

2021-2022

SCHOOL YEAR CALENDAR

2020-2021

ANNUAL REPORT

*Creating
Futures*



South Slave Divisional Education Council

WELCOME TO THE SSDEC

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

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

The 2020-2021 representatives were as follows:

- Ann Pischinger (Chairperson) – Fort Smith
- Bess Ann McKay (Vice-Chairperson) – Fort Resolution
- Pennie Pokiak – Hay River
- Atanda Norn – K'átłodeeche First Nation
- Iris Catholique – 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 in the middle of a global pandemic, I want to thank all of our teachers and staff for all of your flexibility, hard work, dedication and compassion. I want to thank you, the parents, and your children, for your continued patience and understanding as we navigate new challenges and begin to think about this pandemic being in the rearview mirror.

Thankfully, we can report that the 2020-21 school year was a success. Staff, students and parents stepped up to the challenge of continuing to deliver a high level of education in the face of new and changing rules and restrictions, as well as other unknowns related to the pandemic.

Our schools and communities have tremendous care for students, parents, staff and the communities in which they live. Throughout the last school year, everyone leaned in and supported one another in so many ways.

I continue to be impressed by the perseverance, endurance and adaptability of our educators and support staff as we adapt to the more recent upsurge in NWT cases due to the Delta variant. Our experience and success in 2020-21 should make it easier to adapt if needed again, while we look optimistically to a positive 2021-22 (and hopefully the end of the pandemic).

Looking ahead into the 2022 calendar year, we are hoping to see a vaccine for children under 12, and therefore more of a return to normality as self-isolation restrictions for vaccinated residents are lifted and the number of COVID-19 cases in the NWT and Canada (hopefully) plummet.

Even with the current outbreak, classrooms are expected to be back to normal sizes and without as many restrictions around distancing. However, mandatory masking and vigilance with screening and cleaning are expected to keep our schools safe.

As usual, Council's focus will be on improving literacy, numeracy and social-emotional learning. With the pandemic's disruption in mind, we have carried over our goals and targets for the second year in a row. That should allow us to set new baselines and get back on track.

On behalf of Council, I want to wish you all a safe, supportive, and successful 2021-22 school year.

A handwritten signature in black ink that reads "A. Pischinger".

Ann Pischinger
Chairperson

SUPERINTENDENT DR. CURTIS BROWN

The 2020-21 school year was like no other. New rules and restrictions, blended learning environments, student "bubbles" and various public health orders made it a challenging year for staff, students, parents and all of our communities.

All of our efforts kept our staff and students, as well as their families, safe. I would like to thank all of our staff members and our communities for their hard work and support through what will be a memorable year.

Despite the challenges, our students continued to learn and achieve the goals and targets set by Council. In 2020-21, 69% of our students achieved grade level expectations in reading. This is up from 65% the year prior. Over 90% of our parents who responded (71% response rate) said they were satisfied with their child's growth in both reading and math last year. Unfortunately, student attendance was impacted negatively and remains a concern, with less than half of our students having at least 90% or better attendance last year.

Once this fourth wave of the pandemic and the current outbreak settles, we are looking forward to getting back on track. We'll be returning to the Canadian Achievement Test (CAT-4) standardized testing again this fall, which will create a new baseline for literacy and numeracy results that

Council can use to set targets for the following school years.

In order to achieve improvement over the past few years, teachers have worked in teams to identify the essential learning outcomes for students at each grade level and in each course. Our focus for this year is on creating and analyzing collaborative common assessments. Quality assessments aligned with the essential outcomes will help our teachers better pinpoint how well our students are learning, what skills need to be strengthened, and what may need to be re-taught to those who haven't yet learned those essentials.

With such a collaborative focus, we expect to continue improving how we ensure high levels of learning for all.

Have a safe, happy and successful 2021-22 school year.

A handwritten signature in black ink that reads "C. Brown".

Curtis Brown
Superintendent

OUR COUNCIL'S FOCUS

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

Literacy

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

- 69% of students are at or above grade level in reading.
- 93% of parents are satisfied with their child's growth as a reader.
- 75% of our students and staff are able to engage and respond to greetings, express a word of appreciation, and say thank you in the local Indigenous languages.

Numeracy

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

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

- 93% of parents are satisfied with their child's growth in math.

Social Responsibility

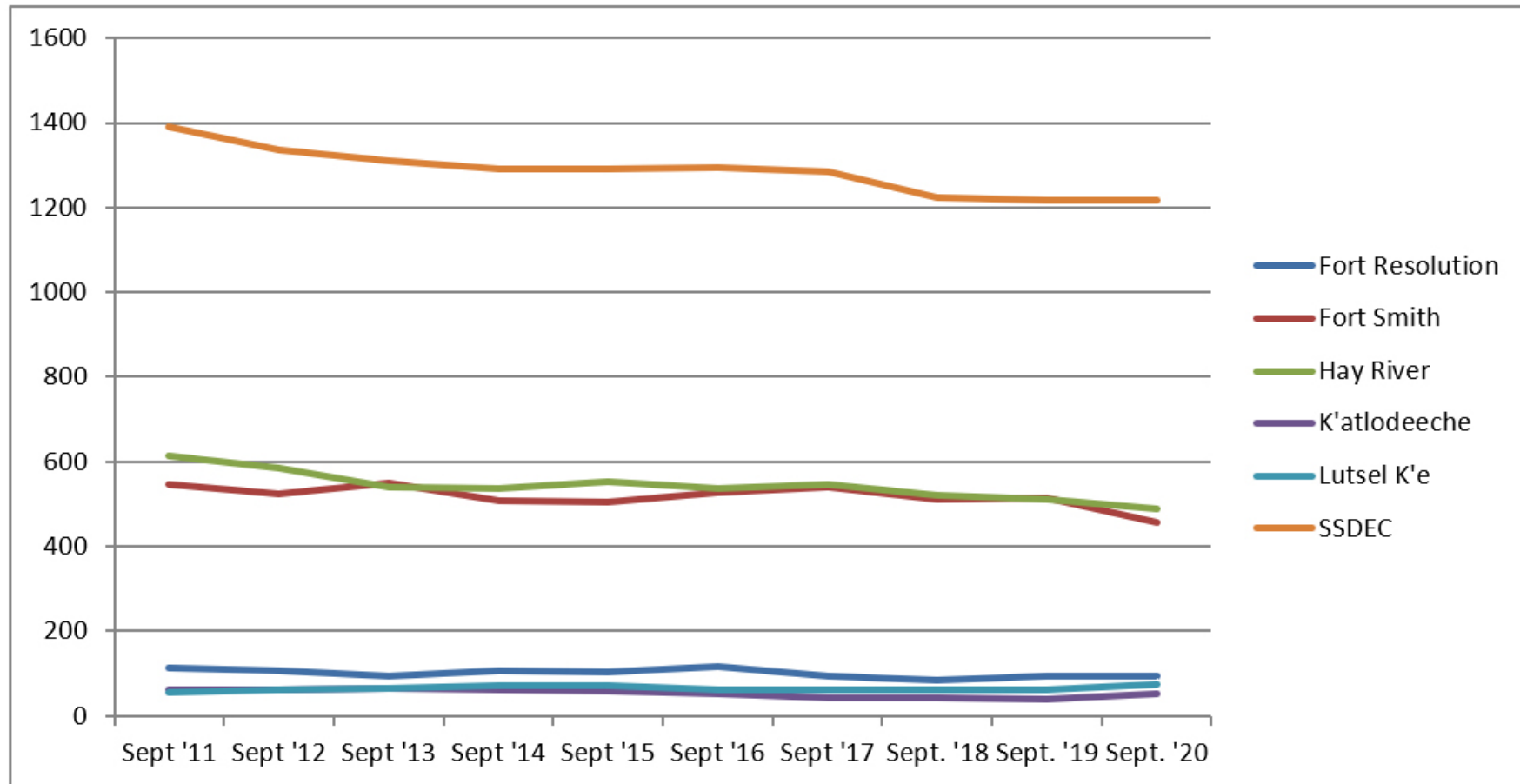
The SSDEC is working with many different partners to promote socially responsible behaviour among all members of the school community. It is important for everyone in the SSDEC - students, staff, trustees, and parents alike - to model the positive attitudes and actions that define how we live and work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

At least 85% of students in JK-Grade 10 participated in at least 15 social responsibility lessons last year, and evidence-based programs and practices such as mindfulness and self-regulation are becoming commonplace and solidified in South Slave classrooms. Staff and students also contribute to communities by giving back through charity, volunteering, and committing to personal growth.



STUDENT ENROLMENT

Student enrolment has plateaued in the South Slave region.



	Sept '11	Sept '12	Sept '13	Sept '14	Sept '15	Sept '16	Sept '17	Sept. '18	Sept. '19	Sept. '20
Fort Resolution	113.0	105.5	93.0	108.0	105.0	116.0	95.0	84.8	92.5	95.5
Fort Smith	548.0	524.5	549.0	509.0	503.3	528.5	541.3	512.5	513.0	455.5
Hay River	612.5	584.0	540.0	538.0	553.5	535.5	545.5	521	510.5	489.5
K'atlodeeche	61.5	62.0	64.0	62.0	57.5	52.5	41.0	44	40.0	52.0
Lutsel K'e	54.0	61.0	64.0	73.0	72.0	63.0	62.5	60.5	61.0	74.5
SSDEC	1389.0	1337.0	1310.0	1290.0	1291.3	1295.5	1285.3	1222.8	1217.0	1217.0

INDIGENOUS LANGUAGE & CULTURE

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



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

- Culture Camps were taught by teachers, Elders and volunteers around the region, passing on on-the-land skills, including: bush survival skills, setting traps and fish nets, constructing shelters, snowshoeing and dog sledding, snaring, and learning about traditional plants and medicines.
- Teachers invited Elders and community members to enhance the teaching and learning in their classrooms throughout the school year.
- SSDEC schools have signage for all doors in all of the languages of their community, complete with a QR barcode that users can scan with their phone to hear pronunciation of the Indigenous language name of the room.
- The SSDEC has published more than 300 books in Chipewyan (Dëne Sųłíné Yatıé), South Slavey (Dene Zhatıé), and Cree (nēhiyawēwin), as well as other official languages of the Northwest Territories.
- All staff and students were required to learn at least eight traditional greetings in the language(s) of their community.
- Each of our schools held cultural orientation days for staff members throughout the year. During those days, staff learned about northern and Indigenous traditions, culture, arts, crafts and language.



FRENCH LANGUAGE PROGRAMMING

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

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

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

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

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

Français de base (offert à Hay River et à Fort Smith) décrit un programme où le français est la matière enseignée sur une base hebdomadaire pour un total de 90 heures de cours par an. Ce programme adopte une approche qui permet à l'élève d'acquérir les compétences de bases nécessaire pour communiquer en français.

Core French (*offered in Hay River and Fort Smith*) is a second language class option offered on a weekly 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 2020-21 that 85% 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. For the 2020-21 school year, the regional office introduced the first Win the Day! Wellness Challenge handbook.
- **STIP (Strengthening Teacher Instructional Practices)** provides up to 100 hours towards collaborative planning and teacher professional duties in order to address issues of teacher workload and wellness, and to provide the time needed for teacher planning and collaboration in order to improve student outcomes.
- **Healthy Foods for Learning:** The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs — snack, lunch, Drop the Pop, etc. — that offer sugar-free, unprocessed food.
- When students and staff walk through the front doors of our schools they are entering safe, **trauma-sensitive** spaces. We don't always know what students have experienced before school starts, so schools are proactive in creating a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviours, and succeed academically, while supporting their physical health and well-being.
- Many schools also took advantage of **FOXY/SMASH** community-based programming that focuses on mental and sexual health and healthy relationships.



2021

September | septembre | onōcihitowipīsim | T'áncháy Nátl'ír Zá | Egōchłę Zaa

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

SCHOOLS

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

DAYS WITH NO REGULAR CLASSES

AD - Administration
CEP - Community Education Planning
STIP - Strengthening Teacher Instructional Practice
PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference

SSDEC HIGHLIGHTS

Celebrating our successes.

- Long-time SSDEC teacher and administrator **Mario Milovac** won the **2020 Excellence in Education -- Program Staff Award**. For nearly 30 years, Mario has had a tremendously positive impact on the students who have had the opportunity to learn from him.
- **Todd Sturgeon** won the **2020 Excellence in Education -- Jill Taylor Above and Beyond Award**. For more than 15 years, Todd and his team have been responsible for keeping all of our schools' technology in working order. He has consistently gone above and beyond the call of duty, ensuring teachers and students have the technology and support they need to be successful. Todd's leadership role goes beyond his role as manager of information systems and technical services. He serves on several territory-wide technology committees and is also on the Central Executive of the NWTTA.
- **Brian Green and the Łutsel K'e CO-OP** won the **2020 Excellence in Education -- Partner in Education Award**. Brian is known in the community for his compassion, caring and willingness to lend a hand no matter what the request is. Thanks to Brian's availability and generosity, Łutsel K'e Dene School continues to benefit in countless ways.
- **Carolyn Matthews** of Paul W. Kaeser High School received the **Prime Minister's Award for Teaching Excellence -- Certificate of Achievement** for her adaptability and versatility in teaching and inspiring students in both English and French. Carolyn has consistently excelled in developing innovative teaching tools and strategies while also mentoring other educators as PWK's Instructional Coach.
- **Erin MacDonald** of PWK presented at School Food Matters/Alberta Food Matters with a presentation entitled "Pan Canadian Provincial & Territorial School Food Programs."
- **Masiana (Tiffany) Kelly**, principal of **Joseph Burr Tyrrell Elementary School**, published her second children's book, ***The Dancing Trees***.
- **Angie Fabien** of **Deninu School** received a **2020 Minister's Culture and Heritage Circle Award** for her many years of work in teaching and revitalizing Chipewyan. Angie has been a strong advocate for Indigenous language revitalization in the SSDEC and in her community of Fort Resolution.



2021

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

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

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DAYS WITH NO REGULAR CLASSES

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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 | 75 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.

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,

harvesting, 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.



2021

November | novembre | iyikopīwipīsim | ʔeyun Zá | Ezhuędzē Zaa

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

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3WC - 3-Way Conference

DIAMOND JENNESS SECONDARY SCHOOL

Grades 8-12 | 211 students | Hay River



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

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

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

Student Services

DJSS offers a variety of school-based and community support services to our students. With a warm and welcoming atmosphere we are able to focus on student needs through our Learning Centre (LC). Within this space students have access to many supports, including written output and reading, audiobooks, readers, scribes, separate testing spaces, furniture and an atmosphere that supports self-regulation, coaching of study techniques, one-on-one and small group support, learning strategy classes, pre- and re-teaching, etc. The LC is open during school hours and also houses our supervised after-school Homework Club every Monday, Tuesday and Thursday. DJSS also provides breakfast and lunch programs, a fitness centre, mindfulness sessions in and outside the classroom, and essential oil therapy. Community Wellness Workers and Public Health Nurses are also readily available to students.

Career Development

DJSS has a well-defined career exploration program. Students spend time exploring possible career paths through the multi-faceted Smart Focusing program, the 'My Blueprint' Program and in our Career and Life Management (CALM) courses. Senior high students are involved in one-on-one career counselling, annual reviews of their Career and Program Plans, and regular reviews of their academic/graduation progress and post-

secondary admittance requirements. Students have multiple opportunities to experience a variety of trade professions. DJSS's Work Experience and Schools North Apprenticeship Program (SNAP) programs are among the most active in the NWT.

DJSS Partnerships

DJSS is very fortunate to have outstanding partnerships with municipal, territorial, and federal government agencies, the Hay River Métis Government Council, and K'atłodeeche First Nation. Additionally, business partners allow our Breakfast/Lunch/Snack, Work Experience and Shop programs to flourish. Service groups sponsor activities. Their support helps make DJSS an exciting, safe and caring environment. Our academic partnerships with the four other Hay River schools have allowed us to share our programs and enhance programming for all students in our community. DJSS also offers distance learning courses through Alberta's Centre for Learning @ Home (CFL) within our FLEX program for students needing alternative course delivery.

2021

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

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

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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 | 148 students | Hay River



Princess Alexandra school is dedicated to the development of the whole child; and children learn in a safe and caring environment that is culturally responsive. PA prizes excellence in student leadership and encourages student participation in a broad range of activities throughout the school year.

Student Wellness

Teachers at PA are dedicated to volunteering their time to promote student wellness through the provision of activities and clubs outside of their regular class time. We foster a positive attitude towards school through providing students with opportunities to take part in lunchtime 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.



2022

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

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

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3WC - 3-Way Conference

HARRY CAMSELL SCHOOL

Grades JK-3 | 131 students | Hay River



Harry Camsell School is known for being welcoming and friendly. The teachers have a well-deserved reputation for excellence, and maintain a positive and caring environment to help children learn.

Indigenous Language

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

Community Engagement

We have worked hard to create a welcoming environment and appreciate the efforts of our many volunteers, community members and families. Parents are respected as an integral component of the learning team. Communication occurs regularly between school and home and when possible learning celebrations occur that involve parents and the community. Harry Camsell School also has a dedicated Parent Action Committee that fundraises on behalf of the school to enhance their children's school experience.

Social Responsibility

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

Student Wellness

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



2022

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

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

SCHOOLS

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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 | 249 students | Fort Smith



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

Culture

Culture is an immersive experience at JBT. We have worked at expanding our cultural area on our school grounds so that staff and students can access our cultural area on a daily basis. Classes are able to utilize the cultural area with our ILE instructors leading cultural experiences, which has included inviting Elders, Knowledge Keepers, and community experts to share stories and on-the-land lessons about trapping, camping, safety, hunting, fishing, cutting up, harvesting and cooking fish, cutting up meat, harvesting meat, making dry meat, making bannock, making tea and hot chocolate, and much more. In our classrooms we also celebrate our students' diverse cultural backgrounds by celebrating our unique heritage throughout the year via novel studies, talking circles, culture days, and by reading books that represent and celebrate people of diverse cultures. At JBT we also pride ourselves on greeting everyone with our Chipewyan and Cree greetings, learning more and sharing

our knowledge of our culture with everyone while learning through first hand, meaningful experiences.

Dene Laws & Bucket Filling

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

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

Language

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



2022

March | mars | niskipīsim | Nı́łts'ıcho(gh) Zá | Det'onıcho Zaa

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

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 | 207 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 7ëk'éch'a Helá "Scramble" Chipewyan board game to help increase language retention. Cree instruction is also available at the Grade 7-9 level.

Phoenix School

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

Technology

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

Fitness & Nutrition

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



2022

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

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

SCHOOLS

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PWK - Paul W. Kaeser High School

DAYS WITH NO REGULAR CLASSES

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

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

DENINU SCHOOL

Grades JK-12 | 95 students | Fort Resolution

Science Fair, Heritage and Oratories

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

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

High School Distance Education Initiative

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

Social Responsibility

Through the Dene Peacekeepers program, students chose to adopt the Dene Laws as their code of conduct. We also infuse restorative justice "peacekeeping circles" to solve more serious problems. Students are given incentives for positive behaviour and empathy through Positive Behavioural Interventions and Supports (PBIS). Our

school follows the PBIS model with the slogan "Keeping it REAL" (Respect, Effort, Accountability, Love).

Indigenous Language and Culture

At Deninu, students are enrolled in Chipewyan second language classes to support the revitalization of Indigenous language in the community. Chipewyan is integrated throughout school activities: in morning announcements, the Christmas concert, staff meetings, and more. The Chipewyan classroom is set up in home centres to reflect how students can use the language in their everyday lives and to encourage the use of the language with their families at home and in the community.

Deninu organizes numerous culture

camp every year where students and staff take part in authentic on-the-land learning with local Indigenous cultural support people. Culture camps are held utilizing Mission Island and Little Buffalo River. Our school also hosts the annual Hand Games Tournament and a Traditional Games Tournament, both of which were open to schools from around the region.

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

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



This innovative school follows the nine Dene Laws closely, and is always looking for new ways to combine traditional and modern learning.

2022

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

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

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STIP - Strengthening Teacher Instructional Practice
PD - Professional Development
CO - Cultural Orientation
3WC - 3-Way Conference

CHIEF SUNRISE EDUCATION CENTRE

Grades JK-12 | 52 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 desks.



2022

June | juin | opāskāhopīsim | Benígés Zá | Eyé Zaa

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

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3WC - 3-Way Conference

LOOKING BACK

2020-21: Innovator's Mindset



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

1. Further Developing Student-Teacher Relationships

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

2. Reinforcing Wellness and Social Responsibility

- Cohorting and physical distancing were one of the most important health and safety rules in 2020-21.
- Staff, parents and students were expected to remain vigilant to ensure distancing took place where possible. When not possible, masks were used in our schools, on buses

and in common areas.

- We taught, reinforced and gave constant reminders to students, staff and visitors to maintain physical distancing, wear appropriate PPE when necessary, and monitor daily for signs of infection.

3. Encourage Students to Take Ownership of their Education

- Students are more likely to take ownership of their own education and succeed in learning when teachers have prepared them so that they can answer these three questions: What am I learning today? Why am I learning it? How will I know if I have learned it?
- With the greater likelihood of cancelled classes, and the quick pivot to blended and online learning last year, it was important that staff were able to transition quickly, and that students took pride and ownership in keeping up with their assigned work, so as to ensure success.

2022

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

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

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LOOKING FORWARD

2021-22: Growing Success: Assessing for Learning



With the pandemic forcing a shift in school operations and procedures, our areas of focus have not changed from 2020-21 (see Looking Back on the previous page). Further priorities, moving forward into 2021-22, include the following:

1. Indigenizing Education

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

2. 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?).
- Implement the "instructional cycle" that expects students to be pre-assessed in relation to the essential learning outcomes in order to determine what and how to teach the entire class, and differentiate for each student.

3. Reinforcing Personal Wellness and Social Responsibility

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

2022

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

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

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Finances and Operations

Fund Balances

As of June 30, 2021

	<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	\$3,484,088	\$52,865	\$260,967	\$2,322	\$55,381	\$82,525
2	(\$1,077,123)	(\$17,976)	(\$236,120)	\$0	(\$47,932)	(\$73,450)
3	\$2,406,965	\$34,889	\$24,847	\$2,322	\$7,449	\$9,075
4	9%	7%	4.9%	1.8%	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

2020 - 2021

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

Finances and Operations

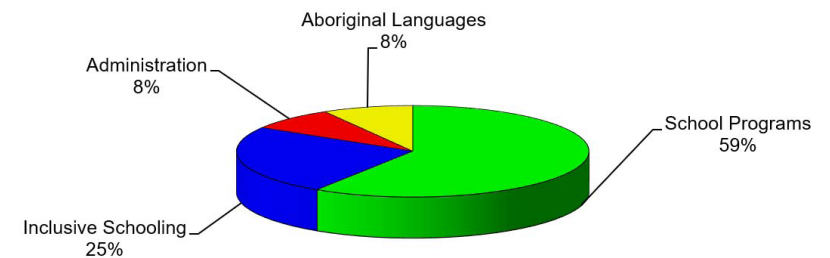
Statement of Revenues and Expenses

For the Year Ended June 30, 2021

	<u>2021 Actual</u>	<u>2020 Actual</u>
<u>REVENUES</u>		
ECE Contributions		
ECE Regular Contributions	\$25,294,194	\$24,117,729
Other ECE Contributions	2,728,621	664,455
Total ECE Contributions	\$24,782,184	\$24,782,184
Other GNWT Contributions	\$232,919	\$267,846
Total GNWT Contributions	\$25,050,030	\$25,050,030
Other Education Bodies	\$0	\$0
Government of Canada Contributions	\$2,498,809	\$1,278,028
Generated Funds		
Investment Income	\$49,974	\$143,968
Non-GNWT Contributions	86,319	101,991
Donations	2,050	12,265
Other	286,356	294,062
Total Generated Funds	\$424,700	\$552,287
Total Revenues	\$31,179,242	\$26,880,345
<u>EXPENSES</u>		
Administration	\$2,498,636	\$2,302,243
School Programs	18,410,455	16,830,283
Inclusive Schooling	7,643,612	6,138,230
Aboriginal Language/Cultural Programs	2,595,615	2,043,640
Total Expenses	\$31,148,319	\$27,314,398

Expenditures by Function

For the Year Ended June 30, 2021



School Programs	\$18,410,455
Inclusive Schooling	\$7,643,612
Administration	\$2,498,636
Aboriginal Languages	\$2,595,615
Total	\$31,148,318

Finances et Activités

Soldes de fonds

au 30 juin 2021

	CSDSS	Fort Smith	Hay River	K'atloodeeche	Fort Resolution	Lutsel K'e
1	\$3,484,088	\$52,865	\$260,967	\$2,322	\$55,381	\$82,525
2	(\$1,077,123)	(\$17,976)	(\$236,120)	\$0	(\$47,932)	(\$73,450)
3	\$2,406,965	\$34,889	\$24,847	\$2,322	\$7,449	\$9,075
4	9%	7%	4.9%	1.8%	7%	7%

1 - Soldes du fonds (surplus du CSDSS et des ASD) d'après les états financiers vérifiés

2 - Engagements sur les soldes du fonds (surplus tirés du recrutement scolaire et des plans de dépenses)

3 - Solde du fonds non visé par les engagements

4 - Pourcentages du solde du fonds calculés selon la politique DFAA du CSDSS (surplus financiers)

Effectifs

2020 - 2021

	Attribution selon la formule du MÉCF		Dépenses du CSDSS	
	AP	en \$	AP	en \$
<u>Dotation au niveau de la division</u>				
Équipe dirigeante	3.25	598,557.00 \$	3.00	617,056 \$
Conseiller en intégration scolaire	1.00	175,844.00 \$	1.00	285,300 \$
Conseillers en soutien scolaire	2.50	439,810.00 \$	2.00	233,987 \$
Consultants sur les langues autochtones	1.00	175,844.00 \$	0.67	81,306 \$
Personnel administratif	3.75	355,472.00 \$	3.00	362,398 \$
Personnel technique	1.00	144,200.00 \$	3.00	410,379 \$
Sous-total	12.50	1,889,727 \$	12.67	1,990,426 \$
<u>Dotation au niveau de l'école</u>				
Enseignants	84.71	12,88,709 \$	102.17	13,360,765 \$
Enseignants de soutien aux programmes	12.60	2,019,905 \$	11.70	1,790,514 \$
Aide-enseignants	29.94	3,019,054 \$	24.73	2,423,771 \$
Conseillers communautaires en milieu scolaire	3.75	385,622 \$	1.00	131,262 \$
Conseillers en bien-être	1.25	131,506 \$	0.00	0 \$
Secrétaires	3.77	352,933 \$	6.20	612,299 \$
Concierges	11.93	964,350 \$	15.20	1,121,203 \$
Sous-total	147.95	19,762,079 \$	161.00	19,439,814 \$
Total pour la division	160.45	21,651,806 \$	173.67	21,430,240 \$

Finances et Activités

État des RÉSULTATS CONSOLIDÉS

pour l'exercice se terminant le 30 juin 2021

Données réelles 2021 Données réelles 2020

REVENUS

Contributions du MÉCF

Contributions régulières du MÉCF	\$25,294,194	\$24,117,729
Autres contributions du MÉCF	2,728,621	664,455
Total des contributions du MÉCF	\$24,782,184	\$24,782,184

Autres contributions du GTNO	\$232,919	\$267,846
Total des contributions du GTNO	\$25,050,030	\$25,050,030

Autres organismes scolaires	\$0	\$0
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Contributions du gouvernement du Canada	\$2,498,809	\$1,278,028
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Fonds générés

Revenus d'investissement	\$49,974	\$143,968
Contributions ne provenant pas du GTNO	86,319	101,991
Dons	2,050	12,265
Autres	286,356	294,062
Total des fonds générés	\$424,700	\$552,287

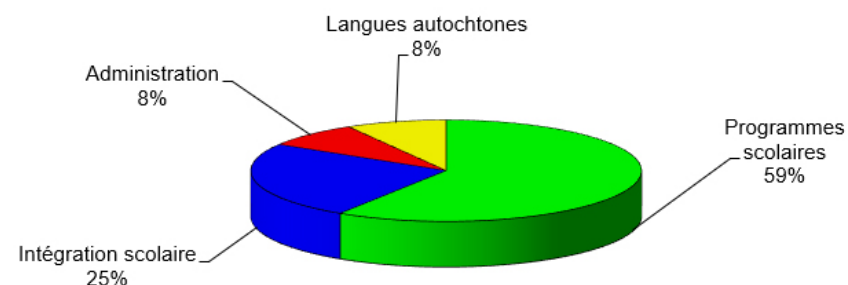
Total des revenus	\$31,179,242	\$26,880,345
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DÉPENSES

Administration	\$2,498,636	\$2,302,243
Programmes scolaires	18,410,455	16,830,283
Intégration scolaire	7,643,612	6,138,230
Programmes de langues et cultures autochtones	2,595,615	2,043,640

Total des dépenses	\$31,148,319	\$27,314,398
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Dépenses par activité pour l'exercice se terminant le 30 juin 2021



Programmes scolaires	\$18,410,455
Intégration scolaire	\$7,643,612
Administration	\$2,498,636
Langues autochtones	\$2,595,615
Total	\$31,148,318

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: Tiffany Kelly

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) 874-5713
Principal: Dr. Deborah Reid

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

Cover photo by Frank Isherwood, Łutsel K'e Dene School.