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Education Accountability Framework

# Tłıchq Community Services Agency

Operating Plan

For the 2021-22 School Year

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## Operating Plan - Executive Summary

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The Tłıchǵ Community Services Agency's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłıchǵ Community Services Agency's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The TCSA consists of 5 schools that house approximately 915 students. Our schools serve students from JK-12 and our programs include Tłıchǵ Immersion, regular and transitional programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2018-22.

1. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǵ people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy Curriculum Coordinator to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) through onsite coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of healthy food, counselling, recreation, and rehabilitation (SLP/OT) programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Improving SSPs and IEPs goals to be responsive to assessments;
- Supporting the Indigenous Health and Wellness Elders (IHWE), Child and Youth Care Counsellors (CYCCs) and Northern Counselling and Therapeutic Services (NCTS) in providing healing and counselling services to our students;
- All schools in the Tłıchǵ region have School-Based Support Teams (SBST); and

- Continue to support our student population which includes a significant number of students with complex needs such as speech and language, Occupational Therapy, literacy and other academic gaps, and students on the autism spectrum with responses to intervention.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through purposeful coaching and in-servicing for educators specifically in the areas of reading, mathematics, and Tłıchǫ language; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in the area of Tłıchǫ language, culture, and way of life. As such the TCSA will continue to and expand on several key initiatives:

- All schools in the TCSA region offer Tłıchǫ as a second language, and one school offers Tłıchǫ immersion in K-2;
- The Elders in Schools Program and Indigenous Health and Wellness Elder provides activities such as storytelling, on-the-land camps, celebration days, and heritage fair, and most importantly create Tłıchǫ identity within the schools;
- TCSA schools plan events using the strengths of the educators, support assistants, students, and community members to promote a positive relationship between community and school. These include culture orientation days which are held throughout the year at each school;
- The Tłıchǫ region has a long and rich history of offering innovate and unique language programming and intends on continuing that practice by developing age appropriate resources (songs and books); and
- The TCSA will continue to support indigenizing education through regionally developed resources including Culture Based Integrated Planning (CBIP), locally developed courses, Tłıchǫ History, and numerous Tłıchǫ language books.

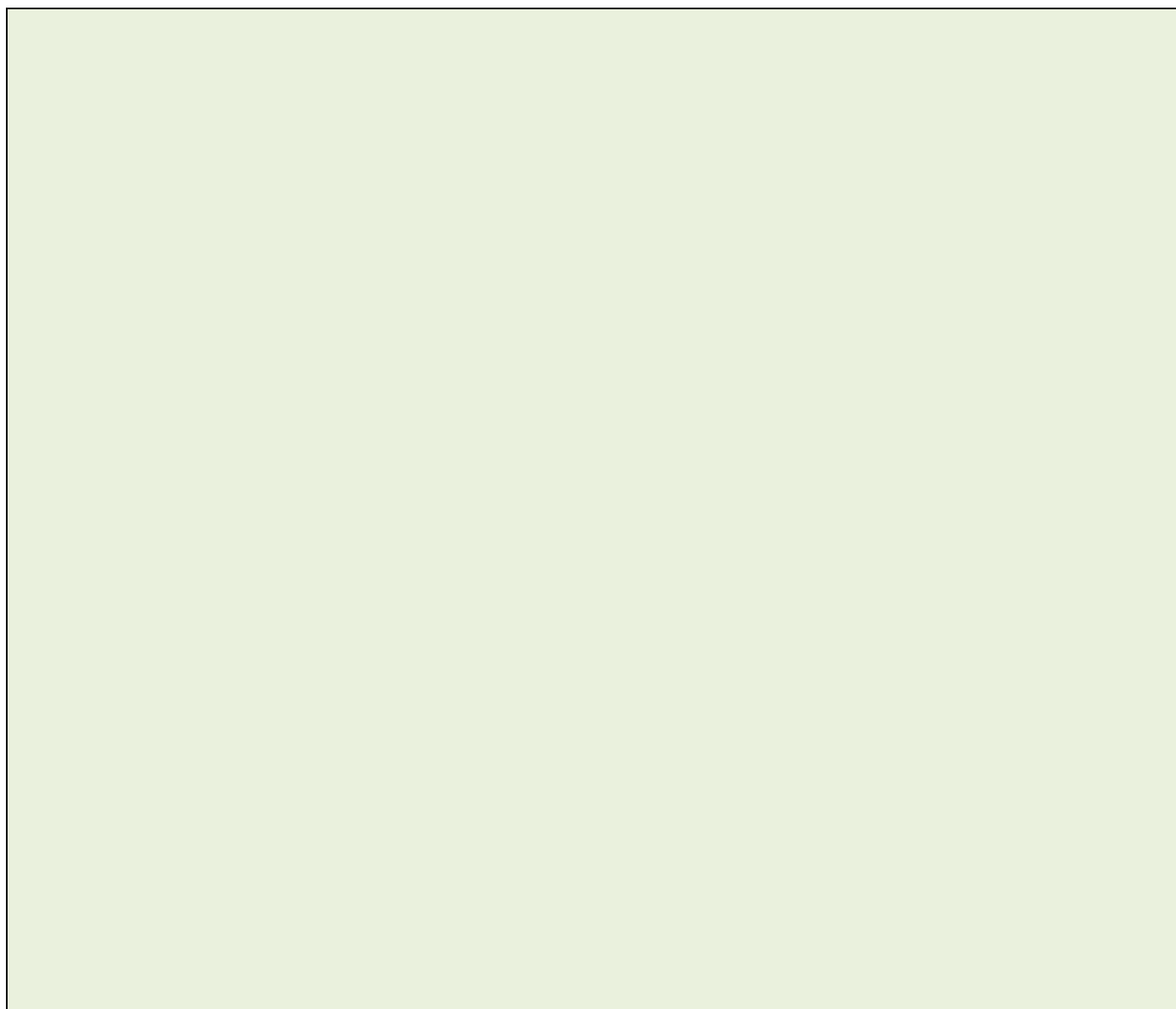
The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

## Annual Report - Executive Summary

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The Tẖcẖ Community Services Agency's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



# 1. Administration and School Services

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Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

### A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The TCSA was established under the Tłıchǫ Agreement effective August 4, 2005. It is a unique organization in the Northwest Territories in two significant ways. Firstly, it is a Government of the Northwest Territories Agency, while incorporating the values and principles of the Tłıchǫ people and having the longer term objective of transforming itself into an agency of the Tłıchǫ Government. Secondly, the Agency is the only one in the Northwest Territories to deliver health and social services as well as education programs under one entity as defined under the *Tłıchǫ Community Services Agency Act*. A copy of this legislation is available in the GNWT website at <http://www.justice.gov.nt.ca/>.

As a result of the Agency delivering the health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as at March 31 for the Government of the Northwest Territories fiscal year end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

**Figure 1: Three Dimensions of the TCSA**



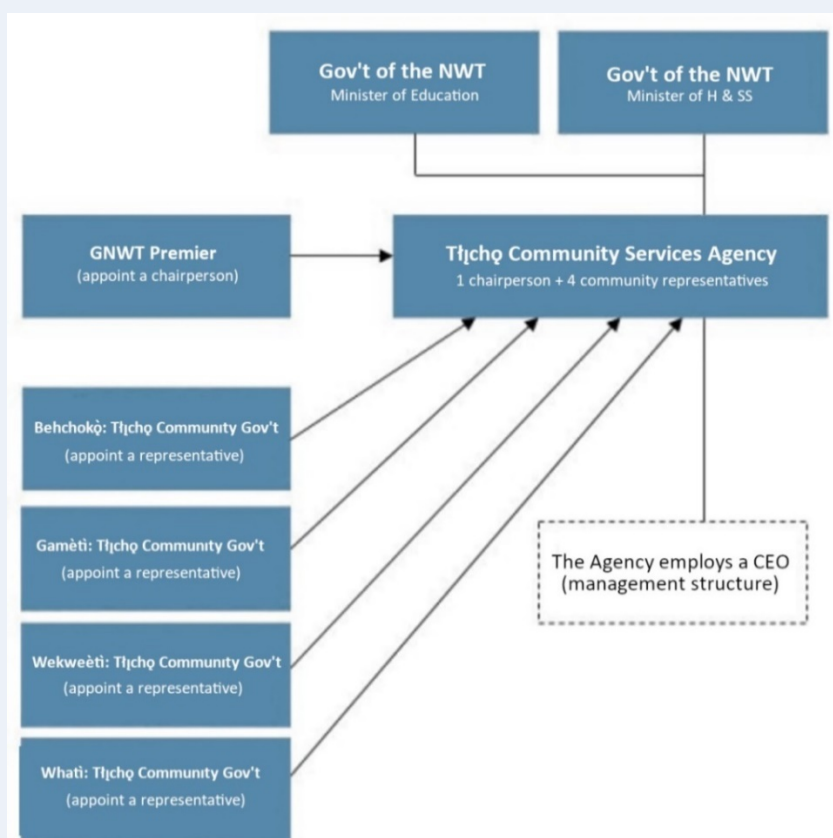
The Agency is governed by a Board made up of four members and a chairperson. The Tłıchq Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłıchq Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises.

The current TCSA Board members will be appointed in July 2021:

- Chairperson – Ted Blondin
- Behchokó Representative – TBA
- Whatì Representative – TBA
- Gamètì Representative – TBA
- Wekweètì Representative – TBA

The term for the current Chairperson was extended on July 23, 2019. The terms for each of the current TCSA Board members end in the 2020-21 school year (June 2021) and a new board will be appointed by July 2021.

**Figure 2: Governance Structure of the Tłıchq Community Services Agency**





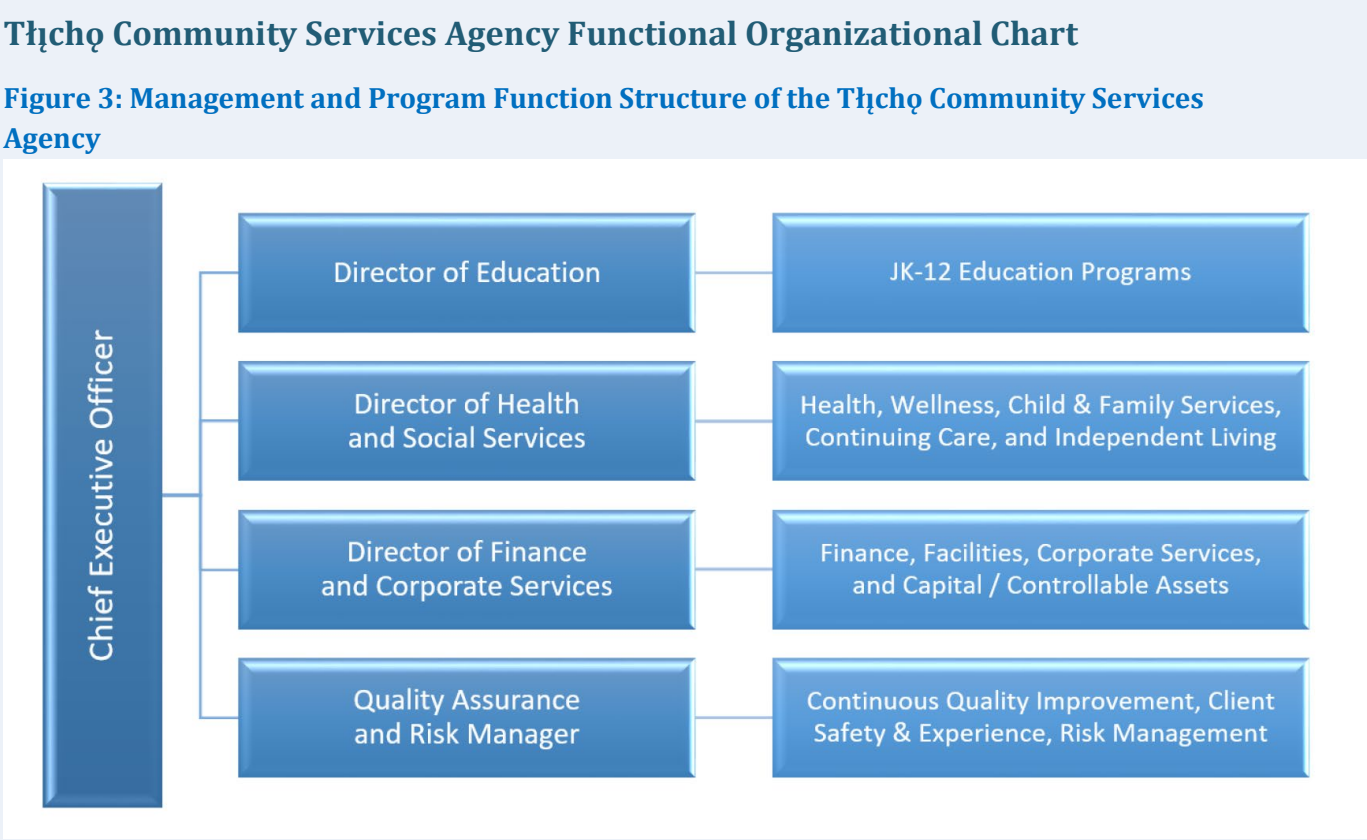
The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work of a management team consisting of a Director of Education, a Director of Health and Social Services, and a Director of Corporate Services as outlined below:

- Chief Executive Officer – Kevin Armstrong
- Director of Education – Linsey Hope
- Director of Health and Social Services – Rebecca Nash / Sara Nash
- Director of Finance and Corporate Services – Rose Jiang

The CEO fulfills legislated roles under GNWT legislation including that of “Deputy Head” for the public service, and “Superintendent” under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłıchǫ Government, were returned to the Tłıchǫ Government in 2012 as a step towards self-government.

**B. Functional Organizational Chart**

The following table details the functional organization of the Education Body:



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

### C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

<b>Planned Topic</b>	<b>Delivered by</b> <i>(Superintendent, ECE, External Consultant, etc.)</i>	<b>Audience Intended</b> <i>(DEC/DEA)</i>	<b>Planned Location &amp; Date</b>	<b>Was the training held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
Board Orientation	CEO and Director	TCSA Board	September 2021		
*TBA		TCSA Board	November 2021		
*TBA		TCSA Board	February 2022		
*TBA		TCSA Board	June 2022		

\*The new TCSA Board will be appointed in September and will set the training schedule at that time

### D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

<b>Planned Date</b>	<b>Planned Location</b>	<b>Was the meeting held as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
September 2021	Yellowknife and TBD		
November 2021	Yellowknife and TBD		
February 2022	Yellowknife and TBD		
June 2022	Yellowknife and TBD		

### E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

<b>Total Number of Schools in District</b>	<b>5</b>	<b>Total Anticipated Student Head Count</b>	<b>915</b>
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<b>School Name</b>	<b>Community</b>	<b>Grades Offered</b>	<b>Programming Highlights</b>
Mezi Community School (MCS)	Whatì	JK – 12	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- Tłıchǵ language whole school approach</li> <li>- Multi-grade and split-grade programming</li> <li>- NDL School</li> <li>- Transitional Program (new 2021-22)</li> </ul>
Chief Jimmy Bruneau School (CJBS)	Behchokò	JK – 12	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- NDL School</li> <li>- Tłıchǵ language whole school approach</li> <li>- Multi-, and split-grade programming</li> <li>- APPLE School</li> <li>- Transitional Program (new 2021-22)</li> </ul>
Elizabeth Mackenzie Elementary School (EMES)	Behchokò	JK – 6	<ul style="list-style-type: none"> <li>- Tłıchǵ Immersion (K-2)</li> <li>- Culturally responsive programming</li> <li>- Tłıchǵ language whole school approach</li> <li>- Split-grade programming</li> </ul>
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- Tłıchǵ language whole school approach</li> <li>- Multi- and split- grade programming</li> <li>- NDL School</li> </ul>
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 10	<ul style="list-style-type: none"> <li>- Culturally responsive programming</li> <li>- NDL School</li> <li>- Tłıchǵ language whole school approach</li> <li>- Multi-grade programming</li> </ul>

## Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The Tłıchǫ Community Services Agency (TCSA) consists of 5 schools with approximately 915 students for the 2021-2022 school year. Our schools house students from JK – 12 and include Tłıchǫ Immersion, and English programs. The student population is 99% Tłıchǫ; the remaining students are non-Indigenous, or Inuit. The students strive to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. “Strong Like Two People” is the mission of the agency, each school, and the intent of all educational programming.

The Tłıchǫ region of the Northwest Territories is located between Great Bear Lake and Great Slave Lake, of which only two of five communities (Behchokǫ and Edzo) are located on a year-round road. All other Tłıchǫ communities are geographically isolated, fly in communities with limited access by ice road in winter.

Table 1: Enrolment (FTE) by School as of September 30, 2020.

School	Total FTEs	Aboriginal FTEs
Chief Jimmy Bruneau School	391.5	389.5
Elizabeth Mackenzie Elementary School	212	206
Jean Wetrade Gameti School	52	49
Alexis Arrowmaker School	23	21
Mezi Community School	164.5	163.5

Table 2: Student Supports for Grade 1-9 as of April 2021

Program Type	# of Students
Regular Program	23
Regular Program with Accommodations for Difficulty	170
Modified Program	265
Individual Education Plan	17
<b>Total</b>	<b>475</b>

Table 3: Student Supports for Grade 10-12 as of April 2021

Program Type	# of Students
Regular Program	261
Regular Program with Accommodations for Difficulty	70
Individual Education Plan	13
<b>Total</b>	<b>344</b>

We are a Professional Learning Community (PLC) region, with a focus on increasing our student's oral language and reading levels with the intention to support more students to work in regular programming.

The TCSA experienced a decrease in actual enrollment during the COVID pandemic. Particularly in the students over 19 the TCSA experienced a significant change in attendance patterns with many students struggling with distance/blended learning.

## ***F. Teacher Profiles***

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

There are 184 employees, 88 NWTTA positions staffed within the TCSA including 1 Regional Coordinating Principal, 5 Principals (1 teaching Principal), 2 Vice Principals, 6 Indigenous language instructors, 7 program support teachers, classroom teachers (including 2 Tłıchǫ immersion teachers), and 6 regional consultants, in addition to UNW school support staff. The average length of employment for staff is approximately 6.7 years. The turnover rate at the TCSA has been approximately 10-15 teachers (11-17%) each year, with fly-in communities having the most turnover. For the 2021-22 school year the TCSA is expecting 25 new teachers. The higher than normal turnover is linked to many staff choosing to return to their home provinces due to isolation (travel restrictions). The TCSA boasts a large population of Indigenous staff (85 of 184 or 46%), which has strengthened the cultural and language programming throughout the region. Several support assistants have been identified as candidates for teacher training; the TCSA is working with those staff to complete the university programming while continuing their employment.

The TCSA is planning for the succession of Tłıchǫ language instructors. Many of our current language instructors will retire in the next 1-3 years. Efforts to recruit new Tłıchǫ teachers has been successful with three new Tłıchǫ Instructors. The TCSA is currently working to provide mentoring to develop their Tłıchǫ language and classroom skills.

Like most regions across Canada the Tłıchǫ is experiencing a teacher shortage. There has been a decrease in quality applications for classroom positions over the last 5 years. In addition to recruiting challenges, there is an increasing awareness of retention concerns. Specifically, housing has been cited as one of the main reasons for teachers leaving the region. Securing safe, maintained, and available housing remains difficult in all five Tłıchǫ communities.

## 2. Territorial Schools

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Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning



## A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p><b>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</b></p>	<p>The guiding principles and values of the TCSA strategic plan acknowledge Elders as keepers of the living memory, and value the cooperation and self-sufficiency which comes from knowledge of our history, culture, and language. The foundational principles include the development of strong, capable, healthy Tłıchǫ communities, providing quality integrated programs and services in an effective, efficient, and timely manner, and enabling people to take responsibility for their own health, education, and well-being.</p> <p>The over-arching Strategic Plan for the TCSA were published in the TCSA Strategic Plan in 2019.</p> <p>Strategic Plan Priorities:</p> <ol style="list-style-type: none"> <li>1. Deliver Responsive Quality Programs and Services</li> <li>2. Be Innovators in Strengthening Tłıchǫ Identity</li> <li>3. Strengthening Partnerships</li> <li>4. Implementing Operational Sustainability</li> <li>5. Ensuring Integrated Accessible Standards and Services for All</li> </ol> <p>In response to the strategic plan, education has set the following goals and priorities for 2018-22:</p> <ol style="list-style-type: none"> <li>1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people.</li> <li>2. Student Achievement (Literacy and Mathematics): Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy through innovative and responsive strategies.</li> <li>3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programing in response to student centered decision making.</li> </ol>
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	<p>4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing.</p> <p>While the 'how' of delivering quality education continues to change during the COVID-19 pandemic, the 'why' and the TCSA's strategic direction does not. We are committed to prioritizing our targets regardless of the delivery model.</p>
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Regional Performance Indicators	Regional Targets
<p>Culturally responsive programs and services:</p> <ol style="list-style-type: none"> <li>1. Support for 'Our Languages' Curriculum Implementation</li> <li>2. Strengthen ILE teams in every school to support whole school approaches to language.</li> <li>3. Develop local resources and courses to support high level of cultural instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mentoring for every ILE through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC.</li> <li>2. Fully functional ILE teams in every school that develop and enhance the whole school approach to Tłchq language.</li> <li>3. Update and/or develop at least 2 locally developed courses (Trails of Ancestors, Tłchq Agreement, Spirituality, and Child Development) and develop teacher resources to support the Drumming course.</li> </ol>
<p>Reading and Literacy:</p> <ol style="list-style-type: none"> <li>1. Oral Language (TROLL)</li> <li>2. Reading (Fountas and Pinnell)</li> <li>3. Numeracy (CTBS)</li> </ol>	<ol style="list-style-type: none"> <li>1. TROLL: by Spring 2022, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile</li> <li>2. F&amp;P Close the Gap: by spring 2022, 50% of students will close their reading gap by improving more than one grade level.</li> <li>3. CTBS Close the Gap: by spring 2022, 50% of students will close their numeracy gap by improving more than one grade level.</li> </ol>
<p>Wellness and Student Support</p> <ol style="list-style-type: none"> <li>1. Provide culturally innovative mental health and wellness programming</li> <li>2. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and supports</li> <li>3. Provide responsive programming for students with complex needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand on the territorial CYCC program with fully integrated Health and Wellness Elders</li> <li>2. The RISC will work with PSTs to establish and provide on-going monitoring protocols.</li> <li>3. Increase access to services and programming that support the delivery of SSP, MEP and IEP goals.</li> </ol>
<p>Lifelong Learning:</p> <ol style="list-style-type: none"> <li>1. Purposeful coaching and in-servicing for staff.</li> <li>2. Quality career path support for students in grades 7-12</li> <li>3. Increase the capacity to utilize technology across the region.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs.</li> <li>2. Develop and expand interagency efforts to promote career focused programming and supports.</li> <li>3. Support and expand on IT instruction and capacity through the region.</li> </ol>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>School Improvement Planning</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>All TCSA schools review and adapt their School Improvement Plans annually, under consultation with community, and staff. Each year schools consider previous year’s growth, challenges, regional and territorial priorities to create responsive plans. The SIP reflects the regional strategic priorities, which align with territorial initiatives such as Our Languages Curriculum, Indigenizing Education, and Inclusive schooling. Specifically, schools target reading/oral language, Tłı̨cẖ culture and language, student wellness, and lifelong learning. The school improvement process is linked to the school review process.</p> <p>In addition to the SIP planning process the TCSA recognizes the significant time, and effort by all staff, students, and our communities to ensure schools continue to be a safe place for all. During the COVID-19 pandemic this commitment continues. As new recommendations from the OCPHO are made TCSA schools will adjust and implement accordingly.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		

% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of <b>Annual School Reviews, including any specific information related to the COVID-19 pandemic.</b></p>	<p>The Annual School Review is based on the Strategic Plan, Operating Plan, and School Improvement Plans. Each school reviews their progress against the regional and school targets. TCSA has developed an ‘Annual School Review’ process in consultation with the TCSA board. The TCSA will conduct a school review of each school on a rotating basis (1 school each year), and may review additional schools as necessary. The Annual School Review will include inspections of COVID-19 safety protocols, OHS, building safety, climate and culture, culture and language programming, and focuses on the school’s ability to deliver effective education programs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	20%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Staff Evaluations</b>, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA encourages a rotational schedule, whereby staff evaluations are provided for: 1) new staff in their first and second year, 2) returning staff every 5 years, and 3) upon request of the teacher or principal. The TCSA follows the process outlined in the <i>Promotion of Professional Growth For Teachers in Northwest Territories Schools</i> (2004) and <i>Direction on Principal Growth and Evaluation in the Northwest Territories</i> (2012) in conducting the evaluations. The TCSA does not expect an interruption to these evaluations due to COVID-19, however priority will be placed on completing evaluations for 1<sup>st</sup> and 2<sup>nd</sup> year staff. The TCSA is part of the PD and Training territorial sub-committee working on updating the teacher evaluation process.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	44		
Number of principals and assistant principals formally evaluated in the school year.	3		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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### E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional <b>Training and In-Service</b> and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2021-22 school year this includes: a regional conference, one language instructor in-service, two cultural orientation days, and collaborative STIP time. In addition to these training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education. COVID-19 may continue to limit our ability to provide in person coaching; distance and online platforms will be used to ensure personalized training continues. Administrative days are used to complete administrative tasks not in-servicing or training. The TCSA also utilizes the GNWT myHR course offerings to support all GNWT staff in areas such as supervisor training, working safely, cultural sensitivity, IT and information security, and many others.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	0		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	5		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

### F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.5	0.5	1.0			

*\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional <b>Literacy Coordinator</b> role and relevance to regional and shared priorities, for the upcoming school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The Literacy Coordinator position is directly related to the reading and oral language regional priorities and goals which are stated in the strategic plan as “Literacy: Supporting high quality instruction, interventions, and training.” In an effort to disperse leadership the Literacy Coordinator is a shared position. Through peer coaching, literacy through the disciplines, and by using evidence based approaches to drive instruction and prioritize supports, the TCSA has set oral language, reading, and mathematic targets:</p> <ul style="list-style-type: none"> <li>- TROLL: by Spring 2022, 60% of Kindergarten students at or above the 25<sup>th</sup> percentile with 25% above the 50<sup>th</sup> percentile</li> <li>- F&amp;P Close the Gap: by spring 2022, 50% of students will close their reading gap by improving more than one grade level.</li> <li>- CTBS Close the Gap: by spring 2022, 50% of students will close their numeracy gap by improving more than one grade level.</li> </ul> <p>Supporting oral language development in JK-2 classrooms in response to baseline data from the EDI, SLP screening, and early language assessments is critical. The TCSA will continue to support teachers with onsite coaching for reading instruction, and intervention (grades JK-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets													
<p>Relevance of the <b>Healthy Foods for Learning program</b> to regional priorities, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The Tłchq Community Services Agency offers Healthy Food programming in all of our schools. Currently, the programs we offer are:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Program Name</th> <th style="background-color: #4F81BD; color: white;">Schools Involved</th> </tr> </thead> <tbody> <tr> <td><b>Breakfast programs</b></td> <td>All Schools</td> </tr> <tr> <td><b>Drop the Pop</b></td> <td>All Schools</td> </tr> <tr> <td><b>Apple Schools</b></td> <td>CJBS</td> </tr> <tr> <td><b>Lunch Program</b></td> <td>CJBS</td> </tr> <tr> <td><b>Traditional Food Day</b></td> <td>All Schools</td> </tr> </tbody> </table> <p>The TCSA will continue to explore opportunities to provide healthy foods to our student population. During the 2019-20 school year a Healthy Foods Policy was approved by our TCSA board. We also are working with our HSS partners to develop an ‘Indigenous Foods in School’ policy to increase traditional food available to students.</p> <p>The TCSA has followed the recommendations from the OCPHO in preparation and delivery of food in our schools. We anticipate additional costs associated with these recommendations (ex: individual plating, increased IPAC, serving containers, etc.).</p>	Program Name	Schools Involved	<b>Breakfast programs</b>	All Schools	<b>Drop the Pop</b>	All Schools	<b>Apple Schools</b>	CJBS	<b>Lunch Program</b>	CJBS	<b>Traditional Food Day</b>	All Schools
Program Name	Schools Involved												
<b>Breakfast programs</b>	All Schools												
<b>Drop the Pop</b>	All Schools												
<b>Apple Schools</b>	CJBS												
<b>Lunch Program</b>	CJBS												
<b>Traditional Food Day</b>	All Schools												

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

<b>School Name</b>	<b>Type of food program(s) offered</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Frequency of program</b> <i>(Monday - Friday)</i>	<b>Average number of children / youth served daily</b>	<b>Criteria to participate</b> <i>(Low income, fee, Everyone welcome, etc.)</i>	<b>Was the program delivered as planned?</b> <i>(Yes/No)</i>	<b>If No, why not?</b>
EMES	Breakfast	Monday to Friday	200	All Welcome		
EMES	Snack	Monday to Friday (twice a day)	200	All Welcome		
CJBS	Breakfast	Monday to Friday	300	All Welcome		
CJBS	Snack	Monday to Friday (twice a day)	300	All Welcome		
CJBS	Lunch	Monday to Friday	300	All Welcome		
MCS	Breakfast	Monday to Friday	100	All Welcome		
MCS	Snack	Monday to Friday (twice a day)	100	All Welcome		
JWGS	Breakfast	Monday to Friday	45	All Welcome		
JWGS	Snack	Monday to Friday (twice a day)	45	All Welcome		
AAS	Breakfast	Monday to Friday	18	All Welcome		
AAS	Snack	Monday to Friday (twice a day)	18	All Welcome		
<b>TOTAL</b>	--	--	1,626	All Welcome		

*\* Please complete one row for each program offered in a school. Ex: complete two rows if a school offers both breakfast and snack programs.*

### H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year’s SSI project.

<p><b>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</b></p>	<p>This project is very specifically designed to build greater capacity in the pedagogical skills of our teaching staff for the direct purpose of enhancing student achievement (Marzano, Frontier, &amp; Livingston, 2011), and to provide targeted and systematic interventions to all students as soon as they demonstrate need (Buffum, Mattos, &amp; Weber, 2010). By creating a coordinated, collective and collaborative approach to ongoing, job-embedded professional development we will develop greater teacher expertise in aligning curriculum, instruction, and assessment, and commit ourselves to high levels of learning for every student. The specific intent of moving our organization toward being a true professional learning community “is a focus on and commitment to the learning of each student” (Dufour, Dufour, Eaker, &amp; Many, 2010).</p> <p>The interventions supported by this project work to develop literacy skills along the spectrum from oral language development to reading comprehension. As such evidence of student need is provided by four main measures: Early Development Instrument (EDI), Teacher Rating of Oral Language and Literacy (TROLL), student program type, and Fountas and Pinnell: Benchmark Reading Assessments (F&amp;P).</p>
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<b>SSI Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation of Difference (if applicable)</b>
% of teaching staff from across the region who participate in SSI PD activities.	100%		
% of support staff from across the region who participate in SSI PD activities.	25%		
Areas of Strength			



Areas for Development	
Additional Comments, including any specific information related to the COVID-19 pandemic.	

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Response to Intervention - Tier 1, 2, and 3	Data Collection - Spring and Fall  Coaching and PLC Team meeting ongoing  Final reporting - Spring		

## I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help );
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based <b>healthy relationship programming, including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of the TCSA strategic goal to improve student health and wellness, each school in the region has developed a unique plan to incorporate healthy relationship curricula that is responsive to the needs of their students. Examples are: Fourth R, HRPP, Second Step and Social Thinking. In addition to these programs the TCSA has embraced the philosophy of trauma-informed practice, increased access to counselling services (CYCC and NCTS), and implemented self-regulation strategies.</p> <p>The TCSA uses ‘Second Step’ and ‘Social-Emotional Thinking’ to support the Healthy Relationship Programming in JK-6. The TCSA encourages approaches that are not ‘program’ based, instead focuses on processes. Including Indigenized approaches like social stories, sharing circles, building and modeling healthy relationships, and developing capable people. TCSA schools have found best practice in processes that utilize a model of spiral learning, gradual release of responsibility through co-regulation, and holistic frameworks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0%		

% of schools with grade 4-6 students offering LEADS.	0%		
% of schools with grade 7-9 students offering the Fourth R.	100% (excluding elementary schools)		
% of schools with grade 10-11 students offering HRPP.	100% (excluding elementary schools)		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 <sup>th</sup> R, and HRPP, and the grades they are being used in (if applicable).	EMES	Second Step K-6 (with bullying prevention add-on)		
	CJBS	Second Step K-8 (with bullying prevention add-on) 4 <sup>th</sup> R 7-9 HRPP+ 10-12		
	MCS	Second Step K-8 (with bullying prevention add-on) Social Thinking K-12 4 <sup>th</sup> R 7-9 HRPP+ 10-12		
	AAS	Second Step K-8 (with bullying prevention add-on)		

		4thR 7-9		
	<b>JWGS</b>	Second Step K-8 (with bullying prevention add-on) 4thR 7-9 HRPP+ 10-12		

### K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

<b>School Name</b>	<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>% of students enrolled</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
EMES	Tłı̨chǫ	Core	JK-6	100%	30 mins/4 day 120 mins/week		
EMES	Tłı̨chǫ	Immersion	K-2	10%	300 mins/day 1500 mins/week		
CJBS	Tłı̨chǫ	Core	JK-12	100%	JK-9: 25 mins/day 125 mins/week 10-12: 300 mins/week		
MCS	Tłı̨chǫ	Core	JK-12	100%	35-45 mins/day 175-225 mins/week		
AAS	Tłı̨chǫ	Core	JK-10	100%	30-45 mins/day 150 - 225 mins / week *Whole school		

					language lesson 15 mins / day		
JWGS	Tĩchọ	Core	JK-12	100%	30 mins/day 150 mins / week		

*\*Please include a row per school /per language /per type of instruction*

***L. Northern Distance Learning***

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Education Body Contribution (\$)</b>	<b>Total Budgeted (\$)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
AAS	\$31,500	In kind	\$31,500		
CJBS	\$26,500	In kind	\$26,500		
JWGS	\$31,500	In kind	\$31,500		
MCS	\$31,500	In kind	\$31,500		
<b>TOTAL</b>	<b>\$121,000</b>	<b>In kind</b>	<b>\$121,000</b>		

<b>School</b>	<b>Number of ISPs in place</b>	<b>Number of years at the school per ISP</b>	<b>Source of each ISP (CUSO volunteer, local hire, etc.)</b>	<b>Successes and challenges related to ISPs</b>
AAS				
CJBS				
JWGS				
MCS				



The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p><b>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</b></p>	<p>CJBS and MCS were the first schools in the Tłchq region to become NDL schools. Dedicated staff, and space have often been challenging to secure for the NDL program. In 2020-21, JWGS and AAS schools joined the NDL program.</p> <p>The TCSA contributes ‘in kind’ to the NDL program through administrators’ time (ex: CUSO agreements, housing issues, space arrangements, purchasing materials), financial and IT administrative time (ex: reporting, financial record keeping), use of school purchased materials such as textbooks and science equipment, as well as through in kind contributions of housing/travel/IT services.</p> <p>It is anticipated that it will continue to be a challenge to find In-Class Support People (ISP) due to limited local options, and housing.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance (if applicable)</b>
<p>% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i></p>	100%		
<p>% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i></p>	100%		
<p>% of NDL students passing diploma exams (for NDL courses) written within the school year. <i>(# of exams passed / # of exams written x 100)</i></p>	100%		
<p>% of diploma exam marks (for NDL courses) with a &lt;15% difference from the school awarded mark. <i>(# of exams with &lt;15% difference / # of exams written x 100)</i></p>	100%		
<p>Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.</p>			

Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students participating in at least one NDL course, per school, per year.	CJBS	8		
	MCS	3		
	AAS	2		
	JWGS	1		
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	CJBS	5		
	MCS	4		
	AAS	3		
	JWGS	1		
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	CJBS	1		
	MCS	1		
	AAS	1		
	JWGS	1		

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	CJBS	
	MCS	
	AAS	

	JWGS	
Top one or two supports that would help schools better implement NDL next year at each participating school.	CJBS	
	MCS	
	AAS	
	JWGS	

### 3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

#### A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.43	Non-compliance request use of 0.43 PST position to over staff RISC due to high need		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	Full FTE allocated		

**B. Program Support Teachers**

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
MCS	1.34	1.00	Unable to staff partial position. Limited housing.			
CJBS	3.25	3.00	Unable to staff partial position. Limited housing.			
EMES	1.84	2.00	High level of complex needs.			
JWGS	1.00	1.00	-			
AAS	0.50	0.50	-			
<b>TOTAL</b>	7.93	7.50	Non-compliance request to use 0.43 to add part time RISC			

### C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MCS	2.49	2.61 *3.48	Complex Needs *JP funded		
CJBS	6.48	6.07 *7.83	Difficulty staffing part time position. *JP funded		
EMES	3.41	5.22 *10.44	Complex Needs *JP funded		
JWGS	0.87	1.74 *2.61	Complex Needs *JP funded		
AAS	0.29	0.87 *2.61	One full SA position *JP funded		
<b>TOTAL</b>	13.53	16.51 *26.97 = 43.48	Complex Needs *JP funded		

### D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$87,195	\$87,195			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

<b>Type of Training &amp; Topic</b>	<b>Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)</b>	<b>Training Provider (RISC, ECE, Contractor, etc.)</b>	<b>Planned Date &amp; Location</b>	<b>Was the training held as planned? (Yes/No)</b>	<b>If No, why not?</b>
Onsite coaching - Leveled Literacy Intervention (LLI) and Reading Behaviours	PSTs / Educators	Literacy Coordinator, Contractor (F&P)	3 sessions planned (Sept. winter, spring) Date: TBD Location: CJBS / EMES/MCS		
Workshop: SSP writing IEP writing	PSTs / Educators	RISC	Dates: TBD Location: YK		
Workshop: Self-Regulation	PSTs	RISC and Regional Post-Secondary Coordinator	Dates: TBD Location: YK		
Workshop	PSTs	RISC and	Dates: TBD		

Assessment and Reading Disability		Contract Provider	Location: YK		
Video conferencing: SLP Training	Support Assistants	SLP Coordinator, EMES SLP, and Contractors (Stanton and TinyEye)	2 Thursdays a month. Date will depend on SLP availability		
Workshop: OT training SLP training	Support Assistants	SLP Coordinator and Contractors (Stanton and TinyEye)	2 times a year during clinics and when requested		
Onsite / video conferencing: Assistive Technology	Support Assistants / PSTs / Educator	RISC or Contractor (as needed)	As needed		



The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to <b>Inclusive Schooling Professional Development</b> and relevance to regional and shared priorities, for the school year, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The TCSA’s approach to Inclusive Schooling Professional Development has been a responsive and individualized method. Rather than offer blanket professional development on all topics for all staff, the TCSA has opted to provide the training when the need is presented. For example, a new PST or teacher may require coaching or workshops to support the use of class profiles whereas another PST may need support in assistive technology. Rather than one size fits all approach, the TCSA focuses on providing targeted intervention and training when need arises.</p> <p>As such, Inclusive Schooling Professional Development is provided on a needs basis. This includes: use of class profiles, flexible strategies, MAP sessions, and assistive technology.</p> <p>The TCSA has identified the referral process as an area that will need additional focus for the 2021-22 school year, as access to specialized services provides the direction for SSP and IEP goals.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments/Requests for Support for the region, <b>including any specific information related to the COVID-19 pandemic.</b>	
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

<b>Name of Contractor</b>	<b>Type of Service</b> <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	<b>Reason for using a contractor rather than a GNWT-provided service</b> <i>(GNWT service unavailable, etc.)</i>	<b>School(s) impacted by Service</b>	<b>Length of Contract</b>	<b>Total (\$)</b>

*\* This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

**E. Assistive Technology**

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Actual Assistive Technology Purchased</b>	<b>User Group Type (# of classrooms / individual student/ etc.)</b>	<b>Total Over / Under Allocation (\$)</b>
\$82,484				

***F. Healing and Counselling***

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)<sup>30</sup></b>	<b>Purpose (materials, positions, contracts, etc.)</b>	<b>Actual (\$)</b>	<b>Explanation for Difference (if applicable)</b>
TCSA	\$117,146	\$117,146				
<b>TOTAL</b>	\$117,146	\$117,146	Reported regional under non-compliance request to allow flexibility in supports			

### G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the School Based Support Team (SBST), Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsive in creating differentiated instruction.</p> <p>SSPs and IEPs are reviewed with parents at the start of the year, and whenever changes are suggested. Copies are sent home to parents (where in person meetings are not available due to COVID) in the first report card (if not already shared) for signatures.</p> <p>An area of focus for the region is to use the recommendations from assessments (ex: SLP, OT, ASD, Ed Psych, TROLL, Reading and oral language, math, etc.) to set targeted goals in SSPs and IEPs. As the benchmarks become more attainable students meet with regular success and the targets adjust.</p> <p>Making a Plan (MAP) sessions are a vital piece of SSP and IEP programming particularly for students in transition.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		

% of IEPs that will be reviewed and signed by parent(s)/caregiver(s) (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	4		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	60%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1		
Number of times per year that the RISC meet with the PSTs in person	2 (territorial) and school visits		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning and providing individualized coaching and mentoring. Thus the TCSA takes the approach that not all staff need the same supports. Personalized coaching, small group workshops, and mentorship approaches are taken over a one size fits all approach.</p> <p>Principals use student achievement data to create conditions for each teacher to receive support in the area they need. This is most often provided by the PSTs, but often supported by the Literacy Coordinator, Math coach, RISC, Curriculum Coordinator, SLP Coordinator, TBST, or a contract provider.</p> <p>Regardless of the provider of the support – the approach is to use evidence to make informed instructional decisions. This includes use of classroom profiles, creating responsive SSPs/IEPs, flexible and dynamic assessments and observations, and oral language focused lessons.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	



## I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved in part by providing wrap-around services for students that are developed in effective SBST meetings. SBSTs have been established in every school. Efficient and collaborative processes will continue to be reinforced in the 2021-22 school year including refining the referral, recording keeping, and procedures associated with the SBST.</p> <p>Based on the evidence from the 2020-21 tracking sheet (minute log) nearly all referrals to the SBSTs focus on solving specific problems. Thus support for SBSTs will focus on ensuring priority referrals, refining SSPs/IEPs goals, and access to appropriate interventions.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	60%		
% of schools that keep written records of SBST meetings.	100%		

% of schools that include CYCCs/NCTS in SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	25%		
% of SBST meetings that focus on solving specific problems.	50%		
% of SBST meetings that address systemic issues in the school.	25%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MCS	Weekly for 1 hour		
	CJBS	Weekly for 1 hour		
	EMES	Weekly for 1 hour		
	JWGS	Biweekly for 1 hour		
	AAS	Biweekly for ½ hour		

### J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA has identified the need to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians. The region will continue a team approach involving family and other partners to build supports and develop transition planning for students with complex needs. The region requires all SSPs and IEPs to be signed annually and IEPs to be resigned when updated. This is most often achieved with home visits during the start of the school year and lead by PSTs. Regular contact between the school and family is facilitated by PSTs.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for variance <i>(if applicable)</i></b>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		

% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

### K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>Based on data from the Early Development Instrument (EDI), Middle Year Development Instrument (MDI), speech and language assessments, reading and oral language assessments, and the high number of students on SSPs and IEPs, the demands on PSTs are extremely high. The complex needs of our students make it difficult to comply with the priority use guidelines. This is due to a large administrative load to support teachers in the development of SSPs and IEPs for a very large percent of our population (75-85%), and coordinate additional student supports (speech, OT, educational and psychological assessments). The PSTs are also an integral part of the tier 2 and 3 intervention blocks that support student achievement in reading and literacy. As a result, the PSTs are working directly with students more than the recommended 25%.</p> <p>Schools with more than 1 PST often share the priority use targets unequally; PSTs that have strengths in coaching spend more time coaching, and those with certifications/experience in interventions spend more time directly supporting students.</p> <p>Students with complex needs have additional barriers when schools are required to move to online and blended learning platforms. Should the COVID-19 pandemic response required this change, the TCSA is committed to supporting these families with additional resources.</p> <p>While we have increased the number and availability of service providers which is a benefit to our students (ex: SLP, OT, ASD, TBST, CDT, reading intervention, educational psychology, etc.), the increase has put additional responsibility on the PSTs to coordinate and administer these services (ex: referrals, parental permissions, reports, debriefs, record keeping, communication with other staff, etc.). As a result, the PSTs are working to support teachers through the administration of these services more than the recommended 15%.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	30%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	30%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	30%		
% of PSTs allocated as less than a 1.0 FTE	AAS funded and staffed at 0.5 (AAS)		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

## 4. Indigenous Languages and Education

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As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

### A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
1.0	1.0			

***B. Indigenous Language and Education Teams***

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the ILE Team was not in place or active during the year.

<b>Indigenous Language and Education Team</b>			
<b>School</b>	<b>ILE Team Composition</b> <i>(Principal, PST, etc.)</i>	<b>Meeting Frequency</b>	<b>Explanation if ILE Team was not in place or active</b> <i>(if applicable)</i>
EMES	Principal (and or VP), five classroom teachers and two support assistants, IHWE	Monthly	
CJBS	Principal, Vice Principal, Indigenous Language Instructors, IHWE, PE teacher, SAs, Activity Coordinator, Cultural EA, teachers	3x per month	
MCS	Principal, custodians, ILI, SA, IHWE	Every other week	
JWGS	Principal, custodians, ILI, SA, IHWE	Every other week	
AAS	Principal, ILI, SA, secretary	Monthly	



### C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MCS	1.75	1.0	The full time position supports language programs in the school. The school hires an outdoor education teacher and local staff to run cultural programming.		
CJBS	4.03	4.0			
EMES	2.23	3.0 5.61*	Tłıchǫ Immersion program and core = 3 ILE plus 0.87 culture/language instructor plus 1.74 SA to support immersion program		
JWGS	1.00	1.0			
AAS	0.50	1.0	Position supports language and cultural programming.		
<b>TOTAL</b>	9.51	12.61	Some positions are shared across region to allow for full positions and programming at each school.		

*Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.*

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

<p>Accommodations made to maintain Indigenous language instruction in the region, if any?</p>	<p>We have accepted several young Tłıchʼo language speakers with experience working in our schools, that require a strong commitment from the TCSA to provide mentorship and coaching. The TCSA regularly supports language instructors to participate in professional development not only provided by the territory and region, but through programs like Canadian Indigenous Language and Literacy Development Institute (CILLDI), Program for the Education of Native Teachers (PENT), and the Mentor-Apprentice Program (MAP). Our Elders in schools (both Indigenous Health Wellness Elders (IHWE) and other Elders) are an additional level of support in schools for mentoring these new language instructors.</p>	
<p>Plans to recruit and retain language teachers, if any?</p>	<p>Continued support for language instructors and school staff to access the above listed programs. Improving the quality of the Tłıchʼo language programs, including offering longer language rich camps to ensure new graduates have strong Tłıchʼo language. Working with partners to encourage university and college programs that prepare a new workforce who are equipped with strong pedagogy and language skills.</p>	
<p>Challenges and/or barriers faced in the region?</p>	<p>Many of the new young Tłıchʼo language Instructors have less confidence in their oral, and written language. Another challenge identified through coaching is instructional pedagogy; many instructors require supports beyond language acquisition extending into instructional areas such as assessment, inclusive schooling, and reporting.</p>	
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>No impact in filling the positions, however as most positions are now filled with new ILE it is difficult to provide training online.</p>	

***D. Indigenous Education***

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

<b>School Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>3<sup>rd</sup> Party Funding (\$) &amp; Source (If applicable)</b>
CJBS	\$42,400	\$42,400				
MCS	\$37,800	\$37,800				
JWGS	\$31,500	\$31,500				
EMES	\$31,800	\$31,800				
AAS	\$31,500	\$31,500				
<b>TOTAL</b>	<b>\$175,000</b>	<b>\$175,000</b>				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

<b>School</b>	<b>Elder in Residence Program (Y/N)</b>	<b>Daily Cultural Support Worker (Y/N)</b>	<b>Frequency</b>	<b>How is this position funded</b>	<b>Explanation if you have chosen not create this position</b>
AAS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
JWGS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
MCS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
EMES	Yes	Yes	Daily - Elder Daily - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
CJBS	Yes	Yes	Daily - Elder Daily - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	

### ***E. Building the School-Community Relationship***

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our strategic goals, the TCSA has set a priority to promote Tłıchǫ language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłıchǫ culture and language through active involvement of community members in seasonal cultural activities including camps (fish camps, winter camps, and rites of passage), in-school supports, and advisory committees.</p> <p>The TCSA has a history of promoting the family to school relationship through home visits for report card delivery, family literacy nights, school name-day feasts, school hosted events (career fair, guest speakers, heritage fairs), and participation in community events such as hand games and drum dances. This also includes partnering with community organizations to participate in Tłıchǫ Aquatic Environmental Monitoring Program (TAEMP) camps, and Ìmbe Program.</p> <p>School facilities are often the location for community events like Tłıchǫ Government meetings and the annual Tłıchǫ Gatherings. Tłıchǫ Government Youth Council gatherings are also hosted in the schools.</p> <p>Through Jordan Principle funding Indigenous Mental Health and Wellness Elders (IHWE) will continue in each school. The Indigenous Health and Wellness program is a joint TCSA Education and Health and Social Services program that was originally started in 2018 to complement the CYCC program.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

<b>ILE Action Plan Goal for Building the School-Community Relationship</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EMES	Videos of students and staff created for and posted on our Facebook page to show what we are doing and how we are using language in the school.	
CJBS	Build awareness and connection between school and community through strengthening our use of technology and social media outlets (especially during COVID). Utilize the cultural knowledge and expertise available in the school community to encourage collaboration and empower all staff as educators for our students.	
MCS	Bannock and soup lunch by homeroom class for parents/families. (COVID dependent)	
JWGS	Increase communication: <ul style="list-style-type: none"> <li>- Facebook</li> <li>- meet outside with families in school ground</li> <li>- phone calls home</li> <li>- email/text sent to families when students leads the prayer or morning announcement</li> <li>- invite RCMP to camp</li> </ul>	

	- cultural resource people hired from community	
AAS	Distribute newsletters to communicate about the activities that take place at school.	

<b>Community Involvement in Schools</b>		
<b>School</b>	<b>Type of involvement of community members in school events and projects</b>	<b>Type of involvement of community members in on the land experiences</b>

### F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA contributes to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic Tłıchǫ philosophy and worldview, and our vision statement “Strong Like Two People”. TCSA schools and staff actively participate in regional and territorial training opportunities (N2NEC, Regional Conference, and Culture Days). In addition, TCSA schools plan events using the strengths of the educators, support assistants, students, and community members to promote a positive relationship between community and school.</p> <p>In alternating years all staff receive the Residential Schools Awareness training from the region/territory, and all new teachers receive this training at the N2N conference.</p> <p>The TCSA has required all staff to complete the GNWT myHR training, “Living Well Together” by the end of the 2021-22 school year. This training aims to create awareness and understanding of the impact of colonization, understanding their role in reconciliation, and providing a foundation to move towards cultural competency.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	See above – all staff		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		



Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

<b>ILE Action Plan Goal for Strengthening Training of Northern Educators</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EMES	All teachers to attend our camps and take opportunities to interact with Elders, knowledge keepers, and staff leaders. Teachers do the pre-teaching for camps. Use the camp guidebook created by TCSA to help prepare these lessons.	
CJBS	Adopt a teacher – look for informal opportunities to connect with new staff. ILE team to ensure opportunities for staff to engage in cultural activities.	
MCS	Look at alternative ways to run PD so teachers can learn history, culture and language.	
JWGS	New staff training: N2N, Regional cultural orientation, ILI training, mentorship for new staff, safety training on land.	
AAS	Interact with Elders and knowledge keepers. Collaborate with community members in implementing traditional activities.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	AAS	Regional (Aug) – Living Well Together May – Tradition medicine		
	JWGS	Regional (Aug) – Living Well Together May – Tradition medicine		
	MCS	Regional (Aug) – Living Well Together May – Tradition medicine		
	EMES	Regional (Aug) – Living Well Together May - Fish and water knowledge		
	CJBS	Regional (Aug) – Living Well Together May – Tradition medicine		

### G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>The TCSA has embraced the approach of a capable person holistically by using the grounding influences; Circle of Self, Methodology, and Interconnectedness (taken from presentation by Angela James). This approach considers the growth and development of body, mind, heart, and spirit as well as understanding the ways of knowing, doing, and believing. The TCSA believes in an approach that connects our vision statement, “Strong Like Two People” in all aspects of our work for example:</p> <ul style="list-style-type: none"> <li>• Emotional and spiritual development through integrated mental health supports such as Indigenous Health and Wellness Elders (IHWE) that complement the clinical supports provided by the CYCC/NCTS.</li> <li>• Students connect with their identity through regional efforts such as the Culture Based Integrated Planning (CBIP), Tłıchǫ History project, and camps that are strongly supported by community knowledge keepers and Elders.</li> <li>• Embracing the Indigenous pedagogy of spiral learning by ensuring fully integrated supports for students at all levels of learning.</li> </ul> <p>The TCSA believes that a student’s sense of identity and wellbeing is impacted when these shaping influences are present in all aspects of our teaching and learning practices.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
All Schools	<p>Indigenous Health &amp; Wellness Elders</p> <p>Daily prayers.</p> <p>Supporting culture and language programming, identity, mental health &amp; wellness and curriculum delivery through Indigenous pedagogies.</p> <p>JWGS – leading feeding of the fire on first Friday of each month, recognize ancestors and traditional healing.</p>	

<b>School</b>	<b>What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?</b>	<b>How did the Indigenous community play a role in these supports?</b>
JWGS and AAS	One Indigenous Health & Wellness Elder available to students at all times. Elders advise School Based Support Team to ensure a respectful approach rooted in worldview and culture is maintained. Elders interact with students daily through Tłıchǫ language and culture activities to instill a strong sense of identity and pride in culture. Feeding of the fire ceremony regularly offered to all staff and students.	
CJBS, EMES, & MCS	Two Indigenous Health & Wellness Elders available to students at all times. Elders advise School Based Support Team to ensure a respectful approach rooted in worldview and culture is maintained. Elders interact with students daily through Tłıchǫ language and culture activities to instill a strong sense of identity and pride in culture.	

### H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching &amp; Learning Practices, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǵ Culture and Language through the Tłıchǵ History project, seasonal camps, language revitalization projects, Tłıchǵ dictionary, and TRC initiatives. These support Tłıchǵ world view, ways of knowing, doing, being, and believing. As previously indicated the TCSA already takes an Indigenized approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new verses veteran teachers, high school verses elementary teachers, or Indigenous verses non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.</p> <p>We pride ourselves in the Tłıchǵ region on delivering expert Indigenized education. We have a long history of supporting Indigenized approaches that embrace the holistic, spiral, relational, and experiential nature of education. As the Indigenous approach asks us to embrace all of these practices we do not prioritize one over the other. We encourage every staff to build their own knowledge using developed resources, experts from the community, and collaborative approaches to develop their learning practices. The TCSA is committed to providing opportunities for educators to embrace Indigenous history at local, regional and national levels to explore the history and impact of colonization. In most cases, teachers are encouraged to use the CBIP and Tlıcho History resources as they were developed with the Indigenized Teaching and Learning practices in mind.</p>
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	<p>TCSA schools embrace an authentic way of teaching and learning for both students and school staff. As such, there is no differentiation in the targets or expectations for each school. All staff are expected to provide to the best of their abilities:</p> <ul style="list-style-type: none"> <li>- Experiential opportunities that integrate the land, the people, the traditional knowledge and language;</li> <li>- Holistic approaches founded in the Dene Kede teachings (relationship with the land, with others, the spiritual world and with one's self);</li> <li>- Spiral teaching and learning practices that give students the opportunity to revisit curriculum and material; and</li> <li>- Founded in relationships between all school staff, community members, elders, and students.</li> </ul>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

<b>ILE Action Plan Goal for Indigenizing Teaching and Learning Practices</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EMES	By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
CJBS	Utilize culture and language opportunities to promote positive self-reflection and personal growth; to reinforce Dene Laws and restorative practices in school practices. By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
MCS	By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
JWGS	Assign local staff in each classroom to increase language, use of language added to classroom checks, monthly feeding of fire, and spiral camp focus. By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
AAS	By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	

<b>School Specific Performance Indicators</b>	<b>School</b>	<b>School Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(if applicable)</i>
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EMES			
	CJBS			
	MCS			
	JWGS			
	AAS			



## I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, <b>including any specific information related to the COVID-19 pandemic.</b></p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede &amp; Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǵo Culture and Language through “Strong Like Two People” as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through course work a dedication to becoming “Strong Like Two People”. This content is founded in the Dene Kede curriculum and the Our Languages Curriculum, and supported by regionally developed resources including CBIP, Tłıchǵo History, Traditional games, and numerous Tłıchǵo language books. The Dene Kede remains the foundational document that teachers, and administrators use to plan for lessons, camps, and other events. On-going professional development for teachers to authentically implement cultural responsive programming will be continued by regional staff, principals, and PSTs.</p> <p>To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǵo History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tłıchǵo language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations. New in 2021-22 is an increased focus on using traditional skills as strengths in SSPs and IEPs.</p> <p>During 2020-21, 5 locally developed courses (LDC) that support the delivery of Indigenous knowledge were updated: Gonàowok’e 15, 25, 35, Beading and Embroidery, and Drumming. In the 2021-22 school year the following LDC are scheduled to be updated or developed: Trails of Our Ancestors, Parenting/Child Development cluster, and</p>
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	<p>Spirituality. In addition, to strengthen instruction of these courses in smaller communities the TCSA will develop resources to support the Drumming course.</p> <p>All TCSA principals have regular ‘classroom walk-throughs’ where they are monitoring the use of curriculum including the Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EMES	Use of the Tł̨ch̨q History Project and associated resources.	
CJBS	Integration of Dene Kede in CBIP and Integrated Studies JK – 9. Build Tł̨ch̨q culture into IEP and SSP. Ensure student success with hands-on activities and cultural programming. Encourage teachers to incorporate Indigenous content in all subject areas	
MCS	Integrate Dene Kede in lesson planning through CBIP.	
JWGS	-Student announcements and prayer in	

	language -Building Gamètì history into high school courses – English – shared connections with their communities (Tłchq History Project) -Offer Gonàowok'e program -CTS foods – heritage foods	
AAS	Integrate Dene Kede in lesson planning through CBIP.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EMES			
	CJBS			
	MCS			
	JWGS			
	AAS			

### J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic application of cultural and language values and traditions. Examples of key cultural experiences are feasts, feeding of the fire, traditional food preparation, puberty camps, and traditional arts and crafts. Each year the TCSA hosts a regional conference that orients all staff to the Tłıchǫ region. Past cultural orientation days have included authentic activities such as canoeing tours, traditional craft demonstrations, tours of sites of local importance, traditional food and medicine, Dene games, introduction to local artist and writers, and dancing. These opportunities give staff the experience to draw on when teaching their own class. In 2019-20, the TCSA developed a Camp Guidebook to better prepare all staff to collaboratively offer activity rich on the land learning based in the Dene Kede with clear links to classrooms, curriculum, and Indigenous Education. The guide includes pre/during/post activities to be done on the land or in the classroom, roles and responsibilities of all participating staff, as well as traditional knowledge and legends.</p> <p>Students are given multiple opportunities to learn on the land; at least 3 seasonal camps per school (some overnight), exchange programs, rites of passage camps, camps provided by community partners (TAEMP, and ı̄mbe), and activities for culture based programming. In addition to the on the land experiences the TCSA has excelled at bringing the land to the classroom. For example, students have opportunities to learn to set traps in class before going on the land, sewing their own beaver mitts with IHWEs, offering Dene and hand games as part of physical education, all ensure students have the opportunity to build skills and knowledge beyond camp experiences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EMES	Bringing relevant cultural experiences into the classroom. Bring the classroom onto the land. Use of the Camp Guidebook to promote pre- and post- activities.	
CJBS	To have consistent opportunities throughout the year for students to experience culture e.g. seasonal camps and/ or cultural activities within school. Bring the land into class (ex: using traditional plants and animals in Science classes)	
MCS	More Indigenous sports and games – integrated into physical education and CBIP programs. Used as part of celebrations (start / end of year, reading goals reached). Focus on Dene Games.	
JWGS	Increase camps: Fall fish, rabbit, building shelters, seasonal camps, traditional camp chores All staff (local and non-Indigenous) and all students at camp	

AAS	All students participate in activities that use traditional skills – at least 3 camps per year with pre/post activities. Typically, setting nets, snares, camp skills, beading/sewing, puberty rites, fish / meat/ hide preparation.	
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<b>School Specific Performance Indicators</b>	<b>School</b>	<b>Wise Practice</b>
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	EMES	
	CJBS	
	MCS	
	JWGS	
	AAS	

### ***K. Strengthening Core and Immersion Indigenous Language Instruction***

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, <b>including any specific information related to the COVID-19 pandemic.</b></p>	<p>As part of the TCSA strategic plan, the TCSA prioritizes our role in contributing to the revitalization, maintenance, and promotion of Tłıchǫ Language and Culture. Targets are set to mentor every Indigenous Language Educator (ILE), and for every school to have a fully functioning ILE team that develops and enhances the whole school approach to Tłıchǫ language.</p> <p>The region has developed extensive resources to support language instruction in all classrooms. Every school actively promotes culture and language rich instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, and culture kits created to support Dene Kede units. Literacy resources are being digitized and moved into libraries to allow for greater access.</p> <p>Regional and territorial coordinators, PSTs, and Elders provide mentorship and support instruction as required. Often this includes not only language development but support for unit and lesson planning, differentiating for student needs, and in class resource development. As the Tłıchǫ immersion program continues to grow additional classroom resources are supported for the program. There is a strong need for qualified Tłıchǫ speaking teachers to take over for existing immersion teachers who are nearing retirement.</p> <p>The regional approach to supporting the delivery of Indigenous language instruction is aligned and supported through the region’s Professional Learning Communities (PLC) as well as targeted oral language instruction. Immersion teachers work as a PLC using evidence to make informed instructional decisions.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference</b> <i>(If applicable)</i>
# of new ILIs in the region	4 of 8 = 50%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

<b>ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EMES	Using OLC resources (e.g. puppets) to create content through the Dene Kede.	
CJBS	To continue to support ILI teachers in the use of the OLC curriculum through consistent professional development and support from ECE staff, as well as, Elders and other staff who are fluent in the language. To utilize the skills of all staff who are fluent in the language to support each other in passing the language on.	
MCS	Speaking Tłıchǫ as much as possible. School radio station to interview Elders and share stories.	
JWGS	Mentorship with Wekweeti and RILE, coaching on implementing OLC program	
AAS	Engage students by participating in role play in dramatic presentations	



### L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, <b>including any specific information related to the COVID-19 pandemic.</b> (required 2022)</p>	<p>Due to the TCSA’s long commitment to developing Tłıchǫ resources such as books, songs, posters, and translations the Teaching &amp; Learning Center (TLC) is well stocked with a variety of Tłıchǫ resources. These are regularly shared with our partners in the community, however during the COVID pandemic the sharing was increased. Many copies of Tłıchǫ books were provided to families to ensure they had access to Tłıchǫ language resources during the school closures and continued through the 2020-21 school year. Resources were digitalized for all staff to use, shared with community libraries and other community organizations, and brought to classrooms. This promotion has inspired others to share what they have and the region has seen an increase in locally developed resources and materials shared with the schools including ‘Journal of a Travelling Girl’, several teachers/staff writing their own books/songs, ‘Saga of a Missionary Bishop’, and Tłıchǫ Governments efforts to document traditional knowledge in video recording with free access on their site.</p> <p>In addition to resource development and sharing across the region, all camps focus on language by promoting the use of language in this setting. As the TCSA is an integrated agency; public health, education updates, and many other notices are shared on Facebook and on radio in both languages.</p>
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<p><b>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</b></p>		
<p><b>School</b></p>	<p><b>Goal</b></p>	<p><b>Explanation on status of goal</b></p>
<p>EMES</p>	<p>Sharing Tłıchǫ books with families (print and digital). Document and share language with community organizations and families using basic technology.</p>	
<p>CJBS</p>	<p>To utilize the skills of all staff who are fluent in the language (custodians, bus drivers, SAs) to support each other in passing the language on. Offer</p>	

	professional development and opportunities for staff to learn teaching strategies.	
MCS	Community orientation for school staff	
JWGS	Local SA in each room to speak Tłıchǫ in the class. Local residents focus on using language at camps	
AAS	Sharing Tłıchǫ books with families (print and digital).	

### ***M. Employing a Whole School Approach to Language Use***

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>To honour Tłıchǰ Yatı (language), DǰNàowó (Culture) and Gonàowok’e (Our Way of Life) Tłıchǰ language will be promoted throughout the school every day. The Tłıchǰ region has a long and rich history of offering innovative and unique language programming including the Tłıchǰ immersion, cultural programming, barren land hunts, Tłıchǰ family language supports, numerous resources (Tłıchǰ books, songs, posters, videos, alphabet charts, chants), and development of extensive kits to support families and schools. In the strategic plan, the TCSA has prioritized continuing to contribute to revitalization, maintenance and promotion of Tłıchǰ culture and language through whole school approaches to Tłıchǰ Yatı. This includes daily morning greetings, O’ Canada and prayers in Tłıchǰ, songs, and Tłıchǰ words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture.</p> <p>Tłıchǰ customs are also promoted by including “Feeding of the Fire” at the beginning of the school year and at other important events. All teachers are supported to understand and promote these customs through initiatives like Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǰ History Project, and Dene Kede.</p> <p>The TCSA has demonstrated the commitment to a whole school approach by ensuring that ILE action plans are mixed groups with varied language abilities, offering co-teaching where possible particularly for CBIP, and providing community updates and lessons on Facebook/radio in Tłıchǰ.</p> <p>Whole school activities like language celebrations have been limited during COVID – typically whole community comes to these celebrations and participates. The TCSA schools and community look forward to when these activities can resume under the Emerging Wisely plan, as such the ILE Action plan goals are limited to school level activities.</p>
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<b>Regional Performance Indicators</b>	<b>Regional Targets</b>	<b>Achieved Results</b>	<b>Explanation for difference <i>(if applicable)</i></b>
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

<b>ILE Action Plan Goal for Whole School Approach to Language Use</b>		
<b>School</b>	<b>Goal</b>	<b>Explanation on status of goal</b>
EMES	Attention grabbing greetings and commands. Mapping for themes and seasons.	
CJBS	Encourage and support staff to engage in MAP training with fluent speakers. Introduce key phrases on a regular basis to be used by all staff and students.	
MCS	House Meetings Tḥchḡ Bingo – Monthly	
JWGS	Focus on basic dates and/or writing, use common language or phrases, and build language lesson into staff mtg.	
AAS	Use greetings and have students use the language	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	EMES	School wide phrases connected to the goal above.		
	CJBS	One key phrase or expression each week.		
	MCS	School wide phrases connected to the goal above.		
	JWGS	School wide phrases connected to the goal above.		
	AAS	School wide phrases connected to the goal above.		

***N. Community Support***

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

<b>Community Name</b>	<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for Difference (if applicable)</b>	<b>Actual (\$)</b>	<b>Project(s) supported</b>	<b>Explanation for Difference (if applicable)</b>
TCSA	\$88,073	\$88,073				
<b>TOTAL</b>	\$88,073	\$88,073				

### ***O. Resource Development for OLC and ILE***

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

*Note: Ensure a copy of any resources produced are submitted to ECE-ILES.*

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for difference (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for difference (if applicable)</b>
\$116,795	\$116,795			

<b>Resources in the region</b>	<b>Type and amount of Indigenous language resources being developed or purchased to support OLC.</b>	<b>Type and amount of Indigenous language resources being developed or purchased to support ILE.</b>
<b>OLC/ILE Professional Development in the region</b>	<b>Number of ILI's attending and type of professional development opportunity</b>	<b>Number of school staff attending professional development to support OLC and/or ILE implementation.</b>

## Appendix B: Operating Plan - Operating Budget

## Appendix C: Annual Report - Audited Financial Statements

### Tlicho Community Services Agency Statement of Operations Annual Budget - Consolidated

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	17,905,791	17,482,236	17,829,888
Northern Distance Learning (Schedule 8)	121,250	0	121,250
Minority Language (Schedule 8)	0	0	
Education Renewal Initiative (Schedule 8)	0	0	
ECE Other Contributions	140,000	140,000	1,095,569
<b>Sub-Total ECE</b>	<b>18,167,041</b>	<b>17,622,236</b>	<b>19,046,707</b>
GNWT Other Contributions	125,750	125,200	149,702
<b>Total GNWT</b>	<b>18,292,791</b>	<b>17,747,436</b>	<b>19,196,409</b>
<b>Federal Government Jordan's Principle (Schedule 8)</b>			
	6,045,281	5,263,070	4,335,954
<b>Federal Government Other</b>	0	0	0
<b>Property Tax Requisitioned</b>	0	0	0
<b>Other Education Bodies</b>	0	0	0
<b>Education Body Generated Funds</b>			
Rentals	0	0	0
School Fees	0	0	0
Investment Income	25,000	30,000	27,618
Donations	0	0	0
Other	10,000	168,906	239,741
<b>Total Generated Funds</b>	<b>35,000</b>	<b>198,906</b>	<b>267,359</b>
<b>TOTAL REVENUES</b>	<b>24,373,072</b>	<b>23,209,412</b>	<b>23,799,722</b>



**EXPENSES**

Administration (see Schedule 2)	1,427,078	1,357,674	1,103,660
School Programs (see Schedule 2)	18,549,229	16,840,443	16,835,483
Operations and maintenance (see Schedule 2)	0	0	0
Inclusive Schooling (see Schedules 2&3)	3,157,102	3,272,123	3,294,520
Indigenous Languages and Education (see Schedules 2 & 4)	2,034,286	2,171,696	2,218,077
Student/Staff Accomodations (see Schedule 2)	0	0	0
Debt Service	0	0	0
Other			
<b>Sub-Total Expenses Before Amortization</b>	<b>25,167,695</b>	<b>23,641,936</b>	<b>23,451,740</b>
Amortization (see Schedule 6)	56,565	40,000	56,565
<b>TOTAL EXPENSES**</b>	<b>25,224,260</b>	<b>23,681,936</b>	<b>23,508,305</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-851,188</b>	<b>-472,524</b>	<b>291,417</b>
<b>ACCUMULATED SURPLUS (DEFICIT) OPEN</b>			
*	<u>1,185,685</u>	<u>894,268</u>	<u>894,268</u>
<b>ACCUMULATED SURPLUS (DEFICIT) CLOSE</b>			
*	<u>334,497</u>	<u>421,744</u>	<u>1,185,685</u>

\*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

**Reconciliation of Total Closing  
Accumulated Surplus:**

Closing Operating Surplus from above	334,497	421,744	1,185,685
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	56,565	40,000	56,565
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
<b>Total Closing Accumulated Surplus</b>	<b><u>391,062</u></b>	<b><u>461,744</u></b>	<b><u>1,576,747</u></b>

# Approvals

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## *Operating Plan*



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Education Body Chair

Superintendent

\_\_July 8, 2021\_\_\_\_\_  
Date

\_\_July 8, 2021\_\_\_\_\_  
Date

## *Annual Report*

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Education Body Chair

Superintendent

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Date

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Date