

2019-2020

SCHOOL YEAR CALENDAR

2018-2019

ANNUAL REPORT



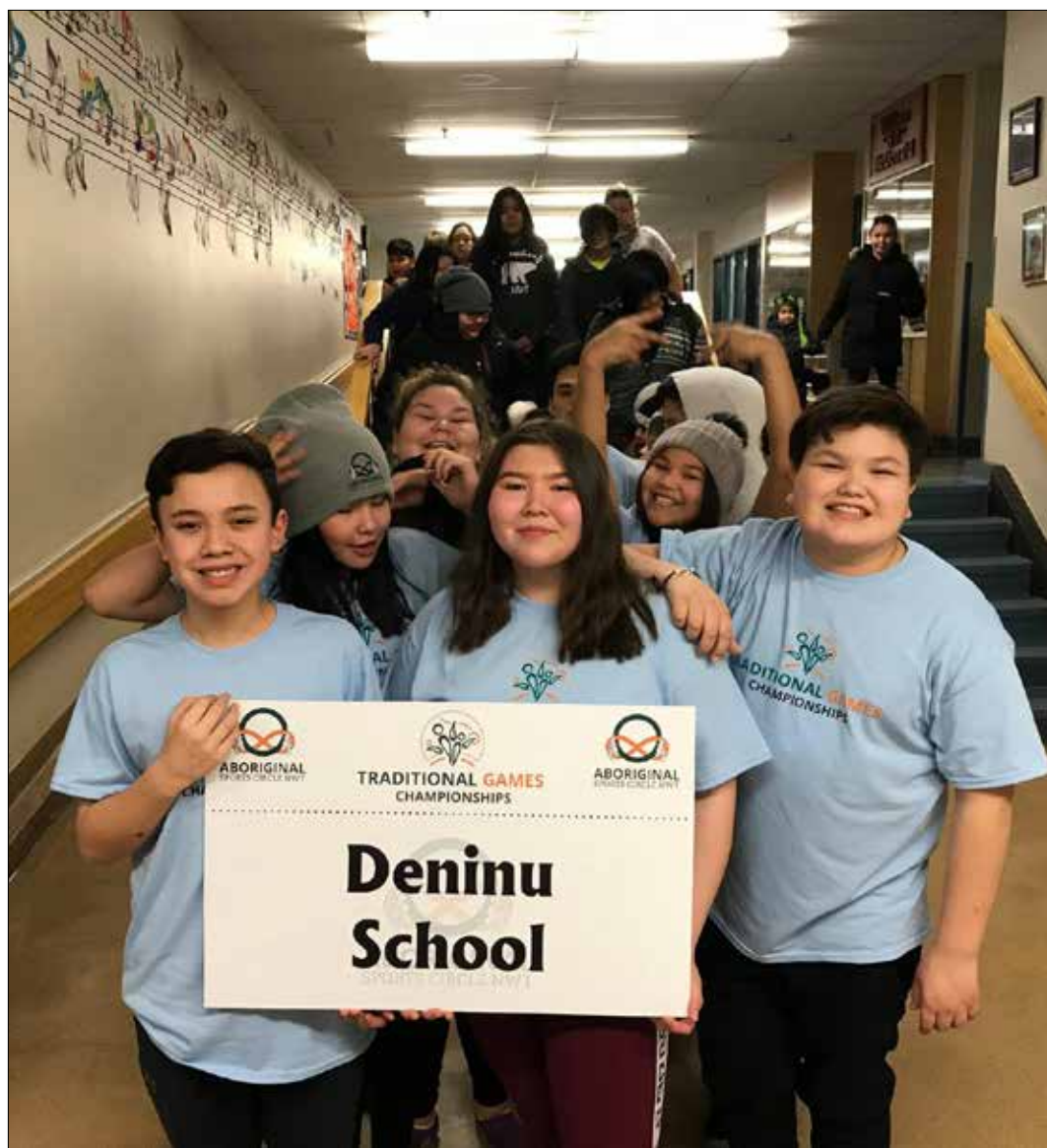
*Creating
Futures*

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, and the fly-in community of Łutsel K'e have been united as a regional board called the South Slave Divisional Education Council (SSDEC). The SSDEC is comprised of one representative from each of the five community based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at regional SSDEC meetings. The SSDEC meets and elects one of the members as the chairperson and another as the vice-chairperson. As per policy, the SSDEC meets once in each community each year.

The 2018-2019 representatives were as follows:

- Ann Pischinger (Chairperson) – Fort Smith
- Bess Ann McKay (Vice-Chairperson) – Fort Resolution
- Pennie Pokiak – Hay River
- Roseann Tourangeau – K'átłodeeche First Nation
- Thomas Lafferty – Łutsel K'e

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

The SSDEC receives the financial resources for the entire division, largely through a formula set by the Department of Education, Culture and Employment (ECE), and then allocates funding to meet the educational needs of the students. The SSDEC also sets policy and priorities that apply to all South Slave DEAs and schools.

The specific duties and responsibilities of the SSDEC and the DEAs are listed in the *Education Act* and in the SSDEC's policies.



MESSAGES

Our vision is that all individuals reach their educational potential.

CHAIRPERSON ANN PISCHINGER

As we begin another school year, I want to take a moment to reflect and thank our supportive and caring teachers, parents and guardians, and communities for all that they do for our students each and every day. It is because of your encouragement and kindness that our students are succeeding.

We as a Council have set a high bar for students, teachers, and parents alike. It might not always be easy, but we know that when we work together our students will start to reach and exceed goals. Literacy, closely followed by math and social responsibility, have been our focus for over a decade and we have seen results continue to improve, showing just how far we have come together. Of the 13 targets Council set for 2018-19, 9 were achieved, and all 4 others also stayed the same or improved.

As in past years, attendance remains a challenge. While we understand there are many reasons students may be excused, we also know how critical it is that students are in school regularly and on time outside of excused absences. If attendance improves, so will academic

results, and student success in later life as well.

I also want to thank everyone involved in the SSDEC — from my colleagues on Council and our DEAs, to our regional leadership team and coordinators, to our school principals, teachers and assistants, and of course to our students and their parents — for their continued hard work and dedication to education.

Collaborating with parents and community leaders is one of the pathways to success, and so we will continue to build and strengthen these relationships.

On behalf of Council, I want to wish you all a safe, supportive, and successful 2019-20 school year.



Ann Pischinger
Chairperson

SUPERINTENDENT DR. CURTIS BROWN

Our Leadership for Literacy initiative is now over a decade old, and as I look back on our journey I am amazed by and proud of how far our students have come in literacy, numeracy, and social responsibility during this time.

This year 64% of our students achieved the Canadian norm in reading and 70% achieved the norm in math. Almost a third of our students went up at least one stanine or more, meaning that their improvement was greater in comparison to their peers across Canada. Although still a concern, 40% of our students had 90% or better attendance in 2018-19, which is 3% more students than the year prior.

Perhaps even more impressive, over 92% of parents (you) attended at least one school event or meeting last year, and 90% of you were satisfied or very satisfied with your child's growth in reading and math in 2018-19 (75% response rate). Students succeed when we as a community work together to support and encourage them throughout their education. We are so excited to see families becoming more involved in our schools and in their children's education. Thank you for coming to

parent workshops, 3-Way Conferences, Community Education Planning days, and providing us with feedback about your input and satisfaction with your children's growth — you are showing your children that their education is important to you.

In our schools this year, staff will be focusing on "Inspiring Collective Efficacy." Recent research in education has confirmed that one of the biggest factors in the success of students is when staff share the belief that through their efforts they can overcome challenges and produce the intended results, despite the odds.

As always, we continue to encourage staff and students, with the support of parents, to take ownership for their learning and to develop competencies that are critical for success in the 21st century (critical thinking, collaboration, communication, character, citizenship, etc.).



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, only half of South Slave students were reading at the Canadian standard. About one-third of primary students continue to arrive with vulnerabilities in at least one of the five domains measured by the Early Development Instrument. Despite this, the reading achievement results have been encouraging:

- 64% of students are at or above the Canadian standard in reading.
- 90% of parents are satisfied with their child's growth as a reader.
- 87% of students, and 98% of staff, are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous language.

Numeracy

The SSDEC is working to improve student fluency and flexibility with 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.

Results have shown:

- 70% of students are at or above the Canadian standard in math.
- 90% of parents are satisfied with their child's growth in math.

Social Responsibility

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

Council directed that 80% of students in JK-Grade 10 participate in at least 15 social responsibility lessons last year, and so approaches such as mindfulness and self-regulation are becoming commonplace and solidified in South Slave schools. Schools also contribute to communities by giving back through charity, volunteering, and committing to personal growth.

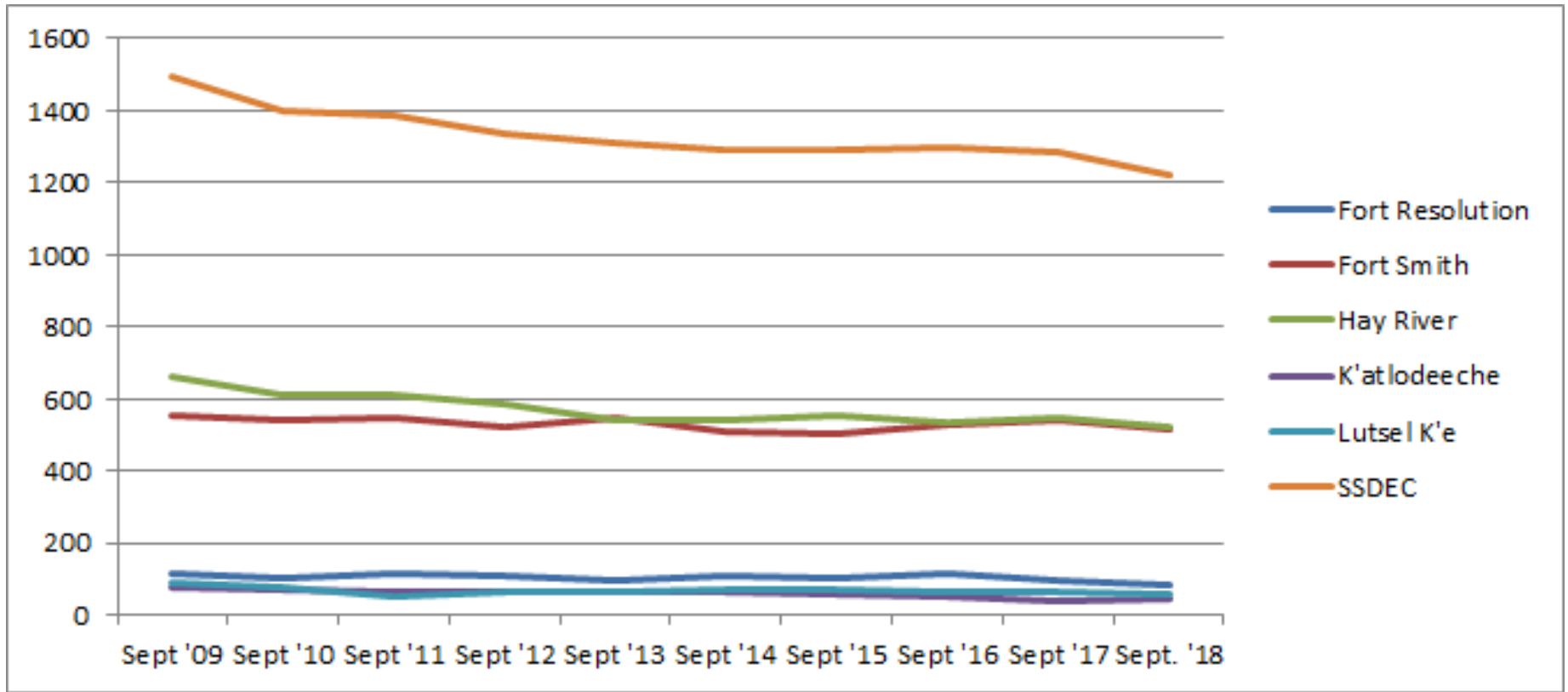
- 40% achieved at least 90% attendance.
- 92% of parents participated in at least one Community Education Planning (CEP) day, 3-Way Conference, or parent workshop.
- 89% of students have taken at least 15 social responsibility lessons.





STUDENT ENROLMENT

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



	Sept '09	Sept '10	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15	Sept '16	Sept '17	Sept '18
Fort Resolution	118.0	102.0	113.0	105.5	93.0	108.0	105.0	116.0	95.0	84.8
Fort Smith	556.0	538.0	548.0	524.5	549.0	509.0	503.3	528.5	541.3	512.5
Hay River	660.5	610.0	612.5	584.0	540.0	538.0	553.5	535.5	545.5	521.0
K'atlodeeche	74.0	68.5	61.5	62.0	64.0	62.0	57.5	52.5	41.0	44.0
Lutsel K'e	87.5	79.5	54.0	61.0	64.0	73.0	72.0	63.0	62.5	60.5



INDIGENOUS LANGUAGE & CULTURE

Chipewyan (Dëne Sųłné Yatıé) | South Slavey (Dene Zhatıé) | Cree (Nēhiyawēwin)



The SSDEC offers second language classes in Chipewyan (Dëne Sųłné Yatıé), South Slavey (Dene Zhatıé), and Cree (Nēhiyawēwin). We have developed essential learning outcomes for Grades JK to 12 and this has further refined the planning, implementation, and assessment process. Together, these efforts are engaging students, preserving culture, and repairing the lasting generational damage done by residential schools.

- **Culture Camps** were taught by Elders and volunteers around the region, passing on on-the-land skills, including: bush survival skills, setting traps and fish nets, constructing shelters, snowshoeing and dog sledding, snaring, and learning about traditional plants and medicines.
- Teachers invited Elders and community members to enhance the teaching and learning in their classrooms throughout the school year.
- SSDEC schools have **new signage** for all doors in all of the languages of their community, complete with a QR barcode that users can scan with their phone to hear pronunciation of the Indigenous language name of the room.
- The SSDEC published ***A Journey Down the River*** in the fall and reprinted ***Spirit***. We have published over 300 books with more to come through our annual **Children's Storybook Contest** each year.
- All staff and students were required to learn at least eight traditional greetings in the language(s) of their community.
- As part of our regional cultural orientation day all staff were in-serviced in Residential Schools Awareness. References were made to the TRC Recommendations and existing and potential "Gestures of Reconciliation."





FRENCH LANGUAGE PROGRAMMING

Core French (Hay River & Fort Smith) | Intensive French (Hay River) | French Immersion (Fort Smith)

L'immersion en français (*offert à Fort Smith*) est une forme d'éducation bilingue dans laquelle un(e) élève reçoit une scolarité en français tout en réalisant les objectifs des programmes d'études réguliers, à l'exception de l'anglais. Les élèves suivent l'essentiel de leurs cours (histoire, musique, géographie, mathématiques, art, éducation physique, sciences) en français à partir de l'école primaire. Tous les élèves sont invités à s'inscrire en Immersion, quel que soit leur langue maternelle. Les diplômés quittent l'école avec aisance en français et en anglais et une connaissance et appréciation de la culture Française au Canada.

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

Français intensif (*offert à Hay River*) est une approche axée sur l'alphabétisation à l'apprentissage de français - tout d'abord par oral, suivie de la lecture, puis par écrit. À partir de la 6e année, environ 80% de l'enseignement quotidien est livré en français, et le pourcentage de l'instruction en français diminue dans les niveaux plus élevés. De cette façon, l'apprentissage du français se fait par un biais de communication plus intensif et est une façon efficace d'apprendre à communiquer spontanément dans cette langue. Le français est la langue de communication en classe et l'acquisition de la langue se fait plus rapidement et plus profondément que le français de base. Lors de l'obtention de diplôme les élèves seront en mesure de parler, lire et écrire aisément en français.

Intensive French (*offered in Hay River*) is a literacy-based approach to learning French – first through oral, then reading, then writing. Beginning in Grade 6, about 80% of the daily instruction is delivered in French, with the percentage of instruction in French declining significantly in the higher grade levels. In this way, the learning of French is done more through intensive communicating in the language.



Français de base (*offert à Hay River et à Fort Smith*) décrit un programme où le français est la matière enseignée sur une base hebdomadaire pour un total de 90 heures de cours par an. Ce programme adopte une approche qui permet à l'élève d'acquérir les compétences de bases nécessaires 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 2018/19 that 80% of students in JK to Grade 10 receive at least 15 lessons of a **social emotional learning program**.
- The SSDEC **Win the Day Wellness Challenge** engaged staff in wellness challenges like the territory wide conceptual Walk to Tuk.
- **STIP (Strengthening Teacher Instructional Practices)**, which provides up to 100 hours towards collaborative planning and teacher professional duties in order to improve student outcomes and address issues of teacher workload and wellness.

- Parent, student, and staff workshops were offered on *Drugs and the Teenage Brain, Choices – Drinking and Driving, Mindfulness, Trauma Education*, etc.
- **Healthy Foods for Learning:** The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs that offer sugar-free, unprocessed food most of the time.
- When students and staff walk through the front doors of our schools they are entering safe, **trauma-sensitive spaces**. We don't always know what they have experienced, so schools are becoming more

proactive in creating positive learning environments that integrate a trauma-sensitive approach into all aspects of the school day.





- PWK hosted a Gay Straight Alliance Conference in the fall and all other schools in the region were invited with the aim of helping other schools begin the process of establishing their own GSAs.
- Many schools also took advantage of FOXY/SMASH community-based programming that focuses on mental and sexual health and healthy relationships.



Deninu School staff and students wore blue shirts to celebrate World Children's Day.

2019

September | septembre | onōcihitowipīsim | T'ánc'háy Nátl'ír Zá | Egòchłę Zaa

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

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.

- **Michelle Brown, Sheila Kindred, and Sheila Cook** were inducted into the **NWT Education Hall of Fame**.
- Indigenous Language Instructor **Steve Lafferty** won the **NWTTA Liz Hansen Indigenous Education Award**.
- DEC Vice-Chair **Bess Ann McKay** won the Aboriginal Sport Circle NWT's **Community Builder Award**.
- **Carolyn Carroll** was awarded the Polar Medal by the Governor General of Canada.
- DEC Chair **Ann Pischinger** was named the Town of Fort Smith's **Citizen of the Year**.
- The first recipient of the **Excellence in Education – Jill Taylor Above and Beyond Award** was **Erin MacDonald**. A northern teacher born and raised in Fort Smith, Ms. MacDonald is an exceptional educator who has been called supportive, positive, and energetic.
- **Chief Sunrise Education Centre** was honoured in the SSDEC's annual vignette. CSEC is recognized as the pioneer among NWT schools for self-regulation programming that began around 10 years ago and is known for its "We're Better Together" initiative that makes the education of students a true community effort.
- Chief Sunrise Education Centre teacher **Ashley Beck** received the **SSDEC Excellence in Education Program Staff Award** for her strong leadership skills, creative programming, and incredible ability to inspire and support her peers and students.
- **Paul Boucher and Jessica Hval** presented at the **Think Indigenous Conference**.
- Hay River schools' volunteer **Jill Morse** received the **SSDEC Excellence in Education Partner Award**. Described as tireless, positive, and exceptionally organized, Ms. Morse has become a go-to volunteer loved by students, teachers, and parents alike.
- **Shirley Lamalice, Al Karasiuk, and Sarah Pruys** were published in educational magazines.
- The **Three Feathers** movie premiered across the NWT and has been invited to film festivals across the world.



2019

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

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

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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



ŁUTSEL K'E DENE SCHOOL

Grades JK-12 | 65 students | Łutsel K'e



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

Community Engagement

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; monthly literacy, numeracy, and Chipewyan language nights; and volunteers and traditional experts in the classroom 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.

vesting, setting up camp, and maintaining camp. 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 reworked our program once again to create an Eagle Feather Shop. 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. Prizes include Nintendo Switch, wireless speakers, LEGOs, taping a teacher to the wall, and so on. It was our most successful year with students striving to earn Eagle Feathers.

ŁKDS Culture Camp

Our camp is in its third year and has seen tremendous success. Students have spent time on the land with Elders, community members, and their teachers engaged in traditional practices such as hunting, fishing, har-



2019

November | novembre | iyikopīwipīsim | ʔeyun Zá | Ezhuédzē Zaa

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

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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 | 215 students | Hay River



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

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

Career Development

DJSS has a well-defined career exploration program. Students spend time exploring possible career paths through the multi-faceted Smart Focusing program and our Career and

Life Management courses. Senior high students are involved with one-on-one career counselling, yearly review of their Career and Program Plans, as well as regular reviews of their academic/graduation progress and requirements for post-secondary admittance. They have multiple opportunities to experience metal fabrication, construction, mechanics, forestry, and foods. DJSS's work experience and Schools North Apprenticeship Program (SNAP) programs are among the most active in the 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 the K'atłodeeche First Nation. Business partners allow our work experience and shop programs to flourish. Many service groups sponsor additional activities and their support helps make DJSS an exciting, safe and caring environment. Our academic partnerships with the four other Hay River schools have allowed us to share our programs and enhance programming for all students in our community.

2019

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

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

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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 | 167 students | Hay River



Student Wellness

Teachers at PA are dedicated to volunteering their time to promote student wellness through the provision of activities and clubs outside of their regular class time. We foster a positive attitude towards school through providing students with opportunities to take part in lunch time intramurals that develop sportsmanship and focus energies during unstructured times of the day. After school and weekend sports programs include x-country running, outdoor soccer, volleyball, badminton, basketball, 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.




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.



2020

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

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

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3WC - 3-Way Conference



HARRY CAMSELL SCHOOL

Grades JK-3 | 168 students | Hay River



Indigenous Language

Our students enjoy a variety of cultural activities throughout the school year. Elders are invited regularly to participate in the teaching of local traditions, language, music, storytelling and Dene games.

COMMUNITY ENGAGEMENT

We have worked hard to create a welcoming environment and appreciate the efforts of our many volunteers and community and family contributions. We hold monthly assemblies with student performances and invite parents to attend parent information evenings and family literacy events where families read books together at school.

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

SOCIAL RESPONSIBILITY

Students are given incentives for positive behaviour and empathy through Positive Behavioural Interventions and Supports (PBIS), "Big 3, You and Me" tickets, Student of the Week newspaper recognition, and names displayed on the Foyer Kindness Tree. When problems do arise, students convene in small social skills groups to learn strategies to deal with peer conflict and to work through their problems effectively together.

Student Wellness

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



2020

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

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

SCHOOLS

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

JBT - Joseph B. Tyrrell Elementary School
LK - Łutsel K'e Dene School
PA - Princess Alexandra School
PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASSES

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

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



JOSEPH B. TYRRELL ELEMENTARY SCHOOL

Grades JK-6 | 285 students | Fort Smith



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

LANGUAGE

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

Connecting with Culture

JBT organizes two whole school culture camps every year (winter and spring), and for a week students and staff learn through observing and practicing skills that are needed to survive on the land. Cultural knowledge and language are generously shared by local Indigenous Elders and by community experts, and students learn through first-hand, authentic cultural experiences.


Student Leadership

Our students in Grades 4-6 who are positive role models practice PROS (Pride, Respect, Ownership and Safety) throughout the school and develop their leadership skills through organizing whole school special events, including assemblies, dances, and school spirit days. This student team plans morning announcements and also organizes PROS blitzes throughout the school that support positive student behaviours and teach social responsibility skills, such as how to respond to bullying or how to be a positive bystander.



2020

March | mars | niskip̄sim | Nı̄łts'ıcho(gh) Zá | Det'onicho Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 LK: STIP (am) 	3	4	5 DN: 3WC	6 DN: 3WC (am)/STIP (pm) JBT: STIP (pm) HC: Local Holiday (pm) PA: Local Holiday (pm) DJ: CO (am) / Local Holiday (pm)	7 DN, LK: Spring Break begins
8	9 	10	11	12	13 HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm)	14
15	16 	17	18	19 HC: 3WC (pm) PA: 3WC (pm)	20 CS: STIP HC: 3WC PA: 3WC DJ: STIP (pm) JBT: STIP (pm)	21
22 DN, LK: Spring Break ends	23 CS: STIP DN: STIP	24	25  26 ----- Trades Awareness Program - Intensive -----		27 HC: PD PA: PD DJ: STIP (pm) JBT: CEP	28
29	30 LK: STIP (am)	31	1	2	3	4

SCHOOLS

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PA - Princess Alexandra School
PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASSES

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

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



PAUL W. KAESER HIGH SCHOOL

Grades 7-12 | 260 students | Fort Smith



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

Indigenous Language & Culture

We host Culture Camps for the Junior (Sweetgrass and Gr. 9 Canoe Trip) and Senior (Winter Camp) students, and incorporate Dene Games into Christmas activities. The Chipewyan Language instructor 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

Teachers have web pages containing daily posted lesson plans for student and parent access; and a PWK App was introduced to streamline school information. The App is available for Apple and Android devices. We also use Google Apps for Education and have purchased 50 Chromebooks for student use.

Fitness & Nutrition

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

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



2020

April | avril | Ayikip̄sim | Benłtthēl Zá | Hah?ı Zaa

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	1 9am ELA 30-1 B 9am ELA 30-2 B	 2 9am SST 30-1 B 9am SST 30-2 B	3 CS: CEP HC: STIP (pm) PA: STIP (pm) DJ: STIP (pm) JBT: STIP (pm) LK: 3WC	4 CS, HC, PA, DJ, JBT, PWK: Spring Break begins
5	6 LK: STIP (am)	7 	8	9 DN: STIP	10 Good Friday	11
12	13 Easter Monday	14 DN: CEP 	15	16 DN: PD	17	18
19 CS, HC, PA, DJ, JBT, PWK: Spring Break ends	20 LK: STIP (am) ----- CS: STIP -----	21	22 Admin Professional's Day 	23 PWK: Portfolio Share	24 HC: STIP (pm) PA: STIP (pm) JBT: STIP (pm) PWK: CEP	25
26	27 LK: STIP (am)	28	29	30 	1	2

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

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



DENINU SCHOOL

Grades JK-12 | 95 students | Fort Resolution



Culture and Tradition

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

Our school also hosts the annual Hand Games Tournament and a Traditional Games Tournament, both of which were open to schools from around the region. Our students have a reputation for being strong competitors in traditional games.

The school has a new culture area on the school grounds which offers the opportunity to work in a more traditional setting throughout the school day. Culture camps are held utilizing Mission Island and Little Buffalo River.

High School Distance Education Initiative

Deninu students have the opportunity to engage in lessons delivered via videoconference as part of a territorial pilot project. These lessons are for students working on a more academic stream and also allows them to work with their peers across the territory. Due to the expansion of this initiative the school now has two Mondopads so that more lessons can be offered.

Chipewyan Language

Chipewyan is integrated throughout school activities, in morning announcements, the Christmas concert, staff meetings, and more. The Chipewyan classroom is set up in home centres, reflecting how students can use the language in their everyday life and encouraging use of the language with their families at home and in the community.

Dene Peacekeepers

Through the Dene Peacekeepers program, students chose to adopt the Dene Laws as their code of conduct. They receive rewards for following the Laws and use restorative justice "peacekeeping circles" to solve more serious problems. Our school follows the PBIS model with the slogan "Keeping it REAL" (Respect, Effort, Accountability, Love).

Science Fair & Heritage Fair

Students participate in Heritage Fairs and Science Fairs on a two-year rotation; this allows students to build on their inquiry skills throughout their time at the school. In addition, the school also hosts the Regional Science Fair, and for the past several years we have sent students to the Canada-Wide Science Fair where three bronze medals have been won.



2020

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

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

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CHIEF SUNRISE EDUCATION CENTRE

Grades JK-12 | 40 students | K'atłodeeche First Nation Reserve



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

Culture-Based Education

Chief Sunrise is expanding 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 desk.



June | juin | opāskāhopīsim | Benígés Zá | Eyé Zaa

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LOOKING BACK

2018/19: Knowing Our Students



To reach our long term goal of 77% of students attaining the Canadian average or better in literacy and numeracy achievement, in 2018/19 we re-invigorated the basics of effective assessment, instruction and interventions.

The 2018-19 school year had us focused on improving student well-being and achievement by:

Strengthening our Professional Learning Communities (PLC)

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

Strengthening Teacher Instructional Practices (STIP)

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

Honour/Promote Indigenous Language Learning

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

Reinforce Personal Wellness and Social Responsibility

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

2020

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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	24	25
26	27 	28	28	30	31	1

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LOOKING FORWARD

2019/20: Inspiring Collective Efficacy



By the end of this school year, we aim to have 67% of students reading at or above the Canadian average, and 73% of students at or above the Canadian average in math.

When the staff of the school are confident they have the ability to make a difference, it can have a significant impact on school culture and achievement. This is called Collective Efficacy, and it is the theme for our staff inservice. Collectively, in 2019-20, we are refining our focus on:

Indigenizing Education

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

Strengthening Professional Learning Communities (PLC)

- 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 – What will we do for those who don't learn it?)

Re-invigorating our passion for literacy and numeracy (eyes-on-text, challenges...)

- Re-invigorate research-proven instructional practices, including guided reading/instruction (small group/differentiated) and Partner Talk
- Strengthen oral language, word work and content area vocabulary

Reinforce Personal Wellness and Social Responsibility

- Create a welcoming environment for even the most traumatized students
- Ensure more students are receiving more 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

2020

August | août | ohpahopīsim | Dzınedháze Zá | Mek'eh Chiaııdeh Zaa

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
26		27		28		29		30		31		1	
2		3 Civic 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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Finances and Operations

Fund Balances

As of June 30, 2019

<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atloodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>
\$2,879,745	\$110,359	\$139,477	\$50,626	\$150,664	\$13,460
(\$1,155,519)	(\$72,295)	(\$94,280)	(\$46,427)	(\$146,559)	(\$6,939)
\$1,724,226	\$38,064	\$45,197	\$4,199	\$4,105	\$6,521
6%	7%	7%	7%	7%	7%

- 1 - Fund Balances (SSDEC and DEA surpluses) as per audited financial statements
- 2 - Commitments against fund balances (school staffing surpluses and DEA spending plans)
- 3 - Uncommitted fund balance
- 4 - Fund balance percentages calculated as per SSDEC policy DFAA - Financial Surplus

Staffing Levels

2018-19

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

Finances and Operations

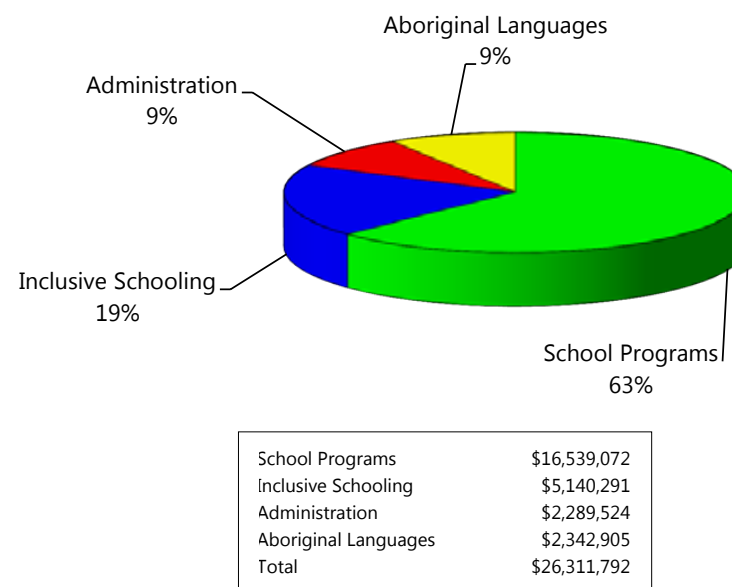
Statement of Revenues and Expenses

For the Year Ended June 30, 2019

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

Expenditures by Function

For the Year Ended June 30, 2019



Finances et Activités

Soldes de fonds

au 30 juin 2019

	<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atlodeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>	
1	2,879,745 \$	110,359 \$	139,477 \$	50,626 \$	150,664 \$	13,460 \$	1 - Soldes de fonds (excédent du CSDSS et de l'ASC) d'après les états financiers consolidés
2	-1,155,519 \$	-72,295 \$	-94,280 \$	-46,427 \$	-146,559 \$	-6,939 \$	2 - Engagements au regard des soldes de fonds (excédents de dotation en personnel scolaire et plans de dépenses de l'ASC)
3	1,724,226 \$	38,064 \$	45,197 \$	4,199 \$	4,105 \$	6,521 \$	3 - Solde de fonds non engagés
4	6%	7%	7%	7%	7%	7%	4 - Pourcentages du solde de fonds calculés en vertu de la politique du CSDSS en matière d'Accords d'aide financière en cas de catastrophe - Excédent financier

Effectifs

2018-2019

	Répartition selon la formule du MÉCF		Dépenses faites par le CSDSS	
	En année-personne	En \$	En année-personne	En \$
<u>Dotation à l'échelle de la division</u>				
Haute direction	3.25	561,667 \$	3.10	565,002 \$
Conseillers en intégration scolaire	1.00	160,413 \$	1.00	77,963 \$
Conseillers en programmes scolaires	2.75	441,136 \$	2.00	238,447 \$
Conseillers en langues autochtones	0.50	80,346 \$	1.00	158,965 \$
Personnel administratif	4.25	376,266 \$	3.00	293,803 \$
Personnel technique	1.00	137,796 \$	2.00	293,654 \$
Sous-total	12.75	1,757,624 \$	12.10	1,627,834 \$
<u>Dotation à l'échelle de l'école</u>				
Enseignants	95.14	13,899,572 \$	97.20	14,038,765 \$
Enseignants chargés du programme de soutien	11.94	1,670,689 \$	12.70	1,884,751 \$
Aides-enseignants	20.41	1,786,925 \$	23.90	2,291,653 \$
Conseillers scolaires communautaires	4.11	396,825 \$	0.00	\$
Conseillers scolaires	1.25	123,633 \$	1.00	94,177 \$
Secrétaires	4.11	361,168 \$	6.30	552,116 \$
Préposés à l'entretien ménager	13.11	995,057 \$	9.95	763,231 \$
Sous-total	150.07	19,233,869 \$	151.05	19,624,693 \$
Divisional Total	162.82	20,991,493 \$	163.15	21,252,527 \$

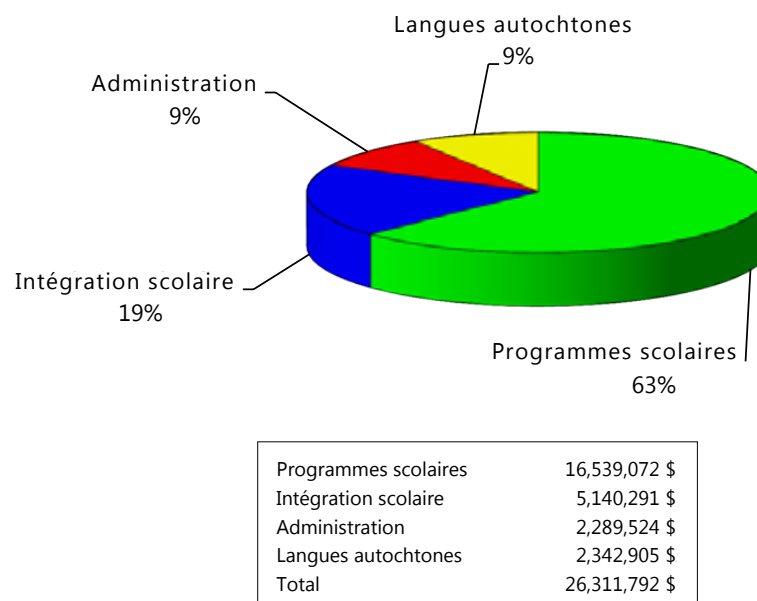
Finances et Activités

État des RÉSULTATS CONSOLIDÉS

pour l'exercice se terminant le 30 juin 2019

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

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



The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.

Fort Smith

SSDEC Regional Office

P.O. Box 510
Fort Smith, NT
X0E 0P0
Tel: (867) 872-5701
Superintendent: Dr. Curtis Brown

Joseph Burr Tyrrell Elementary School

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

Paul William Kaeser High School

P.O. Box 480
Fort Smith, NT
X0E 0P0
Tel: (867) 872-4795
Principal: Al Karasiuk

Hay River

Diamond Jenness Secondary School

58 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-6538
Principal: Lynne Beck

Princess Alexandra School

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

Harry Camsell School

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

K'átłodeeche First Nation

Chief Sunrise Education Centre

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

Fort Resolution

Deninu School

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

