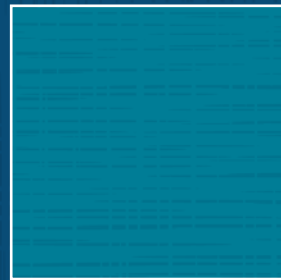




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mâmawi acimostâkîwi masinahikan

Community Report 2022–2023





**Board Priority 2:**

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tânisi,

Nimiwîyih̄tîn tamâmiskôtamân awa kâkimiht nîso kîh̄ci mitâtahtomitanaw nîstanaw nîsosâp iskohk nîso kîh̄ci mitâtahtomitanaw nîstanaw nistosâp mâmawayâwin acimowin Kee Tas Kee Now pîyakôskân wiyasowîwak kiskinohamâkîwin okimâwapiwin.

Niya onîkânapiw ohci Kee Tas Kee Now pîyakôskân wiyasiwîwak kiskinohamâkîwin okimâwapiwin onîkânîwak kâ nîkânîstahkwâw, mitoni nimamih̄cih̄kwak nîkamôstamâkîwin ikwa kâ nôkohtâtâw sôh̄ki atoskîtwâw atoskîyâkanâhk, okiskinohamawâkanâhk, onîkih̄kwak, kihtîyâyak, kiwîciwâkanâhk, ikwa mâmawayâwin ayisîniwak. Kiyawâw ohci kâmiyopayîk kah̄kiyakîkway ôma askiy kâkisitâyahk iwakôh̄ci mitoni tâpwî kitatamih̄inân.

Kâmâmitonîyih̄tamân anih̄i kâsîh̄ki kaskitâyahk pih̄kotâwina ikwa kâyâh̄kohtiyahk ôma otâhk askiy nimamah̄cih̄ikonôma atoskîwin kîtotamahk nîhiyawîwin ikwa sakâw pimâtisiwin. Kimaskawisîwininaw mistahi kitaskinak ikwa pîyakwayak isi poko kipîkiswîwinaw kitacimîwinaw awîna kiyânaw ikwa tânisi kâ isi pimâtisîyahk.



Onîkânîwak kânîkânapitwâw kanawâpahtamwak tânisi takî isi wîyastâhk mâmawac ta îsi miyopayik miyo kiskinohamâkîwin. Kîyâpic nikiskinawâpahtînan̄ anikik kihtîyayak ikwa onîkânîwak kâkî mâmawi kanawâpahtahkwâw ta mâcipayih̄tâhk KeeTas Kee Now piyakôskân wiyasiwîwak kiskinohamâkîwin okimâwapiwin. Kitôtamîwiniwâwa ikwa kitisiyih̄ciwinawa kikanawâpahtînan̄ kakwî mâmawaci kamîywâsik kiskinohamawâkanak ohci.wiyawâw ohci ôtî nîkân.

kinanâskomitinâwâw

**Owiyasiwîw, Darren Auger**

*Kee Tas Kee Now pîyakôskân wiyasiwîwak kiskinohamâkîwin okimâwapiwin opimpayichikiw*



Tan'si

I am pleased to present the 2022–2023 Community Report for Kee Tas Kee Now Tribal Council Education Authority (KTCEA).

As the Chair of the KTCEA Board of Directors, I am extremely proud of the dedication and hard work demonstrated by our staff, students, parents, Elders, partners, and community members. You have played a key role in shaping the successes of this past year. For that, we are truly grateful.

Reflecting on the remarkable achievements and progress made over this past year, I am proud of the work we are doing with nîhiyâwîwin (Cree) language and Land Based Learning. Our strength is the richness of our land and the uniqueness of our language, history, identity, and ways of being.

Our Board of Directors' focus is on creating excellence in Indigenous education. We continue to be guided by the original vision of the Elders and leaders who came together to create KTCEA. Our actions and decisions are centered on what is best for students. They are our future.

ki-nanâskomitinâwâw,



**Councillor Darren Auger**  
*KTCEA Board Chair*





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Tan'si,

Our 2022–2023 KTCEA Community Report highlights the accomplishments of the hard work of our schools, our KTCEA Board of Directors, and KTCEA staff over the past year.

We have witnessed many remarkable moments of triumph and success. Despite many hardships faced such as the pandemic, community tragedies, and several wildfires, our students demonstrated tremendous resilience and determination to learn, adapt, grow, and thrive. They are an inspiration to me personally and to all KTCEA staff.

In the past year, we continued to push forward in accomplishing our Vision: *Excellence in Indigenous Education*. We are pleased to report that we have had 18 Grade 12 graduates this year. Cree language and Land Based Learning continue to be core priorities for KTCEA. We are excited to have an Outreach School Program open in every KTC First Nation and will be offering an Adult Education program in the 2023–2024 School Year.

As the Superintendent, I am committed to our shared Vision and Mission set forth by our Board of Directors, and Elders. Together, we will build a brighter future for our students and the communities we serve.

Ki-nanâskomitinâwâw,



**Dr. Daphne Mai'Stoina**  
*Superintendent*









**DEREK AUGER,**  
Councillor,  
*Woodland Cree First Nation*



**SHAYNE LETENDRE,**  
Councillor,  
*Loon River First Nation*



**VERA LABOUCAN**  
Councillor,  
*Lubicon Lake Band*



**CORRINE ALOOK,**  
Councillor,  
*Peerless Trout First Nation*



**TIMOTHY SAWAN,**  
Councillor,  
*Lubicon Lake Band*



**FRANK WHITEHEAD,**  
Councillor,  
*Woodland Cree First Nation*



**JULIANNE NOSKIYE,**  
Councillor,  
*Peerless Trout First Nation*



**CODY LETENDRE,**  
Councillor,  
*Loon River First Nation*



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

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## māmawaci kâ-takâhkipayik 2022–2023 HIGHLIGHTS



**FIRST ANNUAL KTCEA'S GOT TALENT:** As a part of Inclusive Education Week, KTCEA held a virtual competition for students, and teachers, to showcase their talents. There were over 60 entries with 18 daily prize winners and 4 student grand prize winners.



**IMPROVED IT CONNECTIVITY:** 400MB per second for internet service in KTCEA schools was achieved last year. Improved IT in schools help staff and students access education material more efficiently.



**18 STUDENTS GRADUATED:** We saw 18 students graduate in 2022-23. Enrolment for K4 - Grade 12 is 1,264. Which is an increase from the previous year.

**KTCEA RADIO:** acquisition of the licensing for the radio enable KTCEA radio to not only broadcast online but through 99.9 FM in the Cadotte Lake region. KTCEA acquired the callsign CKTC and radio leads at each of the schools began making school and community based content for the radio.



**MASTERS OF EDUCATION COHORT:** A cohort of nineteen KTCEA employees and KTC Nation members were sponsored to attain their Master of Education degrees at the University of Alberta, who partnered with KTCEA to accommodate this unique group of students, many of whom continued to work with KTCEA while attaining their degrees. This idea for this initiative came from the KTCEA leadership mandate which focuses on developing capacity from within the organization, and from within the KTCEA nations, to better serve the students within the schools. Everyone in the cohort was ultimately successful in the program, with all nineteen receiving their degrees on November 22, 2022. The cohort was honoured during the Awards and Recognition Night during the KTCEA Conference on February 16, 2023.



**KTCEA 2020, 2021 & 2022 GRADUATE CELEBRATION GALA:**

A celebration gala was hosted on November 16, 2022 at Kateri School to recognize the graduates from all KTCEA schools who had graduated during the years affected by the pandemic and school closures. Many of these graduates did not have a normal graduation so a celebration gala was organized to recognize these graduates for their perseverance and achievement.



**FIRST ANNUAL KTCEA CONFERENCE:**

We held our first annual conference “Our Land, Our People” on February 16-17, 2023 in Edmonton. It was a chance for all our staff to be together and join sessions tailored specifically to the needs of our organization. Thanks to the nation leadership, dignitaries, elders, speakers, session presenters, vendors, staff, and attendees who made the two day conference such a success.



**LBL, CTS, AND CTF CAMPS WITH SAIT:**

High schoolers were at Mihkowapikwani camp in Lubicon on October 24, 2022 where they participated in butchery, chef, outdoor cooking, drone, photography, small engines, welding, and fabrication programs. We were joined by the Southern Alberta Institute of Technology instructors who led the instruction of many of the programs. Students earned over 209 credits during the camps.



**FIRST ANNUAL KTCEA SPELLING BEE:** We held the first annual KTCEA Spelling Bee on April 25, 2023 at Atikameg School which was sanctioned by the Spelling Bee of Canada. Students from all KTCEA schools participated with the winners of each category competing in the Spelling Bee of Canada championship in Toronto.

**GRAND OPENING FOR PEERLESS TROUT FIRST NATION SCHOOLS:**

Peerless Trout First Nation held the grand opening of Elizabeth Quintal School and Kateri School on Wednesday, November 16, 2022. We were glad to see our partners, federal and provincial partners, representatives, dignitaries, and everyone who contributed to making the schools attend the grand opening and to celebrate the results of the effort into making these new schools a reality for our students.



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



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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.



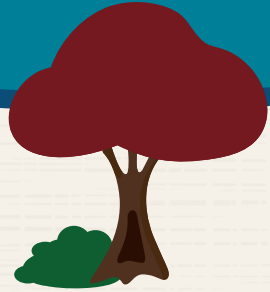


**2012**

KTC/Northland School  
Division Partnership Agreement



2012



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### Journey to a First Nations-led Education System

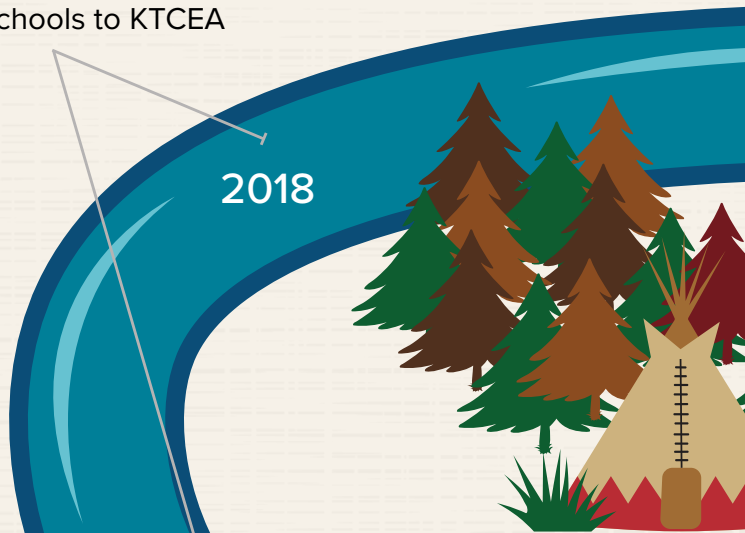
For decades, KTCEA Elders and leaders from Loon River First Nation, Lubicon Lake Band, Peerless Trout First Nation, Whitefish Lake First Nation #459, and Woodland Cree First Nation have had a vision for education: a single education authority to provide education for students from each KTC Nation.

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

**2018–2019**

Transfer of administration  
of six schools to KTCEA

2018

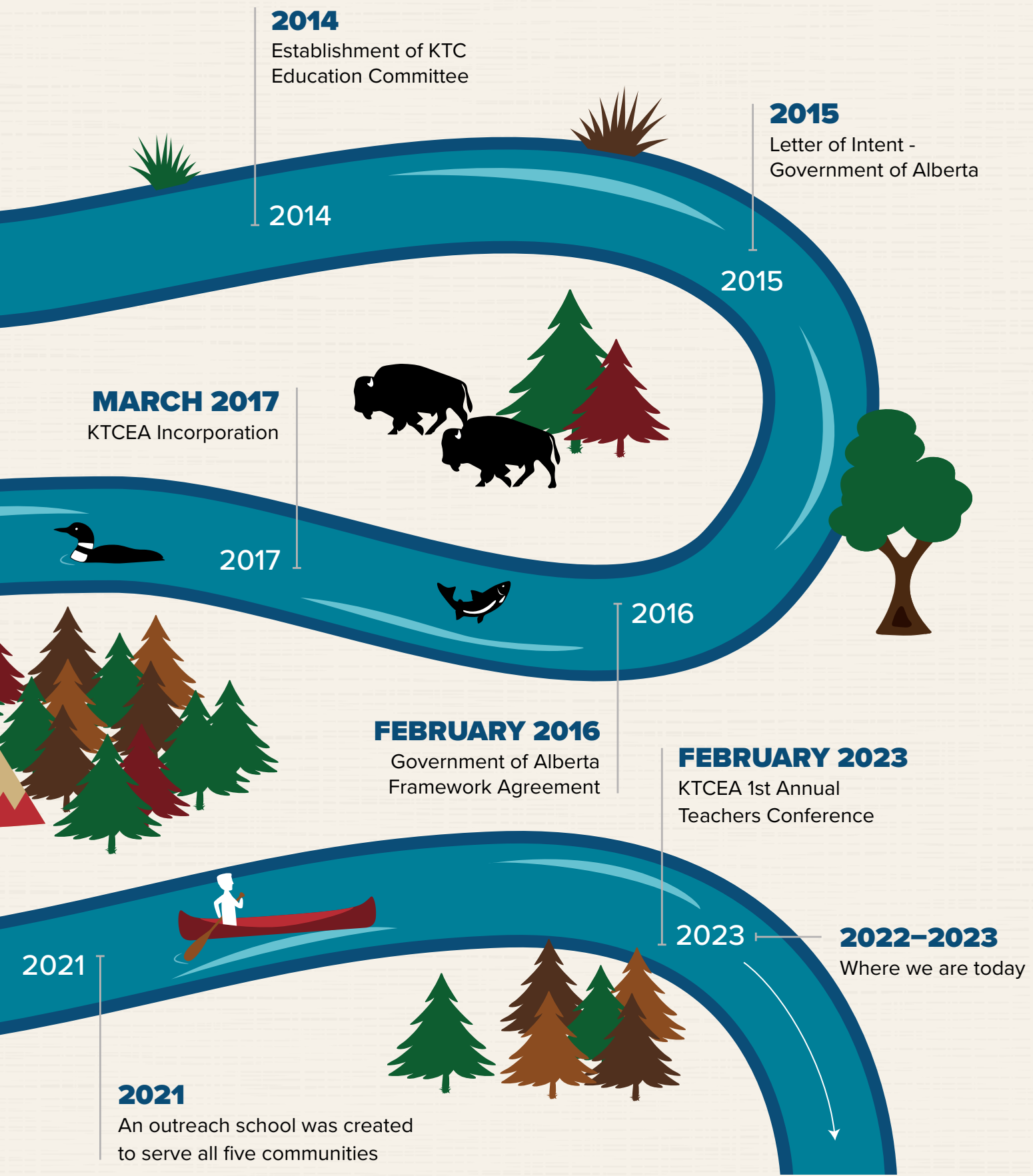


2019

**2019**

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





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nîkânâpahtamowin

Vision



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nîkânâpahtamowin  
**VISION**

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nîhiyaw  
kiskinohamâkîwin  
nakacîwin  
**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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kîkwây kâ-wî itôtamihk

Mission

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

Ki-maskawisîwininaw î-ôhcipayik ita îyikohk kâ-wiyôtisîmakahk kitaskînow, mîna ka-kistîyîhtâkwahk ki-pîkiskwîwininaw, pîci-otâhk ki-pimâcihowinaw, ki-nîhiyâwîwinaw 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 kîkwây kâ-îsi waskawîtotamâhk mîna kâ-îsi kîsîhtamâhk wiyawâw ohci kita îsi miyopayihtamawâyâhkwâw okiskinohamawâkanak.

Ni-kistakîyîhtînân kâ-misôyâk miyo kiskinohamâkîwin 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.









**KTCEA Outreach School:  
7–12**

*Serves students from all  
KTC Nations.*

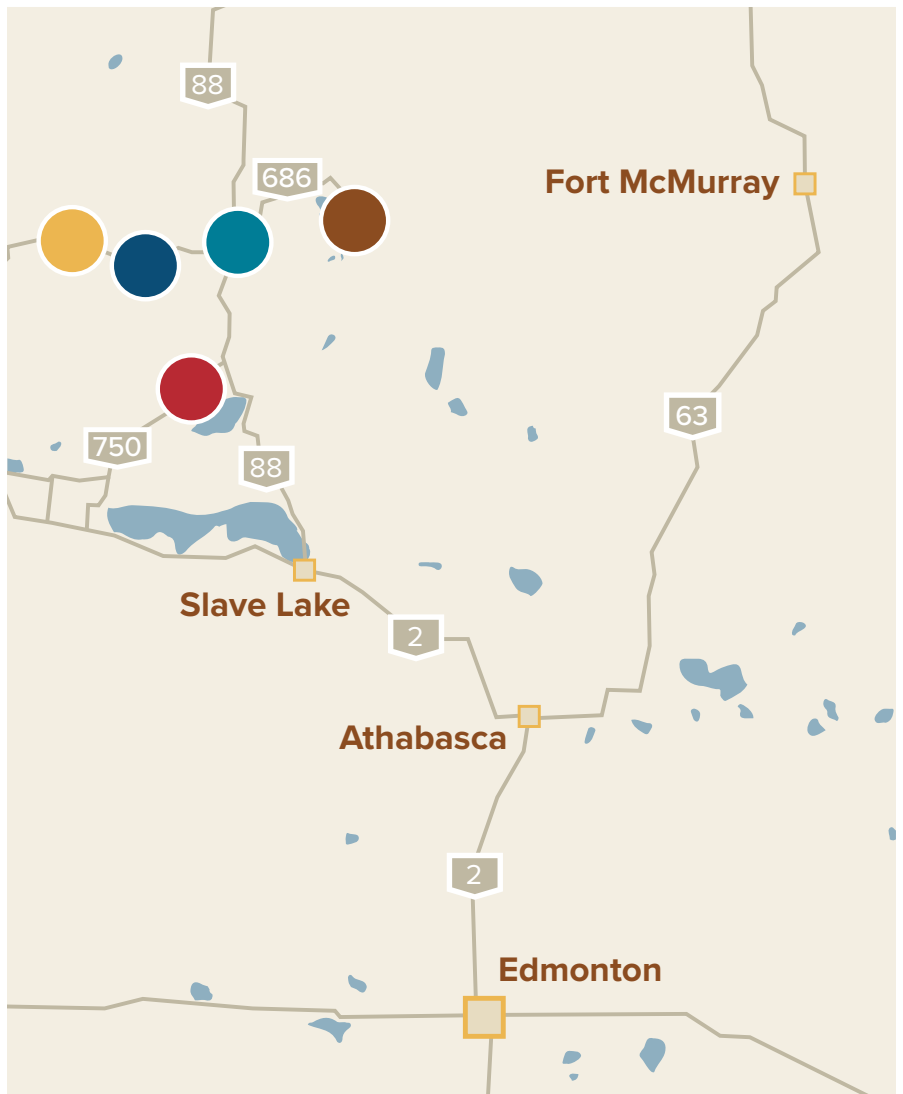
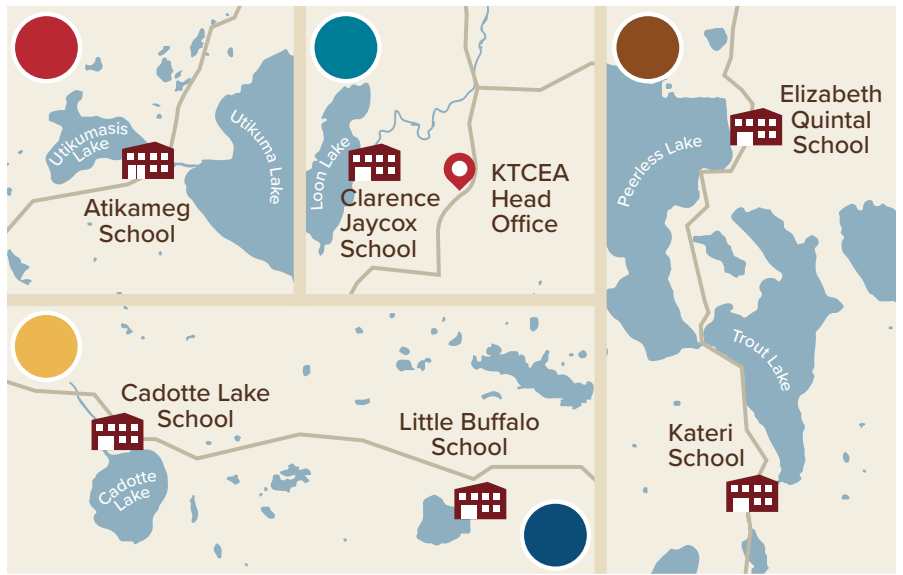
**Total student population:** 80

**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







### 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:

Since the fall of 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.

Ongoing training of 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.

#### *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, and professional development, and to assess CTS/CTF needs.

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 K3 English Language Arts, Math, Physical Education, and Wellness curriculum. Land Based Learning, the Cree language, and Cree ways of knowing and being were the focus of the Elders as they worked through the curriculum with their working groups.



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. KTCEA has its own license and is recognized by the Canadian Radio-television and Telecommunications Commission (CRTC).

A highlight for the year was the LBL CTS CTF Camp with SAIT at the Mihkowapikwaniy Camp at Lubicon Lake Band. From October 24th–28th, 2022, four SAIT instructors came to the CTS Senior High School Camp to teach students, alongside KTCEA CTS lead teachers, Fine Arts specialists, and Elders.

During the week, 65 students participated and earned over a combined total of 209 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.

### Fine Arts

Fine Arts programs like music (guitars), painting, or beading were supported in our schools and as part of Land Based Learning programs. In 2022–2023, 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. Beading was a part of the Grade 3–6 LBL Day Camp in June at the Mihkowapikwaniy Camp at Lubicon Lake Band.



**OVER 209 CREDITS WERE EARNED**  
by high school students during the fall LBL  
CTS CTF High School Camp with SAIT





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 sakâwi-pimâcihowin / askiyîhk kiskinohamâkiwin

**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:**

This year, we held Land Based Learning challenges (animal identification, cooking, fall hunting, stewardship, etc.) for students and community members to complete at home and at school.

In fall 2022, we implemented the 2nd annual 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.

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. In total 60 students participated.



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





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. This allowed for Leads, Cree Teachers, and Elders to support each other and their home school educators, with Land Based Learning activities, as well as the Cree Language. 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.

The Land Based Learning kits developed (Fall 2021), 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. These kits are updated annually via principals’ input and LBL lead in schools.

Each school hosted 2 of their own Land Based Learning Camps for various grades within their community, honoring the uniqueness of each nation.



Land Based Learning was also **INCORPORATED INTO THE KTCEA RADIO** with legends being shared in Cree.





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### Literacy and Numeracy

KTCEA has education specialists in place to help our schools build a solid foundation in literacy, math, and numeracy: reading, writing, speaking, listening, mathematical processes, number sense, spatial concepts, problem-solving, and relating math to real-life situations.

**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 Schools participated in 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.

Pi Week was celebrated in every school and allowed both staff and students to participate in a variety of related (fun) math activities and win prizes. Students were engaged, curious, and excited and we look forward to making Pi Week bigger and better this year.

Numeracy leads helped facilitate the creation of a math resource inventory for each school, creating a school-wide awareness of available resources and helping to identify any areas of need, relative to math supports.

Numeracy and literacy benchmarks were completed for reading, writing, and math in the Fall of 2022 and Spring of 2023. Literacy and numeracy benchmarking resources/kits were provided in every classroom and benchmarking was completed for K9 (math/numeracy for K12).

- 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.

KTCEA continues to use Leveled Literacy Intervention (LLI) in the K-Grade 2 classrooms, along with Numeracy Intervention(s) to support foundational learning skills. Extra staff was hired to support teachers with training, to help students catch up on any learning loss due to COVID-19.





We continued with the **SUMMER READING PROGRAMS** in partnership with United Literacy Program. This was available in 2 communities, with **after school programming coming in the fall 2023 for all KTCEA schools.**

We also started a database to track and analyze literacy and numeracy levels in individual schools, as well as results 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 (including the use of Rubrics) in teaching. School leads for literacy and numeracy helped to identify and 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 and programs (Reading Eggs, Heggerty, Handwriting Without Tears), numeracy programs (Mathletics and Mathseeds), and the use of formative assessment in teaching.

We continued with the Summer reading programs, in partnership with United For Literacy, in July and August 2023. This took place in 2 Nations, with after-school programming scheduled to take place in all nations for the 2023–2024 school year. Over

30 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.

### First Annual KTCEA Spelling Bee

KTCEA held its first annual spelling bee on April 25th, 2023 at Atikameg School. Students from all KTCEA schools participated. The event was sanctioned by the Spelling Bee of Canada. The winners from each of three categories (Primary ages 6-8, Junior ages 9-11, and Intermediate 12-14) attended the final national competition on May 28th in Toronto for the Spelling Bee of Canada Championship which was broadcasted on CBC sports. Our kids had an amazing experience traveling across the country and touring Toronto with their chaperones.



### Schools held **LITERACY WEEKS**

with take home books, book fairs, storytelling, contests and more. **Pie week was celebrated with schools** celebrating 3.14, through pies, art and hands on games.



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### Early Learning

We continue to offer full-time 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 with information on their child’s development and school readiness skills. The results help teachers to identify student strengths and areas that require more focused support. This helps the teacher plan accordingly with the use of specific strategies or interventions to help children’s skill development.

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



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



The Early Learning parent handbook that was published and distributed in 2021–2022, is still being utilized, to give an overview of what to expect when a child starts K4 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 K4 or Kindergarten.

Community posters were published to promote K4 and K5 programs and Kindergarten registration in spring 2022. Two of our schools held open houses to encourage parents to visit the classroom, fill out registration forms, meet the teacher, and ask questions. The cut-off age of enrollment for K4 students was updated. Beginning in 2022, children may register for K4 if they are 4 years old before December 31.



Beginning in 2022, **children may register for K4 if they are 4 YEARS OLD** before December 31.





## Individualized Student Supports

KTCEA provided individualized supports to students with diverse needs. This programming responds to parent goals for their children, and assists teachers and educational assistants to respond to each child's unique, diverse, and complex learning needs.

**IPP:** Individual Program Plans: 187 students are regularly updated during the year by teachers. Goals and objectives are created with parents to achieve success for neurodivergent students, that focus on strengths and lifelong learning.

**Clinical Services: Our contractors provide essential services to students to ensure teachers are supported in providing individualized programming in their classrooms.**

- Clinical hours: direct time spent with students at all schools included 360 hours of occupational therapy, 285 hours of physical therapy, 135 of speech language therapy, and 463+ hours provided by a virtual psychologist who was also on call during summer hours for at risk students.
- Our schools receive regular monthly visits by occupational therapists, physical therapists, and an autism society consultant. They complete assessments, consult with teachers, provide 1:1 programming, and recommend and get resources for students to use at school and in the home. They connect with parents regularly and provide role modeling to EAs. The Inclusive Education Manager initiates collaboration with teams in the community to address the assessment and support the needs of complex students.

- The Speech Language contractor changed late in the year to providers already working in the communities with preschool children in the K4 programs. We are anticipating improved parent connections and continuity with students as they continue with our school caseloads. They also support the daily scheduling and interventions the onsite speech language assistants do with students.
- Early interventions included universal observations and recommendations at the K4–K5 levels.

**Teacher Support:** Inclusive Ed Coordinators provided services onsite, including teacher support, 1:1 and small group work with students, support with Land Based Learning activities, and program resources. The Inclusive Ed Manager provides links to information and programming through the Inclusive Education Portal Google site and provides handbook information, newsletters, in-person and online training for PowerSchool, student concerns, and IPPs.

**Educational Assistant Support:** The Inclusive Education Manager started consultations with EAs in order to improve their support and training needs. Training and processes that better support EAs are being implemented this year as a result.

A number of workshops were offered to staff to improve awareness and reduce the stigma of mental health-related issues with their students.



**OVER 1,243  
CLINICAL HOURS  
WERE PROVIDED**

to students in KTCEA  
schools in 2022–2023.





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## Sports Programs

Our goal for the sports programs in 2022–2023 was to organize more sports events. The ongoing pandemic had led to a pause in sports programming and many students did not get the chance to participate. We wanted to offer more inclusive sporting events so that more students could also participate while still being competitive. Despite the challenges from the past two years of limited physical activities, we achieved significant success.

Our sports programs were successful in 2022–2023 with increased participation, improved skill levels, and strengthened community bonds. There was increased engagement in our sports programs. Many of our students were happy to see a return

of sports events. We successfully hosted 75% of our planned events with active participation from the majority of schools. Skill levels across all sports improved with basketball and soccer standing out as examples of this progress. In ball sports, players demonstrated superior ball-handling skills, improved shooting accuracy, and a better understanding and awareness of tactics and strategies. These improvements are the result of training programs and the dedicated coaching staff in many of our schools. As part of our commitment to improving community involvement, we hosted sporting events in all our communities to help cultivate a positive team spirit culture within our schools.





## How we are supporting high school completion:

We provided high school career counseling and coaching for high school students in 2022–2023. 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.

Our High School Career Counseling Specialist monitored grade 12 students who were on track to graduate in 2022–2023, 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, KTCEA continued with the **Nikāniwin Kihciyhtākosiwīn/ Honouring Leadership Award**,

## Post-secondary Collaboration:

High School Campus tours were canceled due to the wildfires, they are rescheduled for the current school year.

18 Students took part in the Carpentry and Welding camp at Kateri School in partnership with Northern Lakes College (NLC).

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 with students and families.

KTCEA also offered a high school LBL CTS CTF Camp with SAIT in October 2022 to help students earn additional credits and prepare for diploma exams. At the camp, 65 high school students earned a combined 209 credits under the guidance of CTS, SAIT, and Land Based Learning teachers at the High School Camp.

KTCEA collaborated with many school districts in Northern Alberta, offering a virtual Aboriginal Youth Career Workshop, which highlighted many of our nations, leaders, and changemakers in our communities.



**65 HIGH SCHOOL STUDENTS**  
earned a combined total of **209 CREDITS**  
at the High School Camp.



## Outreach School Program

In September 2021, KTCEA launched an Outreach School program that offers courses in an alternative setting for students aged 12 to 21. Providing an outreach program was in response to requests from the 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.
- In the 2021/2022 school year, the program offered distance learning for students in all KTCEA communities in grades 7–12. The program also offered in-person learning at the Youth Centre Building location in Atikameg.
- In the 2022/2023 school year, the program offered distance learning for students in all KTCEA communities in grades 7–12. The program also offered in-person learning at the Youth Centre Building location in Atikameg and the old LRC location in Loon River.
- For the upcoming 2023/2024 school year, the program will offer distance learning for students in all KTCEA communities in grades 7–12. The program will also offer in-person learning at the Youth Centre Building location in Atikameg, at the old LRC location in Loon River, in a portable classroom attached to Little Buffalo School in Little Buffalo, in a portable classroom attached to Cadotte Lake School in Cadotte Lake and in the Early Childhood Center at Kateri School in Trout Lake.



In the 2022/2023 school year, the program offered distance learning for students in all KTCEA communities in grades 7–12.

## What we achieved:

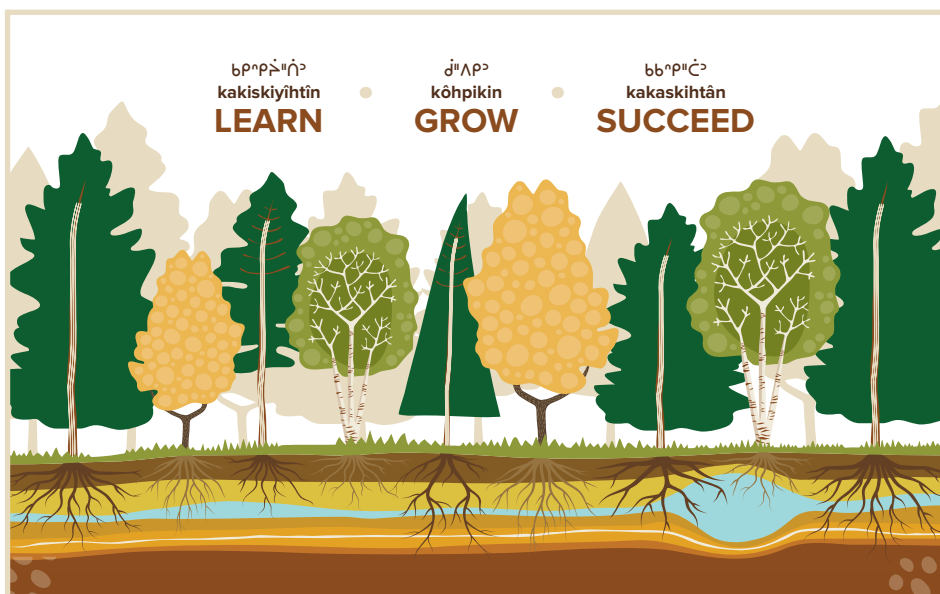
- By the end of the 2021/2022 school year, the KTCEA Outreach School had 24 students registered for classes. The majority of students were from Atikameg, but the Outreach also offered online courses to students registered in their Nation's main school. This was to help fill in any credits the students may be missing or to offer courses students needed like Biology 30 or Chemistry 20.
  - One student graduated with a High School Diploma from the Outreach School in Atikameg in June 2022 and two others completed Biology and Chemistry courses to allow them to graduate from their local school with a High School Diploma.
- A second Outreach School location opened in Loon River at the beginning

of the 2022/2023 school year. The total school enrollment for both locations at the end of the school year was 47 students.

- One student graduated with a High School Diploma from the Outreach School in Loon River in February 2023.
- Outreach locations have been decided in Little Buffalo, Cadotte Lake, and Trout Lake due to open at the beginning of the 2023/2024 school year.
- Open houses are held in September and February to give students and parents a chance to tour the sites and learn more about the Outreach program. They can also register for the upcoming semester at that time.



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



## Adult Education:

KTCEA began work in 2023 to be able to offer adult education for everyone in KTCEA communities starting in the 2023-2024 school year. The KTCEA Outreach school locations in each community will offer adult education programming for adults currently not attending school or those who wish to complete or upgrade high school courses in an alternate setting for ages 21 and older. There is no age limit.

## Board Priority 2:

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### GOVERNANCE



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#### OUR GOAL

okimawapiwin/kaskihtawin.

An effectively managed and governed education authority.

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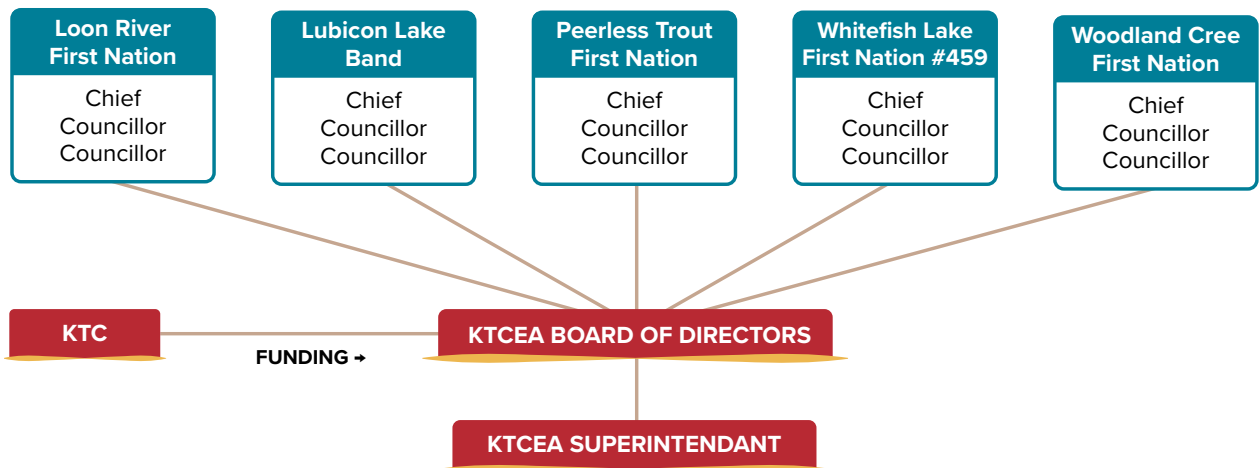
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### Board of Directors

The Board of Directors provides strategic leadership on the vision and overall purpose of KTCEA, and monitors whether the organization is meeting the outcomes in the Strategic Plan.

In 2022–2023, the KTCEA Policy Manual was updated as part of the Board’s goal of clarifying roles and responsibilities. A Board mentor provided advice to the Board on good governance practices and effective board operations. The Board of Directors actively participated in training as part of a continuous improvement process.

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





**KTCEA BOARD OF DIRECTORS**

**SUPERINTENDENT/  
CENTRAL OFFICE**





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### Community and Parent Engagement

In 2022–2023, we returned to regular Onîkihikomâwak Niskâwâsimôwin School-Parent Advisory Circle (PAC) meetings in each of our schools where parents and elders can meet with the school principals and help shape how our schools are operated.

#### What we accomplished:

Our Community Report was published in November 2022 and we held in-person engagement sessions in each KTCEA school community to present the report, answer questions from parents and the community, and share a meal. Printed copies of the community report were distributed throughout the communities and put into places like the schools, band offices, and health offices.

Land Based Learning offered Student Community Stewardship Challenges which challenged students to clean up their yards or an elders yard to win prizes and foster community stewardship.

Printed copies of Fall and Winter newsletters 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 in 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.

Schools held in-person graduation ceremonies. Photos of many of the graduation ceremonies, including Kindergarten and high school, were shared on the KTCEA Facebook page. 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.





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## Emergency Preparedness

Kee Tas Kee Now Tribal Council Education Authority strives to promote a safe, healthy and clean environment. Our staff are committed to model safe practices, communicate safety requirements to students in accordance with KTCEA board policies; and encourage students to assume responsibility for their own safety and the safety of others. Students are aware that health and safety is everyone's responsibility—at home, in school and in the community.

### What we accomplished:

KTCEA focused on emergency preparedness and lockdown procedures by conducting drills regularly with a corrective action plan to follow. The action plan is a tool utilized to identify strengths for improvement and to assist in creating goals and objectives that will contribute towards student and staff awareness in emergency scenarios.

Principals and school staff were provided emergency preparedness training through hour zero, which is a school emergency program utilized by KTCEA. Principals and the School Emergency Response Team (SERT) play a vital role in emergency scenarios at the school and are familiar with the resources and training tools provided by hour-zero.

### Promoting a Safe and Healthy Environment

- Emergency preparedness and lockdown guidelines implemented for KTCEA Schools and Outreaches.
- Principals identified school emergency response teams (SERT) and Fire Wardens to assist in emergency scenarios at the school.
- Local RCMP detachment participated in school lock-down drills.
- Site assessments were conducted at KTCEA Schools and Outreaches. Reports to support findings were

- completed with an action plan to follow to correct unsafe acts and conditions and correct them before harm is done.
- AED's were installed at KTCEA schools, Outreaches and the Central Office.
- First Aid Kit's were replenished throughout the school year.
- First Aid Trainer's Deluxe Kits were provided for sporting events and field trip activities outside of the school.



KTCEA is committed to a positive safety culture within our schools and offices. Our culture at KTCEA will reflect our values, practices and traditions.



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### 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 approves all Financial Reports.

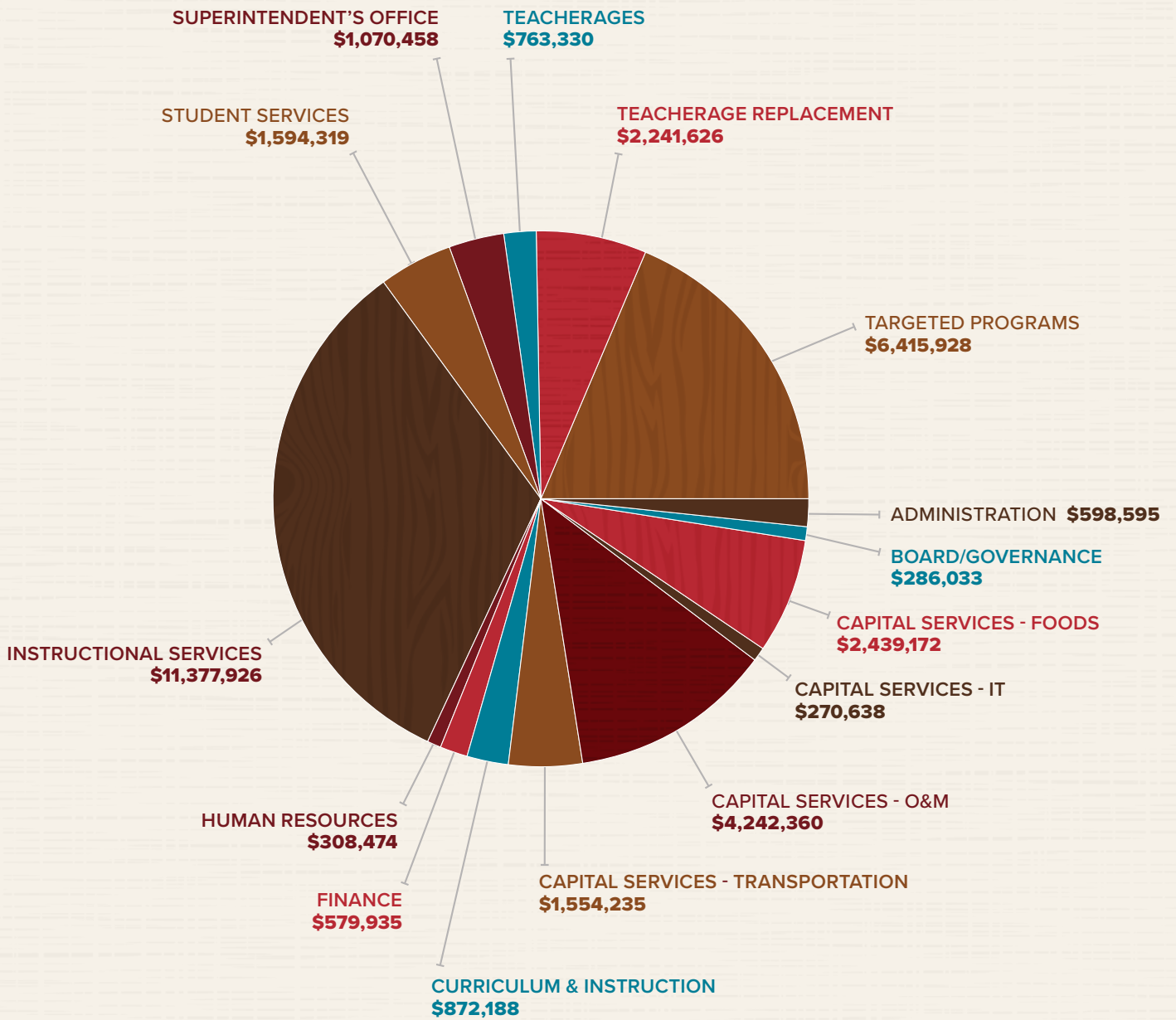
#### KTCEA Consolidated Budget

The KTCEA Consolidated Budget (chart below) represents the overall expenses in 2022–2023 by categories. Expenditures for this year total: \$34,615,215



### KTCEA 2021–2022 Audit

The KTCEA Audit is completed from August to October each year. KTCEA's Audits can be found on our website at [ktcea.ca](http://ktcea.ca).







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## Staff Retention

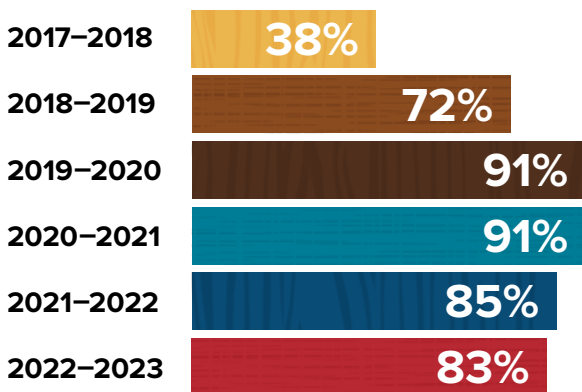
To encourage staff retention, the Human Resources team coordinated a series of opportunities for staff induction, recognition, and team building throughout the year. KTCEA also hosted virtual wellness sessions in May and June to help support staff engagement and wellness.

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 2022–2023 KTCEA offered formal and informal professional learning opportunities for all staff and continued with a mentorship program to build capacity for principals and central office staff. We also continued professional learning communities (PLCs) for all teachers and educational assistants in their divisions and grades. KTCEA hosted its first annual Convention. All staff were invited to join us for the convention hosted in Edmonton and we were joined by other schools.

In August of each year, we hold an orientation to onboard new staff. In 2022, the session was back to in-person and hosted by the Atikameg School; this also gave us the opportunity to visit the Atikameg Cultural Camp. This event is always well received as it introduces new teachers to KTCEA culture, communities, and people.



#### 8 SCHOOL STAFF

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

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

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

The 17 graduates from the Masters cohort attended their convocation at the University of Alberta in the fall of 2022.

#### Other staff development:

There are currently eight KTCEA staff enrolled in the University of Alberta Aboriginal Teacher Education Program (ATEP) and two KTCEA staff are enrolled in the First Nations University of Canada ITEP program.



#### 10 PROFESSIONAL LEARNING COMMUNITY DAYS

were held throughout the school year

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

## KTCEA Master of Education Graduates

The Kee Tas Kee Now Tribal Council Education Authority (KTCEA) Board of Directors have the vision to “Train our Own, Hire our Own, and Retain the Best” to build capacity within KTCEA. To fulfill this vision, discussions started with a number of Universities several years ago to determine which institutions could assist KTCEA in providing people with the skills they needed to be ready to take on future Principal and Specialist roles. Nineteen KTCEA

employees and Nation Members were selected as candidates for the Master of Education in Educational Studies at the University of Alberta, which partnered with KTCEA to accommodate this unique group of students. Many of these students continued to work while attaining their degrees. The KTCEA Boards’ vision was successfully realized with 19 of 19 candidates graduating this past November 2022.



## The 2022 Graduates of the Master of Education Program

- Charity Alook
- Audrey Anderson
- Edna Auger
- Cynthia Applegarth
- Beatrice Auger
- Cindy Auger
- Wendy Calahasen
- Lovemore Chiutsi
- Gwenna Cunningham
- Deven Dhiren
- Arleyne Eldridge
- Rhoda Korir
- Kimberly Nieman
- Laura Okemow
- Bonnie Rhoades
- Lorraine Scanie
- Carleen Spencer
- Grace Suprovich
- Sumangala Desaiogudar













## Northern Lakes College (NLC)

NLC partnered with KTC in 2022–2023 to provide a carpentry and welding camp. The camp provided students with an experiential opportunity to explore welding and carpentry in a hands-on environment, with the benefit of instruction from trades professionals that could ensure safety. NLC instructors also shared the realities, challenges, and rewards of carpentry and welding professions with students, inspiring our students to move into careers within these fields.

In addition to the camp, KTCEA met regularly with NLC throughout the year to share ideas and discuss potential professional development opportunities for KTCEA staff, among other areas of collaboration.

## United For Literacy (UFL)

Previously Frontier College, KTCEA continued to partner with United for Literacy in 2022–2023 to provide literacy opportunities for students. United for Literacy is a national charitable literacy organization dedicated to improving literacy.

Clarence Jaycox School and Cadotte Lake School took part in Frontier Literacy Camps in the summer of 2023. The camps focused on engaging stories, art, and hands-on projects to support comprehension. We look forward to a continued partnership with United for Literacy to improve literacy skills.





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