

Creating Futures

South Slave Divisional Education Council



**2014-2015
Annual Report**



**2015-2016
School Year Calendar**

What is the SSDEC?

Since April of 1991, the five South Slave communities of Fort Smith, Hay River, Fort Resolution, Łtsel K'e and the K'átłodeeche First Nation (Hay River Reserve) have been united as a regional board that is now referred to as 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 2014-2015 representatives were as follows:

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

The SSDEC meets and elects one of the members as the chairperson and another as the vice chairperson. As per policy, the Council meets once in each community each year, and the Chairperson turns each meeting over to a presiding officer selected by the host community DEA. This allows all Council members full opportunity to contribute to discussions and to vote.

The SSDEC and DEAs are jointly responsible for the education of approximately 1300 kindergarten to Grade 12 students in the South Slave region of the Northwest Territories. This includes establishing policy, setting the regional direction for all South Slave schools, determining the allocation of financial resources, assisting DEAs, and monitoring, evaluating, and reporting results to its 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. It is a responsibility of the Council 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 both the regional Council and the community-based DEAs are listed in the Education Act and in the Council's policies.



Chairperson's Message

We are now entering our ninth year of the Leadership for Literacy initiative, and we are so proud of the gains our students have made in literacy, numeracy, and social responsibility.

Of the improvement areas we set for 2014-15, we improved in all 10 and achieved seven targets. Almost one quarter of our students gained at least one stanine (significantly more than one year's growth) in reading and in math on the Canadian Achievement Test (CAT-4), and over two thirds of our students are now performing at or above the Canadian norm in both reading and math.

We owe this success, in part, to the increasing number of parents actively involved with the school, interacting with their children's

teachers, and having a clearer understanding of their children's strengths and stretches in both literacy and numeracy. We know parent-teacher engagement positively impacts student success, so we appreciate parents taking the time to participate in parent workshops, 3-way conferences, school improvement planning days, and providing us with feedback about their satisfaction with their children's growth.

With the support of parents, teachers, and the community, our students thrive. This is something the Council was privileged to witness first-hand last June, when we attended the first-ever Grade 12 graduation at Łutsel K'e Dene School. The entire community came out to celebrate the first two graduates, who must have felt like famous celebrities.

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.

We will continue to create the best possible futures as we move forward into the 2015-16 school year, engaging students, learning together, and reaching our goals.

Wishing our communities and schools the best in the upcoming year,



Ann Pischinger
Chairperson



Superintendent's Message

As we welcome another school year, I cannot help but take a moment to also look back proudly on all we have accomplished together over the past several years.

Our Leadership for Literacy initiative has resulted in a culture change throughout the schools in our region, as our students and staff are now all focused on supporting each other to achieve the same goals. We have seen annual increases in our students' literacy and numeracy skills, and increases in parent engagement.

Recently, we have been dedicating considerable focus on ways to authentically engage students and better prepare them for the future. This has led us to the inquiry-based learning approach that engages learners in real-life problems, taking ownership for their own learning (drawing them back in) and developing 21st century skills (researching, collaborating, problem-solving, communicating learning...).

In the fall of 2014 we asked each teacher to develop, implement, and share with other teachers at least one inquiry-based learning study. In making units more real-world and focusing on critical thinking and advanced problem solving we have been able to observe much more engaged students, and teachers

who are having fun researching and learning alongside their students. This kind of learning promises to improve student achievement, and we look forward to seeing the new Canadian Achievement Test (CAT-4) results this fall.

As we continue on this journey together, I want to thank our students, parents, staff, and communities for their continued support.



Dr. Curtis Brown
Superintendent



Our Council's Focus

The Council 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 Alberta standard. Another troubling statistic is that many of the primary students (about one third) coming into SSDEC schools are arriving with vulnerabilities in at least one of the five domains measured by the Early Development Instrument. Despite this, the reading achievement results have been both exciting and encouraging:

- 67% of SSDEC students are at or above the Canadian standard in reading.
- 94% of parents say they are satisfied with their child's growth as a reader.

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. Staff training in the last year included research-based instructional strategies and using technology in the classroom. Results have shown improvement:

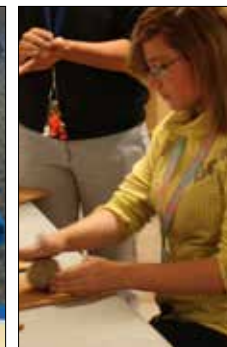
- 69% of students are at or above the national average for math.
- 89% of parents say they are satisfied with their child's growth as a mathematician.

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.

Each school in the South Slave developed a safe school plan and improved social responsibility by addressing the unique challenges they face. Approaches such as *effective behaviour supports* (EBS) and *self-regulation* are becoming commonplace and solidified in South Slave schools. Our schools are also positively contributing to their communities and giving back through charity, volunteerism, modelling virtuous principles, and committing to personal growth.

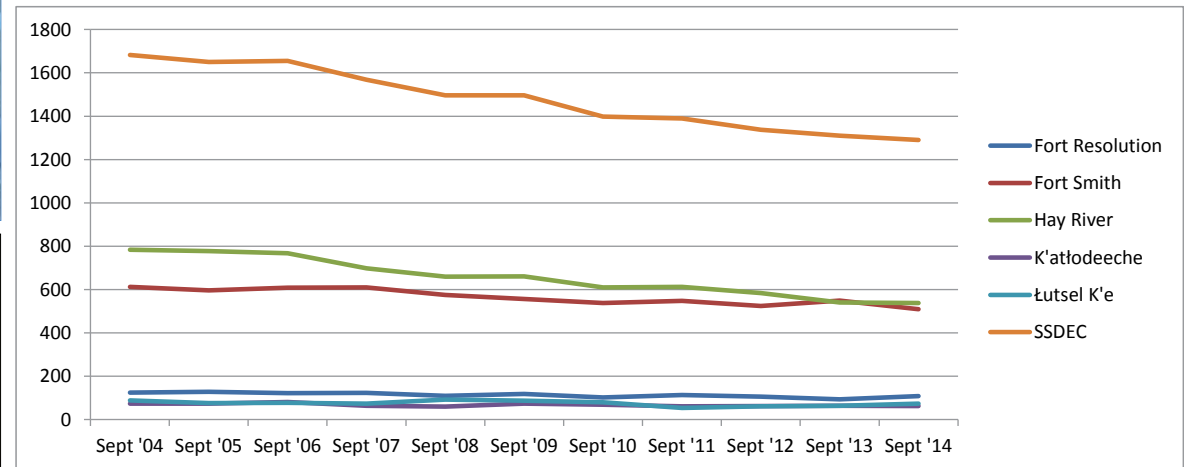
- 50% of students achieved at least 90% attendance.
- 81% of parents participated in at least one Community Education Planning (CEP) day, 3-way conference or parent workshop.



Student Enrolment



Student enrollment continues to drop across the South Slave, consistent with the declining trend across Canada.



	Sept '04	Sept '05	Sept '06	Sept '07	Sept '08	Sept '09	Sept '10	Sept '11	Sept '12	Sept '13	Sept '14
Fort Resolution	124.5	127.5	122	123.5	110	118	102	113	105.5	93	108
Fort Smith	612.5	595.5	608.5	609.5	575.5	556	538	548	524.5	549	509
Hay River	783	777.5	767.5	698	659	660.5	610	612.5	584	540	538
K'atłodeeche	73.5	73.5	80.5	63	59.5	74	68.5	61.5	62	64	62
Łutsel K'e	88.5	76	77	74	92	87.5	79.5	54	61	64	73
SSDEC	1682	1650	1655.5	1568	1496	1496	1398	1389	1337	1310	1290



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Aboriginal Language & Culture



Aboriginal language and cultural programming is a critical part of the mission of the SSDEC. We are proud to offer Chipewyan, Slavey, and Cree second language classes to our students.

- The SSDEC and the Elders of Łutsel K'e were honored with the Premier's Award for Collaboration 2015 for their work on the beautiful *Łutsel K'e Chipewyan Dictionary*.
- The students of Deninu School were the 2014 recipients of the Ministerial Literacy Award 2014 in honor of their efforts to engage community members in the Chipewyan Language.
- Culture Camps were taught by elders around the region, passing traditional knowledge and skills onto students, such as how to skin a beaver or cook bannock over a fire.
- Instructors received additional Aboriginal Language and Cultural training and two more instructors completed all the requirements for Aboriginal Language and Cultural Instructor Program certification.
- The SSDEC introduced and piloted an Aboriginal Language Trainee program in schools - a novel approach for developing the talents of prospective instructors.
- Three Aboriginal Language instructors facilitated workshops in Aboriginal Language and Cultural programming at the AWASIS conference in Saskatoon, SK.
- Students completed yearly fluency assessments and this data continues to guide instruction and programming.
- The library of SSDEC produced Aboriginal Language publications continued to grow with the addition of 20 titles (Rosie Series) in Chipewyan, the *Łutsel K'e Chipewyan Dictionary* and *Three Feathers*, a graphic novel published in both Cree and Chipewyan. These publications were celebrated through social media campaigns and at book launches and other public events.

September | septembre | Onōcihitowipīsim T'áncháy Nátł'ír Zá | Egòchę Zaa

2015



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1	2	3	4	5
6	7	8	9	10	11	12
	Labour Day – Holiday				CS – CO	
13	14	15	16	17	18	19
20	21	22	23	24	25	26
			LK, DN – CEP			
27	28	29	30			
			DJ, HC, PA – CEP			

SCHOOLS

CS - Chief Sunrise
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DAYS WITH NO REGULAR CLASSES

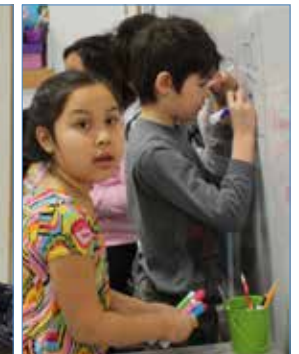
AD - Administration
CEP - Community Education Planning
PD - Professional Development
CO - Cultural Orientation



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SSDEC Highlights

- The **students of Deninu School** were awarded the **Ministerial Literacy Award 2014** for demonstrating exceptional commitment to their own literacy development and for making it a goal to revitalize the Chipewyan language in Fort Resolution.
- Slavey language teacher **Doris Camsell** was inducted into the **NWT Education Hall of Fame** in recognition of her significant contribution to traditional learning, language, and culture.
- **Brent Kaulback** and about 20 **Lutsel K'e Elders** received the **Premier's Award for Collaboration 2015** for production of the beautiful and valuable *Lutsel K'e Chipewyan Dictionary*.
- Principal **Kate Powell** of Deninu School and Literacy Coordinators **Pam Walsh** and **Dorie Hanson** were published in educational journals. Powell wrote about the novel approach her school has taken in encouraging community partners to deliver a great variety of electives for students, such as robotics, sewing, welding or hairdressing; while Walsh and Hanson wrote about the *Leadership for Literacy* initiative and designing engaging inquiry-based learning opportunities for students.
- **Erin MacDonald's** work on reading sequences was published in literacy guru David Booth's new book, *Exploding The Reading*.
- DJSS vice principal **Lynne Beck** received the **SSDEC Excellence in Education Educator Award** for her compassion, commitment, and implementation of numerous programs and initiatives to improve student health, behavior, resiliency, and success.
- K'atłodeeche Elder **Joe Tambour** received the **SSDEC Excellence in Education Partner Award** for his willingness to share the rich culture, language, and traditions of the Dene with SSDEC students and staff throughout the region.
- The SSDEC and schools hosted leadership teams from Nunavut and Northlands School Division in northern Alberta, both jurisdictions of which have decided to adapt the SSDEC's highly successful *Leadership For Literacy* initiative.



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

2015



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				1	2	3
4	5	6	7	8	9 CS – CEP	10
11	12 Thanksgiving – Holiday	13 CAT-4 begins	14	15	16 Lawrie Hobart Volleyball Tournament	17 Lawrie Hobart Volleyball Tournament
18 Lawrie Hobart Volleyball Tournament	19 PWK – PD	20	21	22	23	24
25	26	27	28	29	30 HC, PA – PD	31 Halloween

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Łutsel K'e Dene School

Łutsel K'e Dene School (LKDS) is a K-12 school that serves approximately 70 students. With a dedicated teaching staff and recent technology upgrades, the school serves the educational needs of a predominantly Chipewyan student population. LKDS places a high value on the promotion of respect, self-worth, community, and educational standards from both the Dene and Western perspectives.



Christmas Celebration, December 2014



Kindergarten Grads, June 2015



Grade 12 Grads, June 2015

Chipewyan Dictionary

The *Łutsel K'e Chipewyan Dictionary* was launched in December 2014 at the LKDS annual Christmas Celebration. In May 2015 the dictionary won the *Premier's Award for Collaboration 2015* and elders who played a key role travelled to Yellowknife to be honoured.

Athletics

Athletics became an integral part of the school identity in 2014-15. Three teams represented the school at the Spike It volleyball tournament and four teams went to Super Soccer over two weekends. The school started basketball for the first time in its history with a boys and girls team each competing in the Cager tournament. Another first for the school was sending two junior high students to Track and Field in Hay River. Athletics brought the school closer together and did wonders for school and student pride.

Extra-Curricular Activities

Two students wrote the English Language Arts diploma for the first time at LKDS in June (in the past students have had to move to Fort Smith to complete high school) and were honoured to be the first Grade 12 graduates to finish school within the community. The event was celebrated in June with an awards ceremony, feast, and live performance by Aboriginal comedian Don Burnstick. It was an amazing year at LKDS and staff, students, and community have voiced their pleasure with how the school year unfolded.

November | novembre | Iyikopīwipīsim ?eyun Zá | Ezhuędzē Zaa

2015



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2	3	4	5	6 LK, DN – 3-Way Conference	7
8	9 LK, DN – PD	10 LK, DN – PD	11 Remembrance Day – Holiday	12 JBT, PWK – PD DJ – – Last Day of Class	13 JBT, PWK - PD DJ – 3-Way Conference	14
15	16	17	18 PWK – 3-Way Conference	19 CS, JBT, PWK, HC, PA – 3-Way Conference	20 CS, HC, PA – 3- Way Conference JBT, PWK – CEP CAT4-Ends	21
22	23 CS – PD NWT Election	24 CS – PD	25	26	27	28
29	30 DJ – PD					

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Joseph B. Tyrrell Elementary School

Situated in scenic Fort Smith on the banks of the Slave River, Joseph B. Tyrrell Elementary School (JBT) is a dual track (English/French Immersion) K-6 school with a student enrolment of approximately 275 students. They focus on four simple rules: Pride, Respect, Ownership, and Safety (PROS).



Pink Shirt Day, February 2015



Family Literacy Day, January 2015



In the classroom, March 2015

Language

JBT is proud to offer many second language choices to students: Cree, Chipewyan, or French.

Cultural Programming

JBT hosted a variety of cultural activities throughout the year with a focus on important aspects of the Dene Kede curriculum. Cultural Camps provided opportunities for students to learn traditional and on-the-land skills from local Elders and skilled trappers.

Extra-Curricular Activities

The extra curricular sports programs for volleyball, soccer, cross-country running, track & field, and the JBT Choir were very popular. JBT students were wonderful ambassadors for the school and community on all outings.

Student Leadership Team

Students in Grades 4-6 were encouraged to develop their leadership skills through organizing special events including assemblies, dances, and cupcake sales. They also ran PROS blitzes where they taught positive behaviours to younger students and then recognized these behaviours with thumbs up awards when they saw them being exhibited. Students also took on major fundraising efforts and raised over \$2500 for the school snack program and for the school library.

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

2015



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
		SSDEC Open House			All Schools – Last Day of Class	
20	21	22	23	24	25	26
	Christmas Holiday				Christmas Day	Boxing Day
27	28	29	30	31		

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Paul W. Kaeser High School

Paul W. Kaeser High School (PWK) is a Grade 7-12 school with an enrollment of more than 230 students. The student body is approximately 35% Dene, 35% Metis, and 30% Non-Aboriginal. PWK seeks to provide opportunities that will develop students in mind, body, and spirit.



Studying, February 2015

Culture Programming

Cultural traditions were a major focus this year. PWK held cultural evenings throughout the year, hosted Culture Camps for the junior (Fall) and senior students (Winter), and incorporated Dene Games into the Christmas activities.

Phoenix School

The alternative high school program (Phoenix School) continued to experience a high demand. Enrolment was maintained at 40+ students; and seven students graduated through the program this past year.

Technology

Teacher webpages containing daily-posted lesson plans for student and parent access, and e-Portfolios that collected and showcased student work were also introduced to all students.

Health & Wellness

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

A breakfast program was introduced for students, as well as the provision of hot healthy lunches on Wednesdays (subsidized).



Christmas Curling, December 2014



Studying, February 2015

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

2016



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1 New Year's Day	2
3	4 All Schools – Resume Class	5	6	7	8	9
10	11	12	13	14	15 DN – PD	16
17	18 LK, DN – CO	19	20	21	22	23
24	25	26	27	28	29 DJ – AD	30
31						

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Deninu School

Deninu School is a K-12 school with a student population of 125 located in Fort Resolution on the south shores of Great Slave Lake. Deninu's goal as a school is to strive for excellence in education and recognize that they are helping children to realize their future.



Deninu Fiddlers perform at Harry Camsell School, June 2015



Science Fair, March 2015



Shop class, September 2014

Traditional Dance & Music

One of Deninu's goals this year was for students to be able to play their own instruments and dance to their music. The Deninu Dancers, Drummers, and Fiddlers groups have been a huge success, and the students travelled to perform across the district.

High School Electives

Community members have begun teaching Career and Technology Studies courses; offering specialized options for students, including welding, cooking, traditional crafts, and hairdressing.

Cultural Programming

Community elders have been highly involved in the students' education, this year leading many demonstrations on the land including dog-sledding, setting snares, and snowshoeing.

Health & Wellness

Deninu ran a successful breakfast program every morning and provided an after school activities program for students. Staff also placed a large focus on building self-regulation strategies in students.

Literacy

Literacy-related activities such as oratory competitions, Family Literacy Day, and reading challenges were held throughout the school year.

February | février | Mikisewipīsim

Sa Nedúe Zá | Sa Aek'ázia Zaa

2016



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

JBT, PWK – AD
LK – PD

JBT, PWK, LK,
DN – PD

JBT, PWK, LK,
DN – PD

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Chief Sunrise Education Centre

Chief Sunrise Education Centre is a K-12 school serving 70 students on the K'atłodeeche First Nations Reserve. They pride themselves on providing programs that foster student development through intellectual, spiritual, emotional, and physical growth. Chief Sunrise offers an Aboriginal Headstart Program, an emphasis upon literacy, and a traditional skills program complemented by on-the-land activities.



Sets'ani Video Launch, May 2015



Zones of regulation, March 2015



In the classroom, March 2015

Social Responsibility

Classrooms have begun implementing zones of regulation and mindfulness teaching for students, while staff have been furthering their learning through mindfulness courses. All classrooms adopted sharing circles and $\frac{3}{4}$ smudging as part of their contemplative practices (relating cultural practices and mindfulness) every day. In addition, elders were invited into the school to act as mentors and as community experts.

Leadership Program

Grade 6 students attended a leadership camp in the spring, spending five days learning about resiliency and leadership from elders and facilitators. The students also played games, participated in sharing circles and spent their free time canoeing or in the tipi.

Sets'ani: Be A Friend

The kindergarten class tackled bullying with a music video, which featured them dancing and singing about what it means to be a friend and how to stand up to bullies. The class also hosted an official launch party, where they signed autographs and answered questions.

They suggest using the acronym BFF (which stands for "best friends forever") when being a good friend: **Be there for your friends**, use a **Friendly voice**, and **Find a solution** to the problem.

March | mars | Niskip̓isim N̓łts'icho(gh) Zá | Det'onicho Zaa

2016



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1 CS – 3-Way Conference	2 CS – 3-Way Conference HC, PA – PD (PM)	3 CS, DJ, HC, PA – PD	4 CS, DJ, HC, PA – PD	5
6	7 DJ, HC, PA – PD	8	9	10	11	12
13	14 Pi Day	15	16	17 HC, PA – 3-Way Conference JBT - CEP	18 JBT, HC, PA, LK, DN – 3-Way Conference	19
20	21 All Schools – Spring Break Begins	22	23	24	25 Good Friday – Holiday	26
27	28 Easter Monday – Holiday	29	30	31		

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Harry Camsell School

Harry Camsell School (K-3) in Hay River has a population of 165 students and is known for being welcoming and friendly. The teachers have a well-deserved reputation for excellence, and maintain an exceptionally positive and caring environment to help children learn.



Watching the Deninu Dancers, June 2015



Recess, September 2014



Last day of kindergarten, June 2015

Language

Harry Camsell has developed a strong South Slavey language program over the years to enhance language fluency and develop an appreciation for local culture. The school also offers Core French.

Leadership for Literacy

Harry Camsell staff are dedicated to continuous professional development for the growth and enhancement of the Council's literacy, numeracy, and social responsibility goals. This year a specific focus was on the continued development of the literacy and numeracy initiatives, pro-social skills, an inquiry approach to learning, integrated curricular outcomes, and data-driven instruction.

Harry Camsell uses the Leveled Literacy Intervention for students reading below grade level and needing support in mathematics.

Social Responsibility

Teachers have been teaching self-regulation and mindful strategies to ensure optimal participation and success for all learners.

They place a strong emphasis on parent engagement, being culturally responsive, student motivation, and attendance.

April | avril | Ayikipīsim Benłtthēl Zá | Hah?ł Zaa

2016



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1	2
					All Schools – Spring Break Ends	
3	4	5	6	7	8	9
	All Schools – Resume Class					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
			PWK – 3-Way Conference	PWK, DJ – 3-Way Conference	DJ – 3-Way Conference PWK – CEP	
24	25	26	27	28	29	30

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Princess Alexandra School

Princess Alexandra School (PA) is a Grade 4-7 middle school with a population of 200 students located in Hay River. They strive to provide challenging opportunities for all students while focusing on creating a positive environment. PA prizes excellence in student leadership and encourages student participation in a broad range of curricular and extra-curricular activities throughout the school year.



Fun Day, September 2014



Hanging out, September 2014



Fun Day, September 2014

Language & Cultural Programming

PA offers Slavey classes (Grades 4, 5, 6, and 7), Core French classes (Grades 4, 5), an Intensive French program (Grade 6), and Post Intensive French (Grade 7). Language and culture is promoted through community involvement, the Elders in the Schools program, and student activities.

Parent Involvement

Parents are invited to be involved in the school community through supporting and mentoring school teams, as well as other in-school and extra-curricular activities. Our welcoming environment is promoted through seasonal and cultural displays, and photo galleries in the hallways with photos of current and past PA students.

Social Responsibility

PA strengthens its positive learning environment through Effective Behaviour Support, Self-Regulation strategies, a Mindful curriculum, Positive Behaviour Blitzes, parental involvement, and cultural activities. The school will continue to provide opportunities for Elders and the community to participate and contribute to the school, utilize Spirit Days monthly, and provide incentives to increase attendance.

PA students strive every day to show the three core values in the motto: Pride, Achievement, and Safety. Staff are committed to fostering an effective, consistent, and PAS-itive school environment in which all students can succeed.

May | mai | Apiniyāwewpīsim Degáy Marí Zá | Tę Deʔe Zaa

2016



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
1	2	3	4	5	6	7
8	9	10	11	12	13	14
			DJ, HC, PA, LK, DN – CEP			
15	16	17	18	19	20	21
				CS – CEP	CS – PD	
22	23	24	25	26	27	28
	Victoria Day – Holiday			PWK Grad		
29	30	31				

SCHOOLS

CS - Chief Sunrise
DJ - Diamond Jenness
DN - Deninu
HC - Harry Camsell
JBT - Joseph B. Tyrrell
LK - Łutsel K'e Dene
PA - Princess Alexandra
PWK - Paul W. Kaeser

DAYS WITH NO REGULAR CLASSES

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



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Diamond Jenness Secondary School

Diamond Jenness Secondary School (DJSS) in Hay River serves more than 300 students in Grades 8-12. We value and promote excellence in academic achievement, respect for Aboriginal culture, diversity in our population, service to our community, creativity in the arts, and individual and team competition in athletics.



Graduation, June 2015



Reading Three Feathers (a graphic novel by Richard Van Camp), March 2015



Three Feathers presentation, March 2015

Alternative High School Program

Our alternative high school program (Storefront) has been reestablished within the trades building of DJSS. This program continues to be a vital part of helping students to succeed, providing opportunities for mature students to return to school to obtain the credits needed for graduation in a more flexible environment.

Regional Skills Canada Competition

DJSS hosted the Regional Skills Canada Competition, which included the South Slave and Dehcho regions, and it was an enormous accomplishment.

NWT Track & Field 25th Anniversary Championships

The NWT Track & Field 25th Anniversary Championships, hosted by DJSS, were a huge success and a great opportunity for students to show their strengths in extra-curricular events.

Community & Parent Engagement

This year we held a draw for parents who completed the Parent Survey on the *Leadership for Literacy* initiative which helped to improve our parent participation rate. We also invited parents to our CEP day to have input into the Learning Skills and Work Ethic descriptors that we will be using to assess students next year.

June | juin | Opāskāhopīsim Benigés Zá | Eyé Zaa

2016



<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

National
Aboriginal Day –
Holiday

JBT – Last Day
of Class

JBT, PWK, DJ,
HC, PA (PM) –
AD
PWK, DJ, PA, HC
– Last Day
of Class

DJ, HC, PA, CS,
LK, DN (PM) –
AD
DN, CS, LK –
Last Day
of Class

SCHOOLS

CS - Chief Sunrise
DJ - Diamond Jenness
DN - Deninu
HC - Harry Camsell
JBT - Joseph B. Tyrrell
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DAYS WITH NO REGULAR CLASSES

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Looking Back

2014-2015: Inquiring Minds

Throughout 2014-15 schools across the South Slave focused on maximizing student, staff, and parent engagement:

Maximizing student engagement and ownership of learning

- Increasing focus on inquiry-based learning of 21st century competencies (critical thinking, collaboration, communication, research, problem solving, etc.) and continuing to emphasize the 'support to independence' or 'gradual release of responsibility' approach.

Building leadership capacity of staff

- Increasing staff networking, collaborating, and sharing of expertise and resources.
- Embracing inquiry as an approach when determining growth plan goals and actions.
- Strengthening high-performance learning teams focused on student learning/results.

Maximizing parent engagement

- Creating second-language friendly schools.
- Moving student use of language into the community.



Looking forward



2015-2016: What Counts?

To reach our goal of 77% of South Slave students attaining the Canadian average or better in literacy and numeracy achievement, in 2015-16 we are:

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.

Finances & Operations

Fund Balances

As of June 30, 2015

	<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atłodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>	
1	\$1,549,673	\$120,015	\$370,899	\$17,922	\$186,996	(\$9,310)	1 - Fund balances (SSDEC and DEA surpluses) as per audited financial statements
2	(\$844,166)	(\$69,416)	(\$315,185)	(\$13,502)	(\$178,624)	\$0	2 - Commitments against fund balance (school staffing surpluses & DEA Spending Plans)
3	\$705,507	\$50,599	\$55,714	\$4,420	\$8,372	\$9,310	3 - Uncommitted fund balance
4	3%	10%	10%	10%	10%	-15%	4 - Fund balance percentages calculated as per SSDEC policy DFAA - Financial Surplus

Staffing Levels

2014-2015

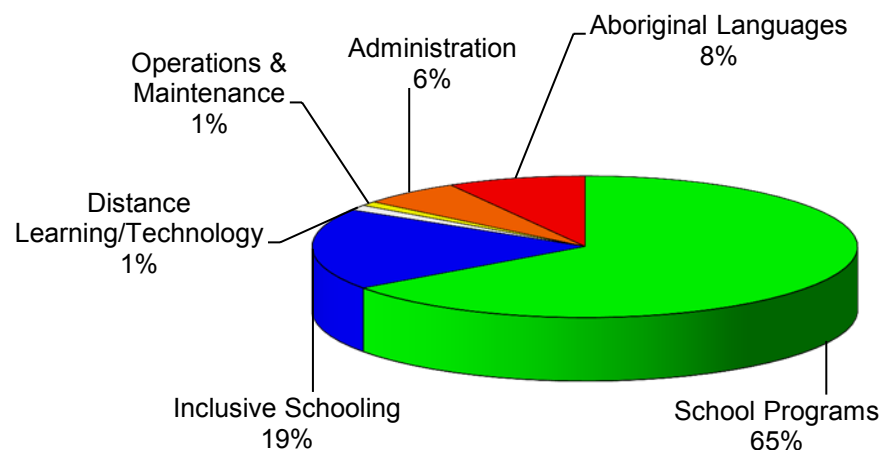
		Allocation by ECE Formula		Expenditures by SSDEC	
		PY's	\$	PY's	\$
<u>Staffing at the Divisional Level</u>					
	Leadership Team	3.25	623,201	3.00	670,618
	Inclusive School Consultants	2.50	391,815	2.00	321,866
	School Program Consultants	2.75	430,997	3.00	460,720
	Administrative Staff	4.25	376,332	3.00	281,204
	Technology Staff	-	-	2.00	260,441
Subtotal		12.75	1,822,345	13.00	1,994,849
<u>Staffing at the School Level</u>					
	Teachers	90.64	12,592,434	98.68	14,187,767
	Program Support Teachers	7.75	1,076,692	9.75	1,856,222
	Education Assistants	13.6	1,221,457	25.00	2,332,526
	School Community Counsellors	4.27	392,558	1.00	102,579
	School Counsellors	1.25	114,918	0.00	-
	Secretaries	3.73	336,386	6.20	559,155
	Custodians	13.57	1,035,310	9.63	838,796
Subtotal		134.81	16,769,755	150.26	19,877,045
Divisional Total		147.56	18,592,100	163.26	21,871,894

Finances & Operations

Statement of Revenues and Expenses For the Year Ended June 30, 2015

<u>REVENUES</u>	<u>2015 Actual</u>	<u>2014 Actual</u>
ECE Contributions		
ECE Regular Contributions	\$24,379,170	\$24,405,871
Other ECE Contributions	847,222	717,929
Total ECE Contributions	\$25,226,392	\$25,123,800
Other GNWT Contributions	\$272,439	\$183,532
Total GNWT Contributions	\$25,498,831	\$25,307,332
Other Education Bodies	\$136,283	\$0
Government of Canada Contributions	(\$25,877)	\$286,943
Generated Funds		
Investment Income	\$57,173	\$38,397
Non-GNWT Contributions	238,947	119,000
Donations	32,000	37,000
Other	359,921	322,884
Total Generated Funds	\$688,041	\$517,281
Total Revenues	\$26,297,278	\$26,111,556
<u>EXPENSES (Schedule 1)</u>		
Administration	\$1,573,167	\$1,540,075
School Programs	17,260,748	16,942,484
Inclusive Schooling	4,941,645	4,228,662
Distance Learning/Technology	320,330	311,726
Operations and Maintenance	263,007	277,428
Aboriginal Language/Cultural Programs	2,175,318	1,810,659
Total Expenses	\$26,534,214	\$25,111,034
OPERATING SURPLUS/(DEFICIT)	(\$236,936)	\$1,000,521

Expenditures by Function For the Year Ended June 30, 2015



Finances et activités

Soldes de fonds

au 30 juin 2015

	<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atłodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>	
1	1 549 673 \$	120 015 \$	370 899 \$	17 922 \$	186 996 \$	- 9 310 \$	1 - Soldes de fonds (excédent du CSDSS et de l'ASC) d'après les états financiers consolidés
2	- 844 166 \$	- 69 416 \$	- 315 185 \$	- 13 502 \$	- 178 624 \$	\$	2 - Engagements au regard des soldes de fonds (excédents de dotation en personnel scolaire et plans de dépenses de l'ASC)
3	705 507 \$	50 599 \$	55 714 \$	4 420 \$	8 372 \$	9 310 \$	3 - Solde de fonds non engagés
4	3%	10%	10%	10%	10%	-15%	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

2014-2015

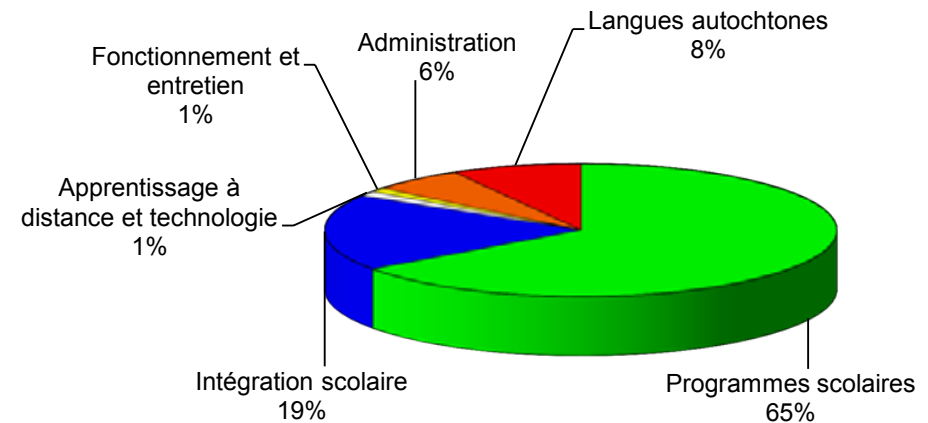
	Répartition selon la formule du MÉCF		Dépenses faites par le CSDSS	
	En année-personne	En \$	En année-personne	En \$
<u>Dotation à l'échelle de la division</u>				
Haute direction	3.25	623 201	3.00	670 618
Conseillers en intégration scolaire	2.50	391 815	2.00	321 866
Conseillers en programmes scolaires	2.75	430 997	3.00	460 720
Personnel administratif	4.25	376 332	3.00	281 204
Personnel technique	-	-	2.00	260 441
Sous-total	12.75	1 822 345	13.00	1 994 849
<u>Dotation à l'échelle de l'école</u>				
Enseignants	90.64	12 592 434	98.68	14 187 767
Enseignants chargés du programme de soutien	7.75	1 076 692	9.75	1 856 222
Aides-enseignants	13.60	1 221 457	25.00	2 332 526
Conseillers scolaires communautaires	4.27	392 558	1.00	102 579
Conseillers scolaires	1.25	114 918	.00	-
Secrétaires	3.73	336 386	6.20	559 155
Préposés à l'entretien ménager	13.57	1 035 310	9.63	838 796
Sous-total	134.81	16 769 755	150.26	19 877 045
Total de la division	147.56	18 592 100	163.26	21 871 894

Finances et activités

État des RÉSULTATS CONSOLIDÉS pour l'exercice se terminant le 30 juin 2015

PRODUITS	Réel 2015	Réel 2014
Contributions du MÉCF		
Contributions régulières du MÉCF	24 379 170 \$	24 405 871 \$
Autres contributions du MÉCF	847 222 \$	717 929 \$
Total des contributions du MÉCF	25 226 392 \$	25 123 800 \$
Autres contributions du GTNO	272 439 \$	183 532 \$
Total des contributions du GTNO	25 498 831 \$	25 307 332 \$
Autres organismes scolaires	136 283 \$	\$
Contributions du gouvernement du Canada	- 25 877 \$	286 943 \$
Fonds générés		
Produits financiers	57 173 \$	38 397 \$
Contributions ne provenant pas du GTNO	238 947 \$	119 000 \$
Dons	32 000 \$	37 000 \$
Autres	359 921 \$	322 884 \$
Total des fonds générés	688 041 \$	517 281 \$
Total des produits	26 297 278 \$	26 111 556 \$
CHARGES (Annexe 1)		
Administration	1 573 167 \$	1 540 075 \$
Programmes scolaires	17 260 748 \$	16 942 484 \$
Intégration scolaire	4 941 645 \$	4 228 662 \$
Apprentissage à distance et technologie	320 330 \$	311 726 \$
Fonctionnement et entretien	263 007 \$	277 428 \$
Langues autochtones et programmes culturels	2 175 318 \$	1 810 659 \$
Total des charges	26 534 214 \$	25 111 034 \$
EXCÉDENT (DÉFICIT) DE FONCTIONNEMENT	- 236 936 \$	1 000 521 \$

Dépenses par activité pour l'exercice se terminant le 30 juin 2015



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: Curtis Brown

Joseph Burr Tyrrell Elementary School

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

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: Heather Pedjase

Princess Alexandra School

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

Harry Camsell School

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

K'átłodeeche First Nation

Chief Sunrise Education Centre

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

Fort Resolution

Deninu School

General Delivery
Fort Resolution, NT
X0E 0M0
Tel: (867) 394-4501
Principal: Kate Powell

Lutsel K'e

Lutsel K'e Dene School

P.O. Box 80
Lutsel K'e, NT
X0E 1A0
Tel: (867) 370-3131
Principal: Devin Roberts

