

2020-2021

SCHOOL YEAR CALENDAR

2019-2020

ANNUAL REPORT



*Creating
Futures*



South Slave Divisional Education Council



WELCOME TO THE SSDEC

The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for all.



Since April 1991, the five South Slave communities of Fort Smith, Hay River, Fort Resolution, K'átłodeeche First Nation Reserve, and the fly-in community of Łutselk'e have been united as a regional board called the South Slave Divisional Education Council (SSDEC). The SSDEC is comprised of one representative from each of the five community based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at regional SSDEC meetings. The SSDEC meets and elects one of the members as the chairperson and another as the vice-chairperson. As per policy, the SSDEC meets once in each community each year.

The 2019-2020 representatives were as follows:

- Ann Pischinger (Chairperson) – Fort Smith
- Bess Ann McKay (Vice-Chairperson) – Fort Resolution
- Pennie Pokiak – Hay River
- Atanda Norn – K'átłodeeche First Nation
- Thomas Lafferty – Łutsel K'e

The SSDEC and the DEAs are jointly responsible for the education of approximately 1300 Junior Kindergarten to Grade 12 students in the South Slave region of the Northwest Territories. Their responsibilities include establishing policy; setting the regional direction for all South Slave schools; determining the allocation of financial resources; and monitoring, evaluating, and reporting results to stakeholders.

The SSDEC receives the financial resources for the entire division, largely through a formula set by the Department of Education, Culture and Employment (ECE), and then allocates funding to meet the educational needs of the students. The SSDEC also sets policy and priorities that apply to all South Slave DEAs and schools.

The specific duties and responsibilities of the SSDEC and the DEAs are listed in the *Education Act* and in the SSDEC's policies.



MESSAGES

Our vision is that all individuals reach their educational potential.

CHAIRPERSON ANN PISCHINGER

As we begin a school year in the middle of a global pandemic, I want to thank all of our teachers, classroom assistants, coaches, principals, and support staff for all of their hard work, dedication and compassion. I want to thank you the parents and your children for your patience and understanding in spite of the school closures in the spring.

As most other education bodies around the world closed and then struggled so as not to interrupt student learning for any longer than possible, our team also stepped up to the task and shifted to online and blended learning environments within weeks. Within weeks, teachers who had spent their careers in the classroom were required to provide services in different ways, ways that were foreign to them before. Where Internet services and home computers were lacking, teachers ensured students had printed packages so we could continue to provide a continuity of learning for all. Many of our schools and educators made it look easy. Of course, it was not.

I was particularly impressed by the way in which schools reached out to students and parents almost immediately, making sure children who needed the school snack program continued to get food, and doing little things to show

kids that they cared and were thinking about them – like birthday parades and graduate lawn signs. Our schools and communities have tremendous care for students, parents, staff and the communities in which they live. And they support each other in both times of joy and need.

We know education is more effective for more kids when it is in-class. I am pleased to see that there are currently no active cases nor community transmission of COVID-19, and equally pleased to see the schools opening again. That said, this year will present its own share of challenges, many because of the ongoing pandemic.

Thank you all again for your understanding and willingness to pivot together in order to make education during a pandemic the best it can possibly be.

On behalf of Council, I want to wish you all a safe, supportive, and successful 2020-21 school year.



Ann Pischinger
Chairperson

SUPERINTENDENT DR. CURTIS BROWN

As schools, government offices and businesses all over the world closed for the good of public health, our South Slave educators kept in mind the most foundational purposes of the SSDEC and its schools. That is, we strive to help all individuals reach their educational potential, while also monitoring and supporting food security and the social-emotional needs of students in the process.

Despite the disruption, our students continued to learn and achieve goals set out by Council. In 2019-20, 67% of our students achieved the Canadian norm in reading and 73% achieved the standard in math. Although student attendance remains a concern, almost half of our students had at least 90% or better attendance leading up to the pandemic interruption.

Parent engagement was at an all-time high, and parents are to be commended for their own pivoting and support of the schools and their children's education, especially as they found themselves in the more necessitous position of co-teacher while they and their children were stuck at home. Even though the school year was cut short, 74% of our parents responded to our survey, and of those 95% were satisfied or very

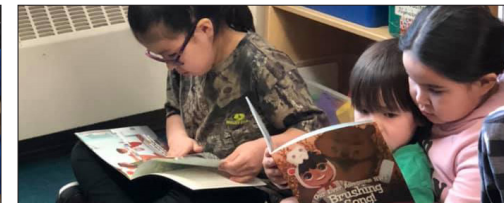
satisfied with their child's growth in reading and 90% said the same about their child's growth in math.

There are many questions about the upcoming 2020-21 school year and the numerous precautions being taken to ensure the health of the students and staff in our schools. Extra measures have been put in place in all of our schools to ensure, if there is another COVID-19 outbreak in the NWT, that we can minimize spread.

Health and safety is always a top priority in all of our schools, and we – under the guidance of the Chief Public Health Officer – have implemented plans in every school to keep our schools effective for social-emotional and academic growth, while also being as caring and safe as possible in the event of the COVID-19 virus re-emerging in the NWT.



Curtis Brown
Superintendent



OUR COUNCIL'S FOCUS

The SSDEC is committed to improving literacy, numeracy, and social responsibility as the key priorities for student success in school and in life.

Literacy

When Leadership for Literacy was introduced in 2007, only half of South Slave students were reading at the Canadian standard. Even today, one-third of primary students continue to arrive with vulnerabilities in at least one of the five domains measured by the Early Development Instrument. Despite this, our schools are closing the gap, as evidenced by the reading achievement results, which have been encouraging:

- 67% of students are at or above the Canadian standard in reading
- 95% of parents are satisfied with their child's growth as a reader
- The majority of our students and staff are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous languages

Numeracy

The SSDEC is working to improve student fluency and flexibility with math by enhancing instructional practices in the classroom. Building students' ability to think mathematically will encourage new problem-solving and analytical abilities that will aid them well after their school careers and in their professions. Over the past few years, we have had great suc-

cess rolling out a math year plan for Grades 1-9, with both pre-and post-assessments. Our math achievement results have improved considerably as a result:

- 73% of students are at or above the Canadian standard in math
- 90% of parents are satisfied with their child's growth in math

Social Responsibility

The SSDEC is working with many different partners to promote socially responsible behaviour among all members of the school community. It is important for everyone in the SSDEC - students, staff, trustees, and parents alike - to model the positive attitudes and actions that define how we live and work effectively together.

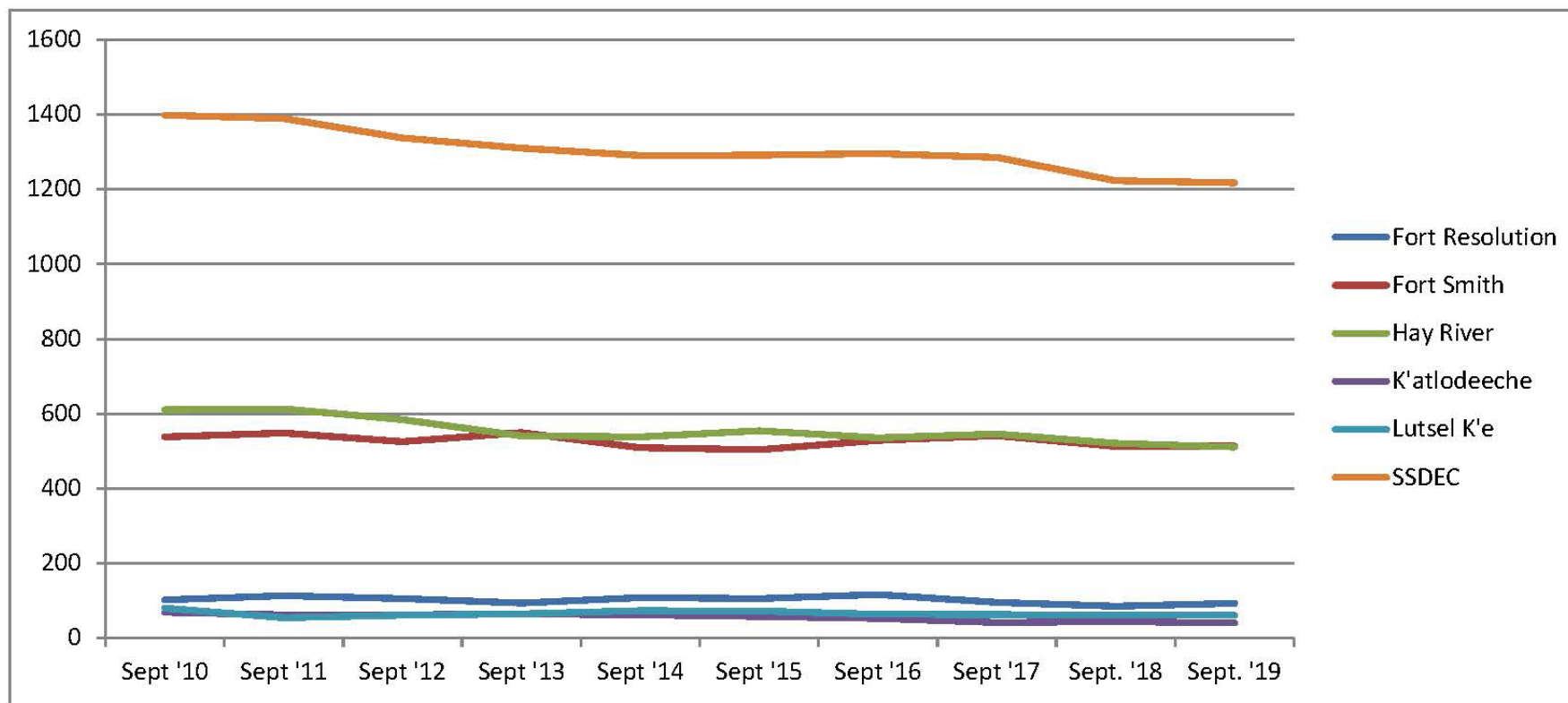
Council expected that at least 85% of students in JK-Grade 10 would participate in at least 15 social responsibility lessons last year, and evidence-based programs and practices such as mindfulness and self-regulation are becoming commonplace and solidified in South Slave classrooms. Staff and students also contribute to communities by giving back through charity, volunteering, and committing to personal growth.





STUDENT ENROLMENT

Student enrolment has plateaued in the South Slave region.



	Sept '10	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15	Sept '16	Sept '17	Sept. '18	Sept. '19
Fort Resolution	102.0	113.0	105.5	93.0	108.0	105.0	116.0	95.0	84.8	92.5
Fort Smith	538.0	548.0	524.5	549.0	509.0	503.3	528.5	541.3	512.5	513.0
Hay River	610.0	612.5	584.0	540.0	538.0	553.5	535.5	545.5	521	510.5
K'atlodeeche	68.5	61.5	62.0	64.0	62.0	57.5	52.5	41.0	44	40.0
Lutsel K'e	79.5	54.0	61.0	64.0	73.0	72.0	63.0	62.5	60.5	61.0
SSDEC	1398.0	1389.0	1337.0	1310.0	1290.0	1291.3	1295.5	1285.3	1222.8	1217.0



INDIGENOUS LANGUAGE & CULTURE

Chipewyan (Dëne Sųłné Yatıé) | South Slavey (Dene Zhatıé) | Cree (Nēhiyawēwin)



The SSDEC offers second language classes in Chipewyan (Dëne Sųłné Yatıé), South Slavey (Dene Zhatıé), and Cree (Nēhiyawēwin). We have developed essential learning outcomes for Grades JK to 12 and this has further refined the planning, implementation, and assessment process. Together, these efforts are engaging students, preserving culture, and repairing the lasting generational damage done by residential schools.

- **Culture Camps** were taught by Elders and volunteers around the region, passing on on-the-land skills, including: bush survival skills, setting traps and fish nets, constructing shelters, snowshoeing and dog sledding, snaring, and learning about traditional plants and medicines.
- Teachers invited Elders and community members to enhance the teaching and learning in their classrooms throughout the school year.
- SSDEC schools have **new signage** for all doors in all of the languages of their community, complete with a QR barcode that users can scan with their phone to hear pronunciation of the Indigenous language name of the room.
- The SSDEC has published more than 300 books. More books are published each year through our annual **Children's Storybook Contest** each year.
- All staff and students were required to learn at least eight traditional greetings in the language(s) of their community.
- As part of our regional cultural orientation day all staff were in-serviced in Residential Schools Awareness. References were made to the TRC Recommendations and existing and potential "Gestures of Reconciliation."





FRENCH LANGUAGE PROGRAMMING

Core French (Hay River & Fort Smith) | Intensive French (Hay River) | French Immersion (Fort Smith)

L'immersion en français (*offert à Fort Smith*) est une forme d'éducation bilingue dans laquelle un(e) élève reçoit une scolarité en français tout en réalisant les objectifs des programmes d'études réguliers, à l'exception de l'anglais. Les élèves suivent l'essentiel de leurs cours (histoire, musique, géographie, mathématiques, art, éducation physique, sciences) en français à partir de l'école primaire. Tous les élèves sont invités à s'inscrire en Immersion, quel que soit leur langue maternelle. Les diplômés quittent l'école avec aisance en français et en anglais et une connaissance et appréciation de la culture Française au Canada.

French Immersion (*offered in Fort Smith*) students become fluent in French while achieving the objectives of the regular curriculum. Beginning in the primary grades, students are instructed in French in most subjects, with the exception of English second language. All students are welcome to enrol in French Immersion, no matter their first language. Graduates leave school with a mastery of English, a functional fluency in French, and a knowledge and appreciation of French culture in Canada.

Français intensif (*offert à Hay River*) est une approche axée sur l'alphabétisation à l'apprentissage de français - tout d'abord par oral, suivie de la lecture, puis par écrit. À partir de la 6e année, environ 80% de l'enseignement quotidien est livré en français, et le pourcentage de l'instruction en français diminue dans les niveaux plus élevés. De cette façon, l'apprentissage du français se fait par un biais de communication plus intensif et est une façon efficace d'apprendre à communiquer spontanément dans cette langue. Le français est la langue de communication en classe et l'acquisition de la langue se fait plus rapidement et plus profondément que le français de base. Lors de l'obtention de diplôme les élèves seront en mesure de parler, lire et écrire aisément en français.

Intensive French (*offered in Hay River*) is a literacy-based approach to learning French - first through oral, then reading, then writing. Beginning in Grade 6, about 80% of the daily instruction is delivered in French, with the percentage of instruction in French declining significantly in the higher grade levels. In this way, the learning of French is done more through intensive communicating in the language.



Français de base (*offert à Hay River et à Fort Smith*) décrit un programme où le français est la matière enseignée sur une base hebdomadaire pour un total de 90 heures de cours par an. Ce programme adopte une approche qui permet à l'élève d'acquérir les compétences de bases nécessaire pour communiquer en français.

Core French (*offered in Hay River and Fort Smith*) is a second language class option offered on a weekly bases to a total of 90 hours of instruction per year.



WELLNESS

The SSDEC is seeking initiatives that help develop internal strategies for emotional intelligence, self-regulation, and resiliency.

- The SSDEC set a target for 2019/20 that 85% of students in JK to Grade 10 receive at least 15 lessons of a **social emotional learning program**.
- The SSDEC **Win the Day! Wellness Challenges** engaged staff in wellness challenges like the territory-wide conceptual Walk to Tuk.
- **STIP (Strengthening Teacher Instructional Practices)** provides up to 100 hours towards collaborative planning and teacher professional duties in order to address issues of teacher workload and wellness, and to provide the time needed for teacher planning and collaboration in order to

improve student outcomes.

- **Healthy Foods for Learning:** The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs — snack, lunch, Drop the Pop, etc. — that offer sugar-free, unprocessed food.
- When students and staff walk through the front doors of our schools they are entering safe, **trauma-sensitive** spaces. We don't always know what students have experienced before school starts, so schools are proactive in creating a safe and respectful environment that enables students

to build caring relationships with adults and peers, self-regulate their emotions and behaviours, and succeed academically, while supporting their physical health and well-being.

- Many schools also took advantage of **FOXY/SMASH** community-based programming that focuses on mental and sexual health and healthy relationships.



The Lawrie Hobart Memorial Volleyball Tournament brings together students from schools all over the NWT.

2020

September | septembre | onōcihitowipīsim | T'ánc'háy Nátl'ír Zá | Egòchẹ Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1 	2	3	4 CS: CO DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm)	5
6	7 Labour Day	8 CS: STIP JBT: Parent Info Evening	9 DJ: Meet The Teacher (pm)	10 	11 DJ: STIP (pm) JBT: STIP (pm)	12
13	14 LK: STIP (am)	15 HC/PA: Meet The Teacher	16	17 DN: Meet The Teacher 	18 HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	19
20	21 LK: STIP (am)	22	23 	24	25 DJ: STIP (pm) JBT: STIP (pm)	26
27	28 DN: CO (am) DN: STIP (pm)	29	30	1	2	3

SCHOOLS

CS - Chief Sunrise Education Centre
DJ - Diamond Jenness Secondary School
DN - Deninu School
HC - Harry Camsell School

JBT - Joseph B. Tyrrell Elementary School
LK - Łutsel K'e Dene School
PA - Princess Alexandra School
PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASaSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



SSDEC HIGHLIGHTS

Celebrating our successes.

- Deninu School teacher **Laura Boucher** received the **SSDEC Excellence in Education Program Staff Award** for her unfailing commitment to staff and students, her ongoing efforts to Indigenize education, her countless hours of volunteering, and her mentorship of other teachers.
- Hay River volunteer and RCMP member **Steve Beck** received the **SSDEC Excellence in Education Partner Award**. For more than 20 years, Steve volunteered his time to work with youth by offering on-the-land camps where he shared traditional knowledge.
- The recipient of the **Excellence in Education – Jill Taylor Above and Beyond Award** was **Shirley Hehn**. Shirley has been a positive influence on generations of children through her tireless efforts in and out of the classroom. She has spent countless hours volunteering to provide students with sporting and travel opportunities.
- **Curtis Brown** was awarded the Polar Medal for his many accomplishments as a long-time educator in the North. Governor General Julie Payette presented the award to Curtis for his role in contributing to a greater understanding of Canada's northern communities and their people.
- **Shirley Lamalice** won the **Indspire Guiding the Journey Award**, a national award, and the highest award the Indigenous community of Canada gives.
- **Shawna Coleman** won a **2019 Ministerial Educator Literacy Award**.
- **Curtis Brown** and **Chris Talbot** wrote an article for **Education Canada** about the SSDEC's award-winning **Trades Awareness Program**.
- **Paul Boucher** was recognized in the Legislative Assembly for his work in developing **Chipewyan Scramble**, which has been further developed for use in all of the nine official Indigenous languages of the NWT.
- **Jennifer Tweedie** participated in the **Teachers Institute on Canadian Parliamentary Democracy**.
- **Allie McDonald** was presented with an **NWTTA Aboriginal Sports Circle Award**.
- **Todd Sturgeon** was presented with the **NWTTA President's Award**.
- **Three Feathers: The Movie** was released in English on DVD. Indigenous language versions will be released soon.



2020

October | octobre | kaskatinowip̓sim | Łuedałtí Zá | Mek'eh Detę Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	1 	2 DJ: CO HC: STIP (pm) PA: STIP (pm)	3
4	5 LK: STIP (am)	6	7	8	9 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm) 	10
11	12 Thanksgiving	13 CS: STIP	14	15	16 DJ: PD HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm) 	17
18	19 JBT: PD PWK: PD	20	21	22	23 DJ: PD DN: CO (am) DN: STIP (pm) HC/PA: PD (pm) JBT: STIP (pm) 	24
25	26 LK: STIP (am)	27	28	29	30 DJ: STIP DN: STIP HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	31 Halloween 

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DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



ŁUTSEL K'E DENE SCHOOL

Grades JK-12 | 61 students | Łutsel K'e



Łutsel K'e Dene School serves the educational needs of a predominantly Chipewyan student population, and places a high value on the promotion of respect, self-worth, community, and education from both the Dene and Western perspectives.

Community Engagement

A key priority at ŁKDS has been to bridge the gap between community and the school. We continue to work hard to create a welcoming environment. Regular monthly assemblies celebrating student success; monthly literacy, numeracy, and Chipewyan language nights; and volunteers and traditional experts in the classroom are some of the things we are working on at ŁKDS. Our hope is that with more families and community members feeling welcome at our school, we can help to increase our attendance as well as build strong, lasting relationships.

ŁKDS Culture Camp

Our camp is in its third year and has seen tremendous success. Students have spent time on the land with Elders, community members, and their teachers engaged in traditional practices such as hunting, fishing, harvesting, setting up camp, and maintaining camp. Within this we ensure to embed the Chipewyan language in the context of everyday activities.

Social Responsibility

The Eagle Feather Program is a Positive Behavioural Interventions & Supports (PBIS) social responsibility program where students earn Eagle Feathers for their house teams for

modeling positive behaviours. This year we reworked our program once again to create an Eagle Feather Shop. Students earn Eagle Feather dollars that they can build up in their "account" and cash out at any time once they reach the required amount for the prize they want. Prizes include Nintendo Switch, wireless speakers, Legos, taping a teacher to the wall, and so on. It was our most successful year with students striving to earn Eagle Feathers.



2020

November | novembre | iyikopīwipīsim | ʔeyun Zá | Ezhuédzē Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 LK: STIP (am)	3	4	5 DJ: 3WC (evening)	6 HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm) DJ: CEP (pm)	7
8 	9 CS: STIP LK: STIP	10 CS: STIP	11 Remembrance Day	12 DN: PD LK: 3WC	13 DJ: STIP DN: STIP HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm) LK: CEP	14 
15	16 LK: STIP (am)	17	18 JBT: Portfolio Share	19 DN: 3WC HC: 3WC (pm) PA: 3WC (pm) JBT: 3WC	20 DJ: STIP DN: STIP (pm) HC/PA: 3WC (pm) PWK: CEP (pm)	21 
22	23	24	25	26 CS: 3WC	27 DJ: STIP HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	28
29	30 	1	2	3	4	5

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DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice
PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



DIAMOND JENNESS SECONDARY SCHOOL

Grades 8-12 | 215 students | Hay River



DJSS values and promotes excellence in academic achievement, respect for Indigenous culture, diversity in their population, service to the community, creativity in the arts, as well as individual and team competition in athletics.

Our Mission: Diamond Jenness High School strives to ensure high levels of learning for all of our students to support our youth in creating rewarding futures.

Our Vision: Through a safe, supportive, and inclusive environment we help our students realize their full educational potential, develop a passion for life-long learning, and the determination needed to become capable citizens of the NWT, Canada and the world.

Student Services

DJSS offers a variety of school-based and community support services to our students. With a warm and welcoming atmosphere we are able to focus on student needs through our Learning Centre (LC). Within this space students have access to many supports including written output and reading, audiobooks, readers, scribes, separate testing spaces, furniture and an atmosphere that supports self-regulation, coaching of study techniques, one-on-one and small group support, learning strategy classes, pre- and re-teaching, etc. The LC is open during school hours and also houses our supervised after-school Homework Club every Monday, Tuesday and Thursday. DJSS also provides breakfast and lunch programs, a fitness centre, mindfulness sessions in and outside the classroom, and essential oil therapy. Community Wellness Workers and Public Health Nurses are also readily available to students.

Career Development

DJSS has a well-defined career exploration program. Students spend time exploring possible career paths through the multi-faceted Smart Focusing program, the 'My Blueprint' Program and in our Career and Life Management (CALM) courses. Senior

high students are involved in one-on-one career counselling, annual reviews of their Career and Program Plans, and regular reviews of their academic/graduation progress and post-secondary admittance requirements. Students have multiple opportunities to experience a variety of trade professions. DJSS's Work Experience and Schools North Apprenticeship Program (SNAP) programs are among the most active in the NWT. Students have many other career development and learning opportunities via Alberta Distance Learning Centre (ADLC).

DJSS Partnerships

DJSS is very fortunate to have outstanding partnerships with municipal, territorial, and federal government agencies, the Hay River Métis Government Council, and K'atłodeeche First Nation. Business partners allow our Work Experience and Shop programs to flourish. Service groups sponsor activities. Their support helps make DJSS an exciting, safe and caring environment. Our academic partnerships with the four other Hay River schools have allowed us to share our programs and enhance programming for all students in our community. DJSS also offers ADLC courses through our new FLEX program for students needing alternative course delivery.

2020

December | décembre | pawacakinpīsim | Tëdhe Tatı Zá | Tedhe Yatíé Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	1	2	3	4 HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	5
6	7 LK: STIP (am)	8	9	10 JBT: Christmas Concert	11 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm)	12
13	14	15 LK: Christmas Concert	16 CS: Community Feast	17 DN: Christmas Concert PWK: Feast/Christmas Classic	18 DN: STIP HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm) DJ: Christmas Concert	19 Christmas Break begins
20	21	22	23	24	25 Christmas	26 Boxing Day
27	28	29	30	31	1	2

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DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference

RANDOM ACTS OF KINDNESS

PRINCESS ALEXANDRA SCHOOL

Grades 4-7 | 167 students | Hay River



The school is dedicated to the development of the whole child; and children learn in a safe and caring environment that is culturally responsive. PA prizes excellence in student leadership and encourages student participation in a broad range of activities throughout the school year.



Student Wellness

Teachers at PA are dedicated to volunteering their time to promote student wellness through the provision of activities and clubs outside of their regular class time. We foster a positive attitude towards school through providing students with opportunities to take part in lunch time intramurals that develop sportsmanship and focus energies during unstructured times of the day. After school and weekend sports programs include x-country running, outdoor soccer, volleyball, badminton, basketball, dance, indoor soccer, and track and field. In addition, special interest clubs are organized for drawing, crafts, sewing, recycling, trivia, cooking, and Lego.

Parent Involvement

The school believes parent involvement is a top priority, and invites parents into the school to attend monthly assemblies with student performances. PA also hosts family literacy breakfasts and lunches; organizes home reading challenges; and communicates with parents via newsletters, notes, Facebook, apps, phone calls, and emails.

Indigenous Language

Students enjoy frequent visits to the school culture camp where they learn language, survival skills, and traditional teachings from Elders in an authentic "on the land" setting.



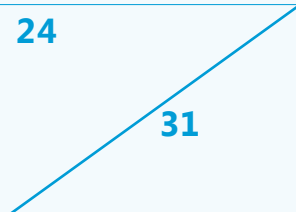
Student Attendance

PA aims to improve attendance by celebrating the class with the highest attendance monthly; communicating extensively with parents about the importance of attendance; and encouraging motivation through self-regulation strategies, differentiated instruction, and exciting culture-based school activities.



2021

January | janvier | kisep̄sim | ʔełets'elts'ún Zá | Edaedzecho Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1 New Year's Day	2
3	4 CS: STIP DN: STIP LK: STIP (am)	5 CS: STIP	6 	7	8 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	9
10	11 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	12  DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	13	14	15 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	16
17	18	19	20  DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	21 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	22 DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams HC/PA: STIP (pm) JBT: STIP (pm)	23
24  31	25 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	26 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	27 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	28 	29 DJ: STIP (pm) DN: STIP HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	30

SCHOOLS

CS - Chief Sunrise Education Centre
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DN - Deninu School
HC - Harry Camsell School

JBT - Joseph B. Tyrrell Elementary School
LK - Łutsel K'e Dene School
PA - Princess Alexandra School
PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



HARRY CAMSELL SCHOOL

Grades JK-3 | 168 students | Hay River



Harry Camsell School is known for being welcoming and friendly. The teachers have a well-deserved reputation for excellence, and maintain a positive and caring environment to help children learn.



Indigenous Language

Our students enjoy a variety of cultural activities throughout the school year. Elders are invited regularly to participate in the teaching of local traditions, language, music, storytelling and Dene games.

Community Engagement

We have worked hard to create a welcoming environment and appreciate the efforts of our many volunteers and community and family contributions. We hold monthly assemblies with student performances and invite parents to attend parent information evenings and family literacy events where families read books together at school.

Harry Camsell also has a dedicated Parent Action Committee that fundraises for school equipment, hot lunches, and field trips that enhance and bring a richness to the curriculum.

Social Responsibility

Students are given incentives for positive behaviour and empathy through Positive Behavioural Interventions and Supports (PBIS), Social-Emotional programming, Student of the Week newspaper recognition, and names displayed on the Foyer Kindness Tree. When problems do arise, students convene in small social skills groups to learn problem solving strategies

to deal with peer conflict and to work through their problems effectively together.

Student Wellness

We have healthy snacks available for every child in need, an active after school program, cheerleading program, track & field, after-school Busy Hands program, Husky Helpers to promote student leadership, and x-country. Students and staff follow principles of self-regulation and work to promote social responsibility.



2021

February | février | mikisewip̓isim | Sa Nedúe Zá | Sa Aek'ázia Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 LK: AD	2 Groundhog Day	3	4 	5 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	6
7	8 LK: STIP (am)	9	10	11 	12 DJ: AD (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	13
14 Valentine's Day	15	16	17	18	19  DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm)	20
21	22 CS: STIP DN: STIP LK: PD PWK: AD	23 All Schools: PD	24 All Schools: PD	25 All Schools: PD	26 All Schools: PD	27 
28	1	2	3	4	5	6

SCHOOLS

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LK - Łutsel K'e Dene School
PA - Princess Alexandra School
PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



JOSEPH B. TYRRELL ELEMENTARY SCHOOL

Grades JK-6 | 285 students | Fort Smith



JBT focuses on promoting four simple expectations: Pride, Respect, Ownership, and Safety (PROS). JBT PROS are part of the school culture.

Language

At JBT, families have the choice of immersing their children in either an English or French program of instruction. Students may enrol in French Immersion in Grade 1. In addition, students have a second language option: Cree, Chipewyan, or Core French.

Connecting with Culture

JBT organizes two whole school culture camps every year (winter and spring), and for a week students and staff learn through observing and practicing skills that are needed to survive on the land. Cultural knowledge and language are generously shared by local Indigenous Elders and by community experts, and students learn through first-hand, authentic cultural experiences.

Student Leadership

Our students in Grades 4-6 who are positive role models practice PROS (Pride, Respect, Ownership and Safety) throughout the school and develop their leadership skills through organizing whole school special events, including assemblies, dances, and school spirit days. This team of students plan morning announcements and also organize PROS blitzes throughout the school that support positive student behaviours and teach social responsibility skills, such as how to respond to bullying or how to be a positive bystander.



2021

March | mars | niskip̄sim | Nłts'icho(gh) Zá | Det'onicho Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	1 LK: Spring Camp LK: STIP (am)	2 LK: Spring Camp	3 LK: Spring Camp	4 LK: Spring Camp	5 DJ: CO (am) DJ: STIP (pm) HC/PA: STIP JBT: STIP (pm) LK: Spring Camp HC/PA: Winter Carnival	6
7	8 LK: STIP	9	10 LK: 3WC	11	12 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	13 LK: Spring Break begins
14	15	16	17 St. Patrick's Day	18 HC: 3WC (pm) PA: 3WC (pm)	19 CS: STIP DJ: STIP (pm) HC: 3WC/CEP PA: 3WC/CEP	20 DN: Spring Break begins
21	22	23	24	25	26 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm)	27 CS: Spring Break begins DJ: Spring Break begins HC: Spring Break begins PA: Spring Break begins JBT: Spring Break begins PWK: Spring Break begins
28	29	30	31	1	2	3

SCHOOLS

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LK - Łutsel K'e Dene School
PA - Princess Alexandra School
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DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



PAUL W. KAESER HIGH SCHOOL

Grades 7-12 | 260 students | Fort Smith



PWK seeks to provide opportunities that will develop students in mind, body, and spirit.

Indigenous Language & Culture

We host Culture Camps for the Junior (Sweetgrass and Gr. 9 Canoe Trip) and Senior (Winter Camp) students, and incorporate Dene Games into Christmas activities. The Chipewyan Language instructor is active in creating new activities, like the 7ëk'éch'a Helá "Scramble" Chipewyan board game to help increase language retention. Cree instruction is also available at the Grade 7-9 level.

Phoenix School

The alternative high school program, Phoenix School, continued to experience a high demand. Enrolment was maintained at 50+ students. The hours are 1-4pm daily and 7-9pm Monday-Thursday, and the school

also incorporates a general study hall open to all students.

Technology

Teachers had web pages containing daily posted lesson plans for student and parent access; and a PWK App was introduced to streamline school information. The App is available for Apple and Android devices. We also use Google apps for education and have purchased 50 Chromebooks for student use.

Fitness & Nutrition

The junior high fitness program ensures one hour of physical activity in the morning for students. A daily snack and subsidized hot lunch program is available to all students.



2021

April | avril | Ayikip̄sim | Benłtthēl Zá | Hah?ı Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2 Good Friday	3
4 Easter	5 Easter Monday	6	7	8	9	10
11	12 CS: STIP LK: STIP (am)	13	14	15	16 DJ: STIP (pm) HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	17
18	19 LK: STIP (am)	20	21	22	23 DN: STIP HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm)	24
25	26	27	28	29 DN: 3WC PWK: CEP/Portfolio Share (evening)	30 DJ: STIP (pm) DN: STIP (pm) HC: STIP (pm) PA: STIP (pm) PWK: CEP	1

SCHOOLS

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DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



DENINU SCHOOL

Grades JK-12 | 95 students | Fort Resolution



This innovative school follows the nine Dene Laws closely; and is always looking for new ways to combine traditional and modern learning.

Culture and Tradition

Kole Crook Fiddlers continue to provide quality fiddling programming to our students. We also continue to build on the skill of traditional drumming.

Our school also hosts the annual Hand Games Tournament and a Traditional Games Tournament, both of which were open to schools from around the region. Our students have a reputation for being strong competitors in traditional games.

The school has a new culture area on the school grounds which offers the opportunity to work in a more traditional setting throughout the school day. Culture camps are held utilizing Mission Island and Little Buffalo River.

High School Distance

Education Initiative

Deninu students have the opportunity to engage in lessons delivered via videoconference as part of a territorial pilot project. These lessons are for students working on a more academic stream and also allows them to work with their peers across the territory. Due to the expansion of this initiative the school now has two Mondopads so that more lessons can be offered.

Chipewyan Language

Chipewyan is integrated throughout school activities, in morning announcements, the Christmas concert, staff meetings, and more. The Chipewyan classroom is set up in home centres, reflecting how students can use the language in their everyday life and encouraging use of the language with their families at home and in the community.

Dene Peacekeepers

Through the Dene Peacekeepers program, students chose to adopt the Dene Laws as their code of conduct. They receive rewards for following the Laws and use restorative justice "peacekeeping circles" to solve more serious problems. Our school follows the PBIS model with the slogan "Keeping it REAL" (Respect, Effort, Accountability, Love).

Science Fair & Heritage Fair

Students participate in Heritage Fairs and Science Fairs on a two-year rotation; this allows students to build on their inquiry skills throughout their time at the school. In addition, the school also hosts the Regional Science Fair, and for the past several years we have sent students to the Canada-Wide Science Fair where three bronze medals have been won.

2021

May | mai | apiniyāwewpīsim | Degáý Marí Zá | Tę De?e Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27	28	29	30	1
2	3 LK: STIP	4	5	6	7 DJ: STIP (pm) HC: CEP (pm) PA: CEP (pm)	8
9 Mother's Day	10 LK: STIP (am)	11	12	13	14 DJ: STIP (pm) JBT: STIP (pm) HC: CEP PA: CEP	15
16	17 LK: STIP (am)	18	19	20	21 CS: STIP DJ: STIP (pm) DN: STIP HC/PA: STIP (pm) JBT: STIP (pm) LK: CEP	22
23	24 Victoria Day	25 CS: STIP	26	27 PWK: Convocation	28 DJ: STIP (pm) PWK: Grad Dinner	29
30	31					

SCHOOLS

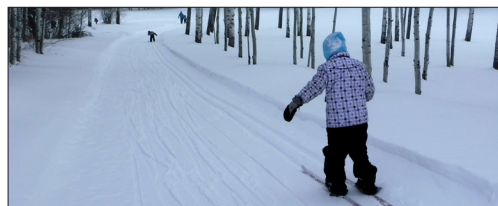
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DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



CHIEF SUNRISE EDUCATION CENTRE

Grades JK-12 | 40 students | K'atłodeeche First Nation Reserve



With a belief that education is grounded in culture, language and a respect for all, CSEC's mission is to maintain a focus on student learning and honour Dene culture by promoting the language and traditions of the K'atłodeeche people.

Culture-Based Education

Chief Sunrise is expanding beyond classroom walls, as Thursdays are dedicated to a culture-based education camp where Sandy Creek meets Great Slave Lake. Students spend the day on the land with an Elder, the Dene Language Instructor, and the School Community Counsellor engaged in traditional seasonal practices such as hunting, trapping, fishing, harvesting plants, food preparation, maintaining camp, learning to observe the nuances of seasonal change, and the movement and behaviour of animals. Within this learning environment, Dene language is modelled and taught in the context of everyday activities.

The goals of Sandy Creek Thursdays are to:

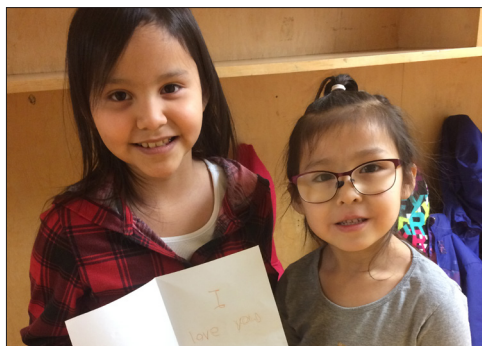
- Develop and enhance knowledge, skills, and values reflective of the Dene world view.

- Put the Dene Laws into practice.
- Connect youth and Elders, and to facilitate the transmission of knowledge from generation to generation.
- Enhance language and cultural revitalization.
- Nurture a positive sense of identity and belonging.

Self-Regulation

Self-regulation is how we effectively deal with stress. Research indicates the ability to self-regulate is a greater indicator of success than IQ.

Students and staff are learning to recognize the signs of excessive stress and strategies to help deal with stressors. Walking through CSEC you may find students taking a short walking break, wearing headphones, sitting in alternative spots to work, or standing at their desk.



2021

June | juin | opāskāhopīsim | Benígés Zá | Eyé Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2 NWT Track & Field (Hay River)	3 NWT Track & Field (Hay River)	4 NWT Track & Field (Hay River)	5
6	7 LK: STIP (am)	8	9	10 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	11 DJ: Diploma Exams (am) DJ: STIP (pm) DN/LK/PWK: Diploma Exams HC/PA: STIP (pm) JBT: STIP (pm) DJ: Diamond Night	12
13	14	15	16	17 DJ: Diploma Exams DN: Diploma Exams LK: Diploma Exams PWK: Diploma Exams	18 CS: STIP DJ/PWK: Diploma Exams DN/LK: Diploma Exams HC/PA/JBT: STIP (pm) DN: Awards Night LK: Graduation	19
20 Father's Day	21 National Indigenous Peoples Day	22 DJ/PWK: Diploma Exams DN/LK: Diploma Exams	23 DJ/PWK: Diploma Exams DN/LK: Diploma Exams	24 CS: CO DJ: Diploma Exams (am) DN/LK/PWK: Diploma Exams HC: STIP (pm) PA: STIP (pm) DJ: Convocation	25 DJ/DN: STIP CS/HC/PA: AD JBT/PWK: AD (pm) LK: Diploma Exams PWK: Diploma Exams (am) DN: Graduation	26
27	28 DN: STIP LK: CO	29 LK: STIP (am) LK: AD (pm)	30	1	2	3

SCHOOLS

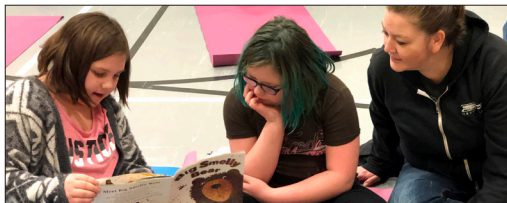
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PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference



LOOKING BACK

2019/20: Inspiring Collective Efficacy



The 2019/20 school year had a focus on Collective Efficacy, and it was a dominant theme in South Slave schools throughout the year. Studies have shown that when staff are confident in their ability to make a difference, it has a significantly positive impact on school culture and student achievement. Sub-areas of focus included:

1. Indigenizing Education

- honour and promote local heritage, language and culture in all programs
- strengthen Indigenous language programming (assessment and instruction)
- increase SSDEC trustees, staff and student use of greetings, words of appreciation, saying "thank you" and using at least three more phrases of salutation in the local Indigenous language(s)

2. Strengthening Professional Learning Communities (PLC)

- continue collaborative work in the determination of essential learning outcomes (What do we want students to learn?), the develop-

ment of common assessments (How will we know if they learned it?), and the design of engaging lessons (instruction and interventions - What will we do for those who don't learn it?)

3. Re-invigorating our passion for literacy and numeracy (eyes-on-text, challenges...)

- re-invigorate research-proven instructional practices, including guided reading/instruction (small group/differentiated) and Partner Talk
- strengthen oral language, word work and content area vocabulary

4. Reinforce Personal Wellness and Social Responsibility

- create a welcoming environment for even the most traumatized students
- ensure more students are receiving more effective self-regulation and social skills programming
- find/develop a more results oriented social-emotional learning assessment tool and target
- strengthen focus and strategies to improve student attendance

2021

July | juillet | opāskowipīsim | Tsąba Nálye Zá | Chiehchídhé Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	1 Canada Day 	2	3
4	5	6	7	8	9 	10
11	12	13	14	15	16	17 
18	19	20	21	22	23 	24
25	26	27	28	29	30	31 

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LOOKING FORWARD

2020/21: Innovator's Mindset



In the face of a global pandemic, our priorities have not changed from 2019-20 (see Looking Back on the previous page). However, the health and safety of our students, our staff and the communities are of heightened focus and require us to revisit and update almost all of our standard procedures.

We can't avoid the pandemic, just as we can't give up trying to provide the best education possible. We have no choice but to make time and look for opportunities to create new solutions. These changes require hard work and perseverance.

Underpinning the 2019-20 priorities moving forward into 2020-21, are the following:

1. Further Developing Student-Teacher Relationships

- Research shows that when a teacher begins the day with a positive attitude and the belief their students can and will achieve, children are more likely to do well academically
- We have for years transformed our schools into trauma-sensitive, safe places. In times of difficulty, that is even more important to our students and their families.
- Classroom management is about having the right relationships to encourage success.

2. Reinforcing Wellness and Social Responsibility

- Cohorting and physical distancing will be one of the most important health and safety rules this year.
- Staff, parents and students are expected to remain vigilant to ensure distancing takes place where possible. When not possible, masks will be used in our schools, on buses and in common areas.
- We will teach, reinforce and give constant reminders to students, staff and visitors to maintain physical distancing, wear appropriate PPE when necessary, and monitor daily for signs of infection.

3. Encourage Students to Take Ownership of their Education

- Students are more likely to take ownership of their own education and succeed in learning when teachers have prepared them so that they can answer these three questions: What am I learning today? Why am I learning it? How will I know if I have learned it?
- With the greater likelihood of cancelled classes, and the quick pivot to blended and online learning this year, it is important that staff are able to transition quickly, and that students take pride and ownership in keeping up with their assigned work, so as to ensure success.

2021

August | août | ohpahopīsim | Dzɪnedháze Zá | Mek'eh Chiaɪdeh Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Civic Holiday	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

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DAYS WITH NO REGULAR CLASaSES

AD - Administration
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PD - Professional Development
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3WC - 3-Way Conference

Finances and Operations

Fund Balances

As of June 30, 2020

SSDEC	Fort Smith	Hay River	K'atloodeeche	Fort Resolution	Lutsel K'e
\$3,266,420	\$137,517	\$367,894	\$27,921	\$111,247	\$3,774
(\$890,019)	(\$96,424)	(\$320,326)	(\$22,699)	(\$103,839)	\$0
\$2,376,401	\$41,093	\$47,568	\$5,222	\$7,408	\$3,774
9%	7%	7%	7%	7%	7%

- 1 - Fund Balances (SSDEC and DEA surpluses) as per audited financial statements
- 2 - Commitments against fund balances (school staffing surpluses and DEA spending plans)
- 3 - Uncommitted fund balance
- 4 - Fund balance percentages calculated as per SSDEC policy DFAA - Financial Surplus

Staffing Levels

2019 - 2020

	Allocation by ECE Formula		Expenditures by SSDEC	
	PY's	\$	PY's	\$
Staffing at the Divisional Level				
Leadership Team	3.25	\$565,747	3.00	\$574,445
Inclusive Schooling Consultant	1.00	\$171,120	1.00	\$164,562
School Support Consultants	2.00	\$342,240	1.50	\$269,125
Indigenous Language Consultants	1.00	\$171,120	0.50	\$84,509
Administrative Staff	3.75	\$347,353	3.00	\$352,079
Technology Staff	1.00	\$140,869	3.00	\$398,058
Sub-total	12.00	\$1,738,449	12.00	\$1,842,778
Staffing at the School Level				
Teachers	95.66	\$13,561,653	95.47	\$13,505,932
Program Support Teachers	11.68	\$1,687,728	10.01	\$1,587,653
Support Assistants	17.88	\$1,861,938	27.20	\$2,578,810
School Community Counsellors	3.79	\$380,896	1.00	\$106,867
Wellness Counsellors	1.25	\$128,627	0.00	\$0
Secretaries	3.80	\$347,554	6.20	\$588,147
Custodians	12.04	\$951,389	9.86	\$842,716
Sub-total	146.10	\$18,919,785	149.74	\$19,210,125
Divisional Total	158.10	\$20,658,234	161.74	\$21,052,903

Finances and Operations

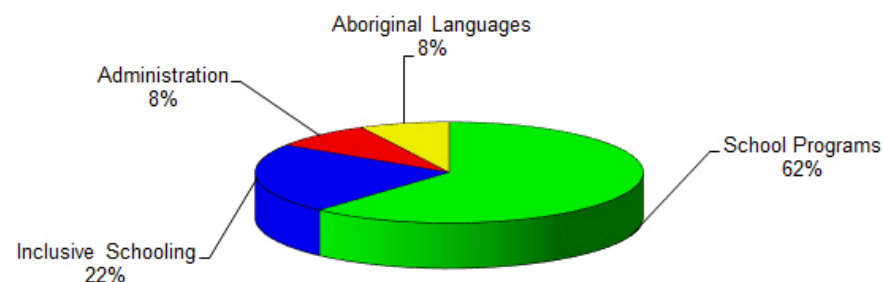
Statement of Revenues and Expenses

For the Year Ended June 30, 2020

	<u>2020 Actual</u>	<u>2019 Actual</u>
<u>REVENUES</u>		
ECE Contributions		
ECE Regular Contributions	\$24,117,729	\$25,510,429
Other ECE Contributions	664,455	822,725
Total ECE Contributions	\$24,782,184	\$26,333,153
Other GNWT Contributions	\$267,846	\$199,174
Total GNWT Contributions	\$25,050,030	\$26,532,328
Other Education Bodies	\$0	\$0
Government of Canada Contributions	\$1,278,028	\$409,384
Generated Funds		
Investment Income	\$143,968	\$167,464
Non-GNWT Contributions	101,991	81,176
Donations	12,265	48,615
Other	294,062	322,298
Total Generated Funds	\$552,287	\$619,555
Total Revenues	\$26,880,345	\$27,561,266
<u>EXPENSES</u>		
Administration	\$2,302,243	\$2,293,716
School Programs	16,830,283	16,266,063
Inclusive Schooling	6,138,230	5,848,196
Aboriginal Language/Cultural Programs	2,043,640	2,155,145
Total Expenses	\$27,314,398	\$26,563,121
OPERATING SURPLUS/(DEFICIT)	(\$434,052)	\$998,146

Expenditures by Function

For the Year Ended June 30, 2020



School Programs	\$16,830,285
Inclusive Schooling	\$6,138,230
Administration	\$2,302,243
Aboriginal Languages	\$2,043,640
Total	\$27,314,398

Finances et Activités

Soldes de fonds

au 30 juin 2020

<u>CSDSS</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atloodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>
3,266,420 \$	137,517 \$	367,894 \$	27,921 \$	111,247 \$	-3,774 \$
-890,019 \$	-96,424 \$	-320,326 \$	-22,699 \$	-103,839 \$	0 \$
2,376,401 \$	41,093 \$	47,568 \$	5,222 \$	7,408 \$	-3,774 \$
9%	7%	7%	7%	7%	7%

1 - Soldes du fonds (surplus du CSDSS et des ASD) d'après les états financiers vérifiés

2 - Engagements sur les soldes du fonds (surplus tirés du recrutement scolaire et des plans de dépenses)

3 - Solde du fonds non visé par les engagements

4 - Pourcentages du solde du fonds calculés selon la politique DFAA du CSDSS (surplus financiers)

Effectifs

2019 - 2020

	Attribution selon la formule du MÉCF		Dépenses c
	AP	en \$	AP
<u>Dotation au niveau de la division</u>			
Équipe dirigeante	3.25	565,747 \$	3.00
Conseiller en intégration scolaire	1.00	171,120 \$	1.00
Conseillers en soutien scolaire	2.00	342,240 \$	1.50
Consultants sur les langues autochtones	1.00	171,120 \$	0.50
Personnel administratif	3.75	347,353 \$	3.00
Personnel technique	1.00	140,869 \$	3.00
Sous-total	12.00	1,738,449 \$	12.00
<u>Dotation au niveau de l'école</u>			
Enseignants	95.66	13,561,653 \$	95.47
Enseignants de soutien aux programmes	11.68	1,687,728 \$	10.01
Aide-enseignants	17.88	1,861,938 \$	27.20
Conseillers communautaires en milieu scolaire	3.79	380,896 \$	1.00
Conseillers en bien-être	1.25	128,627 \$	0.00
Secrétaires	3.80	347,554 \$	6.20
Concierges	12.04	951,389 \$	9.86
Sous-total	146.10	18,919,785 \$	149.74
Total pour la division	158.10	20,658,234 \$	161.74

Finances et Activités

État des RÉSULTATS CONSOLIDÉS

pour l'exercice se terminant le 30 juin 2020

Données réelles 2020 **Données réelles 2019**

REVENUS

Contributions du MÉCF

Contributions régulières du MÉCF	24,117,729 \$	25,510,429 \$
Autres contributions du MÉCF	664,455 \$	822,725 \$
Total des contributions du MÉCF	24,782,184 \$	26,333,153 \$

Autres contributions du GTNO	267,846 \$	199,174 \$
Total des contributions du GTNO	25,050,030 \$	26,532,328 \$

Autres organismes scolaires	0 \$	0 \$
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Contributions du gouvernement du Canada	1,278,028 \$	409,384 \$
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Fonds générés

Revenus d'investissement	143,968 \$	167,464 \$
Contributions ne provenant pas du GTNO	101,991 \$	81,176 \$
Dons	12,265 \$	48,615 \$
Autres	294,062 \$	322,298 \$
Total des fonds générés	552,287 \$	619,555 \$

Total des revenus	26,880,345 \$	27,561,266 \$
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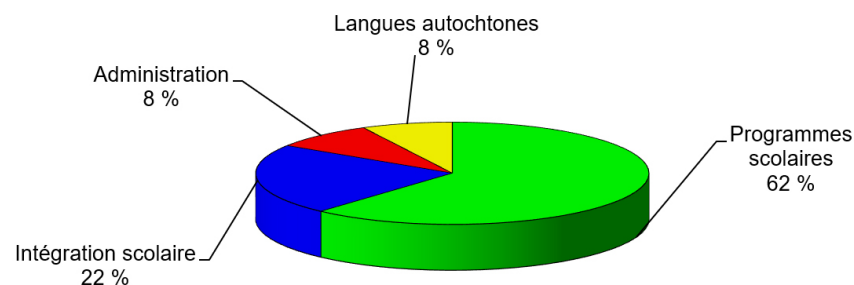
DÉPENSES

Administration	2,302,243 \$	2,293,716 \$
Programmes scolaires	16,830,283 \$	16,266,063 \$
Intégration scolaire	6,138,230 \$	5,848,196 \$
Programmes de langues et cultures autochtones	2,043,640 \$	2,155,145 \$

Total des dépenses	27,314,398 \$	26,563,121 \$
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EXCÉDENT OU DÉFICIT DE FONCTIONNEMENT	-434,052 \$	998,146 \$
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Dépenses par activité
pour l'exercice se terminant le 30 juin 2020



Programmes scolaires	16,830,285 \$
Intégration scolaire	6,138,230 \$
Administration	2,302,243 \$
Langues autochtones	2,043,640 \$
Total	27,314,398 \$

The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.

Fort Smith

SSDEC Regional Office

P.O. Box 510
Fort Smith, NT
X0E 0P0
Tel: (867) 872-5701
Superintendent: Dr. Curtis Brown

Joseph Burr Tyrrell Elementary School

Bag Service #1
Fort Smith, NT
X0E 0P0
Tel: (867) 872-4528
Principal: Tiffany Kelly

Paul William Kaeser High School

P.O. Box 480
Fort Smith, NT
X0E 0P0
Tel: (867) 872-4795
Principal: Al Karasiuk

Hay River

Diamond Jenness Secondary School

58 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-6538
Principal: Lynne Beck

Princess Alexandra School

56 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-6388
Principal: Carolyn Carroll

Harry Camsell School

54 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-2389
Principal: Carolyn Carroll

K'átłodeeche First Nation

Chief Sunrise Education Centre

P.O. Box 3055
Hay River, NT
X0E 1G4
Tel: (867) 874-6444
Principal: Dr. Deborah Reid

Fort Resolution

Deninu School

P.O. Box 250
Fort Resolution, NT
X0E 0M0
Tel: (867) 394-4501
Principal: Lynette De Maries

Łutsel K'e

Łutsel K'e Dene School

P.O. Box 80
Łutsel K'e, NT
X0E 1A0
Tel: (867) 370-3131
Principal: Vivian Harris