

2018-2019

SCHOOL YEAR CALENDAR

2017-2018

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 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 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 2017-2018 representatives were as follows:

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

Thank you again to staff, parents and guardians, and communities for the strong support and encouragement our have provided our students throughout their school careers and beyond.

As a Council, we have set the bar high, and with everyone's help we have seen our students begin to reach and exceed the goals and targets we have established. Literacy, math, and parent engagement have continued to improve over the years; which illustrates just how far we have collectively come in setting our students up for success.

However, we have continued to struggle with improving attendance. While the Council understands there are many reasons students miss school that are integral to their learning, such as on-the-land trips, we want to stress the importance of attending regularly and on time outside of excused absences. We are confident that if attendance improves, so will results.

In the classroom, our staff will continue to "Elevate the Essentials" by focusing 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 read-

ing at grade level according to Canadian normed reading assessment, and now nearly 60-70% of our students are meeting these Canadian standards. In addition, staff will be focusing on "Knowing Our Students" in their professional development this year.

We continue to encourage staff and students to take ownership for their learning and to become engaged learners in real-life problems and develop 21st century skills (researching, collaborating, problem-solving, communicating learning, etc.).

We also know that collaborating with parents and community leaders is one of the pathways to success, and so we will continue to build and strengthen these relationships.

On behalf of Council, I want to wish everyone a safe, supportive, and successful school year.



Ann Pischinger
Ann Pischinger
Chairperson

SUPERINTENDENT DR. CURTIS BROWN

Our Leadership for Literacy initiative is now over ten years old, and as I reflect back I am amazed at the remarkable achievements our students have made in literacy, numeracy, and social responsibility during this time.

Of the 13 targets Council set for 2017-18, 9 were achieved, 3 others improved, and 1 declined (attendance).

This year the SSDEC saw a 7% increase in math, and the same score in reading (in comparison to the multi-year averages). Participation rates went up by 3% as well. Five of 8 schools increased the percentage of students performing at or above average in reading; and 6 of 8 schools increased the percentage of students performing at or above average in math.

Our students will be successful when we work together to support and encourage them throughout their education. Families are becoming more and more involved in their children's education and in volunteering in our schools. This is exciting to see, as we know that engagement directly and positively impacts student success. 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.

I also want to thank everyone involved in the 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—for their continued hard work and dedication to education.



Curtis Brown
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. 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:

- 62% of students are at or above the Canadian standard in reading.
- 90% of parents are satisfied with their child's growth as a reader.
- 86% of students, and 85% of staff, are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous 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-and post-assessments.

Results have shown:

- 71% of students are at or above the Canadian standard in math.
- 89% 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 directed that 80% of students in JK-Grade 10 participate in at least 15 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.

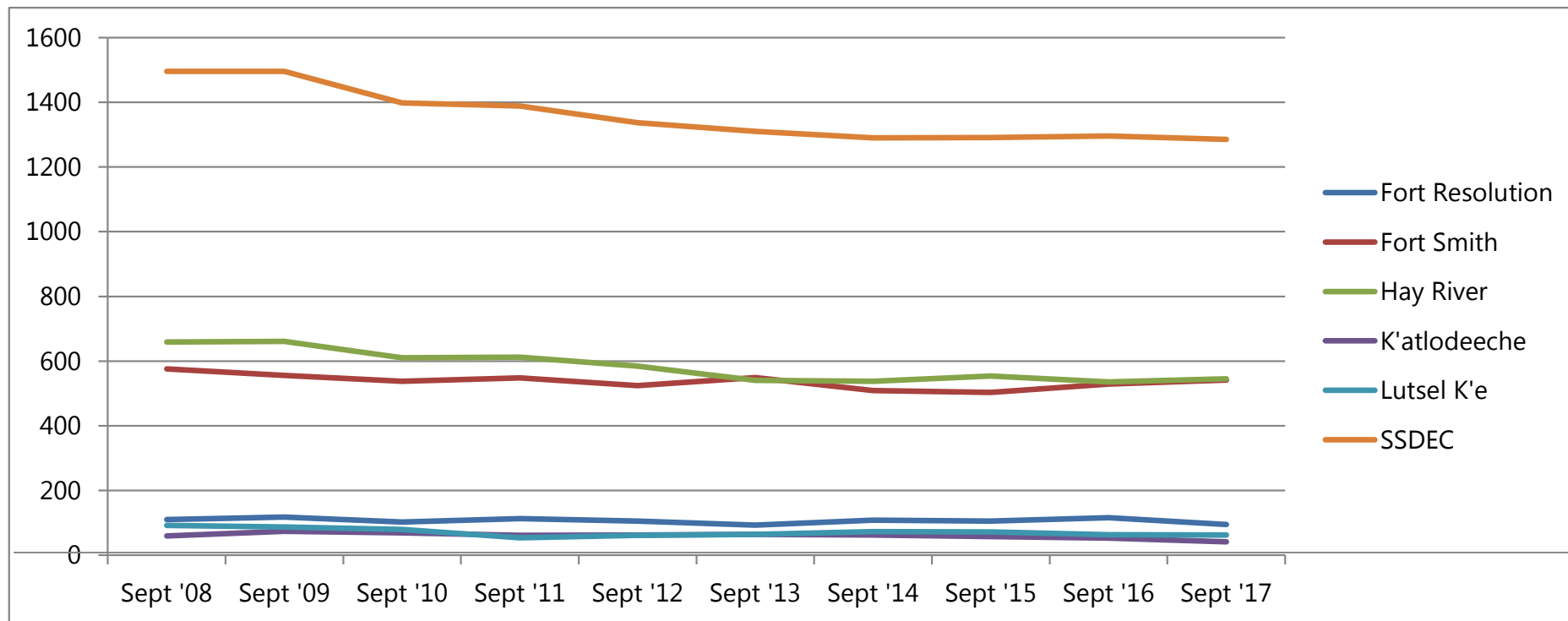
- 37% achieved at least 90% attendance.
- 88% of parents participated in at least one Community Education Planning (CEP) day, 3-Way Conference, or parent workshop.
- 80% of students have taken ten social responsibility lessons.





STUDENT ENROLMENT

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



	Sept '08	Sept '09	Sept '10	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15	Sept '16	Sept '17
Fort Resolution	110.0	118.0	102.0	113.0	105.5	93.0	108.0	105.0	116.0	95.0
Fort Smith	575.5	556.0	538.0	548.0	524.5	549.0	509.0	503.3	528.5	541.3
Hay River	659.0	660.5	610.0	612.5	584.0	540.0	538.0	553.5	535.5	545.5
K'atlodeeche	59.5	74.0	68.5	61.5	62.0	64.0	62.0	57.5	52.5	41.0
Lutsel K'e	92.0	87.5	79.5	54.0	61.0	64.0	73.0	72.0	63.0	62.5
SSDEC	1496.0	1496.0	1398.0	1389.0	1337.0	1310.0	1290.0	1291.3	1295.5	1285.3



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.

- The **First Nations Storybook App** is now available in all three languages of the South Slave - **Chipewyan, Cree, and Slavey** - on both iOS and Android devices. The apps feature a collection of Indigenous books read by fluent speakers.

- SSDEC schools are receiving **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 is publishing a new story, ***A Journey Down the River***, which will come out this fall and we reprinted ***Three Feathers*** with an insert of photos from the related film shoot. We have now published over 300 books and will be launching our 3rd annual **Children's Storybook Contest** this fall.
- Our **Speak Your Language** campaign promotes use of languages in the home and community. Highlights so far include: publishing commercials starring students and giving out swag to students and staff.





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 is increasingly aware of the importance of mental health and wellness of students and staff, and the related impact on behaviour and learning.

- The SSDEC set a target for 2017/18 challenging that 80% of students in JK to Grade 10 receive at least 15 lessons of a **social emotional learning program**.
- The 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.
- **STIP (Strengthening Teacher Instructional Practices)**, which provides up to 100 hours towards collaborative planning and teacher professional duties in order to improve student outcomes and address issues of teacher workload and wellness.
- Parent, student, and staff workshops were offered on *Drugs and the Teenage Brain*, *Choices - Drinking and Driving*, *Mindfulness*,

Trauma Education, etc.

- **Healthy Foods for Learning:** The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time.
- 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 they have experienced before school starts, so schools are becoming more proactive in creating positive learning environments that integrate a trauma-sensitive approach into all aspects of the school day.



September | septembre | onōcihitowipīsim

T'ánc'háy Nátl'ír Zá | Egōchję Zaa

2018

SUNDAY		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26		27	28	29	30	31 First Day: DJ, DN, HC, PA, LK	1
2	☾	3 Labour Day	4 First Day: CS, JBT, PWK	5	6	7 CS: CO HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	8
9	◯	10 LK: STIP (am)	11	12	13	14 HC: PD (pm) PA: PD (pm) DJ: STIP (pm)	15
16	☾	17 LK: CEP	18	19 ----- Rainbow River Retreat ----- DN: CEP	20	21 HC: CEP (pm) PA: CEP (pm) DJ: STIP (pm) ----- Elk's Outdoor Soccer (Hay River) -----	22
23 Elk's Outdoor Soccer (Hay River)	30	24 LK: STIP (am)	25	26	27	28 HC: CEP (pm) PA: CEP (pm) DJ: STIP (pm)	29

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 Principal **Kate Powell** was named one of **Canada's Outstanding Principals**.
- The **JBT Jiggers** won the **Minister's Culture and Heritage Circle Award – Group Category**.
- Princess Alexandra School and Harry Camsell School **Principal Carolyn Carroll** was awarded the **Polar Medal**.
- **Princess Alexandra School** was honoured in the SSDEC's annual vignette. The school has a reputation for showing dedication to the development of the whole child through a safe, caring, and culturally-responsive learning environment that nurtures their personal and academic growth.
- PWK High School Literacy Coach **Ms. Pam Walsh** received the **SSDEC Excellence in Education Program** Staff Award for her passion for improving the learning and literacy skills of the students in the South Slave and for her key role in implementing the SSDEC's multiple award-winning Leadership for Literacy (L4L) initiative.
- **Pam Walsh** was also the recipient of the **NWT Ministerial Literacy Champion Award**.
- Hay River program **Lights On** received the **SSDEC Excellence in Education Partner Award**. The exceptional program is made possible with the support of well over a dozen outstanding community partners. The program offers youth in the community a supervised, program based, and safe environment in their school after hours on Fridays and Saturdays.
- **Curtis Brown, Carolyn Carroll, Brent Kaulback, Sarah Pruys, and Devin Roberts** were published in educational and northern magazines and journals.
- Numerous educators presented at the NWT Educator's Conference.



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

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 LK: STIP (am)	2 	3	4 ----- CS: STIP -----	5 DJ: PD JBT: PD HC: STIP (pm) PA: STIP (pm)	6
7	8 Thanksgiving 	9 DN: STIP	10	11	12 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	13
14	15 LK: STIP (am)	16 	17	18 ----- PWK: Lawrie Hobart Memorial Volleyball Tournament -----	19 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	20
21 PWK: LHMVT	22 LK: STIP (am) ----- PWK:PD -----	23	24 	25 ----- Jr Spike It (Yellowknife) -----	26 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	27
28 Jr Spike It (Yellowknife)	29 LK: STIP (am))	30	31 	1	2	3

SCHOOLS

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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



ŁUTSEL K'E DENE SCHOOL

Grades JK-12 | 65 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

At ŁKDS, consistent outreach to the community has been a key priority for us. We have worked hard to create a welcoming environment at our school. We hold regular monthly assemblies to celebrate student achievements and invite parents to attend. Monthly literacy, numeracy, and Chipewyan language nights have also brought in parents and community members on a regular basis.

ŁKDS Culture Camp

The ŁKDS school culture camp is located about 20 minutes outside of the community at Snowdrift River. Each week, students travel to the camp to learn different cultural skills. It has been a wonderful, positive addition in our work towards Indigenizing education.

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 students have the opportunity to win various prizes. Students put their earned eagle feathers in labeled prize boxes - for each month. Prizes have included: a pizza party, Principal for the Day, Pie a Teacher's face, and so on. It was a success with students of all ages.



November | novembre | iyikopīwipīsim

ᑕeyun Zá | Ezhuędzē Zaa

2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1 ----- DJ: PD ----- DN: STIP	2 ----- HC: PD PA: PD DN: CO JBT: STIP (pm) ----- Sr Spike It (Yellowknife) -----	3
4 Sr Spike It (Yellowknife)	5 LK: STIP (am) 9am SST 30-1 A 9am SST 30-2 A	6 9am ELA 30-1 B 9am ELA 30-2 B	7 9am SST 30-1 B 9am SST 30-2 B	 8 CS: PD 9am MAT 30-1 1pm CHEM 30	9 CS: PD DN: 3WC HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: PD PWK: PD LK: 3WC 9am BIO 30 1pm PHY 30	10
11	12 Remembrance Day	13 CS: STIP	14 ----- PWK: 3WC -----	15 	16 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm) PWK: CEP (pm)	17
18	19 LK: STIP (am)	20	21	22 ----- LK: PD ----- ----- DN: PD ----- DJ: STIP (pm) JBT: STIP (pm)	23 	24
25	26 LK: STIP (am)	27	28	29 CS: 3WC/CEP (pm)	30 CS: 3WC/CEP HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	1

SCHOOLS

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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



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, and individual and team competition in athletics.

Student Services

DJSS offers a variety of school based and community supported services for our students. Our Learning Centre (LC) offers: technology support for typing and dictating; audio books, readers, scribes, separate testing environments; furniture that supports self-regulation; coaching of study techniques; one-on-one and small group support, learning strategy classes, and pre- and re-teaching of specific concepts and after-school tutoring. The LC is open during school hours, and the Homework Club runs every Monday, Tuesday and Thursday for an hour after school. We also provide: breakfast and lunch programs, a fitness centre open for students after school and evenings, mindfulness sessions in and outside the classroom, and essential oil therapy. Scheduled community wellness workers and public health nurses are also in weekly for students to access.

review of their Career and Program Plans, as well as regular reviews of their academic/graduation progress and requirements for post-secondary admittance. They have multiple opportunities to experience metal fabrication, construction, mechanics, forestry, and foods. DJSS's work experience and Schools North Apprenticeship Program (SNAP) programs are among the most active in the Territory.

DJSS PARTNERSHIPS

DJSS is very fortunate to have outstanding partnerships with municipal, territorial, and federal government agencies, the Hay River Métis Government Council, and the K'atłodeeche First Nation. Business partners allow our work experience and shop programs to flourish. Many service groups sponsor additional activities and 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.

Career Development

DJSS has a well-defined career exploration program. Students spend time exploring possible career paths through the multi-faceted Smart Focusing program and our Career and Life Management courses. Senior high students are involved with one on one career counselling, yearly



December | décembre | pawacakinpīsim

Tēdhe Tatı Zá | Tedhe Yatíé Zaa

2018

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

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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



PRINCESS ALEXANDRA SCHOOL

Grades 4-7 | 160 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, cheerleading, indoor soccer, and track and 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, 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.



January | janvier | kisep̓isim ?elets'elts'ún Zá | Edaedzecho Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2	3	4	5 ○
6 Christmas Break Ends	7 ----- CS: STIP ----- ----- DN: STIP ----- LK: STIP (am)	8	9	10	11 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	12
13	14 STIP - LK (am) 9am ELA 30-1 A 9am ELA 30-2 A	☾ 15 9am SST 30-1 A 9am SST 30-2 A	16	17	18 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	19
20	21 LK: STIP (am)	● 22 ----- DN: Exams ----- ----- LK: Exams ----- 9am MAT 30-1 9am MAT 30-2	23 9am MAT 30-1 9am MAT 30-2	24 9am ELA 30-1 B 9am ELA 30-2 B	25 DJ: Exams DN: STIP PWK: Exams 9am SST 30-1 B HC: PD (pm) 9am SST 30-2 B PA: PD (pm) JBT: STIP (pm)	26
27 ☾	28 ----- DJ: Exams ----- ----- PWK: Exams ----- LK: AD 9am BIO 30	29 ----- DJ: Exams ----- ----- PWK: Exams ----- 9am CHEM 30	30 9am PHY 30 1pm SCI 30	31	1	2

SCHOOLS

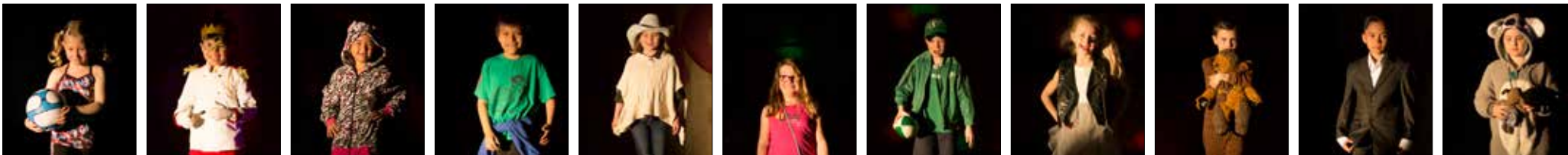
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DAYS WITH NO REGULAR CLASSES

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STIP - Strengthening Teacher Instructional Practice

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



HARRY CAMSELL SCHOOL

Grades JK-3 | 170 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 by celebrating our 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.

Student Wellness

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



February | février | mikisewip̓isim

Sa Nedúe Zá | Sa Aek'ázia Zaa

2019

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

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



JOSEPH B. TYRRELL ELEMENTARY SCHOOL

Grades JK-6 | 285 students | Fort Smith



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, 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.



March | mars | niskip̓sim

Nł̓ts'icho(gh) Zá | Det'onicho Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
24	25	26	27	28	1 DN: PD PWK: PD JBT: PD CS: AD (am)/Local Holiday (pm) HC: Local Holiday (pm) PA: Local Holiday (pm) DJ: Local Holiday (pm) ----- Sr Cager (Yellowknife) -----	2
3 Sr Cager (Yellowknife)	4 LK: STIP (am) CS: STIP	5	6 ○	7 ----- HC: PD ----- ----- PA: PD ----- ----- DJ: PD ----- ----- LK: PD -----	8	9
10	11 LK: STIP (am) DN: Spring Break Begins	12	13	14 ● CS: 3WC/CEP (pm)	15 CS: 3WC/CEP LK: 3WC HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	16
17	18 LK: STIP (am) CS: Spring Break Begins	19	20 ●	21	22 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	23
24	25 LK: STIP (am) DN: STIP	26 DN: STIP, Spring Break Ends	27	28 ●	29 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	30
	31					

SCHOOLS

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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



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 created 7ëk'éch'a 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. 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.



April | avril | Ayikipīsim Benl̓tthël Zá | Hah?i Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 LK: STIP (am) CS: STIP, Spring Break Ends 9am ELA 30-1 A 9am ELA 30-2 A ----- Trades Awareness Program - Intensive -----	2 9am SST 30-1 A 9am SST 30-2 A	3 9am ELA 30-1 B 9am ELA 30-2 B	4 9am SST 30-1 B 9am SST 30-2 B	5 ○ HC: STIP (pm) DJ: STIP (pm) PA: STIP (pm) JBT: STIP (pm) 9am MAT 30-1 9am MAT 30-2 1pm CHEM 30 -----	6
7	8 LK: STIP (am) 9am BIO 30 1pm PHYS 30	9 9am SCI 30	10 ----- PWK: 3WC -----	11	12 ◐ HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm) LK: AD (pm) PWK: CEP (pm)	13
14	15 HC: Spring Break Begins PA: Spring Break Begins DJ: Spring Break Begins JBT: Spring Break Begins PWK: Spring Break Begins LK: Spring Break Begins	16	17	18 DN: PD	19 ○ Good Friday	20
21	22 Easter Monday	23 ----- CS: PD -----	24 Admin Professional's Day	25	26 ◐ Jr Super Soccer Yellowknife) -----	27
28 HC: Spring Break Ends PA: Spring Break Ends DJ: Spring Break Ends JBT: Spring Break Ends PWK: Spring Break Ends LK: Spring Break Ends Jr Super Soccer Yellowknife)	29 LK: STIP (am)	30	1	2	3	4

SCHOOLS

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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 monodpads 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.



May | mai | apiniyāwewpīsim

Degáy Marí Zá | Tę De?e Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	1	2	3 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm) ----- Sr Super Soccer Yellowknife)	4 
5 Sr Super Soccer Yellowknife)	6 ----- LK: STIP (am)	7 ----- ELA 6A PAT/ FLA 6A PAT/ ELA 9A PAT/ FLA 9A PAT	8 ----- WINDOW	9	10 ----- JBT: STIP (pm) DJ: STIP (pm)	11 
12	13 LK: STIP (am)	14	15	16 DN: CEP	17 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm) DN: STIP	18 
19	20 Victoria Day	21	22	23	24 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	25
26	27 LK: STIP (am)	28	29	30 ----- Grad: PWK	31 ----- HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	1

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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 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.

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 work, or standing at their desk.



June | juin | opāskāhopīsim

Benigés Zá | Eyé Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
2	3 LK: STIP (am)	4	5	6 NWT Track & Field (Hay River)	7	8
9	10 LK: CEP	11	12 9am ELA 30-1 A 9am ELA 30-2 A	13 9am SST 30-1 A 9am SST 30-2 A	14 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	15
16	17	18	19 9am MAT 30-1 A 9am MAT 30-2 A	20 DJ: Exams CS: STIP DN: STIP 9am ELA 30-2 B	21 National Indigenous Peoples' Day	22
23	24 9am SST 30-1 B 9am SST 30-2 B	25 9am BIO 30	26 9am CHEM 30	27 CS: AD DS: AD 9am PHY 30 9am SCI 30	28 HC: AD PA: AD DJ: AD (am)/STIP (pm) JBT: AD PWK: AD DN: AD (pm) LK: AD	29

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LOOKING BACK

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 re-invigorated the basics of effective assessment, instruction and interventions.

Throughout the 2017/18 year, we focused on:

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

Reinforcing personal wellness and social responsibility by:

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

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 of 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 Indigenous 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 Indigenous language(s)



July | juillet | opāskowipīsim Tsąba Nálye Zá | Chiehchídhé Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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 ○	1	2	3

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LOOKING FORWARD

Knowing Our Students



By the end of this school year, we aim to have 67% of students reading at or above the Canadian average, and 75% of students at or above the Canadian average in math.

In 2018/19, we will continue to focus on strengthening PLCs, wellness and social responsibility, and STIP, with a particular focus on developing and implementing common assessments and maximizing student engagement.

Strengthening our Professional Learning Communities (PLC):

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

Reinforcing personal wellness and social responsibility by:

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

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 of 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:
 - Guided reading/instruction
 - Partner Talk

Honouring/promoting Indigenous language learning:

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



August | août | ohpahopīsim

Dzɪnedháze Zá | Mek'eh Chiaɪideh Zaa

2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5 Civic Holiday	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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Finances and Operations

Fund Balances

As of June 30, 2018

<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atloodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>
\$2,879,745	\$110,359	\$139,477	\$50,626	\$150,664	\$13,460
(\$1,155,519)	(\$72,295)	(\$94,280)	(\$46,427)	(\$146,559)	(\$6,939)
\$1,724,226	\$38,064	\$45,197	\$4,199	\$4,105	\$6,521
6%	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

2017-18

	Allocation by ECE Formula		Expenditures by SSDEC	
	PY's	\$	PY's	\$
<u>Staffing at the Divisional Level</u>				
Leadership Team	3.25	\$561,667	3.10	\$565,002
Inclusive Schooling Consultant	1.00	\$160,413	1.00	\$77,963
School Support Consultants	2.75	\$441,136	2.00	\$238,447
Indigenous Language Consultants	0.50	\$80,346	1.00	\$158,965
Administrative Staff	4.25	\$376,266	3.00	\$293,803
Technology Staff	1.00	\$137,796	2.00	\$293,654
Sub-total	12.75	\$1,757,624	12.10	\$1,627,834
<u>Staffing at the School Level</u>				
Teachers	95.14	\$13,899,572	97.20	\$14,038,765
Program Support Teachers	11.94	\$1,670,689	12.70	\$1,884,751
Education Assistants	20.41	\$1,786,925	23.90	\$2,291,653
School Community Counsellors	4.11	\$396,825	0.00	\$0
Wellness Counsellors	1.25	\$123,633	1.00	\$94,177
Secretaries	4.11	\$361,168	6.30	\$552,116
Custodians	13.11	\$995,057	9.95	\$763,231
Sub-total	150.07	\$19,233,869	151.05	\$19,624,693
Divisional Total	162.82	\$20,991,493	163.15	\$21,252,527

Finances and Operations

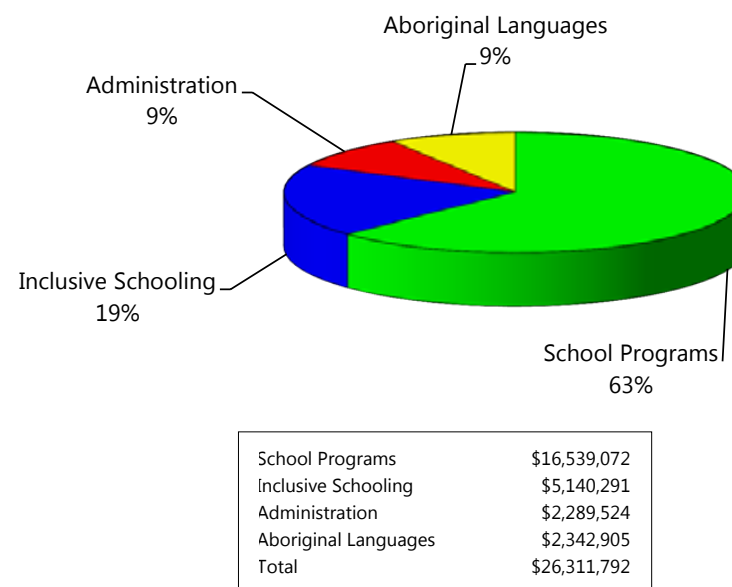
Statement of Revenues and Expenses

For the Year Ended June 30, 2018

	<u>2018 Actual</u>	<u>2017 Actual</u>
<u>REVENUES</u>		
ECE Contributions		
ECE Regular Contributions	\$25,654,495	\$24,210,617
Other ECE Contributions	1,260,954	790,236
Total ECE Contributions	\$26,915,449	\$25,000,853
Other GNWT Contributions	\$294,152	\$450,055
Total GNWT Contributions	\$27,209,601	\$25,450,907
Other Education Bodies	\$0	\$0
Government of Canada Contributions	\$0	\$0
Generated Funds		
Investment Income	\$101,338	\$58,847
Non-GNWT Contributions	123,314	251,883
Donations	81,343	152,441
Other	232,820	221,770
Total Generated Funds	\$538,816	\$684,941
Total Revenues	\$27,748,416	\$26,135,848
<u>EXPENSES</u>		
Administration	\$2,289,524	\$1,603,287
School Programs	16,539,072	18,499,068
Inclusive Schooling	5,140,291	4,771,459
Aboriginal Language/Cultural Programs	2,342,905	2,178,602
Total Expenses	\$26,311,792	\$27,052,416
OPERATING SURPLUS/(DEFICIT)	\$1,436,624	(\$916,568)

Expenditures by Function

For the Year Ended June 30, 2018



Finances et Activités

Soldes de fonds

au 30 juin 2018

	<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	2,879,745 \$	110,359 \$	139,477 \$	50,626 \$	150,664 \$	13,460 \$	1 - Soldes de fonds (excédent du CSDSS et de l'ASC) d'après les états financiers consolidés
2	-1,155,519 \$	-72,295 \$	-94,280 \$	-46,427 \$	-146,559 \$	-6,939 \$	2 - Engagements au regard des soldes de fonds (excédents de dotation en personnel scolaire et plans de dépenses de l'ASC)
3	1,724,226 \$	38,064 \$	45,197 \$	4,199 \$	4,105 \$	6,521 \$	3 - Solde de fonds non engagés
4	6%	7%	7%	7%	7%	7%	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

2017-2018

	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	561,667 \$	3.10	565,002 \$
Conseillers en intégration scolaire	1.00	160,413 \$	1.00	77,963 \$
Conseillers en programmes scolaires	2.75	441,136 \$	2.00	238,447 \$
Conseillers en langues autochtones	0.50	80,346 \$	1.00	158,965 \$
Personnel administratif	4.25	376,266 \$	3.00	293,803 \$
Personnel technique	1.00	137,796 \$	2.00	293,654 \$
Sous-total	12.75	1,757,624 \$	12.10	1,627,834 \$
<u>Dotation à l'échelle de l'école</u>				
Enseignants	95.14	13,899,572 \$	97.20	14,038,765 \$
Enseignants chargés du programme de soutien	11.94	1,670,689 \$	12.70	1,884,751 \$
Aides-enseignants	20.41	1,786,925 \$	23.90	2,291,653 \$
Conseillers scolaires communautaires	4.11	396,825 \$	0.00	\$
Conseillers scolaires	1.25	123,633 \$	1.00	94,177 \$
Secrétaires	4.11	361,168 \$	6.30	552,116 \$
Préposés à l'entretien ménager	13.11	995,057 \$	9.95	763,231 \$
Sous-total	150.07	19,233,869 \$	151.05	19,624,693 \$
Divisional Total	162.82	20,991,493 \$	163.15	21,252,527 \$

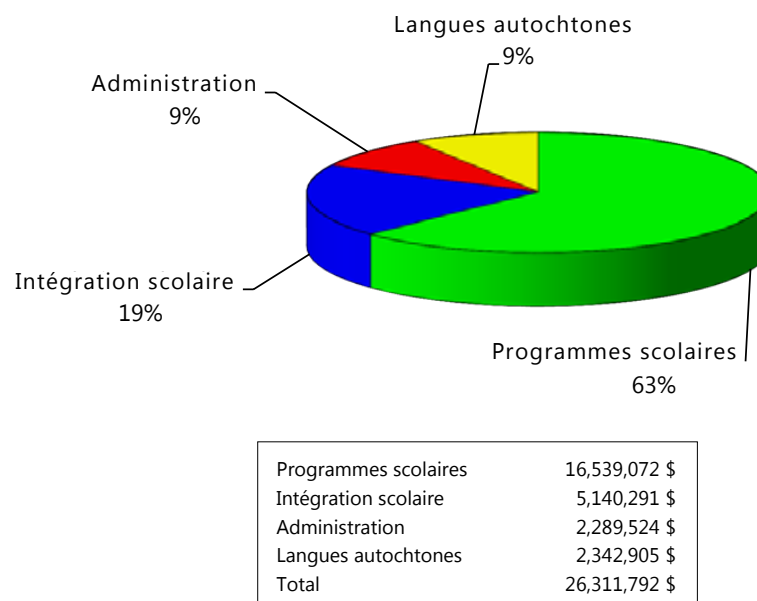
Finances et Activités

État des RÉSULTATS CONSOLIDÉS

pour l'exercice se terminant le 30 juin 2018

PRODUITS	Réel 2018	Réel 2017
Contributions du MÉCF		
Contributions régulières du MÉCF	25,654,495 \$	24,210,617 \$
Autres contributions du MÉCF	1,260,954 \$	790,236 \$
Total des contributions du MÉCF	26,915,449 \$	25,000,853 \$
Autres contributions du GTNO	294,152 \$	450,055 \$
Total des contributions du GTNO	27,209,601 \$	25,450,907 \$
Autres organismes scolaires	\$	\$
Contributions du gouvernement du Canada	\$	\$
Fonds générés		
Produits financiers	101,338 \$	58,847 \$
Contributions ne provenant pas du GTNO	123,314 \$	251,883 \$
Dons	81,343 \$	152,441 \$
Autres	232,820 \$	221,770 \$
Total des fonds générés	538,816 \$	684,941 \$
Total des produits	27,748,416 \$	26,135,848 \$
CHARGES (Annexe 1)		
Administration	2,289,524 \$	1,603,287 \$
Programmes scolaires	16,539,072 \$	18,499,068 \$
Intégration scolaire	5,140,291 \$	4,771,459 \$
Langues autochtones et programmes culturels	2,342,905 \$	2,178,602 \$
Total des charges	26,311,792 \$	27,052,416 \$
EXCÉDENT (DÉFICIT) DE FONCTIONNEMENT	1,436,624 \$	-916,568 \$

Dépenses par activité
pour l'exercice se terminant le 30 juin 2018



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'átłodeeche 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
Acting 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



**Creating
Futures**
www.ssdec.net

