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mâmwawî acimostâkîwî masinahikan

COMMUNITY REPORT 2019-2020



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nîkânâpahtamowin VISION

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nîhiyaw kiskinohamâkîwin nakacîwin EXCELLENCE IN INDIGENOUS EDUCATION

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kâ-nihpîmastîkwâw ayamihcikiîwina

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Translated by Charles Houle. Resource Elder Robert W. Cardinal.



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kâ-nîkânapit otacimowin

MESSAGE FROM THE CHAIR

tan'si,

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

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

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

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

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

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ki-nanâskomitinâwâw,

Chief Ivan Sawan
KTCEA Board Chair

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otacimowin onîkânîw
kiskinohamâkiw okimâskwîw

MESSAGE FROM THE SUPERINTENDENT

tan'si,

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

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

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

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

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

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ikosi mâka



Dr. Daphne Mai'Stoina
Superintendent





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kitaskînew 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,**
Lubicon Lake Band



Jason Laboucan,
Councillor,
Lubicon Lake Band



Timothy Sawan,
Councillor,
Lubicon Lake Band



**Chief
Gladys Okemow,**
Peerless Trout First Nation



Gilbert Okemow,
Councillor,
Peerless Trout First Nation



Chief Albert Thunder
Whitefish Lake First Nation
KTC Grand Chief

Honourable Seamus O'Regan
Minister, Indigenous Services Canada

Chief Isaac Laboucan-Avirom
Woodland Cree First Nation



Corrine Alook,
Councillor,
Peerless Trout First Nation



Chief Isaac Laboucan-Avirom,
Woodland Cree First Nation



Derek Auger,
Councillor,
Woodland Cree First Nation



George Merrier,
Councillor,
Woodland Cree First Nation



Chief Albert Thunder,
Whitefish Lake First Nation



Darren Auger, Councillor,
Vice Chairperson, Whitefish Lake First Nation #459



Richard Laboucan,
Councillor,
Whitefish Lake First Nation #459

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mâdawaci kâ-takâhkipayik

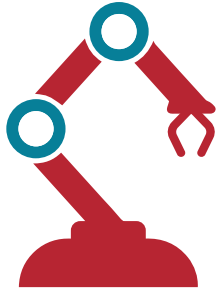
2019-2020 HIGHLIGHTS



**KTCEA
ELDERS
SPEAK APP**
was released

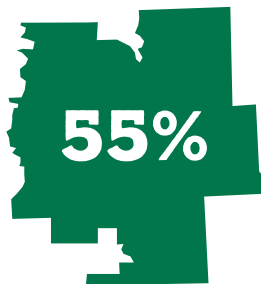


12 STUDENTS
graduated this year

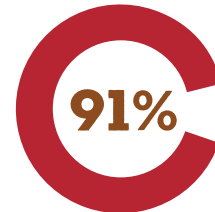


15 STUDENTS
received credits in
Robotics

20% INCREASE
in grade 1 students
reading at a higher level



of KTCEA staff are
**FROM KTC
NATIONS**



**RETENTION RATE
FOR TEACHING STAFF**
(compared to 72% in 2018-2019)



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



**AN ELDERS
ADVISORY COMMITTEE**
was established to provide
support to the Land-Based Learning Camp



17 KTCEA EMPLOYEES enrolled in the **Masters Degree** in Educational Studies



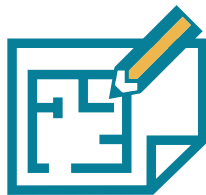
Planning began for the expansion of a **FULL-DAY K4 PROGRAM** at all schools



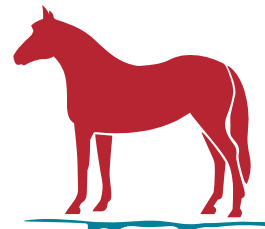
Health Canada certificate to **SERVE TRADITIONAL MEALS** to students



284 COMMUNITY MEMBERS attended community information sessions



NEW SCHOOLS AT PEERLESS TROUT FIRST NATION were completed and ready for students to commence in the 2020-2021 School Year



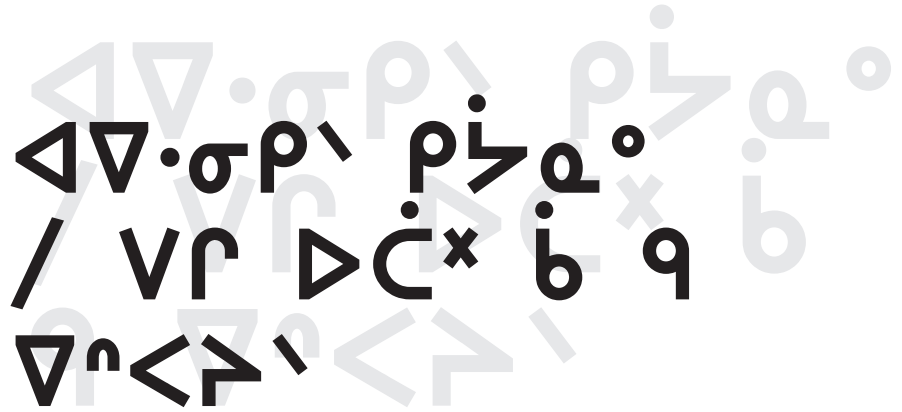
91 STUDENTS participated in the school-based **Equine Assisted Learning** program



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

A full time **SPEECH AND LANGUAGE THERAPIST** was hired on a **full time basis** to support all KTCEA schools





awînikik kiyânaw/pîci otâhk kâ-kî îspayik

OUR HISTORY / WHO WE ARE

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Decades before the establishment of KTCEA, Elders and leaders from Loon River First Nation, Lubicon Lake Band, Peerless Trout First Nation, Whitefish Lake First Nation, and Woodland Cree First Nation had a vision for education: a single education authority that would provide high-quality education for Kee Tas Kee Now Tribal Council (KTC) First Nations students. Education was and continues to be seen as key to ensure nîhiyâwîwin ways thrive and to leave a strong legacy in place for present and future generations.

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

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



Clarence Jaycox School

Location: Loon River First Nation
Bag #4
Red Earth Creek, AB T0G 1X0
Total student population: 170
Principal: Mabel Noskiye
Email: mabel.noskiye@ktcea.ca
Phone: (780) 649-2942

Elizabeth Quintal School

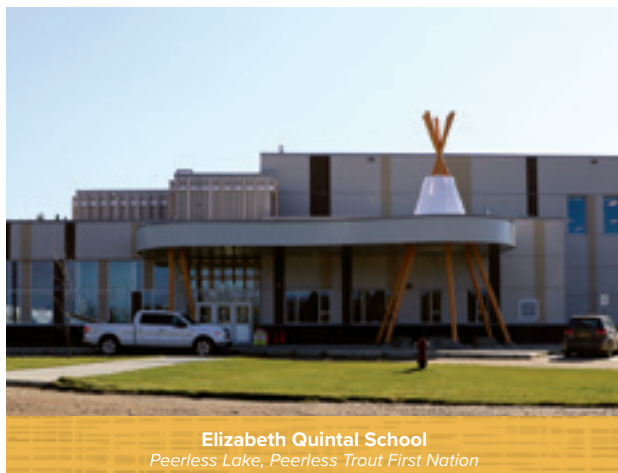
Location: Peerless Lake, Peerless Trout First Nation
P.O. Box 30
Total student population: 121
Peerless Lake, AB T0G 2W0
Principal: Connie Molcak
Email: connie.molcak@ktcea.ca
Phone: (780) 869-3830

Kateri School

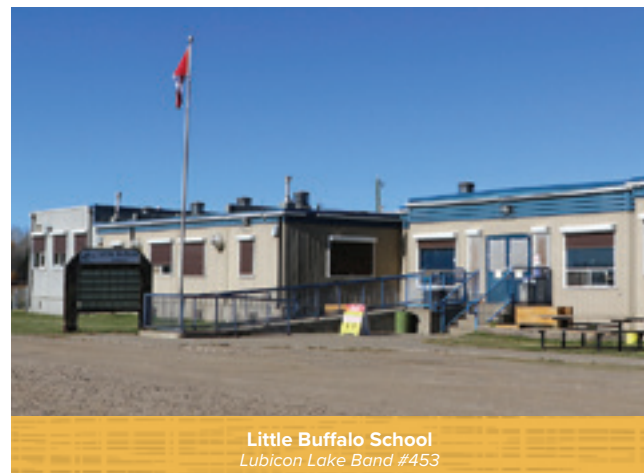
Location: Trout Lake, Peerless Trout First Nation
P.O. Box 40
Total student population: 109
Trout Lake, AB T0G 2N0
Principal: Yvette Jean-Jacques
Email: yvette.jeanjacques@ktcea.ca
Phone: (780) 869-3990 ext. 2301

Little Buffalo School

Location: Lubicon Lake Band #453
General Delivery
Total student population: 175
Cadotte Lake, AB T0H 0N0
Principal: Arleyne Eldridge
Email: arleyne.eldridge@ktcea.ca
Phone: (780) 629-3950



Elizabeth Quintal School
Peerless Lake, Peerless Trout First Nation



Little Buffalo School
Lubicon Lake Band #453

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nîhiyawîwin kâ-kîsi kwîcihkîmohk

CREE LANGUAGE SURVEY RESULTS 447 responses

DO YOU SPEAK CREE?



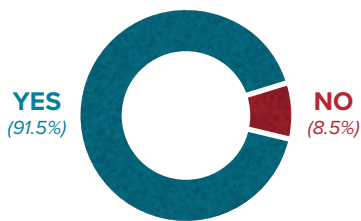
DO YOU UNDERSTAND CREE?



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



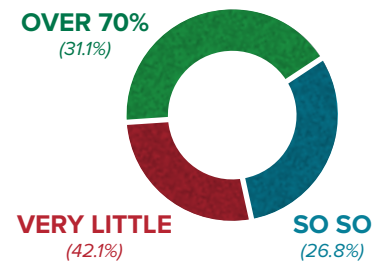
DO YOUR PARENTS SPEAK CREE?



DO YOUR FRIENDS SPEAK CREE OUTSIDE OF SCHOOL?



HOW MUCH IS CREE USED AT YOUR HOME?



Please go to www.ktcea.ca or search “KTCEA Elders Speak” to download the app.

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nîhiyawîwin kâ-kwîcihkîmohk tânisîsi îsi apacihtâhk
CREE LANGUAGE SURVEY

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



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

Results:

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

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

Elders and knowledge keepers were brought to the schools to teach traditional skills such as drum making, hand games, moose hide preparation, arts and crafts, storytelling, and fish preparation.

Some of the teachings at the camp included dog care and dog sledding, ice fishing, snowshoeing, community leadership and governance, traditional meal preparation, trapping and skinning, and hunting skills.

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



ΔC"O b ĩ>e"b.º
 itahto kâ-sâponahkwâw
GRADUATION RATES

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

Results:

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

How we are improving:

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

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

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

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

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



↑ **20%**

Grade 1 students
reading at a
higher level

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ayamihcikiîwin mîna akihtâsowin
LITERACY AND NUMERACY

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

Results:

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

How we are improving this:

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

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

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

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

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



ôskî okiskinohamowâkanak kiskinohamâkosôwin
EARLY LEARNING

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

How we are improving:

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

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



okiskinohamawâkanak o-miyoskôyowin
STUDENT NUTRITION

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

What we accomplished:

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





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

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mîtaŵîwin isîhcikîwina
SPORTS PROGRAMS

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

What we accomplished:



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

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

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

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



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kâ-waskawîstamihk kâh kiskinohamâtôwina
ROBOTICS

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

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

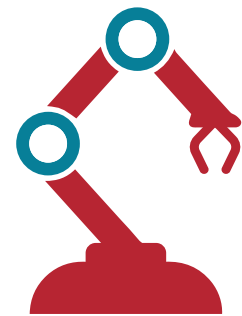
What we accomplished:

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

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okiskinohamwâkanak sîtoskâkiwina
STUDENT SUPPORTS

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



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



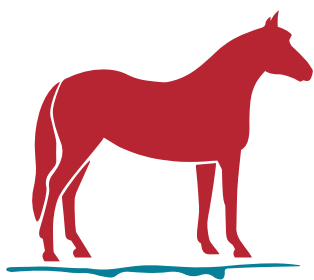
What we provided:

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

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

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

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



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

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

BOARD PRIORITY #2



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kâ-îsi māmawi paminamihk kiskinohamâkîwin

GOVERNANCE

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itî kê-wî itakohtîyahk
OUR GOAL

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

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māmawi-ayâwin mîna onîhikwak
kâ-mâwikamâtotwâw
Community and Parent Engagement

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

How we are improving this:

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

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

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





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

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

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

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

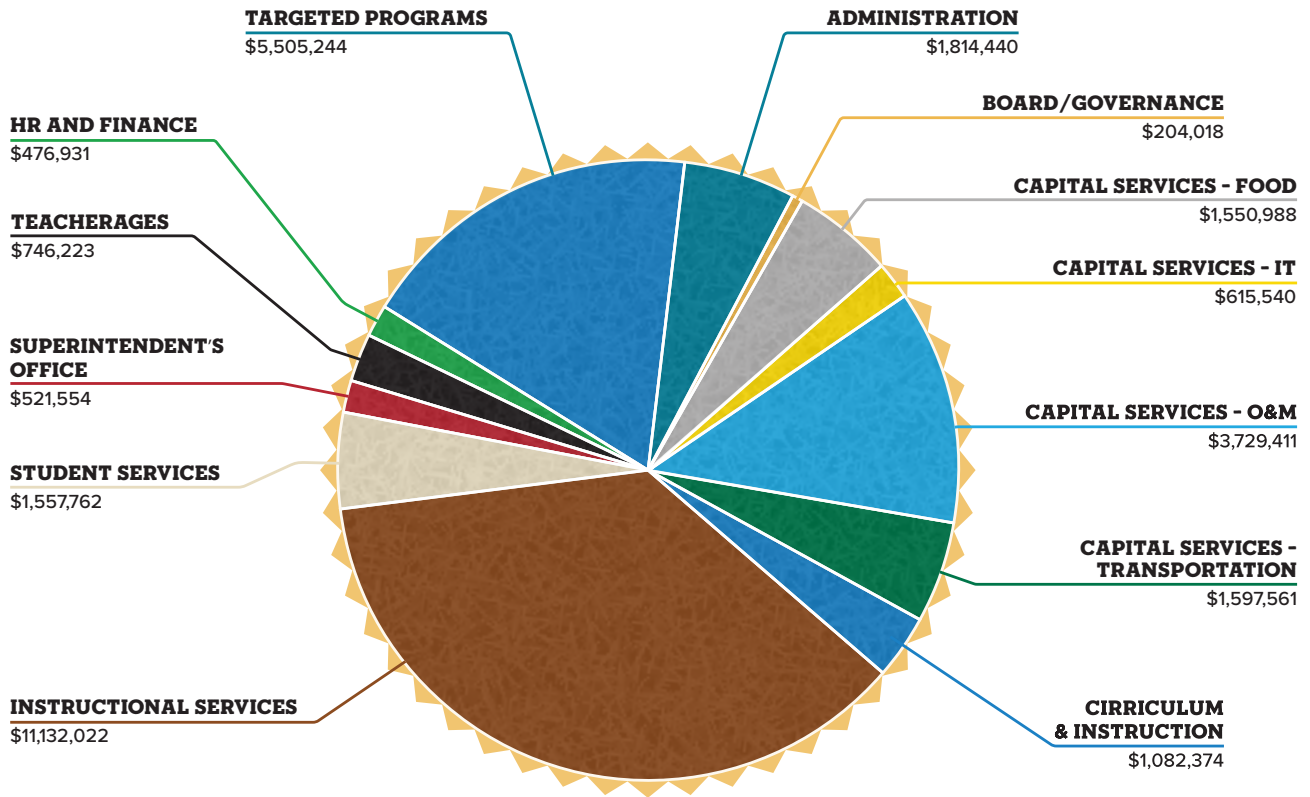
KTCEA is responsible for ensuring effective and efficient stewardship and planning of its financial and capital assets for the provision of K-12 education services.

What we accomplished this year:

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

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

KTCEA EXPENSES BY DEPARTMENT, 2019-2020 YEAR

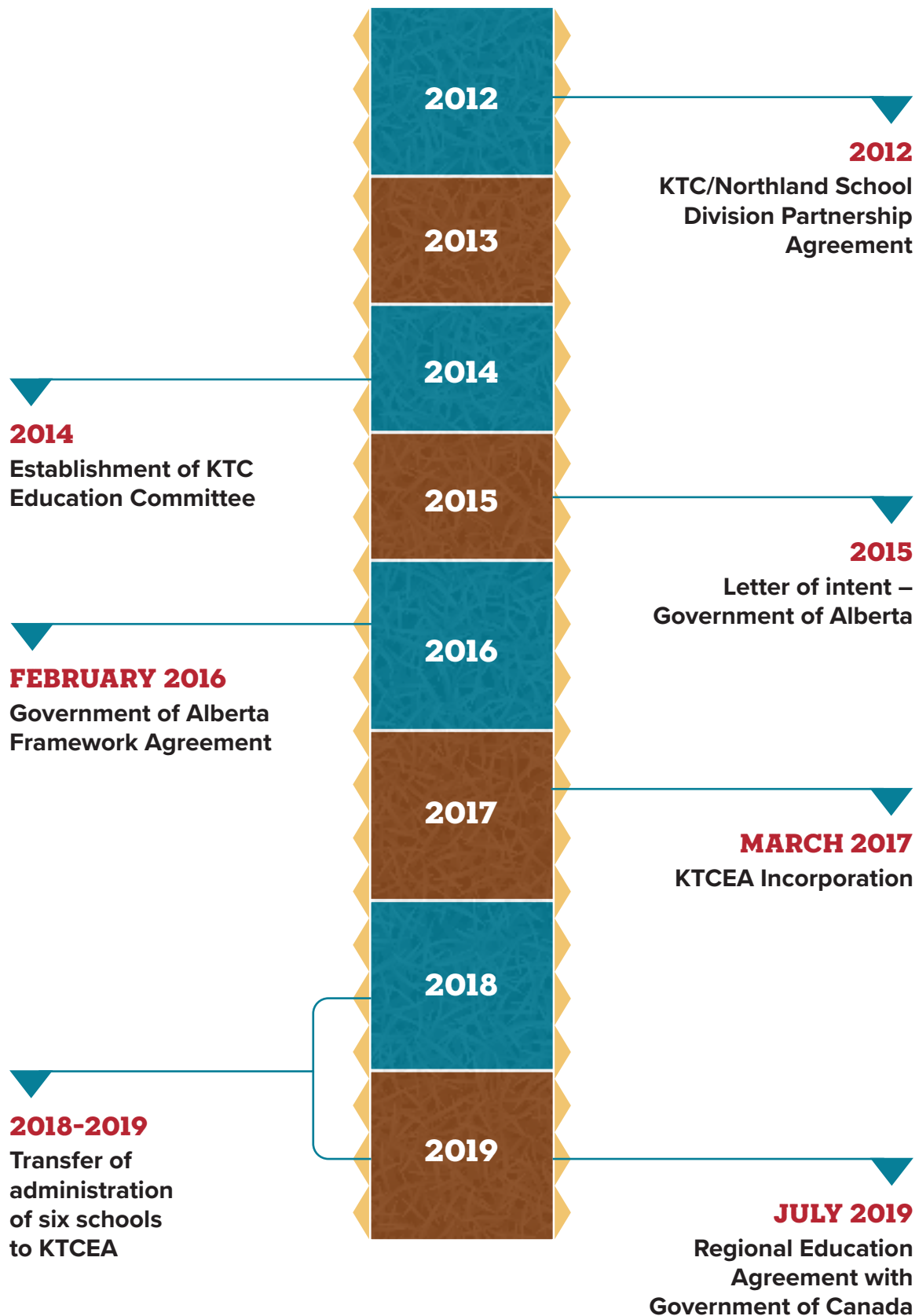


KTCEA Consolidated Budget

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

KTCEA 2019-2020 Audit

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





the Government of Canada. Together, KTCEA and MESC account for approximately one third of the total on-reserve student population in Alberta. KTCEA and MESC work closely together in a number of practical and innovative ways to build their respective education systems.

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

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

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kâ-misikitit okimâw
Government of Canada

In July 2018, KTC Chiefs signed a 10-year Regional Education Agreement (REA) with the Government of Canada. This federal funding agreement enables KTCEA to dedicate new resources and staff, improve school supports to further student achievement, and offer new programs for students. The REA provides predictable, sustainable, stable, and flexible funding that will meet the needs of all KTCEA students.

The Government of Canada also provides support through the Structural Readiness Program. Funding provided through this program supports and acknowledges the resources required to build and strengthen financial, governance, operational, and overall organizational capacity for new Education Authorities.

