers courses in an alternative setting for students aged 12 to 21. Providing an outreach program was in response to requests from community and the KTCEA Board of Directors to provide options for students not currently attending school.

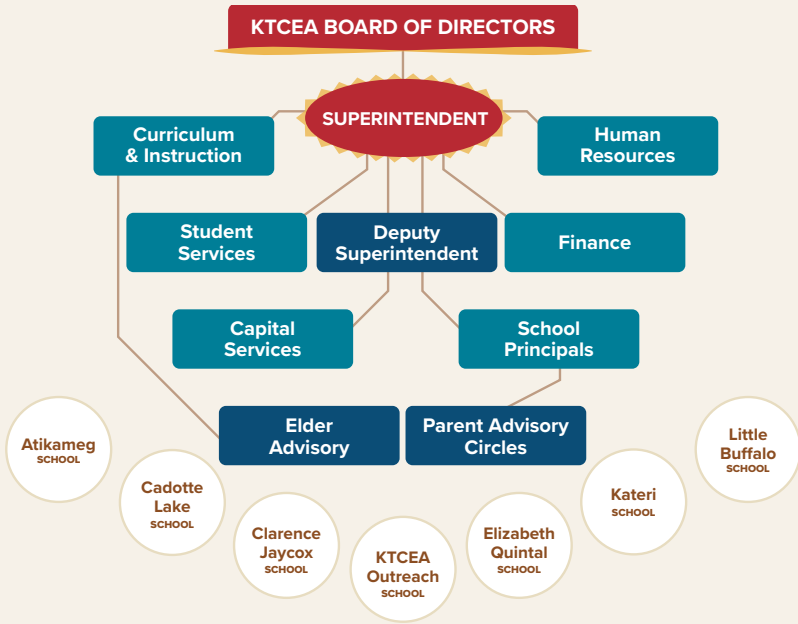
- Outreach provides an alternative option for students to return to school to upgrade their marks, complete high school courses or for those who prefer to attend school outside of a regular school setting.
- This year, the program offered distance learning for students in grades 7-12, or in-person learning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





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 māmawi-ayâwin mîna onîhikwak
 kâ-mâwikamâtotwâw

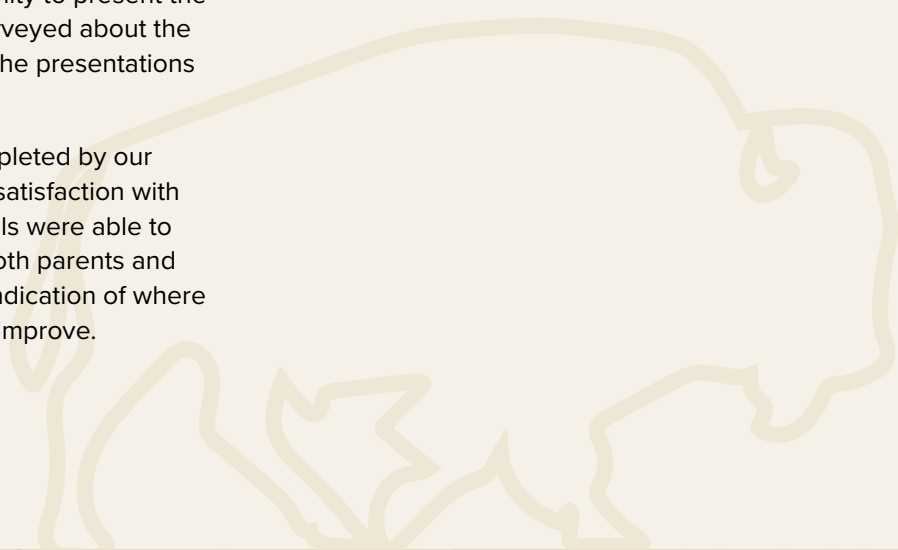
COMMUNITY AND PARENT ENGAGEMENT

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.

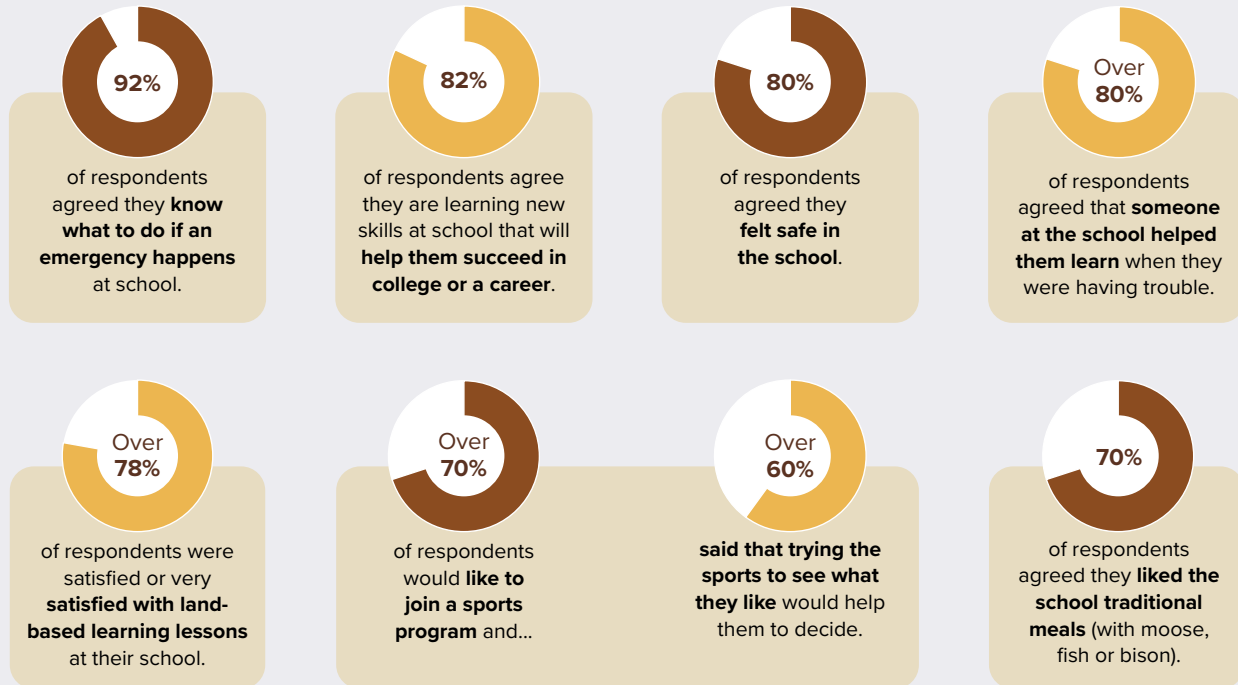
What we accomplished:

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.

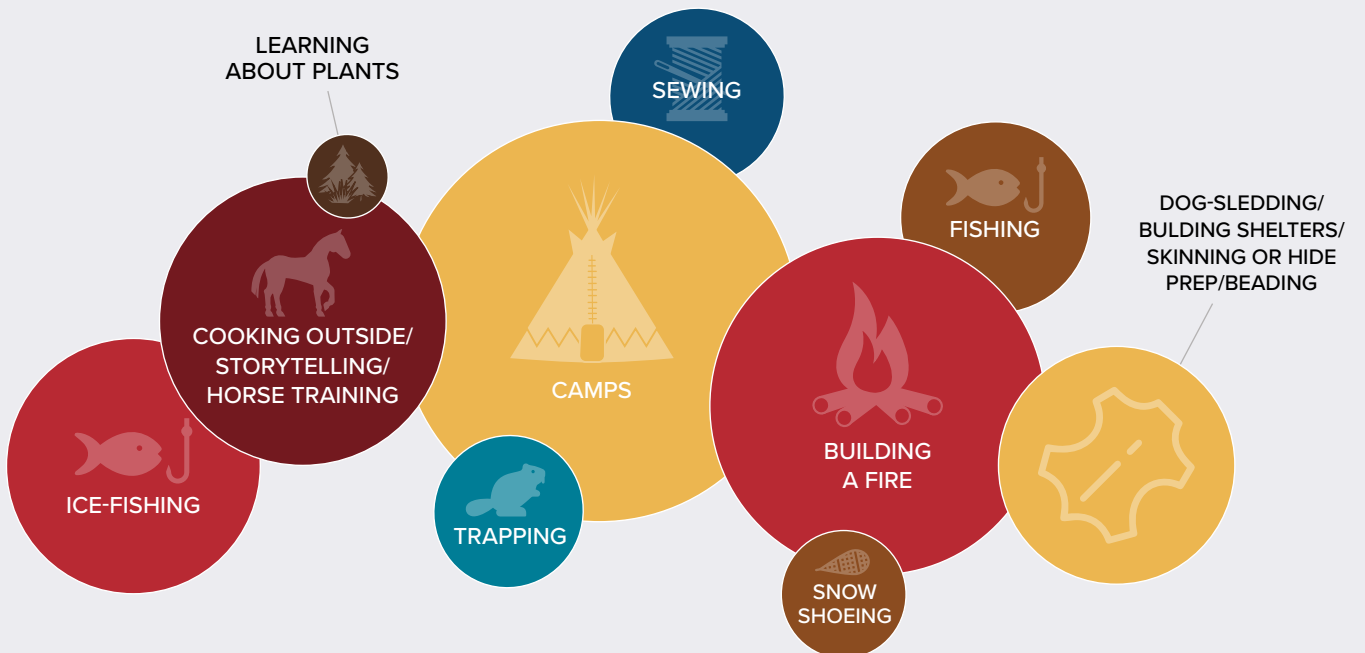
Parent and student satisfaction surveys were completed by our schools in May 2022 to gather information about satisfaction with the programs offered in our schools. Not all schools were able to participate and the response rates were low for both parents and students. Despite this, the responses give 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.



**VIDEOS AND
UPDATES IN CREE**
shared were throughout
the school year on school
Facebook pages and the
KTCEA.ca website.

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sônîyâw kâ-pamihit mîna wiyascikîwina

FINANCIAL AND CAPITAL PLANNING

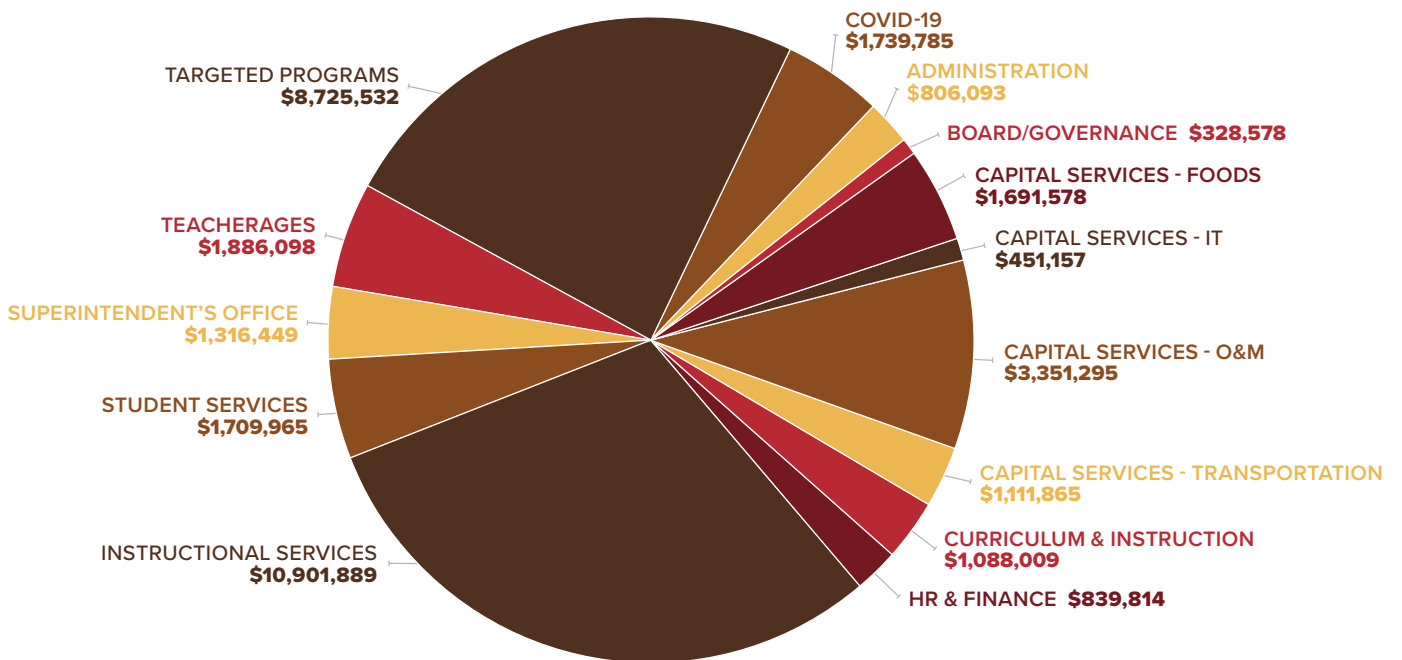
KTCEA is committed to the responsible management, stewardship and planning of all financial and capital assets for the delivery of K-12 education in KTCEA schools. KTCEA provides regular financial updates to the Board of Directors at regular board meetings. The Board of Directors approved the final 2020-2021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

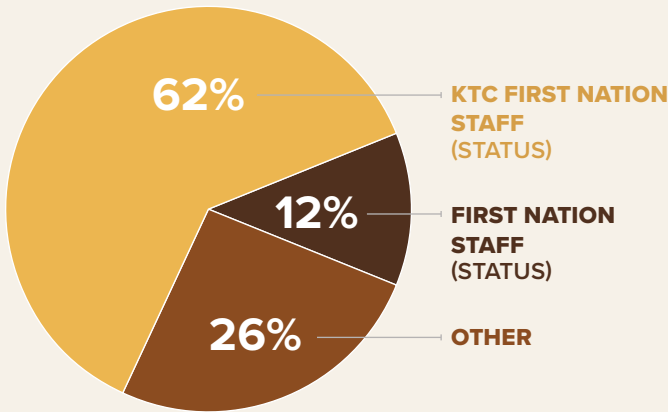
KTCEA Consolidated Budget

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.





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kâ-nitonawihtwâw kita kitinihtwâw
otatoskîwak

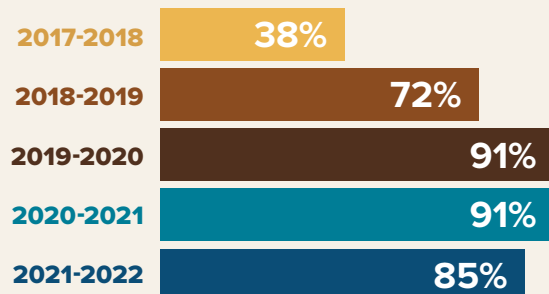
STAFF RETENTION

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





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.



7 staff are registered in the
INDIGENOUS ACCESS
TRANSITION CERTIFICATE with
First Nations University of Canada





BOARD PRIORITY 4:

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itî kâ-wî itakohtîyahk

ASSETS

Ρ^Ρ_δ"ΔLÇΔ·bΓb· Γα Ρ^Ρ_δ"ΔL9Δ·bΓb·
 kiskinohamâtôwikamik mîna okiskinohamâkîw-
 kamikwa

SCHOOL AND TEACHERAGE IMPROVEMENTS

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

ΔU ì ∇. ΔCδ"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.

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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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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