

Tłıchǰ Community Services Agency

Annual Report
to the Tłıchǰ Government

2020-21



If you would like this information in another official language, call us.

English

Si vous voulez ces informations dans une autre langue officielle, contactez-nous.

French

Kı̄spın kı nitawıhtın ē nı̄hı̄yawıhk ōma ācimōwin, tipwāsinān.

Cree

Tłı̄chǫ̀ yatı k'èè. Dı̄ wegodı newǫ̀ dè, gots'ŏ gonede.

Tłı̄chǫ̀

ᑭerıhtł'ıs Dēne Sų́ıné yatı t'a huts'elkēr xa beyáyatı theᑭá ᑭat'e, nuwe ts'ēn yółtı.

Chipewyan

Edı gondı dehgáh got'je zhatié k'èé edat'éh enahddhę nıde naxets'é edahłı.

South Slavey

K'áhshó got'jne xədə k'é hederı ᑭedjhtł'é yerıniwę nıde dúle.

North Slavey

Jii gwandak izhii ginjik vat'atr'ıjähch'uu zhit yinothtan jı', diits'at ginohkhii.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.

Inuvialuktun

Ċ'bdĊ nn'ı̄bΔĊ ḂḂLJΔḂḂ ΔḂḂnĊĊ'ı̄b/LḂḂḂ, D'ḂḂn'ḂḂ D'ı̄bĊḂḂḂḂḂḂḂ.

Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.

Inuinnaqtun

Aboriginal Languages Secretariat: 867-767-9346 ext. 71037

Francophone Affairs Secretariat: 867-767-9343

Government of Northwest Territories / Gouvernement des Territoires du Nord-Ouest



Message from the Chairperson



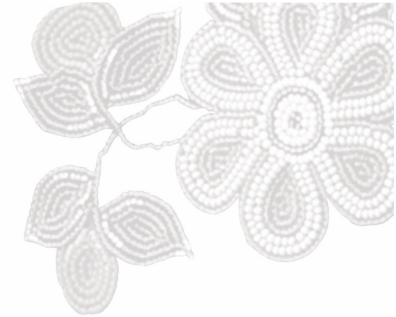
We are pleased to present you with the Tłı̨chǫ Community Services Agency's Annual Report for 2020-2021.

You will read more about our success in strengthening our programs by leveraging our integrated services model to support education, health and wellness in the region.

The TCSA's Board members are appointed by their respective community governments so that each community in the Tłı̨chǫ region is represented on the TCSA Board. By adhering to strong governance practices, the Board ensures the Agency has the capacity and resources to meet both its short and long-term goals. This 2020-2021 annual report illustrates our work of putting community members first and highlights our commitment to innovating integrated services and new partnerships that support individuals and families.

Masi,

Ted Blondin
Chairperson,
Tłı̨chǫ Community Services Agency Board



Message from the Chief Executive Officer

This has been a particularly challenging year as we adapted and navigated our way through a global pandemic. The hard work and dedication of staff across our organization resulted in the Tłı̨chǫ Community Services Agency's (TCSA) ability to provide quality programs and services to the Tłı̨chǫ region during these unprecedented times. We are committed to the health and safety of our employees and communities.

The TCSA remains committed to providing programs and services that enables all people to achieve personal well-being within healthy, educated families. We are committed to being innovators in strengthening our programs and services by building upon the positive strengths of our communities and the Tłı̨chǫ identity, and by integrating Tłı̨chǫ language, culture, and way of life in all areas. We are committed to enriching an integrated continuum of education, health, and social programs and services.

The TCSA recognizes the importance of working in unity, of ensuring our efforts are part of larger partnerships with other organizations, governments, and communities. By working together, we bolster one another's strengths and fill individual gaps, all for the benefit of the people we serve.

We remain committed to developing our current workforce just as we remain committed to improving the experiences of our patients, students, and families.

Masi,

Kevin Armstrong
Chief Executive Officer,
Tłı̨chǫ Community Services Agency

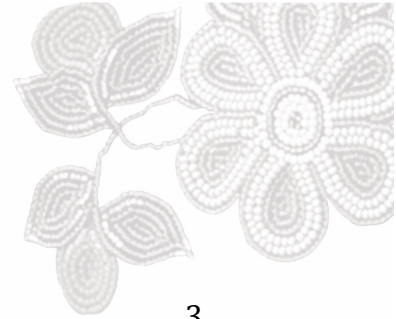
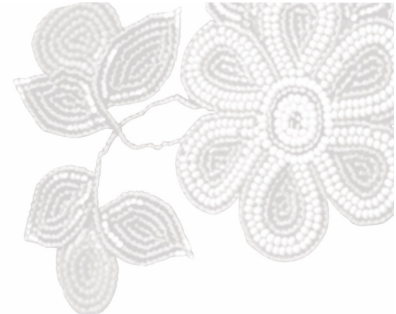


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EXECUTIVE SUMMARY



The Tłı̨chǫ Community Services Agency (TCSA) was established under the Tłı̨chǫ Agreement effective August 4, 2005, and 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. 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/>.)

The TCSA's 2019-22 Strategic Plan is currently under development. It is grounded in current research and best practice for health and social programs serving indigenous communities, it is built upon the strengths and successes of our programs and services to date, and it reflects the new and continuing priorities of the Tłı̨chǫ Government and of the Government of the Northwest Territories. We look forward to continuing the intergovernmental and territory-wide partnerships that serve to strengthen the TCSA's program delivery in the service of those who live in the Tłı̨chǫ region. Our strategic priorities guiding our work include:

- Developing strong, capable, healthy Tłı̨chǫ individuals, families, and communities,
- Supporting the best health and wellness of people in the Tłı̨chǫ region,
- Improving the quality of services provided to vulnerable children, families, and communities, and
- Enhancing organizational sustainability by developing our people and enhancing our organizational processes.

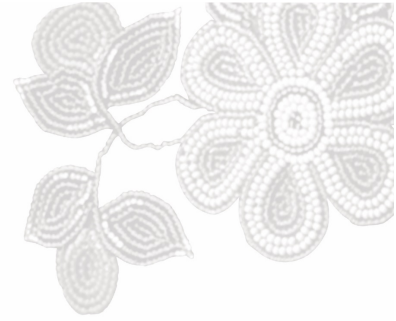
Our staff members are at the heart of our programs and services: we remain committed to supporting their continued development and learning. Creating a workplace culture that is safe, inspiring, and collaborative weaves through every priority area and goal of this operating plan. Only by investing in our workforce can we provide truly excellent services for our communities.

The strategic priorities, operational objectives, and key actions of our 2020-21 Operating Plan lay the foundation needed to pursue even greater excellence in service and care of clients, families, and communities. It is an ambitious plan that will no doubt present us with challenges, but we embrace those realities as opportunities to grow and improve as we move forward.

The Tłı̨chǫ language, culture, and way of life are integral to all that we do in the Tłı̨chǫ region: we remain committed to grounding evidence-based best practices in indigenous ways of knowing, being, and doing, and thereby supporting Chief Jimmy Bruneau's vision of being "Strong like Two People".



STRATEGIC CONTEXT



The TCSA at a Glance

As a result of the TCSA delivering both the Health and Social Services as well as the JK-12 Education program, 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 of 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 TCSA, 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 Structure of the TCSA

The Agency is governed by a Board made up of four members and a chairperson. The Tłı̨chǫ Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Indigenous Affairs appoints the chairperson after consultation with the Agency appointees and the Tłı̨chǫ 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 include:

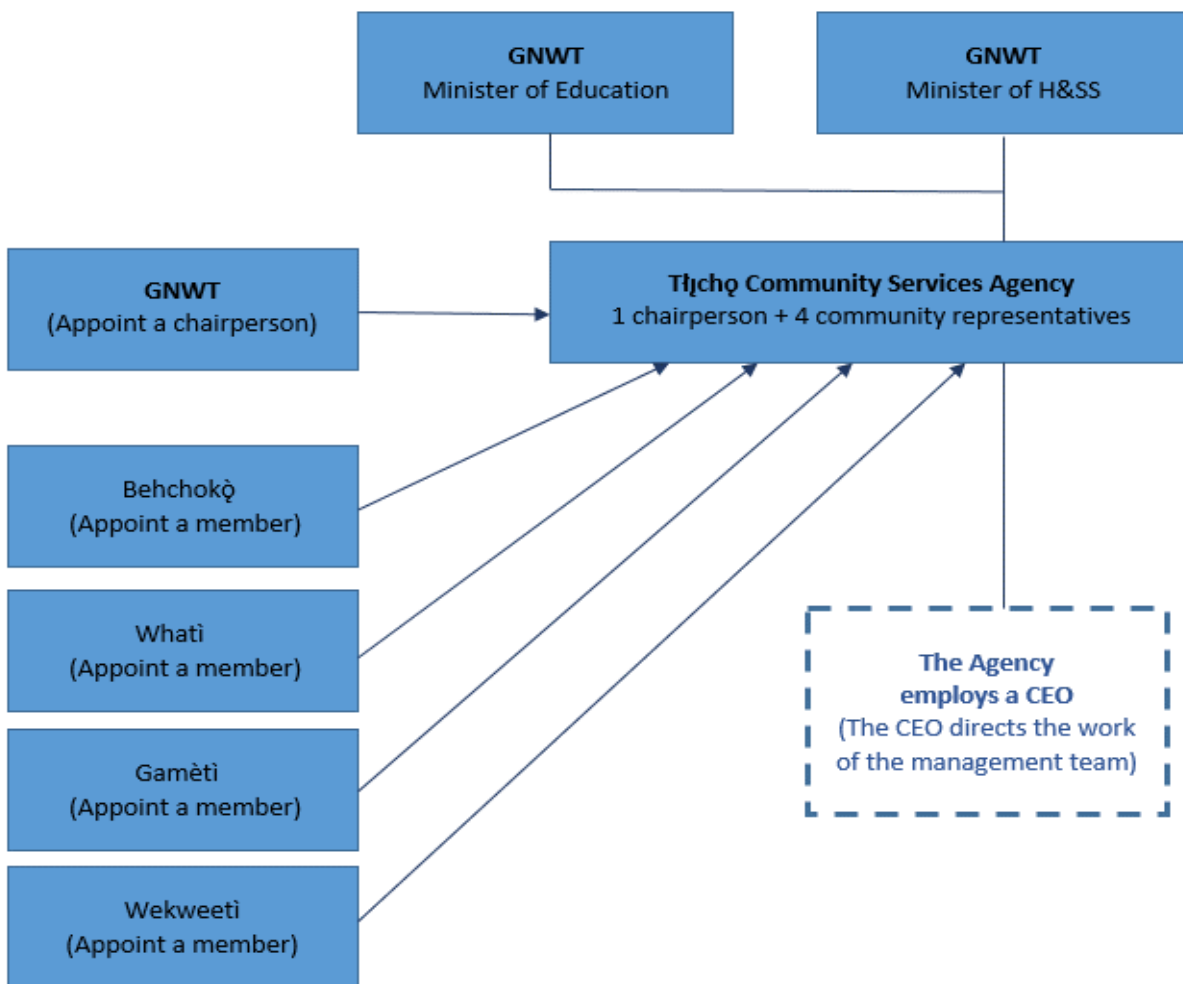
- Chairperson – Ted Blondin
- Behchokò Representative – Janita Etsemba
- Whatì Representative – Alex Nitsiza
- Gamètì Representative – Henry Gon
- Wekweètì Representative – Noella Kodzin



From L to R: Alex Nitsiza, Janita Etsemba, Noella Kodzin, and Ted Blondin. Missing: Henry Gon



Figure 2: Governance Structure of the Tłıchǫ Community Services Agency

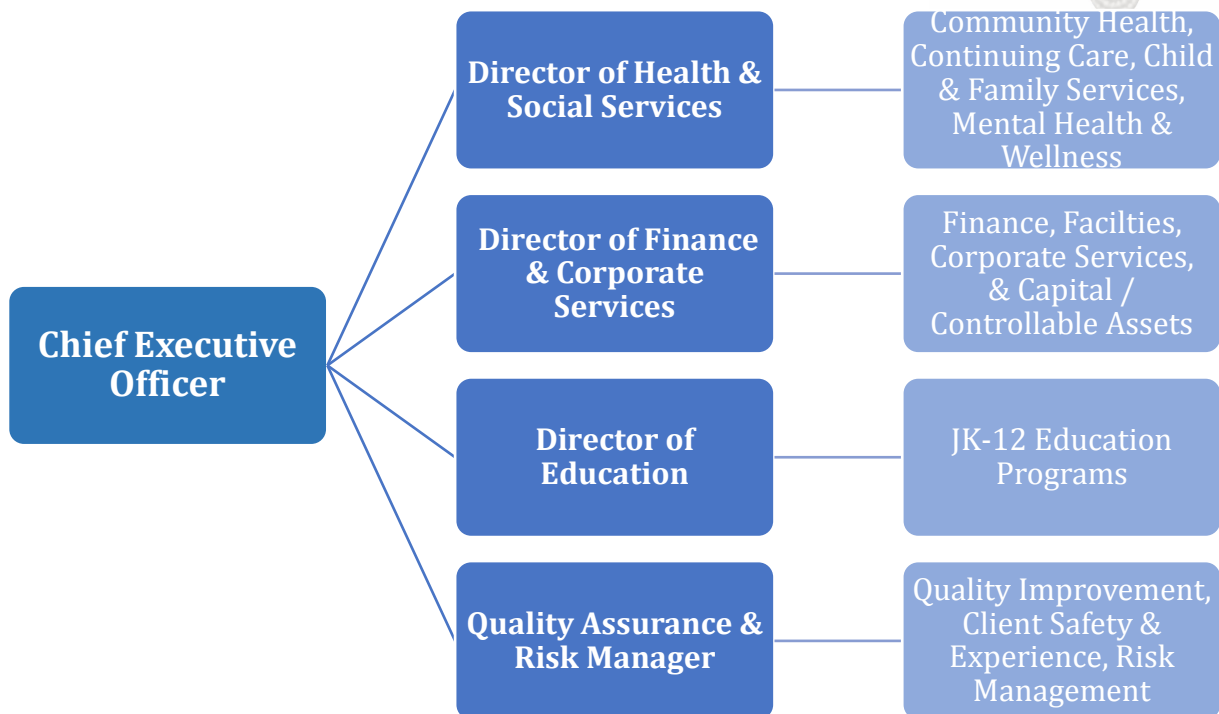


The TCSA is an intergovernmental services agency delivering programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work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

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.



Figure 3: Management and Program Function Structure of the TCSA



The core programs and services delivered by the Tłı̨chǫ̀ Community Services Agency include the following:

- **GNWT Child and Family Services:** The TCSA provides child protective services, foster care and adoption services, out-of-territory placement services, and adult services including elder support. We assist families in need through Voluntary Service Agreements (VSAs) and family violence programming. Family support and child protection also includes child welfare, early intervention, investigations, apprehensions, and court work. We provide rotational monthly visits to the communities of Whatì, Gametì and Wekweètì.
- **GNWT Mental Health and Addictions Services:** TCSA provides a community mental health and wellness program for both adults and youth through individual and family counsellors, and child and youth care counsellors (in schools). We provide individual counselling sessions, group sessions, addiction services, and assess for treatment packages / placements to territorial and out-of-territory treatment facilities as needed. We provide community counselling on a rotational basis to the communities of Gametì and Wekweètì.
- **GNWT K-12 Education:** Schools from Junior Kindergarten to grade 10 in all Tłı̨chǫ̀ communities and high school programming in Behchokò, Gamètì and Whatì. Inclusive schooling services for school age children include assessment, intervention, and



counseling support. There are also home boarding accommodation services for high school students from Wekweètì when they attend school in Behchokò or Whatì.

- ***GNWT Community Healthcare:*** Primary health and public health care services are available in all communities and include well adult, well child, prenatal care, communicable disease, school health, chronic disease management, emergency / after-hour care, laboratory and diagnostics, and health promotion. Dental services are provided through contracted services providers, Ambulance and Emergency Services are provided in Behchokò.
- ***GNWT Continuing Care and Independent Living:*** TCSA is responsible for an 18-bed long term care facility (est. 2016), located in Behchokò, with one bed designated for respite and another for palliative care. We provide residential care, recreational programming, and community & elder day programming. The TCSA also has established home care programs in three communities (Behchokò, Whatì, and Gametì) through which we provide home support, nursing, and palliative support to those requiring the service.

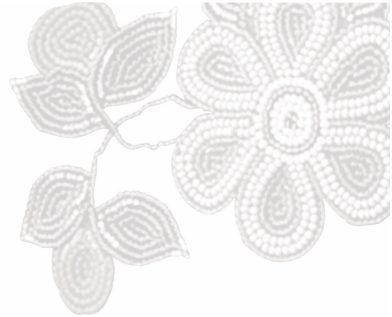


The Purpose of the TCSA

The purpose of the Tłı̨chǫ Community Services Agency (TCSA) is to improve the health, wellness, and education of the people in Tłı̨chǫ communities by providing a range of easily accessible, integrated programs and services. The Agency manages the delivery of education, health, wellness and social programs and services for the NWT communities of Behchokò (Rae-Edzo), Gamètì (Rae Lakes), Wekweètì (Snare Lake) and Whatì (Lac La Martre).

Our Agency is both new and old: established on August 4, 2005, the Agency is a creation of the *Tłı̨chǫ Agreement*. Section 7.10 of the *Tłı̨chǫ Agreement* called for an *Intergovernmental Services Agreement* (ISA) between the Government of Canada, the Government of the NWT, and the Tłı̨chǫ Government. The ISA creates the Agency and ensures that it continues to perform the educational, health and social programs and services of the organizations from which it emerged, including the former Dogrib Community Services Board (1997-2005), the Dogrib Divisional Board of Education (1989-1997) and the Rae-Edzo School Society (1967-1989).





TCSA Nàowoò Waghàà Eghàlageeda: “Dọ Nàke Lani Nàts’etso”

**Yatı Negihzò
Wet’a Nàowo
Hòèlì**

Ìneè edlàt’ò lemì xo gots’ò, Tḥichò dḥone sù, ts’eehwhì laani edeoèt’ì xè, kḥta eyıts’ò ndè k’e nezı nàgıdè. Goet’ıı gı̀nà t’à, nàowo k’egeezò, edaani asıı weghàlats’eda eyıts’ò nàowo wet’a? aà hanı hazḥo chekoa hoghàgogehtò eyıts’ò gonàowo wet’a? aa t’à, goèt’ıı edegeehdà-ha dı̀le ajà. Dı̀ ìḥeakw’enoḥ gots’ò, yahtı eyıts’ò ndèts’ò K’àowo gut’ò ts’endq ajà t’à, gots’ò hoelıı-le ìlè, edaani goètıı, kḥta, goyatı eyıts’ò gonàowo hazò wexè ho? ọ weghò hoèjıı lajà. Dḥone ts’ııı t’à ts’endà-ha dı̀ lagòjà. Eyıt’ àlıı...

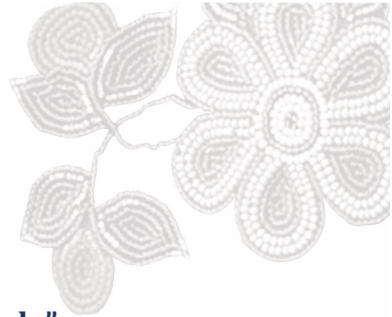
**Nàowo
Waghàà
Eghàlageeda**

Gahxı Tḥichò Nèk’e Elets’ats’edi Gha K’adèè ts’ııı sù, enıht’èkò, nàèdı k’èezòò ts’òḥk’e eyıts’ò dḥo gha enıht’è hohlè nàowo kḥta yàzhıèla dḥone gıts’ò k’adè-ha ts’ıwò t’à, edaani dḥo ts’àhoèhdı ìlè nezı weghàlaeda-ha sù gots’ò hoèhlı t’à nezı weghàlats’eda-ha ts’edi. Eḥeot’ıı gııı t’à eḥexè nàgetso-ha gıts’ats’edi-ha, dıdzeḥ edaani chekoa genda gha asıı k’egeezò-ha eyıts’ò edanni asıı weghàlats’eda nàowo gı̀nıedi-ha hoghàgıts’etò-ha eyıı nàowo wet’a? aà weghàà lani ts’èwhì edeot’ıı xè nàgedè-ha, kḥta nezı eḥexè nàgedè-ha eyıts’ò gonèk’e nezı nàgedè-ha.

“Do Nike Lani Nats’etso...Strong like Two People”

**Ìdaà Nàowo
Edàni
Weghat’ı ha**

1971, ekò Kw’ahḥıdeè eneèkoa Bı̀nò wet’aa Edzo enıht’èkò wegòò wı̀zı wek’e wezòò adle ha sù wets’òdaàxàatò. Ekò k’e nàowo nàke eyıts’ò yatı nàke eḥèt’eè chekoa hoghàgeetò gha wet’aaazà ghò xàyaıhtı ìlè. Ìdaà 1991 ts’ò nahòowo ekò enıht’èkò gha k’adèè wegòò eḥegeèhdı t’à dàani edılaà ghàlagedaa ghò eḥexègogedoò ekò Behchokò gots’ò zḥhdah naweet’ıı Elizabeth Mackenzie, Kw’ahḥıdeè Bı̀nò ida gha xàyaıhtı ghò hadı, idaà nèhoıwo nı̀dè wets’ò dḥo “Dọ Nàke Lani Nàts’etso, ha.”



The Mission of the TCSA: “Dọ Nàke Lani Nàts’etso ... Strong like Two People”

| | |
|------------------------------|--|
| Preamble | <p><i>For thousands of years, Tłıchǫ 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...</i></p> |
| Mission of the Agency | <p><i>We, the members of the Tłıchǫ Community Services Agency are committed to the development of 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.</i></p> |
| Vision of the Agency | <p>“Dọ Nàke Lani Nàts’etso...Strong like Two People”</p> <p><i>In 1971 a frail Chief Jimmy Bruneau officially opened the new Edzo school that was to bear his name. On this occasion, he spoke of the importance of a model of bicultural and bilingual education where equal emphasis must be given to educating children in two cultures. Some years later in 1991 at a meeting to discuss the work of a new Board of Education, a respected Behchokò elder, Elizabeth Mackenzie, commented on her understanding of the words of Chief Jimmy Bruneau. She described his vision as asking for his people to be “Strong Like Two People”.</i></p> |



Planning Framework

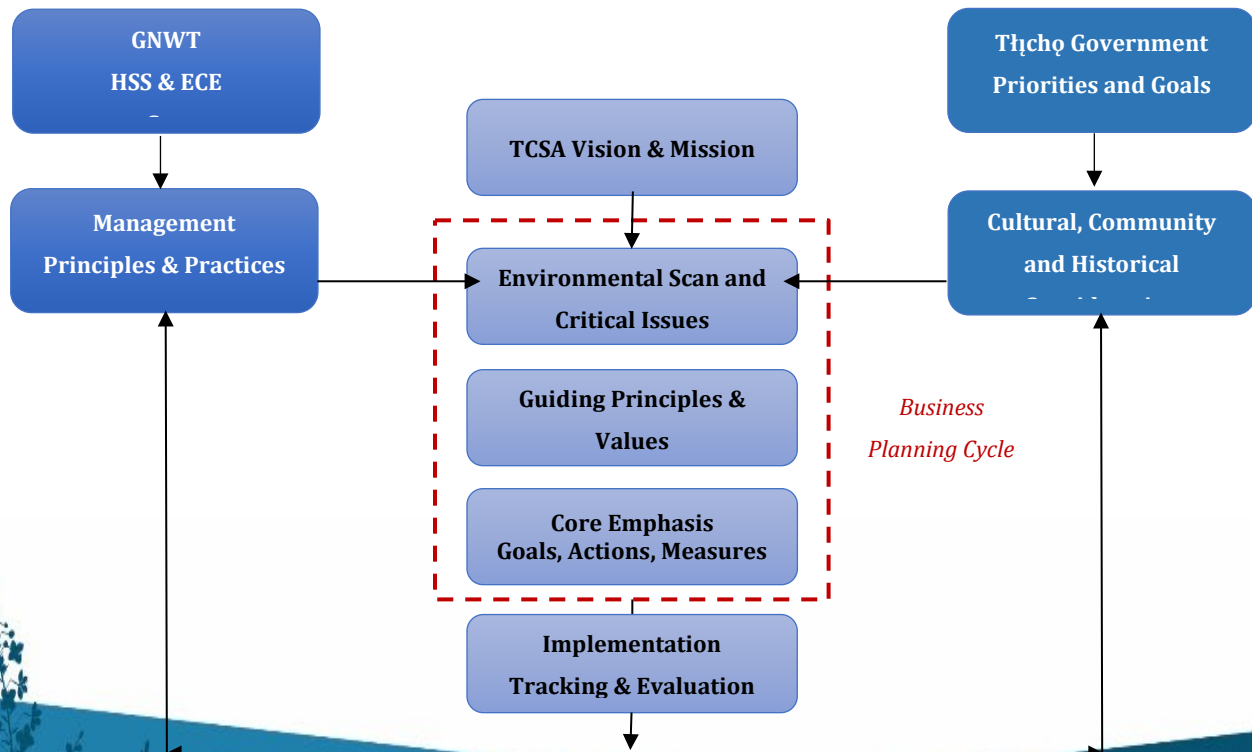
A Developmental Approach

The Tłıchǫ Community Services Agency is an organization amidst ongoing development at every level—the governance level, the organizational and administrative levels, and the programming and service delivery level. This evolution is best understood as areas of transition that supports the Agency’s evolution as a unique identity:

- From a needs-based approach to a community development approach.
- From an individual service approach to an integrated services approach.
- From a model of professional dependence to a wellness model of health.
- From dependence upon transient staff to developing capacity locally and long-term staff.
- From a western medical model toward a respectful, culturally appropriate model of services.

In most respects the Agency is currently a GNWT agency, established under GNWT legislation and reporting primarily to the GNWT. Eventually, the Agency is to evolve into a “Tłıchǫ Agency” with its own unique identity while remaining part of an integrated system of territorial programs and services. As part of that transformation, the Agency will continue to be immersed in developing territorial systems, policies, procedures, and structures while also developing lateral connections to Tłıchǫ Government systems.

Figure 4: TCSA Planning Framework





KEY ACCOMPLISHMENTS: Health & Social Services

Continuing Care

McConnell Foundation Grant

The McConnell Foundation is a private Canadian foundation that develops and applies innovative approaches to social, cultural, economic, and environmental challenges. This is achieved through grants and investing, capacity building, collaboration with grantees, partners, and the public.

The McConnell Foundation's Nourish Program aims to use the power of food to build health for people. This program empowers healthcare leadership in climate action and health equity. The foundation works across community, institutional, and policy to steward innovation to transition to a more preventative, equitable and sustainable health system.

The Jimmy Erasmus Seniors Home submitted a successful proposal "*Sharing Traditional Food for Health and Healing*" to address food insecurities that may have been impacted by Covid-19.

The proposal identified that the residents of JESH relied on fish and wild game for nourishment. The goal was to address food insecurity by increasing the availability and acceptability of gifted fish, birds, and wild game for the residents. It was developed based on the feedback and surveys from stakeholders, community members, staff, and residents.

The following activities were achieved:

- Establishment of an advisory group consisting of traditional (Indigenous) knowledge keepers, residents and their families, hunters, food service staff, and management to provide guidance on acquiring, preparing, and serving traditional food.
- Identifying community connections to secure wild game donations.
- Increased engagement with traditional knowledge keepers to share skills and knowledge on preparing traditional food including recipes.
- Implementing ways to process and prepare donations of game in the absence of a community butcher. Equipment was purchased to cut, wrap, and store wild game following best practices.
- Sharing resources purchased by project funding with community partners, if needed.

The grant funding improved the availability of traditional foods within our facility and ultimately, the overall well-being of our residents.



Community Health

COVID 19 Pandemic Response



In response to COVID-19, the Tłı̄chų Community Services Agency in collaboration with the Northwest Territories Health & Social Services Authority and under the direction of the Department of Health & Social Services, Office of the Chief Public Health Officer, implemented multiple best practices and procedures to ensure the safety of our clients and staff during the 2020-21 year.

The following actions were undertaken as part of our response to the COVID-19 pandemic:

- Development of the Territorial Pandemic Plan in collaboration with the Northwest Territories Health & Social Services Authority.
- Comprehensive education and information sessions for all staff regarding pandemic planning, infection, prevention, and control protocols, in addition to clinical guidelines and recommendations.
- Establishment of triaging and screening criteria for all Health & Social Services facilities.
- Establishment of dedicated COVID screener positions for the public facing facilities.
- Implementation of an outdoor “parking lot” testing process for COVID-19 in Behchokų and Whatı̄ Health Centres.
- Implementation of additional safeguards for our residents of the Jimmy Erasmus Seniors Home.
- Partnerships with Tłı̄chų Government to increase activities with Elders in addition to facilitating health promotion and communication.
- Establishment of Virtual Care using telephone and video conferencing systems for all clients requiring health services and/or mental health supports.
- Implementation of Point of Care COVID testing (COVID ID Now and PanBio) in each Health Center to facilitate preliminary testing and management of suspected COVID

patient



The first doses of the Moderna vaccine to protect against COVID 19 were administered to the residents and staff of the Jimmy Erasmus Seniors Home



Quality Improvement & Risk Management

Accreditation

Accreditation is a four-year cycle of assessment and improvement, where organizations work to meet standards and raise the quality of their services. The program identifies and rewards competence and innovation, helping organizations to be more efficient.

TCSA achieved status of *Accredited with Commendation* upon completion of the full accreditation survey in September 2019 and successful submission of follow-up evidence in September 2020. The accreditation status remains in place until the next survey, anticipated in 2023. The preparation for the upcoming survey is underway and TCSA Senior Management continues to collaborate with Accreditation Canada on a regular basis.

Privacy Management

An ongoing process has been established to ensure TCSA's compliance with the NWT privacy legislation, *Access to Information and Protection of Privacy Act*, and *Health Information Act* (HIA). The accomplishments during 2020-2021 include:

- Successful increase in the organization's privacy awareness that aids in building a strong privacy framework and maintains a strong privacy culture. The activities include:
 - Drafting privacy TCSA-wide policy to provide direction for staff in aligning operational activities with the Department of Health and Social Services' privacy policies.
 - In response to increased cyber incidents across healthcare organizations in Canada, all TCSA staff (Education and Health & Social Services) are instructed to complete Information Security Awareness Training, offered through the Office of the Chief Information Officer. November 2020 through April 2021, 43.22% of staff fully completed the training.
- Ongoing implementation of the *TCSA Privacy Training Plan*. The Plan provides a tailored approach to train TCSA staff considering their job position needs and information handling. The plan was approved by the TCSA Senior Management Committee in September 2020. Approximately, 73% of staff have successfully completed the training.

Risk Management

Risk management establishes prevention and reduction measures to mitigate the likelihood or impact of a risk event before it happens. A risk management process informs our strategic and operational decisions, which contributes to the TCSA achieving its overall objectives. It accomplishes this goal by allowing the TCSA to understand the principal risks facing the organization, the implication of the risks, and management strategies to address the risks.



The *TCSA Risk Management Framework* has been developed in 2020 and sets out four tools:

1. Risk Categories – TCSA tailored risk categorization supports identification of risks across all key aspects of business.
2. Risk Matrix – assists with severity rating application, by assessing the potential impact of the risk and its likelihood of occurring.
3. Bow-tie Risk Analysis – supports risk analysis and detects weak points or gaps in how TCSA manages risks.
4. Controls – seven types of controls are used in risk management, dependent on time.

A consistent approach will be taken to risk management within TCSA. The implementation of the *Risk Management Framework* was initiated during 2021, to be followed by post-implementation annual cycle that:

- ensures TCSA Risk Registers are updated annually,
- monitors risk and quality assurance activities, and
- provides direction and supports all TCSA staff on associated risk management responsibilities.

Child and Family Services

Family Preservation Program

The Family Preservation Program was implemented in the Tlicho region in January 2021. The TCSA has successfully recruited two candidates for the Family Preservation positions. These positions will work in collaboration with a Family Preservation Social Worker. The intended audience for this program is families with a Plan of Care Agreement, Supervision Order, and Temporary Custody Orders with children who have recently returned home.

The purpose of the Family Preservation Program:

- To assist with increasing family functioning and stabilization
- To assist with the prevention of children entering permanent care
- To support family reunification.

Key Program Principles:

- Family Centered/Relationship-based approach
- Culturally Safe
- Trauma Informed
- Harm Reduction & Strength-based approach



The participation level for the families is a minimum of 4 hours per week with additional support as needed. The length of participation is approximately 3-12 months.

The Family Preservation Program Team has a limited caseload of 10-15 families to ensure high quality, in-depth supports for families within the Tlicho region. These files are regularly reviewed with the Supervisor.

The Child Protection Worker remains the Case Manager for protection concerns and once the family is enrolled into the Family Preservation Program, the Family Preservation Worker becomes the lead for Integrated Case Management and family support. Some of the core support programs include but are not limited to youth programs, parenting and life skills programs including budgeting, meal preparation, sleep, and school schedules for children.



Mental Health & Wellness

Stepped Care 2.0

Work is underway to implement Stepped Care 2.0 into our region. It is an approach to mental wellness and addictions recovery in the NWT. Developing and implementing a Stepped Care approach is a public commitment and an action within the *Mental Wellness and Addictions Recovery Action Plan*.

This action was identified in response to engagement activities and feedback from:

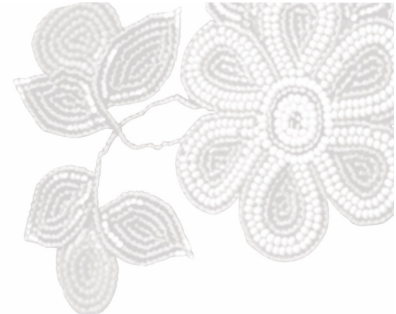
- Individuals with lived/living experience
- NWT residents
- Multiple levels of staff within various departments of the GNWT
- NGO's and Indigenous Organizations
- Best evidence research and jurisdictional scans

Key Highlights:

- Stepped Care 2.0 provides rapid, same day, flexible access to wellness and mental health resources. Rapid upstream access is important since early intervention is key to preventing more serious health and mental health conditions. The approach is aimed at empowering clients to maximize and manage their own health to the best of their ability.



KEY ACCOMPLISHMENTS: Education JK-12



Operating Targets

Culturally Responsive Programs and Services

Indigenized education programs reflect the culture, language, and histories of the Tłıchǵo citizens our schools serve. Supporting the development of capable Tłıchǵo students through culturally responsive spaces, pedagogies, programs, and continue to be the foundation of the education system in the Tłıchǵo region.

Specific targets:

1. Support for Our Language Curriculum Implementation – partially met- mentoring for every ILE through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC.
2. Strengthen ILE teams in every school to support whole school approaches to language – met - fully functional ILE teams in every school that develop and enhance the whole school approach to Tłıchǵo language.

In addition to the stated targets, the TCSA has completed several other notable projects and initiatives related to language and culture:

- Camp Guidebook – Developed in consultation with several Elders and encompassing the growing regulations around on the land learning, the Camp Guidebook shares a blend of traditional knowledge, age-appropriate learning activities and expectations, planning guides, and supports the Dene Kede. Each school offers multiple camps for students to learn on the land each season.
- School cultural programming such as Heritage Fairs, Culture Based Integrated Programming, Tłıchǵo History Project resources, high school course work in language, culture, drumming, and Tłıchǵo Agreement.
- Participation and hosting of drumming and hand games extracurricular.
- Support for staff to participate in language development programs.
- Translation services to support Tłıchǵo language and immersion programs in schools.





Student Achievement



Based on a variety of age-appropriate literacy assessments from Provincial Assessment Tests (PATs or AATs), Fountas and Pinnell reading, and Teacher Rating of Oral Language (TROLL) there is significant evidence that Tłı̨chǫ students underperform in oral language, early literacy, and reading. In recognition of this, reading and literacy continue to be a priority. Mathematics including reasoning and critical thinking is also a key element of student achievement. As oral language is required before a student is ready to learn to read, we use the measures of TROLL as an indicator of 'reading readiness' as well as school level phonological assessments that support pre-reading behaviours.

Specific targets:

1. Oral Language (measured by Teacher Rating Oral Language and Literacy (TROLL)) - by Spring 2021, 60% of kindergarten students at or above the 25th percentile-unmet - 47.7% of kindergarten students met this target by spring. Although, the target is unmet, there has been consistent growth particularly in oral language and reading levels for over 4 years. Students who have strong oral language and speech in JK-2 are better positioned to learn to read.
2. Reading (measured by Fountas and Pinnell) - Close the Gap: by Spring 2021, 50% of students will close their reading gap by improving more than one grade level –met - Due to COVID-19 the year's end reading assessment was not completed. However, using the most recent reading assessments we can report that 4% gained at least one year in their reading level.



In addition to the stated targets, there are other notable approaches to supporting student achievement:

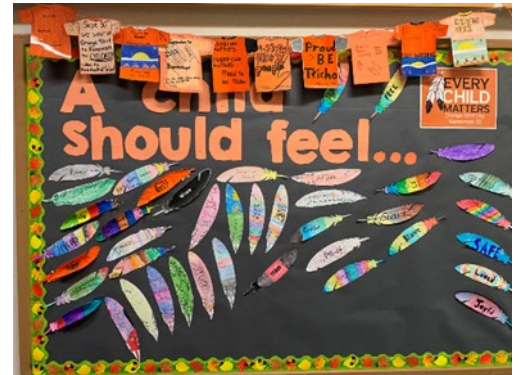
- Reading – Through extensive efforts to provide onsite coaching, increased literacy interventions, and PLC teams are improving reading outcomes for Tłı̨chǫ students.
- Oral language and literacy continue to be an area that the TCSA will need to ensure students meet grade level requirements needed to transition to post-secondary programs. the TCSA math coach will continue to support teachers to utilize math resources, including manipulatives and interventions to improve in this area.
- Mathematics – In 2020-21 the TCSA continued to coached mathematics teachers to use strategies including manipulatives, math/number talks, use of the approved resources, and worked collaboratively to improve high school math options.



Attendance – Attendance rates have further decreased due to the global pandemic and have dramatically impacted the ability of schools to successfully meet the operating and strategic goals. Improved attendance will be the result of a comprehensive strategy between schools, community partners, parents, and students. Tlı̨chǫ students have an average attendance rate of 60.4%. For an average student this means that they lose *one whole year* of school each 3 years, and by grade 12 are at least 4 years *behind*.

Wellness and Student Support

An increased number of students are entering the school system with “vulnerabilities” as identified by the Early Development Instrument (EDI). The Middle Years Development Index (MDI) for grade 4 and 7 students also points to a large majority of Tlı̨chǫ students in the “low well-being” category (which uses 5 dimensions to measure a population’s health and well-being). Finally, many students in the Tlı̨chǫ region require supports through Inclusive Schooling to provide Individualized (IEP), modified, and accommodated educational programs.



Specific targets:

1. Access to Counselling (CYCC) - Continue participation in the territorial CYCC and NCTS pilot – met – in addition to professional counselling services available to all students, the Indigenous Health and Wellness Elders (IHWE) are also available in every school.
2. Regular review of SSPs and IEPs - The RISC will review all IEPs and audit the SSPs – met the RISC will work with PSTs to establish and provide on-going monitoring protocols.
3. Increase support for IEP and MEP students-Increase access to services that support the delivery of SSP, MEP and IEP goals – met.

In addition to the stated targets, there are other related considerations to student wellness and support:

- Indigenous Health and Wellness Elders – Through partnerships with HSS and third party funding the TCSA was able to secure Elders positions in each school to support Mental Health and Wellness. The IHWE plays an integral role in supporting children and youth with complex mental health needs, and their families, to build community and identity in the school. The IHWE is responsible for engaging with students to use traditional mental, social, cultural, and spiritual supports.
- Jordan’s Principle – Thanks to continue support from Jordan’s Principle the TCSA will continue to offer increase SLP services, increase access to counselling, a tutor at CJBS,



alternative high school program at CJBS (transition program), behavioural supports (learning centers), one-on-one supports for many students, and continued support for the Indigenous Health and Wellness.



Lifelong Learning

To support every TĪchq student to become a capable and contributing member of our communities, the Agency prioritizes developing programs, structures, and processes that develop lifelong learners. This includes career focusing, inquiry-based learning, integrated project-based learning, and support for educators to improve their teaching practice.

Specific targets:

1. Purposeful coaching and in-servicing for teachers - Ensure every teacher receives onsite coaching throughout the year – met – extensive coaching and support was provided to every teacher and school staff to support their professional development from mentoring language instructors to in-servicing.
2. Quality career path support for students in grades 7-12 – to participate in the territorial career education advisory (CEA) pilot project – partially met – in addition to the participation in the CEA pilot the TCSA is a partner in collaborative work between TĪchq Government and GNWT to support career focused supports for grade 7-12 students.





The financial results of our 2019-20 School Year *Education* operations are summarized as below:

| | 2019-20 Budget | 2019-20 Actual |
|---|-----------------------|-----------------------|
| REVENUE | \$ | \$ |
| Contribution from GNWT | 17,388,042 | 17,761,675 |
| Contribution from Gov't of Canada | 1,819,850 | 1,286,027 |
| Revenues from Other Sources | 233,000 | 438,444 |
| | 19,440,892 | 19,486,146 |
| EXPENSES | | |
| Aboriginal Language/Cultural | 2,056,598 | 1,883,825 |
| Administration | 1,389,922 | 1,259,517 |
| Inclusive Schooling | 3,366,341 | 3,204,037 |
| School Programs | 13,111,666 | 12,954,347 |
| | 19,924,527 | 19,301,726 |
| Annual Operating Surplus/(Deficit) | (483,635) | 184,420 |