

2016-2017 SCHOOL YEAR CALENDAR

2015-2016 ANNUAL REPORT



*Creating
Futures*

South Slave Divisional Education Council

WHAT IS THE SSDEC?

Since April 1991, the five South Slave communities of Fort Smith, Hay River, Fort Resolution, K'átłodeeche First Nation Reserve, and the fly-in community of Łutsel K'e have been united as a regional board called the South Slave Divisional Education Council (SSDEC). The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The SSDEC meets and elects one of the members as the chairperson and another as the vice chairperson. As per policy, the SSDEC meets once in each community each year. The 2015-2016 representatives were as follows:

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

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

The SSDEC receives the financial resources for the entire division on an annual basis, largely through a formula set by the Department of Education, Culture and Employment (ECE). It is a responsibility of the SSDEC to allocate funding to meet the educational needs of the students and to set 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.



Track and Field, HC, 2016



Track and Field, PWK, 2016



Track and Field, JBT, 2016

CHAIRPERSON'S MESSAGE

The 2016/17 school year will mark the tenth year of the Leadership for Literacy initiative, and over the past years we have seen our students make incredible gains in literacy, numeracy, and social responsibility.

Of the improvement areas we set for 2015/16, we met seven of twelve targets. On the Canadian Achievement Test (CAT-4), almost two thirds of our students are now performing at or above the Canadian norm in both reading and math.

We are particularly proud of how well our schools did on two new targets that we set for them in 2015/16. Through the new literacy target, the vast majority of SSDEC members, students, and staff are now able to engage and respond to

greetings, express a word of appreciation and say thank you in the local Aboriginal language. The second target, which fell under social responsibility, resulted in most students taking social responsibility programming lessons (such as mindfulness and self-regulation). Students who learn how to regulate their emotions are better prepared to learn and succeed in academics.

Over the past few years we have also been thrilled to see an increasing number of parents actively involved in their children's educations by interacting with their children's teachers and having a clearer understanding of their children's strengths and stretches in both literacy and numeracy. Parent-teacher engagement directly and positively impacts student success, so we appreciate parents taking the time

to participate in parent workshops, 3-Way Conferences, Community Education Planning days, and providing us with feedback about their satisfaction with their children's growth.

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



Ann Pischinger
Chairperson



SUPERINTENDENT'S MESSAGE

I would like to thank each and every one of you for your tremendous dedication to our students over the years. With your help, we have seen amazing growth and I cannot help but be proud.

For almost a decade, through an intense and fully supported Leadership for Literacy initiative, our teachers have passionately embraced bold changes to our instructional practice and programming designed to help close the achievement gap and embrace the unique cultural heritage of our students. In 2007, when this initiative started, fewer than 50% of our students were reading at grade level according

to Canadian normed reading assessments. Now, almost 80% of our students are meeting these Canadian reading standards and in some of our schools, particularly our small K-12 community schools, the students are vastly exceeding literacy levels of their Canadian peers.

As we continue to move forward we are focusing on how to authentically engage students, and we have come to understand that culture-based inquiry and experiential-based learning opportunities challenge our students to take ownership for their own learning. Through this, students become engaged learners in real-life problems and develop 21st century skills (researching, collaborating, problem-solving, communicating learning...). Expectations are

high, but students know that a strong support system is in place if they falter.

Collaboration with the parents and community leaders has also been a key ingredient to our success.

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



Dr. Curtis Brown
Superintendent



OUR COUNCIL'S FOCUS

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

Literacy

When *Leadership for Literacy* was introduced in 2007, just over half of South Slave students were reading at the Canadian standard. About one third of primary students continue to arrive with vulnerabilities in at least one of the five domains measured by the Early Development Instrument. Despite this, the reading achievement results have been exciting and encouraging:

- 61% of students are at or above the Canadian standard in reading.
- 95% of parents say they are satisfied with their child's growth as a reader.
- 82% of students, staff, and trustees know four phrases in the local Aboriginal language.

Numeracy

The SSDEC is working to improve student fluency and flexibility with mathematics by enhancing instructional practices in the classroom. Building students' ability to think mathematically will encourage new problem-solving and analytical abilities that will aid them well after their school careers and in their professions. This past year, we had great success piloting a math year plan for Grades 1-6, with both pre-(diagnostic) and post-(formative) assessments. Results have shown:

- 61% of students are at or above the Canadian standard in math.
- 90% of parents say they are satisfied with their child's growth in math.

Social Responsibility

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

Council directed that 70% of students participate in at least five 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.

- 51% of students achieved at least 90% attendance.
- 85% of parents participated in at least one Community Education Planning (CEP) day, 3-way conference, or parent workshop.
- 80% of students have taken five social responsibility lessons.



Delivering Snacks, DN, 2015

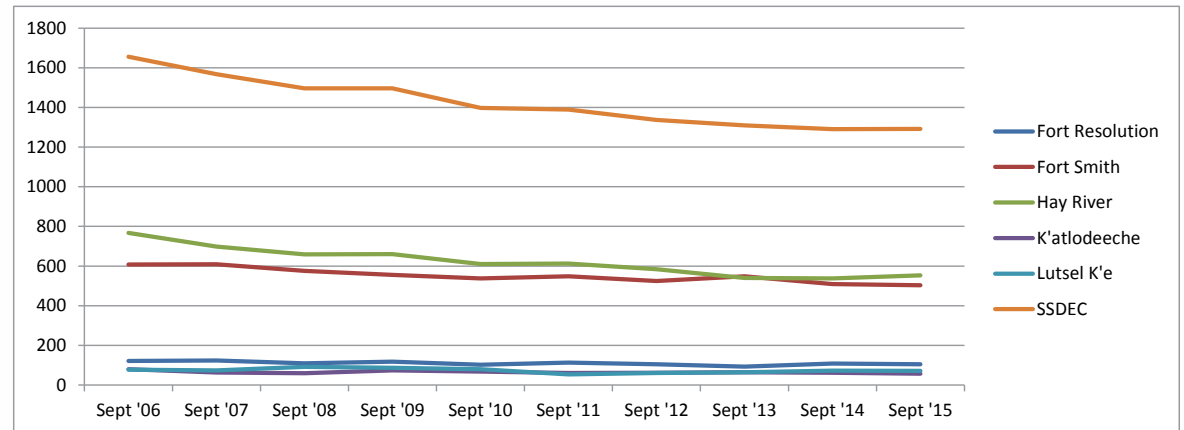


First Day of School, JBT, 2015

STUDENT ENROLMENT



Student enrolment continues to decline across the South Slave, consistent with the trend across Canada.



	Sept '06	Sept '07	Sept '08	Sept '09	Sept '10	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15
Fort Resolution	122.0	123.5	110.0	118.0	102.0	113.0	105.5	93.0	108.0	105.0
Fort Smith	608.5	609.5	575.5	556.0	538.0	548.0	524.5	549.0	509.0	503.3
Hay River	767.5	698.0	659.0	660.5	610.0	612.5	584.0	540.0	538.0	553.5
K'atlodeeche	80.5	63.0	59.5	74.0	68.5	61.5	62.0	64.0	62.0	57.5
Lutsel K'e	77.0	74.0	92.0	87.5	79.5	54.0	61.0	64.0	73.0	72.0
SSDEC	1655.5	1568.0	1496.0	1496.0	1398.0	1389.0	1337.0	1310.0	1290.0	1291.3



ABORIGINAL LANGUAGE & CULTURE



Plucking Ducks, JBT, 2016



Plucking Ptarmigan, PWK, 2015



Checking Snares, LK, 2016

We offer second language classes in Cree, Slavey, and Chipewyan. Our Aboriginal language fluency rates have risen 20% in the past two years. These languages can once again be heard in the community and on the playground, and seen in over 285 books and resources that we have published. 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 such as bush survival skills, setting traps and fish nets, constructing shelters, snowshoeing and dog sledding, snaring, and learning about traditional plants and medicines.
- In the classroom, every teacher developed and taught an **inquiry-based unit** with a focus on local culture – even in high school math courses.
- The graphic novel **Three Feathers** is being turned into a film which is currently being shot in Fort Smith. The film, which features a cast of Northern actors, is ground-breaking in that it is being filmed in English, Cree, Chipewyan and Slavey.
- The **First Nations Storybook App - Chipewyan Version** and the **First Nations Storybook App - Cree Version** are available through iTunes. They feature a collection of Aboriginal books read by fluent Chipewyan and Cree speakers.
- Store signage featuring QR codes that matched grocery items was installed at Ehdah Cho Store on the K'atłodeeche First Nations Reserve. Signage is also being updated in all of our schools.

FRENCH LANGUAGE PROGRAMMING

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

Français 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.

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

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.

Intensive French (*offered in Hay River*) is a literacy-based approach to learning French - first through oral, then reading, then writing. Beginning in the 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 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.



French Speech Contest, PWK, 2016



CultureFest Bannock, PWK, 2016



CultureFest Sugar Shack, PWK, 2016



French Speech Contest, PWK, 2016

WELLNESS



Culture Camp, CS, 2015



Track and Field, JBT, 2016

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

- The SSDEC set a target for 2015/16 challenging that 70% of students in Kindergarten to Grade 12 take at least five lessons of a social responsibility program. Many schools had close to 100%.
- SSDEC Wellness Challenge - **"Win the Day"** engaged staff in wellness challenges based on the four quadrants of the medicine wheel (spiritual, mental, emotional, and physical).
- The annual regional 2015 in-service featured a self-regulation giveaway table with books, fidget toys, seat cushions, essential oils and diffusers and more for educators to use in their classrooms.
- **"Trauma sensitive schools"** are created by fostering healthy relationships with students through building social competency (how to foster positive friendships, be empathetic, and manage conflict). Students learn to become in tune with their feelings (through mindfulness, relaxation, and visualization), manage their emotions, and remain calm, alert and ready to learn.
- Parent, student, and staff workshops are offered on *Drugs and the Teenage Brain, Choices - Drinking and Driving, Mindfulness, Trauma Education*, etc.
- Most schools have staff trained in Nonviolent Crisis Intervention.

September | septembre | Onōcihitowipīsim T'áncháy Nátl'ír Zá | Egochę Zaa

2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Chipewyan	29	30 2Edlánet'e-a? 2Esást'í le! Nezọ!	31 Mársi!	1	2 ● CO - CS	3
4	5 <i>Holiday Labour Day</i>	6	7	8	9	10 ○
11	12	13	14	15	16	17 ○
18	19	20	21 CEP - DN, LK	22	23 <i>Elks Outdoor Soccer Hay River</i>	24 <i>Elks Outdoor Soccer Hay River</i>
25 <i>NWT Literacy Week Elks Outdoor Soccer Hay River</i>	26 <i>TAP Intro NWT Literacy Week</i>	27 <i>TAP Intro NWT Literacy Week</i>	28 <i>TAP Intro NWT Literacy Week</i>	29 <i>TAP Intro NWT Literacy Week</i>	30 ● <i>TAP Intro NWT Literacy Week PD - HC, PA, DJ Orange Shirt Day</i>	1

SCHOOLS

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DAYS WITH NO REGULAR CLASSES

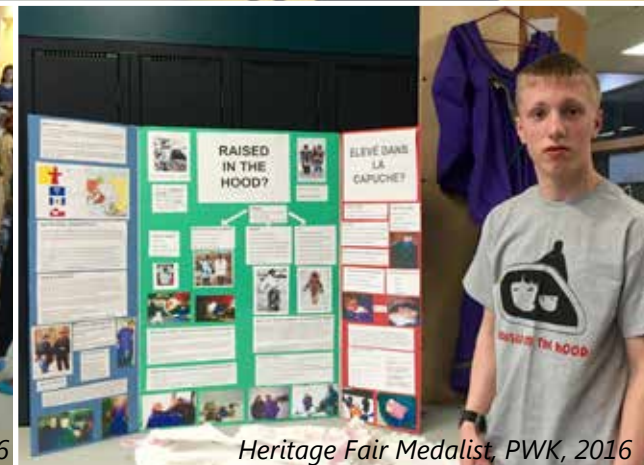
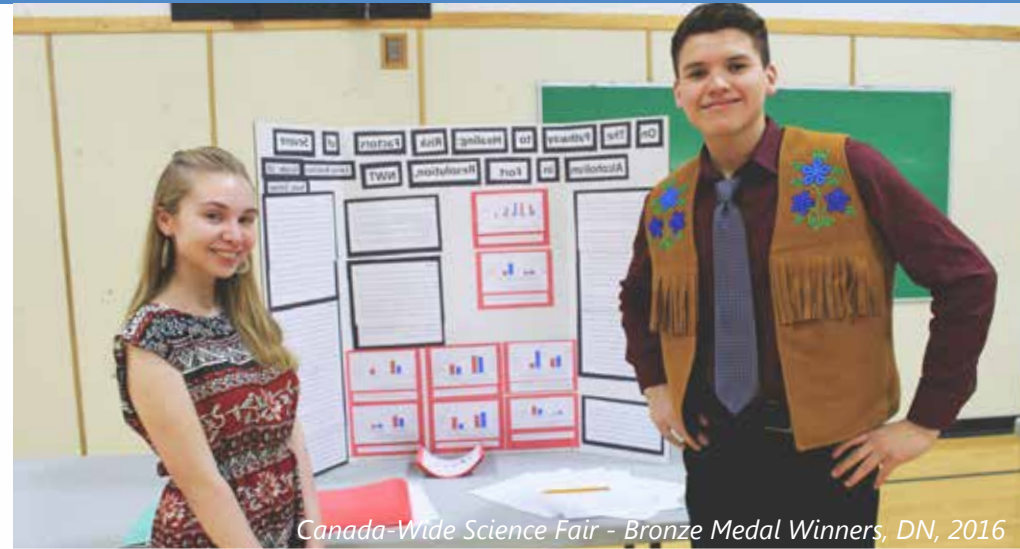
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SSDEC HIGHLIGHTS

- The **SSDEC's Leadership for Literacy** initiative won the **NWT Ministerial Literacy Award - Organization Award** for a collective commitment to improving in both literacy and numeracy.
- The **Leadership for Literacy** initiative placed third in the **Canadian Innovators in Education Awards** in 2015 for leading lasting and system-changing K-12 initiatives; and was featured in the December 2015 issue of *Reader's Digest*. The award was presented by the **Canadian Education Association** and **Reader's Digest**.
- Principal **Kate Powell** of Deninu School and Principal **Devin Roberts** of Łutsel K'e Dene School were published in educational journals. Powell wrote about their **Dene Peacekeepers** program, where students chose to adopt the Dene Laws as their code of conduct and use restorative justice "peacekeeping circles" to solve problems; while Roberts wrote about his school's **PBIS** (Positive Behavioural Interventions and Supports) **Eagle Feather Program**, which is a social responsibility program where students earn eagle feathers for modelling positive behaviours.
- DJSS Vice Principal and Guidance Counsellor **Ms. Lynne Beck** received the **SSDEC Excellence in Education Educator Award** for her compassion, patience, and diligence as an educator and a leader; and for the numerous programs and initiatives she has spearheaded that have helped to keep students in school and guide them towards successful graduation.
- K'atłodeeche Elder **Mr. Joe Tambour** received the **SSDEC Excellence in Education Partner Award** for his unwavering commitment to his culture, language, and the traditions of the Dene and for his willingness to share his culture with students and staff.
- The SSDEC hosted a leadership team from Aspen View Public Schools Division #78 in Northern Alberta, who visited our schools to observe the SSDEC's very successful *Leadership For Literacy* initiative.



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

2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27 Slavey	28 Negha dágondíh? Segha gonezy! Nezy!	29 Máhsí!	30	1 NWT Literacy Week
2	3	4	5 World Teacher's Day	6	7 CEP - CS PD - JBT NWT Cross Country Fort Providence	8 NWT Cross Country Fort Providence
9	10 Holiday Thanksgiving Day	11 CAT-4 Testing Begins	12	13	14 Lawrie Hobart Volleyball Tournament Fort Smith	15 Lawrie Hobart Volleyball Tournament Fort Smith
16 Lawrie Hobart Volleyball Tournament Fort Smith	17 PD - PWK	18	19	20	21	22
23 Jr. Spike It! Yellowknife	24 Halloween	25	26	27 Jr. Spike It! Volleyball Yellowknife	28 Jr. Spike It! Volleyball Yellowknife	29 Jr. Spike It! Volleyball Yellowknife
30	31					

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ŁUTSEL K'E DENE SCHOOL

Łutsel K'e Dene School (ŁKDS) is a K-12 school that serves approximately 70 students in the small fly-in community of Łutsel K'e. This school serves the educational needs of a predominantly Chipewyan student population, and places a high value on the promotion of respect, self-worth, community, and education from both the Dene and Western perspectives.

Mural Painting

For the second year in a row, ŁKDS students partnered with Dene artist John Rombough to create beautiful murals for their school. The northern lights themed murals, painted on two 8' x 4' pieces of plywood, feature winter scenes representative of their area – wolves, and a mother and her children playing in the snow.

PBIS Eagle Feather Program

The PBIS (Positive Behavioural Interventions and Supports) Eagle Feather Program is a social responsibility program where students earn eagle feathers for modelling positive behaviours.

Athletics

Athletics continued to be a key part of the school identity in 2015/16. Some highlights included second place finishes in territorial competitions for the co-ed team at Cager Basketball Tournament, the boys junior and senior teams at Spike It! NWT Volleyball Championships, and the elementary team at Super Soccer. The senior boys team also placed fourth at Super Soccer.

Graduation

Four students wrote the English Language Arts diploma in June and became the second class to graduate from ŁKDS without having to move away from the community.



Mural Painting, 2015



Checking Snares, 2016



Homework Hero, 2015

November | novembre | Iyikopīwipīsim ?eyun Zá | Ezhuędzē Zaa

2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1 <i>CEP - HC, PA, DJ</i>	2 <i>Sr. Spike It! Volleyball Yellowknife</i>	3 <i>Sr. Spike It! Volleyball Yellowknife</i>	4 <i>Sr. Spike It! Volleyball Yellowknife</i>	5 <i>Sr. Spike It! Volleyball Yellowknife</i>
6 <i>Daylight Saving Time Ends Sr. Spike It! Volleyball Yellowknife</i>	7	8 ☉ <i>3-Way Conference - PWK</i>	9 <i>3-Way Conference - CS, PWK, DJ</i>	10 <i>3-Way Conference - CS, DN, DJ CEP - PWK</i>	11 <i>Holiday Remembrance Day</i>	12
13	14 <i>PD - CS, JBT, PWK, LK</i>	15 ○ <i>PD - CS, JBT, PWK, LK</i>	16	17	18	19
20	21	22 ☉	23 <i>3-Way Conference - JBT</i>	24 <i>3-Way Conference - JBT, HC, PA</i>	25 <i>CEP - JBT, HC, PA Jr. Table Tennis Yellowknife</i>	26 <i>Jr. Table Tennis Yellowknife</i>
27 <i>Jr. Table Tennis Yellowknife</i>	28 <i>PD - DJ</i>	29	30 ●	1 	2   	3 

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JOSEPH B. TYRRELL ELEMENTARY SCHOOL

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

Language

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

Student Leadership Team

Students in Grades 4-6 who are positive role models demonstrate PROS (pride, respect, ownership and safety) throughout the school and develop their leadership skills through organizing special events including assemblies, dances, and cupcake sales. They also ran PROS blitzes that taught positive behaviours to younger students, such as how to respond to bullying.

Traditional Healthy Food & Drink Unit

JBT students participated in a school-wide *Then & Now* inquiry unit where they studied traditional healthy food and drink options. Primary students focused on healthy eating, specifically different types of bannock. Elementary students interviewed older family members to discover what they used to eat, drink, and did to stay healthy. Classes also compared today's foods to past foods.

This unit was one of the winning entries into the NWT's Drop the Pop campaign, which encouraged students to choose healthy beverages and make other healthy choices.



Family Literacy Day, 2016



Pink Shirt Day, 2016



First Day of School, 2015

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

2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 DENE LAWS YOUNG GIRLS AND BOYS SHOULD BEHAVE RESPECTFULLY	29	30	1	2 <i>NWT Badminton Championships</i> <i>Hay River</i>	3 <i>NWT Badminton Championships</i> <i>Hay River</i>
4	5	6	7	8 ☉	9 <i>Jr. Badminton</i> <i>Yellowknife</i>	10 <i>Jr. Badminton</i> <i>Yellowknife</i>
11	12	13	14 ○ <i>SSDEC Open House</i>	15	16 <i>Holiday - DN, LK (pm)</i>	17
18	19 <i>Holidays Begin</i>	20	21 ☉	22	23	24
25 <i>Christmas Day</i>	26 <i>Boxing Day</i> <i>Holiday</i>	27 <i>Holiday</i>	28	29	30 ●	31 <i>New Year's Eve</i>

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PAUL W. KAESER HIGH SCHOOL

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

Aboriginal Culture

PWK hosted Culture Camps for the junior and senior students, and incorporated Dene Games into Christmas activities. Staff also set up tipis and trappers tents outside the front of the school, which were used during CultureFest evenings. The Chipewyan Language instructor created *?ëk'éch'a Helá* "Scramble", a Chipewyan board game board game that helps increase language retention.

Phoenix School

The alternative high school program, Phoenix School, continued to experience a high demand. Enrolment was maintained at 50+ students. For the 2016/17 year, the evening hours will be changed to 7-9 PM, and will incorporate a general study hall for 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.

Fitness & Nutrition

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

A breakfast program and daily snack were also made available to all students to help them start their day off right.



Track and Field, 2016



Speech Contest, 2016



Heritage Fair, 2016



Heritage Fair, 2016

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

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 <i>New Year's Day</i>	2 <i>Holiday</i>	3 <i>School Begins</i>	4	5	6 ☉	7
8	9	10	11	12	13 ○	14
15	16	17	18	19	20 ☉ <i>PD - DN</i>	21
22	23	24	25	26	27 ● <i>Family Literacy Day</i>	28
29	30 <i>AD - LK CO - DN</i>	31 <i>AD - DJ PD - HC, PA</i>	1	2	3	4

DENE LAWS

SHARE WHAT YOU HAVE

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DENINU SCHOOL

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

Traditional Dance & Music

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

High School Electives & Videoconference Courses

In addition to having community members delivering a variety of electives (such as robotics, sewing, welding, and hairdressing); the school now offers a variety of courses via videoconference. In 2015/16, eight students took 24 videoconference classes.

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.

Science Fair

Deninu School hosted the first-ever South Slave Regional Science Fair in 2016. Winners Laney Beaulieu and Isaac Simon of Fort Resolution went on to win bronze in the national competition in Montreal with their project "On the Pathway to Healing: Risk Factors of Severe Alcoholism in Fort Resolution, NWT."

Chipewyan Language

Chipewyan was integrated throughout school activities - in morning announcements, the Christmas concert, staff meetings, and more.



February | février | Mikisewipīsim

Sa Nedúe Zá | Sa Aek'ázia Zaa

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 DENE LAWS LOVE EACH OTHER AS MUCH AS POSSIBLE	31	1	2 <i>Groundhog's Day</i>	3	4
5	6	7	8	9	10	11
12	13	14 <i>Valentine's Day</i>	15 <i>Jr. Cager Basketball Yellowknife</i>	16 <i>Jr. Cager Basketball Yellowknife</i>	17 <i>Jr. Cager Basketball Yellowknife</i>	18 <i>Jr. Cager Basketball Yellowknife</i>
19 <i>Jr. Cager Basketball Yellowknife</i>	20 <i>PD - HC, PA, DJ</i>	21	22 <i>PD - LK Pink Shirt Day</i>	23 <i>PD - LK</i>	24 <i>PD - LK</i>	25
26	27	28	1	2	3	4

SCHOOLS

CS - Chief Sunrise Education Centre
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DN - Deninu School
HC - Harry Camsell School
JBT - Joseph B. Tyrrell Elementary School
LK - Łutsel K'e Dene School
PA - Princess Alexandra School
PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
PD - Professional Development
CO - Cultural Orientation



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CHIEF SUNRISE EDUCATION CENTRE

Chief Sunrise Education Centre is a K-12 school serving 60 students on the K'atłodeeche First Nation Reserve. With beliefs that education is grounded in culture, language and a respect for all, their mission is to maintain a focus on student learning and honour Dene culture by promoting the language and traditions of the K'atłodeeche people.

Community Engagement

The school has seen excellent turn-out to school activities (such as the school year opening celebration, Christmas concert and feast, assemblies, and year-end awards). Staff have also invited Elders into the school to act as mentors and assist with culture camps. Community members have been active in volunteering at the school's community garden.

School Wellness Committees

Chief Sunrise had a strong focus on wellness this past year, with a student council that planned school fun days and special events; a culture committee that promoted language and culture through camps and activities; a Safe and Caring Schools committee which focused on Positive Behaviour Interventions and Supports, conflict resolution, student safety; and finally a teacher wellness committee which planned activities to support staff.

Physical Literacy

New to Chief Sunrise last year was a Physical Literacy Coordinator who worked with all of the students on fundamental movement skills and strength and stability training. The goal of the program was overall physical fitness, as opposed to traditional sport-based programming. Staff reported that they were motivated to join in with the students and benefit from this resource as well.



Track and Field, 2016



Culture Camp, 2015



Track and Field, 2016



Culture Camp, 2015



Track and Field, 2016

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

2017

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

26	DENE LAWS BE AS HAPPY AS POSSIBLE AT ALL TIMES		28	1	2	3	4
				3-Way Conference - CS AD - JBT, PWK Sr. Cager Basketball <i>Yellowknife</i>	3-Way Conference - CS PD - DN, JBT, PWK Sr. Cager Basketball <i>Yellowknife</i>	CO - CS PD - DN, JBT, PWK Holiday - HC, PA, DJ Sr. Cager Basketball	Sr. Cager Basketball <i>Yellowknife</i>
5	☉	6	7	8	9	10	11
Sr. Cager Basketball <i>Yellowknife</i>	PD - CS			AD - HC (pm), PA (pm)	PD - HC, PA, DJ	3-Way Conference - DN PD - HC, PA, DJ	
12	○	13	14	15	16	17	18
<i>Daylight Saving Time Begins</i>	Tap Intensive	Tap Intensive	Tap Intensive	Tap Intensive	Tap Intensive	Holiday - DN, LK (pm) <i>St. Patrick's Day</i>	
19		20	☉ 21	22	23	24	25
				3-Way Conference - JBT	3-Way Conference - JBT, HC, PA	CEP - JBT, HC, PA	
26		27	● 28	29	30	31	1

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DAYS WITH NO REGULAR CLASSES

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HARRY CAMSELL SCHOOL

Harry Camsell School is a K-3 school in Hay River that has a population of 160 students and is known for being welcoming and friendly. The teachers have a well-deserved reputation for excellence, and maintain a positive and caring environment to help children learn.

Aboriginal Language

At the beginning of the 2015/16 school year, the SSDEC set a target that 70% of staff and students would learn four basic phrases in South Slavey. Before the year was even over, 99% of students and 100% of staff had achieved this goal.

Community Engagement

The school has worked hard to create a welcoming environment by celebrating their volunteers (close to 100 volunteers were honoured at one monthly assembly); holding monthly assemblies with student performances; and inviting parents to attend Parent Information evenings and family literacy events where families read books together at school.

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

Social Responsibility

Students are given incentives for positive behaviour and empathy through PBIS (Positive Behavioural Interventions and Supports) "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.



Track and Field, 2016

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

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28 DENE LAWS PASS ON THE TEACHINGS	29	30	31	1 <i>April Fool's Day</i>
2	3 <i>Spring Break Begins</i> - JBT, PWK, CS, DN, LK	4	5	6	7	8
9	10 <i>Spring Break Begins</i> - HC, PA, DJ	11	12	13	14 <i>Holiday</i> <i>Good Friday</i>	15
16 <i>Easter</i>	17 <i>Holiday</i> <i>Easter Monday</i>	18 <i>School Begins</i> - JBT, PWK, CS, DN, LK	19	20	21	22 <i>Earth Day</i>
23 <i>Jr. Super Soccer</i>	24 <i>School Begins</i> - HC, PA, DJ	25	26 <i>3-Way Conference</i> - PWK, LK <i>Admin Professional's Day</i> <i>Jr. Super Soccer</i>	27 <i>3-Way Conference</i> - PWK <i>Jr. Super Soccer</i> <i>Yellowknife</i>	28 <i>CEP - PWK</i> <i>Jr. Super Soccer</i> <i>Yellowknife</i>	29 <i>Jr. Super Soccer</i> <i>Yellowknife</i>

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PRINCESS ALEXANDRA SCHOOL

Princess Alexandra School (PA) is a Grade 4-7 middle school with 160 students located in Hay River. They are 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.

Nutrition Education

PA was one of the winning schools in the NWT's Drop the Pop campaign, which encouraged students to make healthy choices such as choosing water over sugary drinks. The school won by introducing students to healthy eating habits and beverages, and the importance of physical activity. Then, students found photos that promoted healthy living for a Drop the Pop bulletin board. They also contributed healthy living ideas to be read during morning announcements, and awarded prizes to their peers who "dropped the pop" for two weeks.

Parent Involvement

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

Attendance

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



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

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1	2	3 ● Sr. Super Soccer Yellowknife	4 Sr. Super Soccer Yellowknife	5 Sr. Super Soccer Yellowknife	6 Sr. Super Soccer Yellowknife
7 Sr. Super Soccer Yellowknife	8	9 AAT - Grade 9	10	11 ○ AAT - Grade 6	12 CEP - HC, PA, DJ	13
14 Mother's Day	15	16	17	18	19 ● CEP - CS	20
21	22 Holiday Victoria Day	23 CEP - DN	24	25	26 ●	27
28	29	30	31	1	2 DENE LAWS BE RESPECTFUL OF ELDERS AND EVERYTHING AROUND YOU	3

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DIAMOND JENNESS SECONDARY SCHOOL

Diamond Jenness Secondary School (DJSS) in Hay River serves more than 235 students in Grades 8-12. They value and promote excellence in academic achievement, respect for Aboriginal culture, diversity in their population, service to the community, creativity in the arts, and individual and team competition in athletics.

Storefront Education Centre

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

Trades Centre

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

Out-of-Classroom Supports

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



June | juin | Opāskāhopīsim Benigés Zá | Eyé Zaa

2017

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

28

29

DENE LAWS

**SLEEP AT NIGHT
WORK IN THE DAY**

30

31

1

Graduation - PWK



2

Graduation - PWK

3

4

5

6

7

*NWT Track & Field
Hay River*

8

*NWT Track & Field
Hay River*

9

*NWT Track & Field
Hay River*



10

11

12

13

14

15

16

17



18

Father's Day

19

20

21

*Holiday
Aboriginal Day*

22

23



24

25

26

AD - CS (pm)

27

AD - CS

28

AD - DN, LK (pm)

29

*AD - JBT, PWK (pm), HC, PA, DJ
PA, DJ*

30



1

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LOOKING BACK

2015/16: WHAT COUNTS?

Throughout the 2015/16 year, schools focused on maximizing student, staff, and parent engagement.

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

- Maintaining focus on inquiry-based learning of 21st century competencies.
- Maximizing *Assessment AS Learning* – ensuring students:
 - are involved in the assessment process,
 - have a clear learning destination,
 - use samples to understand quality and development,
 - prepare to collect evidence of their learning,
 - participate in the co-construction of criteria,
 - are involved in self- and peer-assessment,
 - collect, select, reflect, and project (set goals based on) evidence of learning,
 - communicate evidence of their learning to others, both formally and informally.

Honouring/Promoting Aboriginal Language Learning

- SSDEC trustees, staff, and students able to engage and respond to greetings in the local Aboriginal languages.

Establishing Math Lead/Coach in each school

- Strengthening linkages between literacy and numeracy supports.

Increasing Personal Wellness and Social Responsibility

- More students receiving social skills programming.



Track and Field, PA, 2016



Track and Field, DJ, 2016



Track and Field, JBT, 2016

July | juillet | Opāskowipīsim Tsąba Nálye Zá | Chiehchídhé Zaa

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27 DENE LAWS BE POLITE DO NOT ARGUE WITH OTHERS	28	29	30	1 Canada Day
2	3 Holiday	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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LOOKING FORWARD



Track and Field, PA, 2016



Track and Field, 2016

2016/17: FILLING OUR BUCKETS

To reach our goal of 77% of students attaining the Canadian average or better in literacy and numeracy achievement, we are:

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

- Increase the number of students attending 90% of the time.
- Maintain focus on inquiry-based learning of 21st century competencies.
- Emphasize students communicating their learning to others.

Reinvigorate data-informed instruction

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

Honouring/Promoting Aboriginal Language Learning

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

Reinforce Personal Wellness and Social Responsibility

- More students receiving social skills programming.

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

2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30 DENE LAWS HELP EACH OTHER	31	1	2	3	4	5
6	7 <i>Holiday</i> <i>Civic Holiday</i>	○ 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 & OPERATIONS

Fund Balances

As of June 30, 2016

	SSDEC	Fort Smith	Hay River	K'atłodeeche	Fort Resolution	Łutsel K'e	
1	\$2,326,040	\$176,266	\$163,991	(\$6,076)	\$182,239	(\$18,186)	1 - Fund Balances (SSDEC and DEA surpluses) as per audited financial statements
2	(\$1,216,437)	(\$126,715)	(\$108,705)	\$0	(\$174,010)	\$0	2 - Commitments against fund balances (school staffing surpluses and DEA spending plans)
3	\$1,109,603	\$49,551	\$55,286	(\$6,076)	\$8,229	(\$18,186)	3 - Uncommitted fund balance
4	5%	10%	10%	-11%	10%	-24%	4 - Fund balance percentages calculated as per SSDEC policy DFAA - Financial Surplus

Staffing Levels

2015-2016

	Allocation by ECE Formula		Expenditures by SSDEC	
	PY's	\$	PY's	\$
Staffing at the Divisional Level				
Leadership Team	3.25	\$640,295	3.00	\$700,350
Inclusive Schooling Consultant	2.50	\$406,553	2.00	\$325,547
School Support Consultants	2.75	\$447,208	3.00	\$501,058
Administrative Staff	4.25	\$389,739	3.00	\$296,642
Technology Staff			2.00	\$268,773
Sub-total	12.75	\$1,883,795	13.00	\$2,092,370
Staffing at the School Level				
Teachers	89.10	\$12,602,579	94.90	\$13,835,875
Program Support Teachers	7.50	\$1,052,243	9.75	\$1,433,782
Education Assistants	13.38	\$1,230,130	20.38	\$2,139,793
School Community Counsellors	4.10	\$386,052	1.50	\$102,498
School Counsellors	1.25	\$117,699	0.00	\$0
Secretaries	3.60	\$328,122	6.00	\$546,523
Custodians	13.08	\$1,034,654	9.60	\$844,402
Sub-total	132.01	\$16,751,479	142.13	\$18,902,873
Divisional Total	144.76	\$18,635,274	155.13	\$20,995,243

FINANCES & OPERATIONS

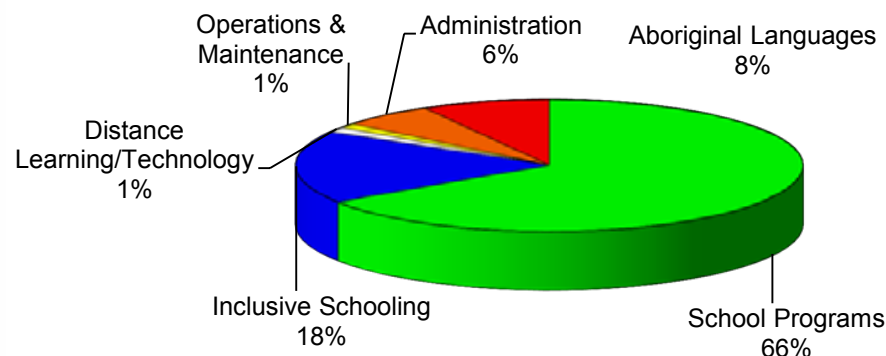
Statement of Revenues and Expenses

For the Year Ended June 30, 2016

	<u>2016 Actual</u>	<u>2015 Actual</u>
<u>REVENUES</u>		
ECE Contributions		
ECE Regular Contributions	\$23,975,720	\$24,379,170
Other ECE Contributions	1,022,817	847,222
Total ECE Contributions	\$24,998,537	\$25,226,392
Other GNWT Contributions	\$304,653	\$272,439
Total GNWT Contributions	\$25,303,190	\$25,498,831
Other Education Bodies	\$68,361	\$136,283
Government of Canada Contributions	\$0	(\$25,877)
Generated Funds		
Investment Income	\$53,443	\$57,173
Non-GNWT Contributions	238,728	238,947
Donations	112,608	32,000
Other	309,256	35,992
Total Generated Funds	\$714,035	\$688,041
Total Revenues	\$26,085,586	\$26,297,278
<u>EXPENSES</u>		
Administration	\$1,515,303	\$1,573,167
School Programs	16,723,478	17,260,748
Inclusive Schooling	4,556,887	4,941,645
Distance Learning/Technology	326,180	320,330
Operations and Maintenance	285,636	263,007
Aboriginal Language/Cultural Programs	2,083,458	2,175,318
Total Expenses	\$25,490,942	\$26,534,214
OPERATING SURPLUS/(DEFICIT)	\$594,644	(\$236,936)

Expenditures by Function

For the Year Ended June 30, 2016



Administration	\$1,515,303
School Programs	16,723,478
Inclusive Schooling	4,556,887
Distance Learning/Technology	326,180
Operations and Maintenance	285,636
Aboriginal Language/Cultural Programs	2,083,458



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FINANCES ET ACTIVITÉS

Soldes de fonds

au 30 juin 2016

	<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atłodeeche</u>	<u>Fort Resolution</u>	<u>Łutsel K'e</u>
1	2 326 040 \$	176 266 \$	163 991 \$	- 6 076 \$	182 239 \$	- 18 186 \$
2	-1 216 437 \$	- 126 715 \$	- 108 705 \$	\$	- 174 010 \$	\$
3	1 109 603 \$	49 551 \$	55 286 \$	- 6 076 \$	8 229 \$	- 18 186 \$
4	5%	10%	10%	-11%	10%	-24%

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

Effectifs

2016-2016

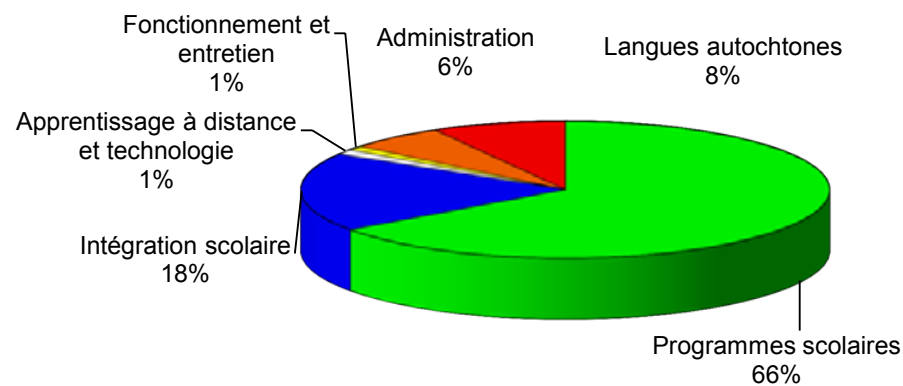
	Répartition selon la formule du MÉCF		Dépenses faites par le CSDSS	
	En année-personne	En \$	En année-personne	En \$
<u>Dotation à l'échelle de la division</u>				
Haute direction	3.25	640 295	3.00	700 350
Conseillers en intégration scolaire	2.50	406 553	2.00	325 547
Conseillers en programmes scolaires	2.75	447 208	3.00	501 058
Personnel administratif	4.25	389 739	3.00	296 642
Personnel technique			2.00	268 773
Sous-total	12.75	1 883 795	13.00	1 392 020
<u>Dotation à l'échelle de l'école</u>				
Enseignants	89.10	12 602 579	94.90	13 835 875
Enseignants chargés du programme de soutien	7.50	1 052 243	9.75	1 433 782
Aides-enseignants	13.38	1 230 130	20.38	2 139 793
Conseillers scolaires communautaires	4.10	386 052	1.50	102 498
Conseillers scolaires	1.25	117 699	0.00	-
Secrétaires	3.60	328 122	6.00	546 523
Préposés à l'entretien ménager	13.08	1 034 654	9.60	844 402
Sous-total	132.01	16 751 479	142.13	18 902 873
Total de la division	144.76	18 635 274	155.13	20 294 893

FINANCES ET ACTIVITÉS

État des RÉSULTATS CONSOLIDÉS pour l'exercice se terminant le 30 juin 2016

	<u>Réel 2016</u>	<u>Réel 2015</u>
<u>PRODUITS</u>		
Contributions du MÉCF		
Contributions régulières du MÉCF	23 975 720 \$	24 379 170 \$
Autres contributions du MÉCF	1 022 817 \$	847 222 \$
Total des contributions du MÉCF	24 998 537 \$	25 226 392 \$
Autres contributions du GTNO	304 653 \$	272 439 \$
Total des contributions du GTNO	25 303 190 \$	25 498 831 \$
Autres organismes scolaires	68 361 \$	136 283 \$
Contributions du gouvernement du Canada	\$	- 25 877 \$
Fonds générés		
Produits financiers	53 443 \$	57 173 \$
Contributions ne provenant pas du GTNO	238 728 \$	238 947 \$
Dons	112 608 \$	32 000 \$
Autres	309 256 \$	35 992 \$
Total des fonds générés	714 035 \$	688 041 \$
Total des produits	26 085 586 \$	26 297 278 \$
<u>CHARGES (Annexe 1)</u>		
Administration	1 515 303 \$	1 573 167 \$
Programmes scolaires	16 723 478 \$	17 260 748 \$
Intégration scolaire	4 556 887 \$	4 941 645 \$
Apprentissage à distance et technologie	326 180 \$	320 330 \$
Fonctionnement et entretien	285 636 \$	263 007 \$
Langues autochtones et programmes culturels	2 083 458 \$	2 175 318 \$
Total des charges	25 490 942 \$	26 534 214 \$
EXCÉDENT (DÉFICIT) DE FONCTIONNEMENT	594 644 \$	- 236 936 \$

Dépenses par activité pour l'exercice se terminant le 30 juin 2016



Administration	1 515 303 \$
Programmes scolaires	16 723 478 \$
Intégration scolaire	4 556 887 \$
Apprentissage à distance et technologie	326 180 \$
Fonctionnement et entretien	285 636 \$
Langues autochtones et programmes culturels	2 083 458 \$



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
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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: Christina Steen

Fort Resolution

Deninu School

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

Łutsel K'e

Łutsel K'e Dene School

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

