Tłįchǫ Community Services Agency Operating Plan for 2017-2018 School Year (ending June 30, 2018)

Table of Contents

Introduction

All reporting within this Tłı̨chǫ Community Services Agency (TCSA) Operating Plan is inclusive of the schools within the Tłı̨chǫ Region.

In 1989, the Dogrib Divisional Board of Education (DDBE) was created to manage education programs in the Tłı̨chǫ region. In the summer of 1989, the DDBE, in partnership with the Rae Friendship Centre and the Dogrib Tribal Council, created the 'Roundrock Lake Cultural Project' which resulted in a set of governing themes. Following a lengthy public consultation process, a mission statement for the new board was developed in January 1991. During those meetings a respected elder, Elizabeth Mackenzie, referred to Chief Jimmy Bruneau's words at the opening of the new school in 1972. From her inspiring works, the vision statement "Strong Like Two People" was born and has continued to live as the touchstone of the regional education body.

Our Agency's mission statement includes a contextual preamble which makes the statement much longer than is the practice of most organizations. This was intentional, as it was believed to be critically important to highlight the unique nature of the Agency, the Tłı̨chǫ people, and the communities it serves.

Preamble
For thousands of years, Tłı̨chǫ people have lived in harmony with their families, their communities and with the land. Our people took pride in passing on our knowledge, skills and values to each generation and in the excellence of this tradition, our survival as a people was assured. In this century we became dependent on the church and the government and in this loss of control, we find that our families, the community, language and culture are threatened. Our very survival as a people is at stake. Thus…

Mission

> The mission of the TCSA is to develop a continuum of care that will return control of education, health and social programs and services to the people of our communities, support them in the task of strengthening their families, promote the knowledge and skills they need to survive today and model the values they need to live in harmony with their families, our communities and our land.

Vision

> Strong Like Two People

Goals

> We believe all students can learn at high levels and we are committed to supporting them to do so in an environment that fosters a strong sense of identity, well-being, and citizenship. Accordingly, the following goals for Education in the Tłı̨cho region stem directly from the 2012-2017 TCSA Strategic Plan for Education and are as follows:

1. To increase student success in oral language and communication skills in the primary elementary grades.
2. To increase student success in reading.
3. To increase student success in oral proficiency in the Tłįchǫ language.
4. To increase educator success by effectively implementing the research-based, internationally recognized model of Professional Learning Communities.

Tłıch̨o Community Services Agency Demographics

Table 1: Enrolment (FTE)[1] by school and by grade as of September 30, 2016 (includes students in home boarding, home schooling, off campus learning and Southern placement programs)

School	Number of Students														FTE Total
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Chief Jimmy Bruneau	N/a[2]	11.0	10.0	7.0	12.0	11.0	10.0	11.0	40.0	36.0	41.0	44.0	47.0	132.5	412.5
Elizabeth Mackenzie Elementary	N/a	34.0	31.0	36.0	27.0	30.0	26.0	21.0	N/a	N/a	N/a	N/a	N/a	N/a	205.0
Jean Wetrade Gamètì	N/a	6.0	5.0	4.0	5.0	3.0	4.0	4.0	4.0	4.0	6.0	5.0	4.0	2.0	56.0
Alexis Arrowmaker	N/a	2.0	3.0	1.0	3.0	3.0	1.0	3.0	1.0	3.0	1.0	4.0	2.0	5.5	2.5
Mezi Community	N/a	5.0	11.0	10.0	9.0	13.0	8.0	7.0	12.0	8.0	9.0	12.5	6.5	34.5	145.5
TCSA Total	N/a	**58.0**	**60.0**	**58.0**	**56.0**	**60.0**	**49.0**	**46.0**	**57.0**	**51.0**	**57.0**	**65.5**	**59.5**	**174.5**	**851.5**

---

[1] FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2016.
[2] Not applicable

Government of Gouvernement des
Northwest Territories Territoires du Nord-Ouest

Table 2: Registration in the Alternative High School Program as of September 30, 2016

Program	Number of Students (FTEs)
Alternative High School Program	N/a[3]

About the region

Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the Tłı̨chǫ Region is approximately 3122.

The most prominent languages spoken in the Tłı̨chǫ Region include English (93.5%), Tłı̨chǫ (Dogrib) (78.8%), French (1.8%), and North Slavey (1.1%), where the percentages signify the percentage of the population 15 years old and older that are able to converse in the language (NWT Bureau of Statistics, 2014).

School Profiles

All five TCSA schools provide access to their gymnasiums for community recreation programs through user group agreements. Likewise, public library programs are housed in four out of five TCSA schools. Additionally, various GNWT health prevention and promotion programs (i.e. public immunizations) are routinely provided to the school-aged population through each of the five TCSA schools.

Table 3: TCSA School Profiles 2017-2018

School	Community	Community Population	Grades Offered
Alexis Arrowmaker School	Wekweeti		JK - 10
Jean Wetrade Gameti School	Gameti		JK - 12
Mezi Community School	Whati		JK - 12
Elizabeth Mackenzie Elementary School	Behchoko		JK – 6 English SK – 2 Tłı̨chǫ
Chief Jimmy Bruneau School	Behchoko		JK - 12

[3] Not applicable as formal Alternative High School Programs are not currently offered at TSCA.

Alexis Arrowmaker School (AAS)

There are 4 NWTTA positions staffed at AAS including one school principal who also teaches half-time, one program support teacher who also teaches half-time, one aboriginal language instructor, and one classroom teacher. The breakdown of classrooms per grade is as follows:

Table 4: Breakdown of Classrooms per Grade, Alexis Arrowmaker School

Grade Levels (including split classes)	# of Classes
Grades JK-3	1
Grades 4-7	1
Grades 8-9	1
Grade 10	1

Jean Wetrade Gameti School (JWGS)

There are 8 NWTTA positions staffed at JWGS including one principal, one aboriginal language instructor, one program support teacher, and five classroom teachers. The breakdown of classrooms per grade is as follows:

Table 5: Breakdown of Classrooms per Grade, Jean Wetrade Gameti School

Grade Levels (including split classes)	# of Classes
Grades JK-SK	1
Grade 1-2	1
Grade 3-6	1
Grades 7-9	1
Grade 10-12	1

Mezi Community School (MCS)

There are 11 NWTTA positions staffed at MCS including one principal, one aboriginal language instructor, one program support teacher, and eight classroom teachers. The breakdown of classrooms per grade is as follows:

Table 6: Breakdown of Classrooms per Grade, Mezi Community School

Grade Levels (including split classes)	# of Classes
Grades JK-SK	1
Grade 1-2	1
Grade 3-4	1
Grades 5	1
Grade 6-7	1
Grade 8-9	1
Grades 10-12	2

Elizabeth Mackenzie Elementary School (EMES)

There are 16 NWTTA positions staffed at EMES including one principal, one vice principal, one aboriginal language instructor, two program support teachers, and eleven classroom teachers. The breakdown of classrooms per grade is as follows:

Table 7: Breakdown of Classrooms per Grade, Elizabeth Mackenzie Elementary School

Grade Levels (including split classes)	# of Classes
Grades K-1 Tłı̨chǫ Immersion	1
Grades 1-2 Tłı̨chǫ Immersion	1
Grades JK-SK	2
Grade 1	1
Grade 1-2	1
Grades 3	1
Grade 3-4	1
Grade 4-5	1
Grades 5-6	1
Grades 6	1

Chief Jimmy Bruneau School (CJBS)

There are 26 NWTTA positions staffed at CJBS including one principal, one vice principal, two aboriginal language instructors, three program support teachers, two half-time physical education teachers, and seventeen classroom teachers. The breakdown of classrooms per grade is as follows:

Table 8: Breakdown of Classrooms per Grade, Chief Jimmy Bruneau School

Grade Levels (including split classes)	# of Classes
Grades JK-SK	1
Grade 1-2	1
Grade 3-4	1
Grades 5-6	1
Grades 7	2
Grades 8	1
Grade 8-9	1
Grade 9	1
Grades 10-12	8

Student Development Information

Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Offord Centre of Child Studies at McMaster University, it is used across Canada (excluding Nunavut). EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose individual children, but instead provides a snapshot of the learning readiness of groups of four and five year olds as they get ready to enter senior kindergarten and/or grade one. The EDI measures children's developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity, communication skills and general knowledge; social competence; and language and cognitive development.
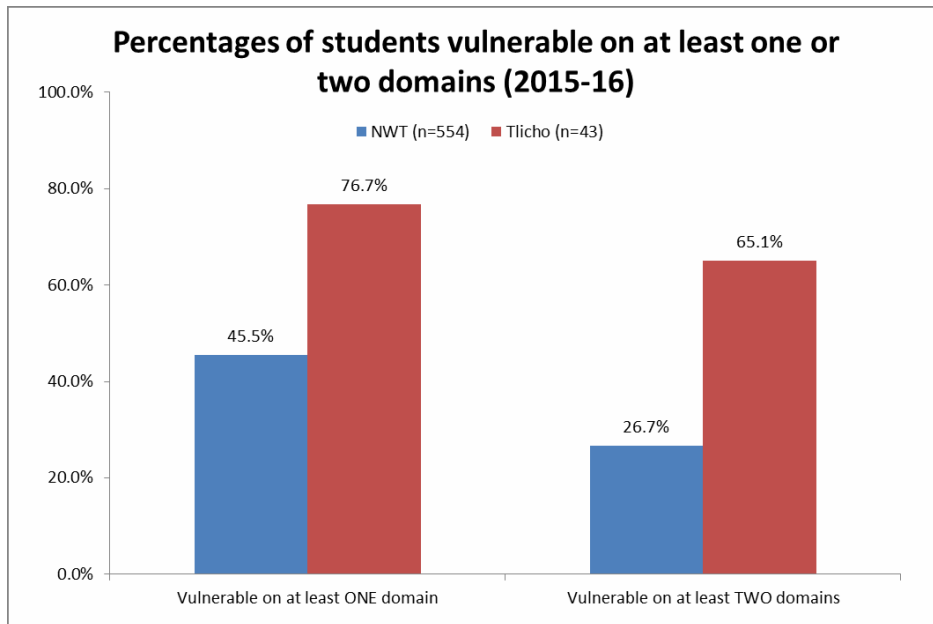
The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage who are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in the lower 10% to 25% are considered 'at risk.' Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada[4]. Vulnerable refers to the portion of children which, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition which can mean being behind in developmental health.

According to EDI 2015-16 results (see figure 1), 76.7% and 65.1% of kindergarten students were reported as being vulnerable on at least one and two domains, respectively. Vulnerability rates on at least one domain and two domains for students in the Tłı̨chǫ Region were above the NWT averages.

---

[4] For more information on the EDI, visit https://edi.offordcentre.com/.

Figure 1: Early Development Instrument Results for Tłıchǫ Community Services Agency and NWT

Percentages of students vulnerable on at least one or two domains (2015-16)

- NWT (n=554)
- Tlicho (n=43)

Vulnerable on at least ONE domain: NWT 45.5%, Tlicho 76.7%
Vulnerable on at least TWO domains: NWT 26.7%, Tlicho 65.1%

Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. This work is managed by researchers at the Human Early Learning Partnership (HELP).[5] MDI includes questions that are linked to three areas of students' development: Well-Being; health; and academic achievement. The Well-Being Index focuses on critical areas of students 'development during the middle years: Optimism, happiness, self-esteem, absence of sadness and general health. Scores from these critical areas are combined to correspond to three categories of Well-Being: 'Thriving,' 'Medium to High Well-Being', or 'Low Well-Being'. Green represents the percentage of children who are "Thriving" or doing very well. Yellow represents the children who are in the "Medium to High Well-Being" category and red represents the children who report "Low Well-Being."

According to MDI 2015-16 results (see figures 2 and 3), 15% of students in Grade 4 and 11% of students in Grade 7 in the Tłı̨chǫ Region are considered "thriving" on the Well-Being Index. These percentages of both Grades 4 and 7 students considered "thriving" on the Well-Being Index are below the NWT averages.

Figure 2: The Well-Being Index Results for Grade 4 Students in Tłı̨chǫ Community Services Agency and NWT

---
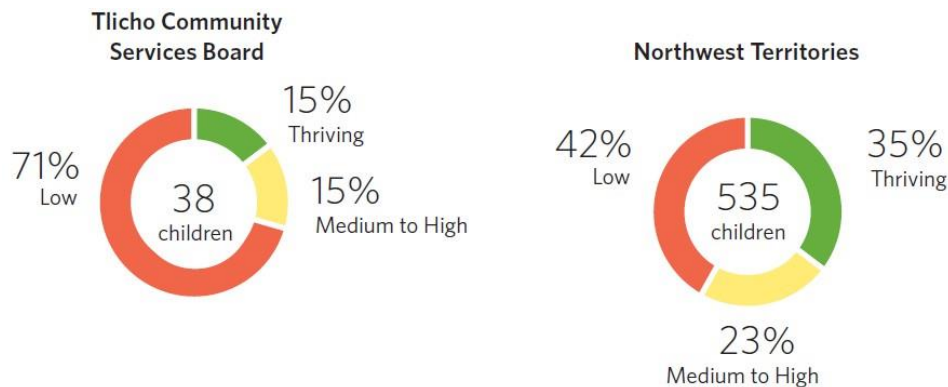
[5] For more information on MDI, visit http://earlylearning.ubc.ca/mdi/.

Figure 3: The Well-Being Index Results for Grade 7 Students in Tłı̨chǫ Community Services Agency and NWT
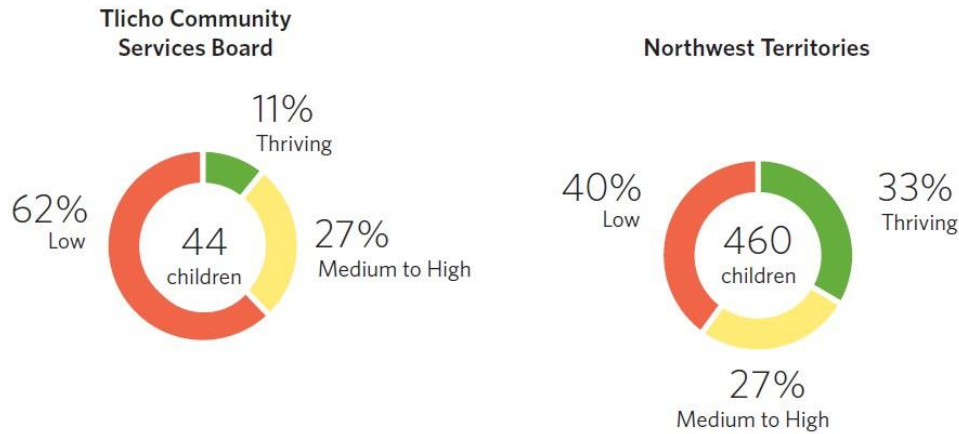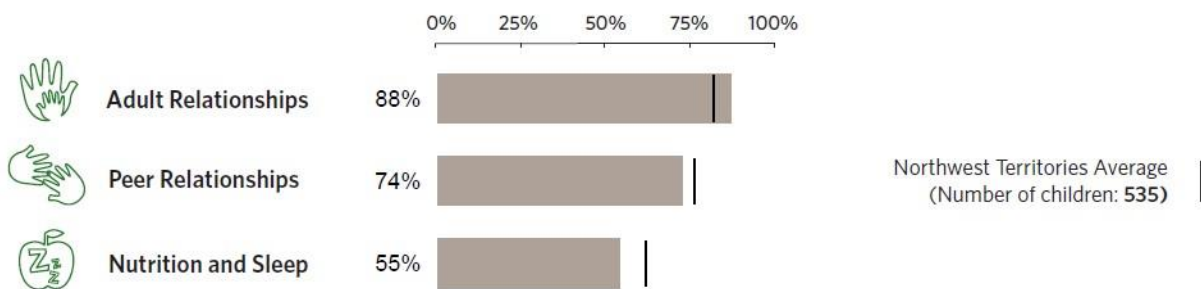

The MDI also includes questions on the Assets Index. The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.

According to the Assets Index results in the MDI 2015-16, the percentages of Grade 4 students in the Tłı̨chǫ Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep were 88%, 74%, and 55%, respectively (see figure 4). The percentage of Grade 4 students that reported a presence of Adult Relationships is above the NWT average, whereas the percentages of Grade 4 students that reported the presence of Peer Relationships and Nutrition and Sleep are below the NWT averages.

Figure 4: The Assets Index Results for Grade 4 Students in Tłı̨chǫ Community Services Agency and NWT
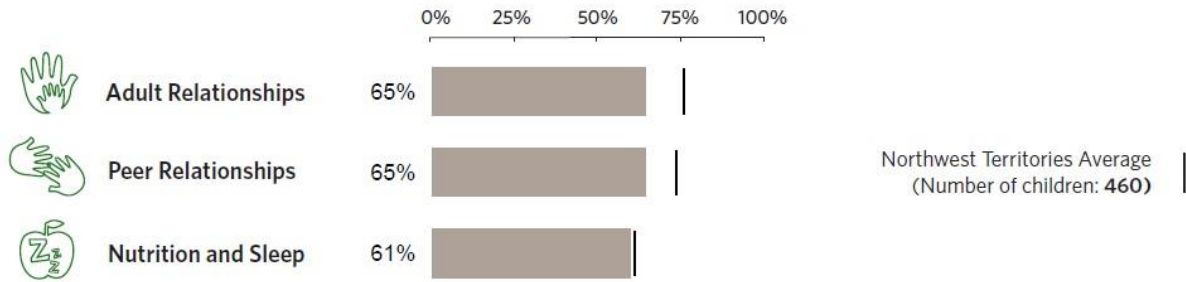

The percentages of Grade 7 students in the Tłı̨chǫ Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep were 65%, 65%, and 61%, respectively (see figure 5). All three of these percentages are below the NWT averages, although the percentage of

Grade 7 students that reported the presence of Nutrition and Sleep is only slightly below the NWT average.

Figure 5: The Assets Index Results for Grade 7 Students in Tłıchǫ Community Services Agency and NWT

Percentage of children reporting the presence of the following assets in their lives:

Number of children: **44**

	0%	25%	50%	75%	100%
Adult Relationships	65%				
Peer Relationships	65%				
Nutrition and Sleep	61%				

Northwest Territories Average
(Number of children: **460**)

Tłı̨chǫ Community Services Agency Governance Structure

The TCSA was established under the Tłı̨chǫ 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 Tłı̨chǫ people and having the longer term objective of transforming itself into an agency of the Tłı̨chǫ Government. Secondly, the Agency is the only one in the Northwest Territories to deliver both health and social services as well as education programs under one entity as defined under the *Tłı̨chǫ 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 6.

Figure 6: Three Dimensions of the TCSA

The Three Dimensions of the Tłı̨chǫ Community Services Agency

Delivery of GNWT Public Programs & Services

1 Education, Culture and Employment

Delivery of GNWT Public Programs & Services

2 Health and Social Services

Integration of Services

Building community capacity

Enabling personal wellbeing within healthy families

Development of culture-based programs and services

3 Implementation of Self Government

Tłı̨chǫ Government transferred programs and services for First Nations

The Agency is governed by a Board made up of four members and a chairperson. The Tłįchǫ Community Governments (Behchoko, Gameti, Wekweeti and Whati) 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 Tłįchǫ 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 needed. The current TCSA Board members include:

- Chairperson – Ted Blondin
- Behchokǫ Representative – George Mackenzie
- Whatì Representative – Ted Nitsiza
- Gamètì Representative – Henry Gon
- Wekweètì Representative – Marie Adele Football

The terms for each of the current TCSA Board members end in October 2017.

**Figure 7: Governance Structure of the Tłįchǫ Community Services Agency**
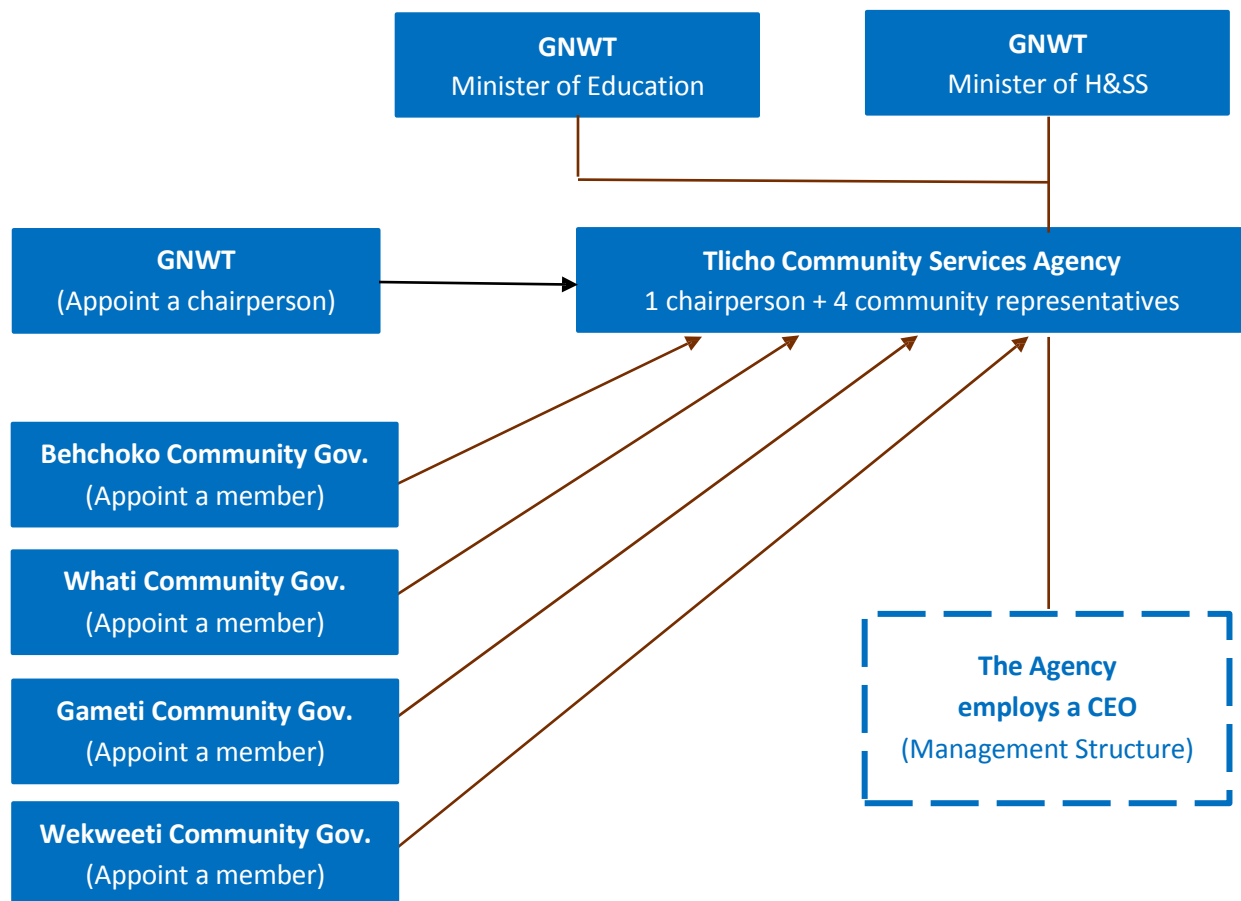
Because the TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work 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 – Shannon Barnett-Aikman
- Director of Health and Social Services – Sara Nash
- Director of Corporate Services – Johan Glaudemans

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 Tłı̨chǫ Government, were returned to the Tłı̨chǫ Government in 2012 as a step towards self-government.

Figure 8: Management and Program Function Structure of the Tłı̨chǫ Community Services Agency
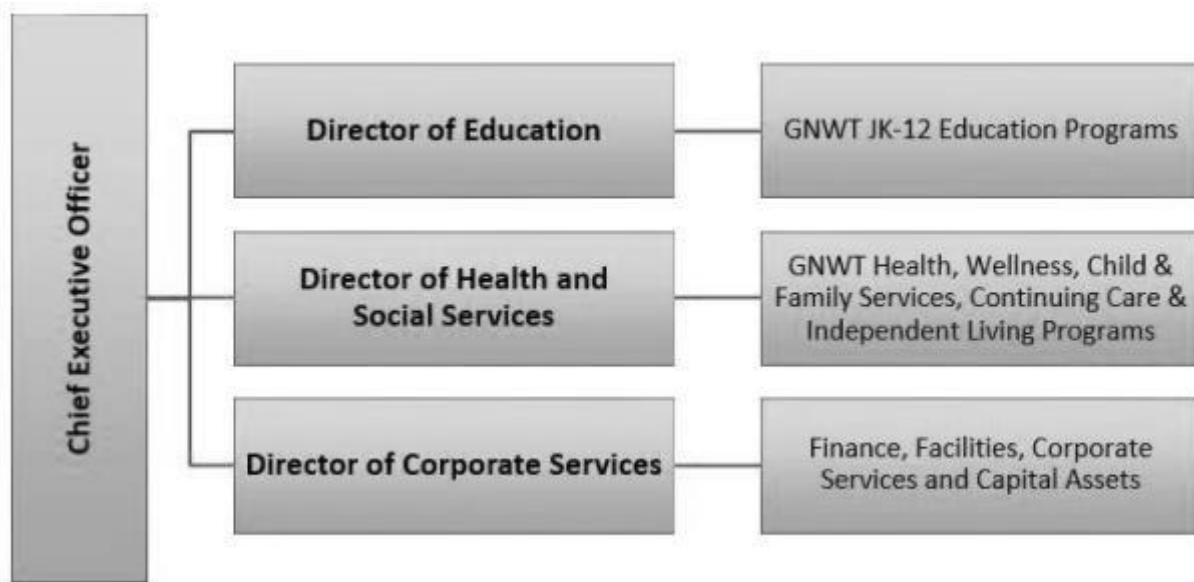
All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

Commitment to Education

The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate in order to advance the priorities of a healthy, just and prosperous society set by the Members of the 18th Legislative Assembly. Education Bodies and the Department of Education, Culture and Employment (ECE) share the responsibility for meeting some of these priorities, as detailed below, and Education Bodies must develop programs, strategies and activities that support these priorities, where applicable. The priorities are as follows:

- Implement the Education Renewal Framework by:
  - Implementing the Aboriginal Language and Culture-based Education Directive
  - Implementing the K-12 Inclusive Schooling Directive
  - Developing options to increase the approaches available to students that lead to graduation, to improve graduation rates and to provide greater linkages to post-secondary schooling
  - Expanding the NWT Distance Learning pilot project;
- Implement Youth Resiliency programming in schools, in collaborating with the Department of Municipal and Community Affairs; and
- Implement Junior Kindergarten for all 4-year old children in the NWT.

ECE has four areas of focus in the delivery of high quality education to students in the NWT. Within each of these four areas, Education Bodies have the flexibility to plan and implement programs, strategies, and/or activities to meet the unique needs of students in their communities.

Language, Culture and Identity
Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Language, Culture and Identity.

The Tłı̨chǫ History Project
In 2016-2017, the TCSA education staff engaged with Elders, community leaders, the Tłı̨chǫ Government, and DeBeers to develop a multi-grade appropriate student legend book comprised of Tłı̨chǫ specific histories, legends, geographical maps, and cosmology posters as well as an associated teacher resource guide that details how each of these historical Tłı̨chǫ elements connect to / support various learning outcomes in other curricular areas. Combined, these resources are designed to support the integration of Tłı̨chǫ culture, language and way of life with NWT curricular outcomes for most core subjects, especially Social Studies and Language Arts. They are also intended, in part, to address the Calls to Action of the Truth and Reconciliation Commission, particularly the call to "integrate Indigenous knowledge and teaching methods into classrooms" (clause 62) and "build student capacity for intercultural understanding, empathy and mutual respect" (clause 63). The resources will be published in both print and electronic format in preparation for the upcoming school year.

In 2017-2018, these resources will be provided to each of the five TCSA schools. Each teacher and administrator in each school will receive a copy of both the student legend book and the associated teacher's guide. Regional education coordinators will provide site-based workshops during the first term of the school year to overview the resources and demonstrate their applicability in the process of developing integrated, culture-based units and lessons. Doing so will support teachers proficiency in their use as a mainstream planning resource.

All program support teachers within the TCSA schools meet regularly with the classroom teachers to support the program and assessment planning that guides their instruction. In their capacity as instructional coaches, the program support teachers in each school will provide ongoing support to teachers in using the resource as they plan and implement integrated, culture-based lessons throughout the year.

Research in adolescent development and indigenous youth health consistently correlates the positive effect of connection to one's cultural identity and young people's wellbeing and resilience.

The Tłįchǫ Yati Professional Learning Communities

Recognizing the critical importance of quality teaching for promoting student success, we have begun to expand our practice of collaborative professional learning (through the research-based Professional Learning Communities model) to include the Tłįchǫ Yati instructors, the Tłįchǫ immersion teachers, and the regional Tłįchǫ Language and Culture coordinators. In doing so, these language specialists have met during 2016-2017 to prioritize essential learning outcomes for the novice (grades JK-1) level. This was done by reviewing the Dene as a Second Language document (which is foundational to the new NWT Languages Curriculum) and prioritizing the learning goals into grade-specific essential learning outcomes that have endurance, leverage, promote readiness for the next level of learning, and are vertically aligned.

In 2017-2018, these same educators will partner with a language specialist employed by the Tłįchǫ Government to continue their work by meeting bi-weekly to:

- establish the prioritized essential learning outcomes for each of the remaining grade levels,
- develop associated pacing guides for instruction, and
- 'unpack' the prioritized outcomes to create learning targets.

Continuing work in future years will be in developing comprehensive assessment plans aligned with the learning targets such that they diagnose student learning needs for each essential learning outcome and inform responsive instructional practices.

The Tłįchǫ Yati Standardized Assessment Tools

The TCSA has identified the lack of systemic indicators of student achievement in Tłįchǫ Yati as an area for improvement. To date, with the assistance of ECE's past Teaching and Learning Center Educators, and collaborating with the South Slave region, a draft Standardized Dene as a Second Language

Assessment for K-1, 2-3, 4-6, and 7-9 has been developed. In order to further standardize this assessment the TCSA Language and Culture coordinators and a representative from the Tłı̨chǫ Government's Language and Culture program will refine the grade level expectations, and provide classroom-based coaching to the Tłı̨chǫ Yati instructors and program support teachers twice per year (once in the Fall and once in the Spring) in how to use and administer the assessment with accuracy and consistency. Each time, the regional coordinators will then follow-up with a school-based workshop (which will also include the school administrators) whereby they interpret the student achievement results to inform responsive program planning and instructional next steps.

The Tłı̨chǫ Immersion Standardized Assessment Tools

In the Tłı̨chǫ Immersion classes (SK-2) two additional standardized assessment tools have been developed:

- A Tłı̨chǫ-translated Brigance assessment for Kindergarten students, and
- A 3-part Vocabulary and Beginning Sound Identification assessment
    - picture/vocabulary Identification (listening),
    - picture/vocabulary match (oral), and
    - beginning sound identification.

Like the Tłı̨chǫ Yati assessments noted above, twice per year (in the Fall and the Spring) the TCSA Language and Culture coordinators, in partnership with a representative from the Tłı̨chǫ Government's Language and Culture program, will provide job-embedded classroom coaching to the school-based Tłı̨chǫ immersion teachers and program support teachers in how to use and administer the Tłı̨chǫ immersion assessments with accuracy and consistency. Each time the regional coordinators will then follow-up with a school-based workshop (which will also include the school administrators) whereby they interpret the student achievement results to inform responsive program planning and instructional next steps.

Health, Wellness and Student Support

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Health, Wellness and Student Support.
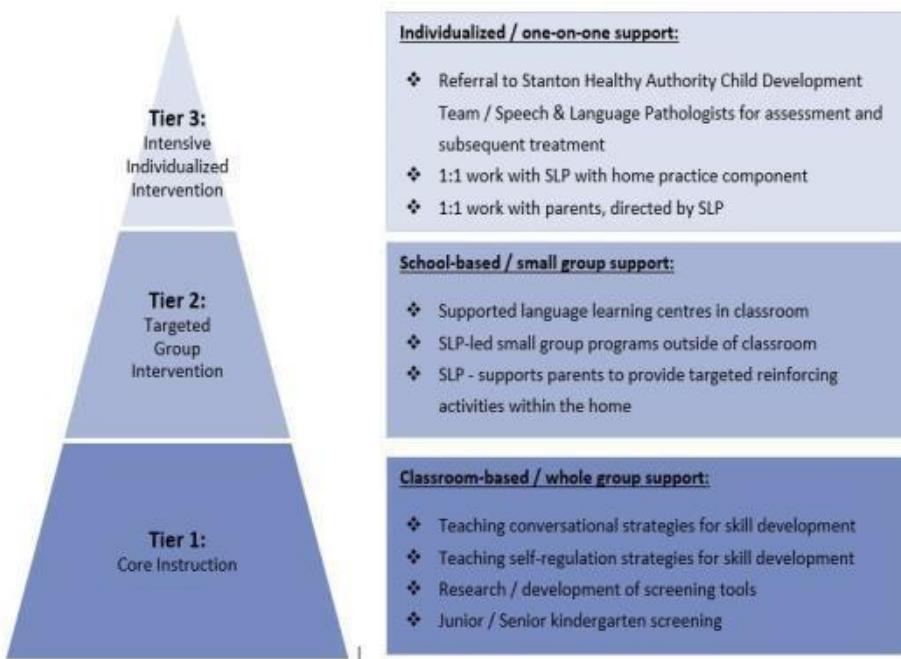
The following key strategies and activities have been informed by results of the Early Development Instrument and feedback from the Safe and Caring School Plan Review

Oral Language Development in the Early Years

As outlined in the Teaching and Learning section of this document, the TCSA will implement junior kindergarten for the first time in 2017-2018. As part of that implementation, the TCSA plans to enhance the play-based, four-year-old program by utilizing a systemic Response to Intervention approach to speech and language development that targets improved oral language abilities for our preschool population.

Regional coordinators, TCSA speech and language therapists, school based PSTs, and contracted consultants will provide modelling and coaching to the newly hired junior kindergarten teachers, and support the work of the junior kindergarten Professional Learning Community team to develop a rich and pedagogically sound instructional approach that is responsive to the oral language development needs of our preschool population. Early in the 17-18 school year, the School-Based Support Team members will work with the regional inclusive schooling coordinator and the regional curriculum coordinators to identify what information will be monitored and the means by which that information will be recorded accordingly.

Figure 9: Speech and Language Three-Tiered Intervention Model

Tier 3: Intensive Individualized Intervention

Individualized / one-on-one support:
- Referral to Stanton Healthy Authority Child Development Team / Speech & Language Pathologists for assessment and subsequent treatment
- 1:1 work with SLP with home practice component
- 1:1 work with parents, directed by SLP

Tier 2: Targeted Group Intervention

School-based / small group support:
- Supported language learning centres in classroom
- SLP-led small group programs outside of classroom
- SLP - supports parents to provide targeted reinforcing activities within the home

Tier 1: Core Instruction

Classroom-based / whole group support:
- Teaching conversational strategies for skill development
- Teaching self-regulation strategies for skill development
- Research / development of screening tools
- Junior / Senior kindergarten screening

Implementing this model will require hiring two full-time speech and language pathologists within the region: one who will serve the two schools in Behchoko (CJBS and EMES) and one who will serve the schools in the outlying communities (Whati, Gameti and Wekweeti). The primary role of these speech and language pathologists (SLPs) will be to work closely with the regional early childhood development coordinator and the school-based program support teachers to train and support the JK/SK teachers in delivering the junior kindergarten curriculum through a rich tier one (universal / class-wide) oral language model and strong tier two (small group) targeted support model of intervention. Doing so will mean engaging in a gradual release of responsibility approach to coaching the teachers: this mechanism is already in place in each of the five TCSA schools. The SLPs and regional early childhood coordinator will scaffold the adult learning for classroom teachers and school-wide program support teachers as they build new knowledge and skills in the area of tiered oral language programming. It will involve breaking the knowledge and skills into small steps, modelling the expectations, providing supports as the teachers progress in learning the new skills, and then gradually shifting responsibility to the teachers to apply that new skill set independently within their overall programming and instruction.

Figure 10: Gradual Release of Responsibility Model of Instructional Coaching
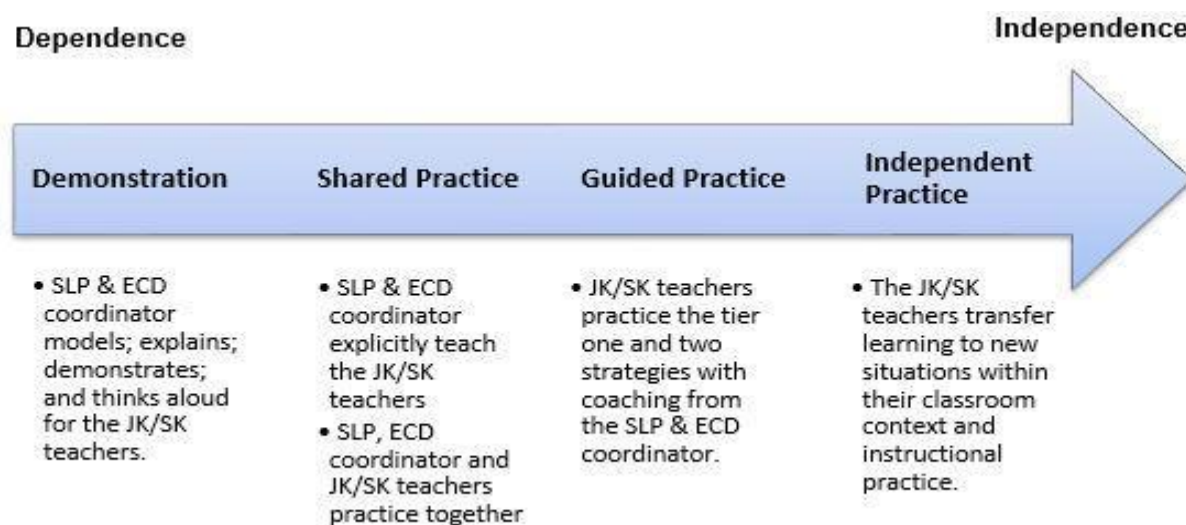
We will continue to work with the SLPs assigned from the Stanton Territorial Health Authority, and to contract an additional private SLP, to further the tier three individualized supports (assessment and treatment planning) for those children whose needs cannot be met within the school-based tier one and tier two support mechanisms.

Reporting Mechanisms for Incidents of Bullying

In response to the recent Safe and Caring School Plans Review and Recommendations, the Director of Education, the regional inclusive schooling coordinator (RISC), and the regional information and communication technology coordinator (RICT) will support each of the five TCSA schools to establish site-specific reporting mechanisms for incidents of bullying that are easily accessible and as anonymous

as possible for students, staff members, and parents / families. Each school's reporting mechanism will be designed by their local safe and caring school committee to ensure that the reporting mechanism aligns with their school and community needs. Consideration will be given to *all* students including individuals with disabilities and others with access and functional needs, as well as those with emotional and behavioral difficulties. Consideration will also be given to using a reporting mechanism that allows for all stakeholder groups to use the system as easily as possible.

The TCSA will support each school to implement their chosen reporting mechanism – including providing logistical or technological support at the start of the 2017-2018 school year – and to collect, collate and analyze the resulting data so as to develop appropriate response plans accordingly.

Response Plans to Incidents of Bullying

In response to the recent Safe and Caring School Plans Review and Recommendations, the Director of Education, the RISC and the RICT will support each of the five TCSA schools to establish a systemic response to issues of bullying that is relevant for their school (as evidenced by data generated through their school-specific bullying reporting mechanisms). That process will include supporting the school leadership teams to understand 1) the meaning of evidence-based programs, 2) how to choose an evidence-based program that meets the need of their school and community, and 3) *how to implement* that program or approach effectively.

Since the response plans will need to be responsive to trends in specific bullying behaviors that emerge out of the reporting process, the safe and caring school committees from each school will analyze the resulting data no less than quarterly to determine responsive next steps. This will be new to many of the school leaders in our region hence they will do this through a guided approach to the data analysis each quarter. Each data analysis will be contextualized through the lens of the most recent MDI results for our grades 4 and 7 students, as well as the most recent Healthy Behavior in School-Aged Children (HBSC) results for students in grades 6-10 inclusive.

The Director of Education and designated regional education coordinators will facilitate that process during the 2017-2018 school year. The TCSA   will work closely with each school to develop all templates required for this initiative*.*

Student Mental Health & Wellness

Recognizing the significant level of need for mental health and wellness support for children and youth, as supported by the results of the most recent MDI data for students in grades 4 and 7, the TCSA has staffed a full-time art therapist and/or mental health counsellor at both Elizabeth Mackenzie Elementary School and at Chief Jimmy Bruneau School for the past two years. These positions have been paid for through inclusive schooling specific funding including wellness counsellor allocations and counselling/healing allocations.

In February 2017, the TCSA conducted a needs assessment for child and youth counselling in Whati. Through that process, sufficient need to staff a full-time child / youth counsellor was established. As the TCSA delivers both the Health and Education programs within the region we are able to collaborate

on project areas that span both of these program areas. Staffing a full-time art therapist in Whati is an example of that: the art therapist will be housed within Mezi Community School with a mandate to provide counselling services to school-aged children (and their families where appropriate) and to sit as a member of the School-Based Support Team insofar as he/she can contribute to the wrap-around programming support for students. At the same time, the position will be fully funded by Health, the counsellor/therapist will report to the Manager of Mental Health Services, and he/she will participate in regular mental health team meetings involving all TCSA counsellors. This position will be staffed on a one-year pilot basis accordingly. During that time, we hope to gain a more fulsome understanding of the systemic issues that are negatively impacting the student achievement and wellness of the children and youth in that community.

Teaching and Learning

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Teaching and Learning.

Junior Kindergarten (JK) Implementation

As noted previously, the TCSA will implement a junior kindergarten program enriched with on-site speech and language therapy as an extension of the existing K-12 education program by blending 4 year olds (JK) with 5 year olds (SK) in each of our five schools. The results from every systemic assessment available in our region consistently indicate that our children are entering school without the skills necessary to succeed. The gaps present in their developmental achievement translate into learning gaps as they progresses through school and have significant implications for success throughout the child's lifetime. The TCSA sees an opportunity to maximize resources supporting preschool aged children in our region by offering a JK/SK program that blends the research and evidence-based best practices in play-based learning and oral language development with a foundation of Tłı̨chǫ language and culture. This four-year-old program will promote the cognitive, social, emotional, spiritual and physical development of our preschoolers while providing speech and language support that addresses the specific needs of our population.

The TCSA will work jointly with Tłı̨chǫ Government culture program staff to support the junior and senior kindergarten teachers to deliver curriculum through a holistic, language-rich and culture-based model. By working together we will ensure a culturally-appropriate play-based program that supports all areas of development, early learning and well-being. Collaborative working groups will begin this work before the end of the 2016-2017 school year and will continue to do so bi-monthly throughout the 2017-2018 school year.

Culture-Based Integrated Programming (CBIP)

The Tłı̨chǫ Community Services Agency is committed to providing learning opportunities that support our students' sense of identity. To that end, we will extend the work that all intermediate teachers (grades 3-6) have engaged in for the past four years to deepen instructional practices that are grounded in Tłı̨chǫ language, culture and way of life. Grades 3-6 teachers use interdisciplinary curriculum (Dene Kede, health, science and social studies) to create grade appropriate units that are founded in Dene Kede themes. The TCSA supports this approach by providing workshop time for teachers to collaboratively plan and develop these units of study.

Currently, grade level teacher teams meet via webex/teleconference once per month to engage with regional curriculum and culture coordinators in collaboratively developing culture-based integrated learning units. They also meet for a 3-day workshop each June to review annual progress, share their work via the online platform of Atlas' Curriculum Mapping, to prepare long-range plans that will guide their unit planning the following year.

In 2017-2018, these same teachers will expand the application of culture-based integrated programming by exploring common formative and summative assessment planning within the context of culture-based integrated programming. They will do so through the same in-person and distance mechanisms noted above.

Purposeful Play-Based Learning

The Tłı̨chǫ Community Services Agency is committed to providing purposeful play as the central learning experience in our early learning classrooms. We believe it is a natural way of learning that supports creativity and imagination. During 2016-2017, teachers had the opportunities to take part in ECE sponsored web-based professional learning in preparation for providing play-based learning in all junior and senior kindergarten classrooms. These webinars focused on the foundational elements of early childhood programs like the early development index, culturally responsive learning, assessment and reporting, and planning for play based learning and curriculum.

As we implement a new junior kindergarten program in the Tłı̨chǫ region, regional coordinators will support the JK/SK teachers within their collaborative professional learning teams to extend that learning by developing a program of intentional teaching opportunities that incorporates open-ended literacy and math games, science experiments, fine motor skills, oral language skills, culture-based projects, etc. This will happen during weekly collaborative learning blocks for three TCSA schools, and during monthly collaborative learning blocks for two TCSA schools (as per the calendar accompanying each of their strengthening teacher instructional practice pilot proposals).

Professional Learning

Tłı̨chǫ Community Services Agency is responsible for providing professional learning opportunities to build the capacity of their education staff in the North. These opportunities are planned in alignment with both ECE and Tłı̨chǫ Community Services Agency priorities.

Outlined below are planned regional professional learning themes for the next school year. An explanation of how each professional learning theme aligns with priorities listed in the Mandate is also provided. Only group-based professional learning opportunities are included.

Purposeful Play / Junior Kindergarten Learning Opportunities

All junior kindergarten teachers, education assistants, and program support teachers assigned to support this grade level will attend the territorial junior kindergarten training in early Fall. Following that formal learning experience, the regional curriculum coordinators will develop a schedule for site-based professional learning experiences. Sometimes these visits will require release time to allow the junior kindergarten teacher to work collaboratively to indigenize the junior kindergarten program plan and corresponding *intentional resource selection*, but more frequently those visits will be for the purpose of providing instructional modelling and coaching on purposeful, play-based learning.

The professional learning communities (detailed below) for the junior and senior kindergarten educators will facilitate opportunities for sharing effective practices and classroom experiences

through reflective, collaborative, deliberate professional learning conversations that will take place, at minimum, once per week throughout the school year.

Junior and senior kindergarten educators will be encouraged and supported to attend the Alberta Early Years Conference in October 2017. Both Elizabeth Mackenzie Elementary School and Chief Jimmy Bruneau School have scheduled their school-closed professional development days to support staff in accessing that particular professional learning event. (Topics will include Social Justice in the Early Years, Citizenship within Early Childhood Communities, Responding to Developmental Trauma, and Culture, Context and Migration in the Mental Health and Wellness of Families.)

Professional Learning Communities

The quality of any school system cannot exceed the quality of the people within it. Professional Learning Communities (PLCs), when implemented with fidelity, create a coordinated and collaborative approach to ongoing, data/evidence-driven, job-embedded professional development that is essential to continued adult learning (Barber, 2007). Specifically, this centers on developing greater teacher expertise in aligning curriculum, instruction, and assessment thus ensuring high levels of learning for every student. The PLC model is systemic rather than person-dependent, and moves away from a discrepancy model of education to a model where all educators collaborate to:

- prioritize essential learning outcomes (ELOs),
- develop common assessments that drive instruction, and
- analyze results of the common assessments to provide specific and early tiered intervention.

A guaranteed and viable curriculum is the foundation for each team's work within their PLC and drive the PLC cycle of targeted instruction, common assessment, and results-driven intervention.

The PLC model of collaborative, professional learning is the vehicle through which the TCSA is committed to supporting greater teacher capacity and effectiveness, which will in turn improve student achievement. Accordingly, all areas of professional learning are connected to the PLC model in some way. The educators in our region are at varying stages of developing systemically effective collaborative professional learning teams hence all professional learning supports are differentiated responsively.

Professional Learning Communities for School Principals

In the past two years, all TCSA school principals have engaged with a contracted educational consultant to develop their skills in being instructional leaders and in exploring the role of the principal in developing a positive and productive culture of collaborative professional inquiry for the purpose of achieving meaningful school change. This has included having principals review and analyze regional and school level measures including the Early Development Index, Middle Development Index, Diploma Exam and Provincial Achievement Results, and locally administered assessments.

During 2017-2018 all school administrators will engage in the work of being a collaborative professional learning community whereby they will conduct a substantive review of the student performance information within their schools to identify ways in which to assist those students who require systemic supports to achieve academic success. Having done so, they will conceptualize the various elements of a systemic academic response to intervention that may suit their school-specific context and will be

supported to work with their school-based instructional leadership team members to more fully develop and implement that RTI model.

This work will occur

- quarterly on-site, school-specific leadership coaching visits by an education consultant specializing in instructional leadership, professional learning communities, and response to intervention;
- quarterly on-site, school-specific PLC-observations whereby the Director of Education and school principal observe actual collaborative teacher team meetings in progress.
- quarterly in-person leadership meetings, led by the Director of Education, where student achievement data is analyzed and systemic school responses are explored and decided upon;
- monthly webex/teleconference meetings, led by the Director of Education, that center on progressing the work of the collaborative teacher learning teams within the schools (special attention will be given to the senior high teacher teams since they are newer to the work of PLC teams); and
- bi-annual school visits whereby the Director of Education visits each classroom with the school leadership team to observe the data-driven instructional practices of teachers.

Professional Learning Communities for Grades 10-12 Teachers

In 2016-2017 collaborative senior high teacher teams established essential learning outcomes in multiple core subject areas using the NWT-approved high school curriculum. In 2017-2018, new collaborative professional learning teams will be formed allowing teachers who deliver the same core courses to work together to engage in the specific work of a PLC team. This will include supporting them to:

- determine common pacing guides and learning targets for the ELOs in their specific core subject areas,
- review student achievement data in response to their instructional efforts, and
- provide targeted instructional assistance to one another in response to levels of student achievement of those learning targets.

These collaborative team meetings will occur weekly such that the above-noted steps become a cyclical process over the course of the entire year. Guidance and support will be provided by the regional curriculum coordinators, by on-site program support teachers, and by school principals accordingly.

Professional Learning Communities for Grades JK-9 Teachers

In 2015-2016 collaborative teacher teams established a guaranteed and viable curriculum in English Language Arts spanning grades 1-9. In 2016-2017 those collaborative teams developed related learning targets and moved toward deliberately aligned instructional practices supporting improved student achievement of those learning targets. In 2017-2018, the regional TCSA curriculum coordinators and the school-based instructional leadership teams will support grades JK-9 teacher teams to develop common

summative assessments that align with the essential learning outcomes of the NWT English Language Arts curriculum. This will take place through the previously mentioned model of gradual release such that the process is:

- demonstrated and modelled during a three day regional in-service scheduled for Fall 2017 that culminates with some guided practice for teachers,
- further supported through ongoing guided practice during regular weekly or bi-weekly collaborative professional learning times at each school, and
- during job-embedded school-based coaching as determined by each school's unique instructional coaching schedules.

Delivering Curriculum through an Oral Language Model

As outlined in the Health, Wellness and Student Support section of this document, job-embedded professional development around tier one and tier two oral language and speech therapy programming will be provided to all JK-2 teachers (both English and Tlicho) during the 2017-2018 school year. A team of speech and language pathologists, one regional early childhood coordinator, and a regional literacy specialist will provide direct instruction and coaching to teachers at this grade level specifically in the area of what typical oral language development is between 0-5 years of age and how to deliver a play-based, early-learning curriculum through an oral language-rich model.

Site-specific in-service training will be provided to JK-2 teachers in the following areas:

- early oral language development and universal cueing systems,
- in-class modelling and coaching to apply those cueing systems,
- program planning support develop and deliver oral language and articulation supports, and
- interpretation and analysis of oral language assessments.

Elizabeth Mackenzie Elementary School and Chief Jimmy Bruneau School teachers and administrators have agreed that this will be the focus of the collaborative professional learning team time insofar as it scaffolds toward student achievement of specific essential learning outcomes in Language Arts in early elementary.

Families of children in these grades will be invited to participate in various oral language development awareness initiatives and family-oriented events targeting oral language friendly activities.

Moving Toward Student-Centered Coaching: The Role of the PST

For the upcoming school year the TCSA RISC will schedule quarterly school visits to model and guide PSTs in how to tangibly function as a student centered instructional coach. In essence, the RISC will support the PSTs to transition the learning they've engaged in at the territorial level to daily practice within the scope of their school context. Again, as with other training provided to various school-level staff, this will be done through a gradual release of responsibility model.

Specifically, PSTs will develop the skills necessary to ensure that instructional coaching directly impacts

teaching practice and student learning. By focusing coaching in specific goals for student learning, rather than on chancing or fixing teachers, a coach should successfully move teachers toward a measurable impact and increased student achievement. Much like the process of working as an effective collaborative professional learning community, this involves:

Figure 11: Stages in a Student-Centered Coaching Cycle

Stage 1
Set a goal for students in relationship to the standards.

Stage 2
Assess students to determine performance against the goal.

Stage 3
Implement instruction that meets student needs.

Stage 4
Reassess to determine if students have reached the goal.

Student-Centered Coaching
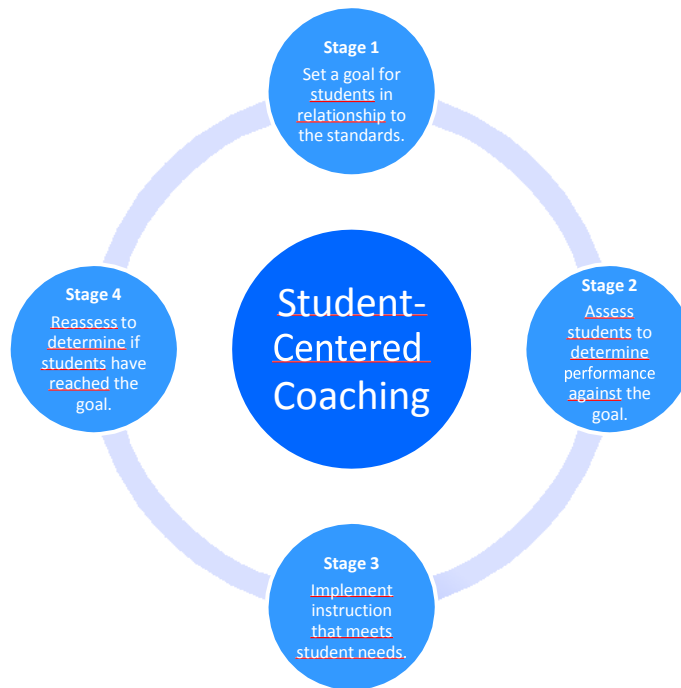
Interspersed between on-site coaching sessions the PSTs will meet via webex/teleconference with the RISC to engage in collaborative professional learning that extends their practice accordingly. PSTs will explore the core practices for student-centered coaching which include:

- Setting a standards-based goal for student learning
- Creating a set of learning targets that are based on the standard(s)
- Using student evidence to plan differentiated instruction
- Co-teaching using effective teaching practices
- Documenting student and teacher learning across a coaching cycle
- Scheduling coaching based on 4-6 week coaching cycles
- Working in partnership with the school leader

As previously noted the 2015-2016 PLC team focus was on establishing essential learning outcomes and developing strong core instruction. Table 9 indicates the themes for regional professional learning   opportunities in the 2017-2018 school year. Every team listed above will focus on the topics listed below   in their PLC teams, regionally provided in-services, and school based coaching.

Table 9: Professional Learning themes for education staff in the 2017-2018 school year

Theme	Professional Learning Topics
Assessment	*Developing Assessment Plans* *Focusing Teams and Students with Learning Targets* *Creating Useful Common Assessments* *Using Assessment Data to Set Smart Goals, Track Progress, and Determine Next Steps*
Response to Intervention (RTI)	*How Will We Respond When Students Don't Learn?*
Professional Learning Communities	*Developing Leaders in our Professional Learning Community:* *Supporting our principals to lead high-performing schools* *Supporting our principals to develop teacher leaders*
Oral Language	*Building capacity in our early elementary teachers to implement learning environments that foster strong oral language and articulation development.*

Student Outcomes and Success

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement.

Literacy

In 2017-2018, the Tłı̨chǫ Community Services Agency will continue to focus on literacy development across our JK-12 classrooms. English Language Arts teachers continue to implement a balanced literacy approach (a program that uses both whole language and phonics within read alouds, and guided, shared and independent reading) in their classrooms. Teachers in other content areas continue to develop their proficiency in developing "teaching literacy" skills within that context. The TCSA is also involved with the *Literacy in the Disciplines* Territorial Pilot (Reading Apprenticeship), where content-specific junior and senior high teachers are receiving territorial-level training and site-based coaching in how to explicitly model 'thinking aloud' reading behaviours for students. Site-based instructional coaches (PSTs) will purposefully support all teachers in the balanced literacy approach.

Data Analysis & Response to Intervention (RTI)

During the 2017-2018 school year, school administrators and instructional leadership teams will engage in the work of understanding what an RTI model is, monitoring and analyzing student achievement data, and conceptualizing appropriate tiered instruction and parent involvement mechanisms accordingly.

This research and learning will be led by the Director of Education and regional education coordinators during the Principal Professional Learning Community webexes and through on-site, school-specific meetings with the instructional leadership teams.

Figure 12: Response to Intervention Model
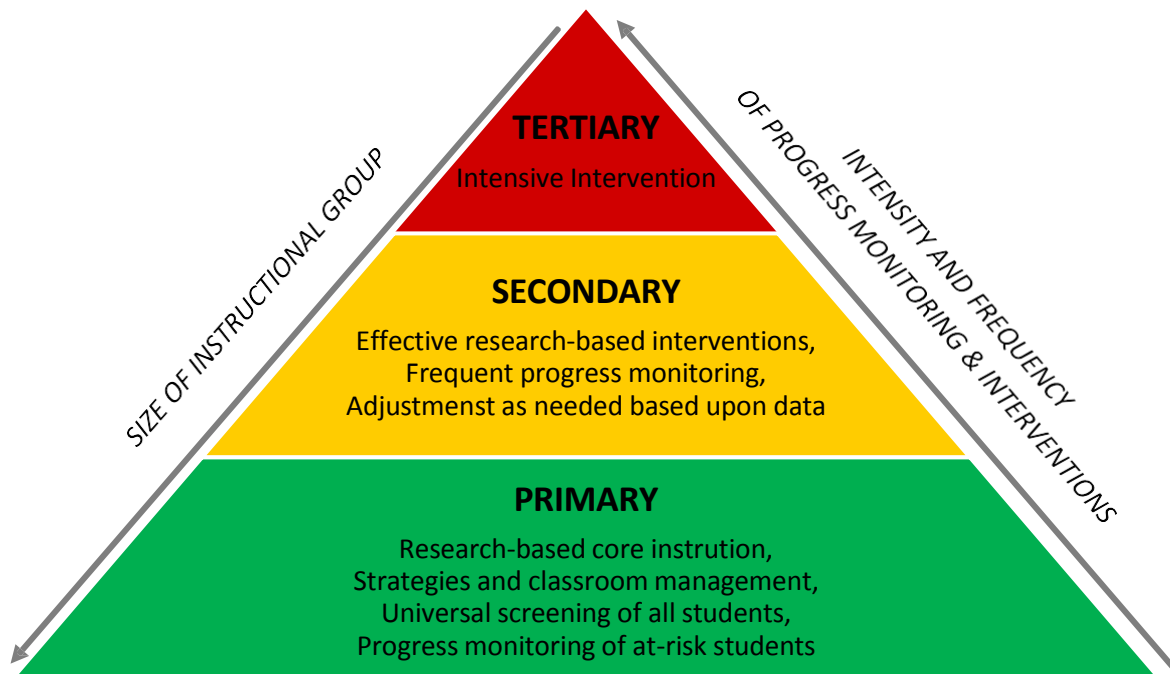
Within tier one, all students receive high-quality, research-based instruction to ensure their difficulties are not the result of poor instructional practice. All students are screened periodically to establish an academic baseline and to identify struggling learners who need additional support. Students who are deemed "at-risk" through universal or standardized assessments should receive targeted instructional during the school day within the regular classroom. This may go on for up to 8 weeks during which time the student's progress is closely monitored. Students who do not show adequate progress during that pre-determined time are then moved to tier two.

Within tier two, students who have not made adequate progress within the regular classroom are provided with increasingly intensive instruction matched to their needs on the basis of level of achievement and rates of progress in a specific essential learning area. These instructional interventions are provided in small-group settings and are in addition to instruction within the general curriculum. For example, students should never obtain tier two instructional support for English Language Arts during universal / mainstream instruction of English Language Arts since they would then be missing out on the universal instruction to do so. A longer period of time may be required for students to access supports at this tier, but it generally should not exceed a grading term. Students who continue to show too little progress at this level of intervention are then considered for more intensive and targeted interventions as part of tier three.

At the tier three level students receive individualized, intensive interventions that target their specific skill deficits. Students who do not achieve the targeted level of progress in response to these interventions may then be considered for referral to more specialized external supports such as speech and language pathology, educational psychology, occupational therapy, child development team, etc.

While the general model of an effective RTI is outlined above, each of the TCSA schools will need to determine what variation of instructional interventions they will use within each tier, what systemic assessment tools they will use to benchmark progress accordingly, what systemic process they will use to identify a student for tiered interventions, and what communication system they will use to maintain parental engagement throughout the process.

As we approach the end of the 2017-2018 school year the school principals and their instructional leadership team members will engage with an RTI specialist (consultant) to prepare for implementation of their school-based RTI program starting the subsequent school year.

Student Attendance

Regular school attendance is a contributing factor to student success and career readiness. Students who attend school regularly tend to perform better at school. An attendance rate of 90% or higher is a good objective to have to best support student success. Attendance is defined as the number of students who are present at school and at school-sponsored activities, such as field trips, on the land camps, and sporting events during regular school hours. Students who are not present due to sickness, truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance.

The TCSA Attendance Initiative

The Tłįchǫ Community Service Agency will implement a multi-pronged attendance initiative in 2017-2018 which seeks to support regular school attendance while accelerating the development of committed learners who are school-connected and community-minded. This approach will provide recognition programs for the entire student population and classrooms (tier one supports), as well as targeted interventions (tier two supports) for those students requiring additional support to attend school regularly.

At the start of the year, the TCSA will utilize the local radio programs to publicize the importance of regular attendance in school. Parents will receive a notification letter overviewing the TCSA's new attendance initiative and what they can expect accordingly for the year. Costs associated with these public service announcements will be covered from within the regional TCSA education budget.

Daily attendance monitoring will be part of the TCSA's overall effort to help a student stay in school and remain on track to be successful. Each day, an identified staff member(s) will receive a list of students who are absent and place phone calls home during or after the first period. This attendance monitor(s) will document the date, time, phone number called, and person they spoke with along with any parents' thoughts/suggestions for helping the student, etc. using daily and week call logs to capture all of the pertinent information in one place. (The monitor will document the call even if no one picks up the phone.) In most cases, this person will be the school secretary and/or school principal.

Attendance coaching is a targeted intervention that will support regular school attendance as well as help students develop various lifelong skills. An integral part of attendance coaching will be building trust with the students – the attendance monitor(s) will set high expectations and coach students to internalize those high expectations. Through a deliberate, gradual release, we intend for students to increase their ownership over their behavior, leading to future independence.

The attendance monitors (who will be selected from within the existing school staff – no new hires needed) will use a "check in – check out" approach to structured attendance coaching conversations for students identified as having chronic low attendance. This is a weekly check-in system that involves the

attendance monitor and students discussing issues affecting student attendance, problem solving and setting goals regarding their attendance. This is done by having the attendance coach check-in with students on Monday (to set goals, discuss potential challenges) and Thursday (to review the goal, discuss and concerns or issues). If the student is absent on those days then it should be addressed the next week. Check-in, check-out provides meaningful support and problem-solving to students while providing an opportunity for attendance coaches to build a relationship with the student. These check-points should be scheduled for 5-10 minutes during lunch, recess, before school after school, homeroom, or during another common time-block as determined within each school's schedule.

During attendance coaching conversations, attendance coaches should get to know why a student is not attending school as this will help them problem-solve and set goals. Reviewing this type of information with other attendance coaches and the school leadership team will be valuable in further developing strategies (school-wide, small-group, and individual interventions) that will combat low attendance.

The TCSA will develop all templates required for this initiative as well as suggested coaching discussion topics that attendance coaches may use during the check in, check out meetings. Each attendance coach will have a list of 4-6 students; each attendance coach should have at least two check-ins with each student on that list each week. Each group is expected to meet for a minimum of 8 weeks over the course of the school year.

Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

The following outlines Tłı̨chǫ Community Services Agency's plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, Tłı̨chǫ Community Services Agency considers retirement, transfers, resignations, terminations, and contract non-renewals. Together with attrition rates, length of service provides information on staff turnover. Person years are allocated according to the School Funding Formula. Education Bodies may budget person years for general school staff according to their needs; however, are required to adhere to staffing Inclusive Schooling Staff and Aboriginal Language Consultants as per the person years allocation.

Table 10: Budgeted Person Years for General School Staff by School

School		Administration Staff	Teachers*	Consultants	Secretaries	Custodians	School Community Counsellors	Bus Drivers	Cooks	School Administration	Total
Allocated	Regional	5.50	61.27	2.0	2.86	8.56	2.70	0	0	-	**82.89**
Budgeted	Regional	6.50	-	2.0	-	-	1.0	-	-	-	**9.5**
	CJBS	-	22.87	-	1.0	5.0	-	3.5	1.0	-	**33.37**
	EMES	-	14.74	-	1.0	2.0	-	1.0	-	-	**18.74**
	MCS	-	9.87	-	1.0	1.5	-	-	-	-	**12.37**
	JWGS	-	6.87	-	0.87	1.0	-	-	-	-	**8.74**
	AAS	-	2.5	-	0.66	0.63	-	-	-	-	**3.79**
	Total	**6.50**	**56.85**	**2.0**	**4.53**	**10.13**	**1.0**	**4.5**	**1.0**	**-**	**86.51**

*Teachers include NWTTA members who are classroom teachers, principals, assistant principals, librarians, guidance counsellors, etc.

Notes:
School Community Counsellors – Two additional counsellors are staffed under the Inclusive Schooling section of the budget, despite being funded for only 1.25 PYs (see Table 11).
Bus Drivers – Funding for bus drivers are allocated in actual dollars under Student Transportation, not in PYs.
Cooks – Funding for cooks are allocated in actual dollars under Rae-Edzo School Society section of the Territorial Schools block, not in PYs.
School Administration – This category is allocated under Rae-Edzo School Society section of the Territorial Schools block in actual dollars, not in PYs.

Table 11: Allocated and Budgeted[6] Person Years for Inclusive Schooling and Aboriginal Language Staff by School

School	Inclusive Schooling Staff											Aboriginal Language Staff			
	Regional Coordinator		Program Support Teachers[7]		Support Assistants		Wellness Counsellors		Magnet Facilities Staffing		Total IS		Aboriginal Language Staff		Total AL Staff
	A*	B‡	A	B	A	B	A	B	A	B	**A**	**B**	A	B	**A**	**B**
Regional Office	1.0	1.0	-	-	-	-	-	-	-	-	**1.0**	**1.0**	-	2.5	**-**	**2.5**
CJBS	-	-	3.25	3.00	6.55	5.20	0.25	1.0	-	-	**10.05**	**9.20**	4.47	2.87	**4.47**	**2.87**
EMES	-	-	1.72	2.00	3.25	5.22	0.25	1.0	-	-	**5.22**	**8.22**	3.15	3.87	**3.15**	**3.87**
MCS	-	-	1.22	1.00	2.31	1.74	0.25	-	-	-	**3.78**	**2.74**	2.12	1.00	**2.12**	**1.00**
JWGS	-	-	1.00	1.00	0.89	1.74	0.25	-	-	-	**2.14**	**2.74**	1.50	0.87	**1.50**	**0.87**
AAS	-	-	0.50	0.50	0.33	0.00	0.25	-	-	-	**1.08**	**0.50**	0.90	1.00	**0.90**	**1.00**
Total	1.0	1.0	7.70	7.50	13.33	13.90	1.25	2.0	-	-	**23.28**	**24.40**	12.14	12.11	**12.14**	**12.11**

*A is allocated

‡ B is budgeted

---

[6]*With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling PYs will only be done for the 2017-2018 school year. Movement towards compliance to the Directive will be reflected in the Operating Plan for 2018-2019 with the removal of all "Budgeted" columns.*

[7]*Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students.*

School Staff Recruitment and Retention (continued)

Outlined below are the hiring and training strategies that are used to fulfil the budgeted person years, allocated Inclusive Schooling and Aboriginal Language Staff person years, and to promote staff retention.

Hiring and Training Strategies for Inclusive Schooling

The TCSA currently staffs 6.5 program support teachers/instructional coaches across our five schools: for 2017-2018 we will see an additional PST / Instructional Coach profiled in Chief Jimmy Bruneau School per the funding formula allocations for that year. Due to attrition, the TCSA anticipates one PST vacancy at Chief Jimmy Bruneau School.

In being proactive to fill those positions the school administrative team are working to identify potential candidates from within the current staff who may have the qualities and attributes necessary to develop into effective program support   and instructional leaders. Once identified those individuals will be invited to attend the remaining monthly PST   teleconferences and will be afforded the opportunity to job-shadow the PSTs within Elizabeth Mackenzie Elementary   School to become familiar with the roles and responsibilities of this position. During the month of June those individuals   will be brought into the TCSA office for an official orientation to their role such that they are prepared to start the 2017- 2018 school year proactively and without hesitation.

As outlined in the Professional Learning section, the TCSA has begun to transition our PSTs and Literacy Coaches out of the traditional model of "special education teacher" to "student-centered instructional coaches". In doing so, we refer   to the PSTs interchangeably as instructional coaches and all staff members currently in those roles have engaged in the territorial in-service training provided by the Department of Education, Culture and Employment.

In instances where there is future turnover in these roles, succession planning will be implemented (where possible) such that the new candidate and the departing one are able to overlap for mentorship / training purposes. New candidates for these roles will be identified per their demonstrated skills as student advocates, instructional leaders,   innovative practitioners, and forward-thinking action-oriented individuals.

Hiring and Training Strategies for Aboriginal Language Staff

The TCSA has identified the need for succession planning to support a smooth transition between our current Aboriginal Language Specialists and future ones, since many of those holding those positions currently are of retirement age.

Where possible, potential candidates within the communities are encouraged to function as casual and/or contract language staff at the schools. Likewise, current language education assistants are being monitored and encouraged to   take on leadership roles where possible in working with the existing language instructors as a means of moving them   toward a potential teaching position in Tłı̨chǫ Yati in future. Finally, the Tłı̨chǫ Community Services Agency supports our   language specialists and language assistants to access further professional development opportunities where possible including CILLDI (Canadian Indigenous Languages and Literacy Development Institute), and ALCIP (Aboriginal Language   Culture Instructor Program) etc.

Completion of Performance Reviews

All education staff, including principals, teachers, support assistants and program support teachers are required to   undergo a performance review on a regular basis. Performance reviews are important in developing individual staff growth plans.

The number of all education staff that requires an evaluation in the next school year is **twenty three.**

Tłı̨chǫ Community Services Agency Governance

DEA/DEC Operations

Education Bodies are governed by the *Education Act of the Northwest Territories.* A complete list of responsibilities can   be found in the *Education Act* (Sections 117, 118).

Effective Management of Honoraria and Travel Allowances

Members of the Tłı̨chǫ Community Services Agency are eligible to receive honoraria and travel allowances for DEA/DEC meetings they attend as per the TCSA Policy 2.19 "Board Member Compensation & Expenses": "Members will not be   paid honoraria, travel or per diem expenses for part or all of any meeting they may not have attended." It is the   responsibility of the Tłı̨chǫ Community Services Agency to ensure that only members who attend meetings receive these   monies, or that members return unqualified monies.

The budgeted cost of honoraria and travel allowances for board members/trustees is **$90,000**.

All travel and meeting allowances must be approved by the Chief Executive Officer of the TCSA in advance of the event   taking place. TCSA Board members are paid their honoraria at the end of each meeting, not annually. Accordingly, the   TCSA does not find itself in a position of having to recover travel allowances for members who did not attend meetings.   The Chief Executive Office of the TCSA pays out the honoraria accordingly.

Records Management

Timely Implementation of ARCS and ORCS Schedules

ARCS and ORCS, the new records management tools, will be rolled out across all Education Bodies. These tools follow modern standards for file storage, archival, retrieval, destruction and security.

Table 12: Summary of ARCS and ORCS schedule

Question	Response
Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g. Records Toolbox Course)?	**No**
If yes to above, has this position been dedicated to managing records and documentation?	-
Do you know the total number of records boxes to be processed?	**Yes**
If yes to above, how many?	*Approximately 185 boxes*
Do you have a schedule for processing records boxes?	**No**
If yes to above, how many do you plan to process this year?	*To be determined*

At present, the TCSA does not have a staff member trained in the management of records and documentation. A position will be identified for this purpose early in 2017-2018, the individual will be trained in ARCS and ORCS at the earliest possible convenience – per the GNWT training calendar opportunities available, and these records will be managed accordingly.

Financial Management

Accurate Implementation of Operating Budget

Tłıchǫ Community Services Agency developed the following Operating Budget based on realistic cost assumptions for   planned activities.

Table 13: Statement of Revenues and Expenses

Divisional Education Council/District Education Authority			
STATEMENT OF REVENUES AND EXPENSES			
Annual Budget – Consolidated			
	2017-2018 Budget	2016-2017 Approved Budget	2016-2017 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	17,373,688	16,762,000	16,762,000
French Language Contribution	-	-	-
Aboriginal Language Contribution	60,000		
Other Contribution			
Capital Contribution			
Total GNWT	**17,433,688**	**16,762,000**	**16,762,000**
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	30,000		30,000
Other (3rd Party Contributions)	300,000		369,763
Total Generated Funds	**330,000**	**0**	**399,763**
Transfers			
Transfers from Capital Fund			
Other (Specify)			
Total Transfers	0	0	0
TOTAL REVENUES	**17,763,688**	**16,762,000**	**17,161,763**

Tłı̨chǫ Community Services Agency Operating Plan 2017-2018

	2017-2018 Budget	2016-2017 Approved Budget	2016-2017 Projected Actual
EXPENSES			
Administration	1,321,771	1,165,398	1,022,803
School Programs	11,954,565	11,742,618	11,622,367
Inclusive Schooling	3,233,761	2,829,079	2,760,435
Aboriginal Language/Culture Program	2,027,203	2,071,390	1,961,840
Transfers to Capital			395,022
Other			
TOTAL EXPENSES	**18,537,300**	**17,808,485**	**17,762,468**
SURPLUS (DEFICIT)	**-773,612**	**-1,046,485**	**-600,705**
ACCUMULATED SURPLUS (DEFICIT)	**0**	--	--

Table 14: Details of Inclusive Schooling Expenses

	Allocated Funding	Budgeted[8]
Regional Coordinator(s)	158,304	164,077
Program Support Teachers[9]	1,051,414	1,114,494
Support Assistants	1,181,442	1,291,197
Wellness Counsellors	239,401	229,843
Magnet Facilities Staffing		
Others – please define:		
Staff Development	57,378	115,000
Staff Development Travel	25,617	35,000
Specialized Learning Material/Assistive	78,745	47,250
Services Purchased/Contracted		236,900
Magnet Facilities		
Southern Placements		
Counseling/Healing		
Not budgeted to date		
Total Inclusive Schooling spending	2,792,301	3,233,761

---

[8] *With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling funding will only be done for the 2017-2018 school year. Movement towards compliance to the directive will be reflected in the Operating Plan for 2018-2019 with the removal of the "Budgeted" column.*

[9]*Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students.*

Table 15: Tłı̨chǫ Community Services Agency Details of Expenditures 2017/2018

Divisional Education Council/District Education Authority
DETAILS OF EXPENDITURES - Consolidated
Annual Budget

FUNCTION	ADMINISTRATION	SCHOOL PROGRAMS	INCLUSIVE SCHOOLING	ABORIGINAL LANGUAGES	OTHER	TOTAL
SALARIES						
Teachers' Salaries		7,250,350	1,114,494	915,331		**9,280,176**
Instruction Assistants		682,793	1,291,197	252,072		**2,226,062**
Non Instructional Staff	995,771	2,368,478	393,920	418,083		**4,176,253**
Board/Trustee Honoraria	40,000					**40,000**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances		150,000				**150,000**
Leave/Termination Benefits						**-**
SERVICES PURCHASED / CONTRACTED						
Professional/Technical Services						**-**
Postage/Communication	32,200	2,500		2,200		**36,900**
Utilities						**-**
Heating						**-**
Electricity						**-**
Water/Sewage						**-**
Travel	77,500	46,500	35,000	25,000		**184,000**
Student Transportation (Bussing)						**-**
Advertising/Printing/Publishing						**-**
Maintenance/Repair	2,500			7,640		**10,140**
Rentals/Leases	6,000			4,000		**10,000**
School O & M		1,038,443				**1,038,443**
Other	84,000	67,000	115,000	40,800		**306,800**
Other Contracted Services	64,000	96,000	236,900	230,902		**627,802**
MATERIALS / SUPPLIES / FREIGHT						
Materials	18,000	251,500	45,750	130,674		**445,924**
Freight	1,800	1,000	1,500	500		**4,800**
TRANSFERS TO CAPITAL						
TOTAL	**1,321,771**	**11,954,565**	**3,233,761**	**2,027,203**		