



TREATY
EDUCATION ALLIANCE

COTE FIRST NATION



**PHEASANT RUMP NAKOTA
FIRST NATION**



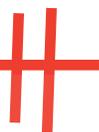
EDUCATION IS OUR TREATY RIGHT

**TREATY EDUCATION ALLIANCE ANNUAL REPORT
2021 - 2022**



*Honour, Embrace and Implement
Treaty Rights to Education*

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THE BOARD OF DIRECTORS ● ● ● ●

The Treaty Education Alliance includes the Kawacatoose, Cote, Pheasant Rump, and White Bear First Nations.

The Alliance is governed by the following members of the Board of Directors:

- Councillor Marvin Albert, Kawacatoose
- Councillor Delvina Whitehawk, Cote
- Councillor Sheila Knebush, Pheasant Rump
- Councillor Diette Kinistino, White Bear

Despite the challenges presented by Covid-19 the Treaty Education Alliance Board of Directors managed to maintain their commitment to strong governance and enhancing communication with our member nations. Throughout ongoing challenges and Covid-19 restrictions the board was present either virtually or when permitted in person at all important events.

The most important job for the Board of Directors is to support the staff and students of their schools, but they also continue to advocate for the long-term success of their nations schools by supporting in the development of the strategic plan.

● ● ● ● Your Board Working for You!



Diette Kinistino



Marvin Albert



Delvina Whitehawk



Sheila Knebush



REDESIGN OF THE TEA LOGO 2021

**A BRAID OF SWEETGRASS
WAS ADDED TO THE
TREATY EDUCATION ALLIANCE LOGO.**

Old Logo



MESSAGE FROM OUR INTERIM MANAGEMENT

2021-2022 has continued to be challenging for our team. We are slowly coming out of our pandemic mode and trying to add stability within our organization. We are pleased to have Faith Watson join our team as Executive Director. She is a very knowledgeable and skilled woman who is very much welcomed within our organization. Her team approach is what our organization needs.

The annual report captures the success stories of the schools we supported over the year, and it highlights the students, educational assistants, teachers, administrators and the broader community at large. Their continued response to a global pandemic has been admirable. As we move forward, we will remain fiercely committed to the establishment and implementation of a comprehensive, fully resourced, education system to facilitate the growth of Nation Builders.

Respectfully,

Judy Pinay

Interim Management Team



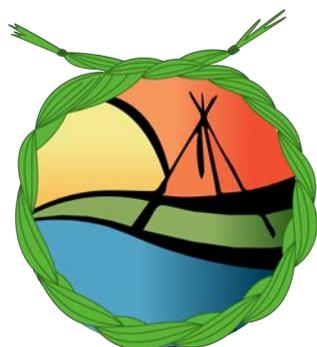
Judy Pinay



Deni Miclea



David Hutchinson



TREATY
EDUCATION ALLIANCE

www.educationalliance.ca



MESSAGE FROM OUR EXECUTIVE DIRECTOR

Tansi,

It is my pleasure to present “Education is our Treaty Right”, annual report which is an update of our strategic plan for 2021-2022.

First of all, I would like to thank the member Nations and our Board of Directors for trusting me to conduct this very important work. I come from a long line of treaty advocates and can assure you that I will do the best I can for your Nations.

“Education is our Treaty Right”, is the Strategic Plan we developed with the member Nations in February 2022. At this time, we set very specific goals to address the learning needs, while focusing on addressing the mental health issues by using culture and language to promote healing. We have also developed a Whole Child Wellness Framework that helps to guide our work as we focus on overcoming the needs caused by the worldwide pandemic.

This document provides information on the services provided for the 2021-2022 fiscal year. I arrived at Treaty Education Alliance six months into the year and set to work immediately on addressing the needs of our member Nations. I would like to thank the communities for their cooperation and dedication as we worked towards setting goals and developing and implementing intervention strategies.

We have done a lot this year, and I look forward to another year of collaboration and teamwork with our member Nations.

Kinanâskomitin,

Faith Watson
Executive Director



*Joint Board & Chiefs Meeting
October 8, 2021
Dakota Dunes*

MEMBER SCHOOLS

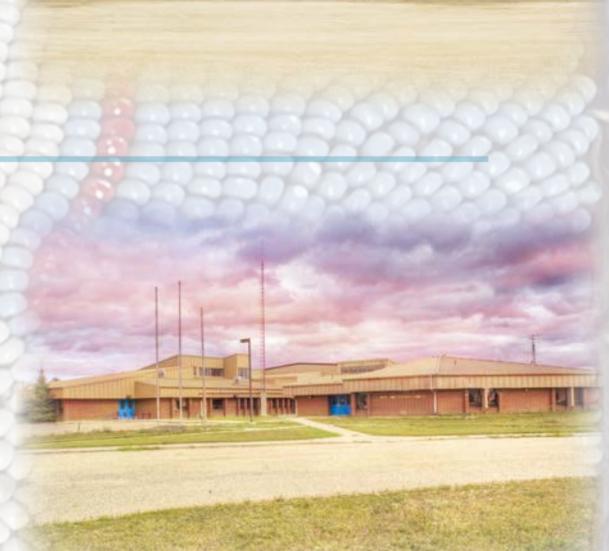
CHIEF GABRIEL COTE EDUCATION COMPLEX
COTE FIRST NATION
Principal: Jonas Cote



ASINIW - KISIK EDUCATION CAMPUS
KAWACATOOSE FIRST NATION
Principal: Brenda Favel



WHITE BEAR EDUCATION COMPLEX
WHITE BEAR FIRST NATIONS
Principal: Tania Wanner



LITTLE PEOPLE'S LEARNING LODGE
PHEASANT RUMP
NAKOTA NATION
Principal: Jodi Hawken



STRATEGIC PLAN AT A GLANCE

THE FOUR PILLARS OF INTERVENTION

Mental Health

- Mental Health Framework - Culture as Intervention
- Trauma Informed Practice
- Restorative Measures
- Coping mechanisms
- Enhanced land base education opportunities.
- Provide cultural opportunities.
- Data analysis and sharing of the OurSchool Survey.
- Provide Professional Development to the Mental Health Therapists working in the Nations clinics.
 - Strategies for working in an Educational setting.

Literacy

- Balanced Literacy Approach
- Enhance Data literacy and goal setting using student assessments and data
- Support with student reading assessments - F & P benchmarking assessment PD.
- Literacy Continuum PD
- Provide resource PD-train teachers how to effectively use the resources they have.
- Develop sight word program to enhance BEADS assessment.
- Online Professional Developments.
- EA training (F&P groups, L.L.I)
- Identify literacy leads in schools

Numeracy

- Balanced Numeracy Approach
- Enhance Data Literacy and goal setting using student assessments and data
- Implementation of TEA Numeracy assessment - provide training.
- Provide resource PD - train teachers how to effectively use the resources they have.
- Identify numeracy leads in schools

Technology

- O365 Training
- Powerschool/My School Sask PD
- Online/Distant learning PD
- Monitoring use of technology and online resources.
- Focus on development of PD's for online delivery.

GOALS

Mental Health

- Schools will begin effective implementation of the Whole Child Wellness framework.
- 100% of our students will have access to mental health support, if needed.
- 100% of our students will have access to cultural practices and Elders.

Literacy

- 100% of our students will be assessed three times a year.
- 55% of our students will achieve one full year's growth in reading this year according the Fountas and Pinnell Benchmark Assessment System.
- 50% of our students will be reading at or above grade level (year 1), increase 10% every year.

Numeracy

- 100% of our students will be assessed K-9 two times a year according to the TEA Assessment Cycle 2022-23.
- 55% of our students will achieve one full year's growth in numeracy, according to the TEA numeracy assessment.
- 25% of our students will be performing at grade level (year 1), increase 10% every year.

Technology

- 100% of our students will utilize their online resources as part of a balanced literacy & numeracy approach.
- 100% of our staff and students will actively use their Office 365 and PowerSchool/My School Sask accounts.

OUR VISION, MISSION AND VALUES



VISION

“To Serve and Support each of the Member First Nations in Advancing our Inherent and Treaty Rights to Education”

MISSION

“Working together to implement our inherent and Treaty Rights to Education for the success of our citizens and Nations”

VALUES

Our work is guided by our Treaty and Inherent Rights, and these core values:



Strategic Planning Session | February 24 & 25, 2022 | Dakota Dunes Resort, Whitecap Dakota Nation



SCHOOL SERVICES TEAM



Brent Endicott
Principal/Instructional Designer



Sheena Koops
Nation Builder Advocate



Ray Petit
Nation Builder Advocate



Sarah Ballard
School Services Coordinator



Lisa Ewack
Student Support Coordinator



Kimberly Petit
Instructional Coach

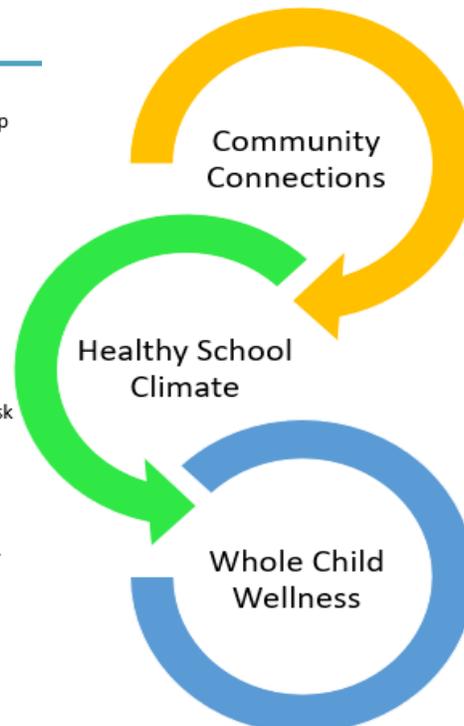
WHOLE CHILD WELLNESS

What Guides our Work

The Whole Child Wellness Framework



- Instructional Leadership
- Trauma Informed Practice
- Trigger Induced Behaviour-Flight, Fight, Freeze, Fawn
- Restorative Measures
- Employee Wellness
- Lateral Kindness
- Cultural Sensitivity/Cultural Awareness
- Violence Threat and Risk Assessment Training
- Non Violent Crisis Intervention-trauma focus
- Critical Incident Stress Management Training - CISM
- Mental Health First Aid



- Land based education
- Culture/Ceremony
- Mentorship Programs
- Elders Programs
- Knowledge Keepers

- Strength Based Approach
- Create Awareness - address the stigma
- Suicide Prevention - assist training
- Addictions Counselling
- Coping Mechanisms
- Zones of Regulation
- Co-regulation



TRAUMA INFORMED PRACTICE



Kristen Tootosis
Director of Mental Health Services

Kristen Tootosis, B.Ed., M.Ed., CCPA., CCC

Kristen is from Standing Buffalo Dakota Nation and is the Director of Mental Health Services for the Treaty Education Alliance. She has broad experience as a psychotherapist, therapeutic program manager, educator/teacher, and post-secondary instructor. Kristen has experience in offering therapy and support services to front line workers, managing programs in various areas including Indigenous motherhood, youth support groups, and addictions. She has devoted her career to working with Indigenous Peoples of all ages in the area of psychotherapy clinical experience combined with educational experiences and Indigenous knowledge. Kristen has worked with various First Nations communities focusing on educational therapeutic supports for students, families, and schools. Kristen holds a Bachelor of Indigenous Education through the First Nations University of Canada, and a Masters in Educational Psychology, through the University of Regina.

Therapy Services

Individual therapy services for students - Grief, anxiety, depression, unresolved grief, family violence, self-harm, trauma, intergenerational trauma, and suicide prevention strategies.

Services for groups/workshops for students - The healing path and understanding how to overcome trauma, self-harm, unresolved grief, anxiety, addictions, intergenerational trauma, depression and behaviours which stem from trauma.

Services for Professional Development for teaching staff - Trauma informed teaching, decolonizing education, engaging children & youth in the classroom when students have experienced adverse childhood experiences (ACEs), creating a comfortable atmosphere for students who have experienced trauma, supporting teachers in implementation of trauma informed practices in their classroom.



LAND-BASED LEARNING



Celeste Tootoosis
Culture & Land Based Coordinator

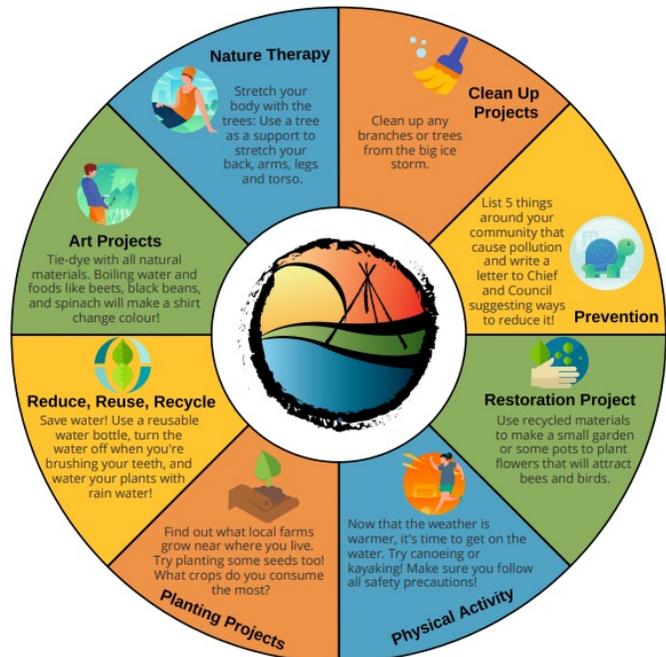
Celeste Tootoosis joined the TEA team as the Culture and Land Based Coordinator in February of 2022. Since her arrival, she has worked closely with the language teachers, land-based teachers, and the culture teachers within each of our schools. She brings a wealth of knowledge to our organization.

TEA has a long-standing relationship with the Nature Conservancy of Canada (NCC). This partnership connected us with funding from SaskPower to provide various teachings to our students.

On April 19, 2021, we held virtual Earth Day events that promoted the theme that “Every Day is Earth Day”. The presentation was put together and presented by the Nature Conservancy of Canada



Earth Day is Every Day Suggested Spring Projects



These activities are only suggestions and anything that fits the category can be used as a space on the bingo card. Don't forget to share your challenges on social media using the #EarthDayEveryday

Find the Spring Bingo Card at www.educationalliance.ca

Presented by the NCC & TEA with funding support from SaskPower



On February 16, 2022, we hosted a virtual session connecting students with author Wilfred Buck who talked to our students about Night Sky Star Stories. We were also able to provide each classroom with one of his books and several maps of the stars.

On March 2, 2022, Garrick Schmidt and Michelle Brass led a virtual session called Sharing Our Food in a Good Way: It's a Family Thing! Following this session, we were able to provide our classrooms with the book "On the Trap Line".

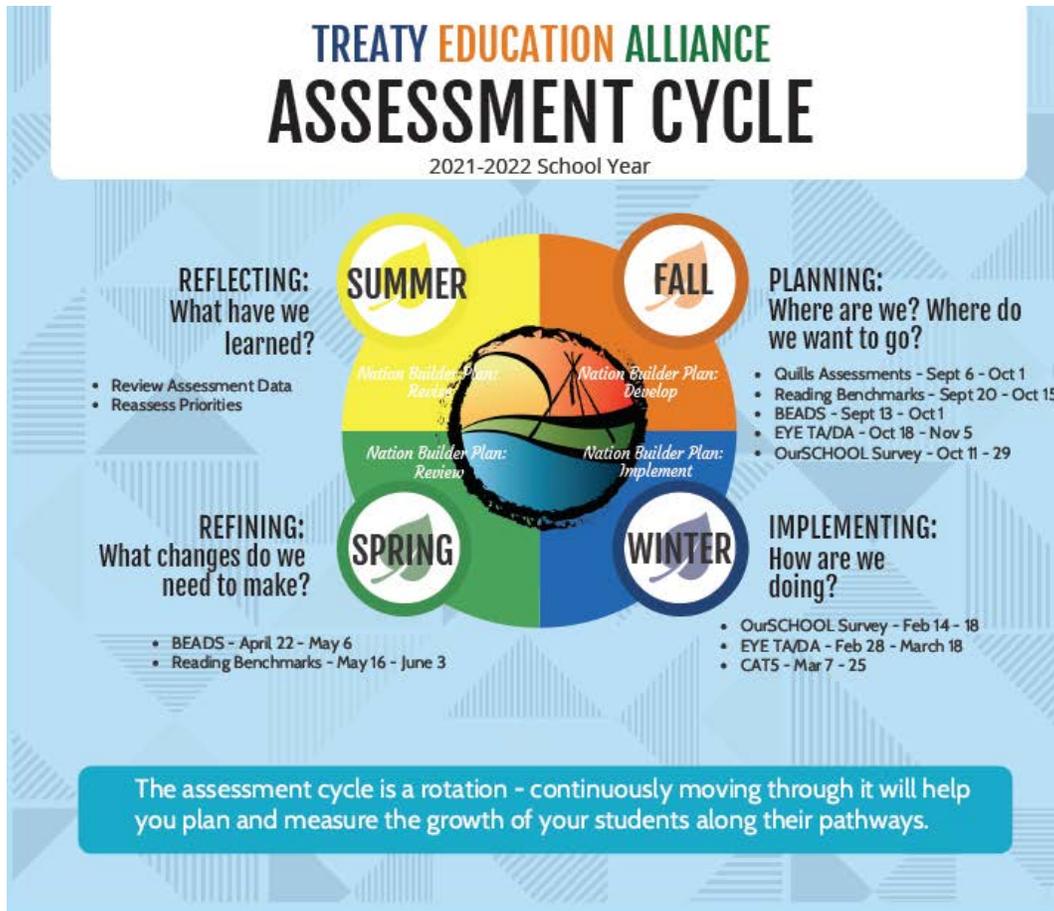

Virtual Presentation
March 2, 2022 at 10:30 a.m.
Presenters, Michelle Brass and Garrick Schmidt will share their passion for Sharing Food in a Good Way, covering topics like family, tracking, hunting, gathering, and the important concept of food sovereignty. Listen in as Garrick and Michelle help us understand ways we can live Inherent and Treaty Rights every day.

**Sharing Our Food In a Good Way:
It's a Family Thing!**



ASSESSMENT CYCLE & DATA

The pandemic and the unpredictable and continuous school closures made finalizing assessments in the spring of 2021 difficult. However, once schools began to reopen in the fall, teachers were eager to complete assessments to begin filling in the gaps made bigger by Covid.



ASSESSMENT GUIDE

- BEADS: Beginning Early & Developing Strong - Sight Words - K - Gr 3
- CAT5: Comprehensive Norm Referenced Assessment - Gr 3 - Gr 12
- EYE TA/DA: Early Years Evaluation - Readiness for School - PreK - K
- QUILLS ASSESSMENTS: Numeracy Benchmark Assessment - Gr 1 - Gr 9
- OURSCHOOL SURVEY: Measures School's Climate - Gr 3 - Gr 12, Parents
- READING BENCHMARKS: Reading Benchmark Assessment - K - Gr 9

This complement of assessments combines to provide data on the progress of individual, class and school growth.



EARLY YEARS EVALUATION (EYE)

The Early Years Assessment – Teacher Assessment (EYE-TA) is an assessment based on teacher observations that is used in all of our Kindergarten classrooms. Establishing an early baseline for assessing learning gains allows for consistent monitoring of each child’s developmental needs and alignment of specific interventions. The EYE-TA assesses five key markers of early child development that are closely linked to kindergarten readiness and emergent literacy skills.

Following a tough year of pandemic closures, the data shows that our students struggled the most with their cognitive skills upon returning to school. However, the time that students were spending at home strengthened the social skills and approaches to learning as well as their gross and fine motor skills.

Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

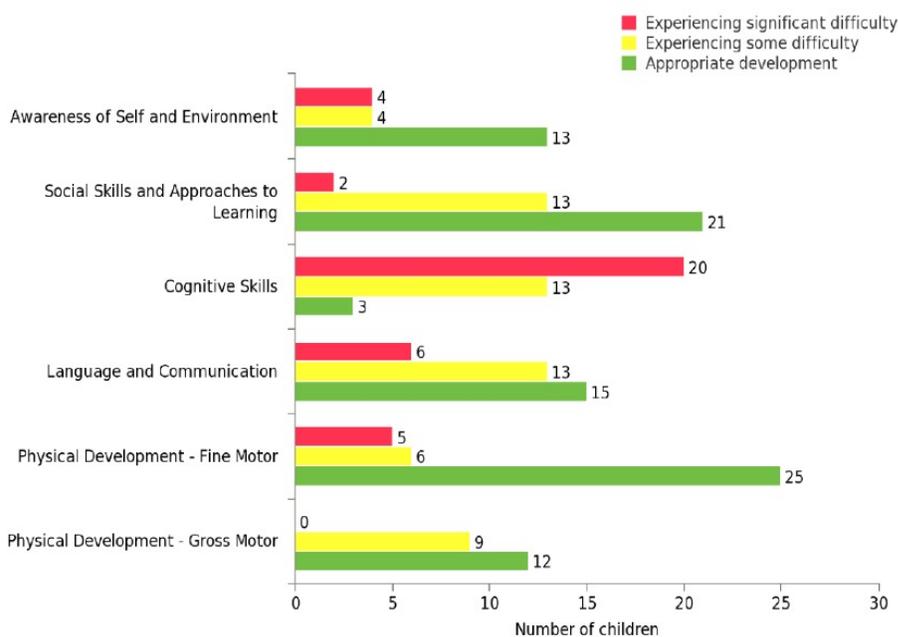
Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Overview of EYE-TA Results, 18 Oct, 2021 - 20 Dec, 2021



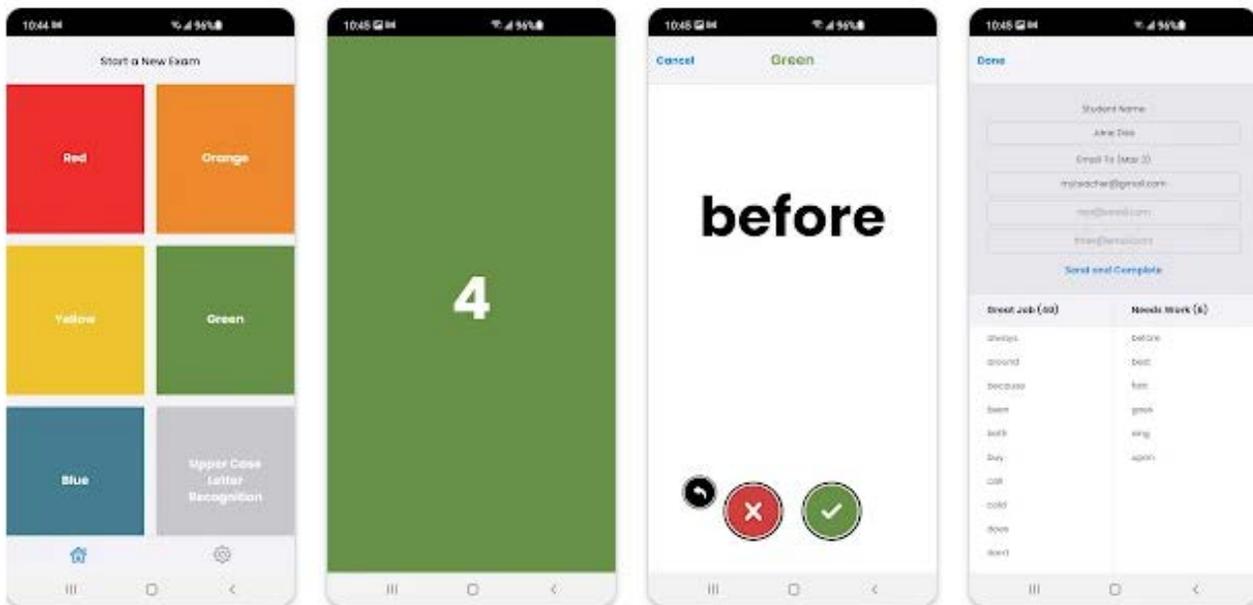


BEGINNING EARLY AND DEVELOPING STRONG (BEADS)

Beginning Early and Developing Strong is a trademark sight word program created by TEA that encourages the teaching of sight words from the first day of pre-kindergarten. Engaging seasonal activities, a sight word app, access to sight word readers and sight word rings make learning meaningful and fun.



The newest addition to the BEADS program is the online application that can be downloaded in any app store. This app was created with parents and teachers in mind. It allows you to conduct BEADS assessments with a child and have the results emailed immediately to parents, teachers and LRTs as needed.



Red BEADS Words		Orange BEADS Words		Yellow BEADS Words		Green BEADS Words		Blue BEADS Words	
a	look	all	out	after	live	always	or	about	laugh
and	make	am	please	again	may	around	pull	baby	light
away	me	are	pretty	an	of	because	read	better	long
big	my	at	ran	any	old	been	right	book	much
blue	not	ate	ride	as	once	before	sing	boy	myself
can	one	be	saw	ask	open	best	sit	bring	name
come	play	black	say	by	over	both	sleep	carry	never
down	red	brown	she	could	put	buy	tell	clean	only
find	run	but	so	every	round	call	their	cut	orange
for	said	came	soon	fly	some	cold	these	done	own
funny	see	did	that	from	stop	does	those	draw	pick
go	do	do	there	give	take	don't	upon	drink	purple
help	three	eat	they	going	thank	fast	us	eight	seven
here	four	four	this	had	them	first	use	fall	shall
I	two	get	too	has	then	five	very	far	show
in	up	good	under	her	think	found	wash	full	six
is	we	have	want	him	walk	gave	which	got	small
it	yellow	he	was	his	were	goes	why	grow	start
jump	you	into	well	how	when	green	wish	hold	ten
little	where	like	went	just	let	it's	work	hot	today
		must	what	know		made	would	hurt	together
		new	white			many	write	if	try
		no	who			off	your	keep	warm
		now	will					kind	water
		on	with						
		our	yes						

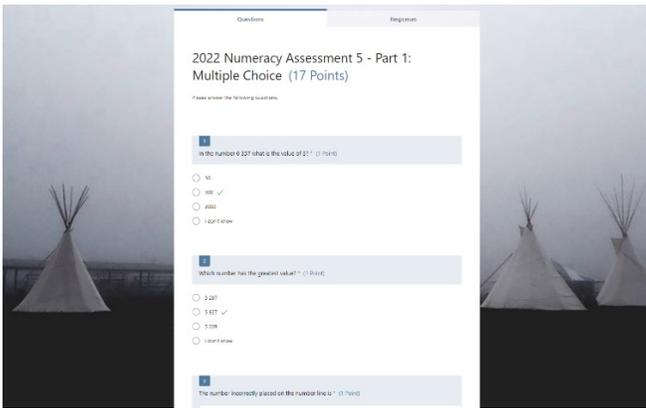
BEADS resources can be found on our website at

<https://educationalliance.ca/beads-program/>



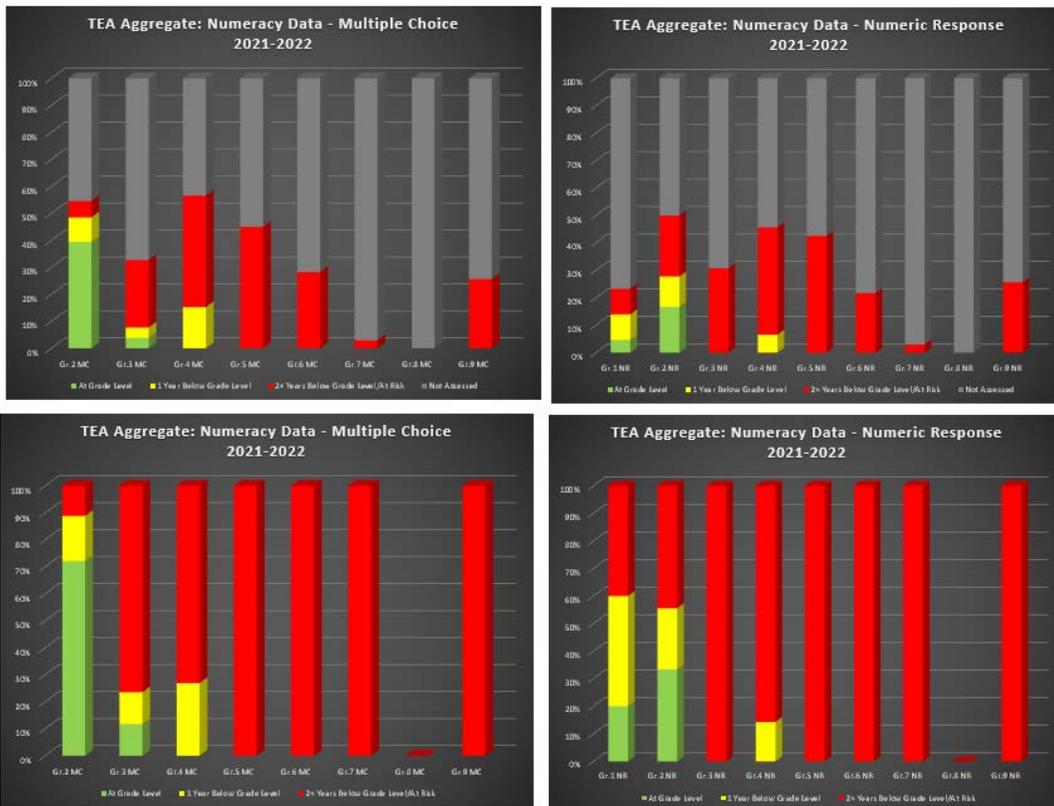


TEA NUMERACY ASSESSMENT



Treaty Education Alliance developed the TEA Numeracy Assessment to support grade one to nine teachers in identifying the strengths and needs of their students in numeracy. Each assessment assesses the previous year's curriculum to aid teachers in identifying the instructional level of the students and their readiness for their current grade's curriculum. These assessments allow teachers to set goals for each student while guiding them in the development of their instructional year plans.

Each assessment can be done online, and the scores are sent immediately to the teacher. Each of the assessments also have a built-in immersive reader feature that allows the students to have the questions read to them so that they can focus on the question at hand.



There are two assessments for each grade level: multiple choice and numeric response. The charts above show the data with and without the number of students unassessed. The pandemic made assessing all students tough, but it also strengthens the reason why all students need to be assessed. Of those who were assessed, only 11% were at grade level and ready for their current grade level curriculum.

The TEA Numeracy Assessment is the first step in creating foundational programming that incorporates culture and language while encouraging and fostering the growth of numerate Nation Builders.



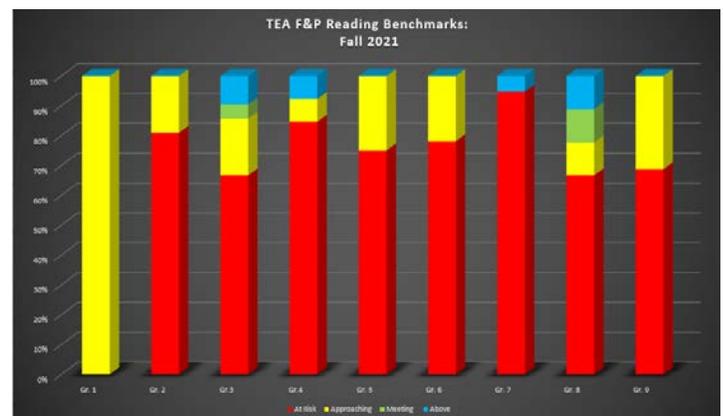
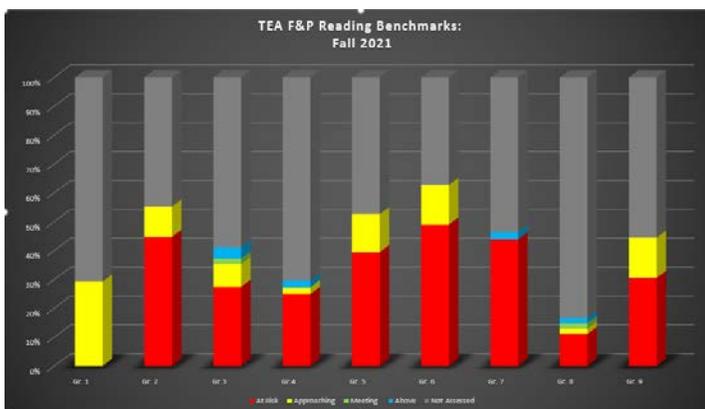
Fountas and Pinnell: Benchmark Assessment System

The Fountas and Pinnell Benchmark Assessment System (BAS) provides precise tools and texts to observe and quantify specific reading behaviours such as accuracy, fluency, self-correction rate, words-per-minute, and comprehension. This data is used by teachers to identify the students' independent and instructional reading levels, which aids them in planning meaningful instruction.

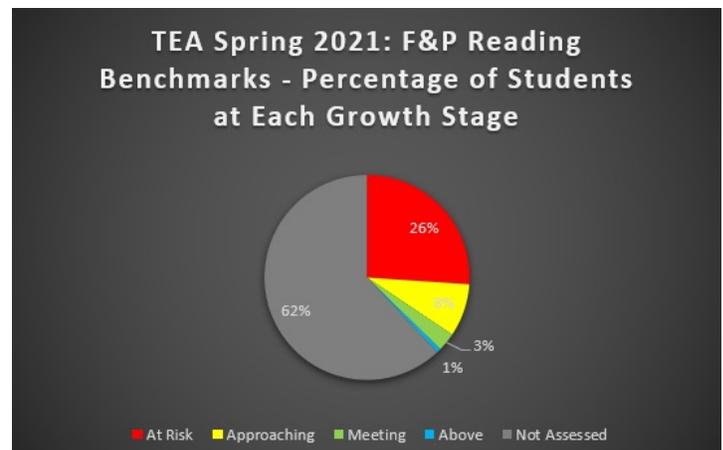
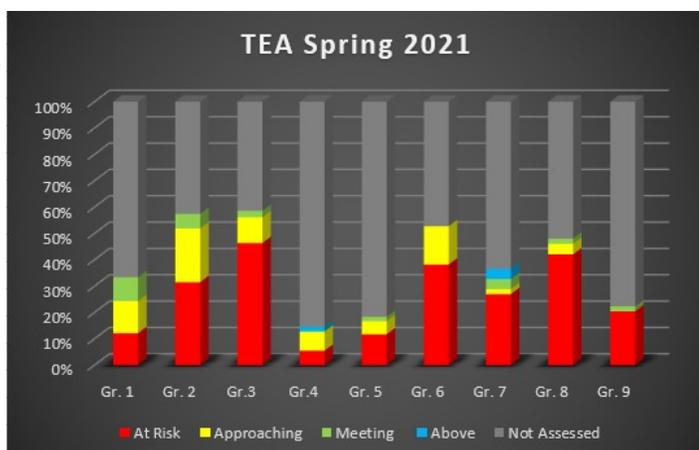
These assessments are done by the classroom teachers in the fall and spring of each school year and their data is shared with TEA through the Dossier application within PowerSchool. TEA has gathered this data and created a 5-year review for each school that shows the student's growth over the past 5 years.

In the fall of 2021, 163 out of 394 students were assessed within the TEA schools. Of those that were assessed, only 7% of the students were at or above the expected levels for their grade level.

This is up from the spring of 2021, where only 4% of the assessed students were at or above grade level.



These two charts show the same information; however, the first chart shows the student data with the number of students who were unassessed during this assessment period.





TEA ONLINE SCHOOL



With the development and advancement of digital learning management systems such as Moodle, TEA has created a secure and robust online learning environment that is personalized to the needs of our Nation’s Schools.

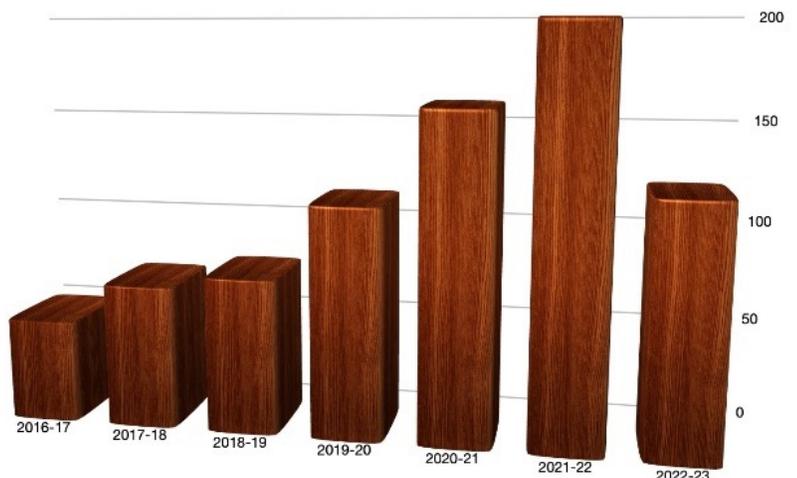
This service is especially important given the onset of the COVID-19 pandemic, resulting in increased opportunities and scope for our Online School to implement large scale, transformative online education, which is flexible in design, accessible and fully customizable. Overall, this allows TEA Online School to work collectively and collaboratively with our partner schools, using technology to further support their Inherent and Treaty Rights to education.

TEA Online School has supported our First Nation partner schools through the delivery of High School grade 10-12 credit courses. We have also developed a dual credit option which allows for the attainment of both ELA B30 and University of Regina ELA 100. The school’s delivery model is unique and customized to the needs of our partner schools. In addition, each school has their own unique and customized space, housed within the school. This allows for greater freedom of collaboration and course development, while ensuring privacy of data. Teachers also have full access to TEA Online Science Kits, which are supported with ongoing PD throughout the year. These kits are designed to promote higher levels of learning through active, hands-on inquiry pursuits.

TEA Online School Course Registrations

Year	Registered Students
2016-17	51
2017-18	71
2018-19	77
2019-20	114
2020-21	160
2021-22	200
2022-23	122

TEA Online School Student Registrations For Given Year





In the 2021-22 school year, TEA Online School registered over 200 students from our partner schools in support of their educational needs.

This support continues to this day.

TREATY EDUCATION ALLIANCE

TREATY EDUCATION ALLIANCE ONLINE SCHOOL

Working together through technology to implement Inherent and Treaty Rights to education for First Nations Communities.

Biology 30	Environmental Science 20	English Language Arts 20
Chemistry 30	Science 10	English Language Arts A10/B10
Physical Science 20	English Language Arts A30	Math Foundations 10/20/30
Health Science 20	English Language Arts B30	English 100 Dual Credit U of R/TEA
Development	Physics 30	Workplace and Apprenticeship
Culture Credit 10/20/30	Computer Science 20	Future Offerings

Visit us Online WEBSITE: [HTTPS://LEARN.EDUCATIONALLIANCE.CA](https://learn.educationalliance.ca)
TELEPHONE: 1 (306) 332-2626
FAX: 1-306-332-2679



TREATY FOUR GATHERING



For a second year in a row, the Treaty 4 Gathering Student Activities went online, bringing students, young and old together from across the territory to honour the 147th year since the signing of this historic document. Through regular professional development within committee meetings, the concept of "Sharing Your Gifts" became the 2021 theme.

Sheena Koops, Nation Builder Advocate with Treaty Education Alliance has led the committee for three years under the mentorship of Judy Pinay, Finance, Treaty Education Alliance, as Judy was there when the old ones told their communities that people must begin to meet again on the flats, as this land had been a traditional meeting place. Judy Pinay, who was part of those early conversations, remembers the old ones saying, "It's a gathering, not a celebration, because there is nothing to celebrate." The old ones were referring to broken Treaty promises. Over the years, the gathering has grown, even though it does not belong to anyone or any one group. The Minister of Indian Affairs and the Governor General have attended" (from the Treaty 4 Gathering Student Activities website homepage).

A collaborative website now houses many resources, including session recordings from the live online 2021 gathering.

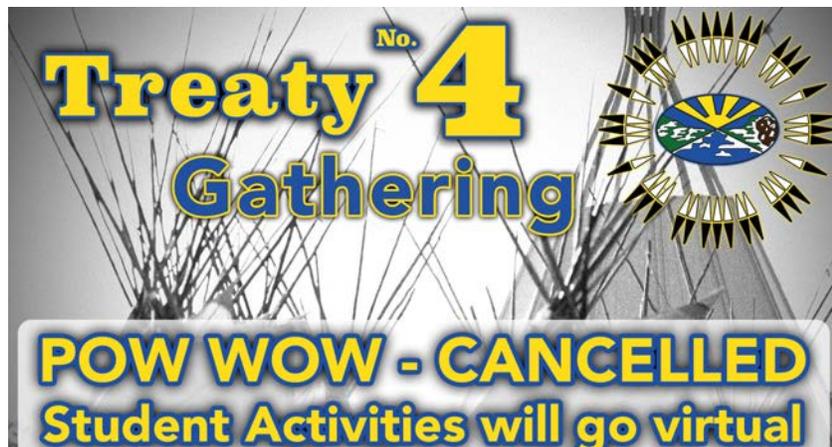


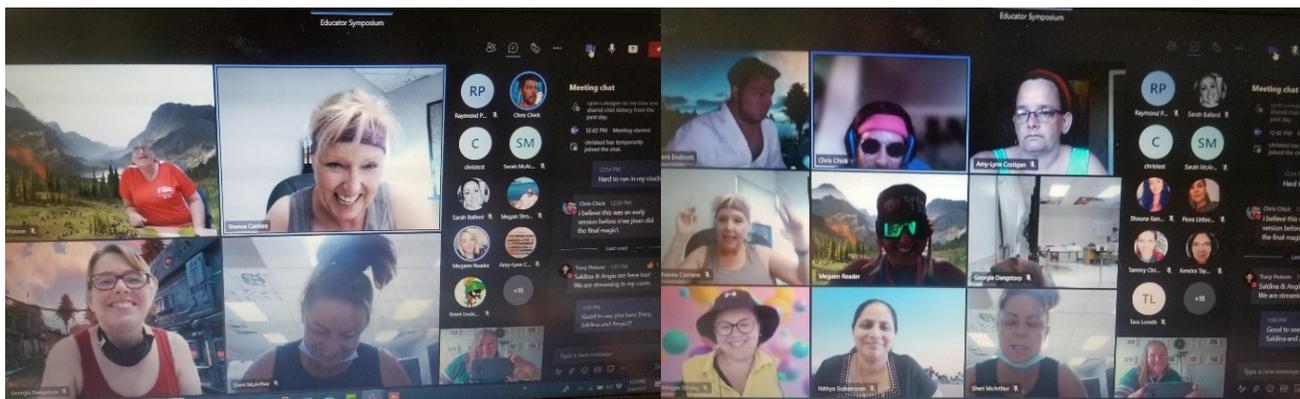
Image credit - Treaty Four Gathering

<https://treaty4gatheringstudentactivities.wordpress.com/>



EDUCATOR SYMPOSIUM

On June 4, 2021, Treaty Education Alliance celebrated its teachers and school staff with a virtual Educator Symposium. The theme of the symposium was âhkamêyimo or “keep going”. Our goal was to recognize all the hard work and the perseverance our teachers had as they wrapped up an unprecedented year of teaching through a pandemic. We all dressed up as marathon runners and celebrated each other’s achievements.



SCHOOL KICKOFF

The new 2021-2022 school year was celebrated on August 26th with the Treaty Education Alliance Annual School Kickoff! The theme of the kickoff was “Sharing Your Gifts” as we wanted teachers to focus on their own strengths and celebrate each other coming into a new pandemic school year.

We had guest speaker Garrick Schmidt who talked about his experiences with Land-Based Learning. He worked with Tania Wanner to describe the land-based cross curricular initiatives at WBEC. Sarah McArthur and Marylee Morrison-les shared their strengths with their talk about Treaty Relatives and Nation Builders, and Adam Geiger shared the new TEA Calm space with our educators. We also had Sean Lessard and Walaid Zahra as Keynote Speakers who both talked about starting the school year in a good way.

Sean Lessard



Dr. Sean Lessard is Woodland Cree and is from Montreal Lake Cree Nation in Northern Saskatchewan Treaty 6 territory. Sean is a former youth worker, teacher and high school guidance counsellor. He is known for his award winning work alongside Indigenous youth and communities in the development of innovative educational programming and in particular Indigenous youth empowerment. Dr. Sean Lessard currently is an Associate Professor Secondary Education at the University of Alberta, in Indigenous Education and Teacher Education. He continues to write and research on the experiences of Indigenous youth and families in and outside of school places.

Walaid Zahra



Walaid Zahra has been in the Education field for nearly 20 years, working in both the classroom and administration. After graduating from the University of Toronto, he spent several years in Northern Alberta teaching. It was during those years that he learned the most about kids, families, relationships, and the vital importance of connection. Walaid passionately believes in the importance of developing strong relationships with the people we lead and teach. Walaid approaches every session as an opportunity to learn things from each other and giving one another the support to be a successful mentor for the students we teach. Be prepared to laugh, learn, and have fun!



GRADUATIONS

The spring of 2021 was an exciting one because our schools were once again able to host celebrations for their graduates. This year was different though because our schools had to prepare and adapt to the ever-changing circumstances surrounding pandemic gatherings and keeping everybody safe.

Our schools were innovative and planned most of the graduation ceremonies as outside events.

Sixteen Grade 12 students and 24 Kindergarten students graduated from our four Nations.



NEW TEACHER INDUCTION

On November 8, 2021, we were honoured to be able to gather together in person for the New Teacher Induction. This face-to-face gathering was extra special because it signified new beginnings and it was a return to 'normal' after the pandemic closures. We brought all of the new hires within the alliance together to create connections and learn about trauma informed practices, curriculum connections, fostering inclusion, and to review resources available to them within their schools. We were able to spend some much needed time outside to connect with the land. It was a great day!





ICT TEAM



Chris Chick
ICT Computer Technician



Huu Pham
Cloud Administrator/Developer

Treaty Education Alliance has led the way in our pursuit to build digital literacy skills among students and educators. Likewise, our Technology Services team led the implementation of many cost-effective ways of providing fast service to our member schools - effectively eliminating the vast geographical distance between our office and the schools.

DIGITAL LEARNING

The pandemic forced many schools to close and find alternative ways to reach their students. Treaty Education Alliance was prepared with technology in the form of iPads, Chromebooks, laptops and hotspots. We were also able to provide extensive training in online applications and programming. K-5 teachers were given access to SeeSaw as a digital application to connect and teach students while they were at home. Kindergarten to grade 12 students were all given the resources to connect with their teachers through a digital classroom within MS Teams. Our online high school continued to run and support students and classroom teachers in the best way possible.

Digital learning may look a little different during a pandemic. However, all of the teachers rose to the task and did their absolute best while navigating a huge learning curve.

When the 2021-2022 school year started, teachers were encouraged to use what they learned the previous year and keep using technology in new and engaging ways within the classroom!

Online Resources

During the pandemic, TEA developed a number of resources and implemented several digital platforms for teachers to use while teaching online. To support our teachers in using these resources, we held weekly K-3, 4-6, 7-9 and high school Treaty Learning Communities. These were designed with teachers in mind. Our goal was to support the teachers in the best way possible while navigating the learning curve that came with teaching during a pandemic.



Tips and Strategies for Home Based Learning

Engagement is one of the most important factors for students and teachers to have success with home based learning.

âhkamêyimo Kêgo wîkâ kibichikay Adânga



Find more information and resources visit our website:
www.educationalalliance.ca
 Phone: 306.332.2626

Treaty Education Alliance is supporting the use of



The three main platforms that were introduced to the teachers were aimed at the different age groups within a school, similar to the groupings of the Treaty Learning Communities.

TEA Distance Education Platforms



Treaty Education Alliance is working hard to support teachers and students in the transition to distance education. We are supporting the following platforms to connect home and school.

SeeSaw	Microsoft Teams	Moodle
<p>Pre-K to Grade 3</p> <p>Seesaw is an easy to use platform that allows students to virtually receive assignments from their teachers and easily respond in a variety of ways including text, photos, video, and voice messaging. This platform encourages creativity, expression, and feedback that makes students excited to learn.</p> <p>Seesaw is supported by the SK Ministry of Education and is easily accessible on tablets, phones and computers.</p> <p>When students are truly engaged in learning, they find what lights them up, they are able to conquer the tough stuff, and open new doors. Now more than ever, remote learning solutions are essential. Seesaw enables meaningful learning from anywhere, for every student.</p> 	<p>All Grades</p> <p>Microsoft Teams is an app within Office 365. All TEA students K to 9 will use it for face-to-face interactions and team meetings with their teachers and classmates.</p> <p>Grade 4 to 9</p> <p>Individual classrooms are set up for each grade 4 to 9. Teachers and students have access to all of the Office 365 apps such as Word, Whiteboard, Powerpoint, Excel and their designated classrooms.</p> <p>Students are able to collaborate as a group or work on individual assignments created to meet their specific needs. The ability to add assignments, upload completed work, provide feedback and monitor student interactions within the app, make it an ideal platform for the middle years.</p> 	<p>Grade 10 to 12</p> <p>Moodle is the most widely used Learning Management System in North America. It was created by educators for educators.</p> <p>It allows teachers the flexibility and creativity needed to offer meaningful and engaging content to students.</p> <p>Moodle's features and tools for badgification, competency frameworks, quizzes, assignments, and of course, reporting means it is possible to offer certified courses directly within the Moodle platform.</p> <p>Because Moodle is used by post-secondary institutions, students who have enrolled before or are intending to enroll in the future, will have familiarity with the platform, which allows more room for success.</p> 

educationalalliance.ca



We also continued to provide professional development and support for Raz-Plus and Matific.



Raz Plus is an online literacy program that provides students and teachers with leveled books, and printable, projectable, and digital resources. The books can be assigned to the students with assignments and the students can also read books of interest. The goal is to strengthen the connection between what is being taught and what the students are practicing.

Matific is an online numeracy program that provides each student with a personalized and adaptive learning path in a game-based environment. Teachers can assign tasks based on curriculum that is being taught in the classroom and receive immediate results and weekly feedback.



Students can also move through the student pathway that follows the full curriculum and adapts to their strengths as they progress. The program is designed to teach critical thinking, problem solving, and reduce math anxiety.

SUMMER MAINTENANCE 2021

- July and August 2021 All Schools
- School Network Upgrades
- Deskside supports
- General ICT summer Clean up



TREATY
EDUCATION ALLIANCE

• • • • ICT

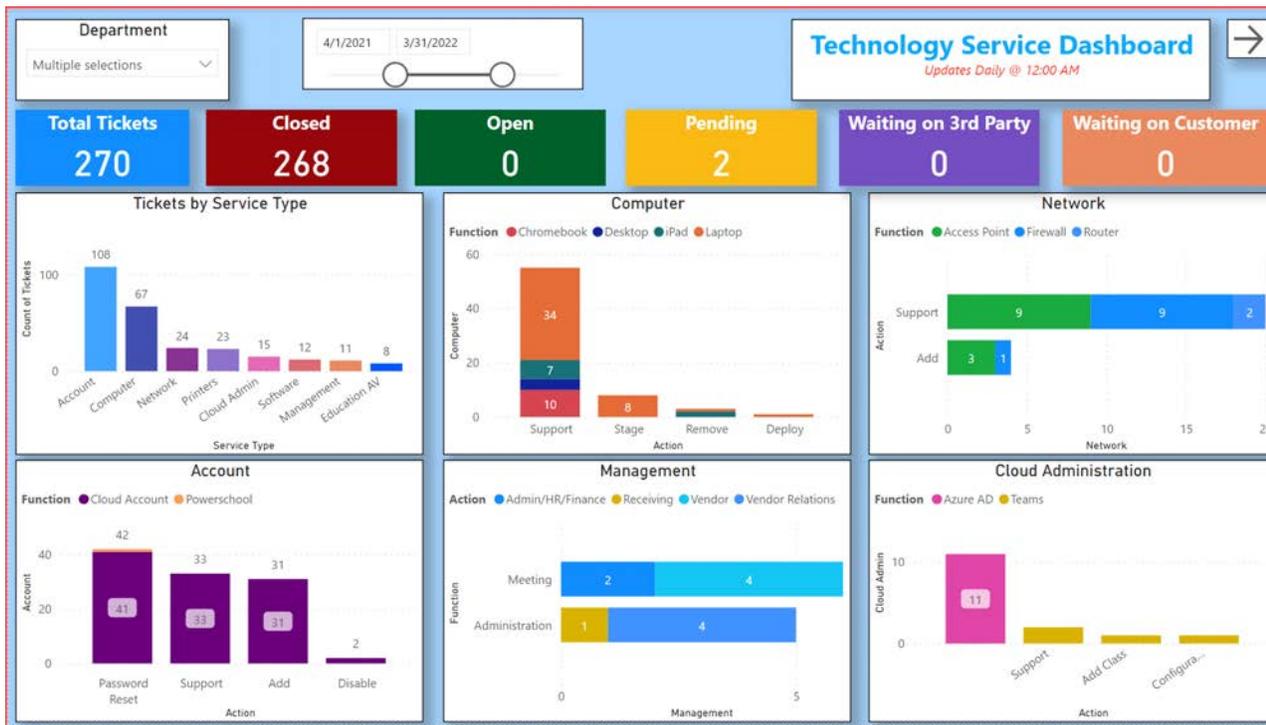
ICT PROFESSIONAL DEVELOPMENT DAYS

- Sep 8, 2021, CGCEC - In Person Microsoft Teams training to all staff
- Aug 31, 2021, AKEC - In Person Microsoft Teams training to all staff
- Oct 11, 2021, WBEC - Remote Microsoft Teams training to all staff

DIGITAL CATALYST MEETING

Basic training and follow-up with all requests within the schools

- Oct 29, 2021

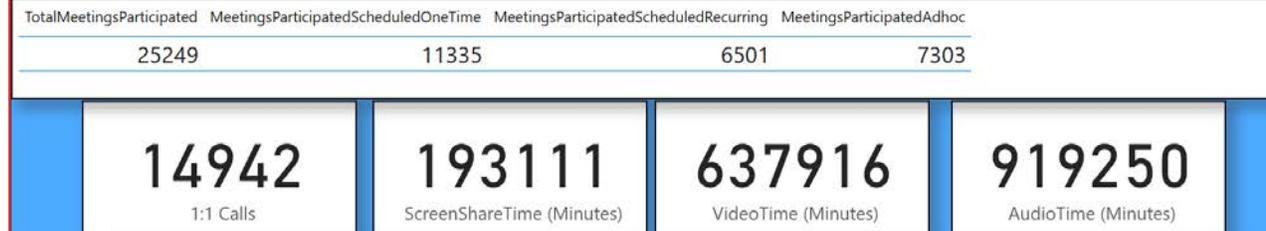


Grade: | Period: | **972** Count of User principal name

Teams Activities

PostMessages	ChatMessages	ReplyMessages	TotalMeetingsOrganized	MeetingsOrganizedScheduledOneTime	MeetingsOrganizedScheduledRecurring	MeetingsOrganizedAdhoc
1654	137484	2086	9857	4328	2048	3410

TotalMeetingsParticipated	MeetingsParticipatedScheduledOneTime	MeetingsParticipatedScheduledRecurring	MeetingsParticipatedAdhoc
25249	11335	6501	7303





Through the Recognition of Indigenous Rights and Self-Determination (RIRSD) Treaty Education Alliance entered into mutually respectful negotiations with Canada Indigenous Relations and Northern Affairs Canada (CIRNAC) to implement a fully-funded First Nations education system. This unique opportunity is the result of more than a decade of hard work and persistence by our Alliance members.

As negotiations continue, the Alliance Chiefs require advice and recommendations from community members. To build an Inherent and Treaty Rights Based education system that truly meets the needs of our member Nations, we need to speak with those who know those needs best - the Elders, parents, caregivers and educators in each community. TEA developed technical teams to support this work.

TECHNICAL TEAMS

COMMUNITY ENGAGEMENT TECHNICAL TEAM



Brian Standingready
Advisor



Vern Severight
Advisor



Faith Watson
Executive Director



Ray Petit
Advisor



Jaclyn Yuzicappi
Recording Secretary

TEA set out to provide each Alliance community member with a platform to have their voice heard at the negotiating table.

Through consultations with TEA's Elders Advisory committee and the Community Engagement Technical Team, "Your Voice Matters" - a document outlining a cohesive path towards implementation of inherent and treaty rights to education - was designed and distributed throughout Alliance communities.

This document contained seven (7) notable topics of discussion to be discussed at each engagement session. For more details about "Your Voice Matters" visit our website:

<https://educationalliance.ca/myvoice/>



COMMUNITY ENGAGEMENT SESSIONS

The following engagement sessions were held:

ELDERS ENGAGEMENT SESSIONS

Round 1

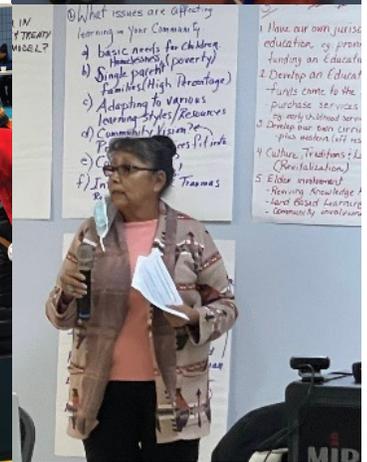
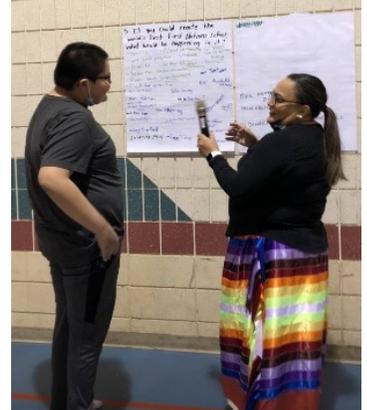
- October 25, 2021 – Cote First Nation
- November 8, 2021 - Pheasant Rump Nakota First Nation
- December 8, 2021 - White Bear First Nations
- December 20, 2021 – Kawacatoose First Nation

Round 2

- February 9, 2022 – Cote First Nation
- March 1, 2022 – Kawacatoose First Nation
- March 22, 2022 – Pheasant Rump Nakota First Nation

STUDENTS ENGAGEMENT SESSIONS

- February 17, 2022 - Asiniw-Kisik Education Campus
- March 7, 2022 – Chief Gabriel Cote Education Complex





ELDERS ADVISORY COUNCIL

PRESERVING OUR CULTURE, LANGUAGE, AND WAY OF LIFE

The wisdom, language and teachings of Elders is of the utmost importance as we work towards implementation of our inherent and treaty rights to education. Treaty Education Alliance has assembled a diverse group of Elders and Elders Assistants to guide us through the negotiation process and pass their valuable knowledge from one generation to the next. This group features Elders from each Alliance Nation.



Community members are welcome to attend our weekly Elder panels to engage in these important discussions, and absorb the wisdom shared.

<p>Stella Pelly Elder, Cote First Nation</p>	<p>Lambert Cote Elder, Cote First Nation</p>	<p>Liberty Whitehawk Assistant, Cote First Nation</p>
<p>Austin Kaye Elder, Kawacatoose First Nation</p>	<p>Grace Poorman Elder, Kawacatoose First Nation</p>	<p>Nicole Poorman Assistant, Kawacatoose First Nation</p>
<p>Francis McArthur Elder, White Bear First Nations</p>	<p>Lorna Standingready Elder, White Bear First Nations</p>	<p>Jessie Littlechief Assistant, White Bear First Nations</p>
<p>Joan McArthur Elder, Pheasant Rump Nakota First Nation</p>	<p>MacNeil McArthur Elder, Pheasant Rump Nakota First Nation</p>	<p>Shirley McArthur Assistant, Pheasant Rump Nakota First Nation</p>

NEGOTIATING TECHNICAL TEAM

<p>Chief Tom Dustyhorn Kawacatoose First Nation</p>	<p>Chief George Cote Cote First Nation</p>	<p>Chief Ira McArthur Pheasant Rump Nakota First Nation</p>
<p>Chief Annette Lonechild White Bear First Nations</p>	<p>Jeff Howe Legal Counsel</p>	<p>Marcy Velestuk Recording Secretary</p>



RECOGNITION OF INDIGENOUS RIGHTS AND SELF-DETERMINATION NEGOTIATION TABLE (RIRSD)

Both the Board of Directors and Executive Director Faith Watson share responsibility for overseeing the implementation of the TEA Strategic Plan. The strategic goals are focused on:

- Nation Re-Building and Community Cohesion: developing a new education system for the benefit of all Alliance member First Nations.
- Inherent and Treaty Rights-Based Funding Reform: negotiating a new fiscal relationship with Canada, based on inherent and treaty rights.
- Quality Assurance: research, development and implementation of a high-quality learning model.
- The Little Red Schoolhouse: asserting the treaty right to education, and decolonizing education.
- Inherent and Treaty Rights-Based Governance: development of an Alliance member First Nation controlled governance, administrative, and management structure.

The work of the Alliance is fundamentally rooted in our mission to develop confident, prosperous Nation Builders in an effective and fully funded First Nations education system.

During the 2021/22 fiscal year a number of key initiatives were undertaken by the parties - namely by TEA - via the Work Plan and Budget:

- Community Engagement with community stakeholders;
- Financial Modelling re: some of the anticipated costs of a new system;
- Comparative Analysis of other on reserve education systems; TEA and Member Nations' Schools
- Needs Assessment;
- Development of a TEA Negotiation/Position Paper;
- Formation of an Elders Advisory Council;
- Negotiation of a Memorandum of Understanding.

Much work was done last year advancing each of these initiatives, and they are each completed or relatively near completion at this time, except for the Community Engagement which is anticipated to be ongoing throughout the life of the RIRSD Table. Reports relating to the above-reference initiatives have been or are soon to be provided to the negotiating Chiefs and other relevant people involved with the negotiations.

ADMINISTRATION & OPERATIONS



ADMINISTRATION AND OPERATIONS TEAM



Faith Watson
Executive Director



Judy Pinay
Director of Finance



Angus Vincent
Director of Human Resources



Shelly Bitternose
Finance Clerk



Jaclyn Yuzicappi
Executive Assistant



Claudine Yuzicappi
Administrative Assistant

Treaty Education Alliance is built on a strong organizational backbone that provides comprehensive professional services to member schools, and to member First Nations, in all aspects of Education. The following services are provided ongoing:

- Leadership Team – Works closely with all departments to ensure smooth day to day operations.
- Legal – Provides legal services to all aspects of the organization.
- Finance – Oversees all financial activities including corporate auditing.
- Administrative Support – Responsible for all day-to-day operations of the organization.
- Communications – Manages website media to promote the work of the organization.
- Human Resources – Provides internal and external support in all areas of recruitment, retention, contract and policy development and legal compliance.

Grants & Special Projects

Treaty Education Alliance works to enhance services through grant-based funding, the following grants were provided for the reporting period:



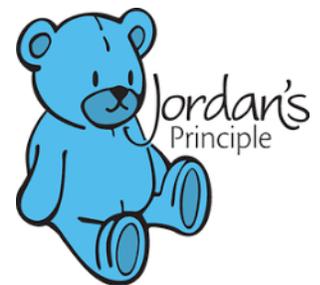
HEALING THROUGH WINTER SPORT

TEA developed and implemented the “Healing Through Winter Sport” program with a proposal for funding provided by the Department of Canadian Heritage Sport Support Program - Sport Canada. This successful proposal provided for each Nation to host a series of five activity modules. The modules include: Lacrosse, Basketball, Girls in the Game, Traditional Games, and Coaching/Officiating certification. Activities in all five modules were completed over October and November 2021. The intent of this project is to improve our students’ mental, physical, emotional and spiritual health by providing more opportunities for sport and traditional games. This project has been made possible in part by the Government of Canada and its deliverables will span into the spring of 2023.



LITERACY INTERVENTION - JORDAN’S PRINCIPLE

At the beginning of 2021, TEA and its member schools received funding from Jordan’s Principle to address the literacy needs that were enlarged due to the Covid 19 Pandemic. As a result of this funding, a Literacy Interventionist was placed in each school and intensive small group and one-on-one literacy intervention took place from March of 2021 to June of 2021.



CANADA POST COMMUNITY FOUNDATION

Treaty Education Alliance was granted the opportunity to help bridge the relationships between our schools and the homes of our students. The Canada Post Community Foundation grant allowed us to provide each of our schools with \$2,000 to host community building literacy events and purchase resources. This opportunity allowed us to add additional funds to our partnership with the Dolly Parton Imagination Library which provides free books to children within our communities. These books are delivered monthly until the child reaches their 5th birthday.





DOLLY PARTON'S IMAGINATION LIBRARY

Through our partnership with Dolly Parton's Imagination Library, we have put 2,734 books in the homes of our youngest community members.



INDIGO

We are fortunate to have our good friends at Indigo fund every project that we apply for.

- Adopt A School Grant – Little People's Learning Lodge in Pheasant Rump Nakota Nation and Chief Gabriel Cote Education Complex in Cote First Nation both applied and were approved for Indigo's Adopt a School program. This program links a school with an Indigo/Chapters/ Coles bookstore where customers are invited to donate to the library of the associate school. Together, Little People's Learning Lodge and Chief Gabriel Cote Education Complex received \$6,670 to enhance their school library.
- Diversity and Inclusion – As an add on to the Adopt a School program, Little People's Learning Lodge decided to take part in Indigo's Diversity and Inclusion program. This joined the staff at Little People's Learning Lodge with literacy teachers across Canada in diversity and inclusion training. It also provided the school with lesson suggestions and additional funds to purchase resources. The following is an excerpt from the Indigo Diversity and Inclusion program mission statement.



Our Guiding Principles

- A diverse, equitable and inclusive culture is good for people, communities, and business.
- We are on a journey of learning and unlearning.
- We believe that allyship is everyone's responsibility.
- We will build trust with honest and transparent communication.
- We know that fostering a culture of connectedness and belonging creates community and enables everyone to unleash their potential.





Summary Financial Statements of
TREATY EDUCATION ALLIANCE
Year ended March 31, 2022

Management's Responsibility for Summary Financial Statements

Management is responsible for preparing the accompanying summary financial statements and is responsible for their integrity and objectivity. The basis of presentation is not in conformity with Canadian accounting standards for not-for-profit organizations, in that the summary financial statements do not contain all the required disclosures. The basis of presentation is considered by management to be most appropriate for the broad communication of financial information, however, readers are cautioned that these statements may not be appropriate for their specific purposes.

Complete financial statements are available upon request.

Chair, Board of Directors

Executive Director



Independent Auditors' Report On The Summary Financial Statements

**To the Members,
Treaty Education Alliance**

Opinion

The summary financial statements, which comprise the summary statement of financial position as at March 31, 2022, the summary statements of operations, changes in net assets and cash flows for the year then ended, and related notes, are derived from the audited financial statements of Treaty Education Alliance for the year ended March 31, 2022.

In our opinion, the accompanying summary financial statements are a fair summary of the audited financial statements, which were prepared in accordance with Canadian accounting standards for not-for-profit organizations.

Summary Financial Statements

The summary financial statements do not contain all the disclosures required by Canadian accounting standards for not-for-profit organizations. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and auditor's report thereon.

The Audited Financial Statements and Our Report Thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated July 29, 2022.

Management's Responsibility for Financial Statements

Management is responsible for the preparation of the summary financial statements based on the audited financial statements prepared in accordance with Canadian accounting standards for not-for-profit organizations.

Auditors' Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are a fair summary of the audited financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, *Engagements to Report on Summary Financial Statements*.

July 29, 2022
Regina, Saskatchewan

VIRTUS GROUP LLP
Chartered Professional Accountants

TREATY EDUCATION ALLIANCE

Statement of Financial Position

March 31, 2022, with comparative figures for 2021

ASSETS		2022	2021
Current assets			
Cash		\$ 181,812	\$ 482,686
Accounts receivable (Note 4)		172,023	308,143
		<u>353,835</u>	<u>790,829</u>
Tangible capital assets (Note 5)		<u>48,654</u>	<u>10,416</u>
		<u>\$ 402,489</u>	<u>\$ 801,245</u>
LIABILITIES			
Current liabilities:			
Accounts payable and accrued liabilities (Note 6)		\$ 58,838	\$ 91,786
Deferred revenue (Note 7)		70,413	503,619
		<u>129,251</u>	<u>595,405</u>
NET ASSETS			
Investment in tangible capital assets		48,654	10,416
Unrestricted net assets		<u>224,584</u>	<u>195,424</u>
		<u>273,238</u>	<u>205,840</u>
		<u>\$ 402,489</u>	<u>\$ 801,245</u>

Commitments (Note 8)

See accompanying notes to the financial statements

Approved by the Board of Directors:



Director



Director

TREATY EDUCATION ALLIANCE
Summary Statement of Changes in Net Assets

March 31, 2022, with comparative figures for 2021

	Investment in tangible capital assets	Unrestricted surplus	Total 2022	Total 2021
Balance - beginning of year	\$ 10,416	\$ 195,424	\$ 205,840	\$ 41,459
Excess of revenue over expenses	-	67,398	67,398	164,381
Transfer for purchase of tangible capital assets	45,959	(45,959)	-	-
Amortization of tangible capital assets	(7,721)	7,721	-	-
Balance - end of year	\$ 48,654	\$ 224,584	\$ 273,238	\$ 205,840

TREATY EDUCATION ALLIANCE
Summary Statement of Operations

March 31, 2022, with comparative figures for 2021

	2022 Budget (unaudited)	2022	2021
Revenue:			
Indigenous Services Canada	\$ 3,038,144	\$ 3,132,851	\$ 3,463,461
Other income	101,409	139,025	592,243
Funds received in advance of expenses, prior year	503,619	503,619	9,830
Funds received in advance of expenses, current year	(253,995)	(70,413)	(503,619)
	3,389,177	3,705,082	3,561,915
Expenses:			
Amortization of tangible capital assets	-	7,721	4,465
Bank charges	10,210	9,044	8,676
Employee benefits	193,649	197,583	213,234
Operating expenses	1,675,179	2,000,428	1,389,151
Purchase of assets	91,185	47,632	22,123
Salaries and wages	1,211,519	1,235,182	1,427,011
Supply expenses	149,425	140,094	332,874
	3,331,167	3,637,684	3,397,534
Excess of revenues over expenses	\$ 58,010	\$ 67,398	\$ 164,381

TREATY EDUCATION ALLIANCE

Summary Statement of Cash Flows

March 31, 2022, with comparative figures for 2021

	2022	2021
Cash provided by (used in) operating activities:		
Excess (deficiency) of revenue over expenses	\$ 67,398	\$ 164,381
Items not involving cash:		
Amortization of tangible capital assets	7,721	4,465
	75,119	168,846
Non-cash operating working capital items	(330,035)	382,768
	(254,916)	551,614
Cash provided by (used in) investing activities:		
Additions to tangible capital assets	(45,958)	-
	(45,958)	-
Cash provided by (used in) financing activities	-	-
Increase (decrease) in cash	(300,874)	551,614
Cash position - beginning of year	482,686	(68,928)
Cash position - end of year	\$ 181,812	\$ 482,686

TREATY EDUCATION ALLIANCE

Note to the Summary Financial Statements

Year ended March 31, 2022

1. Applied criteria

The summary financial statements are derived from the audited financial statements, prepared in accordance with Canadian accounting standards for not-for-profit organizations, as at March 31, 2022 and the year then ended.

The preparation of these summary financial statements requires management to determine the information that needs to be reflected in them so they are consistent in all material respects with, or represent a fair summary of, the audited financial statements.

Management prepared these summarized financial statements using the following criteria:

- (a) the summary financial statements include a statement for each statement included in the audited financial statements,
- (b) information in the summary financial statements agrees with the related information in the audited financial statements,
- (c) major subtotals, totals and comparative information from the audited financial statements are included, and
- (d) the summary financial statements contain the information from the audited financial statements dealing with matters having a pervasive or otherwise significant effect on the summary financial statements.

The audited financial statements of Treaty Education Alliance are available upon request by contacting the Organization.

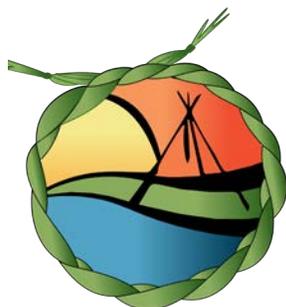


Treaty Education Alliance

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*Honour, Embrace and Implement
Treaty Rights to Education*

www.educationalliance.ca



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