

kâ-nihpîmastîkwâw ayamihcikîwina

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MESSAGE FROM THE CHAIR



Tânisi

Niya onîkânapiw ohci Kee Tas Kee Now pîyakôskân wiyasiwîwak kiskinohamâkîwin okimâwapiwin onîkânîwak kâ nîkânîstahkwâw, mitoni nimamihcitin tamamskotaman awa nîso kîhci mitâtahtomitanaw nîstanaw nîstosâp iskohk nîso kîhci mitâtahtomitanaw nîstanaw niwasap mâmawayâwin acimowin. Oma achimowin nokwan isokatoskihk ikwa nîkamôstamâkîwin kakiyow mamawayawinihk - okiskinohamawâkanâhk, Otatoskîywâk, Onikihikomawak, kihtîyâyak, ikwa kiwîcîwâkanâhwak. Mamawi mistahi kiyakotanow isi kisi mamaw kanawapatamak Nakachiwin Nihiyaw Kiskinonamakiwin ikwa kikwi inoti itotamak tanisokamowayakwow miyo nihiyow pimatchihowin kiskinwahamakiwin ochi oti nikan kanskotapanawak.

Onoch aski, kiwapatinow mistahi yakotiyak tapiskoch Niyawiwin kakiskinwahamakiyak, askiw pimachihowin, ikwa Kiskinohamakiwak miyo ayawina. Kee Tas Kee Now pîyakôskân wiyasiwîwak kiskinohamâkîwin okimâwapiwin onîkânîwak isi kisi kiskinohamowyakwaw akami kimaskowsihanawak kiskinohamowakanak tanistotakwaw onihiyawatsowinowaw tawawihiyakwaw takakitawaw anoch isi pimatisiwin. Omaskowsiwinowaw ikwa asotamowinowaw kikiskinohamawakanawak ikwa kitatoskiyakanawak mistahi kisihkiskakonawak ikwa okaskitakonowawa kispinatamwak kichi nistawinawiyakwaw.

Kinanaskomitinawaw, kakami sitoskawiyak ikwa katapwitamihk imaskowsimakak kiskinohamakosowin kita osihayakwaw oti nikan awasak ikwa mamawayawin.

ki-nanâskomitinâwâw,

Councillor Corrine Alook KTCEA Board Chair

Tan'si

As Chair of the KTCEA Board of Directors, I am pleased to present the 2023-2024 Community Report. This report reflects the hard work and dedication of our entire community—students, staff, parents, Elders, and partners. Together, we have made great strides toward fulfilling our shared vision of Excellence in Indigenous Education and our mission to provide holistic, culturally rooted education for future generations.

This year, we have seen significant progress in key areas such as Cree language revitalization, land-based learning, and student well-being. Our KTCEA Common Consistent Curriculum (CCC) continues to strengthen our students' understanding of their cultural identity while preparing them for success in the modern world. The strength and commitment of our students and staff have been nothing short of inspiring, and their achievements deserve our highest recognition.

Thank you for your continued support and for believing in the power of education to shape a brighter future for our children and communities.

ki-nanâskomitinâwâw,

Councillor Corrine Alook KTCEA Board Chair

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otacimowin onîkânîw kiskinohamâkîw okimâskwîw

MESSAGE FROM THE SUPERINTENDENT



Tânisi,

Nimiwiyitin oma tamamiskotaman awa nîso kîhcimitâtatomitanaw nîstanaw niwasap Mâmawayâwin Acimowin, inokwakwaw mamatow kaskitawina ikaskitayak mâmawayâwin mamawi. Niya onîkânîw kiskinohamâkîw Okimaskwiw ochi Kee Tas Kee Now pîyakôskân wiyasowîwak onîhiyawak, Mitoni nimamihtsin isi kisi yahkotiyak ikwa ikwi tipitotamahk takistiyitamahk tansi iki isi wapatakwaw Kitiayak ikwa Onikaniwak aschi ikochiyak Nakachiwin Nihiyaw Kiskinonamakiwin.

Oma aski, mitchit kitotinow kaskitawina, ikwa ninoti mamskotine tamamsktaman iyikok isoki atoskitwaw ikwa inikamostakwaw kitatoskiyakanawak, kiskinohamawakanahk, onikihikomawak, kitiayak, ikwa mâmawayâwinik kiwichiwakanawak. Mitoni mistahi kiyakotanaw tapiskoch niyawiwin ikiskinohamakiyak, tansi tisikiskinohamakik, kiskinohamawakanak miyowiyawin, ikwa mâmawayâwinik kawitatoskimayakwaw, ikwa aschi ikichinahoyak Nihiyaw pikiskwiwin ikwa Nihiyaw pimachihowin nistam kinikanastanow isi kitastayak kiskinohamakiwin.

Kinanaskomitinawaw, kakami sitoskawiyak ikwa yasotamihk oti nikan ochi kichawasimisinawak ikwa oti nikan nihiyaw kiskinwahamakiwin.

Ki-nanâskomitinâwâw,

Dr. Daphne Mai'Stoina Onikaniw kiskinohamakiw okimaskwiw

Tan'si.

I am pleased to present the 2023-2024 Community Report, which highlights the remarkable accomplishments we have achieved together as a community. As the Superintendent of Kee Tas Kee Now Tribal Council Education Authority (KTCEA), I am deeply proud of the progress we have made in our mission to honor the vision of our Elders and leaders while striving for Excellence in Indigenous Education.

This year has been filled with successes, and I want to take a moment to reflect on the hard work and dedication of our staff, students, parents, Elders, and community partners. We have made significant strides in areas such as language revitalization, curriculum development, student well-being, and community engagement, all while ensuring that our Cree language and land-based learning remain central to our educational framework.

Thank you for your ongoing support and commitment to the future of our children and the future of Indigenous Education.

Ki-nanâskomitinâwâw,

Dr. Daphne Mai'Stoina Superintendent

PC090° 060>01

kitaskînaw onîkânapowak

BOARD OF DIRECTORS

As of September 2024





CORRINE ALOOK

Councillor, CHAIRPERSON, Peerless Trout First Nation Current as of September 5, 2024

SHAYNE LETENDRE

Councillor, VICE-CHAIRPERSON, Loon River First Nation Current as of September 5, 2024





BILLY JOE LABOUCAN

Chief, Lubicon Lake Band



Councillor, Lubicon Lake Band





TIMOTHY SAWAN

Councillor, Lubicon Lake Band

GILBERT OKEMOW

Chief, Peerless Trout First Nation





JULIANNE NOSKIYE

Councillor, Peerless Trout First Nation



Chief, Loon River First Nation





CODY LETENDRE

Councillor, Loon River First Nation



Councillor, Whitefish Lake First Nation #459





CLIFFORD LABOUCAN

Councillor, Whitefish Lake First Nation #459

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mâmawaci kâ-takâhkipayik

2023-2024 HIGHLIGHTS



ELDERS WORK WITH KTCEA AND NRLC ON CURRICULUM

The KTCEA Elders Advisory Council, Student Services, Curriculum & Instruction, Cree Language & Culture teams, educators, and NRLC met in Peace River to work on the curriculum. They focused on bringing Nehiyaw Ways of Knowing and Being into the new Grades 1-3 Science Curriculum, Grades 4-6 Numeracy, and English Language Arts & Literature (ELAL). This shows how important Indigenous knowledge, culture, and history are, and it builds pride in KTCEA schools. Their hard work has helped put KTCEA on the map with other educators.



CREE LANGUAGE SYMPOSIUM

The KTCEA Cree Language Symposium, held in partnership with NRLC and Alberta Regional Professional Development Consortia, had a great turnout of Elders and community members from KTCEA nations. Attendees were invited to share their thoughts on language instruction in the community and offer suggestions on how to best support Cree language learning in KTC. Speakers shared their experiences in overcoming challenges in their language programs and discussed the important roles of Elders, community members, and teachers in language revitalization. One speaker focused on Indigenous ways of knowing and being, emphasizing the need to integrate local knowledge, stories, and personal narratives into the curriculum, and linking land-based learning activities to strengthen language and culture.



ARCTIC WINTER GAMES

We are thrilled to celebrate the outstanding achievements of Lexis Savard and Trevor Gladue from Atikameg School, who represented KTCEA at the prestigious Arctic Winter Games in Alaska. This esteemed event brings together athletes from northern and Arctic regions, promoting both athletic excellence and cultural exchange.

We are especially proud to announce that Lexis earned a Bronze medal in Pole Push and a Silver medal in Hand Games, while Trevor delivered an impressive performance throughout the competition. Congratulations to both Lexis and Trevor for their remarkable accomplishments!



NEW TEACHER ORIENTATION

At the beginning of the year, we held our new teacher orientation to welcome all the new teachers for the 2023-2024 school year. Each day featured presentations, games, and activities designed to help them get to know KTCEA better.



KTCEA STUDENT NAMED TO MINISTER'S YOUTH COUNCIL (MYC) FOR THE 2023/24 TERM

Tanisha Nahachick, a grade 11 student from Little Buffalo School, has been selected as the KTCEA representative for the prestigious Minister's Youth Council (MYC) for the 2023-2024 term. She was chosen from among 39 outstanding students out of 180 applicants. In addition, Tanisha was invited to speak at the College of Alberta School Superintendents Conference (CASS), marking another impressive achievement.



STUDENT MENTAL HEALTH SUMMIT

KTCEA held its first student mental health summit on November 3, 2023. Six elders participated in the event and their table was available to students throughout the day. There was an overview of the summit and Indigenous wellness circles by Alexia Miron and Sam Kahil from Jack.org. Afternoon breakout sessions included presenters from KTC Health, KTCEA, AHS, and Jack.org. The day closed with a dinner and keynote speaker, Cody Demarais from Limitless Gear. The event was sponsored by ATB.

KTCEA FOOD SERVICES MANAGER FEATURED IN NATIONAL MAGAZINE

"Reclaiming Indigenous Food Sovereignty and Security in Canada" – Our Food Services Manager, Clifford Gladue, is featured in the nationally distributed magazine, Winds of Change. The article highlights career and educational opportunities for Indigenous people in science, technology, engineering, and math. Clifford shares his efforts to revive traditional food practices and promote nutrient-rich meals sourced from hunting, moving away from processed foods. We are proud to be an example of Indigenous initiatives reclaiming food sovereignty.

Reclaiming Indigenous Food Sovereignty and Security in Canada

By Patrick Quinn





LAND-BASED LEARNING WINTER CAMP 2023

From November 28th to December 1st, students from grades 7, 8, and 9, selected by our schools, embarked on an unforgettable journey to Mihkowapikwaniy Camp, where they engaged in hands-on learning focused on winter survival skills. Over four days, students learned to care for themselves and others on the land while participating in a wide range of activities, such as exploring local watersheds with the Slave Lake and Athabasca Watershed Council, experiencing equine therapy, and playing with Everactive Schools. They also learned about local fur-bearing animals and their Cree names, listened to stories from Elders, practiced snaring techniques, stargazed, played traditional games, and explored their creativity through watercolor painting. A big thank you to everyone who made this camp a success—we're so proud of our students for embracing this rich learning experience!



2ND ANNUAL KTCEA REGIONAL SPELLING BEE

Sanctioned by the Spelling Bee of Canada, the KTCEA Spelling Bee took place on Tuesday, March 26 at Red Earth Creek Hall. Students from all KTCEA schools participated, and the first-place winners from each category will head to Toronto for the finals on May 26th. We extend our heartfelt thanks to the supporters from each nation, as well as Nufloors Slave Lake, TC Energy, Road Runner Leasing, TAs Slave Lake, Lesser Slave Lake Watershed Council, Vanderwell, Northern Lakes College, Slave Lake Friendship Center, Creating Communicators, Functional Therapy, Sensory Solutions, Xcel Energy, and Royal Bank of Canada for their generous contributions to make this event a success.

Our winners are:

Primary (Age 6-8)

- 1ST Joel Laboucan, Elizabeth Quintal (\$500)
- 2ND Titus Raj, Atikameg School (\$350)
- 3^R Daydence Auger, Cadotte Lake School (\$250)

Junior (Age 9-11)

- 1ST Nhyira Yeboah, Cadotte Lake (\$500)
- 2ND Randall Flett, Cadotte Lake (\$350)
- 3^R Tristan Whitehead, Kateri (\$250)

Intermediate (Age 12-14)

- 1ST Kyle Oar, *EQS* (\$500)
- 2ND Elijah Wilson, Kateri (\$350)
- 3RD Delaney Nezcroche (\$250)



KTCEA COMMUNITY MEETINGS

We held our 2023 Community Meetings in each KTCEA Nation, which were a great success! We presented our report, handed out the 2022-2023 Community Report booklets, and shared a meal while engaging in meaningful table discussions. Attendees took part in a short survey, sharing valuable feedback with us. Everyone received a gas card (one per household), and we had some exciting door prizes, including an iPad. We're grateful to everyone who joined us and contributed to the discussions!



PRINCIPAL MABEL NOSKIYE AWARDED THE ALBERTA GRADUATE EXCELLENCE SCHOLARSHIP (AGES)

Mabel Noskiye, our esteemed Principal of CJS, has just been awarded the Alberta Graduate Excellence Scholarship (AGES)! Her dedication and leadership at CJS over the past 5 years with KTCEA have made a significant impact. We are incredibly proud of her achievement and look forward to seeing how her continued efforts will shape the future. Mabel's award is a true reflection of her hard work and passion for education. Congratulations, Mabel!



HIGH PRAIRIE SCHOOL DIVISION HOSTS COLLABORATIVE WILDFIRE TABLETOP EXERCISE

On March 25, the High Prairie School Division hosted a collaborative Wildfire Tabletop Exercise to enhance proactive communication and planning among various organizations in preparation for potential wildfire events. Participants included Holy Family Catholic Regional Division, Kee Tas Kee Now Tribal Council Education Authority, Living Waters Separate School Division, and Northland School Division. The exercise focused on resource sharing, strategic planning, and standardizing processes for messaging, busing, and operations during wildfire alerts or evacuation scenarios. These collaborative efforts will strengthen preparedness, improve safety, and ensure consistent protocols for students, families, and staff as we approach the warmer, drier season.



CREE SPELLING BEE PILOT PROJECT AT ATIKAMEG SCHOOL

Atikameg School hosted a Cree Spelling Bee challenge as a pilot project, with 29 enthusiastic participants from Grades 1 to 9.

The winners were:

	Grade 1-3	Grade 4-6	Grade 7-9
1 ST	Titus	Kloe	Halle
	Raj	Calliou-Tallman	Nahachick
2 ND	Taija	Jordan	Martin
	Laboucan	Seeseewatum	Anderson
3 RD	Liam	Akeelah	Leonard
	Laboucan	Anderson	Oar



YOUTH SYMPOSIUM/KTC CAREER FAIR

KTC partnered with KTCEA to host a two-day career showcase at the Back Lakes Recreational Centre on May 14-15, 2024. This event was created to offer high school students and community members valuable insights into various career paths and opportunities within the nations. KASP, a motivational speaker, facilitator, and hip-hop artist, emceed the event. The first day featured a Youth Palooza with interactive activities and sessions, while the second day concluded with a banquet, celebrating the connections and discoveries made during the showcase.

awînikik kiyânaw/pîci otâhk kâ-kî îspayik

OUR HISTORY/WHO WE ARE

6"Δ≻° **b** Γλⁱ**>**<"CΓ^x

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 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 (K4) to Grade 12 education, and Adult Education for approximately 1,321 students in six KTC First Nations schools and Outreach Schools. 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.

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kâ-îsi mâmawi paminamihk kiskinohamâkîwin

Governance

KTCEA is governed by a Board of Directors with representative members from each of the First Nations communities within the Kee Tas Kee Now Tribal Council Education Authority.

The Board is guided by policies which provide general direction to the Board, Superintendent, and staff to guide actions and decisions. The KTCEA Policy Manual can be found on the KTCEA website at **KTCEA.ca.**

KTCEA also receives guidance and input from our communities through community meetings held in each Nation, surveys, Elder and parent advisory circles (PACs), and committees like the Land Based Learning Committee.

The Board of Directors is composed of representatives from each of the KTCEA member First Nations.

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kitaskînaw kâ-âhkami kwayâci wiyastâtwâw itôtamôwina

Strategic Planning

This plan sets the direction, goals and priorities for the organization. The vision, mission and values of KTCEA were developed as part of

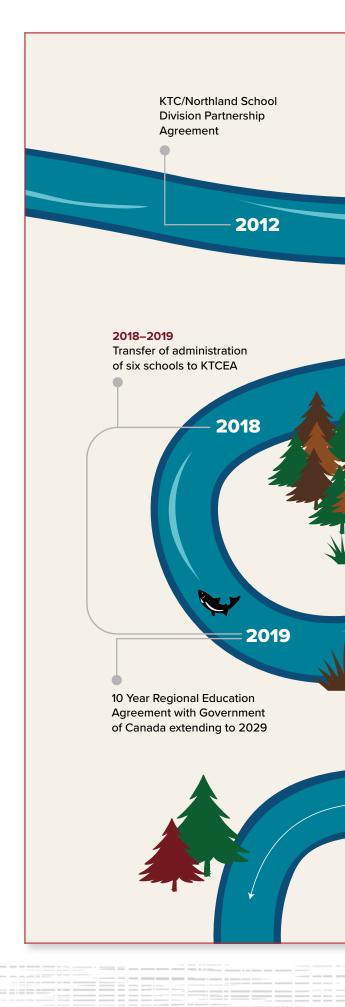
the Strategic Plan.

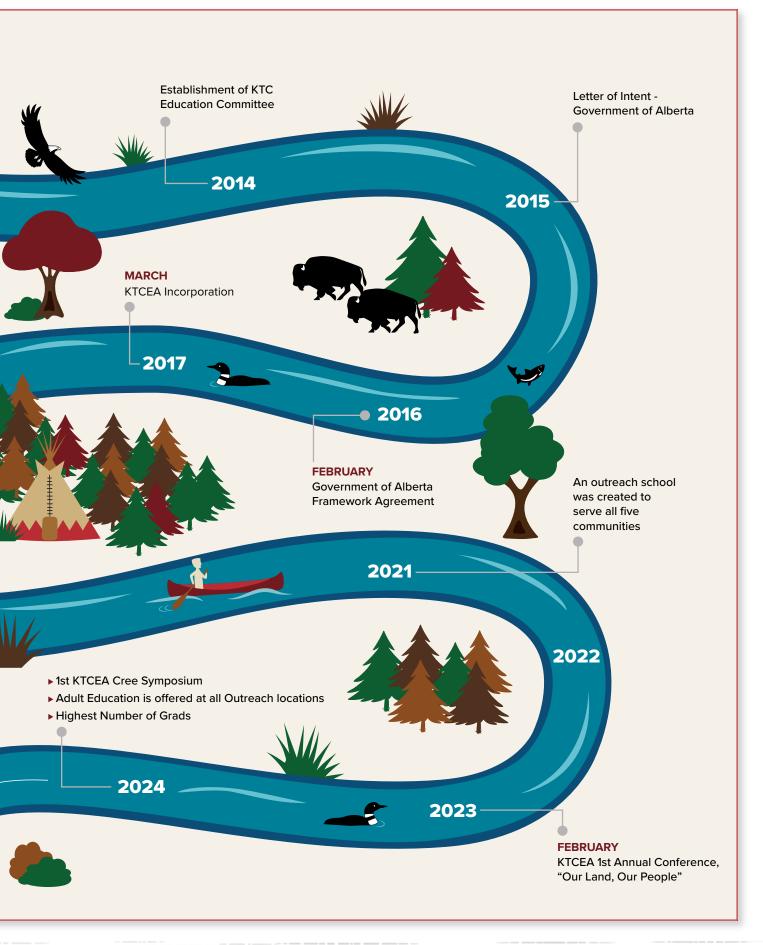


จ"∆๖° P^P๑"⊲Lq∆∙ ๑๖ๅ∆∙ Journey to a First Nations-led Education System

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 nîhiyâwîwin thrive, and to leave a strong legacy in place for present and future generations.







ישלוס ישלביש פאחשי פאחשים שלשוים

nîhiyaw kiskinohamâkwin nakacîwin

Excellence in Indigenous Education

96.+ 6 ∇. Δ⊃CΓ×

kîkwây kâ-wî itôtamihk

Mission

Ni-kistîyîmânânak onîkânâpahtamôwinowâw ni-kihtîyayiminânak mîna ni-nîkânîminânak kâ-mâmawinitotwâw tâyiskôc pîyak okimâwîwin kâ-paminamâwâtwâw okiskinohamâkosîwinowâw kitawâsimisinawak. Kiskinohamâkosôwin iyako kâ-wî ôhtisistamawâyahkwâw kâ-wî âsônamawâyâhkwâw aniki ôtî-nîkân aniskotâtô-wâhômâkanak.

Ki-maskawisîwininaw î-ôhcipayik ita îyikohk kâ-wiyôtisîmakahk kitaskînaw, mîna ka-kistîyîhtâkwahk ki-pîkiskwîwininaw, pîci-otâhk ki-pimâcihowininaw, ki-nîhiyâwîninaw 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 kîkway 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-nahâyâtwâw, 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.

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

KTCEA Strategic Plan

kitápacintáwinawa

istorana danako miyo saaponamowin shirt success kâ-îsi mâmawi paminamihk tistinonamakiwin **VISION:**

-۵۱۵۰ ^۱۵۲۵ ۱۵۲۵ ۱۵۲۵ ۱۵۲۵ ۳ ۲۵ nîhiyaw kiskinohamâkîwin nakacîwin

EXCELLENCE IN INDIGENOUS EDUCATION

MISSION:

We honour the vision of our Elders and leaders by coming together as one single authority responsible for the education of our children. Education is the legacy we collectively leave for present and future generations.

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STAFF RETENTION

kā-micimwâtinihtwâw otatoskîwak

ρρησύλος Αυθουσής Αυ

ki-kiskinohamâtôwikamikonawa

Our Schools

There are six schools and an outreach school program serving a student population of 1,321 in 2023–2024.



Atikameg School: K-12

Total student population: 347

Atikameg, Whitefish Lake First Nation #459 **General Delivery:** Atikameg, AB T0G 0C0 Principal: Jackie Sander

Email: jackie.sander@ktcea.ca

Phone: 780-767-3797

Cadotte Lake School: K-12

Total student population: 267 Woodland Cree First Nation

General Delivery: Cadotte Lake, AB T0H 0N0

Principal: TJ Gladstone **Phone:** 780-639-3767

Clarence Jaycox School: K-12

Total student population: 150

Loon River First Nation

General Delivery: Bag #4 Red Earth Creek, AB TOG 1X0

Principal: Mabel Noskiye

Email: mabel.noskiye@ktcea.ca

Phone: 780-649-2942

■ Elizabeth Quintal School: K-8

Total student population: 112

Peerless Lake, Peerless Trout First Nation

General Delivery: P.O. Box 30, Peerless Lake, AB TOG 2W0

Principal: Dr. Mary-Judith Lyander

Email: judith.lyander@ktcea.ca

Phone: 780-649-6849

Kateri School: K–12

Total student population: 153

Trout Lake, Peerless Trout First Nation

General Delivery: P.O. Box 40, Trout Lake, AB TOG 2N0

Principal: Melton Moyo

Email: melton.moyo@ktcea.ca

Phone: 780-869-3990

Little Buffalo School: K-12

Total student population: 225

Lubicon Lake Band #453

General Delivery: Cadotte Lake, AB T0H 0N0

Principal: Bonnie Rhoades

Email: bonnie.rhoades@ktcea.ca

Phone: 780-629-3950



KTCEA Outreach School: 7–12

Serves students from all KTC Nations.

Total student population: 80

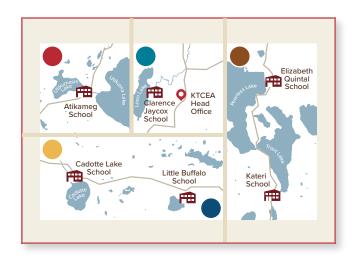
Locations: Outreach is available in all KTCEA communities

with flexible, online, and in-person learning.

Outreach Principal/Principal Mentor: Enrique Toledo

Email: enrique.toledo@ktcea.ca

Phone: 780-316-9119



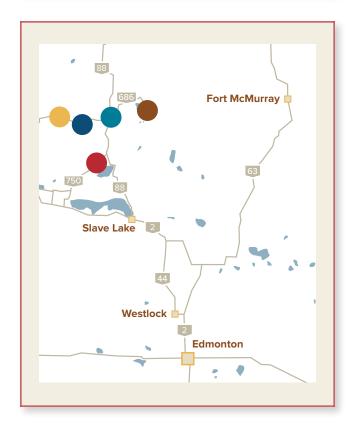


LAUNCH OF A NEW KTCEA WEBSITE

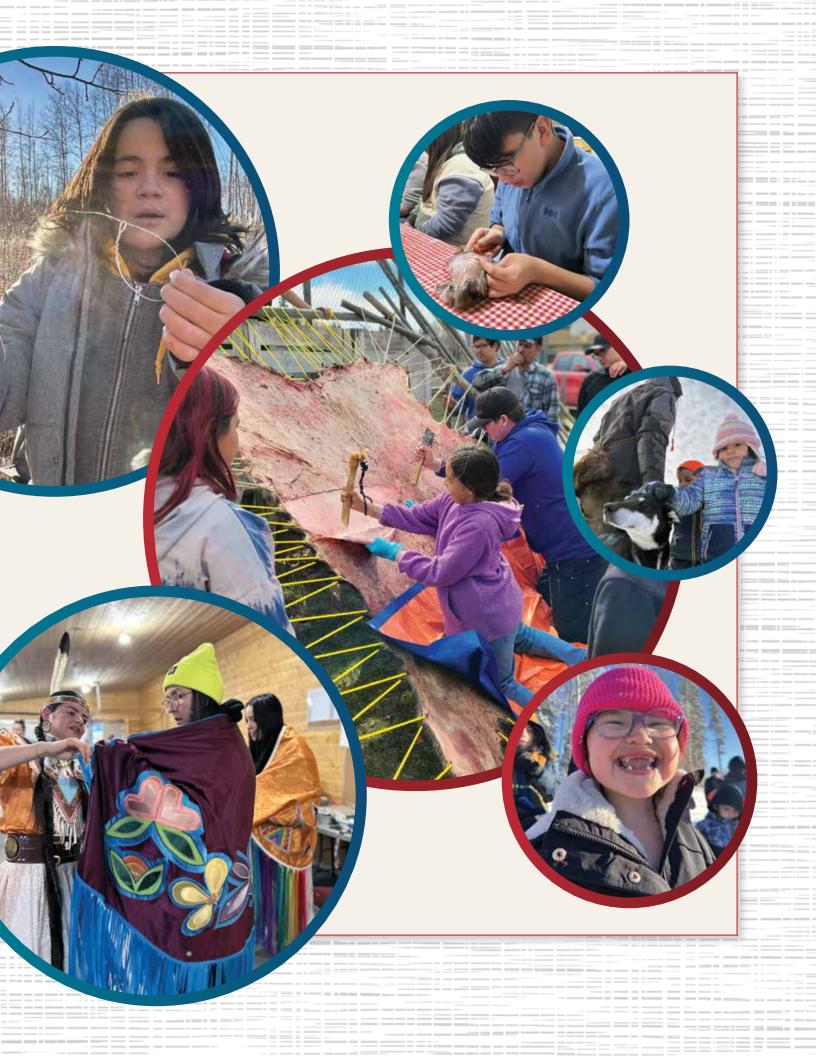
Our new website is here to better serve our community with a fresh look, easier navigation, and a wealth of resources right at your fingertips. Whether you're searching for the latest KTCEA news, events, or educational materials, you'll find it all on **KTCEA.ca.**

Stay up-to-date with our events calendar, explore a variety of educational resources, and read the latest news and announcements. Plus, you can easily reach out to us through our contact page.

Visit **KTCEA.ca** today to explore the new features, and we look forward to hearing your feedback as we continue to support our amazing community!









okiskinohamâwâkanak o-miyo sâponamowin

STUDENT SUCCESS

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kitaskînaw înitowi-tîpîyimowin kâ-nihpî masinahikâtîkwâw kiskinohamâkîwasinahikana itî kâ-wî itakohtîyahk

KTCEA Common, Consistent Curriculum

The KTCEA Common Consistent Curriculum is an approach to curriculum and implementation that ensures all KTCEA teachers, at all grade levels are teaching grade and subject specific Indigenous content at the same time and in a consistent manner throughout the school year. KTCEA schools teach each grade and subject areas in the same sequence and progress using community knowledge, history, land-based learning, and Cree language as its foundations in implementing the Alberta Program of Studies.

A team of educators from the Kee Tas Kee Now Tribal Council Educational Authority identified Essential Learning Outcomes (ELOs) by viewing the curriculum through the lens of Land Based Learning (LBL), Cree Ways of Knowing and Being (Nehiyaw Ways of Knowing), and the learning needs of students in their communities.

Additionally, a working group of Educators, Elders, and Knowledge Keepers layered suggestions for infusing land-based learning and Cree Ways of Knowing and Being with the identified ELOs. The teams integrated the identified ELO's from Social Studies, Science, and Mathematics program of studies to the ELOs into the English Language Arts curriculum. The ELOs are



organized and prioritized to be taught in the seasons, based on the foundations of LBL and Cree Ways of Knowing and Being inclusive of the Cree Language according to the draft Curriculum Framework that was developed by the KTCEA community Elders and members.

The KTCEA Common Consistent Curriculum is aligned with the pillars of the draft curriculum framework: Leadership, LBL, Storytelling, and Healing. With the recent changes to the Alberta Program of Studies, the KTCEA CCC is now under review and will reflect the newly implemented curriculum in the near future.



າບໍ່⊅່⊽∙∆• nîhiyâwîwin BEING CREE

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

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. It incorporates the unique vision and stories of the elders.



Assessment Attendance Growth





*Fountas & Pinnell is a reading assessment for K - Grade 8. It allows teachers to learn about each student's skills and develop strategies to help them in the classroom. This assessment lets teachers know their word decoding strategies and comprehension of the book.

**WRAT5: This is the Wide Range Achievement Test (5th edition). This test gives a brief measure of a student's reading, spelling, and math for ages 5 through 85+.

This means since the COVID pandemic ended, it's been great to see more students attending school, community members supporting their community school, and teachers learning about their students' strengths. Teachers can now provide "just right" instruction and support to help students grow in their studies, social skills, and confidence. This is so important, and we want to thank all the families, students, and community members for making education a priority.

Fine Arts

Fine Arts programming is alive and well in our schools and has many faces. Some schools have taken advantage of the Alberta Foundation for the Arts grant and have had Trickster Theatre in their schools. Other schools have invited a puppeteer, while other schools have guitar programming. All programming is beneficial to the students as the school community is invited in for a performance in the school. An amazing feat for our students and school community as Fine Arts not only encourages students to step out of their comfort zone but to deliver and create a performance or showcase a piece. Hence, a new type of learning is envisioned and students find other ways to share their voice and express themselves.

Many of our schools have also taken advantage of sewing equipment purchased for their schools. Ribbon skirt making has been a popular way of Indigenizing learning opportunities. All the while, utilizing local community resources first to teach students.

Our high school students are also provided opportunities to create their own Indigenous Arts during CTS programming in their respective schools. The arts are also offered at Land Based Learning camps and CTS camps.

On another note, Atikameg School was successful in receiving a grant of \$200,000.00. This grant has offered women, girls and 2S+ people an opportunity to not only learn about entrepreneurship but also create Indigenous pieces to be sold at a store-front both virtual and in person at the school. Students will benefit from this grant as they learn to build a website, business programming, creation of Indigenous art based on cultural teachings, leather making, create signage, photography, and how to run a retail business. Cultural teachings and creating pieces

will take place in school in the evenings and during school hours. All women, girls and 2S+ people are all encouraged to participate in this project, and benefit from the monetary gains in their merchandise created. The project has begun and CTS courses are being offered to students. Also, a multi-year grant has been applied for with input from school leaders to echo this project.

Our high school students are also provided opportunities to create their own Indigenous Arts during CTS programming in their respective schools. The arts are also offered at Land Based Learning camps and CTS camps.



nîhiyawîwin kiskinohamâkîwin

Cree Language Learning

Our regional dialect carries an unspoken network of values that greatly impact local cultural awareness and community members' sense of social inclusion. Because of the importance of our Cree language, instructions continue to be a core part of programming for KTCEA's students from kindergarten to Grade 12.

We work very thoughtfully to protect, revitalize and strengthen our Cree language by building our knowledge and promoting nîhiyâwîwin in classrooms, throughout our schools, and with our KTCEA administrative staff. We preserve our language by developing innovative teaching resources and classroom lessons that are specifically designed for our region with Elders' input from all the member First Nations. We also promote the integration of Cree language in land-based learning activities which complement classroom experiences.

Key to successful language revitalization is our provision of Professional Development for language instructors. Professional Development workshops provide opportunities that prioritize yearly planning consistency, introduce engaging ways to teach language and improve language reading and writing proficiencies. In October and November 2023 Professional Development Workshops concentrated on syllabics and sound systems. Each instructor received an USB with syllabic sounds. In February 2024 language instructors attended the KTCEA conference and took the opportunity to purchase supplies for the Cree program at Halford Hide. Later KTCEA instructors participated in the Moose Hide Culture Camp, where they learned about scraping, softening and tanning raw-hide traditions.

We preserve our language by developing innovative teaching resources and classroom lessons that are specifically designed for our region with Elders' input from all the member First Nations.



In March 2024, KTCEA hosted a Cree Language Symposium where presenters were brought together to describe and discuss best practices in Cree language revitalization. Everyone who attended had an opportunity to voice their opinion on how to preserve nîhiyâwîwin in our region. Many recommendations came out of table discussions which included advice to embrace technology, engage all the senses, make learning fun, instill cultural/traditional pride and most of all "don't give up". The Symposium was very motivational, and we consider it successful.

For the rest of the year our Professional Development Workshops focused on teaching three language programs, pîsim, pâkan and nîhiyawîwin 10, 20, &30. This is where developing long range plans and unit plans was the focus. Our workshops provided access to speakers who explained tried and tested practices that enhance language learning. For example, instructors learned how to use Dialogue Scripts (which allows students to hear interactions and conversation), Echo Acting (where an action is done to teach verbs) and Total Physical Response (where words are reinforced through movement, action songs and games).

To reinforce our Cree instructors' teaching processes and increase student successes, we obtained a grant from Heritage Canada which we used to contract Learning Bird to work in partnership with us to develop teaching materials. Our KTCEA Cree language team and Learning Bird worked together to build a database of local Cree conversations. Local Elders were consulted, and their stories were recorded. That information was organized and transformed into stimulating, entertaining, multimedia tools for learning. The result is 49 illustrated conversations in Cree and language videos of animated images with community members' voices. Education guides are provided advising how to use the videos and printed materials. All these materials will be made accessible on the KTCEA website. The project was so exciting that funding applications have been submitted to hopefully create more locally inspired resources.

To continuously build quality Cree language instruction and support community fluency online access to a Cree language course was offered in May and June 2024. Chromebooks and earphones were purchased for language instructors and a trip is also planned to purchase more Cree language resource materials for schools. To further explore best practices a team from KTCEA is also planning a trip to Onion Lake School to observe and learn from their Cree Immersion Program, as we build towards Cree immersion.



Our KTCEA Cree language team and Learning Bird worked together to build a DATABASE OF LOCAL CREE CONVERSATIONS.

Local Elders were consulted, and their stories were recorded.



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sakâwi-pimâcihowin / askiyîhk kiskinohamâkîwin

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 the four pillars in the KTCEA Common Consistent Curriculum 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 past year was the first year that our Land Based Learning specialist Chelsea Cattroll joined KTCEA. She was a former teacher at Peerless Lake school and was heavily involved with past Land Based Learning camps through the KTC- NSD partnership. She has created and led LBL programs across Alberta, and is noted for tailoring programming to the unique needs of each community. In the fall, she assessed what resources and assets were in each community.

The first KTCEA camp of the school year was held in November for Grades 7-8. The theme was winter survival skills, The enrollment at the camp was 52 students, full camp capacity. Students did various team building activities, skinning squirrels, Tracking animals, Equine Therapy, Teachings on watershed management, fur bearing animals in Alberta, nature art and stories from local elders.

Dogsledding historically in this area was used as a means of transportation. In January we brought Dogsledding to each school. Eager students and teachers had the opportunity to either ride in the sled or to be the driver. A goal of bringing the dogs to each school was to teach the various skills required to keep animals and their history in the area. This experience was well received by students and staff.



In February, we held a Moosehide tanning camp. Students learned how to process hides from the flesh stage all the way to the final softening stage and smoke within the week. Students were able to see the hide progress during the week and were able to experience frost scraping. During the camp students were also able to witness the release of the bison at Little Buffalo.

In March, we held the girls in sport camp that was targeted towards girls in grade 7-12. The camp combined both modern ways to be physically active with the mini volleyball camp, self defense in jiu-jitsu, soca-fit dancing as well as traditional ways to be active with dogsledding and sessions with NIke S7 rep Kendra. The girls were able to experience different ways of achieving physical activity through various outlets.

In April, Taxidermy from Dave Booth Taxidermy was distributed to schools. The hope is that students and staff will be able to utilize them to teach about various fur bearing animals and fish in Alberta, to connect to various curricular outcomes, or to use as props for storytelling.

In May, Chelsea supported staff and students with connecting learning from the February moosehide camp to all ages of students at Atikameg school. She was supported by LBL teacher Darrell Fors and Herman Sutherland. Students that attended the camp were able to showcase their skills and help instruct students new to hide tanning. It was a great success to see the knowledge

gained at camp be continued on within the school year. Great job Atikameg! During this month, a camp that was scheduled had to be cancelled due to instructor availability, we hope to bring this camp back this year.

A professional development camp was also held for the Land Based Learning leads and Cree instructors to become certified Paddle Canada Instructors. This year there will be paddling opportunities in the fall that schools can sign up for.



ayamihcikîwin mîna akihtâsowin

Literacy and Numeracy

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

Literacy and Numeracy Leads at each school met monthly to train, collaborate and share successful practices. Teachers were offered training to build their knowledge and skills with Numeracy programs such as: Mathletics, Mathseeds and Jump Math. Ongoing training was also provided to teachers for literacy strategies and programs (Reading Eggs, Heggerty, Handwriting Without Tears).

KTCEA continues to use Leveled Literacy Intervention (LLI) in the K–Grade 2 classrooms to support foundational learning skills. Extra staff was hired to support teachers with Literacy Benchmark training and a database was established to track and analyze literacy levels in individual schools, as well as results for KTCEA, as a whole.

Numeracy and literacy benchmarks were completed for reading, writing and math in the Fall of 2023 and Spring of 2024. Literacy and Numeracy benchmarking resources/kits were provided in every classroom and benchmarking was completed for students in kindergarten through grade nine.

Literacy and Numeracy
benchmarking resources/kits
were provided in every classroom
and benchmarking was completed
for students in kindergarten
through grade nine.



- Tests were completed by classroom teachers or education assistants.
- The results gave teachers information about each student's current level, where they needed additional support and provided direction for 'whole class' and individual, instructional focus.
- Spring 2024 Numeracy results indicated minimal increases in student achievement across all grades and schools. By the end of grade 6, most students are testing at least 3 grade levels below. Current data shows that this gap only increases as they move into Junior High.
- Benchmarking assessments will continue each year, going forward.



KTCEA has education specialists in place to help our schools build a solid foundation in literacy, math and numeracy

How are we supporting Literacy?

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.

We continued with the Summer reading programs, in partnership with United For Literacy, in July and August 2024. This took place in 5 Nations, with after-school or during the day, club programming in Little Buffalo, Kateri and Atikameg. Over 30 students, aged 5–12 years old, participated. Local staff were hired to run the camps and provide meals.

Summer Reading packages were also available in all nations, as Summer is often a time to visit family and friends, take part in Pow Wows, along with Treaty Days. Students could bring writing and reading books home to continue their love of learning.

Summer reading packages from Mathletics were also sent home with students to access and use over the summer.

Students had access to Reading Eggs, Math Seeds and Mathletics, all summer. Fun and engaging online games that promote literacy and numeracy foundations, growth and skill development.



Literacy weeks were held in each school from February to April





The winners from each of three categories attended the final national competition on May 26th in Toronto for the Spelling Bee of Canada Championship which was broadcasted on CBC sports.

Second Annual KTCEA Spelling Bee

KTCEA held its second annual spelling bee March 26, 2024. 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 26th 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.

How are we supporting Numeracy?

During the 2023-2024 year, all KTCEA schools were encouraged to submit proposals (outlining Pi-related activities to inspire and engage students in learning math) to receive \$500 towards their Pi Week (mathematical constant that is the ratio of a circle's circumference to its diameter) activities in March. Elizabeth Quintal School submitted their proposal and received the incentive funds. Teachers sent in pictures of students participating in a variety of Pi-related Math activities and contests; the engagement and enjoyment was evident. Well done, EQS! We hope all schools will encourage teachers to participate in the coming year.

Collaborative Math Groups became a focus this year, after Numeracy Leads agreed that there needed to be more collaboration between schools and similar grade teachers, to share challenges and best practices. Teacher groups (K-3, 4-6, 7-9 and 10-12) were scheduled for monthly Google Meets. Although it was slow to start, primary and junior high teachers began to develop some great discussions and helped each other to solve common issues/challenges. Those who participated learned some great new strategies and began to build a network of colleagues to support them into the coming year.

In August of 2024, after being presented with some options, Principals decided to move forward with the Key Math 3 (Numeracy Assessment). This assessment provides for digital scoring capability, identifies concepts students struggle with and prescribes intervention strategies/ resources. Training is scheduled for September 26, 2024 (for all grade 1-9 teachers) and the first round of assessments will be administered throughout October.



Strategic Plan Item

"Hold monthly student forums to better understand the learning needs of students across KTCEA"

Youth Forums

Schools were asked to identify 6-8 students (grades 6-12) to represent and be the voice for their school. Four schools signed up, two schools participated and only one was involved in all three sessions - Kateri. Students looked at the positive and negative aspects of their educational experience and how they impacted their attitudes about school. They talked about education and learning as a Holistic experience, encompassing areas of physical, social, emotional, spiritual and intellectual wellbeing. Students were able to look at the traits/skills that made each of them who they are today and linked various supports their school and teachers provided. They also identified supports that were missing, but integral to their success. To wrap up, students identified traits and skills they felt they would like to have in 10-15 years, in order to be "successful" in life and in the careers they wanted. There was discussion around how the school/teachers could better support this journey. The students were very insightful and clear on what they would like to see and how it could positively impact their growth (Holistically). Youth Forums will continue for the 2024-2025 year.



Students identified traits and skills they felt they would like to have in 10-15 years, in order to be "successful" in life and in the careers they wanted.



Grow Our Own: Career Fair & Youth Symposium

On May 14-15, KTCEA Learning Services and Academic Success partnered with KTC ISETP to host a Career Fair and Youth Symposium, engaging over 211 junior and senior high students. Students from all of our schools attended, as did a large number of students from Red Earth School. The event featured 15 local businesses showcasing career and employment opportunities and information. Motivational speaker and Hip Hop artist KASP provided entertainment and delivered an inspiring message, also performing at the youth social and banquet. The symposium offered students valuable career insights while fostering community spirit and engagement.

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ôskî okiskinohamowâkanak kiskinohamâkosôwin

Early Learning

K4 and K5 programs are offered in all of KTCEA schools. The number of children enrolled in K4 and K5 remains consistent and schools are implementing attendance strategies to encourage regular student attendance.

What we accomplished:

Following the introduction of the K4 early learning developmental milestone curriculum in 2020, we introduced the Early Years Evaluation (EYE) in our schools in 2021–2022 and has continued to be a valuable assessment piece. 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 in promoting reading at home. Teachers sent books home with students and students earn small incentive prizes when they return their books back to school.



introduced for K4/K5



KTCEA also provides each early learning student with a back to school backpack/bag so that every early learning student has the tools for at home learning. Each student receives a graduation hoodie and teddy bear as a gift for their hard work through the year.

Early Learning PLCs were held monthly for early learning teachers across all schools. These PLC's gave teachers the opportunity to collaborate with their same grade colleagues, share information and resources.

The Early Learning parent handbook that was published and distributed in 2021–2022, is still being utilized. It gives an overview of what to expect when a child starts K4 or (K5) 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.

Open houses and early registration are encouraged in our schools to promote parent involvement. Parents have the opportunity to visit the classroom, fill out registration forms, meet the teacher, and ask questions. Children may register for K4 and K5 if they are 4 years old before December 31 or 5 years before December 31 of that school year.



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

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okiskinohamwâkanak sîtoskâkîwina

INCLUSIVE EDUCATION

KTCEA's Inclusive Education policy and programming operates under the principle of Wâhkôhtowin, we are all related, and Wîcihitowin—partnerships with parents, elders, and community members. Wellness MIYOAYÂWIN is a cornerstone of building relationships and making sure our students have the support they need to succeed.

Elder consultations over the school year, with input from community members, school staff and parents., created a new okiskinohamwâkanak sîtoskâkîwina framework that values and honors Nîhiyâwîwin principles to support all students.

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.



Individual Program Plans (IPPs): 157 students had program plans that were updated during the year, to achieve success for neurodivergent students. Parent and school teams focus on strengths and lifelong learning goals, using programming and interventions to promote success.

Clinical Services: Our clinicians provide essential services to students to ensure teachers are supported in providing different levels of programming in their classrooms and directly 1:1 to students. Nine clinicians and one educational consultants provided onsite, in-class and 1:1 student support and

- Clinical hours: direct time spent with students at all schools included 360 hours of occupational therapy, 180 hours of physical therapy, 235 of speech language therapy, and over 400 hours provided by a virtual psychologist who was also on call during summer hours for at risk students.
- Occupational therapists, physical therapists, speech language therapists, educational psychologists, and educational consultants provided support to students, EAs and teachers throughout the year. They provided assessments, training, 1:1 programming, resources, full class examples, and parent connections. Parent meetings and collaboration with community professionals from KTC Health ensure that there is wrap-around support between the home and the school.
- We responded to increases in caseloads by increasing the Speech Language hours and hiring an OT assistant to make sure all students get the support they need.
- Speech-Language assistants are hired from the community and work with their caseload at each school.
 They are supervised by the Speech therapists to provide extra programming to the students, and are a point of contact with the parents.
- Early interventions included universal observations, full class activities, and recommendations for teachers, EAs and parents at the K4–K5 levels.



Wellness Workers at our schools provided psychosocial support to students and promoted mental health initiatives in the schools. This increased awareness for both staff and students to reduce stigma and increase resilience with their mental health.

Sensory spaces that provide a safe area for students were completed at Atikameg, Clarence Jaycox and Kateri Schools. Art walls, mood lighting, glow in the dark carpets and Bluetooth music create a healing safe space for self-regulation and mental health.

Workshops: Workshops provided training at all our schools. Our clinical services team, educational consultants and external providers like KTC health gave workshops in the schools for both students and staff on topics like vaping, bullying, autism, classroom management and behaviour, self-regulation and classroom routines.

Mental Health First Aid was offered both virtually and in person to our staff, and monthly professional learning circles delivered Parabytes for paraprofessionals for all KTCEA support staff. Inclusive Education Week PD day saw all KTCEA's clinicians come out with tables and information about their services. They also provided workshops on self-regulation, growth mindset, equine assisted learning, literacy, and positive mental health in the classroom.

Student Mental Health Summit: Partnering with Jack. org and local mental health providers, November 2023 there was a Student Mental Health Summit, sponsored by ATB. Elders were in attendance, and over 120 students and staff attended. There was a keynote talk from Jack. org's Indigenous Liaison, and then breakout sessions in the afternoon. Students rotated through sessions on healthy relationships, campfire teachings and bannock on a stick, art therapy, healthy living and nutrition, and becoming a mental health champion. The event ended with a keynote talk by Cody Demarais who shared his inspirational story over dinner with staff, students and community members.

Elders in Residence: Principals invited elders to be a part of the school community. Learning services supported the elder in-residence program, where Principals invited elders in for special lunches, presentations, traditional and landbased teachings and relationship building.

Community Engagement: Inclusive Education Week brings Wâhkôhtowin to the community through events at all the schools. Bingos, feasts, outdoor activities, Cree scavenger hunts and parent engagement occurred throughout four days. The 2nd Annual Virtual KTCEA's Got Talent, not-your-regular-talent-show was a huge success with 60 entries from students and parents alike, including art, performance, science, math and land based skills, with 4 categories of finalists for our top three grand prizes.

Learning Gaps: KTCEA held its Second Annual Spelling Bee. 45 students competed in three age categories for cash prizes and trophies for the top three finalists. Sanctioned by the Spelling Bee of Canada, the winners from the three categories traveled to Toronto for the finals in May 2023. We also had educational consultants in our classroom who developed programming for successful high school transition, with increased awareness of positive classroom supports in our classrooms.

WRAT-5: A standardized assessment was given by teachers to their students at the beginning of the year and again in June. This helped teachers with planning for targeted teaching to reach students where they are at, and to evaluate what worked and where improvements were needed for next year.

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Sports Programs

Our goal for the 2023–2024 school year was to further strengthen the sports programs by increasing participation, expanding our range of activities, and deepening community engagement. We focused on continuing the momentum from last year and making sports more inclusive for all students, while also enhancing the competitive aspects of our events.

Achievements and Growth

We achieved significant milestones this year, with 80% of our planned events successfully hosted. Participation continued to grow across all grades, with several new accomplishments that highlight our expanding sports culture:

- Battle Band Success: We took six teams to the Battle
 Band competition this year, marking a major step
 in expanding our volleyball program. The students'
 enthusiasm and performance were commendable,
 and this success has inspired even more interest in
 volleyball across the schools.
- Arctic Winter Games: Two of our students had the
 incredible opportunity to participate in the Arctic Winter
 Games in Alaska. Their participation not only showcased
 their talent on a larger stage but also inspired many of
 their peers to strive for similar opportunities. We are
 planning to take more students to the next Arctic Winter
 Games, helping them gain exposure and experience in
 international competitions.
- Community Engagement: We continued to prioritize community involvement by hosting sports events across various communities. Our sports program is increasingly becoming the foundation for building school spirit and culture, with community members actively encouraging and supporting student-athletes at all events.



Challenges and Areas for Improvement

This year brought its share of challenges, including weather-related cancellations such as the Beach Volleyball Tournament. Additionally, while participation has increased, there is still room for more consistent involvement from some schools. Our goal is to further encourage participation by addressing any barriers and providing more opportunities for students to engage in sports clinics and training sessions.

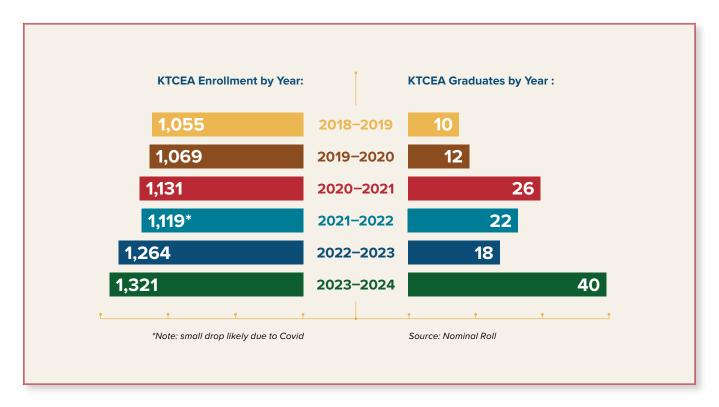
Looking Forward

Looking ahead to the 2024–2025 school year, we have set ambitious goals. One of our key objectives is for our schools to participate in the zones organized by the North West Alberta Student's Athletic Association (NWASAA). Additionally, we plan to offer more sports clinics to help students refine their skills and prepare for competitive play.

Our sports programs will continue to be a vital foundation for fostering school spirit and culture. With the ongoing support of the community, we aim to encourage all our student-athletes to excel, both on and off the field. By expanding our competitive reach and enhancing our training opportunities, we are confident that the coming year will see even greater success for our sports teams.

Okiskinohamawâkanak o-kiskîyihtâkosowinowâw

Student Data



Results

The COVID-19 pandemic contributed to the number of graduates dropping due to school closures and the extended periods of at-home learning in the last couple of years. We are prioritizing re-engaging high school students and we will see the number of graduating students improve as schools continue regular operation.

Overall, 18 students completed high school in 2022–2023. In 2023-2024 that almost doubled with close to 40 total. Congratulations to all KTCEA graduates!

Training on the use of PowerSchool and the student information system (PASI) was provided to principals and school administrators. Training was also provided to teachers and specialists on using PowerSchool and PASI to complete Individualized Program Plans (IPPs) and Report Cards. The Parent Portal for Power School was introduced at Cadotte Lake School in the Spring, with the remaining schools joining this fall. We look forward to parents and caregivers taking an active role in their loved one's education.



WE THANK OUR SCHOOL STAFF, FAMILIES and the KTCEA BOARD for supporting and recognizing our high school graduates.

How we are supporting high school completion

We provided high school career counseling and coaching for high school students in 2023–2024. This work included transition meetings to review student profiles, discuss credits, and provide access to high school handbooks.

Our new High School Career Counseling Specialist took over the role in April and began to monitor grade 12 students who were on track to graduate in 2023–2024, 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.

A career symposium was held in May where a number of local employers, educational institutions and a motivational speaker engaged with our students.

Northern Lakes College visited our secondary students at schools and also took part with an information booth at our career symposium. Atikameg students visited NLC and took part in hands-on seminars in fabrication.

Atikameg and Kateri schools visited the U of A, Macewan University and NAIT.

To encourage leadership in our schools, KTCEA continued with the Nîkânîwin Kîhcîyihtâkosiwin/Honouring Leadership Award, 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.



Post-secondary Collaboration

KTCEA has begun to foster a relationship with Olds College and hopes to offer Olds College dual credit classes online during the 2024-2025 school year.

Northern Lakes College visited our secondary students at schools and also took part with an information booth at our career symposium. Atikameg students visited NLC and took part in hands-on seminars in fabrication.

In 2024 the Nîsôhkamâtotân Centre at NAIT, First people house at U of A, and kihêw waciston at Macewan University were visited by KTCEA students and leaders.

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

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 2023-2024 school year, the Outreach School Program was available in all KTCEA communities and offered Adult Education free for anyone over the age of 21 who ordinarily resides in KTC First Nations. It includes a variety of options for students including full-time, part-time, in-class, online, or hybrid learning.

What we achieved:

• By creating safe and welcoming learning environments and atmospheres, KTCEA Outreach Schools have enabled adult learners to explore their unique learning needs without fearing shame, stigma, or judgment. Outreach Schools have played a vital role in providing learners with access to information, services, or learning opportunities they need to be successful. Many students have experienced success when they have had some element of blended learning, face-to-face interaction with their teacher through required drop-ins at the Outreach schools. As a result, 15 students completed their Alberta High School Diploma with KTCEA Outreach Schools during the 2023-2024 school year.



KTCEA Nîkânîwin Kîhcîyihtâkosiwin/ Honouring Leadership Award

The KTCEA Nîkânîwin Kîhcîyihtâkosiwin/Honouring Leadership Award program continued in the 2023-2024 school year. This annual award of \$600 is awarded to one student from each Nation who demonstrates leadership in their school, at home, and in the community.

Who is eligible?

Students from Grades 6 to 12 who attend a KTCEA school regularly and meet the award criteri.a

Annual Award: One \$600 award for a student in each Nation and a plaque.

Nîkânîwin Kîhcîyihtâkosiwin Honouring Leadership Award 2024 Recipients

Loon River First Nation,

Delaney Auger

Whitefish Lake First Nation,

Leonard Oar

Peerless Trout First Nation,

Fayanna Okemow

Lubicon Lake First Nation,

Logan Noskiye

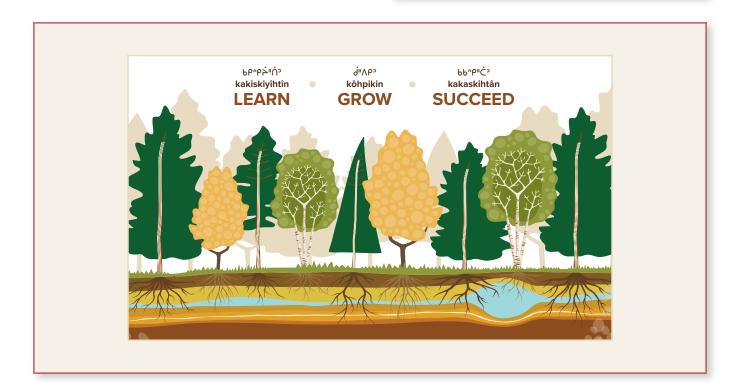
Woodland Cree First Nation,

Justine Carifelle

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 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

In the 2023-2024 school year, Outreach School offered Adult Education to everyone in KTC Nations over the age of 21









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GOVERNANCE

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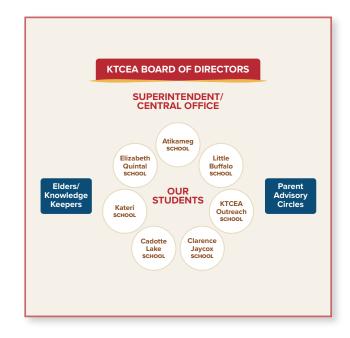
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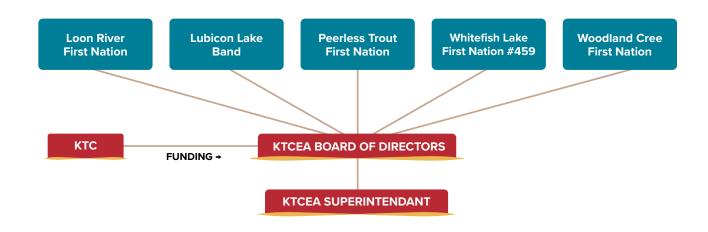
Board of Directors

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 2023-2024, the KTCEA Policy Manual was revised to support the Board's objective of clarifying roles and responsibilities. A Board mentor offered guidance on best practices for governance and effective board operations. As part of an ongoing improvement process, the Board of Directors engaged in training.

In 2023-2024, KTCEA is governed by a Board of Directors with representative members from each of the First Nation communities within the Kee Tas Kee Now Tribal Council.







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An effectively managed and governed education authority.

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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 AUDIT

The KTCEA Audit is completed from August to October each year.

KTCEA's Audits can be found on our website at KTCEA.ca.

KTCEA is committed to fiscal responsibility and all administrative procedures are built to align with Board priorities and ensure accountability. These can be found on the KTCEA website:

KTCEA.ca/about/administrative-procedures





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STAFF RECRUITMENT ANDRETENTION

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Recruitment

"Training and hiring our own and retaining the best"

Our priority at KTCEA continues to be to highlight KTCEA as an employer of choice and to implement activities to attract and retain excellent staff. The goal of training our own, hiring our own, and retaining the best helps to guide our Human Resources team.

KTCEA remains focused on being recognized as an employer of choice, with efforts aimed at attracting and retaining exceptional staff. Our Human Resources team is guided by the goal of developing our own talent, hiring locally, and retaining the best.

What we accomplished:

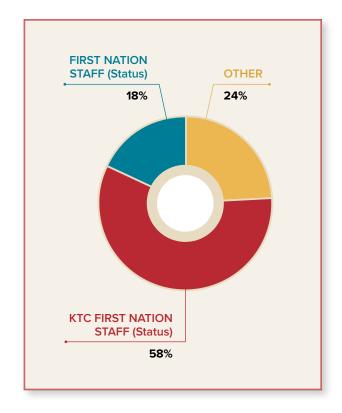
In 2023-2024, KTCEA once again exceeded the target to attract over 30 people to apply to KTCEA through recruitment activities.

Our recruitment activities included online job postings, advertisements, and meeting with students and teachers through virtual career fairs at universities and several online networks and career fairs.

We have joined 10 career fairs since September 2023, including online and in-person on-the-spot interviews.

4Online (virtual) Career Fair

6In Person Career Fair





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An organization staffed by well-trained KTC First Nations members—while attracting and retaining the best.

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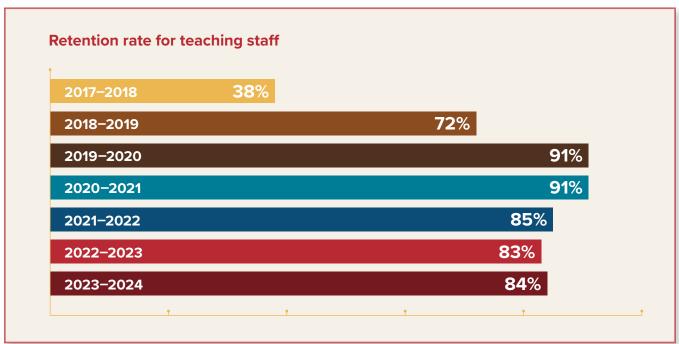
Staff Retention

To encourage staff retention, the Human Resources team coordinated a series of opportunities for staff induction, recognition, and team building throughout the year.

In 2023-2024 KTCEA's teacher retention rate was 84% which was an increase from the previous year's rate.

Developing our staff and hiring locally helps to support staff retention through return service agreements and building local capacity.





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Staff Development

In 2023-2024 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.

Each August, we hold an induction camp to welcome new staff. In 2023, the session took place in Red Earth. This event is always well received, as it familiarizes new teachers with KTCEA culture, communities, Elders, and people.

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

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



Other staff development:

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

Programs like these help build capacity within KTC Nations by preparing educators, and other professionals in the education field for the future. Employing local staff enhances our communities, schools and education initiatives.



10 SCHOOL STAFF are currently working on their Bachelor of Education degrees via the Aboriginal Teacher Education Program (ATEP).



9 PROFESSIONAL LEARNING COMMUNITY DAYS were held throughout the school year

KTCEA Annual Conference

KTCEA held its second annual conference, "Let's All Lead the Way," in Edmonton, inviting all staff, along with participants from other schools. The event was open to all positions within the Education Authority, offering sessions for teachers, education assistants, bus drivers, cooks, operations/facilities staff, and more. The conference aimed to provide relevant training and development to meet the needs of our students, staff, and communities.

Keynote speakers included:

Waneek Horn-Miller and Chris Smeaton

381 participants

sessions held

keynote sessions

23 sessions

Elder led sessions (Elders Advisory **Circle Members**)

separate sessions geared towards operations and maintenance staff (cooks, drivers, maintenance)

95% approval ratings based on completed surveys taken at the end of the conference.





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ASSETS

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Information Technology

In today's digital age, ensuring robust network security is paramount for any organization. Our IT department has implemented advanced security measures to protect sensitive data and prevent cyber threats. This includes regular updates to firewalls, intrusion detection systems, and comprehensive employee training on cybersecurity best practices. Additionally, we have invested in robust network capacity to handle increased data traffic and ensure seamless connectivity. This ensures that our systems remain efficient and reliable, even during peak usage times.

Device management is another critical aspect of our IT activities. We manage a wide range of devices, including laptops, printers, and mobile devices, ensuring they are all up-to-date and functioning optimally. Our cloud computing services provide scalable solutions for data storage and processing, enhancing our operational efficiency. Furthermore, we offer reliable WiFi services to support our employees' connectivity needs, whether they are working on-site or remotely. These efforts collectively ensure that our IT infrastructure is secure, efficient, and capable of supporting our organization's goals.

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Health and Safety

Ensuring health and safety in schools is a top priority, and our comprehensive approach includes various initiatives to protect students and staff. We provide staff with advanced learning tools and training programs to enhance their knowledge of safety protocols and emergency response procedures. A key part of this is the regular conduct of fire and safety drills, which are crucial in preparing the school community to respond effectively in case of an actual emergency. These drills ensure everyone is familiar with evacuation routes and emergency actions, thereby enhancing our emergency preparedness.

In addition to staff training, we offer print resources for teachers and students to emphasize the importance of school safety. Educational materials, workshops, and interactive sessions are available to help students understand safety practices and their role in maintaining a secure environment. Teachers have guidelines and support materials to integrate safety education into their lessons. By fostering a culture of safety awareness, we aim to create a secure and supportive learning environment for everyone.

We're excited to announce major progress in enhancing our Health and Safety measures across all KTCEA schools! Ensuring a safe and secure environment for our students and staff is a top priority, and we're thrilled to see these efforts take shape!



Our maintenance team is dedicated to addressing both minor and major repairs promptly to ensure that all facilities are in optimal condition.

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Operations and Maintenance

Effective school maintenance is essential for creating a safe and conducive learning environment. Our maintenance team is dedicated to addressing both minor and major repairs promptly to ensure that all facilities are in optimal condition. This includes everything from fixing leaky faucets and broken windows to more significant projects like roof repairs and structural improvements. Custodial services play a crucial role in maintaining cleanliness and hygiene throughout the school, ensuring that classrooms, restrooms, and common areas are spotless and sanitary.

In addition to routine maintenance, we prioritize the upkeep of critical building systems. Our HVAC systems are regularly serviced to provide a comfortable climate year-round, while our security systems, including fire alarms, intrusion alarms, and security cameras, are meticulously monitored and maintained to ensure the safety of all occupants. Outside maintenance is also a key focus, with landscaping, playground equipment, and parking lots receiving regular attention to keep the school grounds safe and welcoming. These comprehensive maintenance efforts are vital in supporting the overall well-

being and safety of our school community.



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Staff Housing

Providing quality housing for teachers is a key component of our commitment to supporting our educators. Our teacher housing facilities offer a comfortable and convenient living environment, allowing teachers to focus on their professional responsibilities. Regular maintenance and repairs are conducted to ensure that all housing units remain in excellent condition. This includes routine inspections, timely repairs of any issues such as plumbing or electrical problems, and upgrades to fixtures and appliances as needed. Our goal is to provide a safe and pleasant living space that meets the needs of our teachers.

In addition to addressing immediate repair needs, we have a proactive maintenance schedule to prevent potential issues before they arise. This includes regular servicing of HVAC systems, pest control, and ensuring that all safety features, such as smoke detectors and fire extinguishers, are in working order. We also provide landscaping services to maintain the exterior of the housing units, creating a welcoming and aesthetically pleasing environment. By prioritizing the upkeep of teacher housing, we aim to enhance the overall well-being and satisfaction of our educators, recognizing the vital role they play in our community.





As part of our commitment to honoring the traditions of the Woodland Cree peoples, we have incorporated traditional meals into our menu planning.

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School Food Services

Our school food services are dedicated to providing nutritious and culturally relevant meals to our students. As part of our commitment to honoring the traditions of the Woodland Cree peoples, we have incorporated traditional meals into our menu planning. Each school offers four traditional Woodland Cree meals per month, ensuring that students have the opportunity to enjoy and learn about their cultural heritage through food. These meals are carefully prepared using authentic recipes and ingredients, providing a meaningful connection to the students' cultural roots.

Menu planning is a collaborative effort involving input from the community, including parents, elders, and local food experts. This inclusive approach ensures that the meals we serve are not only nutritious but also culturally significant and well-received by the students. By engaging the community in the planning process, we foster a sense of ownership and pride in the school food program. Our goal is to create a dining experience that is both educational and enjoyable, promoting healthy eating habits while celebrating the rich cultural traditions of the Woodland Cree peoples.



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Student Transportation

Our student transportation services prioritize safety and reliability to ensure students arrive at school and return home without issues. Safety is our top priority, and we have implemented protocols to protect our students. This includes regular safety drills, strict adherence to traffic laws, and safety equipment on all buses. Our fleet is well maintained, with routine inspections and timely repairs to keep all vehicles in optimal condition. This proactive approach helps prevent breakdowns and ensures that our buses are always ready for safe operation.

Driver training is another critical aspect of our transportation services. All drivers undergo training programs that cover safe driving practices, emergency response procedures, and student management techniques. We also maintain detailed records of all training sessions, vehicle maintenance, and incident reports to ensure accountability and continuous improvement. By focusing on these key areas, we strive to provide a safe, efficient, and reliable transportation service that supports our students' well-being and educational success.



Our fleet is well maintained, with routine inspections and timely repairs to keep all vehicles in optimal condition.



Northwest Regional Learning Consortium (NRLC)

In 2023–2024, we continued a partnership with NRLC to develop and access professional learning for teachers through Professional Learning Communities. These teams provided teachers with innovative and best practices to address the learning loss that our students have experienced as a result of the learning disruptions created by the pandemic and wildfires.

We expanded our partnership this year by involving NRLC closely in the planning and delivery of the first-ever KTCEA conference. NRLC provided extensive in-kind support in the planning and delivery of the Conference which contributed significantly to its success.

Spelling Bee of Canada

Spelling Bee of Canada (SBOC) is a registered not-for-profit organization that focuses on providing youth, parents, teachers, and the Indigenous community across the nation with the opportunity to participate in the education process and celebrate academic achievement. They organize a Scripps-style spelling competition with academic word lists that challenge students to high levels of achievement.

Since 1987, over 70,000 children have participated in SBOC's annual spelling bee competitions across Canada, providing a positive opportunity to improve their English language, spelling, comprehension, and communication skills. March, 2024 was KTCEA's Second Annual SBOC regional Bee, with the top three winners travelling to Toronto for the SBOC finals.

Northern Lakes College (NLC)

In 2023-2024 NLC partnered with KTCEA to offer a Carpentry and Welding camp at Kateri School. Northern Lakes College visited our secondary students at schools and also took part in an information booth at our career symposium.

United For Literacy (UFL)

Previously Frontier College, KTCEA continued to partner with United for Literacy (UFL) in 2023-2024 to provide literacy opportunities for students. United for Literacy is a national charitable literacy organization dedicated to improving literacy.

Clarence Jaycox School, Cadotte Lake School, and Atikameg took part in the UFL in the summer of 2024. Little Buffalo and PTFN had remote/take home packages available due to construction and staffing issues. The camps focused on engaging stories, art, and hands-on projects to support comprehension. The day camps last 2 - 4 weeks and host 30 - 60 students. We look forward to a continued partnership with United for Literacy to improve literacy skills.

Jack.org & ATB

Jack.org is Canada's only charity training and empowering young leaders to revolutionize mental health in every province and territory. KTCEA used Jack Talks, Jack Chapters, and organized a Jack Summit in November, 2023 for our young leaders to identify and dismantle barriers to positive mental health in their communities. Alberta Treasury Branch provided a generous donation that covered the costs of holding the summit, where the theme was kiya-îkwayikohk $\dot{\Delta}b\cdot \dot{r}d^x$

Students achieved *Be There* certificates, facilitated in the high school classrooms. This online course taught them ways towards improved mental health literacy and mentorship skills. Jack.org's BE THERE GOLDEN RULES were translated into Cree by KTCEA specialists and are used in all our schools to promote psychological safety and positive mental health.

Ever Active Schools

Ever Active Schools supports and engages schools through a variety of methods. Their organization and work follows the Comprehensive School Health framework. Ever Active donated resources for our new teacher orientation in August of 2023 and promotes comprehensive school health projects with KTCEA sports,wellness and land based learning programming.

Classroom Champions

Classroom Champions was used at our schools for mentorship and mindset teachings by Indigenous worldclass athletes, to improve student engagement, build growth mindsets, and inspire positive classroom culture.

Olds College

We have begun to foster a relationship with Olds college.

The KTC Education Authority administration team met with administrative teams from Peace River School Division, High Prairie School Division, and Northland School Division throughout the 2023-2024 school year. These meetings aimed to foster dialogue on potential partnerships, share best practices and resources, and explore new avenues for collaboration. These productive discussions have strengthened connections, and we look forward to exciting collaborative opportunities ahead.



KTCEA.ca

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