



2017-2018 SCHOOL YEAR CALENDAR 2016-2017 ANNUAL REPORT



*Creating
Futures*

South Slave Divisional Education Council

WHAT IS THE SSDEC?

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 Łutsel K'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 the 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 2016-2017 representatives were as follows:

Ann Pischinger (Chairperson) – Fort Smith
Bess Ann McKay (Vice-Chairperson) – Fort Resolution
Kandis Jameson – Hay River
Wanda Salopree – K'átłodeeche First Nation
Prairie Desjarlais – Łutsel K'e

The SSDEC and the DEAs are jointly responsible for the education of approximately 1300 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 on an annual basis, 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.



Classroom Work, PA, 2016



Experiences Canada Exchange Program, DN, 2017



Classroom Work, PA, 2016

CHAIRPERSON'S MESSAGE

I would like to take a moment to thank everyone for the amazing support they have provided our students over the years. With your help, we have seen tremendous growth and I am so proud.

As we enter a time of fiscal restraint, now more than ever before, we have to work together to find ways to maintain and improve student achievement results with fewer resources.

We have identified a need to refocus and “Elevate the Essentials” in the 2017/18 school year. A decade into our award-winning Leadership for Literacy initiative, we have realized that we need

to refocus on the essential skills our students need to succeed – reading, writing, and math. In 2007 when we began, fewer than 50% of our students were reading at grade level according to Canadian normed reading assessment, and now nearly 60-70% of our students are meeting these Canadian standards. We know our initiative has brought forth great change, and so this year we will be working to revitalize it in order to continue to improve results.

Moving forward, we continue to call upon our staff and students to take ownership for their learning – to become engaged learners in real-life problems and develop 21st century skills (researching, collaborating, problem-solving, communicating learning...).

We also know that collaborating with parents and community leaders leads to great success, and so we will continue to strengthen these relationships.

As we begin another school year together, I want to thank our students, parents, staff, and communities once again for their continued support.



Ann Pischinger
Chairperson



SUPERINTENDENT'S MESSAGE

In 2016/17, we marked the tenth year of our Leadership for Literacy initiative, which has played a key role in the remarkable achievements our students have made in literacy, numeracy, and social responsibility.

Of the 13 areas for improvement we identified in 2016/17, 9 were achieved, 1 other improved but did not meet the target, 1 declined, and we are awaiting results of 2 more. On the Canadian Achievement Test (CAT-4), almost two-thirds of our students continue to perform at or above the Canadian norm in both reading and math.

We are particularly pleased that the majority of the targets have once again been met, although our reading results have been identified as an area of concern. This year we saw a 1% increase in math and a 1% decrease in reading. Participation rates also went up 1%.

Education is successful when we as a community work together to support and encourage our children. Over the past few years, it has been exciting to see an increasing number of parents and family members becoming more actively involved in their children's education and volunteering in our schools. Engagement directly and positively impacts student success, and so we appreciate parents taking time to participate in parent workshops, 3-Way Conferences, Community Education Planning

days, and providing us with feedback about their satisfaction with their children's growth.

It is because of the hard work and dedication of the entire SSDEC—from my colleagues on Council and our DEAs, to our regional leadership team and coordinators, to our school principals, teachers and assistants, and of course to our students and their parents—that we have been able to grow and achieve so much together.



Dr. 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, just over half of South Slave students were reading at the Canadian standard. About 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, the reading achievement results have been exciting and encouraging:

- 58% of students are at or above the Canadian standard in reading.
- 94% of parents say they are satisfied with their child's growth as a reader.
- 84% of students, and 88% of SSDEC staff, are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Aboriginal language.

Numeracy

The SSDEC is working to improve student fluency and flexibility with mathematics 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. This past year, we had great success piloting a math year plan for Grades 1-7, with both pre-(diagnostic) and post-(formative) assessments. Results have shown:

- 64% of students are at or above the Canadian standard in math.
- 92% of parents say they 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 directed that 80% of students participate in at least ten social responsibility lessons last year, and so approaches such as *mindfulness* and *self-regulation* are becoming commonplace and solidified in South Slave schools. Schools also contribute to communities by giving back through charity, volunteering, and committing to personal growth.

- Approximately 50% of students achieved at least 90% attendance.
- 90% of parents participated in at least one Community Education Planning (CEP) day, 3-Way Conference, or parent workshop.
- 87% of students have taken ten social responsibility lessons.



Trades Awareness Program, 2016

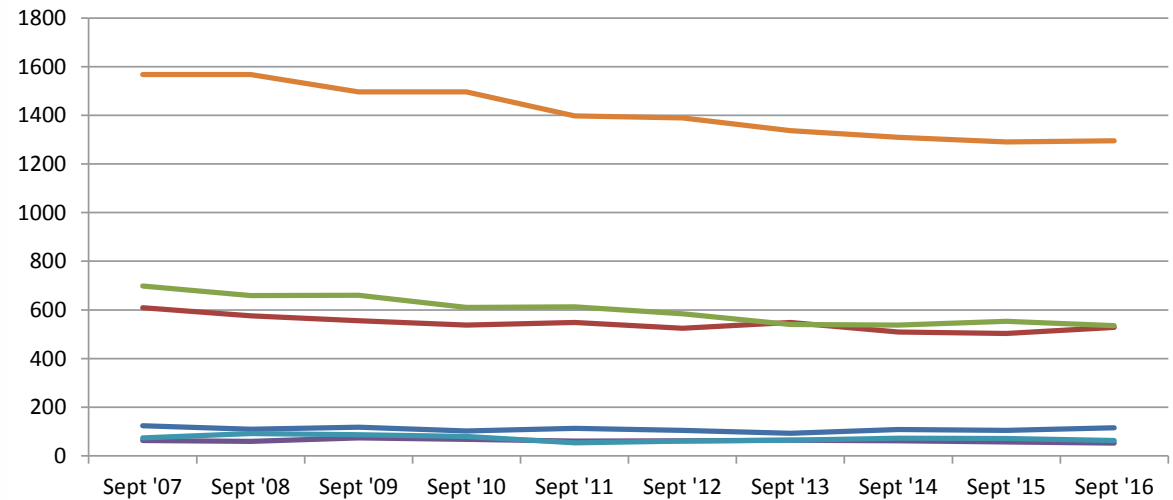


Trades Awareness Program, 2016

STUDENT ENROLMENT



Student enrolment has plateaued over the last three years in the South Slave region.



	Sept '07	Sept '08	Sept '09	Sept '10	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15	Sept '16
Fort Resolution	123.5	110.0	118.0	102.0	113.0	105.5	93.0	108.0	105.0	116.0
Fort Smith	609.5	575.5	556.0	538.0	548.0	524.5	549.0	509.0	503.3	528.5
Hay River	698.0	659.0	660.5	610.0	612.5	584.0	540.0	538.0	553.5	535.5
K'atlodeeche	63.0	59.5	74.0	68.5	61.5	62.0	64.0	62.0	57.5	52.5
Lutsel K'e	74.0	92.0	87.5	79.5	54.0	61.0	64.0	73.0	72.0	63.0
SSDEC	1568.0	1568.0	1496.0	1496.0	1398.0	1389.0	1337.0	1310.0	1290.0	1295.5



ABORIGINAL LANGUAGE & CULTURE



Beaver Camp, CS, 2017



200 Drum Project, PWK 2016



Experiences Canada, DN, 2017

We offer second language classes in Cree, Slavey (Dene Yatié), and Chipewyan (Dene Dédliné). Our Aboriginal language fluency rates have risen 24.4% since 2013, and 1.4% since 2015-16. We have developed essential learning outcomes for Grades K 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.
- The SSDEC's graphic novel **Three Feathers** is being turned into a film, which provided credit internship opportunities for high school students. The film, which cast Northern actors, is ground-breaking in that it was filmed in English, Cree, Chipewyan and Slavey.
- The **First Nations Storybook App** is now available in all three languages of the South Slave - **Chipewyan, Cree, and Slavey** - in the iTunes store for iPads and iPhones. The apps feature a collection of Aboriginal books read by fluent speakers.
- Store signage, featuring QR codes that matched grocery store items, was installed in stores across the South Slave as part of a **Shopping in Two Worlds** initiative during Aboriginal Languages Month in March.
- The SSDEC published three new children's books: **When I Was Little**, **Fish for You & Fish for Me**, and **My First Hunt**; along with a graphic novel by Richard Van Camp entitled **Spirit**. We are also in the process of publishing additional books and ebooks as part of our **Children's Storybook Contest**. We have now published over 300 books.

FRENCH LANGUAGE PROGRAMMING

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.

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.

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 enroll 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.



Heritage Fair, PWK, 2017



200 Drum Project, PWK, 2017



Inquiry Unit Science Experiment, PWK, 2017

WELLNESS



Snack Time, LK, 2017



Skills Competition, LK student at DJ, 2017

We are increasingly aware of the importance of mental health and wellness of students and staff, and the related impact on behaviour and learning. The SSDEC is seeking initiatives that help develop internal strategies for emotional intelligence, self-regulation, and resiliency.

- The SSDEC set a target for 2016/17 challenging that 80% of students in Kindergarten to Grade 12 receive at least ten lessons of a **social responsibility program**.
- SSDEC **Win the Day Wellness Challenge** engaged staff in wellness challenges based on the nine Dene Laws. Staff were invited to participate in one challenge per month.
- The 2016 annual regional in-service was themed "**Filling Our Buckets.**" The in-service focused heavily on both staff and student wellness and self-regulation.
- A **Trauma-Sensitive Communities Pilot Project** allowed the SSDEC to work collaboratively with community partners to develop a series of presentations on building trauma-sensitive schools and communities. These workshops were offered free of charge to communities across the South Slave this past year.
- Parent, student, and staff workshops were offered on *Drugs and the Teenage Brain, Choices - Drinking and Driving, Mindfulness, Trauma Education*, etc..
- School leadership teams were training in **Violence Threat Risk Assessment (VTRA)** Levels I and II. We are now in the beginning stages of drafting VTRA protocol with our community partners in the South Slave.

September | septembre | Onōcihitowipīsim

T'áncháy Nátl'ír Zá | Egqchę Zaa

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 <i>AD - CS, LK, HC, PA, DJ</i>	29 <i>AD - DN, JBT PD - CS CO - PWK</i>	30 <i>STIP - CS, DN, JBT CO - PWK</i>	31 <i>STIP - DN CO - CS</i>	1 <i>AD - DN STIP - DJ (pm)</i>	2
3	4 <i>Holiday Labour Day</i>	5	6	● 7	8 <i>CO - CS STIP - DJ (pm)</i>	9
10	11 <i>STIP - LK</i>	12	13	☉ 14	15 <i>STIP - DJ (pm)</i>	16
17	18 <i>CEP - LK</i>	19	20 <i>CEP - DN</i>	○ 21	22 <i>STIP - JBT, DJ (pm) Elks Outdoor Soccer Hay River</i>	23 <i>Elks Outdoor Soccer Hay River</i>
24 <i>NWT Literacy Week Elks Outdoor Soccer Hay River</i>	25 <i>NWT Literacy Week CO - JBT STIP - CS, LK</i>	26 <i>NWT Literacy Week</i>	27 <i>NWT Literacy Week</i>	☉ 29 <i>NWT Literacy Week</i>	29 <i>NWT Literacy Week PD - DJ CEP - HC, PA Orange Shirt Day</i>	30 <i>NWT Literacy Week</i>

SCHOOLS

CS - Chief Sunrise Education Centre
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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

SSDEC HIGHLIGHTS

- The **SSDEC's Leadership for Literacy** initiative won the **Indspire Guiding the Journey: Indigenous Educator Award - Organization Award** for its impact in the field of Indigenous education.
- **Harry Camsell School** was honoured in the SSDEC's annual vignette. The staff, students, and Hay River District Education Authority have done an exceptional job maintaining a positive and caring learning environment.
- Many staff won territorial and national awards last year, including:
 - Carolyn Carroll (Canada's Outstanding Principal Award)
 - Anna Cunningham (NAPEG Science Teaching Award)
 - Paul Boucher (Premier's Award for Individual Excellence)
 - Lynne Beck (NWT Ministerial Restorative Justice Award)
 - Chuck Lirette (NWT Education Hall of Fame)
 - Lori Rutherford (NWTTA Aboriginal Sport Circle Award)
 - Allie McDonald (NWT Recreation & Parks Innovation Award)
 - Tim Borchuk (\$50,000 for the DJSS Welding Program)
 - Tara Boudreau (Hay River Citizen of the Year)
- SSDEC Public Affairs Coordinator **Sarah Pruys** and Paul W. Kaeser High School Chipewyan Instructor **Paul Boucher** had their story "Walking the Path: The Jech'ani Project" published in an educational journal. The story reviews Boucher's 200 Drum project.
- SSDEC Retiring Assistant Superintendent **Mr. Brent Kaulback** received the **SSDEC Excellence in Education Educator Award** for his over 40 years of service as an educator and as an administrator, and for his exceptional work preserving and revitalizing Aboriginal language and culture across the NWT.
- Chief Sunrise Education Centre Student Counselor **Ms. Misty Pynten** received the **SSDEC Excellence in Education Partner Award** for her necessary and impactful work she does while radiating kindness and positivity; and for going above and beyond through involvement in numerous staff, student, and parent groups.



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

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 <i>STIP - LK</i>	3	4 <i>CAT-4 Testing Begins</i>	5 <i>World Teacher's Day</i>	● 6 <i>STIP - DJ (pm), DN (pm)</i> <i>PD - JBT, PWK</i> <i>NWT Cross Country</i> <i>Fort Providence</i>	7
8	9 <i>Holiday</i> <i>Thanksgiving Day</i>	10 <i>STIP - CS, DN</i>	11 <i>STIP - CS</i>	12	◐ 13 <i>STIP - DJ (pm)</i> <i>LH Volleyball</i> <i>Tournament</i> <i>Fort Smith</i>	14 <i>Lawrie Hobart</i> <i>Volleyball</i> <i>Tournament</i> <i>Fort Smith</i>
15 <i>Lawrie Hobart</i> <i>Volleyball</i> <i>Tournament</i> <i>Fort Smith</i>	16 <i>STIP - LK</i>	17	18	19	○ 20 <i>STIP - JBT, HC (pm),</i> <i>PA (pm), DJ (pm)</i>	21
22	23 <i>STIP - LK</i>	24	25	26 <i>Jr. Spike It!</i> <i>Yellowknife</i>	27 <i>STIP - HC (pm),</i> <i>PA (pm), DJ (pm)</i> <i>Jr. Spike It!</i> <i>Yellowknife</i>	◑ 28 <i>Jr. Spike It!</i> <i>Yellowknife</i>
29 <i>Jr. Spike It!</i> <i>Yellowknife</i>	30 <i>STIP - LK</i>	31 <i>Halloween</i>	1 <i>Slavey</i>	2 <i>Negha</i> <i>dáqondih?</i> <i>Segha</i> <i>gonezu</i>	3 <i>Nezu</i>	4 <i>Máhsi</i>

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ŁUTSEL K'E DENE SCHOOL

Łutsel K'e Dene School (ŁKDS) is a K-12 school that serves approximately 65 students in the small fly-in community of Łutsel K'e. This 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.

Culture Camp

ŁKDS opened a school culture camp located about 20 minutes outside of the community. Each week, students travel to the camp to learn different cultural skills. Staff, students, and community have enjoyed the camp and plan to use it each school year with the support of community.

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. Each month, ŁKDS hosts events in which students work collaboratively with their house teams to complete activities and earn points that go towards each team to earn activities and prizes.

Attendance/Achievement

At ŁKDS, monthly assemblies celebrate student attendance and achievements. Students look forward to these celebrations, even talking about them at community events. The assemblies are tremendous opportunities to recognize and celebrate the achievements of our students.



Recess, 2017



Reading, 2016



Math Class, 2017

November | novembre | Iyikopīwipīsim

ᑕeyun Zá | Ezhuędę Zaa

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 <div>Cree</div>	30 <div>Tānisi?</div> <div>Namōya nando</div> <div>Miwasin</div>	31 <div>kināskomitin</div>	1 CEP - DJ STIP - JBT PD - DN, HC, PA Sr. Spike It! Volleyball Yellowknife	2 PD - DN Sr. Spike It! Volleyball Yellowknife	3 STIP - DN, DJ (pm) Sr. Spike It! Volleyball Yellowknife	4 <div></div> Sr. Spike It! Volleyball Yellowknife
5 Daylight Saving Time Ends Sr. Spike It! Volleyball Yellowknife	6 STIP - LK	7 3WC - PWK	8 3WC - PWK	9 3WC - DJ CEP - PWK (pm) AD - JBT (pm)	10 <div></div> STIP - CS, HC (pm), PA (pm) PD - JBT, PWK 3WC - DN, LK	11 <div></div> Remembrance Day
12	13 Holiday	14 STIP - DN	15	16	17 STIP - HC (pm), PA (pm), DJ (pm) CAT-4 Testing Ends	18 <div></div>
19	20 STIP - LK	21	22 3WC - JBT	23 3WC - JBT, HC (½ day), PA (½ day), CS (½ day) PD - LK	24 CEP - CS, JBT PD - LK STIP - DJ (pm) 3WC - HC, PA	25
26 <div></div>	27 TAP Intro Fort Smith STIP - LK	28 TAP Intro Fort Smith	29 TAP Intro Fort Smith	30 TAP Intro Fort Smith	1	2

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JOSEPH B. TYRRELL ELEMENTARY SCHOOL

Joseph B. Tyrrell Elementary School (JBT) is a dual track (English/French Immersion) K-6 school with a student enrolment of approximately 260 students (over 80% Aboriginal). This Fort Smith school focuses on promoting four simple expectations: Pride, Respect, Ownership, and Safety (PROS). JBT PROS are part of the school culture.

Language

At JBT, parents can choose for their children to receive instruction in either English or in French Immersion. Second language options include Cree, Chipewyan, or Core French.

Student Leadership Team

Students in Grades 4-6 who are positive role models demonstrate PROS (Pride, Respect, Ownership and Safety) throughout the school and develop their leadership skills through organizing special events including assemblies, dances, and cupcake sales. They also organize PROS blitzes throughout the school that teach positive behaviours to younger students, such as how to respond to bullying.

Culture Camps

JBT holds two whole school culture camps every year, (winter and spring) and this year marked the second annual winter culture camp at Thebacha (Métis settlement). For a week, students and staff learned about winter trap setting and snaring, snowshoe making and hiking, looming, and weaving. Cultural knowledge and language was generously shared by local Elders and students benefitted greatly from this informative on-the-land winter camp.



Family Literacy Day, 2017



Halloween, 2017



Berry Picking, 2016

December | décembre | Pawacakinpīsim Tēdhe Tatı Zá | Tedhe Yatíé Zaa

2017

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

26	27 DENE LAW YOUNG GIRLS AND BOYS SHOULD BEHAVE RESPECTFULLY	28	29	30	1 TAP Intro Fort Smith STIP - HC (pm), PA (pm) PD - DJ Badminton - Hay River	2 Badminton Hay River
3 Badminton Hay River	4 STIP - LK, JBT	5	6	7	8 STIP - HC (pm), PA (pm), DJ (pm)	9 Jr. Badminton Yellowknife
10	11 STIP - LK	12	13 SSDEC Open House	14	15 STIP - HC (pm), PA (pm)	16 Holidays Begin - HC, PA, DJ
17	18 STIP - LK	19	20	21 Holidays Begin - CS, JBT, PWK	22 Holidays Begin - DN, LK (pm)	23
24 New Year's Eve 31	25 Christmas Day Holiday	26 Boxing Day Holiday	27 Chipewyan	28 2Edlānet'e-a? 2Esást'í le Nezọ	30 Mársı	

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3WC - 3-Way Conference

PAUL W. KAESER HIGH SCHOOL

Paul W. Kaeser High School (PWK) is a Grade 7-12 school in Fort Smith. The student body of 240 students is 90% Aboriginal. PWK seeks to provide opportunities that will develop students in mind, body, and spirit.

Aboriginal Culture

PWK hosted Culture Camps for the Junior (Sweetgrass and Gr. 9 Canoe Trip) and Senior (Winter Camp) students, and incorporated Dene Games into Christmas activities. The Chipewyan Language instructor created *ᑭᑦᑲᑦᑲᑦᑲᑦ* *Helá* "Scramble", a Chipewyan board game that helps increase language retention. Cree instruction was reintroduced 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. PWK also uses Google apps for education and purchased 50 Chromebooks for student use.

Fitness & Nutrition

The junior high fitness program ensured one hour of physical activity in the morning for students.

A daily snack and subsidized hot lunch program is available to all students.



Sweetgrass Trip, 2017



200 Drum Project, 2016



Building Garbage Bins for Elders, 2016



200 Drum Project, 2016

January | janvier | Kisep̄sim ʔelets'elts'ún Zá | Edaedzecho Zaa

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 <i>Holiday</i> New Year's Day	● 2 <i>School Begins</i> - HC, PA, DJ	3	4 <i>School Begins</i> - JBT, PWK <i>STIP</i> - CS	5 <i>STIP</i> - CS, HC (pm), PA (pm), DJ (pm)	6
7	8 <i>School Begins</i> - CS	☾ 9 <i>School Begins</i> - LK	10 <i>School Begins</i> - DN	11 <i>ELA 30-1/30-2 Part A</i>	12 <i>SS 30-1/30-2 Part A</i> <i>STIP</i> - HC (pm), PA (pm), DJ (pm)	13
14	15 <i>French 30-1 Part A</i> <i>STIP</i> - LK	16	○ 17	18	19 <i>STIP</i> - HC (pm), PA (pm), DJ (pm)	20
21	22 <i>French 30-1 Part B</i> <i>STIP</i> - LK	23 <i>ELA 30-1/30-2 Part B</i> <i>Exams</i> - PWK	24 <i>SS 30-1/30-2 Part B</i> <i>Exams</i> - PWK, DJ	☾ 25 <i>Math 30-1/30-2</i> <i>Exams</i> - PWK, DJ	26 <i>Bio 30</i> <i>Exams</i> - PWK, DJ <i>PD</i> - CS <i>STIP</i> - JBT, HC (pm), PA (pm)	27 <i>Family Literacy Day</i>
28	29 <i>Chem 30</i> <i>Exams</i> - DJ <i>STIP</i> - CS <i>AD</i> - LK, PWK	30 <i>Physics/Science 30</i> <i>AD</i> - DJ (½ day) <i>STIP</i> - DJ (½ day)	31	● 1 DENE LAW SHARE WHAT YOU HAVE		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 CLASSES

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

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

DENINU SCHOOL

Deninu School is a K-12 school with a student population of 105 students located in Fort Resolution on the south shores of Great Slave Lake. This innovative school follows the nine Dene Laws closely; and is always looking for new ways to combine traditional and modern learning.

Traditional Dance & Music

The Deninu Dancers, Drummers, and Fiddlers groups have continued to be a huge success, and the students travelled across the territory to show off their talents.

The school also participated in an exchange program with students from Ottawa. Deninu students worked alongside Elders to "Pass on the Teachings" by demonstrating traditional skills, games, and sports to their exchange partners while staying out at Mission Island in cabins.

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 annually, and last year sent students to the Canada-Wide Science Fair where two students from Deninu recently won bronze medals.

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.



High School Electives & Videoconference Courses

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.

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.

February | février | Mikisewipīsim

Sa Nedúe Zá | Sa Aek'ázia Zaa

2018

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

28	28 <div>DENE³⁰LAW</div> <div>LOVE EACH OTHER AS MUCH AS POSSIBLE</div>		31	1 Groundhog's Day	2 STIP - HC (pm), PA (pm), DJ (pm)	3
4	5 STIP - LK	6	7	☾ 8 Jr. Cager Basketball Yellowknife	9 STIP - HC (pm), PA (pm), DJ (pm) Jr. Cager Basketball Yellowknife	10 Jr. Cager Basketball Yellowknife
11 Jr. Cager Basketball Yellowknife	12 STIP - LK	13	14 Valentine's Day	15	○ 16 STIP - HC (pm), PA (pm), DJ (pm)	18
18	19	20	21	22 STIP - DN, JBT	23 STIP - DN, JBT, DJ (pm)	☾ 24
25	26 STIP - LK	27	28 Pink Shirt Day	1	2	3

SCHOOLS

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CHIEF SUNRISE EDUCATION CENTRE

Chief Sunrise Education Centre (CSEC) is a K-12 school serving 60 students on the K'atłodeeche First Nation Reserve. With a belief that education is grounded in culture, language and a respect for all, their 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 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 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.



Classroom Work, 2017



Beaver Camp, 2017



Beaver Camp, 2017

Self-Regulation

Self-regulation is how effectively we 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 do their work, referring to organizers to help plan and stay on track, standing at their desk while doing their work, and going Tech Free for 20 minutes on Thursday afternoons.

March | mars | Niskipīsim Nł̓ts'icho(gh) Zá | Det'onicho Zaa

2018

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

25

26

DENE LAW

27

28



1

2

3

*Sr. Cager Basketball
Yellowknife*

*Sr. Cager Basketball
Yellowknife*

*STIP - CS, HC (pm),
PA (pm)*

*Sr. Cager Basketball
Yellowknife*

BE AS HAPPY AS POSSIBLE AT ALL TIMES

4

5

6

7

8

9



10

*Sr. Cager Basketball
Yellowknife*

STIP - LK

3WC - HC, PA

*3WC - HC, PA, LK
STIP - DN*

11

12

13

14

15

16

17

*Daylight Saving
Time Begins*

STIP - LK

*3WC - JBT
Pi Day*

3WC - JBT, CS (pm)

*3WC - DN
CEP - CS, JBT, DJ
PD - HC, PA*

*St. Patrick's Day
Spring Break - DN,
HC, PA, DJ, CS, JBT,
PWK
AWG*

18

19

20

21

22

23

24

AWG

*AWG
STIP - LK*

AWG

AWG

AWG

AWG

AWG

25

26

27

28

29

30

31

AWG

*Holiday
Good Friday*

Spring Break - LK

SCHOOLS

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DAYS WITH NO REGULAR CLASSES

AD - Administration
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HARRY CAMSELL SCHOOL

Harry Camsell School is a K-3 school in Hay River that has a population of 160 students and 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.

Aboriginal Language

At the beginning of the 2016/17 school year, the SSDEC set a target that 80% of staff and students would learn four basic phrases in South Slavey (Dene Yatié). Before the year was even over, 99% of students and 100% of staff had achieved this goal.

Community Engagement

The school has worked hard to create a welcoming environment by celebrating their volunteers (close to 100 volunteers were honoured at one monthly assembly); holding monthly assemblies with student performances; and inviting 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), "Big 3, You and Me" tickets, 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 strategies to deal with peer conflict and to work through their problems effectively together.



Holiday Celebration, 2016



Class Work, 2016

Student Wellness

HC has healthy snacks available for every child in need, an active after school cheerleading program, track & field, and x-country. HC follows principles of self-regulation and works with students to promote social responsibility.

April | avril | Ayikipīsim Benıttthēl Zá | Hah?ı Zaa

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 <i>Holiday</i> <i>Easter Monday</i>	3 <i>School Begins</i> - HC, PA, DJ, JBT, PWK	4 <i>School Begins</i> - CS, DN	5	6 <i>STIP</i> - HC (pm), PA (pm), DJ (pm)	7 <i>April Fool's Day</i>
8	9	10 <i>School Begins</i> - LK	11	12	13 <i>STIP</i> - HC (pm), PA (pm), DJ (pm)	14
15	16 <i>STIP</i> - LK	17	18	19	20 <i>STIP</i> - JBT, HC (pm), PA (pm), DJ (pm)	21
22 <i>Earth Day</i>	23 <i>STIP</i> - LK	24	25 <i>3WC</i> - PWK <i>Admin Professionals Day</i> <i>Jr. Super Soccer</i> <i>Yellowknife</i>	26 <i>3WC</i> - DJ <i>Jr. Super Soccer</i> <i>Yellowknife</i>	27 <i>3WC</i> - DJ <i>CEP</i> - HC, PA, PWK <i>Jr. Super Soccer</i> <i>Yellowknife</i>	28 <i>Jr. Super Soccer</i> <i>Yellowknife</i>
29 <i>Jr. Super Soccer</i> <i>Yellowknife</i>	30 <i>STIP</i> - LK	1	2	3	4	5

DENE LAW

PASS ON THE TEACHINGS

SCHOOLS

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

PRINCESS ALEXANDRA SCHOOL

Princess Alexandra School (PA) is a Grade 4-7 middle school with 160 students located in 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. A positive attitude towards school is developed 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, cheerleading, indoor soccer, and track & field. In addition, special interest clubs are organized for drawing, crafts, sewing, knitting, 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, phone calls, and emails.

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.



Classroom Work, 2016



Dreams Take Flight, 2016

May | mai | Apiniyāwewpīsim

Degáy Marí Zá | Tę De?e Zaa

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29 DENE LAW BE RESPECTFUL OF ELDERS AND EVERYTHING AROUND YOU	30	1	2 <i>Sr. Super Soccer Yellowknife</i>	3 <i>Sr. Super Soccer Yellowknife</i>	4 <i>Sr. Super Soccer Yellowknife</i> STIP - HC (pm), PA (pm), DJ (pm)	5 <i>Sr. Super Soccer Yellowknife</i>
6 <i>Sr. Super Soccer Yellowknife</i>	7 <i>AAT ELA Part A begins STIP - LK</i>	8	9	10	11 <i>AAT ELA Part A ends</i> STIP - HC (pm), PA (pm), DJ (pm)	12
13 <i>Mother's Day</i>	14 STIP - LK	15	16 CEP - DN	17 STIP - CS	18 STIP - JBT, CS, HC (pm), PA (pm), DJ (pm)	19
20	21 <i>Holiday Victoria Day</i>	22 STIP - DN	23	24	25 STIP - HC (pm), PA (pm), DJ (pm)	26
27	28	29	30	31 <i>Grad</i> - PWK	1	2

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

DIAMOND JENNESS SECONDARY SCHOOL

Diamond Jenness Secondary School (DJSS) in Hay River serves more than 215 students in Grades 8-12. They value and promote excellence in academic achievement, respect for Aboriginal culture, diversity in their population, service to the community, creativity in the arts, and individual and team competition in athletics.

Storefront Education Centre

Storefront is an alternative delivery program for students wishing to come back and complete their education, for youth who are missing courses for graduation and cannot fit them into their daily schedule, or those who are having difficulty adjusting to the structure of a regular high school. The common theme is that all students are willing to accept responsibility for their own education.

Trades Centre

The Trades Centre allows students to have a hands-on approach to their learning and develop practical skills that they will be able to take with them as they move forward in life. DJSS understands that students have different passions and talents, and that the best way to engage them is to offer a variety of courses and opportunities that encourage inquiry and enthusiasm.

Out-of-Classroom Supports

DJSS offers a variety of services to its students, including a career centre, a homework club, and a health services centre called the Purple Door. The school believes that by providing all of the tools and services needed to be successful that they will be able to guide students to graduation well-equipped to function in the world.



June | juin | Opāskāhopīsim

Benigés Zá | Eyé Zaa

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29 DENE LAW SLEEP AT NIGHT WORK IN THE DAY	30	31	1 Grad - PWK STIP - DJ (pm)	2
3	4 TAP Intensive Fort Smith	5 TAP Intensive Fort Smith	6 NWT Track & Field Hay River TAP Intensive Fort Smith	7 NWT Track & Field Hay River TAP Intensive Fort Smith	8 NWT Track & Field Hay River TAP Intensive Fort Smith	9
10	11 AAT ELA Part B begins AAT Math begins CEP - LK STIP - JBT	12	13 ELA 30-1/30-2 Part A	14 SS 30-1/30-2 Part A 3WC - CS	15 STIP - CS, DN, HC (pm), PA (pm), DJ (pm)	16
17 Father's Day	18 French 30-1 Part A CO - JBT	19 French 30-1 Part B	20 ELA 30-1/30-2 Part B	21 Holiday National Indigenous Peoples Day	22 SS 30-1/30-2 Part B STIP - HC, PA	23
24	25 Math 30-1/30-2	26 Chem 30	27 Bio 30 Holidays Begin -JBT, DJ	28 Physics/Science 30 AAT ELA Part B ends AAT Math ends Holidays Begin - LK, HC (pm), PA (pm), CS	29 Grad - DJ Holidays Begin - PWK, DN (pm)	30

SCHOOLS

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3WC - 3-Way Conference

LOOKING BACK

2016/17: FILLING OUR BUCKETS

Throughout the 2016/17 year, we focused on:

Maximizing student engagement and ownership of learning (reinforcing learning for ALL) by:

- Increasing the number of students attending 90% of the time.
- Maintaining focus on inquiry-based learning of 21st century competencies
- Emphasizing students communicating their learning to others

Reinvigorating data-informed instruction by:

- Reinvigorating guided instruction/reading (small group/differentiated)
- Extending math year plan/assessment pilot into more classrooms
- Maximizing Assessment AS Learning – ensuring students:
 - are involved in the assessment process
 - have a clear learning destination
 - use samples to understand quality
 - participate in the co-construction of criteria
 - are involved in self-and peer assessment
 - collect evidence of learning
 - communicate evidence of their learning to others
 - collect, select, reflect, and project (set goals) based on evidence of learning

Honouring and promoting Aboriginal language learning by:

- Expecting all SSDEC trustees, staff, and students are able to engage and respond to greetings, express a word of appreciation, say thank you, and use at least two more phrases of salutation/thanks in the local Aboriginal language(s)

Reinforcing personal wellness and social responsibility by:

- Ensuring more students are receiving social skills programming



July | juillet | Opāskowipīsim Tsąba Nálye Zá | Chiehchídhé Zaa

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 <i>Canada Day</i>	2 <i>Holiday</i>	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	DENE LAW³ BE POLITE DO NOT ARGUE WITH OTHERS		4

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LOOKING FORWARD

2017/18: IN FOCUS (ELEVATING THE ESSENTIALS)

To reach our goal of 77% of students attaining the Canadian average or better in literacy and numeracy achievement, in 2017/18 we are re-invigorating the basics of effective assessment, instruction and interventions:

Strengthening our Professional Learning Communities (PLC):

- Reviewing team norms
- Developing collaboratively and implementing common assessments in relation to the ELOs
- Revisiting Essential Learning Outcomes (ELOs):
 - Sharing in student friendly language as well

Strengthening Teacher Instructional Practices (STIP):

- Strengthening assessment, tracking, reporting, analysis and response to reading, math, and content area progress data
- Engaging each student and informing parents in achievable goals related to the ELOs
- Re-invigorating our passion for literacy and numeracy (eyes-on-text, challenges...)
- Strengthening oral language, word work and content area vocabulary
- Re-invigorating research-proven instructional practices:
 - Balanced Literacy including guided reading/instruction (small group/differentiated)
 - SmartLearning (including Partner Talk)

Honouring/promoting Aboriginal language learning:

- Increasing SSDEC trustees, staff and student engagement in using greetings (How are you?, I'm fine), words of appreciation (well done/that's good), saying thank you, and using at least two more phrases of salutation in the local Aboriginal language(s)

Reinforcing personal wellness and social responsibility by:

- Ensuring more students are receiving more effective self-regulation and social skills programming



Track and Field, 2017



Track and Field, 2017

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

2018

SUNDAY

MONDAY





TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

29	30 DENE LAW HELP EACH OTHER	31	1	2	3	4 
5	6 <i>Holiday</i> <i>Civic Holiday</i>	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

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FINANCES & OPERATIONS

Fund Balances

As of June 30, 2017

<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atlodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>
\$1,426,692	\$167,057	\$199,372	\$14,673	\$92,056	\$7,857
(\$886,293)	(\$117,506)	(\$144,086)	(\$9,064)	(\$83,827)	\$0
\$540,399	\$49,551	\$55,286	\$5,609	\$8,229	\$7,857
2%	10%	10%	10%	10%	11%

- 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

2016-2017

	Allocation by ECE Formula		Expenditures by SSDEC	
	PY's	\$	PY's	\$
<u>Staffing at the Divisional Level</u>				
Leadership Team	3.25	\$562,538	3.00	\$642,336
Inclusive Schooling Consultant	1.00	\$137,824	2.00	\$345,804
School Support Consultants	2.75	\$462,611	2.00	\$345,804
Administrative Staff	4.25	\$377,405	3.00	\$414,691
Technology Staff	1.00	\$138,064	2.00	\$242,569
Sub-total	12.25	\$1,678,442	12.00	\$1,991,204
<u>Staffing at the School Level</u>				
Teachers	90.44	\$13,006,280	94.68	\$14,545,678
Program Support Teachers	11.88	\$1,588,987	10.57	\$1,485,303
Education Assistants	29.90	\$2,745,506	20.55	\$2,191,776
School Community Counsellors	4.13	\$403,354	1.50	\$432
School Counsellors	1.25	\$124,034	0.00	\$0
Secretaries	4.11	\$383,411	6.20	\$574,377
Custodians	13.17	\$1,076,119	9.70	\$762,341
Sub-total	154.88	\$19,327,691	143.20	\$19,559,907
Divisional Total	167.13	\$21,006,133	155.20	\$21,551,111

FINANCES & OPERATIONS

Statement of Revenues and Expenses

For the Year Ended June 30, 2017

REVENUES

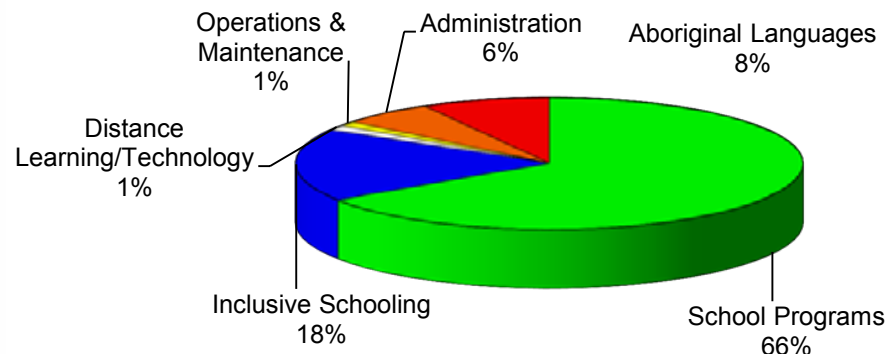
	<u>2017 Actual</u>	<u>2016 Actual</u>
ECE Contributions		
ECE Regular Contributions	\$24,210,618	\$23,975,720
Other ECE Contributions	790,236	1,022,817
Total ECE Contributions	\$25,000,854	\$24,998,537
Other GNWT Contributions	\$450,055	\$304,653
Total GNWT Contributions	\$25,450,908	\$25,303,190
Other Education Bodies	\$0	\$68,361
Government of Canada Contributions	\$0	\$0
Generated Funds		
Investment Income	\$58,847	\$53,443
Non-GNWT Contributions	251,883	238,728
Donations	152,441	112,608
Other	221,770	309,256
Total Generated Funds	\$684,940	\$714,035
Total Revenues	\$26,135,849	\$26,085,586

EXPENSES

Administration	\$1,603,287	\$1,515,303
School Programs	17,959,713	16,723,478
Inclusive Schooling	4,771,459	4,556,887
Distance Learning/Technology	306,471	326,180
Operations and Maintenance	232,885	285,636
Aboriginal Language/Cultural Programs	2,178,602	2,083,458
Total Expenses	\$27,052,416	\$25,490,942
OPERATING SURPLUS/(DEFICIT)	(\$916,568)	\$594,644

Expenditures by Function

For the Year Ended June 30, 2017



School Programs	\$17,959,713
Inclusive Schooling	\$4,771,459
Distance Learning/Technology	\$306,471
Operations & Maintenance	\$232,885
Administration	\$1,603,287
Aboriginal Languages	\$2,178,602
Total	\$27,052,417



**Creating
Futures**
www.ssdec.net

FINANCES ET ACTIVITÉS

Soldes de fonds

au 30 juin 2017

SSDEC	Fort Smith	Hay River	K'atloodeeche	Fort Resolution	Lutsel K'e
\$1,426,692	\$167,057	\$199,372	\$14,673	\$92,056	\$7,857
(\$886,293)	(\$117,506)	(\$144,086)	(\$9,064)	(\$83,827)	\$0
\$540,399	\$49,551	\$55,286	\$5,609	\$8,229	\$7,857
2%	10%	10%	10%	10%	11%

- 1 - Soldes de fonds (excédent du CSDSS et de l'ASC) d'après les états financiers consolidés
- 2 - Engagements au regard des soldes de fonds (excédents de dotation en personnel scolaire et plans de dépenses de l'ASC)
- 3 - Solde de fonds non engagés
- 4 - Pourcentages du solde de fonds calculés en vertu de la politique du CSDSS en matière d'Accords d'aide financière en cas de catastrophe - Excédent financier

Effectifs

2016-2017

	Répartition selon la formule du MÉCF		Dépenses faites par le CSDSS	
	En année-personne	En \$	En année-personne	En \$
<u>Dotation à l'échelle de la division</u>				
Haute direction	3.25	562,538 \$	3.00	642,336 \$
Conseillers en intégration	1.00	137,824 \$	2.00	345,804 \$
Conseillers en programme	2.75	462,611 \$	2.00	345,804 \$
Personnel administratif	4.25	377,405 \$	3.00	414,691 \$
Personnel technique	1.00	138,064 \$	2.00	242,569 \$
Sous-total	12.25	1,678,442 \$	12.00	1,991,204 \$
<u>Dotation à l'échelle de l'école</u>				
Enseignants	90.44	13,006,280 \$	94.68	14,545,678 \$
Enseignants chargés du pr	11.88	1,588,987 \$	10.57	1,485,303 \$
Aides-enseignants	29.90	2,745,506 \$	20.55	2,191,776 \$
Conseillers scolaires comr	4.13	403,354 \$	1.50	432 \$
Conseillers scolaires	1.25	124,034 \$	0.00	\$
Secrétaires	4.11	383,411 \$	6.20	574,377 \$
Préposés à l'entretien mé	13.17	1,076,119 \$	9.70	762,341 \$
Sous-total	154.88	19,327,691 \$	143.20	19,559,907 \$
Total de la division	167.13	21,006,133 \$	155.20	21,551,111 \$

FINANCES ET ACTIVITÉS

État des RÉSULTATS CONSOLIDÉS pour l'exercice se terminant le 30 juin 2017

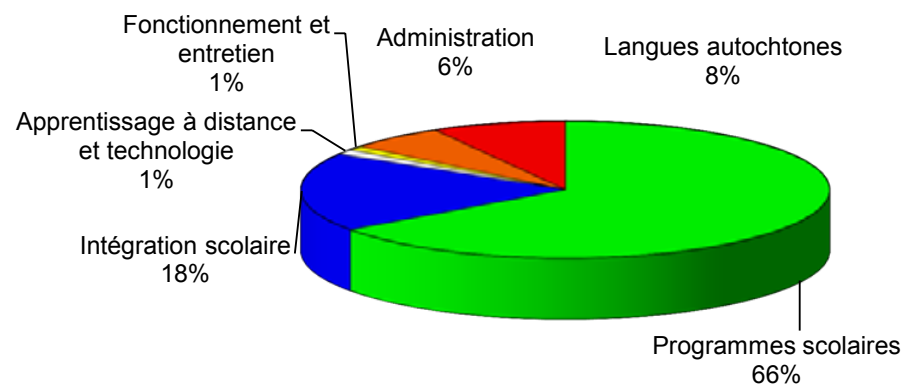
PRODUITS

	Réel 2017	Réel 2016
Contributions du MÉCF		
Contributions régulières du MÉCF	24,210,618 \$	23,975,720 \$
Autres contributions du MÉCF	790,236 \$	1,022,817 \$
Total des contributions du MÉCF	25,000,854 \$	24,998,537 \$
Autres contributions du GTNO	450,055 \$	304,653 \$
Total des contributions du GTNO	25,450,908 \$	25,303,190 \$
Autres organismes scolaires	\$	68,361 \$
Contributions du gouvernement du Canada	\$	\$
Fonds générés		
Produits financiers	58,847 \$	53,443 \$
Contributions ne provenant pas du GTNO	251,883 \$	238,728 \$
Dons	152,441 \$	112,608 \$
Autres	221,770 \$	309,256 \$
Total des fonds générés	684,940 \$	714,035 \$
Total des produits	26,135,849 \$	26,085,586 \$

CHARGES (Annexe 1)

Administration	1,603,287 \$	1,515,303 \$
Programmes scolaires	17,959,713 \$	16,723,478 \$
Intégration scolaire	4,771,459 \$	4,556,887 \$
Apprentissage à distance et technologie	306,471 \$	326,180 \$
Fonctionnement et entretien	232,885 \$	285,636 \$
Langues autochtones et programmes culturels	2,178,602 \$	2,083,458 \$
Total des charges	27,052,416 \$	25,490,942 \$
EXCÉDENT (DÉFICIT) DE FONCTIONNEMENT	-916,568 \$	594,644 \$

Dépenses par activité pour l'exercice se terminant le 30 juin 2017



Programmes scolaires	17,959,713 \$
Intégration scolaire	4,771,459 \$
Apprentissage à distance et technologie	306,471 \$
Fonctionnement et entretien	232,885 \$
Administration	1,603,287 \$
Langues autochtones	2,178,602 \$
Total	27,052,417 \$



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: Cora America

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'átlodeeche First Nation

Chief Sunrise Education Centre

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

Fort Resolution

Deninu School

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

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



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