

2022-2023

SCHOOL YEAR CALENDAR

2021-2022

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. Per policy, the SSDEC meets once in each community each year.

The 2021-2022 representatives were as follows:

- Elizabeth-Ann McKay (Chairperson)
 - Fort Resolution
- Crystal Villebrun – Fort Smith
- Pennie Pokiak – Hay River
- Crystal Sabourin
 - K'átłodeeche First Nation
- Iris Catholique – Łutsel K'e

The SSDEC and the DEAs are jointly responsible for the education of approximately 1200 Junior Kindergarten to Grade 12 students in the South Slave region of the Northwest Territories. The responsibilities of the SSDEC and the DEAs which 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

As we emerge and move on from the global pandemic, I would like to take this opportunity to reflect and thank all our teachers and staff for all their hard work and commitment to our students. Thank you to the parents and guardians for the continued patience and understanding of the challenges seen in education since the declaration of the pandemic.

I am proud of the way we have worked together to keep our students, staff, and community as safe as possible. We need to continue to work together, support each other as we venture forward and to prepare for a safe return to school.

This will be a unique school year and the Council's focus will continue to be on improving literacy, numeracy, and social-emotional learning. We encourage all parents and guardians to take an active role in their child's education. Together, we can provide the support and direction students need to be successful.

On behalf of Council, I want to thank everyone for working toward another incredible year of learning and wish you all a safe, and successful 2022-23 school year.



Elizabeth-Ann McKay
Chairperson



SUPERINTENDENT

It is not an exaggeration to say that SSDEC schools continue to thrive in an environment that is unpredictable and challenging. The pandemic brought out the best in our school communities. Despite a difficult time that stretched our resources, physical and mental health, and sense of community, our students continued to achieve well above expectations to the surprise of no one and to the delight of all.

Our school initiatives of indigenizing education, removing colonial assumptions from the past and living the calls to action from the Truth and Reconciliation Commission have set us on a path of true empowerment for our students and communities. This shift to cultural awareness is a work in progress from the last 10 years, building on the accomplishments and shared wisdom of our Elders, the commitment from our educational leaders, the support from the community and the guidance from the District Education Authorities.

The Board's commitment to the Leadership for Literacy initiative and numeracy programming, continue to help close the achievement gap and support ever increasing numbers of graduates each year. This statistic is a great source of pride for our schools and it's one that will continue to improve.

In addition to supports for attendance initiatives, we have dedicated time and effort to genuinely engage students through relevant content, the nurturing of authentic relationships

and long-term commitments to their learning. Creative and innovative pedagogic practices that focus on the whole individual has given students ownership of their education and put them in the driving seat on their path to adulthood.

We have not compromised our high standards continuing to choose to focus on the belief that every child can and will learn. Supports will be placed at every step of the way to help our students develop self-efficacy and confidence in their abilities as learners. This monumental task will not be possible without the continued support and collaboration with outside agencies, the community, and the biggest champions of our students, their families.

As we are about to begin a new school year, I want to renew our commitment to our school communities and thank you for your unwavering support of our teachers, student assistants, custodians, support staff and administrators. These very important jobs would not be possible without your solid support.



Dr. Souhail Soujah
Superintendent



OUR COUNCIL'S FOCUS

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

Literacy

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

- 67% of students are at or above grade level in reading.
- 91% of parents are satisfied with their child's growth as a reader.
- 78% of our students and staff are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous languages.

Numeracy

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

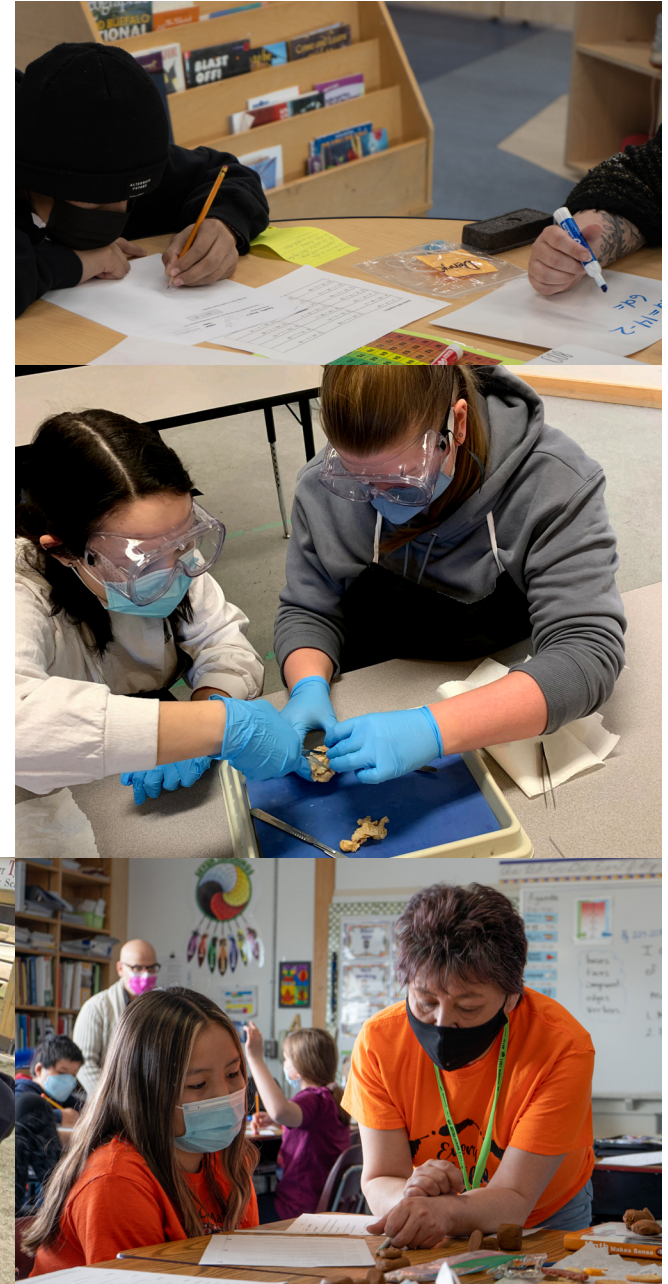
Over the past few years, we have had great success rolling out a math year plan for Grades 1-9, with both pre-and post-assessments. Our math achievement results have improved considerably as a result:

- 92% of parents are satisfied with their child's growth in math.

Social Responsibility

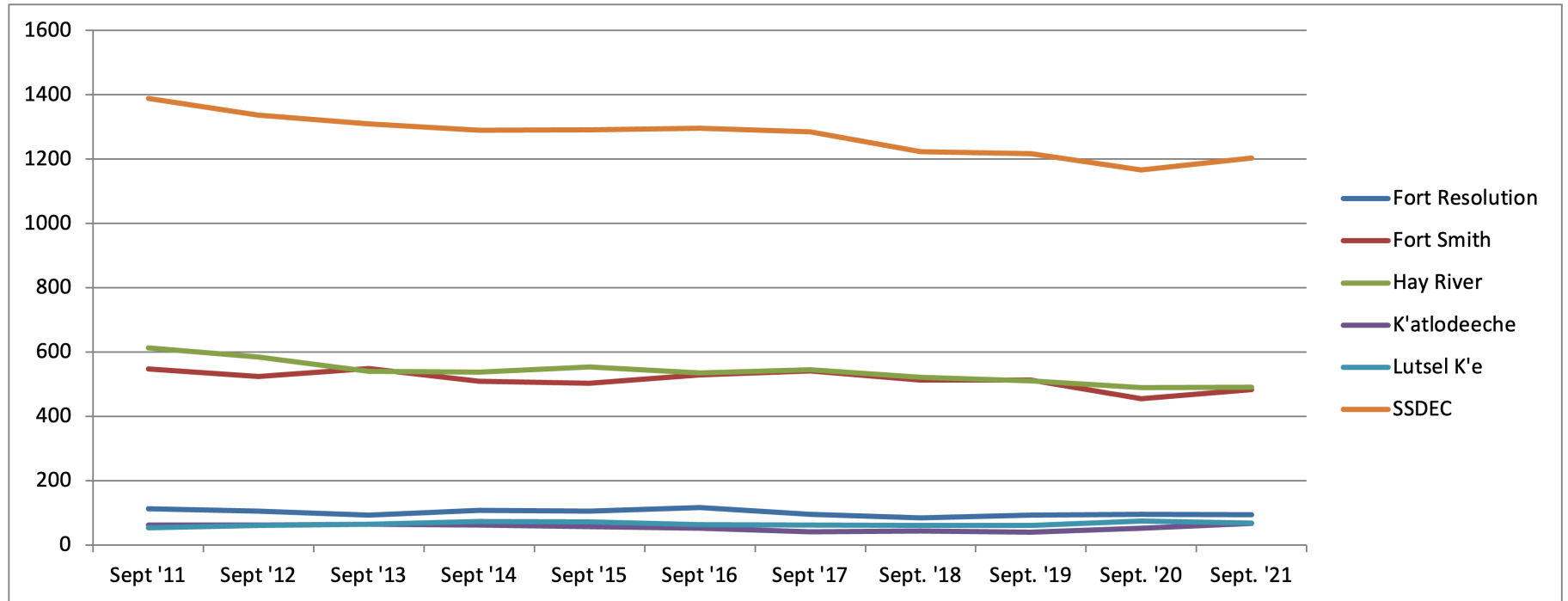
The SSDEC is working with many different partners to promote socially responsible behaviour among all members of the school community. It is important for everyone in the SSDEC - students, staff, trustees, and parents alike - to model the positive attitudes and actions that define how we live and work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

At least 80% of students in JK-Grade 10 participated in at least 15 social responsibility lessons last year, and evidence-based programs and practices such as mindfulness and self-regulation are becoming commonplace and solidified in South Slave classrooms. Staff and students also contribute to communities by giving back through charity, volunteering, and committing to personal growth.



STUDENT ENROLMENT

Student enrolment has plateaued in the South Slave region.



	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15	Sept '16	Sept '17	Sept. '18	Sept. '19	Sept. '20	Sept. '21
Fort Resolution	113.0	105.5	93.0	108.0	105.0	116.0	95.0	84.8	92.5	95.3	94.5
Fort Smith	548.0	524.5	549.0	509.0	503.3	528.5	541.3	512.5	513.0	455.5	483.0
Hay River	612.5	584.0	540.0	538.0	553.5	535.5	545.5	521	510.5	489.5	490.5
K'atlodeeche	61.5	62.0	64.0	62.0	57.5	52.5	41.0	44	40.0	52.0	66.8
Lutsel K'e	54.0	61.0	64.0	73.0	72.0	63.0	62.5	60.5	61.0	74.5	68.5
SSDEC	1389.0	1337.0	1310.0	1290.0	1291.3	1295.5	1285.3	1222.8	1217.0	1167.0	1203.3

INDIGENOUS LANGUAGE & CULTURE

Chipewyan (Dëne Sųłiné Yatıé) | South Slavey (Dene Zhatıé) | Cree (nēhiyawēwin)



The SSDEC offers second language classes in Chipewyan (*Dëne Sųłiné 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 teachers, Elders and volunteers around the region, passing on on-the-land skills, including bush survival skills, setting traps and fish nets, constructing shelters, snowshoeing and dog sledding, snaring, and learning about traditional plants and medicines.

Teachers invited Elders and community members to enhance the teaching and learning in their classrooms throughout the school year.

SSDEC schools have signage for all doors in all of the languages of their community, complete with a QR barcode that users can scan with their phone to hear pronunciation of the Indigenous language name of the room.

The SSDEC has published more than 300 books in Chipewyan (*Dëne Sųłiné Yatıé*), South Slavey (*Dene Zhatıé*), and Cree (*nēhiyawēwin*), as well as other official languages of the Northwest Territories.

All staff and students were required to learn at least eight traditional greetings in the language(s) of their community.

Each of our schools held cultural orientation days for staff members throughout the year. During those days, staff learned about northern and Indigenous traditions, culture, arts, crafts and language.



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 Français 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

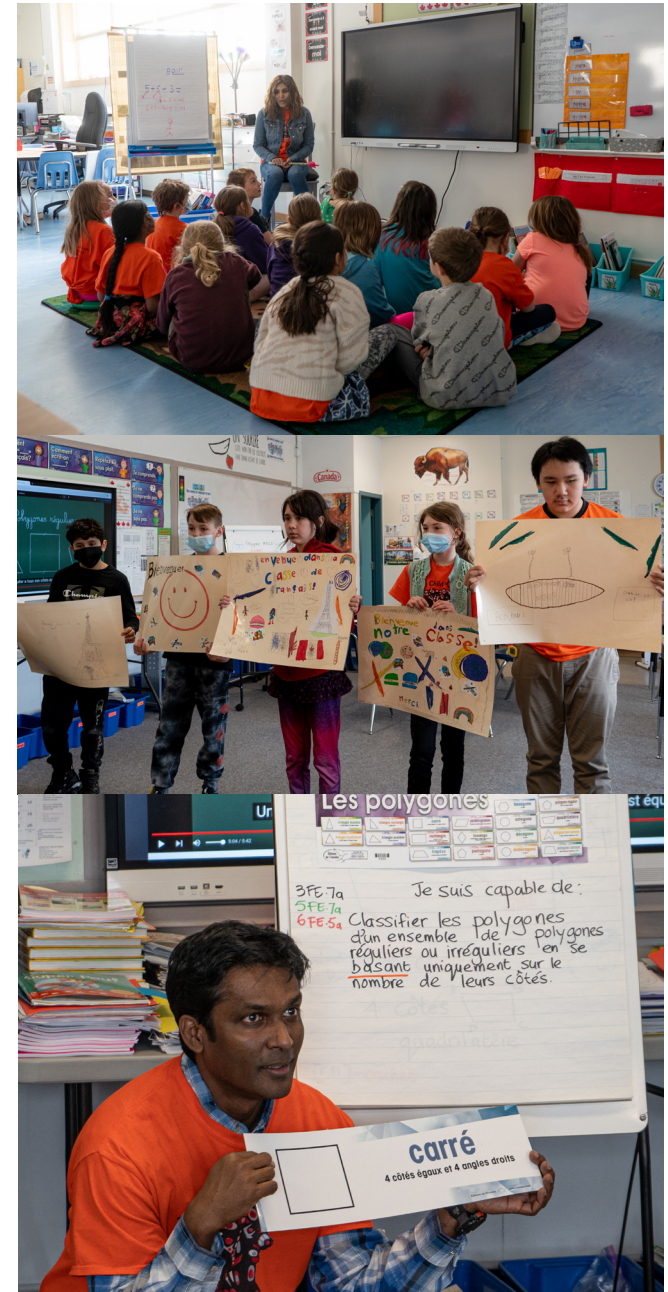
par un biais de communication plus intensif et est une façon efficace d'apprendre à communiquer spontanément dans cette langue. Le français est la langue de communication en classe et l'acquisition de la langue se fait plus rapidement et plus profondément que le français de base. Lors de l'obtention 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 basis to a total of 90 hours of instruction per year.



WELLNESS

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



The SSDEC set a target for 2021-22 that 85% of students in JK to Grade 10 receive at least 15 lessons of a social-emotional learning program.

STIP (Strengthening Teacher Instructional Practices) provides up to 100 hours towards collaborative planning and teacher professional duties in order to address issues of teacher workload and wellness, and to provide the time needed for teacher planning and collaboration in order to improve student outcomes.

Healthy Foods for Learning: The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs — snack, lunch, Drop the Pop, etc. — that offer sugar-free, unprocessed food.

When students and staff walk through the front doors of our schools, they are entering safe, trauma-sensitive spaces. We don't always know what students have experienced before school starts, so schools are proactive in creating a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviours, and succeed academically, while supporting their physical health and well-being.

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



2022

September | septembre | onōcihitowipīsim | T'áńcháy Nátl'ír Zá | Egòchłę Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2 CS: CO DJ: AD (pm)	3
4	5 Labour Day	6 CS: STIP	7	8	9 JBT: STIP (pm) DJ: STIP (pm)	10
11	12 LK: STIP	13	14	15	16 JBT: STIP (pm) DJ: STIP (pm)	17
18	19	20	21	22	23 JBT: STIP (pm) HC: CO PA: CO	24
25 Rosh Hashanah (begins at sundown) 	26	27	28	29	30 National Day for Truth and Reconciliation 	1

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

SSDEC HIGHLIGHTS

Celebrating our successes.

Our Graduates

- Paul W. Kaeser - 17 ambitious and celebrated graduates
- Diamond Jenness - 37 very eager and excited graduates
- Lutsel K'e - 2 extremely accomplished and successful graduates
- Deninu - 1 very distinguished and proud graduate
- Chief Sunrise - 3 very elegant and humble graduates

Deborah Reid was inducted into the NWT Education Hall of Fame. She's a lifelong learner, a beloved and compassionate educator, who was nominated by those that matter, her school community. Her focus has been on developing resilience and sustainability within her school community, developing graduation pathways to keep students in their home communities.

Partner in Education Excellence Award 2022

In recognition of their leadership during a time of national crisis. For helping us navigate to safe harbours and your unwavering commitment to our wellbeing despite resistance, criticism, and political and social pressure, the SSDEC is proud to award this small token of recognition for their hard work in creating the best possible futures for South Slave students and communities.

Awarded to:

- Yellowknife Health Authority,
- Hay River Health Authority
- Fort Smith Health Authority

Program Staff Excellence in Education Award 2022

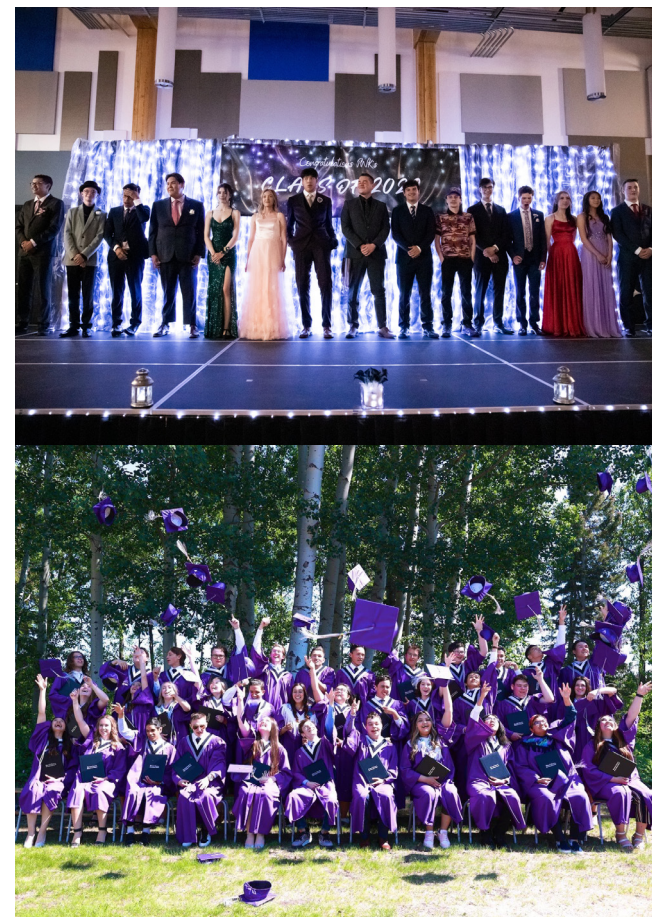
In recognition of their exemplary contributions and their sustained and outstanding commitment to creating the best possible futures for South Slave students, this award is given to South Slave Divisional Council (District Education Authorities, Teachers & Support staff)

- Diamond Jenness Secondary School – Hay River
- Princess Alexandra School – Hay River
- Harry Camsell School – Hay River
- Chief Sunrise – Kát'odeeche
- Paul William Kaeser High School – Fort Smith
- Joseph Burr Tyrrell Elementary School – Fort Smith
- Łutselk'e Dene School - Łutselk'e
- Deninu School – Fort Resolution

Jill Taylor Above & Beyond Excellence in Education Award 2022


We often hear about communities overcoming adversity and we often hear about communities coming together to help each other in times of need. The Jill Taylor Award is presented to the Hay River and Kát'odeeche school communities in appreciation for their distinguished service to their communities. We stand in awe of these communities and wonder if we would fare as well if it were us, and not them.

The Hay River and Kát'odeeche School Communities have given us our own example of communities that are the embodiment of selfless sacrifice. During the flooding, our staff and schools were at the forefront of the recovery efforts, providing refuge, support and help to return to normalcy. Our teachers and principals became relief workers, nurses, chefs, inn keepers and care givers for the community.



2022

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27	28	29	30	1
2	3	4 Yom Kipper (begins at sun-down) 	5 World Teachers' Day	6	7 JBT: STIP (pm) HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	8
9 Sukkot (begins at sundown)	10 Thanksgiving 	11 CS: STIP	12	13	14 PA: CEP (pm) DJ: STIP (pm)	15
16 Atzeret-Simchat Torah (begins at sundown) 	17 JBT: STIP PWK: STIP LK: STIP DN:STIP	18	19	20	21	22
23 30	24 31 Halloween CS: PD 	25	26	27	28 JBT: STIP (pm) HC: CEP (pm) PA: CEP (pm) DJ: CO (pm)	29

SCHOOLS

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CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice

PD - Professional Development
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3WC - 3-Way Conference

ŁUTSEL K`E DENE SCHOOL

Grades JK-12 | 69 students | Łutsel K'e



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

Community Engagement

A key priority at ŁKDS has been to bridge the gap between community and the school. We continue to work hard to create a welcoming environment. Regular monthly assemblies celebrating student success; regular school spirit activities; monthly newsletters highlighting our school and students; and offering key cultural experiences for all of our students are some of the things we are working on at ŁKDS. Our hope is that with more families and community members feeling welcome at our school, we can help to increase our attendance as well as build strong, lasting relationships.

ŁKDS On the Land Experiences

We have been fortunate to have a school culture camp that is located just outside of the community. We continue to utilize the camp regularly but also incorporate various areas in and around Łutsel K'e. Students have spent time on the land with Elders, community members, and their teachers engaged in various traditional activities including a rabbit camp and fish camp.



We will continue to expand on our cultural activities so that all students have the opportunity to take part regularly. Within this we ensure to embed the Chipewyan language in the context of everyday activities.

Social Responsibility

The Eagle Feather Program is a Positive Behavioural Interventions & Supports (*PBIS*) social responsibility program where students earn Eagle Feathers for their house teams for modeling positive behaviours. This year we continued with our Eagle Feather Shop where students earn Eagle Feather dollars that they can build up in their "account" and cash out at any time once they reach the required amount for the prize they want. It continues to be a successful program with our students lining up every Monday morning to check their bank balances.

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.



2022

November | novembre | iyikopīwipīsim | ʔeyun Zá | Ezhuędzē Zaa

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

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DAYS WITH NO REGULAR CLASSES

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

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

DIAMOND JENNESS SECONDARY SCHOOL

Grades 8-12 | 210 students | Hay River



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

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

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

Student Services

DJSS offers a variety of school-based and community support services to our students through our Student Services Department. With a warm and welcoming atmosphere, we are able to focus on student needs through our Learning Centre (LC). Within this space students have access to many supports, including written output and reading, audiobooks, readers, scribes, separate testing spaces, furniture and an atmosphere that supports self-regulation, coaching of study techniques, one-on-one and small group support, learning strategy classes, pre- and re-teaching.

The LC is open during school hours and also houses our supervised after-school Homework Club every Monday, Tuesday and Thursday. DJSS also provides breakfast and lunch programs, a fitness centre, mindfulness sessions in and outside the classroom, and essential oil therapy. Counselling services are also readily available to students.

Career Development

DJSS has a well-defined career exploration program. Students spend time exploring possible career paths

through the multi-faceted Smart Focusing program, the 'My Blueprint' Program and in our Career and Life Management (CALM) courses. Senior high students are involved in one-on-one career counselling, annual reviews of their Career and Program Plans, and regular reviews of their academic/graduation progress and post-secondary admittance requirements. Students have multiple opportunities to experience a variety of trade professions. DJSS's Work Experience and Schools North Apprenticeship Program (SNAP) programs are among the most active in the NWT.

DJSS Partnerships

DJSS is very fortunate to have outstanding partnerships with municipal, territorial, and federal government agencies, the Hay River Métis Government Council, and K'atłodeeche First Nation. Additionally, business partners allow our Breakfast/Lunch/Snack, Work Experience and Shop programs to flourish. Service groups sponsor activities. Their support helps make DJSS an exciting, safe and caring environment.

Our academic partnerships with the four other Hay River schools have allowed us to share our programs and enhance programming for all students in our community. DJSS also offers distance learning courses through Alberta's Centre for Learning @ Home (CFL) and Vista Virtual online programming within our FLEX program for students needing alternative course delivery.



2022

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	1	2 JBT: STIP (pm) HC: STIP (pm) PA: STIP (pm)	3
4	5	6	7	8	9 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	10
11	12	13	14	15	16 JBT: STIP (pm) HC: STIP (pm) PA: STIP (pm)	17 Christmas Break begins
18 Hanukkah (begins at sun- down) 	19 Christmas Break	20 Christmas Break	21 Christmas Break	22 Christmas Break	23 Christmas Break	24
25 Christmas 	26 Boxing Day Kwanzaa begins	27 Christmas Break	28 Christmas Break	29 Christmas Break	30 Christmas Break	31

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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 | 146 students | Hay River



Princess Alexandra 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 through a broad range of activities throughout the school year.

Student Wellness

PA School endeavours to foster a positive attitude towards school through attending to both the physical and emotional needs of our students. We promote sportsmanship and healthy social emotional skills both during structured and unstructured times of the day. After school and weekend programs have included x-country running, outdoor soccer, skiing, snowshoeing, volleyball, badminton, basketball, dance, indoor soccer and track and field. In addition, special interest clubs are organized for drawing, crafts, sewing, recycling, trivia, cooking, and Lego.

Parent Involvement

The school believes parent involvement is a top

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

Indigenous Language

Students enjoy frequent visits to the school culture camp where they learn language, survival skills, and traditional teachings from Elders in an authentic "on the land" setting. Within the school, opportunities for language acquisition are provided through daily language practice, feasts and celebrations.

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.



2023

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

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

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CO - Cultural Orientation
3WC - 3-Way Conference

HARRY CAMSELL SCHOOL

Grades JK-3 | 135 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 and language opportunities throughout the school year. Elders are invited regularly to participate in the teaching of local traditions, language, music, storytelling, and Dene games.

Community Engagement

We have worked hard to create a welcoming environment and appreciate the efforts of our many volunteers, community members and families. Parents are respected as an integral component of the learning team. Communication occurs regularly between school and home and when possible, learning celebrations occur that involve parents and the community.

Harry Camsell School also has a dedicated Parent

Action Committee that fundraises on behalf of the school to enhance their children's school experience.

Social Responsibility

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


Student Wellness

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



2023

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

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

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 | 268 students | Fort Smith

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

Culture

Culture is an immersive experience at JBT. We have worked at expanding our cultural area on our school grounds so that staff and students can access our cultural area on a daily basis. Classes are able to utilize the cultural area with our ILE instructors leading cultural experiences, which has included inviting Elders, Knowledge Keepers, and community experts to share stories and on-the-land lessons about trapping, camping, safety, hunting, fishing, cutting up, harvesting and cooking fish, cutting up meat, harvesting meat, making dry meat, making bannock, making tea and hot chocolate, and much more.

In our classrooms we also celebrate our students' diverse cultural backgrounds by celebrating our unique heritage throughout the year via novel studies, talking circles, culture days, and by reading books that represent and celebrate people of diverse cultures.

At JBT we also pride ourselves on greeting everyone with our Chipewyan and Cree greetings, learning more and sharing our knowledge of our culture with everyone while learning through firsthand, meaningful experiences.

Dene Laws & Bucket Filling

At JBT we follow the Dene Laws, and we are Bucket Fillers! We help one another, we recognize the respectful and positive behaviour of others and celebrate our staff and students' successes.

We believe that all students have the ability to achieve success at their level of learning and can share their own knowledge with others in their own way.


Language

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



2023

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

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

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 | 216 students | Fort Smith



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

Indigenous Language & Culture

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

Phoenix School

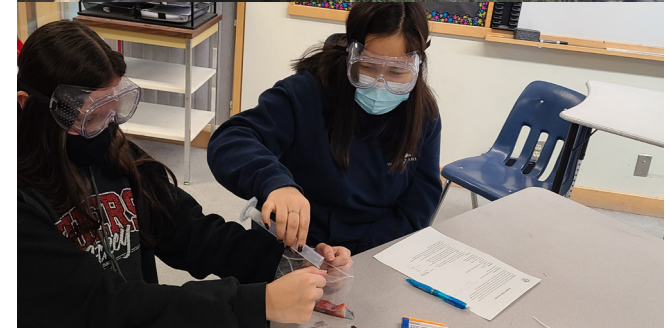
The alternative high school program, Phoenix School, continued to experience a high demand. Enrolment was maintained at 50+ students. The hours are 1-4pm daily and 7-9pm Monday-Thursday, and the school also incorporates a general study hall open to all students.

Technology

All teachers use Google Classroom, posting lesson plans, assignments, class notes, etc. We maintain a Facebook page and a public website and stream important events to the community. We have been a one Chromebook per student school for the past two years. We are currently repurposing a classroom and creating a maker-space/STEM room as part of our Jr/ Sr options.

Fitness & Nutrition

We take an interdisciplinary approach to fitness/health, combining the two curriculums at the Jr. High level and we offer PE from 10-12. We have a fully functioning fitness room that complements our gym. We offer a daily breakfast program from 8:30-9:10, an open cupboard for snacks and a subsidized hot lunch (*COVID permitting*).



2023

April | avril | ayikip̄sim | Benl̄tthēl Zá | Hah?i Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1 All Schools: Spring Break Begins
2	3	4	5 Passover (begins at sundown)	6	7 Good Friday	8
9 Easter 	10 Easter Monday	11	12	13	14	15
16	17 CS: STIP	18	19	20	21 JBT: STIP (pm) HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	22
23 30	24	25	26	27	28 JBT: STIP (pm) HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm)	29

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

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.

Science Fair, Heritage and Oratories

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 of them have earned bronze medals. Students at Deninu also take part in Oratories; this allows students to practice their public speaking skills. Many of the students choose to do their Oratories in the local Indigenous language of Chipewyan.

High School Distance Education Initiative

Deninu students have the opportunity to engage in courses delivered via videoconference as part of the Distance Education project. These courses are for students working on a more academic stream and also allows them to work with their peers across the territory.

Social Responsibility

Through the Dene Peacekeepers program, students chose to adopt the Dene Laws as their code of conduct. We also infuse restorative justice "peacekeeping circles" to solve more serious problems. Students are given incentives for positive behaviour and empathy through Positive Behavioural Interventions and Supports (PBIS). Our school follows the PBIS model with the slogan "Keeping it REAL" (*Respect, Effort, Accountability, Love*).

Indigenous Language and Culture

At Deninu, students are enrolled in Chipewyan second language classes to support the revitalization of Indigenous language in the community. 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 to reflect how students can use the language in their everyday lives and to encourage the use of the language with their families at home and in the community.

Deninu organizes numerous culture camps every year where students and staff take part in authentic on-the-land learning with local Indigenous cultural support people. Culture camps are held utilizing Mission Island and Little Buffalo River. 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.

The school has a culture area on the school grounds, which offers the opportunity to work in a more traditional setting throughout the school day. The culture area is currently under an expansion project.

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



2023

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

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

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DAYS WITH NO REGULAR CLASSES

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

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

CHIEF SUNRISE EDUCATION CENTRE

Grades JK-12 | 67 students | K'atłodeeche First Nation Reserve



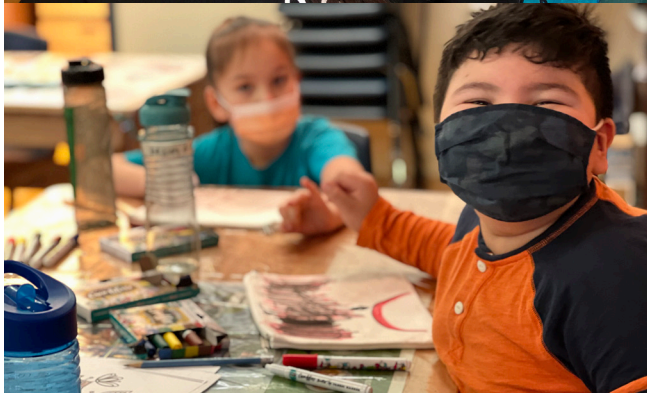
With a belief that education is grounded in culture, language and a respect for all, CSEC's mission is to maintain a focus on student learning and honour Dene culture by promoting the language and traditions of the K'atłodeeche people.

Indigenous Pedagogy

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

The goals of Sandy Creek Thursdays are to:

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



Self-Regulation

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

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



2023

June | juin | opāskāhopīsim | Benígés Zá | Eyé Zaa

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

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LOOKING BACK

2021-22: Assessing for Learning



In the face of a global pandemic, the health and safety of our students, our staff and the communities were of heightened focus. Schools were required to revisit and up-date almost all their standard procedures. We couldn't avoid the pandemic, just as we couldn't give up trying to provide the best education possible. We had no choice but to make time and look for opportunities to create new solutions. These changes required hard work and perseverance. Sub-areas of focus included:

Further Developing Student-Teacher Relationships

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

Reinforcing Wellness and Social Responsibility

Physical distancing was one of the most important health and safety rules in 2021-22.

- Staff, parents and students were expected to remain vigilant to ensure distancing took place where possible. When not possible, masks were used in our schools, on buses and in common areas
- We taught, reinforced and gave constant reminders to students, staff and visitors to maintain physical distancing, wear appropriate PPE when necessary, and monitor daily for signs of infection

Encourage Students to Take Ownership of their Education

- Students are more likely to take ownership of their own education and succeed in learning when teachers have prepared them so that they can

answer these three questions: What am I learning today? Why am I learning it? How will I know if I have learned it?

- With the greater likelihood of cancelled classes, and the quick pivot to blended and online learning last year, it was important that staff were able to transition quickly, and that students took pride and ownership in keeping up with their assigned work, so as to ensure success.



2023

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

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

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LOOKING FORWARD

2022-23: Growing Success



With the pandemic forcing a shift in school operations and procedures, our areas of focus did not change from 2021-22. Further priorities for 2022-23 included the following:

Indigenizing Education

- Honour and promote local heritage, language and culture in all programs
- Strengthen Indigenous language programming (*assessment and instruction*)
- Increase SSDEC trustee, staff and student use of greetings, words of appreciation, saying "thank you" and using phrases of salutation in the local Indigenous language(s)

Strengthening Professional Learning Communities

- Continue collaborative work in the determination of essential learning outcomes
- *What do we want students to learn?*, the development of common assessments (*How will we know if they learned it?*), and the design of engaging lessons (instruction and interventions)
- Implement the "instructional cycle" that expects students to be pre-assessed in relation to the essential learning outcomes in order to determine what and how to teach the entire class and differentiate for each student

Reinforcing Personal Wellness & Social Responsibility

- Create a welcoming environment for even the most traumatized students.
- Ensure more students are receiving more frequent and effective self-regulation and social skills programming
- Find/develop a more results-oriented social-emotional learning assessment tool and target
- Strengthen focus and strategies to improve student attendance



2023

August | août | ohpahop̄sim | Dz̄nedháze Zá | Mek'eh Chiāj̄deh Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2	3	4	5
6	7 Civic Holiday	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

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Finances and Operations

Fund Balances

as of June 30, 2022

	SSDEC	Fort Smith	Hay River	K'atłodeeche	Fort Resolution	Lutsel K'e
1	\$2,101,433	\$58,889	\$249,928	\$1,388	\$71,476	\$149,248
2	(\$1,241,704)	(\$24,226)	(\$212,508)		(\$64,027)	(\$140,173)
3	\$859,729	\$34,663	\$37,420	\$1,388	\$7,449	\$9,075
4		7%	7.4%	1.1%	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

2021/22

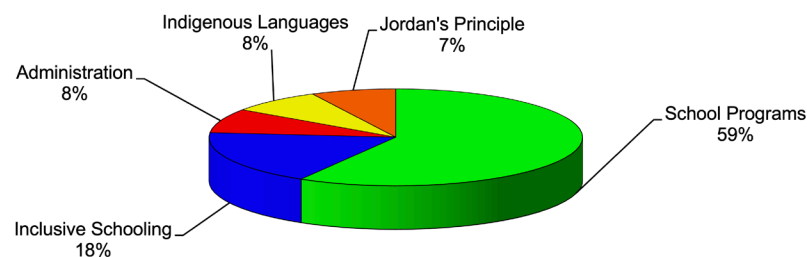
	Allocation by ECE Formula		Expenditures by SSDEC	
	PY's	\$	PY's	\$
Staffing at the Divisional Level				
Leadership Team	3.25	\$598,557	3.00	\$617,056
Inclusive Schooling Consultant	1.00	\$175,844	1.00	\$285,300
School Support Consultants	2.50	\$439,810	2.00	\$233,987
Indigenous Language Consultants	1.00	\$175,844	0.67	\$81,306
Administrative Staff	3.75	\$355,472	3.00	\$362,398
Technology Staff	1.00	\$144,200	3.00	\$410,379
Sub-total	12.50	\$1,889,727	12.67	\$1,990,426
Staffing at the School Level				
Teachers	84.71	\$12,888,709	102.17	\$13,360,765
Program Support Teachers	12.60	\$2,019,905	11.70	\$1,790,514
Support Assistants	29.94	\$3,019,054	24.73	\$2,423,771
School Community Counsellors	3.75	\$385,622	1.00	\$131,262
Wellness Counsellors	1.25	\$131,506	0.00	\$0
Secretaries	3.77	\$352,933	6.20	\$612,299
Custodians	11.93	\$964,350	15.20	\$1,121,203
Sub-total	147.95	\$19,762,079	161.00	\$19,439,814
Divisional Total	160.45	\$21,651,806	173.67	\$21,430,240

Finances and Operations

Statement of Revenue and Expenses For the Year Ended June 30, 2022

	<u>2022 Actual</u>	<u>2021 Actual</u>
REVENUES		
ECE Contributions		
ECE Regular Contributions	\$24,914,003	\$25,294,194
Other ECE Contributions	1,017,921	2,728,621
Total ECE Contributions	\$25,931,954	\$28,022,815
Other GNWT Contributions	\$251,221	\$232,919
Total GNWT Contributions	\$26,183,175	\$28,255,734
Other Education Bodies	\$0	\$0
Government of Canada Contributions		
Jordan's Principle	\$2,204,639	\$2,496,973
Other Government of Canada	-1,000	1,836
Total Government of Canada Contributions	\$2,203,639	\$2,498,809
Generated Funds		
Investment Income	\$68,814	\$49,974
Non-GNWT Contributions	110,000	86,319
Donations	3,186	2,050
Other	593,866	286,356
Total Generated Funds	\$775,867	\$424,699
Total Revenues	\$29,162,680	\$31,179,242
EXPENSES		
Administration	\$2,476,829	\$2,498,636
School Programs	17,803,757	18,410,455
Inclusive Schooling	5,507,671	5,135,856
Indigenous Language and Education	2,433,773	2,959,615
Jordan's Principle	2,246,442	2,507,756
Total Expenses	\$30,468,471	\$31,148,319
OPERATING SURPLUS/(DEFICIT)	(\$1,305,790)	\$30,924

Expenditures by Function For the Year Ended June 30, 2022



School Programs	\$17,803,757
Inclusive Schooling	\$5,507,671
Administration	\$2,476,829
Indigenous Languages	\$2,433,773
Jordan's Principle	\$2,246,442
Total	\$30,468,472

Finances et Activités

	SSDEC	Fort Smith	Hay River	K'atloodeche	Fort Resolution	Lutsel K'e
1	\$2,101,433	\$58,889	\$249,928	\$1,388	\$71,476	\$149,248
2	(\$1,241,704)	(\$24,226)	(\$212,508)		(\$64,027)	(\$140,173)
3	\$859,729	\$34,663	\$37,420	\$1,388	\$7,449	\$9,075
4		7%	7.4%	1.1%	7%	7%

	Attribution selon la formule du MÉCF		Dépenses du CSDSS	
	AP	en \$	AP	en \$
<u>Dotation au niveau de la division</u>				
Équipe dirigeante	3.25	\$598,557	3.00	\$617,056
Conseiller en intégration scolaire	1.00	\$175,844	1.00	\$285,300
Conseillers en soutien scolaire	2.50	\$439,810	2.00	\$233,987
Consultants sur les langues autochtones	1.00	\$175,844	0.67	\$81,306
Personnel administratif	3.75	\$355,472	3.00	\$362,398
Personnel technique	1.00	\$144,200	3.00	\$410,379
Sous-total	12.50	\$1,889,727	12.67	\$1,990,426
<u>Dotation au niveau de l'école</u>				
Enseignants	84.71	\$12,888,709	102.17	\$13,360,765
Enseignants de soutien aux programmes	12.60	\$2,019,905	11.70	\$1,790,514
Aide-enseignants	29.94	\$3,019,054	24.73	\$2,423,771
Conseillers communautaires en milieu scolaire	3.75	\$385,622	1.00	\$131,262
Conseillers en bien-être	1.25	\$131,506	0.00	\$0
Secrétaires	3.77	\$352,933	6.20	\$612,299
Concierges	11.93	\$964,350	15.20	\$1,121,203
Sous-total	147.95	\$19,762,079	161.00	\$19,439,814
Total pour la division	160.45	\$21,651,806	173.67	\$21,430,240

Finances et Activités

État des revenus et des dépenses Pour l'exercice terminé le 30 juin 2022

Données réelles 2022 **Données réelles 2021**

REVENUS

Contributions du MÉCF

Contributions régulières du MÉCF	\$24,914,003	\$25,294,194
Autres contributions du MÉCF	1,017,921	2,728,621
Total des contributions du MÉCF	\$25,931,954	\$28,022,815

Autres contributions du GTNO	\$251,221	\$232,919
Total des contributions du GTNO	\$26,183,175	\$28,255,734

Autres organismes scolaires	\$0	\$0
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Contributions du gouvernement du Canada

Principe de Jordan	\$2,204,639	\$2,496,973
Autres organismes scolaires	-1,000	1,836
Contributions du gouvernement du Canada	\$2,203,639	\$2,498,809

Fonds générés

Revenus d'investissement	\$68,814	\$49,974
Contributions ne provenant pas du GTNO	110,000	86,319
Dons	3,186	2,050
Autres	593,866	286,356
Total des fonds générés	\$775,867	\$424,699

Total des revenus	\$29,162,680	\$31,179,242
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DÉPENSES

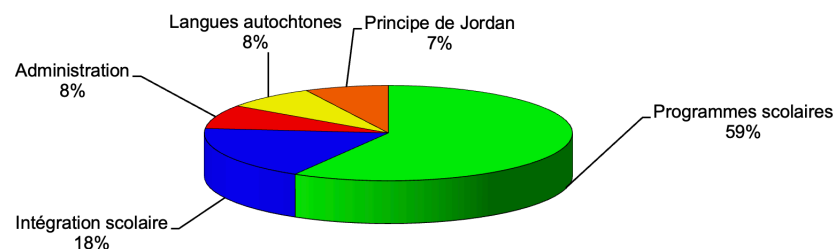
Administration	\$2,476,829	\$2,498,636
Programmes scolaires	17,803,757	18,410,455
Intégration scolaire	5,507,671	5,135,856
Programmes de langues et cultures autochtones	2,433,773	2,959,615
Principe de Jordan	2,246,442	2,507,756

Total des dépenses	\$30,468,471	\$31,148,319
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EXCÉDENT OU DÉFICIT DE FONCTIONNEMENT	(\$1,305,790)	\$30,924
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Dépenses selon le domaine

Pour l'exercice se terminant le 30 juin 2022



Programmes scolaires	\$17,803,757
Intégration scolaire	\$5,507,671
Administration	\$2,476,829
Langues autochtones	\$2,433,773
Principe de Jordan	\$2,246,442
Total	\$30,468,472

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: Souhail Soujah

Joseph Burr Tyrrell Elementary School

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

Paul William Kaeser High School

P.O. Box 480
Fort Smith, NT
X0E 0P0
Tel: (867) 872-4795
Principals: Christy McKay / 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) 874-5713
Principal: Kim Mabbitt

Fort Resolution

Deninu School

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

Łutsel K'e

Łutsel K'e Dene School

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