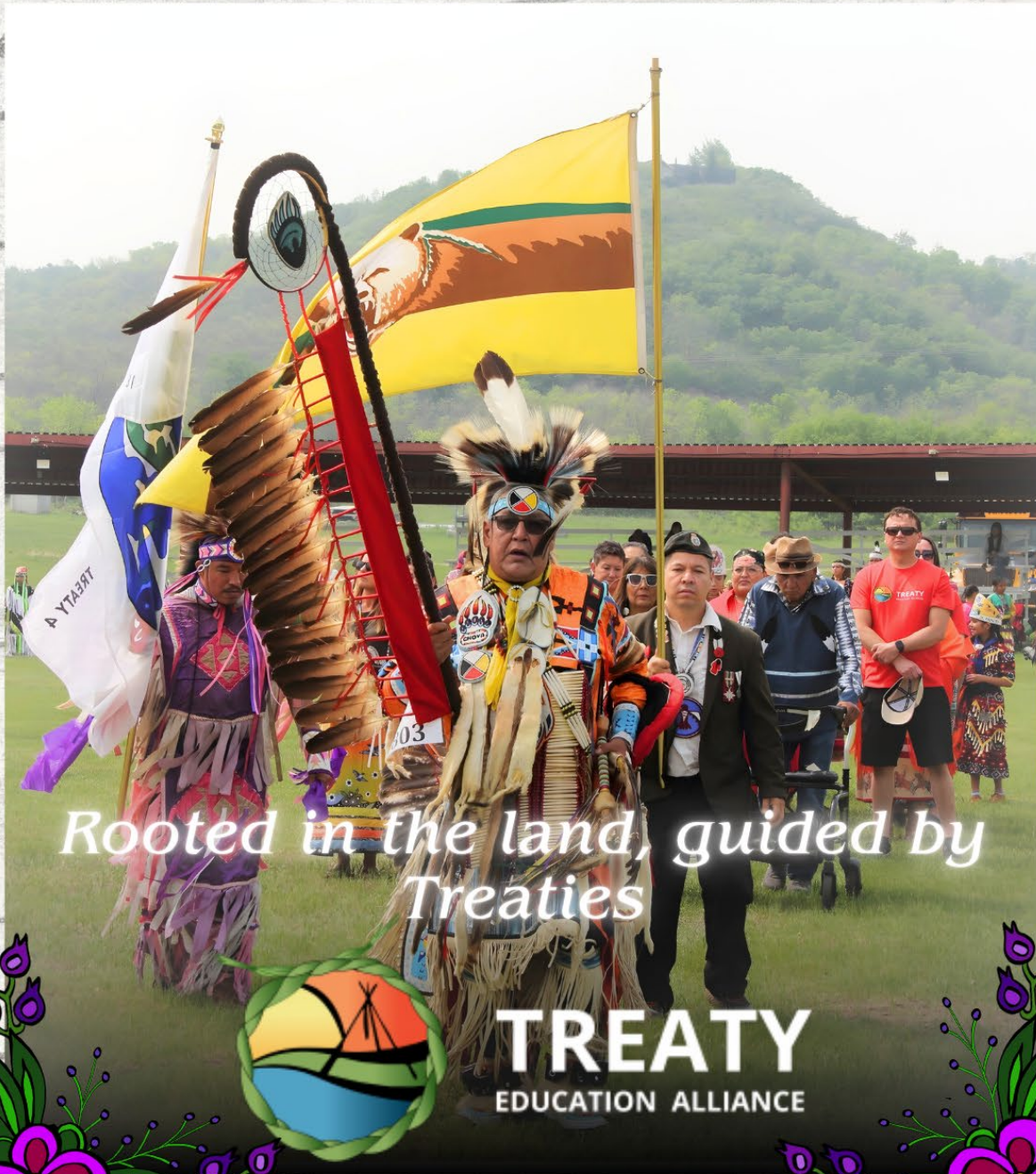
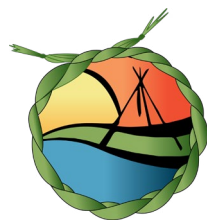


TREATY EDUCATION ALLIANCE



2024 - 2025
ANNUAL
REPORT



TREATY
EDUCATION ALLIANCE

TREATY EDUCATION ALLIANCE ANNUAL REPORT 2024 - 2025

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EXECUTIVE DIRECTOR'S MESSAGE

Tansi Relatives,



It is my honour to present this year's Annual Report for the Treaty Education Alliance. This report reflects the collective efforts of our Nations, leadership, Elders, educators, families, and, most importantly, our students.

The past year has been one of both challenge and achievement. Together, we have worked to strengthen our schools, expand second-level supports, and advance our Nation-to-Nation negotiations toward a self-determined, treaty and inherent rights-based education system. We continue to uphold our responsibility to ensure that every child has access to high-quality education rooted in language, culture and identity.

I am deeply proud of the progress we have made in:

- Enhancing literacy, numeracy, and student engagement initiatives.
- Expanding trauma-informed and culturally responsive practices in our schools.
- Building capacity for data sovereignty and governance through OCAP® principles.
- Supporting teachers, principals, and support staff with professional development, mentorship, and collaboration.

None of this work would be possible without the wisdom of our Elders, the guidance of our leaders, and the dedication of our educators who give their hearts every day to our children. Most importantly, our students remain at the center of all that we do. Their success, their voices, and their dreams guide our path forward.

As we look to the future, the Treaty Education Alliance remains committed to advancing educational sovereignty, strengthening partnerships, and building a system that truly reflects our values, our rights, and our responsibilities as Treaty Nations. Together, we are creating a strong foundation for the generations to come.

Kinanâskomitinawaw,

Faith Watson
Executive Director
Treaty Education Alliance





**CHIEF GABRIEL COTE EDUCATION
COMPLEX**
Cote First Nation
Principal Jonas Cote

TREATY
EDUCATION
ALLIANCE



ASINIW-KISIK EDUCATION CAMPUS
Kawacatoose First Nation
Principal Audrey Night



**MEMBER
NATION
SCHOOLS**



WHITE BEAR EDUCATION COMPLEX
White Bear First Nations
Principal Christopher Mantei

TREATY
EDUCATION
ALLIANCE
CONSISTS OF 3
MEMBER
NATIONS

ADMINISTRATION & OPERATIONS

Strategic Plan at a Glance

Treaty Education Alliance (TEA) is guided by a strong and thoughtfully developed Strategic Plan that underpins its wide-ranging professional services. These services are designed to support both current and future Member Nation schools, as well as other First Nations communities served by TEA.

The Strategic Plan is built around Four Pillars of Intervention, each reinforced by specific Performance Goals that ensure accountability among TEA staff throughout the plan's implementation. The Vision, Mission, and Values of TEA serve as the foundation that unites all aspects of the plan.

Originally launched in 2022, the Strategic Plan is scheduled for renewal in 2025. Below is an overview of the Strategic Plan's core components:

THE FOUR PILLARS OF INTERVENTION

Mental Health

- Mental Health Framework – Culture as Intervention
- Trauma Informed Practice
- Restorative Measures
- Coping Mechanisms
- Enhanced Land-Based 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 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
- 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

- Microsoft 365 training
- PowerSchool & MySchoolSask PD
- Online/Distant Learning PD
- Monitoring use of technology and online resources
- Focus on development of PDs for online delivery

PERFORMANCE 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, in accordance with the Fountas & Pinnell Benchmark Assessment System
- 50% of our students will be reading at or above grade level (year 1), and will increase 10% every year

Numeracy

- 100% of our students will be assessed (K-9) two times a year, in accordance with the TEA Assessment Cycle 2023-2024
- 55% of our students will achieve one full-year's growth in numeracy, in accordance with the TEA Numeracy Assessment
- 25% of our students will be performing at grade level (year 1), and will 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 Member Nations' school staff and students will actively use their Microsoft 365, PowerSchool, and MySchoolSask accounts



Our Vision, Mission, and Values

OUR VISION

To Serve and Support each Member Nation in Advancing their Inherent and Treaty Rights to Education.

OUR MISSION

Working Together to Implement Inherent and Treaty Rights to Education for the Success of our Nations and Peoples.

OUR VALUES

Our Work is Guided by Our Inherent and Treaty Rights, and these Core Values:



Administration and Operations Team



Faith Watson
Executive Director



Sharon Desnomie
Director of Finance



Angus Vincent
Director of Human Resources



Aaron Tootoosis
Communications Coordinator



Jaclyn Yuzicappi
Executive Assistant



Megan Main-Parfitt
Finance Clerk



Krista Spencer
Administrative Assistant

Ongoing Services Provided by Treaty Education Alliance:

Leadership Team

The Leadership Team plays a central role in aligning efforts across all departments, ensuring that TEA's operational needs are met with efficiency and agility. Their collaborative approach enables the organization to remain responsive to both internal developments and external challenges.

Legal Services

TEA's legal team provides essential support to uphold the organization's foundation in the Inherent and Treaty Right to Education. These services help TEA hold Canada accountable to its Treaty obligations, while also guiding the organization through legal complexities and mitigating risks. This legal framework strengthens TEA's ability to advance its mission with confidence and integrity.

Finance

Led by the Director of Finance, this department manages budgeting, financial reporting, and corporate auditing. Strong financial oversight ensures transparency, accountability, and responsible resource allocation—building trust among stakeholders and maximizing the impact of TEA's initiatives.

Administrative Support

The administrative team serves as the operational backbone of TEA, ensuring that day-to-day functions run smoothly. Their support across departments is vital to maintaining an organized and effective organization, allowing TEA to stay focused on its educational goals.

Communications

The Communications Coordinator plays a key role in sharing TEA's story and successes with the broader community. By managing the website and media channels, this role enhances public awareness, fosters engagement, and amplifies the visibility of Indigenous-led educational initiatives.

Human Resources

The Director of Human Resources oversees staffing, recruitment, retention, policy development, and legal compliance. HR ensures that TEA is supported by a skilled and culturally competent team, aligned with the organization's mission and values. This contributes to a positive work environment and the effective delivery of services across Member Nation schools.



NATION BUILDER SERVICES

Whole Child Wellness & Trauma-Informed Practice Team



Faith Watson
Executive Director



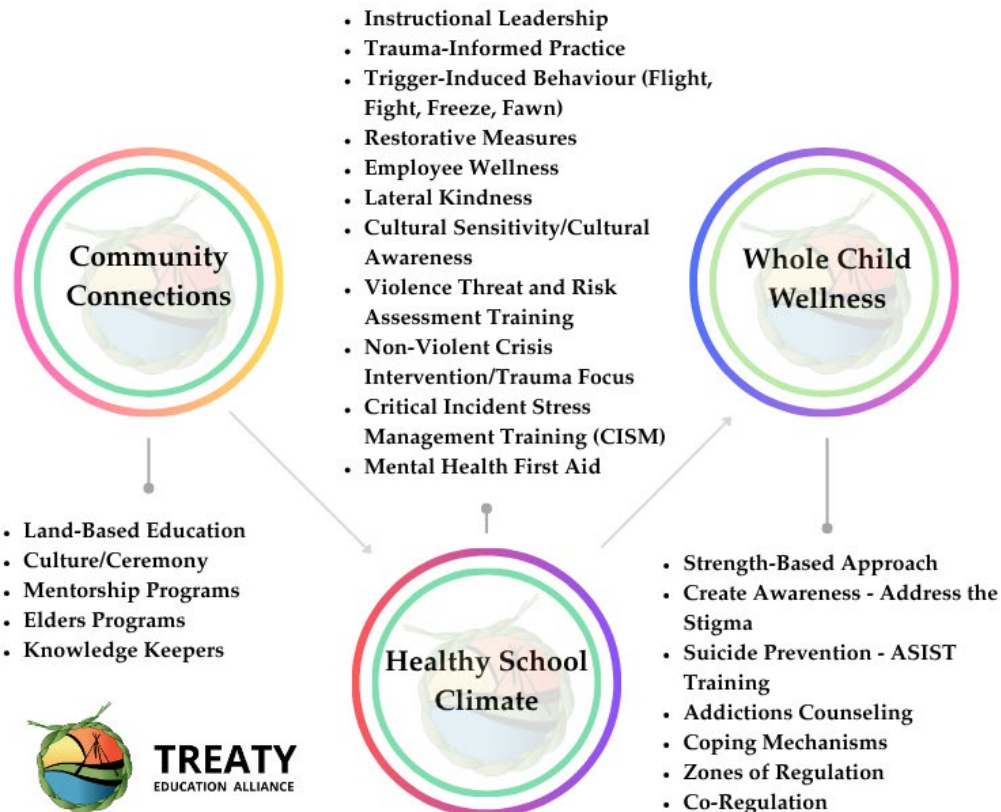
Kristen Tootosis
Director of Mental Health Services



Lisa Ewack
Student Support Coordinator

Whole Child Wellness is a comprehensive initiative designed to uplift school communities by addressing the diverse and individualized needs of all students. Through a blend of therapeutic services, professional development, and staff consultation, we work closely with schools and families to build environments that support mental, emotional, and educational well-being.

The Whole Child Wellness Model





On May 13 and 14, 2024 Treaty Education Alliance Staff undertook the Applied Suicide Intervention Skills Training program (ASIST). Certified ASIST trainers, Faith Watson and Kristen Tootoosis trained TEA staff to become ASIST caregivers. Following through with the vision and goal for the organization, TEA will be training teachers and staff at TEA Member Schools when schools request this training.

Our team delivers essential supports that include:

- Psychological Services: Delivered both virtually and in-person to meet students where they are.
- Special Education Support: Responding promptly to immediate Special Education needs; collaborating with Indigenous Services Canada, school Principals, and Learning Resource Teachers to ensure students receive the services they require.
- Jordan's Principle & School Support: Assisting schools and the broader educational Alliance with navigating and accessing Jordan's Principle resources.
- TEA Model Development: Contributing to the creation of a TEA (Therapeutic Education Approach) model tailored to support children with exceptional and unique needs within a new Indigenous education framework.
- Therapeutic Support for Students.

Individual Online Counseling for Students

Virtual Individual Counseling Services were offered to students dealing with a wide range of challenges, including:

- Grief and loss.
- Anxiety and depression.
- Unresolved and intergenerational trauma.
- Family conflict and domestic violence.
- Self-harming behaviors and suicide prevention.
- Social and relationship struggles.
- Academic pressure and stress.
- Cultural adjustment and identity concerns.

These services were delivered through a trauma-informed, culturally-sensitive lens, to support healing and growth.



Professional Development for Educators

Educators received specialized training to increase their confidence and capacity in working with students who have experienced adversity. Topics included:

- Trauma-Informed Educational Practices.
- Decolonizing the Classroom.
- Engaging Students with Adverse Childhood Experiences (ACEs).
- Implementation of Support Plans: BIPs, IEPs, and IIPs.
- Crisis Management Strategies for the Classroom.

All professional development sessions were customized to meet the specific needs and priorities of each school community.

Teacher & Educational Assistant Consultation Services

We provided both on-site and online coaching to support educators and Educational Assistants (EAs) in understanding and responding to student mental health and behavioural challenges. Our aim was to strengthen school-based capacity to:

- Recognize and address behavioural and emotional needs.
- Implement wellness-aligned instructional strategies.
- Align classroom practices with individual student goals.

Capacity Building & Specialized Training

The Whole Child Wellness team designed and facilitated a broad selection of training sessions focused on leadership, mental wellness, and trauma-informed care. Highlights include:

- Instructional Leadership and Positive Relationship Building.
- Lateral Kindness and Conflict Resolution.
- Trauma-Informed Practice in Education (Parts 1 & 2).
- Creating Trauma-Sensitive Classrooms.
- Restorative Practices in Schools.
- ASIST (Applied Suicide Intervention Skills Training).

Specialized sessions were also delivered for support staff, including:

- Educational Assistant Training: Effective and Best Practices.
- Effective Therapeutic Practice in School-Based Settings.

These offerings ensured that staff at all levels were equipped with practical strategies to support student success and well-being.



2024-2025 Highlights

- Schools received tailored trauma-informed PD sessions, suicide intervention training, and Trauma-Informed Practices in Education refresher workshops.
- Students accessed consistent therapeutic support through a mix of virtual and in-person counseling sessions.
- The Whole Child Wellness team remained a dependable and responsive partner for schools navigating complex student needs, helping them prioritize mental-wellness and inclusive education.
- The Whole Child Wellness Team offered Trauma-Informed Care in Education Refresher Training to new staff upon request. This ensured that new staff were up to date in understanding the importance of Trauma-Informed Practices in Education.
- The Whole Child Wellness Team successfully implemented the young woman's teachings through Ribbon Skirt Making. The young woman's teachings included: Self-respect, self-reflection, respecting others, importance of self-care, along with teachings that aligned with the Natural Laws of indigenous peoples.
- Schools that have opted for weekly virtual therapy sessions have experienced significant success in ensuring that their students were supported on a weekly basis.
- Whole Child Wellness opened the Trauma-Informed Practices workshop to the public. The event was a success and sold out.

Inclusive Education

In 2024-2025, the role of the Student Support Coordinator, Lisa Ewack, has been to provide specialized services for Member Nation Schools in the areas of special education, literacy, numeracy, academic assessments, and professional development.

The primary focus was:

- Building capacity in creating Individual Intervention Plans (IIPs) for students with disabilities using the MySchoolSask (MSS).
- Working with school teams; supporting students with intensive needs in the classroom such as Autism Spectrum Disorder.
- Professional development.

Looking Ahead

As we continue into the next year, the Whole Child Wellness initiative remains committed to supporting the holistic development of students. By working collaboratively with schools, educators, families, and community partners, we strive to create learning environments where every child feels seen, supported, and empowered to thrive.



School Services Team



Sarah Ballard

School Services Coordinator



Lisa Ewack

Student Support Coordinator



Sheena Koops

Nation Builder Advocate



Ray Petit

Nation Builder Advocate

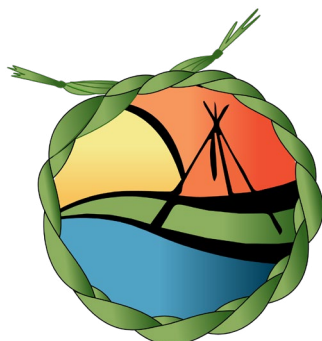


Kimberly Petit

Instructional Coach

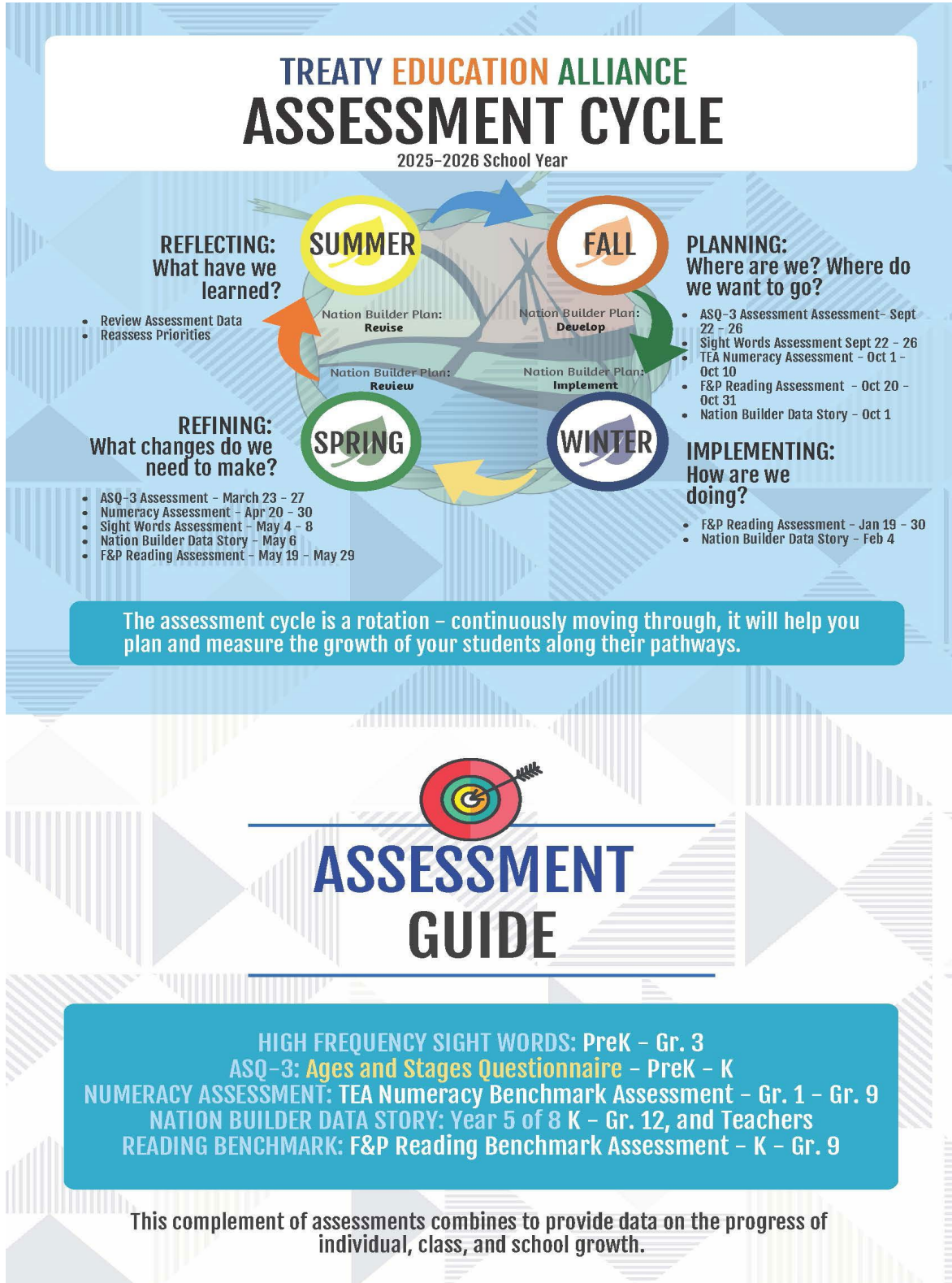
The School Services Department supports the following Treaty Education Alliance priorities:

- Assessment Cycle & Data.
- Ages & Stages Questionnaire.
- Beginning Early & Developing Strong.
- TEA Numeracy Assessment.
- Fountas & Pinnell Benchmark Assessment System.
- School Kickoff.
- Graduations.
- New Teacher Induction.
- Nation Builder Awards Ceremony & Pow-Wow.
- Education Conference.
- Language Gatherings.
- Professional Development.



Assessment Cycle & Data

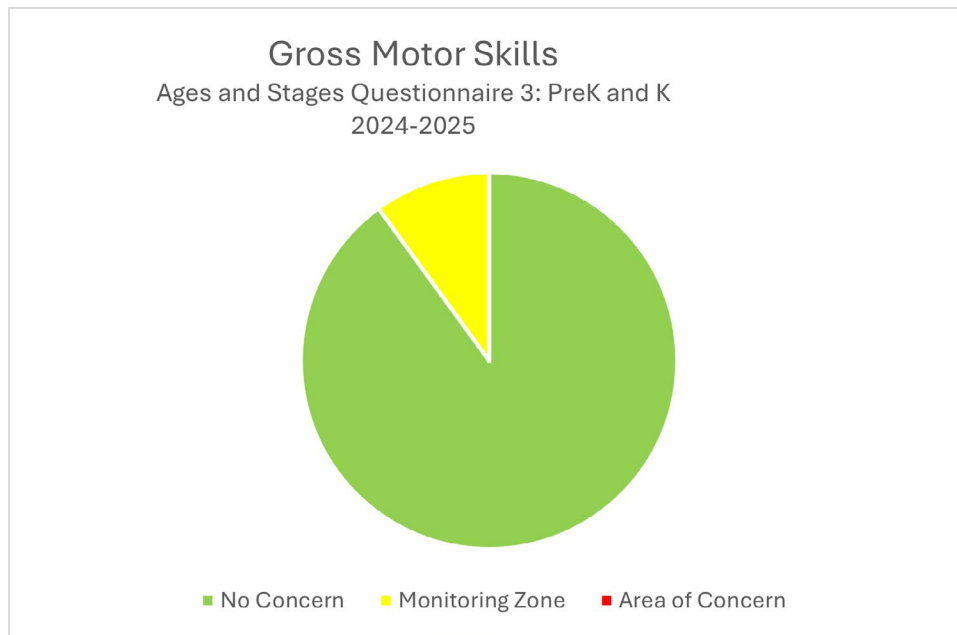
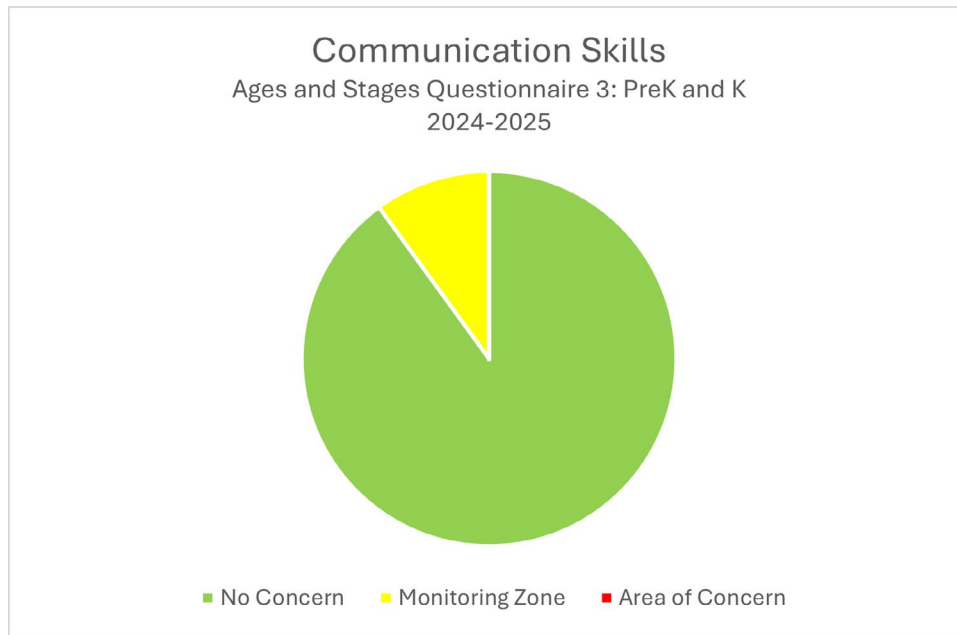
At Treaty Education Alliance, we provide each school with an assessment cycle with recommended dates in which to complete their chosen assessments. The idea is to provide teachers with literacy and numeracy data, as well as identify any students who may have above average skills and/or additional needs.



Ages and Stages Questionnaire (ASQ-3)

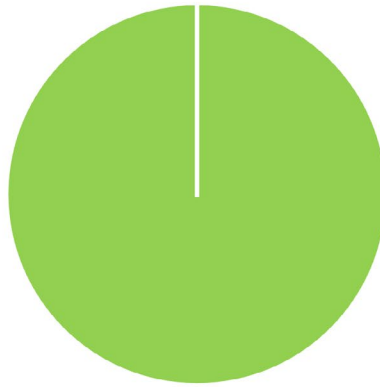
The Ages and Stages Questionnaire, Third Edition (ASQ-3), is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to five and a half years. Its success lies in its parent-centric approach and its ease of use. This assessment is a screening tool that looks at communication, gross motor, fine motor, problem solving, and personal-social.

The following are the results of the pre-kindergarten and kindergarten students who were assessed during the 2024-2025 school year:



Fine Motor Skills

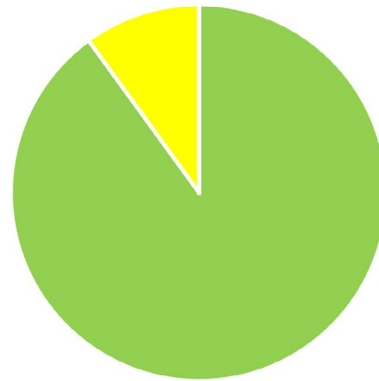
Ages and Stages Questionnaire 3: PreK and K
2024-2025



■ No Concern ■ Monitoring Zone ■ Area of Concern

Problem Solving Skills

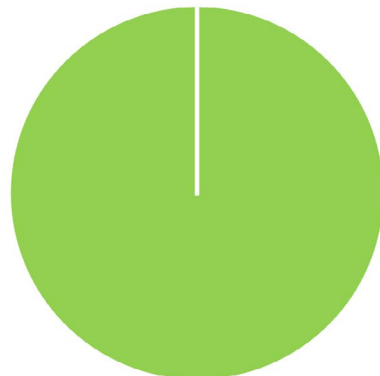
Ages and Stages Questionnaire 3: PreK and K
2024-2025



■ No Concern ■ Monitoring Zone ■ Area of Concern

Personal-Social Skills

Ages and Stages Questionnaire 3: PreK and K
2024-2025



■ No Concern ■ Monitoring Zone ■ Area of Concern

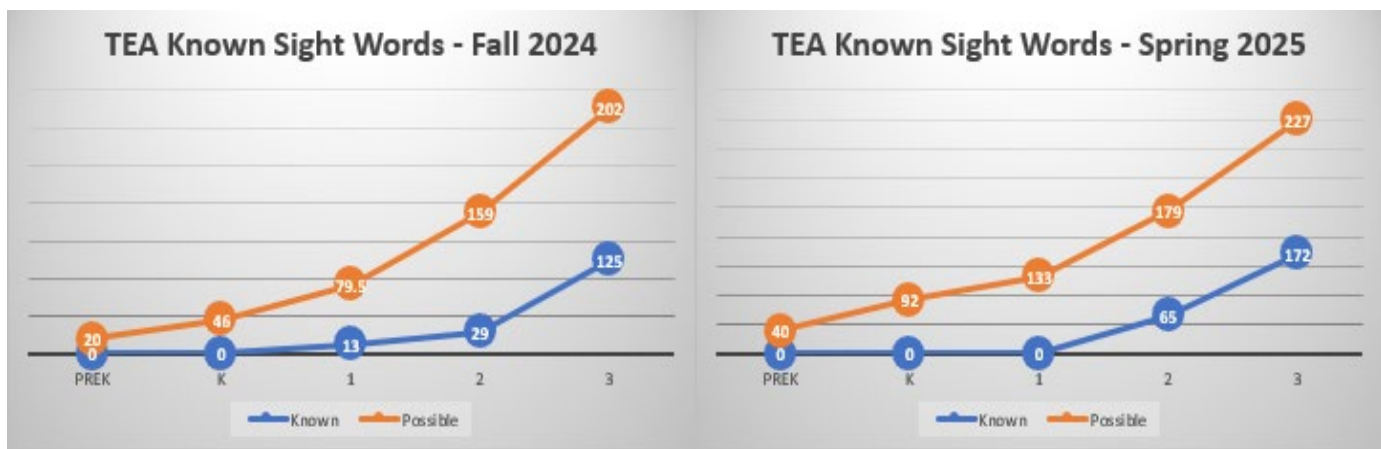


Beginning Early and Developing Strong (BEADS)

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.

The BEADS assessment determines how many high-frequency sight words our students are able to recognize successfully. This is important because sight words are often not spelled the way that they sound, and the ability to recall these words easily, helps students begin reading and become fluent readers.

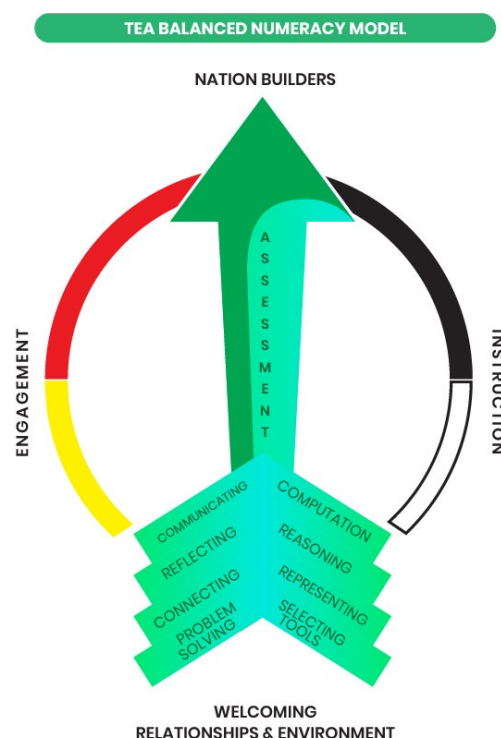
It is important that teachers stay up to date with these assessments so that their students are always being challenged with new words, new activities, and new relevant texts. The following is the data for the 2024-2025 school year:



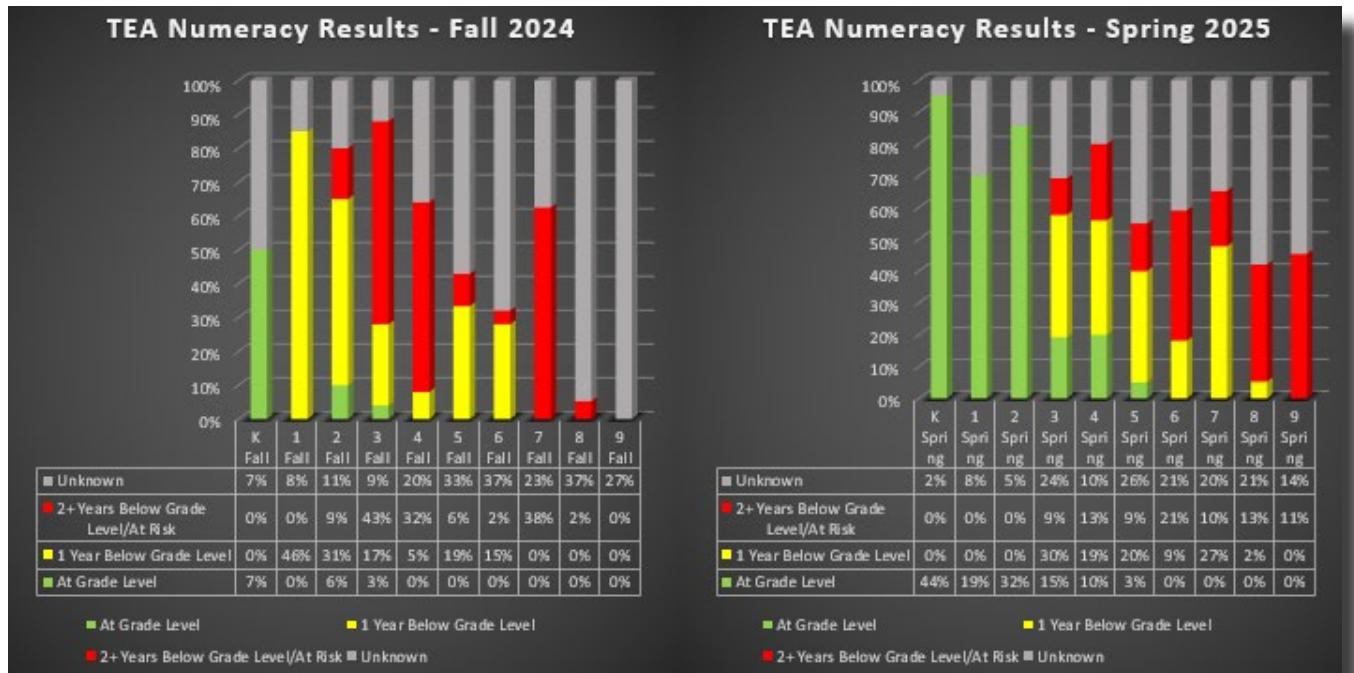
TEA Numeracy Assessment

The TEA Numeracy Assessment is a screening tool developed by Treaty Education Alliance to support teachers in identifying students' current working grade levels in mathematics. The assessment highlights each student's areas of strength as well as the specific outcomes where additional support may be needed.

Included with the assessment is a tracking sheet that allows teachers to record and analyze individual and whole-class data. This information provides valuable insight for instructional planning thus helping educators design year plans, set targeted learning goals, and scaffold daily lessons to meet the diverse needs of all learners.



The following is the data for the 2024-2025 school year. The number of students who were not assessed has been removed. The students who are in the 'unknown' category have been assessed, but their working grade level was not identified.



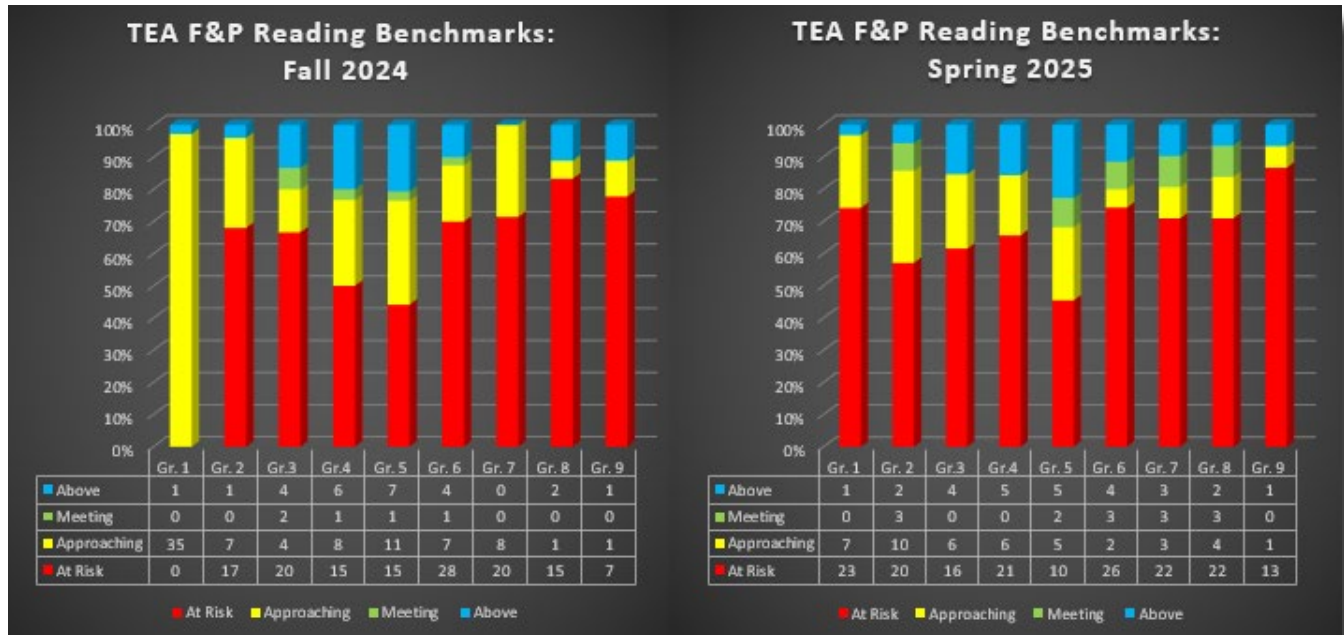
Fall 2024	Number of Students K to Gr. 9:	Spring 2025
403	Enrolled	414
195 (48%)	Assessed	191 (46%)
6 (3%) *	Meeting or Above Grade Level	50 (26%) *
50 (26%) *	Approaching Grade Level (Within 1 year's growth of expected level)	42 (22%) *
51 (26%) *	At Risk (2 or more years below expected level)	37 (19%) *
88 (45%) *	Unknown (Assessed, but highest working grade level not found)	62 (32%) *
-	Achieved a Full Year of Growth	66 (35%) *

* Indicates percentages of students who have been assessed.



Fountas & Pinnell Benchmark Assessment System

The Fountas & Pinnell Benchmark Assessment System (F&P 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.



Fall 2024	Number of Students Gr. 1 to Gr. 9:	Spring 2025
355	Enrolled	360
250 (70%)	Assessed	258 (72%)
31 (12%) *	Meeting or Above Grade Level	41 (16%) *
82 (33%) *	Approaching Grade Level (Within 1 year's growth of expected level)	44 (17%) *
137 (55%) *	At Risk (2 or more years below expected level)	173 (67%) *
-	Achieved a Full Year of Growth	113 (44%) *

* Indicates percentages of students who have been assessed.

Graduations

Representatives from the Treaty Education Alliance were honoured to attend the high school and kindergarten graduation ceremonies across all our Member Nations. Each high school graduate received a monetary gift and a braid of sweetgrass, symbolizing encouragement and cultural pride. Kindergarten graduates were presented with certificates and gift bags to mark this important milestone.

To honour the legacy left by the late Judy Pinay who worked decades with TEA, her family have chosen to honour one grad with the highest average from each TEA Member Nation School for 4 years. 2024-2025 marked the 2nd year of the award in which selected graduates receive \$1000 and a plaque in honour of the late Judy Pinay.

CHIEF GABRIEL COTE EDUCATION COMPLEX GRADUATION



On Wednesday, June 26th, 2024, the Chief Gabriel Cote Education Complex honoured their Grade 12 graduates.

TEA Staff were there to present the Judy Pinay Memorial Award to this year's graduate, Cassius Quewezance.

Congratulations to the CGCEC Class of 2024, we wish you all the best as you all turn the page in the next part of your stories.

Congratulations to Chief Gabriel Cote Education Complex's Class of 2024!

ASINIW-KISIK EDUCATION CAMPUS GRADUATION



On Wednesday, June 19, 2024, Asiniw-Kisik Education Campus on the Kawacatoose First Nation celebrated their Grade 12 graduates in a wonderful evening graduation ceremony.

Treaty Education Alliance staff were in attendance to present replica treaty medals to all graduates and also the Judy Pinay Memorial Award. The recipient for the Judy Pinay Memorial Award for 2024 was Latisha Poorman.

Congratulations to all graduates!! The future of the Kawacatoose First Nation are shining so bright!

WHITE BEAR EDUCATION COMPLEX GRADUATION



On June 13, 2024, White Bear First Nations celebrated their Grade 12 Graduates from the White Bear Education Complex in an awesome, heartfelt graduation ceremony.

This year's Judy Pinay Memorial Award recipient was Tiana Holybull from WBEC and to present the award was the daughter of the late Judy Pinay, Kimberly Petit.

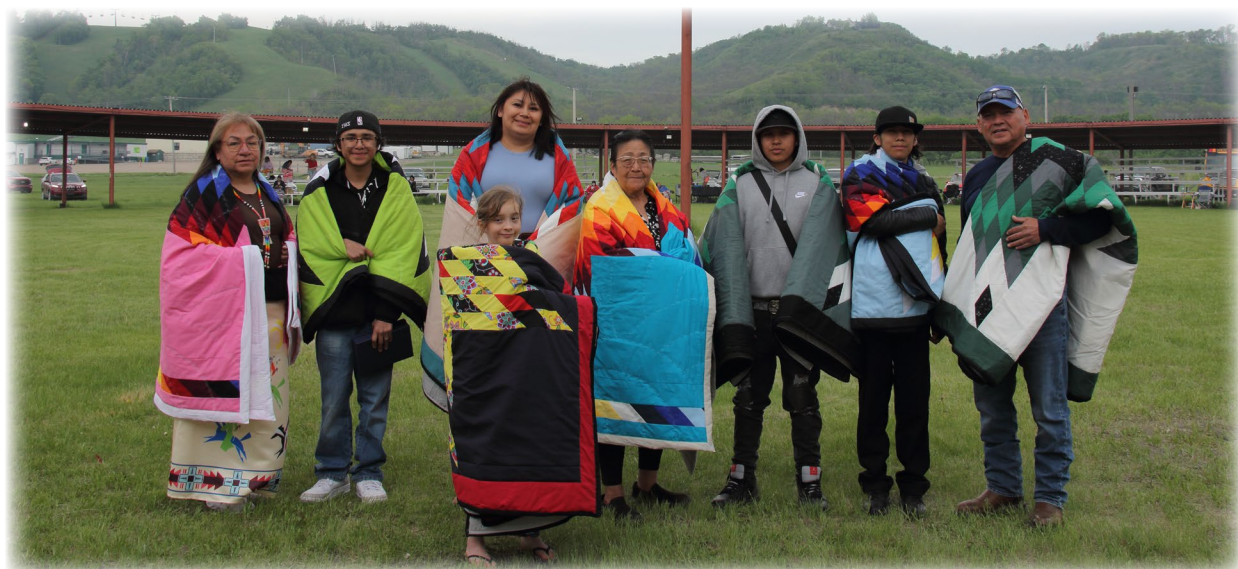
Treaty Education Alliance is proud of all your achievements and we wish you all the best in your future endeavors!

Honouring Our Nation Builders Traditional Pow-Wow & Awards Ceremony

A Nation Builder is someone who speaks or is learning to speak their language and demonstrates respect for themselves and others. They have knowledge of, or a willingness to learn about treaties, treaty history, and pre-colonial history while also observing cultural protocols. Confidence in their abilities is key, as is maintaining balance in mind, body, spirit, and emotion. A Nation Builder exhibits leadership qualities, serves their community, and helps others.

For 2024, Treaty Education Alliance made an ultimate commitment to indigenize the awards ceremony, thus, the decision was made to utilize pow-wow as a way to celebrate our Nation Builders. The 1st Annual Honouring Our Nation Builders Traditional Pow-Wow & Awards Ceremony took place on May 31, 2024 at the Treaty 4 Pow-Wow Grounds.





The 2024 Nation Builder Award recipients striking a pose with their Starquilts.

The 2024 Nation Builder Award winners were as follows:

- Junior K-3 Nation Builder Award – **Musqua Asapace (AKEC)**
- Junior 4-7 Nation Builder Award – **Dakota Poorman (CGCEC)**
- Senior 8-12 Nation Builder Award – **Lovelle Tourangeau (CGCEC)**
- Educational Leadership Award – **Theresa O'Watch (NOEC)**
- Community Building Award – **Leah Kehler (AKEC)**
- TEA Online School – Student Award – **Tianna Holybull (WBEC)**
- TEA Online School – Teacher Award – **Marylee Morrison-Lees (WBEC)**
- Akamayamo Keep Going Award – Student – **Zaiden Asapace (AKEC)**
- Akamayamo Keep Going Award – Teacher/Principal – **Terry Severight (CGCEC)**
- Learning the Land – **Kaleb Lonethunder (WBEC)**
- Paraprofessional Excellence Award – **Nora Kakakaway (WBEC)**

Information and photo galleries from past Nation Builder Awards ceremonies are available on our website (and also check out our TEA Facebook Page). Point your phone camera at the QR Code for a shortcut to our web posting.



We would also like to give a special thank you to the following sponsors of the 2024 Honouring Our Nation Builders Traditional Pow-Wow & Awards Ceremony:

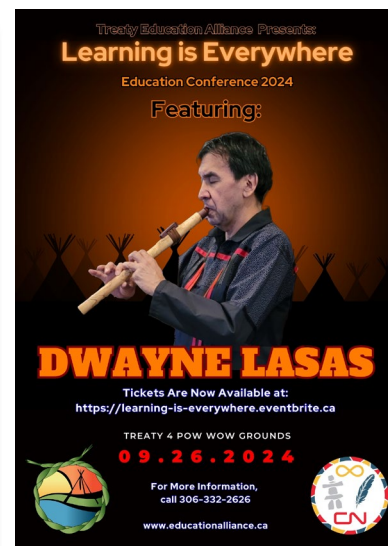


Education Conference 2024

The Learning is Everywhere Education Conference was held at the Treaty 4 Pow Wow Grounds on Thursday, September 26, 2024. With a theme regarding land-based education, the conference took a unique setting being outdoors and on the land.

If we speak about land-based education, then we should have a land-based education conference out among nature in the great outdoors. We are grateful for the following Keynote Presenters who shared their vast knowledge with everyone who attended:

- Willie Ermine
- Kevin Lewis
- Dwayne Lasas



We are also very thankful for those who brought forth their knowledge and skills to all the attendees through the breakout sessions:

- Michael Cardinal - Blanket Exercise
- Sherrie Desnomie - Bannock Making
- Ed Bitternose - Teepee Teachings
- The Standing Buffalo Youth Moccasin Team - Moccasin Games
- Jordan Redman - Quill Work
- Lisa Ewack & Sheena Muirhead Koops - Cross Curricular Connections
- TEA Elders - Elder Stories
- Gary Gott - Hide Tanning
- Morley Littletent - Drum Teachings
- Lamarr Oksasikewiyin - Traditional Games
- Daniel Akachuk - Drum Making



We would also like to make a special shout-out to our sponsors and their generous support towards the Learning is Everywhere Education Conference:



**VIRTUS
GROUP**
Chartered Professional Accountants
& Business Advisors LLP



Language Gatherings

Invited Elders, language speakers, and principals, joined Treaty Education Alliance to workshop and draft a language guide in Saskatoon on March 13 & 14, 2025. The gathering is part of an ongoing commitment TEA made after hosting a language conference in 2023.



The language guide will assist teachers in each grade to implement their Nation's language into their classrooms. The workshop broke into three focus groups; a nehiyawak group, a Anihšīnāpē group, and a Nakota group.



Everyone was also encouraged to bring forth old photos, documents, video tapes, etc., and our ICT Computer Technician, Chris Chick, was on site to demonstrate the technology used to digitize historical mediums as part of the Listen Hear Our Voices project.



School Kickoff

Kickoff Agenda

- Data Notebooks
- Successes and Challenges
- Effective Planning
- Interventions
- Waniska: Calling Youth to Inherent Ways of Being (Youth Data Story)
- Grants and Updates
- Matific and Raz-Kids Reminders

To launch the 2024-2025 school year, Treaty Education Alliance hosted school kick-off sessions in each Member Nation school. These events were designed to energize and prepare teachers for the upcoming academic year by fostering alignment with the school's vision, strengthening staff community, and setting a positive, collaborative tone for the months ahead.

The sessions focused on several key areas, including the use of Data Notebooks, reflection on Successes and Challenges, strategies for Effective Planning and Interventions, as well as the Waniska: Calling Youth to Inherent Ways of Being initiative. Additional topics included Grants and Updates, and overviews of educational tools such as Matific and Raz-Kids.

Sessions were held at White Bear Education Complex (WBEC) on August 19, 2024, and at Asiniw-Kisik Education Campus (AKEC) on August 28, 2024.

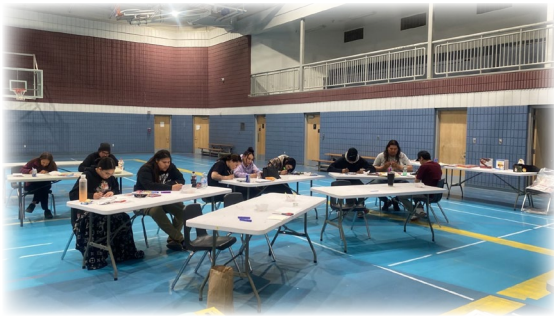
Professional Development

On Thursday, March 6, 2025, Treaty Education Alliance had a number of participants from Member Nations take in a session that is part of an ongoing project called Listen Hear Our Voices.

LHOV provides Treaty Education Alliance Member Nations with a free service to which gives all community members the ability to preserve their history, whether it is photos, VHS tapes, beta tapes, cassette tapes, documents, magazines, news paper clippings, education resources, etc.

Digitization equipment is also provided to each Member Nation at no cost. All materials and what becomes data is collected and kept with the Nation, all in accordance with ethical practice and adherence to the First Nations Principles of Ownership, Control, Access, and Possession (OCAP), which sets the standard for academics at Post-Secondary institutions in how they conduct research with First Nations.

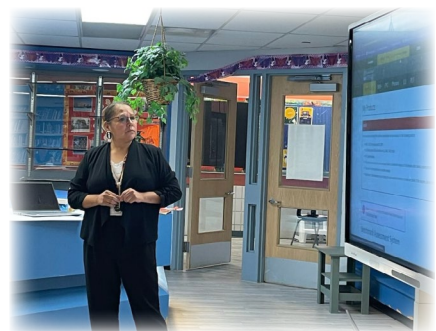
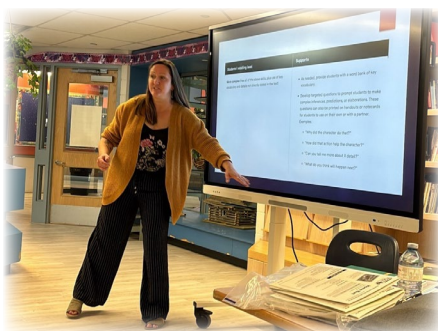




On April 25, 2024, Student Support Coordinator, Lisa Ewack, delivered a Professional Development session to the Educational Assistants at AKEC. The EAs were engaged and confident in sharing as they discussed the most effective best practices for supports in the classroom. Topics included in the PD session were collaboration, inclusive education, the importance of positive relationships, instructional strategies, and skills in the classroom. In addition, participants learned about self-advocacy and using their voice as Educational Assistants. Collaboration and mutual respect were the highlights of the day.



On Wednesday, May 1, 2024, the Elders Advisory Council were at the Treaty Education Alliance office to receive their new devices and also take in some training from our Information and Communications Technology team. Our Elders Advisory Council are high tech and have been using technology to have meetings two times a week. They are now moving to iPads from their laptops and are in great hands in how to use another platform for communication moving forward. Each Member Nation has two elders that make up our Elders Advisory Council. We are so lucky to have them be part of TEA.



On Friday, September 4, 2024, Treaty Education Alliance staff were hard at work. Teachers at AKEC on the Kawacatoose First Nation received a great professional development session on Literacy Intervention.



On Tuesday, October 8, 2024, Faith Watson and Kristen Tootoosis hosted a professional development session for all new teachers and educational assistants at the Nakoda Oyade Education Centre. Principal Anthony Eashappie requested the PD session to ensure that all education staff at NOEC use trauma-informed approaches in Indigenous Education.



Through the week of December 3 - 5, 2024, Student Support Coordinator, Lisa Ewack, School Services Coordinator, Sarah Ballard, and Director of Mental Health Services, Kristen Tootoosis, were at the Nakoda Oyade Education Centre to host a mental health workshop with the female Middle Years & High School students. The theme of the workshop was Culture as Healing through Connections to Ribbon Skirt Making. Students created beautiful ribbon skirts while learning female cultural teachings.



On January 22, 2025, Treaty Education Alliance hosted a Trauma-Informed Practice for Indigenous Education Workshop. Several educators attended the workshop from so many different schools and workplaces to not only become trauma-informed, but to take what they have learned and realized into their work when they return to their classrooms or workplaces. Our Executive Director, Faith Watson, and Director of Mental Health Services, Kristen Tootoosis, were amazing at presenting and have so much to share having years of experience as educators.



Treaty Education Alliance developed and delivered the following professional development sessions:

- Instructional Leadership.
- Lateral Kindness.
- Conflict Resolution.
- Trauma Informed Practice in Education Part 1.
- Trauma Informed Practice in Education Part 2.
- Creating a Trauma Informed.
- Restorative Practices in Education.
- Applied Suicide Intervention Skills Training (ASIST).
- EA Training – Effective and Best Practices.
- Using a Strength Based Approach in Education – Circle of Courage.
- Effective and Best Practices for Therapists in a School Setting.
- Ribbon Skirt Making and Women’s Teachings.
- Self-Regulation.
- Trigger Induced Behaviours.
- Cross Curricular Connections.
- Intervention in the Classroom.
- Treaties in the Classroom.
- Writing Workshops.
- F&P Assessment Best Practices.
- Numeracy Assessment.
- Inclusion and Intervention Plan Development.
- “Waniska: Calling Youth to Inherent Ways of Being”.
- Digitization for Listen, Hear Our Voices.
- Literacy Intervention.
- Balanced Literacy and Numeracy Approach.
- Others by Request.



INFORMATION COMMUNICATION TECHNOLOGY SERVICES

ICT Team



Chris Chick

ICT Computer Technician



Huu Pham

Cloud Administrator/Developer

ICT Training Sessions

Our ICT team provided various training sessions throughout the year to support staff and enhance skills in MySchoolSask (MSS) at our Member Nation Schools.

SCHOOL KICK-OFF PRESENTATIONS

- WBEC – August 19, 2024.
- CGCEC – No date was set by the Principal
- AKEC – August 28, 2024.
- Training covered: MySchoolSask (MSS), Office 365, and Lumio.

LISTEN, HEAR OUR VOICES SESSIONS

ICT presented dedicated sessions on the Listen, Hear Our Voices initiative for all three schools:

- CGCEC – February 1, 2024.
- WBEC – February 16, 2024.
- AKEC – October 30, 2024; March 25–26, 2025.

Special Projects

- *Community Video Project*: Students created commercials highlighting the community.
- Filming – April 16–17, 2024.
- Editing and Finalizing – May 22–23, 2024, with Janet Love Morrison.
- *Remembrance Day Short Film*: Filming and editing took place August 29–30, 2024 (This project enabled three students to attend an international Remembrance Day Gathering in the Netherlands).



Device Management

ICT continued to support device setup, deployment, and maintenance across schools.

AKEC

- 100 laptops and 30 desktops set up and joined to the TEA domain, ordered from Computers 4 Schools – October 23, 2024.
- Boiler Room PC upgraded – February 24, 2025.

CGCEC

- 12 student laptops set up and delivered – February 27, 2025.

Summer Maintenance

Routine summer maintenance was completed at all three schools to ensure optimal technology readiness for the new school year:

- AKEC – July 25, 2024.
- CGCEC – July 31, 2024.
- WBEC – August 19, 2024 (following the school kick-off presentation).

Cloud Administration

ICT provided full administration of Microsoft cloud services to ensure smooth operations:

- Renewed all Microsoft E3 licenses with the Ministry.
- Ensured all teacher and student accounts were updated and active.
- Verified application and group functionality.
- Monitored activities across platforms to maintain system integrity.

Network and Internet Management

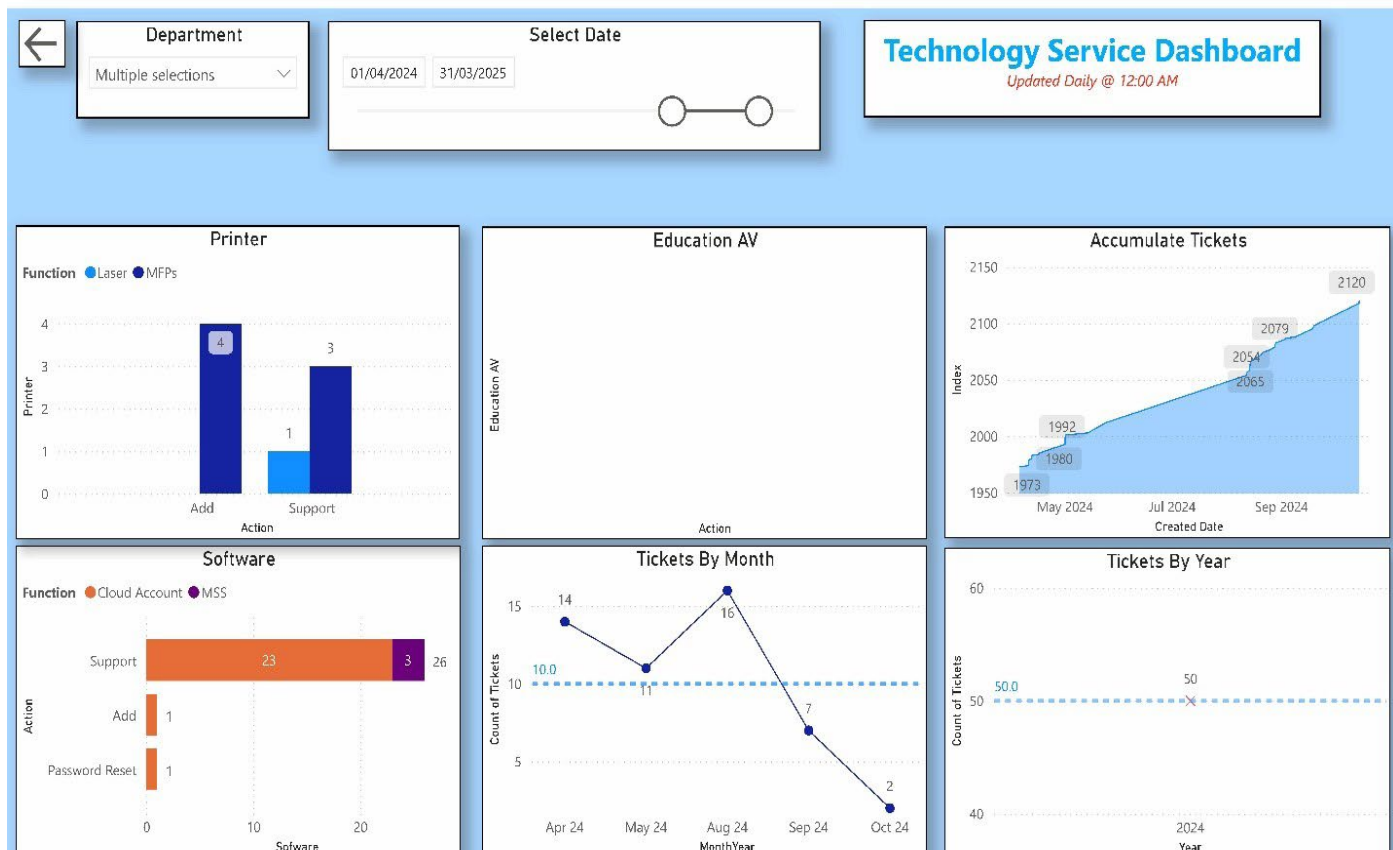
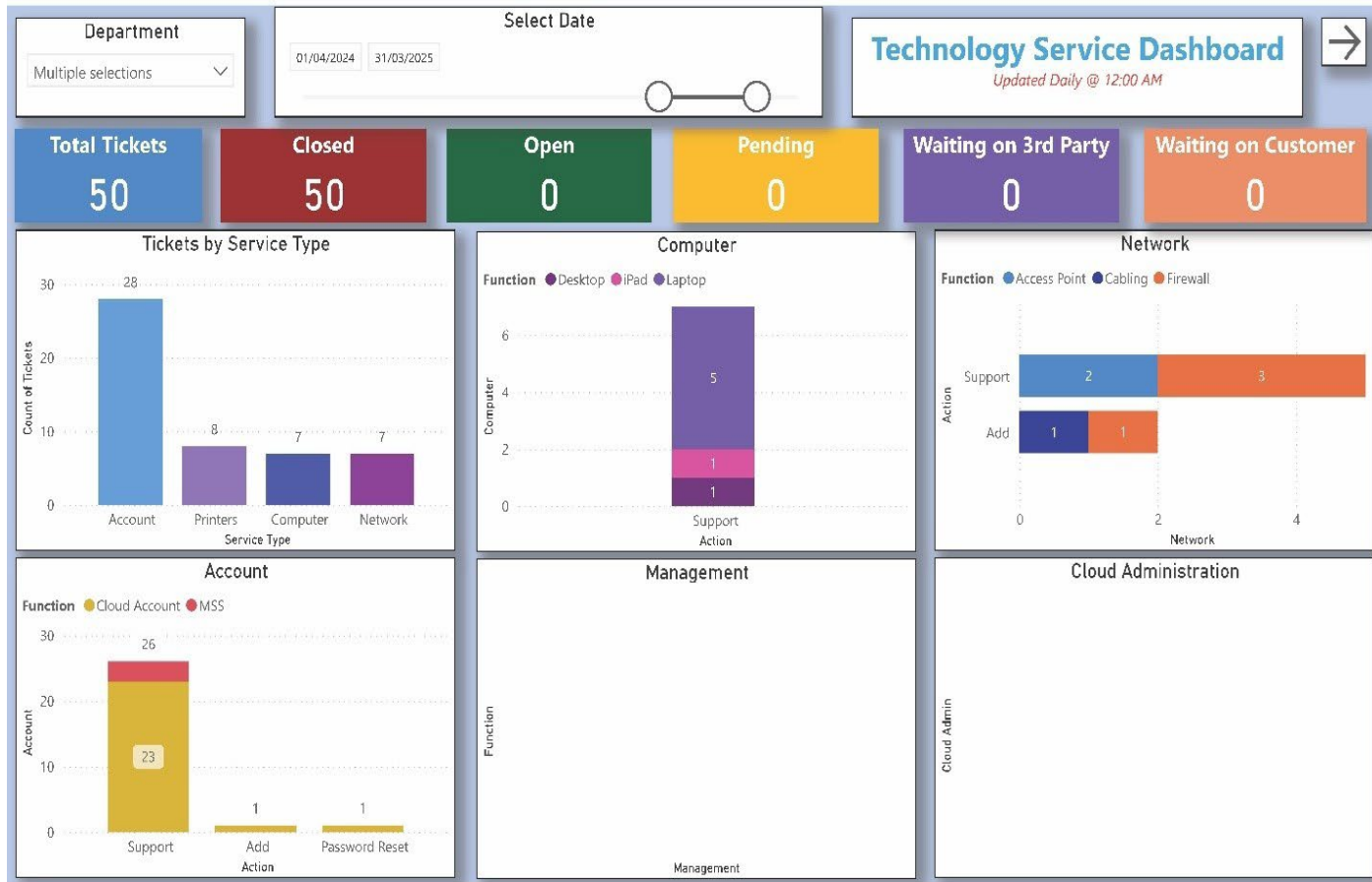
- All three schools were successfully upgraded from 100 Mbps to 200 Mbps service.
- Internal infrastructure was reviewed and confirmed capable of supporting the increased bandwidth.
- Testing during summer maintenance verified strong and consistent performance.

MySchoolSask (MSS) Support

ICT provided comprehensive MSS support for all schools throughout the year:

- Assistance with registrations, attendance, and gradebook management.
- Ensured all high school final grades were submitted on time to the Ministry's SDS system.
- Verified that all courses offered were properly approved for each school.

2023-2024 ICT Ticket Report



NEGOTIATIONS

Community Engagement Technical Team



Brian Standingready
Advisor



Vern Severight
Advisor



Faith Watson
Executive Director



Ray Petit
Advisor



Aaron Tootoosis
Communications Coordinator



Jaclyn Yuzicappi
Recording Secretary

Treaty Education Alliance has been committed to a transformative and historic initiative to establish a fully funded education system grounded in Inherent and Treaty Rights through negotiations through the Recognition of Indigenous Rights and Self-Determination (RIRSD) process with Canada and its Federal Negotiators.

This milestone reflects over a decade of dedication and perseverance by TEA Member Nations. It represents a crucial advancement toward educational equity and the affirmation of Indigenous rights, paving the way for a future where First Nations learners are supported by a system that honours their identity, values, and sovereignty.

In collaboration with Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC), the Treaty Education Alliance (TEA) is working toward the development of an education system that reflects the distinct needs, values, and aspirations of its Member Nations. These negotiations are ongoing, and their success relies on the meaningful involvement of those who best understand the complexities of community needs—elders, parents, caregivers, and educators.



Community Engagement

To support this vital initiative, TEA has established a Community Engagement Technical Team dedicated to assisting Member Nation Chiefs in gathering input and recommendations from their communities. This team works in close partnership with community members to collect meaningful insights, helping to shape an education system that reflects the unique needs of each Member Nation and identifies areas for growth.

Through this collaborative approach, the aim is to build an education system that is not only academically strong but also rooted in the Inherent and Treaty Rights of First Nations. It will be culturally relevant, sustainable, and aligned with the principles of self-determination.

The following Community Engagement Sessions were held during the 2023 - 2024 fiscal year:

- **April 22, 2024** - Cote First Nation
- **April 30, 2024** - White Bear First Nation
- **January 15, 2025** - Kawacatoose First Nation
- **January 28, 2025** - Cote First Nation
- **March 3, 2025** - White Bear First Nations

To access current and future Community Engagement Reports, use your phone camera and point it to the QR Code here:




TREATY EDUCATION ALLIANCE
www.educationalalliance.ca

**Kawacatoose First Nation
Community Engagement**

ASINIW-KISIK EDUCATION CAMPUS
Wednesday, January 15, 2025

5:00 - 8:00 pm
An open invitation to all
Kawacatoose First Nation members of all ages
Supper will be served

Engage in discussions for the future of education
in the community
GREAT DOOR PRIZES!!

For more information, please call Nicole Poorman at 306-510-2194
or by email at npoorman@educationalalliance.ca



TREATY EDUCATION ALLIANCE
An Open Invitation to all
Cote Band Members

**COTE FIRST NATION
Community Engagement Session
January 27, 2025**

5:00 - 8:00 pm
Chief Gabriel Cote
Education Complex

Come Discuss the Future of Education in your community
Supper will be served

Win Some Real Deadly Door Prizes!!
For More Information, Contact Liberty
Whitehawk at 306-590-0396
or by email at
lwhitehawk@educationalalliance.ca



WHITE BEAR FIRST NATIONS
TREATY EDUCATION ALLIANCE

**You Are All Invited to our
Community Engagement
2025**

**WBEC Gymnasium
Monday, March 3, 2025
5:00 PM - 8:00 PM**

This is an open invitation to all
White Bear First Nations Members of all ages
• Supper will be served
• Engage in discussions for the future of education in the
community
Door Prizes, Merchandise Bingo, Per Diem for 60+
For more information, contact Jessie Littlechief at
jlittlechief@educationalalliance.ca





TEA held a Community Engagement session on Kawacatoose First Nation on Wednesday, January 15, 2025. Several Band Members came out as well as Chief and Council to give valuable input that went towards the enhancement of Education for current and future generations. The Grade 12 class served a meal that blew everyone away, neckbones, frybread, and all the fixings. We received a warm welcome as we continued to work together to safeguard the Treaty Right to Education.



On January 27, 2025, Treaty Education Alliance had a very awesome Community Engagement Session on the Cote First Nation. Everyone that attended the Community Engagement Session was treated to some piping hot soups and bannock which was made by the Grade 12 Class from Chief Gabriel Cote Education Complex. Several Band Members voiced their concerns and opinions and also filled out our data collection survey. We are always thankful for everyone's voices in our Member Nations which guides Chief and Council when they go to bat for our Treaty Right to Education.



Treaty Education Alliance staff had an inspiring visit to White Bear First Nations on Monday, March 3, 2025. We were honored by the strong presence of Elders, community members, and leadership, whose thoughtful questions and encouraging words reaffirmed the importance of the work we do. The support expressed by many was deeply appreciated and energizing. A special thank you to the talented high school student cooks who prepared a delicious meal of soup, bannock, pudding, and jello with whipped cream for all attendees — it was a true treat! Thank you, White Bear First Nations, for your warm hospitality. We remain committed to advocating for your students and teachers at WBEC and look forward to continuing this meaningful journey together.

Elders Advisory Council

The Elders Advisory Council plays a central role in guiding and supporting both the ongoing work of the Recognition of Indigenous Rights and Self-Determination (RIRSD) initiative and the day-to-day operations of the Treaty Education Alliance (TEA).

Their purpose is multifaceted — providing leadership, fostering unity, and ensuring that negotiations with Canada are conducted in a manner that is respectful, historically informed, and rooted in the Inherent and Treaty Rights of First Nations. The Council also ensures that the diverse perspectives and needs of all Member Nations are meaningfully represented throughout the process.

To support their work, the Elders Advisory Council meets virtually twice a week using devices provided, maintained, and serviced by TEA's Information and Communications Technology (ICT) Team. The ICT Team also offers ongoing technical support and training to ensure Elders can participate fully and without barriers.

In addition to virtual meetings, the Council actively participates in in-person gatherings, events, and engagements hosted by TEA.

The Elders Advisory Council is composed of two Elders and one Elders Assistant from each of TEA's Member Nations, ensuring broad representation and deep cultural insight.

COTE FIRST NATION

Delphine Whitehawk

Reginald Severight

Liberty Whitehawk - Elders Assistant

KAWACATOOSE FIRST NATION

Austin Kay

Grace Poorman

Nicole Poorman - Elders Assistant

WHITE BEAR FIRST NATIONS

Francis McArthur

Lorna Standingready

Jessie Littlechief - Elders Assistant



Board of Directors



Lambert Cote



Thomas Dustyhorn



Sheri McArthur

The Treaty Education Alliance (TEA) continues to thrive thanks to the steadfast support and strategic leadership of its Board of Directors. Their commitment and visionary guidance are driving meaningful change in Indigenous education, uplifting student well-being across TEA's Member Nations.

Through innovative and community-centered approaches, the Board ensures TEA's initiatives are both responsive to current challenges and strategically positioned for long-term growth and empowerment. Their leadership is instrumental in shaping a future where Indigenous education is strengthened and celebrated.

As TEA advances with confidence, it is emerging as a model of excellence in Indigenous education—rooted in the strength and wisdom of its three Member Nations.

Representing the 3 Member Nations, the Treaty Education Alliance Board of Directors is comprised of:

Councillor Lambert Cote (Cote First Nation)

Councillor Thomas Dustyhorn (Kawacatoose First Nation)

Councillor Sheri McArthur (White Bear First Nations)

TEA's ongoing growth and dedication to excellence not only benefit its Member Nation Schools, but also serves as a powerful example for other First Nations. It demonstrates the transformative impact of community-driven change and cultural resurgence in education. TEA remains open to welcoming new Member Nations into its alliance.

Board Meetings:

- **July 17, 2024** - Treaty 4 Governance Centre Boardroom.
- **October 16, 2024** - The Atlas, Regina, SK.
- **January 23, 2025** - Treaty 4 Governance Centre Boardroom.

RECOGNITION OF INDIGENOUS RIGHTS AND SELF-DETERMINATION

Negotiating Technical Team



Chief George Cote
Cote First Nation



Chief Lee Anne Kehler
Kawacatoose First Nation



Chief Jonathan Pasap
White Bear First Nations



Brian Standingready
Chairman



Dusty Ernewein
Legal Counsel



Faith Watson
Recording Secretary

The Recognition of Indigenous Rights and Self-Determination (RIRSD) discussion tables serve as a vital forum for meaningful dialogue and collaboration between the Government of Canada and Indigenous communities across the country. These tables are designed to explore innovative pathways that uphold the recognition of Indigenous rights and advance the self-determination of First Nations peoples.

Through these discussions, the Treaty Education Alliance (TEA) and Canada have the opportunity to jointly address the longstanding history of Canada's failure to honour its Treaty obligations—stemming from Canada's implementation of Indian Policy in 1868 to the present day. It is important to note that these discussions are not intended to renegotiate Treaties. Rather, the shared goal is to establish a clear and mutual understanding of the responsibilities and obligations each party holds with respect to Inherent and Treaty Rights.

TEA's Negotiating Technical Team plays a key role in ensuring that Canada conducts itself in accordance with the principles of peace, order, and good government, as mandated by its inherited obligations from the Crown of Great Britain and Ireland through the Numbered Treaties and all other agreements made with Indigenous Nations and Peoples.



For the 2024–2025 fiscal year, the following are the dates and locations where the Treaty Education Alliance Negotiating Technical Team met with representatives from Crown-Indigenous Relations and Northern Affairs Canada:

- **May 3, 2024** - RIRSD Prep Meeting, Regina, SK.
- **May 6, 2024** - RIRSD Table Meeting with CIRNAC, virtual via MS Teams.
- **June 18, 2024** - RIRSD Prep Meeting, Treaty 4 Governance Centre Tipi.
- **July 3, 2024** - RIRSD Table Meeting, Treaty 4 Governance Centre Boardroom.
- **October 10, 2024** - TEA Term Sheet Discussion, virtual via MS Teams.
- **October 21, 2024** - RIRSD Prep Meeting, Treaty 4 Governance Centre Archives Room.
- **November 12, 2024** - RIRSD Table Meeting with CIRNAC, Treaty 4 Governance Centre Boardroom.
- **January 7, 2025** - TEA Term Sheet discussion, virtual via MS Teams.
- **February 13, 2025** - RIRSD Prep Meeting, Saskatoon, SK.
- **March 5, 2025** - RIRSD Table Meeting with CIRNAC, Kawacatoose First Nation.



On November 21, 2024, Treaty Education Alliance held the annual Summit meeting at Dakota Dunes Resort & Casino on the Whitecap Dakota Nation. Road conditions prevented a lot of key members from attending, however, a lot of great discussions and information was presented and exchanged. We would like to make a special thanks to the White Bear First Nations Education Board for attending this year's Summit and gathering important information to take home to their Nation.



Treaty Education Alliance Member Nation Chiefs and executive staff met with Crown-Indigenous Relations and Northern Affairs Canada on March 5, 2025 at Kawacatoose First Nation. They were hosted by Kawacatoose Chief and Council through a tour of the daycare, the adult campus in the town of Quinton, and the school, before meeting at the boardroom at the band administration office. It was a great meeting with a very positive outlook for the future of education for Treaty Education Alliance Member Nations as we continue to move towards Treaty-based education systems for all current and future Treaty Education Alliance Member Nations. A special mention and appreciation to Elder Austin Kay for his prayers, the Grade 12 class for providing an excellent fundraising lunch and also to the very talented artists from the Kawacatoose First Nation who provided gifts for all the visitors.

GRANTS AND SPECIAL PROJECTS

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

Indigo

In the spring of 2022, Treaty Education Alliance partnered with the Indigo Love of Reading Foundation to strengthen school libraries and expand reading opportunities for students. The 2024–2025 school year marked the third and final year of this three-year grant. The total funding amount of \$100,000 was distributed among participating schools, with allocations based on student enrollment at the time of application.



Listen, Hear Our Voices

In December 2022, Treaty Education Alliance was awarded the Listen, Hear Our Voices grant from Library and Archives Canada. The funds were received in January 2023, and an implementation plan was developed to begin in September 2023. The purpose of the project was to support and encourage the digitization of historical media, including photos, 8mm film, VHS tapes, documents, artwork, and audio recordings, to preserve and protect important cultural and historical materials for each TEA Member Nation.

To prepare for implementation, each school received a laptop, a flatbed scanner, an 8mm/Super 9 film digitizer, an RCA-compatible capture device, a network storage system with redundant backup, and SD cards for use with digitizing equipment. In September 2023, the equipment was introduced to schools, and training was provided for all interested staff.

Although the project was initially challenging to launch and was originally funded for one fiscal year, we successfully secured an extension through March 31, 2025. In September 2024, we shifted our approach by inviting school staff to our head office for a hands-on digitization workshop. Participants brought materials from their communities and received direct support throughout the digitization process. This strategy proved highly effective, several participants emerged as community leaders, organizing local digitization days where members gathered to sort, scan, and share stories connected to their historical artifacts.

The project concluded in March 2025; however, all digitization equipment and the digital archives created remain within each community, ensuring ongoing access and preservation of their shared history. With the remaining project funds, we were also able to provide each school with a second laptop, a television to showcase the digitized materials, and a rolling cart to store and transport the equipment easily.



Dolly Parton Imagination Library

Treaty Education Alliance partners with the Dolly Parton Imagination Library (DPIL) to provide free books to all children aged 0 to 5 within our Member Nations. Registered children receive a new, age-appropriate book each month through the mail until their 5th birthday.

The program is made possible through generous donations. During the 2023–2024 fiscal year, Treaty Education Alliance received contributions from Enbridge, the Saskatchewan Indian Gaming Authority, and SaskTel. These funds supported the program throughout the 2024–2025 fiscal year, along with an additional anonymous donation from a generous individual through the DPIL website.

Between April 1, 2024, and March 31, 2025, a total of 1,813 books were delivered to children across our communities. Since the program's launch in 2019, we have proudly distributed 6,645 books to young readers.

A heartfelt thank-you goes out to everyone who has supported this initiative and helped foster a lifelong love of reading among our children.



SaskTel 

 **ENBRIDGE®**

FINANCIAL AUDIT

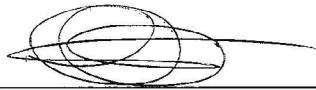
Summary Financial Statements of
TREATY EDUCATION ALLIANCE
Year ended March 31, 2025



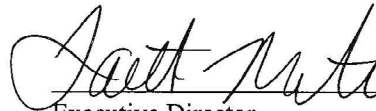
Management's Responsibility for Summary Financial Statements

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

TREATY EDUCATION ALLIANCE

Summary Statement of Financial Position

March 31, 2025, with comparative figures for 2024

ASSETS		2025	2024
Current assets			
Cash	\$	903,859	\$ 1,005,606
Accounts receivable		29,662	79,327
Prepaid expenses		7,698	8,810
		941,219	1,093,743
Tangible capital assets		14,944	13,804
	\$	956,163	\$ 1,107,547
LIABILITIES			
Current liabilities:			
Accounts payable and accrued liabilities	\$	32,167	\$ 60,584
Customer deposits		4,875	-
Deferred revenue		609,425	736,692
		646,467	797,276
NET ASSETS			
Investment in tangible capital assets		14,944	13,804
Unrestricted net assets		294,752	296,467
		309,696	310,271
	\$	956,163	\$ 1,107,547

A full set of the audited financial statements is available from Treaty Education Alliance Inc.

Approved by the Board of Directors:



 _____ Director



 _____ Director


TREATY EDUCATION ALLIANCE

Summary Statement of Financial Position

March 31, 2025, with comparative figures for 2024

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A full set of the audited financial statements is available from Treaty Education Alliance Inc.

Approved by the Board of Directors:


 _____ Director


 _____ Director

TREATY EDUCATION ALLIANCE

Summary Statement of Changes in Net Assets

March 31, 2025, with comparative figures for 2024

	Investment in tangible capital assets	Unrestricted surplus	Total 2025	Total 2024
Balance - beginning of year	\$ 13,804	\$ 296,467	\$ 310,271	\$ 289,264
Excess (deficit) of revenues over expenses	-	(575)	(575)	21,007
Purchase of tangible capital assets	6,213	(6,213)	-	-
Amortization of tangible capital assets	(5,073)	5,073	-	-
Balance - end of year	<u>\$ 14,944</u>	<u>\$ 294,752</u>	<u>\$ 309,696</u>	<u>\$ 310,271</u>

A full set of the audited financial statements is available from Treaty Education Alliance Inc.



TREATY EDUCATION ALLIANCE

Summary Statement of Operations

March 31, 2025, with comparative figures for 2024

	2025 Budget (unaudited)	2025	2024
Revenue:			
Indigenous Services Canada	\$ 2,410,036	\$ 2,410,036	\$ 2,996,202
Interest income	30	29	181
Other federal funding - language, sport	-	-	15,488
Other income	241,009	241,007	267,433
Funds received in advance of expenses, prior year	736,692	736,692	464,785
Funds received in advance of expenses, current year	(230,157)	(609,425)	(736,692)
	<u>3,157,610</u>	<u>2,778,339</u>	<u>3,007,397</u>
Expenses:			
Amortization of tangible capital assets	-	5,073	4,695
Bank charges	10,891	10,375	84,172
Employee benefits	209,313	194,870	208,965
Operating expenses	1,560,969	1,251,344	1,333,542
Purchase of assets	27,084	14,190	30,865
Salaries and wages	1,228,855	1,186,579	1,199,955
Supply expenses	120,498	116,483	124,196
	<u>3,157,610</u>	<u>2,778,914</u>	<u>2,986,390</u>
Excess (deficit) of revenues over expenses	<u>\$ -</u>	<u>\$ (575)</u>	<u>\$ 21,007</u>

A full set of the audited financial statements is available from Treaty Education Alliance Inc.



TREATY EDUCATION ALLIANCE

Summary Statement of Cash Flows

March 31, 2025, with comparative figures for 2024

	2025	2024
Cash provided by operating activities:		
Excess (deficit) of revenues over expenses	\$ (575)	\$ 21,007
Items not involving cash:		
Amortization of tangible capital assets	5,073	4,695
	4,498	25,702
Non-cash operating working capital items	(100,032)	341,281
	(95,534)	366,983
Cash provided by (used in) investing activities:		
Additions to tangible capital assets	(6,213)	(5,700)
	(6,213)	(5,700)
Increase (decrease) in cash	(101,747)	361,283
Cash position - beginning of year	1,005,606	644,323
Cash position - end of year	\$ 903,859	\$ 1,005,606

A full set of the audited financial statements is available from Treaty Education Alliance Inc.



TREATY EDUCATION ALLIANCE

Note to the Summary Financial Statements

Year ended March 31, 2025

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, 2025 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.



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ᑭᓵᓐᓴᓄᓐ - kichi-mîkwēc - Anihšinaāpēmowin
ᓴᓄᓐᓴᓄᓐ - pinamaya – Nakón i'ábi

TREATY EDUCATION ALLIANCE

#120 - 740 Sioux Avenue
Fort Qu'Appelle, SK
S0G1S0
306-332-2626
educationalliance.ca

