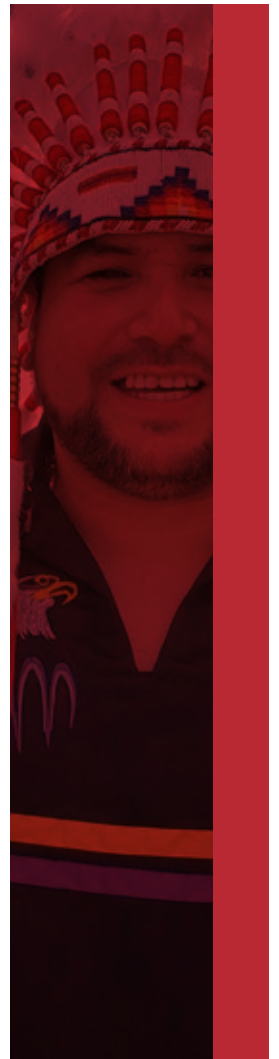
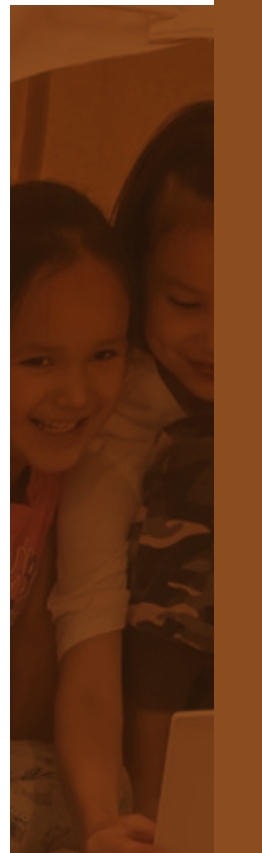
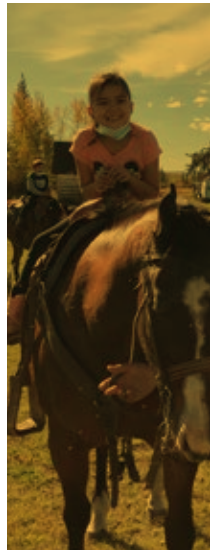


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māmawi acimostâkîwi masinahikan

Community Report 2020-2021



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kâ-nîkânapit otacimowin

MESSAGE FROM THE CHAIR



tanîsi,

Mistahi ni-mîwîhtîn kita namâtinamâtakwâw ôma 2020-2021 mâmawi-ayâwini acimôwasinahikan tahtwâskî kâ-masinahamâkawîyik Kitaskînow mâmawi kiskinohamâtôwin nîkânapowin ohci.

Pîci misakâmî ôma kâ-kî askîwanówahk ki-mâmawi-ayâwininâhk kahkiyaw kiskinohamâtôwikamikwa kî-âhkami pakamiskâkôwak ôma kâ-îspîhcâk askiy kâ-pimakotîk maci âhkosowin kâ-wâhkîw âsôskamâtohk.

Kâ-mâmawi wîhkoyahk kâ-wîci atoskîmitoyahk kiyânaw ôki niyânan nistamimâkanak kâ-nîkânapitwâw Kitaskînow Kiskinohamâkîwin kita âhkami kiskinohamâkositwâw kahkiyaw okiskinohamawâkanak kiyâm kîspin kipahikâtiwa kiskinohamâtôwkamikwa.

Ôma kâ-nîkânapîstamân Kitaskînow Nistamimâkanak Kiskinohamâkîwin, mistahi ni-mîwîhtîn ôma kâ-âhkami yohkohtîyahk kiyânaw nistamimâkan-nîkânohtîstamihk kiskinohamâkîwin kita miyâyâhkaw miyo-kiskinohamâkîwina okiskinohamawâkanak kahkiyaw kiskinohamâtôwikamikwa kitaskînâhk.

Î-nohtî nanâskomakwâw onikîhikomâwak mîna pâhpîyak ki-mâmawi-ayâwininaw asîci otatoskîwak kitaskînâhk. Ki-maskawîhtamôwinowâw mîna kâ-âhkami sîtoskamîk kiskinohamâkîwin poko kika mâmawi wîtatoskîmitoyahk îsi ki-mâmawi nîkânaphtamowininaw nakaciwin nîhiyaw (îyinô) kiskinohamâkosôwin kitawâsimisinawak ohci.

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otacimowin onîkânîw kiskinohamâkîw okimâskwîw MESSAGE FROM THE SUPERINTENDENT



tanísi,

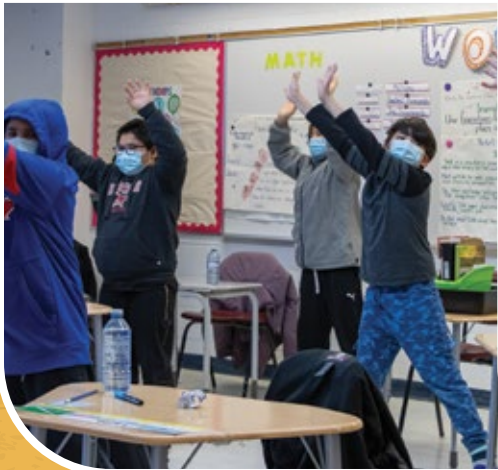
Ôma nîkân nika itwân, î-nohtí nanâskomakwâw kahkiyaw otatoskîwak kitaskînâhk mína onikíhikomâwak kâ-mâmawi wîhkôtwâw kita áhkami kiskinohamâkositwâw okiskinohamawâkanak. Nîswâskî ikwa ki-kiskinohamâtôwikamikonawa î-pakamiskâkotwâw maci áhkosôwin kâ-wâhkîw âsôskamâtohk, ikwa mihcît okiskinohamawâkanak wîkowâhk ohci câsay mína. Tâpwî ni-kiskîyîhtîw iyako ôma 2020-2021 kâ-pî-askîwanowahk namôya ohci wîhcasin pâh-píyakôskân, okiskinohamawâkanak, otatoskîwak mína kahkiyaw ayisîyinowak kâ-mâmawi ayâyahk.

Kita mâmiskôtamân iyako maci-áhkosôwin kâ-wâhkîw âsôskamâtohk ki-atoskîminawak mína aniki kâ-nîkânâpîstahkwâw mitoni kî-âhkamîhtamwak kita áhkami pimípayihtâtaw kiskinohamâtôwikamikwa mína mitoni kwayask kî-nâkatôhkâtamwak okiskinohamawâkanak ohci kita ísi nakacipitahkwâw kita miyo apacíhikotwâw Google piskihci-kiskinohamâkîwikamikohk mína kita sítoskâhtwâw onikíhikomâwak mína okiskinohamawâkana wîkowâhk kâ-kiskinohamâkosîyit.

Tâpwî âta kî-pî áyiman ôma pîci kiskinohamâkosôwin askiy, kiyâpic ki-kaskihtânaw kita sâponamahk kita pihkohtâyahk wiya kahkiyaw î-mâmawi atoskîyahk.

Tâpwî ni-nanâskomâwak kahkiyaw otatoskîwak iyikohk kâ-âhkamîhtahkwâw mína onikíhikomâwak iyikohk kâ-misakâmî sîpîyihahkwâw. Iyako ohci ôma kâ-âhkamîhtamîk, ki-kaskihtânaw kita áhkami pimípayihtâyahk kiskinohamâkîwina tahto kîsikâw asîci

î-âhkami nâkatôhkîyahk íkâ awiyak okiskinohamawâkan, pâh-píyakôskân, mína kahkiyaw wîtaskîminawak íkâ kita otinikotwâw maci-âsôskamâtôwin.



Ki-nanâskomitinâwâw onîkânâpowak kiskinohamâkiwinihk, kihtîyayak, kiskinohamâtowikamik-onîhkîhikomâw omiskowâsomowîwak, kahkiyaw kâ-wîtaskîmikoyahkwâw kâ-âhkamîhtamîk kita paminâyikwâw mîna kita miskowâsomâyikwâw Kitaskînow Nistamimâkanak Kiskinohamâkiw okimâwapôwin.

Ki-kiskinohtahiwiwinowâw mîna ki-sîtoskâkiwinowâw ohci kîh-kaskihtânaw mitoni î-miywâsikwâw kiskinohamâkiwina mîna pamihowîwina kahkiyaw kitô-kiskinohamâkiwiminawak ohci.

Kahkiyaw Kitaskînow Nistamimâkanak Kiskinohamâkiw okimâwapôwin mîna ki-wîtaskîmâkaninawak kwayaki mistahi kî-nîsôhkamâkiwak kita pihkohtâyahk kitô-kiskinohamâtowikamikwa mîna kitô-kiskinohamawâkanak iyako ôma pîci kâ-askîwanowahk. Mistahi ni-mîwîhtîn kita namâtinamâtakwâw ôma mâmawi acimôwin 2020-2021 kiskinohamâtôwin askiy Kahkiyaw Kitaskînow Nistamimâkanak Kiskinohamâkiw okimâwapôwin ki-wîtaskîminawak.

tan'si,

To begin, I would like to thank all KTCEA staff and parents for their efforts throughout the year to ensure that student learning continued. This is the second year that our schools were impacted by the pandemic, and many of our students moved to at-home learning once again. I recognize that the 2020-2021 school year has not been easy for families, students, staff, and community members.

To address COVID-19, our staff and Board made incredible efforts to keep schools running with new safety protocols and to adjust to Google Classroom and support parents and students with at-home learning when needed. While the past school year was difficult, there were also many successes and achievements because we all worked together. I am truly thankful to all staff for their perseverance and to parents for their patience. Because of your efforts, we were able to keep our school programs going each day while keeping students, families, and communities safe.

Thank you also to the Board of Directors, Elders, School-Parent Advisory Councils, and community partners for continuing to provide KTCEA with your advice and service. Your direction and support made it possible to provide quality education programs and services for our students. All of KTCEA and community members have contributed enormously to the accomplishments of our schools and students this year. I am happy to share this report of the 2020-2021 school year with KTC communities.

Δδ' ĩb
ikosi mâka

Dr. Daphne Mai'Stoina
Superintendent

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kitaskînaw onîkânapowak
BOARD OF DIRECTORS



CHIEF IVAN SAWAN,
 Board Chairperson,
Loon River First Nation



TYLER LETENDRE,
 Councillor,
Loon River First Nation



SHAYNE LETENDRE,
 Councillor,
Loon River First Nation



CHIEF BILLY JOE LABOUCAN,
 Councillor,
Lubicon Lake Band



JASON LABOUCAN,
 Councillor,
Lubicon Lake Band



TIMOTHY SAWAN,
 Councillor,
Lubicon Lake Band



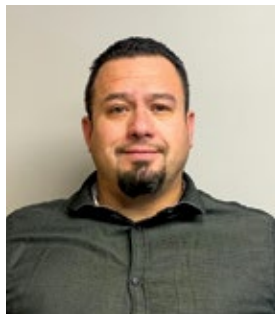
CHIEF GLADYS OKEMOW,
 Councillor,
Peerless Trout First Nation



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



JAMES NAHACHICK,
Councillor,
Whitefish Lake First
Nation #459



HUGHIE TALLMAN,
Councillor,
Whitefish Lake First
Nation #459

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mâdawaci kâ-takâhkipayik

2020-2021 HIGHLIGHTS



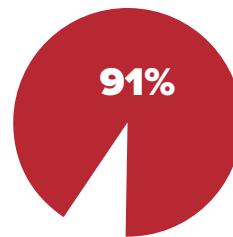
26 students
graduated this year



Literacy, numeracy
benchmarking,
and grade level
assessments
completed



Full day K4 programs
started in **five** KTCEA schools



91% retention rate for teaching staff maintained



Five new school buses
were purchased and upgrades were made for teacherages in each Nation



Conducted video interviews about graduation with:

- 2021 KTCEA High School Grads
- KTCEA Board Members (Cree & English)



A draft **K-9 KTCEA Common, Consistent Curriculum** for all schools was developed to reflect:

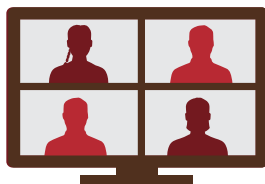
- Cree language
- Cree ways of knowing and being
- Land-based learning



53% of staff are from KTC Nations

Virtual conversational Cree classes

were held for KTCEA community members and staff



20+ land based learning video lessons with Cree syllabics and subtitles were produced



KTCEA Outreach School approval and planning completed



Teachers and specialists planned **strategies to mitigate learning loss** for students from in-person school closures.

Recycling Programs in all KTCEA schools



A **health and wellness video series** and wellness line were developed to support KTCEA students, families, and staff.



Published **two new handbooks:**

- High School Handbook
- Early Learning Handbook

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

OUR HISTORY / WHO WE ARE



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.

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.

Journey to a First Nations-led Education System

2012

KTC/Northland School Division Partnership Agreement

2012



2015

Letter of Intent - Government of Alberta

2015

2014

2014

Establishment of KTC Education Committee

2016

FEBRUARY 2016

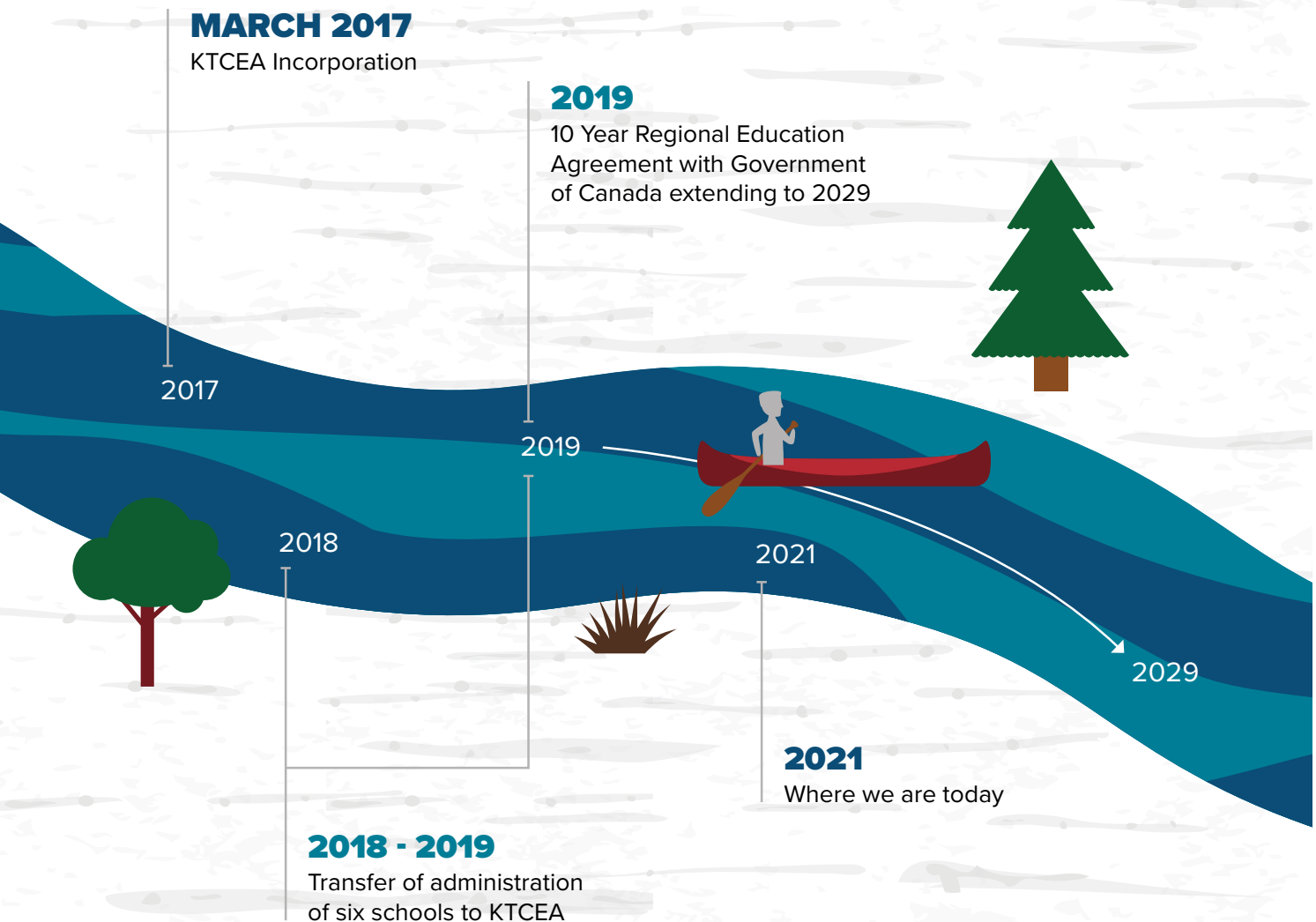
Government of Alberta Framework Agreement



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

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



ᓂᓐᓂᓐᓂᓐᓂᓐ nîkânâpahtamowin Vision



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nîkânâpahtamowin
VISION

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nîhiyaw
kiskinohamâkiwin
nakaciwin

**EXCELLENCE
IN INDIGENOUS
EDUCATION**

ᓂᓐᓂᓐᓂᓐᓂᓐ kîkwây kâ-wî itôtamihk Mission

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

Ki-maskawisîwininaw î-ôhicipayik ita îyikohk kâ-wiyôtisîmakahk kitaskînaw, mîna ka-

kistiyîhtâkwahk ki-pîkiskwîwininaw, pîci-otâhk ki-pimâcihowinaw, ki-nîhiyâwîwininaw mîna kî-îsi ayisîyinîwininaw. Ôma kâ-wîtoskîmâyâhkwâw kahkiyaw ita kâ-mâmawi-wîkiyâhk, nika âhkamîhtînân kita mâmawi-atoskiyâhk kita kiskinohamâhtwâw micimohci pîci nîhiyaw kiskinohamâkiwina kita kiskiyîhtahkwâw mîna kita mamihcihikotwâw awînikik wiyawâw.

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

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

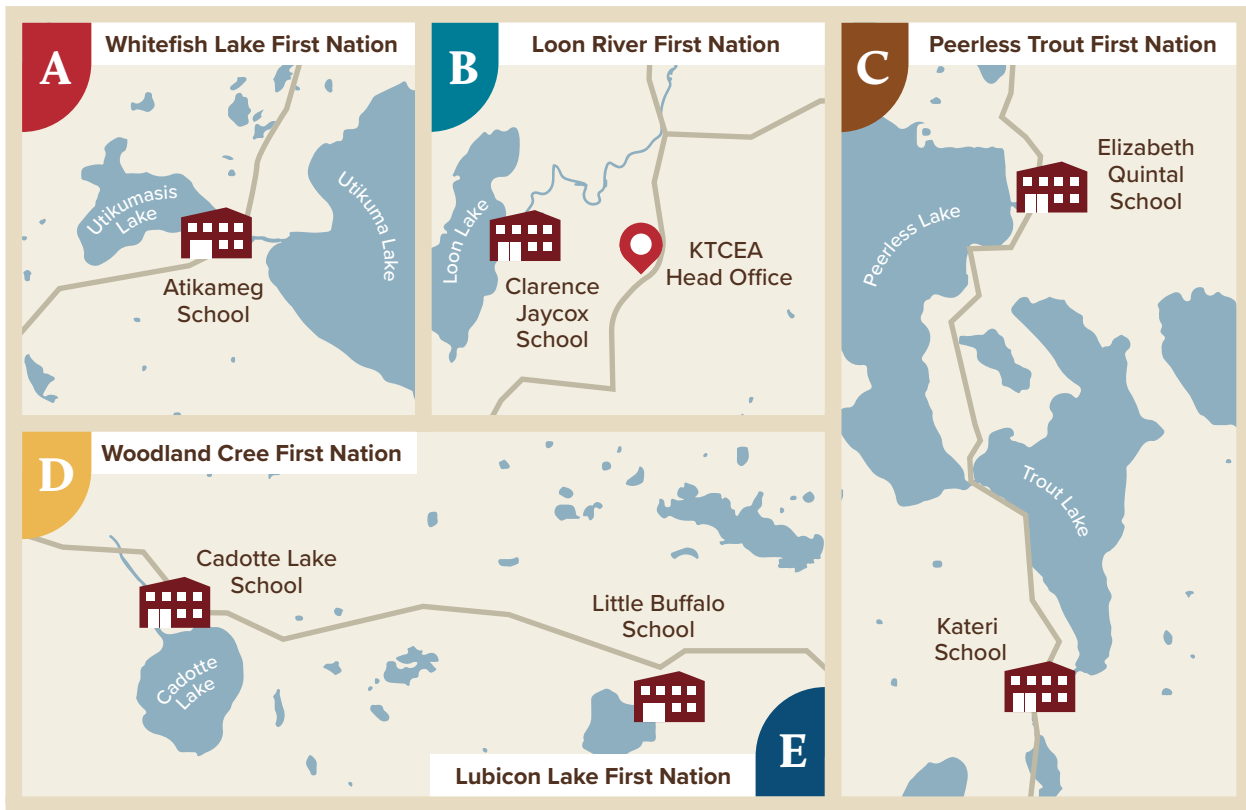
Ki-kiskinohamâtôwikamikonawa âhkami miyo-sîtoskawîwak kahkiyaw okiskinohamawâkana kita miyo sâponahkwâw okiskinohamâkosîwinowâw, tahki kita miyo-nahâyâtâw, mîna kita âhkami kiskinohamâsotwâw/kiskinohamâkositwâw opimâtisôwinowâhk.

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.

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



Why is it important to have a common, consistent curriculum across all schools?

- Students can move between schools and classrooms without having gaps in their learning.
- Teachers can collaborate to plan common lessons and activities across subjects and grade levels.
- KTCEA can support the development of resources for use in all schools, such as land-based learning lessons or Cree language resources.
- Teachers can bring local resources into their teaching such as inviting Elders, local knowledge keepers, storytelling, oral history, Cree books, and attending land-based learning camps or activities like traditional games.

Why are we excited by this?

- With teachers in all schools using this curriculum, we are excited where it will take us and the positive impact this will have on students in our classrooms.
- Our teachers believe the CCC will create a sense of belonging and engage students.

“Students will learn their ways of life and they can also pass down that knowledge to their children.”

How was the KTCEA CCC developed?

Development was guided by the KTCEA Land-Based Learning Advisory Committee which includes Elders and representatives from each Nation.

This committee will continue to build the CCC over time and bring it alive by continually adding new resources developed with local knowledge, and through land-based learning and Cree language.

The next step is to continue work to expand the KTCEA Common, Consistent Curriculum for High School.

The KTCEA CCC will build “Identity, sense of belonging, more knowledge in how to live off the land.”



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nîhiyawîwin kiskinohamâkîwin
Cree Language Instruction

Cree language has been part of KTCEA’s core programs since the beginning. We continue to ensure there is Cree language instruction as part of the core program for all students from Kindergarten to Grade 12.

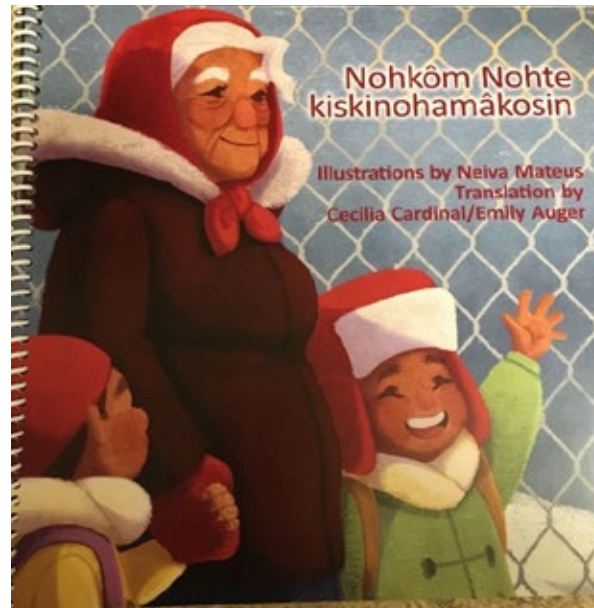
How we are doing this:

This past year, we developed 10 model lessons with a Cree Syllabic kit as training for teachers to support Cree language learning in all grades.

Language programs and all land-based learning lessons and challenges during the year encouraged students to use the KTCEA Elders Speak app or other resources, to build vocabulary and support Cree language learning. Cree subtitles are included in the 20 land-based learning video lesson plans created for teachers to use to teach students in 2020-2021.

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

KTCEA also purchased a supply of books translated into Cree by Cecilia Cardinal and Emily Auger from Cadotte Lake school and Woodland Cree First Nation. The book titled Nohkôm Nohte kiskinohamâkosin, is a translation of Grandmother Moon and copies were provided to each school.



Since it was launched in 2020, teachers and students use the KTCEA Elders Speak Cree language app in schools for their classroom work and for land-based learning challenges. The app can also be downloaded and used by parents and family members to support at-home learning.

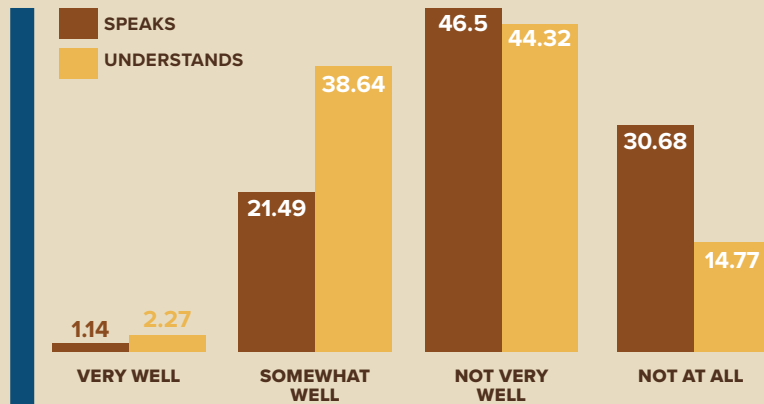


Community members and students can find out more on the **KTCEA website** or **download the free KTCEA Elders Speak App** from the Apple App Store or from Apps on Google Play.



HOW WELL DOES YOUR CHILD SPEAK AND UNDERSTAND THE CREE LANGUAGE

- Understanding of Cree language among KTCEA students is much greater than their ability to speak the language.

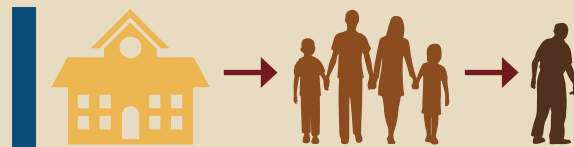


UNDERSTANDING AND SPEAKING CREE

- KTCEA students understand more Cree than they speak.
- 85% of parents said their children have **some understanding** of Cree (ranging from not very well to somewhat or very well). Only 15% said children do not understand Cree at all.
- About 41% of parents said their children **understand** Cree very well or somewhat well. This is almost twice as many who said their children **speak** Cree very well or somewhat well (about 23%).

IN WHAT CONTEXT DO CHILDREN USE CREE?

- Parents said their children use Cree language most often at **school**, next often with **parents**, followed by with **Elders or grandparents**.



What this tells us:

KTCEA students understand more Cree than they speak and many students come to school with a mixture of both Cree and English as their first languages and hearing Cree spoken in the home.

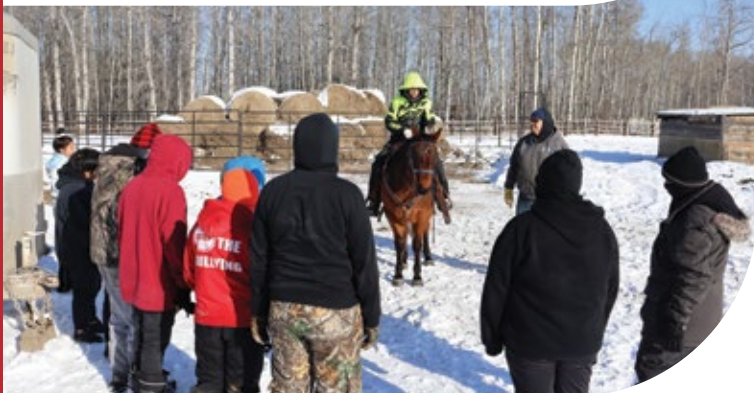
In the coming year, KTCEA schools can build on students' understanding of Cree language to encourage more spoken Cree and finding ways to build student and staff confidence to speak Cree in our schools, classrooms, and with friends and families in the community.

Strategies to encourage more language use outside of the school could involve the Elders Speak App for use at home and with family and friends.

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sakâwi-pimâcihowin
Land-Based Learning

KTCEA schools, teachers and specialists found creative ways to engage students while many were learning from home, despite limits on in-person learning activities and camps in 2020-2021. KTCEA's land-based learning specialist developed resources and lesson plans for teachers to provide land-based learning lessons for students through Google Classroom. We actively sought out partnerships with other jurisdictions to collaborate on land-based learning virtually such as with the Royal Alberta Museum.



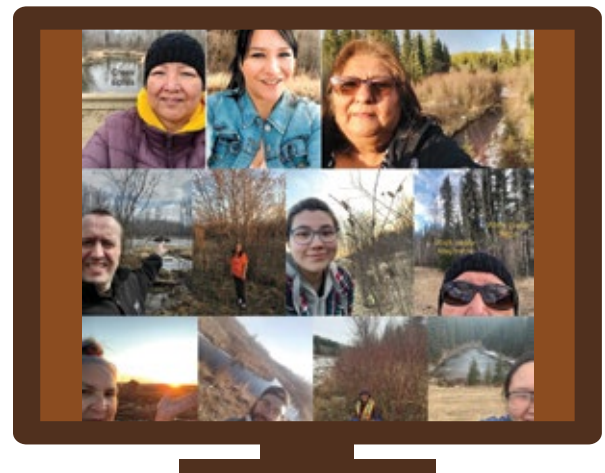
What we accomplished:

Video Lessons and Challenges

Over 20 land-based learning video lessons were recorded and shared with teachers through Google Classroom to use with students attending school in person or through at-home learning. These video lessons are subtitled with Cree syllabics and validated by local Cree speakers, Elders, instructors, and a translator.

Virtual land-based learning and Cree language challenges were held throughout the school year to engage students, staff, and families during COVID-19 school closures and at-home learning. Challenges such as bannock making, plant identification, fishing, and staff Cree language challenges received positive responses and good participation from students and staff.

Fine Arts programming engaged students and staff through Hip Hop Dance lessons, high school paint nights, and professional development in Fine Arts was provided for teachers.



Land-based Learning Sub-Committee

The KTCEA Board established a Land-based Learning sub-committee in January 2021. The sub-committee helped to guide development of the KTCEA Common, Consistent Curriculum, with Elders from each Nation, and will continue to guide and validate curriculum and land-based learning programs in the coming school year.

Land-based Learning Kits

On the recommendation of the Board and the Land-based Learning sub-committee, we developed and ordered two large land-based learning kits for each school and 500 small student land-based learning survival kits for students to sign out for land-based learning activities at home and with families.

Both kits include a list of Elders and traditional knowledge keepers for each community and what they are willing to share with students. These kits meet the essential learning outcomes for K-12 and are foundational to KTCEA’s Common, Consistent Curriculum. The land-based learning kits are being distributed to schools in fall 2021 to ensure that land-based learning and Cree ways of knowing can continue when in-person learning is not possible.

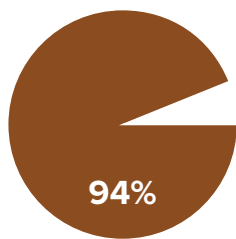


Teachers were surveyed about land-based learning in KTCEA in spring 2021. Respondents were very supportive of KTCEA’s land-based learning initiatives and agreed that engaging Elders and knowledge keepers in schools has great benefits for student well-being, engagement and sense of identity. The survey also provided KTCEA with excellent ideas for lessons and professional learning that would help teachers to deliver a land-based learning program for students.

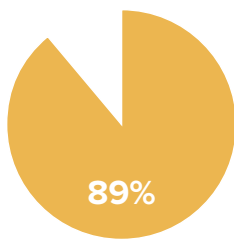
TEACHERS AGREE THAT LAND-BASED LEARNING:



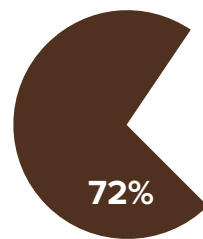
IS A VALID WAY OF TEACHING



INCREASES STUDENT ENGAGEMENT WITH SUBJECT MATTER



HELPS TEACHERS TO CONNECT WITH STUDENTS



IS MORE MEANINGFUL WITH BOTH CAMPS AND IN-SCHOOL ACTIVITIES COMBINED

How we are responding:

- In May 2021, K-9 students completed the Canadian Achievement Test Fourth Edition (CAT-4) to measure current levels of student reading, writing, and math.
- We began benchmarking for literacy and numeracy with K-9 students in spring 2021. In the future, KTCEA will continue with these assessments twice each school year to complete benchmarking in all schools and better understand student needs in literacy and numeracy.



We **began benchmarking for literacy & numeracy** with K-9 students in spring 2021.

- In May and June, teachers also did individual assessments of each student to understand their learning needs and grade level.

In KTCEA, like many other school divisions in Alberta, students were not required to complete provincial achievement tests or Diploma exams in 2020-2021 due to the pandemic. This means that the teacher assessments, the CAT-4 testing and benchmarking we completed were especially important this year. It gave us the information we need to identify knowledge or learning loss, monitor students' progress and growth, continually improve programs, and to target specific strategies and supports for individual students.

In summer 2021, KTCEA hired an individual to address learning loss with students at summer camps led by the five KTC Nations. This individual brought in fun activities to help address some of the gaps in learning and build children's skills in physical education, wellness, literacy, and numeracy.

KTCEA entered into a data-sharing agreement with Alberta Education July 2021 to ensure we have annual reports to monitor and measure student achievement in KTCEA schools such as high school completion, transition to post-secondary, and dropout rates.

We will begin receiving our first reports in 2021-2022.



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ôskî okiskinohamowâkanak
kiskinohamâkosôwin

Early Learning

Beginning in September 2020, students aged 4 were able to register for full-day early learning. K4 programs were implemented in five KTCEA schools: Kateri, Elizabeth Quintal, Clarence Jaycox, Cadotte Lake and Little Buffalo.

What we accomplished:

An Early Learning Developmental Milestone curriculum was created for K4 that includes: Literacy, Numeracy, Science, personal and social development, Cree language, Land-based Learning and culture, Physical Education, Creative Arts, Information, and Communication Technology.

Early Language Development Kits were created to provide language support in all K-4 classrooms.

K4 and K5 teachers provided a home reading program for children. Back to School Backpacks were given to each K4 student in September 2020 to welcome them to school.

An Early Learning Handbook for parents was developed and will be distributed to schools and parents in fall 2021.





**WELCOME TO THE KTCEA K4
Early Learning
Program**



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Mental Health

The need to address mental health and wellness has been a growing issue in our schools and communities. In addition, the pandemic made it difficult for people to stay connected and created many stressors for students.

Throughout the school past year, Mental Health Workers provided services to each school depending on local needs: one on one counselling, small group interventions, school-wide wellness initiatives, student leadership programs, family nights, lunch hour social groups, Zones of Regulation support, and summer camps.

In April 2021, KTCEA introduced a free, confidential wellness line open to KTCEA students, parents, and staff. The wellness line connects callers with a mental health therapist to provide supports and information on mental health topics including stress, coping strategies, mindfulness, connecting with others, anxiety, etc. All conversations are confidential. **The KTCEA Wellness Line is open from 10 a.m. to 10 p.m. at 1-877-492-1901.**

KTCEA implemented Go Guardian Beacon, a tool that monitors online activity through school-issued Chromebooks to help identify students who may be at risk for suicide or possible harm to others.

Equine-assisted learning continued both virtually and in-person for students at Little Buffalo School.

The Inclusive Education Coordinator at Atikameg School provided a Psychological First Aid Workshop online to 93 KTCEA staff and Mental Health First Aid certification training for 15 KTCEA staff.

Mental Health Therapists also prepared a series of videos with tips and activities to support mental health and wellness for KTCEA students, staff and community members. These videos were shared throughout the year on KTCEA social media.



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 further reach their potential.

KTCEA offers a daily lunch program and healthy snacks at each school. Since 2020, KTCEA is proud to have a Health Canada certificate to serve traditional meals to students. In collaboration with community members and using local suppliers, traditionally harvested foods were served to students once per month. This will increase to twice per month in the next school year.



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Sports programs

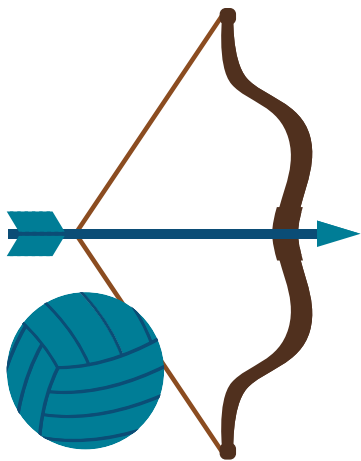
Inter-school sports could not be scheduled in 2020-2021 due to restrictions from the pandemic; however, physical education continued and planning for sports programs and teacher professional learning was completed.

Sports reps from each school participated in Professional Learning Communities (PLCs) to collaborate on ways to engage students during the pandemic and provide ideas on physical activity inside or outside the classroom while adhering to social distancing.

New equipment was purchased for schools including archery equipment, cross net volleyball, bean bag boards, and frisbee disc golf. Health and safety precautions were followed closely to ensure equipment was cleaned and sanitized between each use.

Uniforms were ordered for students in grades 4-6 at each school for use in 2021-2022.

We also developed a draft sports handbook that will provide information for schools on our sports program, student athlete responsibilities, and tournament expectations. The handbook will be published in 2021-2022.



A KTCEA Radio Pilot program was developed in 2020-2021 to support K-12 education outcomes, curricular activities such as storytelling, Cree language programming, CTS program options for students, and parent and community updates. Radio antennas, recording sound studios/booths were installed in KTCEA schools during spring and summer 2021. The Radio program will be launched in fall 2021 with content being developed throughout the school year.



Planning began for new CTS/CTF labs being set up in Kateri and Elizabeth Quintal Schools. This will support new CTS programming in 2021-2022.

KTCEA Outreach School

In March 2021, the KTCEA Board approved development of a KTCEA Outreach Program for students aged 12-21 in all KTC communities. The Outreach will be a full-time school program designed for KTCEA students not attending school or those who wish to complete or upgrade high school courses in an alternate setting. It will provide flexible hours, virtual learning opportunities, and programming for our students.

We researched best practices for outreach programs in Indigenous communities and developed a plan for a phased approach for an outreach school to serve students in all KTC communities.

The program will begin with one initial location in Atikameg which will open in September 2021 with future expansion to other locations by 2023.

We want to thank all staff and the KTCEA board for their tireless efforts in supporting our high school graduates.



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kâ-mâwikamâtotwâw

Community and Parent Engagement

School closures and restrictions on gatherings during the pandemic in 2020-2021 made it difficult for schools to hold regular Onîkîhîkomâwak Niskâwâsimôwin School-Parent Advisory Circle (PAC) meetings. These meetings are to build relationships, and ensure effective communication and information flows between school and community. 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.

What we accomplished:

PAC meetings moved online and meetings were held at four schools over the past year.

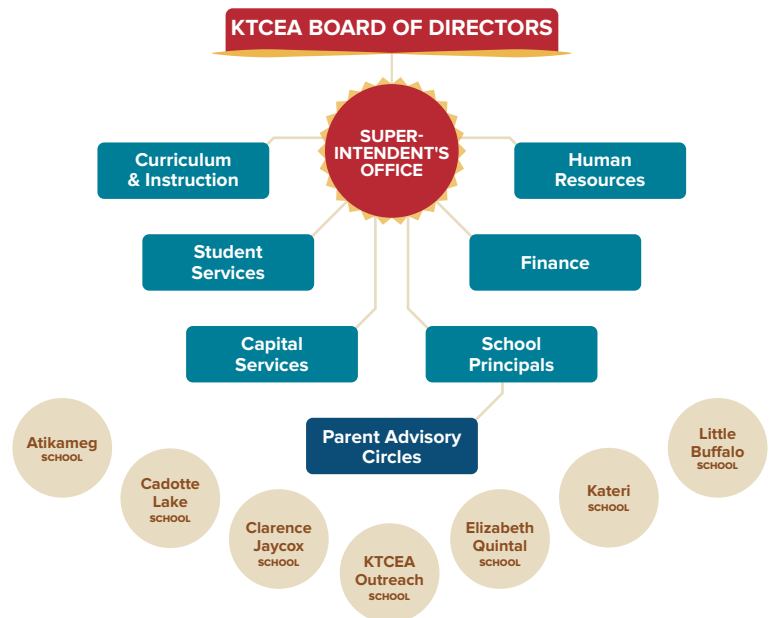
- Topics discussed at the PAC meetings ranged from school business, setting priorities for using grant funds, school supplies, updates on KTCEA Board decisions, graduation, and questions from parents and Elders on the PAC.
- KTCEA’s Community Engagement and At-home Learning Specialist and our Elder and Community Engagement Coordinator attended the PAC meetings.

Our Elder and Community Engagement Coordinator attended board meetings, community meetings and events and provided regular video updates to the community in Cree. The Cree videos were shared on social media and provided general updates and

news, updates about new COVID-19 protocols, and a summary of KTCEA’s progress. In 2021, in recognition of the increased number of high school graduates, the Elder and Community Engagement Coordinator also completed interviews with high school graduates and some KTCEA board members, to encourage students to complete high school.

Conversational Cree classes for KTCEA community members and staff were held online in 2020-2021. The classes were facilitated by community Elders and hosted by a Cree specialist. There was a lot of interest in the classes and plans are underway to continue these for 2021-2022.

Plans for a PowerSchool Parent Portal for KTCEA parents and guardians were completed in 2020-2021. The Parent Portal will enable parents/guardians to access their child’s attendance, reported incidents and grades from their smartphone or computer. This portal will be introduced to parents through community information sessions in the coming year.



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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. A COVID-19 Leadership Response Team for KTCEA continued to operate and meet throughout the year to lead the Education Continuity Plan developed in 2019-2020 to help manage remote learning.

What we accomplished:

KTCEA implemented a COVID-19 School Restart Plan for the 2020-2021 School Year.

- Training and information about this plan were provided to all staff and the plan was shared publicly on the KTCEA website and on social media.
- The School Restart Plan was updated regularly as provincial restrictions changed. The plan helped to keep staff and students safe and to ensure that COVID-19 and other health and safety protocols were followed in KTCEA schools and central office.

A new Emergency Response Program was completed and is ready to be rolled out in fall 2021.

The Health and Safety Coordinator and KTCEA gave regular notices and updates to community and staff about COVID-19 cases and trends in the community, community restrictions, and school closures through email and social media.

- Signage was provided for KTCEA central office and each school to encourage social distancing, masks and hand sanitizing.
- Audits of each school for health and safety protocols as well as cleaning and sanitizing were completed on a regular basis throughout the year.

KTCEA continued to employ additional staff (many are local community members) to provide the extra cleaning needed to meet safety measures. We also provided cleaning supplies and PPE for students and staff in all facilities.

An updated School Safety Measures restart document was developed and approved by the Board for fall 2021-2022. **[Click here for the 2021-2022 School Safety Measures.](#)**





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Financial and Capital Planning

KTCEA is responsible and accountable for the management, stewardship and planning of all financial and capital assets for the delivery of K-12 education in KTCEA schools. The KTCEA Board of Directors received regular finance updates from KTCEA at monthly meetings and approved the final 2019-2020 Financial Report submitted in February 2021.

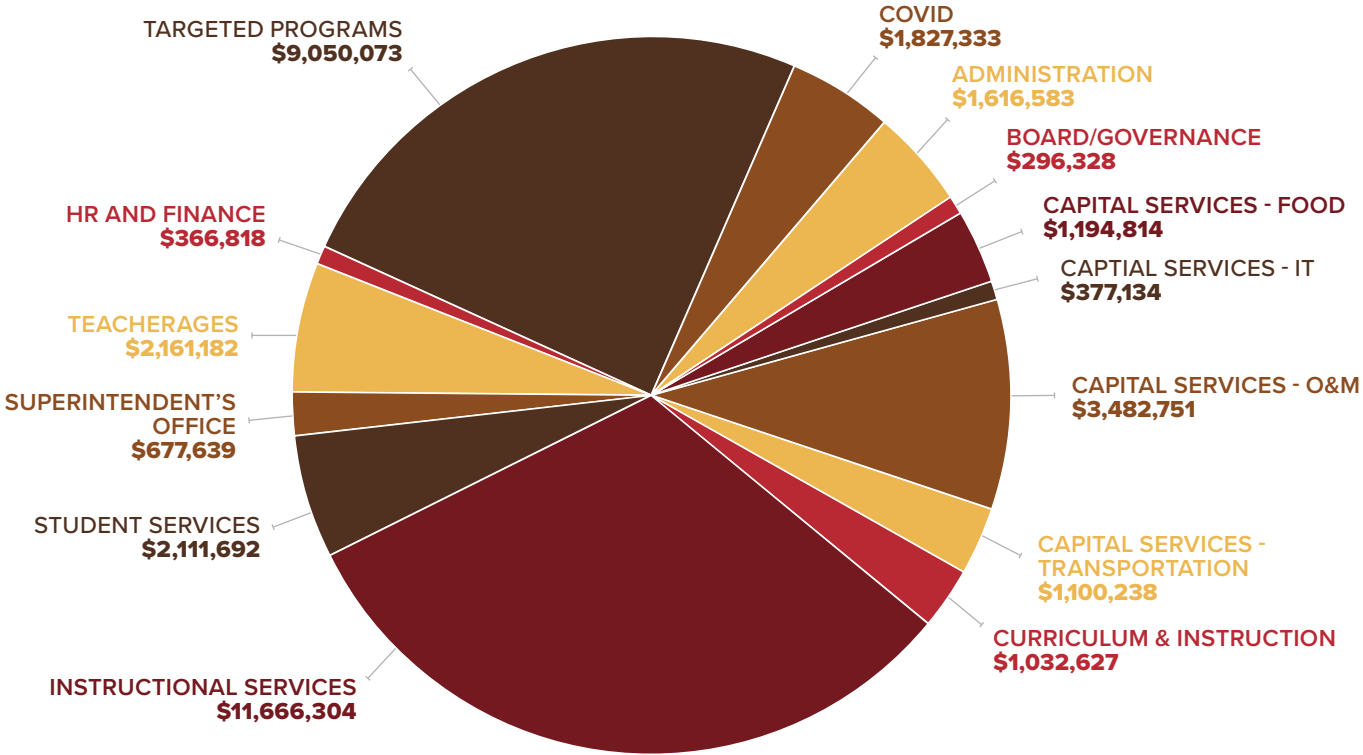
KTCEA Consolidated Budget

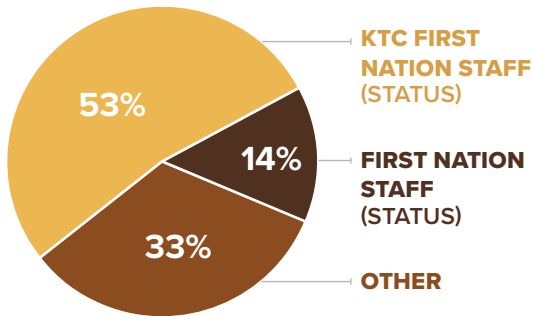
Each year we are required to complete a KTCEA Consolidated Budget each year. The KTCEA Consolidated Budget represents the overall expenses in 2020-2021 by categories.

Expenditures for this year total **\$36,961,517.21**

KTCEA 2020-2021 Audit

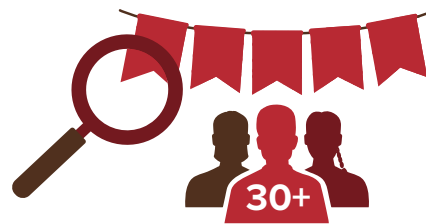
The KTCEA Audit is completed from August–October each year. KTCEA's 2020-2021 Audit can be found on our website at ktcea.ca.





KTC communities. In 2020-2021, across the organization, we have local staff from each community in many roles in our schools and central office including teachers, cooks/helpers, custodians, delivery drivers, bus monitors, education assistants, technicians, administration, maintenance, finance, and human resources.

KTCEA is also looking at new ways to reach out to individuals in KTC communities such as making connections with the KTC Indigenous Skills Employment Training program.



KTCEA **exceeded its target** to attract over 30 people to apply to KTCEA recruitment activities



KTCEA exceeded its target to attract over 30 people to apply to KTCEA recruitment activities in 2020-2021. Recruitment activities included online job postings, advertisements and meeting with 25 students through virtual career fairs at universities and the Education Canada Network virtual career fair.

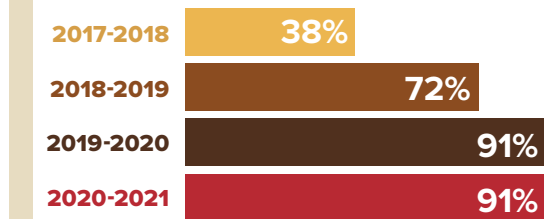
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kitinihtwâw otatoskîwak

Staff Retention

KTCEA worked on a staff retention plan beginning with a staff survey and information from stay and exit interviews and staff focus groups. We completed baseline data on staff retention in 2020-2021 which will be used to set annual targets going forward. KTCEA has maintained a teacher retention rate of 91% for the past two years, which is a significant increase from two years prior.

RETENTION RATE FOR TEACHING STAFF



How we are improving this:

In January 2021, the Board approved development of a Cree language bonus for KTCEA staff who are fluent speakers and help to promote the Cree

language in schools and across the organization and retain staff who speak the language. This was developed and will be implemented in 2021-2022. This year, the KTCEA Board also ensured that all staff were eligible to receive a critical worker benefit, similar to the benefit offered by the Province.

The Human Resources branch coordinated several professional development, team-building and recognition events throughout the year. This included a virtual school kick-off event, professional development, recognition, and team-building activities such as virtual staff challenges and bingo and wing nights via Zoom. In August 2021 a three-day induction and training for new staff was held at mihkowapikwaniy Camp - Lubicon Lake Band.

We continued to support 17 staff members to complete the first year of a Master's Degree in Education Studies at the University of Alberta.

We also developed and implemented new human resource systems and procedures over the past year. New human resources administrative procedures were developed to guide staff in processes and procedures for human resources within KTCEA. These will be implemented in 2021-2022.

In 2021, we implemented the time and absence reporting components of Atrieve, a new online system for KTCEA staff. This has already resulted in increased efficiency and savings in costs and time for staff in Finance and Human Resources.

KTCEA has maintained a teacher retention rate of 91% for the past two years, which is a significant increase from two years prior.



BOARD PRIORITY 4:

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ASSETS



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ití kâ-wî itakohtiyahk

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.**

Schools Update

New schools in Peerless Trout First Nation, Kateri and Elizabeth Quintal were open to students in September 2020 and operational for the 2020-2021 school year. The schools were featured in the March 2021 issue of Award magazine for design, architecture and construction.

A digital signage project was approved and developed for each KTCEA school and scheduled for installation in July 2021. Final installation will take place in September 2021. The digital signs will be used for communications internally and externally to share news and updates within each school community and Nation.



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Government of Alberta

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

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Other Partnerships

College of Alberta School Superintendents (CASS)

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

Northwest Regional Learning Consortium (NRLC)

We partnered with the NRLC to develop professional learning that supports the KTCEA Common, Consistent Curriculum and land-based learning.

Dual Credit Programs

Partnerships were established with Northern Lakes College and the Southern Alberta Institute for Technology (SAIT) to develop and offer dual credit programs for high school. These are programs in which students earn credits toward a high school diploma and a post-secondary certificate by taking one dual credit course. KTCEA high school students may apply to take courses through Northern Lakes College or SAIT.

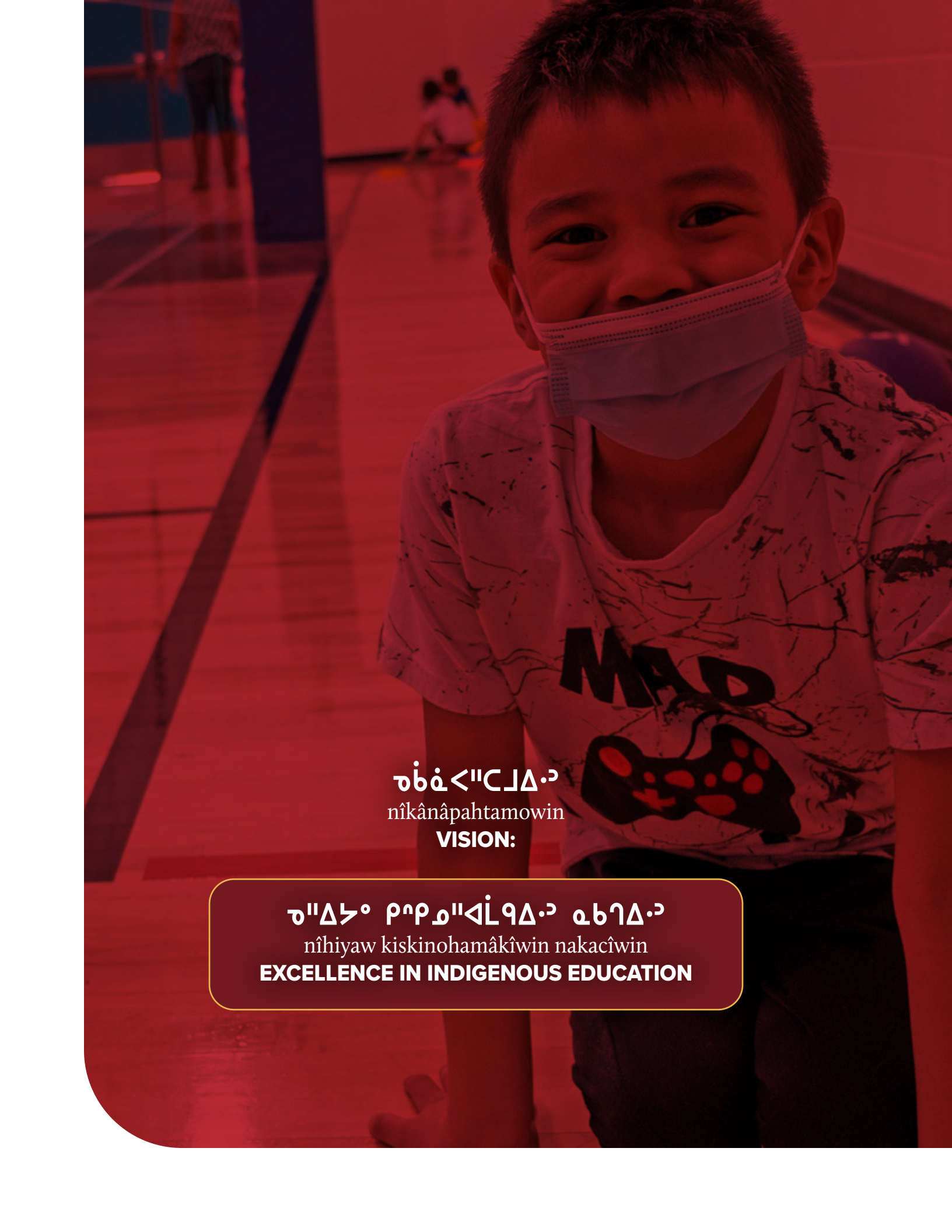
Royal Alberta Museum

We partnered with the Royal Alberta Museum to have them provide virtual tours and programs that support land-based learning and other curriculum outcomes for KTCEA students and classrooms. In return, KTCEA's assisted the museum with virtual programming offered to school authorities throughout Alberta. Plans have begun to develop a KTCEA land-based learning display at the Royal Alberta Museum that will showcase the development of KTCEA's land-based learning as a cornerstone.

Other Provincial School Divisions

In Alberta, KTCEA is recognized as a trailblazer and leader in land-based learning. KTCEA partnered with High Prairie and Fort Vermillion School Divisions to collaborate on professional development and virtual land-based learning.

Cree translations by Charles Houle and resource Elder Robert W. Cardinal.



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